

**The Effect of a Literary Analysis
Learning Model in Developing The Basic
literary reading Skills of English
Language Majors at Faculties of
Education**

By:

Prof Dr. Awatef Ali Sheir

Professor of Curriculum &
Instruction of English,
Institute of Educational Studies,
Cairo University.

Magda Atta Ahmed Soltan

EFL Instructor

Dr. Abdel Rehim Saad el Din El – Hilaly

Professor of Curriculum
Instruction of English, Faculty of Education
Al Azhar University.

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Introduction

In recent years literary analysis is considered as an effective instruction for teaching literature. It enables students to reflect their personal feelings and imagination to literary texts; It improves the quality of student talk; it is conducive to a positive learning atmosphere (Razi, 2011; Cham; Elaine; Scott ,2013). It can open horizons of possibility, allowing students to question, interpret, connect, and explore. It takes people beyond their limited experience of life to show them the lives of other people at other times and places. It can help students develop familiarity with a particular literary style and later unknowingly promote their literary development to guarantee successful analysis.

The Eighteenth Annual Nile TESOL Conference (2014) suggests specific innovative activities when teaching literature in EFL contexts such as; graphic novels, drama videos, trace effects and gamification; These activities help learners to achieve the process of edutainment while analyzing literature.

Review of literature:

Reading to analyze, interpret, and appreciate ideas requires intense images, emotional languages and literary skills. Literary reading implies approaching the written work with an open mind so that the reader may be

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convinced by the author that this point of view is valid based on his / her reasoning, logic and beliefs. It examines the author's competence and credibility, and analyzing the material i.e. cruising assumptions, checking logic, examining conclusions and their implications.

Literary reading is a type of reading that has many literary skills like; character, plot, and theme (Furukawa, 2006; Bakon, 2009); It differentiates from reading comprehension texts.

Characterization is created in terms of description, action, and dialogue; considering the character's major trait or traits, as well as physical descriptions. Theme refers to a major idea, which runs throughout a story and ties things together much like a continuous thread. Plot is seen as being the vehicle that carries all the other elements. It aims at putting the characters in motion so the reader can follow them to a satisfactory, convincing end whilst providing a line to follow. Plot may be analyzed in terms of things such as impulses, goals, ideas, values, and issues. The dramatic situation has to do with some kind of action. And the shaped action is the narrative purpose manifested in careful shaping of actions (McRae; Pulverness, 2007).

Literary Analysis

Literary analysis is derived from the new criticism theory which allows readers to interact with a literary text interpreting it and giving logical evidence. In this context, "criticism" means a close reading and interpretation of a literary text, such as a poem, a short story, a play, a novel, or even a movie (Steve, 2010; Razi; Hawsen, 2011; Edmond, 2012; Scott; Kumar, 2013).

Principles of Literary Analysis:

The following principles are the collection of desired properties from a literary analysis view (Max, 2010; Kumar; Johnson, 2013):

1. It is based on emphasizing the individual as a reader-critic. It argues that reading a literary text is part of a complex process that includes collaboration between the writer, the text, and the reader.
2. The student 's role is filling in the missing "gaps" of the text in his or her own unique way. The meaning produced may then lead to a whole variety of different experience and enhance subjective judgments.
3. The student 's task is to criticize a text and not be restricted to an author' s intention;
4. According to the literary analysis, the text acts on the reader and the reader interacts with the text; therefore, this analytical method is often referred to as transactional analysis.

Steps of literary analysis:

A literary analysis is not merely a summary of a literary work. Instead, it is an argument about the work that expresses a writer's personal perspective, interpretation, judgment, or critical evaluation of the work. The purpose of a literary analysis is to demonstrate why the author used specific ideas, word choices, or writing structures to convey his or her message.

The steps of analyzing the literary text is presented according to (Steve ,2010) as follows; 1- Read or reread the text with specific questions in mind; 2-Marshall basic ideas, events and names. 3-Think through your personal reaction to the book : identification, enjoyment, significance and

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application. 4-Identify and consider most important ideas (importance will depend on context of class, assignment, study guide).5-Return to the text to locate specific evidence and passages related to the major ideas. 6-Use your knowledge following the principles of analyzing a passage described below: test, essay, research, presentation and discussion.

Unfortunately, the following studies support the idea that teaching /learning English literature in Egyptian universities does not fulfill its purpose and requirements. The studies of (Khater, 2002; Al –Alami, 2003; Badawi, 2004; Soltan, 2010) found that most of university professors provide their students with an overall understanding of the literary work through lecturing. Accordingly, many students rely heavily on the teacher – made critical notes instead of reading the authentic literary text; As a result, a literature course that should have been interesting becomes very dull .

Based on the researcher 's observation, most of second - year English language majors at Women's' College, Ain Shams University apply ineffective strategies in analyzing their original literary texts; Most students depend on their teacher- made critical notes, and there is no chance to improve students' literary reading skills; Students have nothing to do with the text but outlining their teachers' words.

Statement of the problem:

The problem of the study was stated as follows :

Second year English language majors at Wonen' s College, Ain Shams University seem to face difficulty in the basic literary reading skills; Subsequently, there is a need for a literary analysis learning model to improve their literary reading skills;

Questions of the study:

The study attempts to answer the following questions:

- 1-What is the effectiveness of a literary analysis learning model in developing second year EFL majors' basic literary reading skills?
- 2-To what extent do second year EFL majors master the basic literary reading skills?
- 3-What are the features of a model based on literary analysis to develop the basic literary reading skills of EFL majors?

Hypotheses of the study:

The following hypotheses have been formulated:

1. There is a statistically significant difference between the mean scores of the experimental group and the control group on the post-test in the basic literary reading skills in favor of the experimental group;
2. There is a statistically significant difference between the mean scores of the experimental group on the pretest and the posttest of the basic literary reading skills in favor of the post – test.

Methods:

Design of the study

The quasi- experimental design was used for conducting the experiment of this research. Two intact sections were randomly selected to represent the experimental and the control group;

Participants:

The subjects of the study included 60 students randomly selected from second year English and Education Department in Women's College, Ain Shams University. The 60 students were randomly assigned into two groups,

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control (30) and experimental (30); All subjects were graduated of regular governmental school aging between 18-19. The experimental group studied their literary course through the literary analysis model, while the control group received regular instruction for the same course by their professor;

Instrument of the study:

A pre /post test of the basic literary reading skills prepared by the researcher was used as a research instrument. The test covered the basic literary reading skills in terms of their procedural definitions; To measure the test content validity, it was given to TEFL and literature experts to evaluate the appropriateness of each item of the test. The jury suggested modifying some words and phrases because they were hard for students to understand.

Reliability of the test was calculated using person correlation coefficient. After statistical calculation, it was $r = (0.94)$, which means that the test was highly reliable .

The Literary Analysis Learning Model

Learning objectives

Analyze characters
Elicit the moral lesson
Interpret the main ideas
Analyze plot

Media

Overhead, Posters, students' original short stories, Video film of " Old man and the sea"

Content of the Model

Three different short story reading activities of this study were presented in their instructional order in the following.

Week 1 and 2 "Graphic novel activity"

Students get prepared for stimulating their perception about the learning topic. Students were asked to read their original short story "The lament" at home before meeting; they should come to class with general knowledge of events, a basic sense of what the work of art was about.

The instructor displayed pictures without the text; The dialogue bubbles blanked out and students had to create the dialogue.

Students looked at how male and female characters were depicted in comic books. Using a comic book analysis sheet, students recorded the attributes of male and female comic book characters.

Week 3 and 4 " Drama Video activity "

The instructor displayed the Video film of "*Old man and the sea*", then students were paused meanwhile to respond to some drama activities related to the selected skill (character). For example, students were asked to play each character, students visualized characters and wrote a focused list .

Week 5 and 6 " Story maps activity "

Students read the short story "Best looking girl in town", then they highlighted important passages and potential ideas in the text and responded to story maps and graphs .The students identified and marked sets of sentences that presented their defended evidence and responded towards the examined skill (plot). Then, they interpreted the conflict by their own and made a list of justifications that supported their analyses.

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Results & Discussion

In order to test the research hypotheses, the Statistical Package for Social Science (SPSS) was used to calculate the t – value for testing the difference between the mean scores of the experimental group and the control group on the pre- post basic literary reading skills test; The value of Eta square (η^2) was also calculated to determine the effect size of the independent variable of the study (the learning model) on the dependant variable (the basic literary reading skills);

Results indicated that there was a statistically significant difference between the mean scores of the experimental group and the control group on the post-test in the basic literary reading skills in favor of the experimental group, see table (1).

Table (1)

The "t" value of the experimental group and the control group on the post – test of the basic literary reading skills .

Skills	Group	N.	Total	Mean	SD.	DF.	T-value	Sig.
1.Character	Exp.	30	157	5.23	0.90	58	3.15	.001
	Cont.		132	4.40	1.13			
2.Theme	Exp.	30	155	5.17	0.99	58	4.67	.000
	Cont.		99	3.30	1.95			
3.Plot	Exp.	30	138	4.60	0.56	58	3.62	.001

Statistics in table (1) indicated that the experimental students' mean scores of each skill in the post test were increased. According to these results, it was noted that the learning model achieved a notable success and had a positive effect in developing the experimental group students' basic literary reading skills and this gave support for hypothesis one; Results also revealed that there was a statistically significant difference between the mean scores

of the experimental group on the pretest and the posttest of the basic literary reading skills in favor of the post – test, see table (2)>

Table (2)

The "t" value of the experimental group in the pre-and post – test of the basic literary reading skills .

Skills	Group	N.	Total	Mean	SD.	DF.	T-value	Sig.
1.Character	Pre	30	98	3.27	1.23	29	-6.70	.000
	Post		157	5.23	0.90			
2.Theme	Pre	30	108	3.60	1.35	29	-4.88	.000
	Post		155	5.17	0.99			
3.Plot	Pre	30	95	3.17	1.32	29	-5.15	.000
	Post		138	4.60	0.56			

Data in table (2) indicated that the students' mean score of the basic literary skills in the post test application was increased. It was also clear that all the effect size values for the target skills were large .Procedurally, these results seem to be true and consistent, since the experimental group students had enough opportunities to experience and practice these skills, and they got the chance to discuss and analyze each in detail; Accordingly, they recognized the importance of these skills well.

To conclude, testing the two hypotheses of the study revealed that they were supported by the results. Statistical analyses of data illustrated that the experimental group performed much better on the post –test related to the basic literary reading skills than in the pre - test; Subsequently, the learning model achieved an observable effect in developing the experimental group students' basic literary reading skills. This was reflected in the high scores which the students obtained after being exposed to the learning model.

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Interpretation:

The model was a student –centred methodology, and the content addressed the target skills and students; The teaching model encouraged the students to analyze and appreciate their stories at the three learning short story activities. At graphic novel activity, students' prior knowledge were activated and stimulated before discussing the main idea of the studied story or to comment on its title. Where the dialogue bubbles blanked out and students had to create the dialogue. This activity developed theme skill.

At drama video activity, among the major factors that affected students' character skill was using drama activities such as; focused listening and visualization drama; Students were asked to play each character and visualized characters; Empirically, this result goes in line with the results reported by (Johnson, 2011; Miceli, 2012) who confirmed that drama activities are meaningful and powerful to improve students' ability to analyze and appreciate literature; Moreover, (Scott, 2013) confirmed that developing students' visual images of the story improved character skill.

Watching the literary films of "Old man and the sea " and " was an important factor for success; That film aroused students' motivation, and encouraged them to visualize their original stories properly. Smith(2010) advocated that teachers can take advantage of the visual experience which altering the actual text to accommodate for different levels of literary analysis;

With respect to the statistical analysis revealed that there were statistically differences in favor of the experimental group in plot skill. This might be due to the graphic activities such as; story structures, graphs, and webs. Besides, story comparison map added much

motivation among students as they were asked to compare and contrast between two of their original short stories that had similarities and differences.

Conclusion:

Based on the above findings and the theoretical background of literature related to the study, the following conclusion can be drawn :

1. Visualization and depiction proved to be valuable training techniques that enhance students' literary imagination and symbolism skills, as it connected enjoyment to learning
2. Literary activities such as roundtable, write around, visual drama, prediction activities, gap-filling exercises, and oral presentation were effective in developing second year English majors' literary imagination and symbolism skills .

Recommendations:

The following recommendations were formed:

1. The use of literary analysis is recommended as a successful model that urged students to work cooperatively and motivate them to present creative analyses.
2. Literature teachers have to expect, respect, and accept the different interpretations of a literary work as long as students could provide evidence and logical justifications.

Suggestions for further research:

Further research is needed to:

1. design a program based on literary analysis approach in developing the critical reading and writing skills at different levels of education.
2. replicate this study with non narrative subjects like poetry, criticism at the university level;

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