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The Effectiveness of Implementing Language-Based Approaches to Enhance EFL Students' Literary Competence: A Case Study of Teachers at the Faculty of Education, Elmergib University, Libya

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Abstract

The study of literature in EFL classrooms offers students valuable opportunities to develop critical interpretive skills and a deeper understanding of language. One promising pedagogical approach is the language-based approach, which emphasizes the linguistic features of literary texts to enhance students' comprehension and appreciation. This research explores the perceptions of EFL teachers at the Faculty of Education, Elmergib University, regarding the effectiveness of language-based approaches in enhancing students' literary competence. Adopting a case study design, the study gathers qualitative data through semi-structured interviews and classroom observations. The findings suggest that teachers view the language-based approach as an effective strategy for improving students' abilities to analyze and interpret literary texts, particularly in relation to linguistic elements such as syntax, vocabulary, and stylistic devices. The study concludes by recommending the broader integration of language-based methodologies into the teaching of literature at the Faculty of Education to better support the development of students' literary competence.

1. Introduction:

In recent years, the integration of literature into foreign language teaching has received increased attention in EFL (English as a Foreign Language) education. While the main goal of foreign language teaching is to equip students with the ability to communicate effectively in a second language, literature offers an avenue for cultivating deeper linguistic and cultural understanding. Through exposure to various literary works, EFL learners can develop critical thinking, interpretative skills, and the ability to navigate complex linguistic structures. Literature also helps students reflect on the human experience, offering them an opportunity to engage with diverse cultures and historical contexts.

The importance of adopting an appropriate pedagogical approach when teaching literature is paramount to ensuring that students benefit fully from these texts. One such approach, the language-based approach, emphasizes the linguistic characteristics of literary texts. This method not only encourages a closer analysis of language use but also helps students improve their linguistic competence, which in turn enhances their ability to engage meaningfully with the content. Through careful examination of a text's syntax, lexis, stylistic features, and overall structure, students can gain a more nuanced understanding of both the language and the literature itself.

At the Faculty of Education, Elmergib University, the potential of the language-based approach has not been fully explored in the teaching of literature, despite the growing recognition of its value in EFL contexts. This gap is significant because teachers' perceptions of effective teaching methods play a crucial role in shaping classroom practices and learning outcomes. In the Libyan context, where students often face challenges in acquiring high levels of proficiency in English, exploring the effectiveness of such an approach could provide valuable insights into how EFL teachers can better support students' development of literary competence.



The concept of literary competence, as distinct from general language proficiency, is central to this research. Literary competence refers to the ability to interpret, analyze, and appreciate the unique linguistic and aesthetic features of literary texts. This competence is critical for students who wish to engage deeply with literature, as it requires more than just a surface-level understanding of the language. It demands that students understand how language works within a literary context to convey complex meanings, emotions, and social commentary.

The language-based approach to literature teaching focuses precisely on these linguistic aspects. By encouraging students to analyze not just the content but also the language of the literary work, this approach provides them with the tools needed to decode the rhetorical strategies and literary devices employed by authors. Teachers at the Faculty of Education, Elmergib University, have the potential to harness this approach to enhance their students' literary competence, helping them move beyond basic comprehension to a more sophisticated level of engagement with texts.

The purpose of this study is to explore how teachers at the Faculty of Education, Elmergib University, perceive the effectiveness of the language-based approach in enhancing the literary competence of EFL students. It seeks to understand how teachers implement this approach, the challenges they face, and the impact it has on students' ability to analyze and interpret literary works. Additionally, this research aims to contribute to the ongoing discourse on the role of literature in EFL education by providing evidence-based insights into the benefits and limitations of language-oriented teaching methods in the Libyan context.

The research questions guiding this study include:

- 1- How do EFL teachers at the Faculty of Education, Elmergib University, perceive the efficiency of the language-based approach in improving students' ability to analyze literary texts?**
- 2- To what extent do teachers believe that implementing a language-based approach enhances students' literary competence?**
- 3- What are the strengths and challenges of using the language-based approach in literature instruction at the Faculty of Education?**

The findings of this study are expected to shed light on the feasibility and effectiveness of the language-based approach in the context of EFL teaching at Elmergib University, providing valuable recommendations for future pedagogical practices and teacher training programs.

2. Literature Review

The integration of literature into English as a Foreign Language (EFL) teaching has long been a topic of academic interest due to its potential to enhance both language proficiency and cultural awareness. Literature, in this context, does more than provide linguistic practice; it serves as a rich source of authentic material that connects language use to cultural, historical, and aesthetic nuances embedded in texts. However, the effectiveness of teaching literature depends on the pedagogical strategies employed and their alignment with the learners' needs.

2.1 The Role of Literature in EFL Education

Literature plays a pivotal role in the development of EFL learners' language competence. It provides students with exposure to varied linguistic registers, rich vocabulary, and complex syntactical structures that are not often found in everyday conversation (Carter & Long, 1991; Brumfit, 2000). Moreover, literature fosters cultural competence by allowing students to engage with the socio-cultural contexts in which texts were produced, thereby promoting cross-cultural awareness and empathy (Carter, 1985).



In addition to its linguistic and cultural benefits, literature also contributes to cognitive development. As students interact with literary works, they engage in higher-order thinking processes, such as critical analysis and interpretation, which are necessary for decoding meaning at multiple levels. This process requires students to go beyond surface-level comprehension and examine how language constructs meaning in a text. Teachers play a key role in helping students navigate this complexity through effective pedagogical approaches.

2.2 Approaches to Teaching Literature in EFL Classrooms

Various models for teaching literature in EFL classrooms have been proposed, each with its own focus on language learning, cultural understanding, and student engagement. Carter and Long (1991) outline three key approaches to teaching literature: the language-based approach, the cultural model, and the personal growth model. These models highlight different dimensions of literary texts and their relevance to EFL education.

2.2.1 The Language-Based Approach

The language-based approach, also known as the linguistically-oriented approach, focuses on the linguistic elements of the text, such as syntax, vocabulary, and stylistic devices. This approach encourages students to engage deeply with the text by examining its language in detail. Syntax refers to the arrangement of words in sentences and how this structure contributes to meaning. Vocabulary encompasses word choices and their nuances, influencing how ideas and emotions are conveyed. Stylistic devices—such as metaphor, irony, alliteration, and personification—add layers of meaning and tone to the text.

The core belief behind this approach is that literary language is distinct from everyday language in that it often employs complex structures, figurative expressions, and stylistic devices that require specialized knowledge to fully understand. According to Widdowson (1975), a language-based approach to literature allows students to uncover implicit meanings and aesthetic qualities hidden within the language.

By analyzing the formal features of a text, students develop a more sophisticated understanding of language use. Syntax helps students identify how sentence structure can influence tone or meaning, while vocabulary allows them to appreciate the emotional weight of particular word choices. Stylistic devices help reveal the author's creative use of language to convey themes or character emotions. As Bobkina and Romero (2014) note, such an approach not only enhances linguistic competence but also fosters critical thinking, enabling students to engage more deeply with the text's meaning.

This approach is grounded in the principles of applied linguistics, which emphasize the importance of language in context. By focusing on syntax, vocabulary, and stylistic devices, students learn to recognize how language operates in literary texts, which enhances their overall literary competence.

2.2.2 The Cultural Model

In contrast to the language-based approach, the cultural model emphasizes the social, political, and historical contexts in which literary texts are produced. It encourages students to explore the ideological messages, cultural references, and historical influences that shape a text. While this model contributes to students' cultural awareness, it often downplays the linguistic elements of the text. For EFL learners, balancing cultural exploration with linguistic analysis is crucial, as focusing solely on culture may overlook the necessary skills to understand and appreciate the text's language (Padurean, 2015).



2.2.3 The Personal Growth Model

The personal growth model, inspired by reader-response theory, encourages students to connect emotionally with the text, interpreting it based on their own experiences and beliefs. While this approach can lead to deep personal engagement with literature, it may not always support the development of the linguistic skills needed for advanced language proficiency. Teachers must balance personal interpretation with structured analysis of linguistic features like syntax, vocabulary, and stylistic devices to ensure that students develop both their interpretative and linguistic skills.

2.3 Literary Competence in EFL Contexts

Literary competence refers to the ability to analyze, interpret, and appreciate literary texts, taking into account their linguistic, aesthetic, and cultural aspects. Unlike general language proficiency, literary competence involves navigating the complexities of literary language, identifying literary devices, and critically engaging with the content (Lazar, 1993). As Brumfit and Carter (1986) suggest, literary competence is closely tied to language competence, with one enhancing the other. A solid foundation in linguistic competence is necessary for the development of literary competence, and the language-based approach plays a critical role in this process.

Through the analysis of syntax, vocabulary, and stylistic devices, students develop the tools to unpack the deeper meanings of texts. For instance, syntax helps students recognize how the structure of sentences influences their interpretation of tone and meaning. Vocabulary helps them understand the emotional connotations behind specific word choices, while stylistic devices like metaphor and irony uncover hidden layers of meaning within a text. As Hill (1990) and Spiro (1991) argue, students with strong literary competence are also able to contextualize texts within broader social, cultural, and historical frameworks, thus linking the linguistic and cultural dimensions of the text.

2.4 The Intersection of Language Competence and Literary Competence

The relationship between language competence and literary competence is symbiotic. As Brumfit (2000) points out, a deep understanding of syntax, vocabulary, and stylistic devices is essential for interpreting literary texts. Widdowson (2014) further emphasizes that the language of a literary text is not merely a means of communication but a medium through which meaning is conveyed in often intricate ways. To appreciate the full range of a text's meaning, students must understand how these linguistic elements contribute to the text's deeper implications.

Research has demonstrated that language-based approaches are highly effective in enhancing students' literary competence, as they encourage a focused analysis of stylistic, syntactical, and lexical features. This analytical focus not only improves students' linguistic skills but also deepens their understanding of the aesthetic qualities of literature, making it a valuable tool in EFL education (Bobkina & Romero, 2014). Such approaches help students move beyond surface-level comprehension to develop a more nuanced and critical appreciation of the text.

Literary Competence of EFL Students

3.1 Definition of Literary Competence

In the context of English as a Foreign Language (EFL) education, literary competence refers to the ability of students to engage with, analyze, and interpret literary texts in a meaningful way. Unlike basic language competence, which focuses primarily on grammar, vocabulary, and communicative ability, literary competence extends beyond mere language skills to encompass a



deeper understanding of the various elements of literature, including themes, characters, narrative structure, style, and cultural context.

Culler (1975) argues that literary competence involves a nuanced understanding of language that enables learners to not only comprehend the surface meaning of a text but also to grasp its deeper, often implicit, meanings. This is achieved through engagement with the text at multiple levels, from linguistic analysis to thematic exploration. For instance, students must learn to identify literary devices such as metaphor, symbolism, and irony, which enrich the text and contribute to its overall meaning. A student with high literary competence can interpret these elements to produce a more sophisticated understanding of the text.

Hill (1990) and Spiro (1991) further elaborate that literary competence also involves the ability to contextualize the text within broader social, cultural, and historical settings. This skill allows students to understand not only the language of the text but also its significance in the larger framework of societal values, ideologies, and historical events. This type of competence is often fostered in the classroom through discussion, comparison, and critical analysis, activities that encourage students to interact with the text beyond their immediate linguistic abilities.

In the EFL classroom, particularly at the Faculty of Education at Elmergib University, literary competence is not merely an academic goal but a vital aspect of developing a well-rounded, culturally aware student. Engaging with literary texts can enhance students' linguistic abilities while also fostering their emotional intelligence and critical thinking skills. In this way, literary competence plays a crucial role in shaping students' overall educational experience.

3.2 The Role of Literary Competence in Language Learning

The relationship between language competence and literary competence is intricate and mutually reinforcing. As Brumfit & Carter (1986) suggest, a student's understanding of a literary text is deeply rooted in their proficiency in the target language. However, literary competence also enhances the student's language abilities by exposing them to a wide range of lexical, syntactical, and stylistic features that may not be encountered in other types of texts. Through the study of literature, students gain access to more complex sentence structures, idiomatic expressions, and varied lexical choices, all of which contribute to their overall language development.

The process of engaging with literary texts, especially those written in a foreign language, demands a higher level of cognitive engagement compared to other types of reading. Students must analyze not only the literal meaning of the text but also its figurative and symbolic elements. This requires a greater degree of abstract thinking and interpretation, which in turn strengthens their language skills. For example, understanding the symbolic meaning of a character's actions or the use of foreshadowing in a narrative requires students to draw upon both their linguistic knowledge and their ability to recognize broader thematic patterns within the text. Literary competence also contributes to the development of a student's ability to appreciate and critique the cultural dimensions of language. As students read literature, they are exposed to the cultural norms, values, and worldviews embedded in the text. This exposure allows them to understand the nuances of language use within specific cultural contexts, an essential skill for any foreign language learner.

Moreover, literary competence plays a critical role in enhancing students' emotional intelligence. By empathizing with characters, understanding their motivations, and reflecting on the emotional impact of a text, students develop a deeper understanding of human emotions and behavior. This emotional engagement with literature is an important aspect of the learning process, as it



encourages students to make personal connections with the material and develop a more profound appreciation for the art of storytelling.

3.3 Developing Literary Competence through the Language-Based Approach

One of the most effective ways to enhance literary competence is through the language-based approach to teaching literature, which emphasizes the close relationship between language and literature. This approach advocates for a systematic exploration of the linguistic features of literary texts, such as their vocabulary, sentence structure, and stylistic devices. By focusing on the language of the text, students are able to appreciate the intricacies of literary expression and develop a deeper understanding of how language shapes meaning in literature.

The language-based approach also encourages students to engage with literary texts at a deeper level, beyond surface-level comprehension. As they analyze the formal features of the text—such as its use of metaphor, symbolism, or narrative structure—students gain insight into the author's stylistic choices and their impact on the overall meaning of the work. This analytical approach helps students develop the critical thinking skills necessary to engage with literature on a more sophisticated level.

At Elmergib University, where the focus is on enhancing EFL students' language proficiency alongside their literary competence, the language-based approach is particularly effective. By integrating linguistic analysis into the study of literary works, students are able to develop both their language skills and their ability to interpret and evaluate literature. This dual focus on language and literature helps students achieve a more holistic understanding of both the linguistic and cultural dimensions of the texts they read.

In summary, literary competence is a vital aspect of EFL education, as it not only enhances students' ability to engage with literary texts but also contributes to their overall language development and cultural understanding. Through the use of the language-based approach, students at the Faculty of Education at Elmergib University can deepen their appreciation of literature while simultaneously strengthening their linguistic and critical thinking skills.

4. Implementation of a Language-Based Approach in the EFL Classroom

4.1 Overview of the Language-Based Approach

The Language-Based Approach (LBA) to teaching literature in the EFL classroom is rooted in the belief that the language of a literary text plays a crucial role in shaping students' understanding and interpretation of the work. This approach emphasizes the examination of linguistic features—such as vocabulary, syntax, phonology, and stylistic devices—as essential tools for unlocking the deeper meanings embedded in literary works. Unlike traditional literature teaching models that may focus more on the thematic or cultural aspects of texts, the Language-Based Approach treats the language of the text as both the medium and the message, asserting that a thorough understanding of the language enhances the students' overall literary competence. The implementation of the Language-Based Approach encourages students to engage critically with the language used in literary works, viewing the text not only as a form of artistic expression but also as a linguistic artifact that carries meaning through its structure, form, and use of language. This method also promotes active learning, as students are required to engage with the text both analytically and interpretively, leading to a deeper understanding of how language shapes thought, culture, and meaning.

At the Faculty of Education at Elmergib University, where the goal is to foster both language proficiency and literary competence in EFL students, the Language-Based Approach is



particularly beneficial. By focusing on the linguistic dimensions of literature, this approach helps students not only improve their language skills but also develop a more sophisticated understanding of literary texts and their cultural contexts.

4.2 Key Principles of the Language-Based Approach

The Language-Based Approach is based on several core principles that guide its implementation in the EFL classroom. These principles can be adapted and refined depending on the specific needs of students, the genre of literature being studied, and the educational context. The primary principles include:

Linguistic Analysis: The first step in implementing the Language-Based Approach is a detailed linguistic analysis of the literary text. This involves examining the vocabulary, sentence structure, figurative language, and stylistic elements such as tone, metaphor, symbolism, and irony. By focusing on these linguistic features, students gain a deeper appreciation of how the author uses language to convey meaning. For instance, in a poem, students might analyze the poet's use of rhyme, rhythm, and word choice to understand how these elements contribute to the overall emotional impact of the work.

Contextualization of Language: Another key principle of the Language-Based Approach is the contextualization of language within the literary text. In this context, students are encouraged to explore the social, cultural, and historical background of the text to understand the ways in which the language reflects and interacts with these larger forces. For example, in studying a work of Victorian literature, students may explore the societal norms and linguistic conventions of the period to better understand the characters' language choices and actions.

Focus on Literary Devices: Literary devices, such as metaphor, simile, symbolism, and personification, are essential to literary texts and can often carry layers of meaning beyond the literal interpretation of the words. The Language-Based Approach encourages students to engage with these devices as a way of analyzing how the text communicates meaning at both a linguistic and literary level. For example, a detailed exploration of metaphor in a novel could reveal deeper insights into the themes of the work, such as identity, power, or human relationships.

Interactivity and Student-Centered Learning: The Language-Based Approach promotes a student-centered learning environment, where students actively engage with the text through discussion, analysis, and interpretation. This interactive process encourages students to critically reflect on how the text uses language to create meaning, as well as how their own interpretations may differ based on their linguistic knowledge and cultural background. By encouraging students to make their own connections to the text and share their insights, the Language-Based Approach fosters a deeper sense of ownership and engagement with the material.

Integration of Language Skills: The Language-Based Approach integrates all four language skills—listening, speaking, reading, and writing—into the study of literature. For example, students might be asked to read a passage aloud, paying attention to the rhythm and intonation of the language, or to engage in discussions that analyze specific linguistic features of a text. Writing assignments, such as literary analysis essays or creative responses to a text, encourage students to express their understanding of the language and its literary elements.

4.3 Benefits of the Language-Based Approach in the EFL Classroom

The Language-Based Approach offers several key benefits for EFL students at the Faculty of Education at Elmergib University, particularly in terms of enhancing both their language proficiency and their literary competence.



Improved Language Skills: Through a deep focus on the language of literary texts, students develop their vocabulary, grammar, and understanding of stylistic elements. By analyzing how language functions in different literary genres, students expand their linguistic repertoire and improve their ability to interpret and produce complex texts. This, in turn, strengthens their overall language proficiency, which is essential for both academic success and real-world communication.

Enhanced Literary Competence: By focusing on the linguistic aspects of literature, students develop a more sophisticated understanding of literary forms and techniques. This includes a better appreciation of how authors use language to create meaning, evoke emotions, and develop characters. In addition to interpreting texts, students become more capable of critiquing and evaluating literary works in terms of their linguistic and stylistic features.

Cultural Awareness: Literature is an important cultural artifact, and the Language-Based Approach helps students gain insights into the cultural and historical contexts in which a text was written. Through the linguistic analysis of literature, students can better understand how language reflects and shapes the cultural values and norms of the time. This fosters a deeper appreciation for the diversity of English-speaking cultures and helps students develop intercultural competence.

Critical Thinking Skills: The Language-Based Approach encourages students to think critically about the language they encounter in literary texts. By analyzing how authors use language to convey meaning and influence the reader, students learn to question assumptions, identify biases, and interpret texts from multiple perspectives. These critical thinking skills are transferable to other areas of study and to real-world situations, making them a valuable asset for students' academic and professional futures.

Increased Motivation and Engagement: The interactive and student-centered nature of the Language-Based Approach makes the study of literature more engaging for students. By actively analyzing and discussing the language of literary texts, students develop a deeper connection to the material and are more likely to be motivated to continue their studies. Furthermore, the approach provides a more dynamic and participatory learning environment, which encourages students to take ownership of their learning.

4.4 Challenges in Implementing the Language-Based Approach

While the Language-Based Approach offers many benefits, its implementation in the EFL classroom does not come without challenges. One potential difficulty is the need for teachers to have a strong command of both the language and literary analysis. Teachers must be able to guide students through complex linguistic and literary concepts, which may require additional training and expertise.

Another challenge is that some students may find the focus on linguistic analysis intimidating or difficult, particularly if they have limited proficiency in the target language. In such cases, teachers may need to adapt their approach by providing scaffolding and support, such as vocabulary exercises, grammatical explanations, and guided discussions.

Additionally, the Language-Based Approach requires students to engage deeply with the text, which may demand more time and effort than traditional, more surface-level approaches. Balancing the need for linguistic analysis with the demands of the curriculum and other coursework can be challenging, particularly in large classes with diverse language abilities.



4.5 Conclusion

The implementation of a Language-Based Approach in the EFL classroom at Elmergib University offers a powerful means of enhancing both language proficiency and literary competence. By focusing on the linguistic features of literary texts, this approach helps students develop critical thinking skills, improve their language abilities, and gain a deeper appreciation for literature. While challenges exist in its implementation, the potential benefits make it a valuable pedagogical tool for fostering a more engaging, interactive, and enriching learning experience for EFL students.

4. Methodology

This research employs a qualitative approach to explore the perceptions of EFL teachers at the Faculty of Education, Elmergib University regarding the effectiveness of implementing a language-based approach in enhancing students' literary competence. Since the study focuses on gathering insights from teachers based on their experiences and observations, it does not involve experimental tests or quantitative assessments. Instead, the research relies on qualitative methods of data collection: interviews and direct observation.

4.1 Research Design

This study employs a case study design, which enables an in-depth exploration of EFL teachers' perceptions within a real-world context, without requiring experimental control. The case study approach allows for the collection of rich, detailed data through teachers' lived experiences in the classroom and their reflections on teaching practices. It focuses on capturing teachers' insights into the effectiveness of the language-based approach in enhancing students' engagement with literary texts. By examining these perceptions, the study provides a nuanced understanding of how this pedagogical approach operates in the specific context of Elmergib University.

4.2 Participants

The participants in this study are EFL teachers from the Faculty of Education at Elmergib University, each actively engaged in teaching English literature to undergraduate students. To ensure a diverse range of perspectives, the sample includes teachers from different linguistic and academic backgrounds. A total of ten teachers were selected, all of whom have been teaching literature for a minimum of two years. These teachers employ a variety of pedagogical approaches, including both traditional methods and those aligned with the language-based approach. This range of experience enables a comprehensive understanding of how the language-based approach is applied in practice and how it might be adapted based on teachers' differing methodologies.

4.3 Data Collection Methods

This study uses two primary qualitative data collection methods: semi-structured interviews and direct classroom observations.

Interviews:

Semi-structured interviews were conducted with six EFL teachers from the Faculty of Education at Elmergib University to explore their perceptions of the language-based approach to teaching English. Each interview lasted approximately 20 minutes, allowing enough time for the teachers to provide detailed insights into their experiences. The interviews aimed to gather comprehensive feedback on the implementation of this approach, the challenges encountered, and its perceived impact on students' ability to engage with texts.



The questions were crafted to encourage reflection on the teachers' pedagogical practices, particularly the effectiveness of focusing on linguistic features such as syntax, vocabulary, and stylistic devices. Teachers were asked to share specific examples from their classrooms to illustrate how these linguistic elements were incorporated into teaching. By doing so, the interviews provided valuable qualitative data regarding the real-world application of the language-based approach.

The interviews were conducted in a quiet, private setting to foster an environment conducive to open and candid discussion. With the consent of the participants, all interviews were audio-recorded, transcribed, and analyzed for recurring themes. This process ensured a detailed examination of the teachers' views, contributing to a deeper understanding of the practical challenges and benefits associated with the language-based approach in EFL classrooms.

Observations:

Classroom observations were carried out to gain an in-depth understanding of how EFL teachers implement the language-based approach in their teaching practices. A total of eight lessons were observed across various subjects within the department, allowing for a diverse perspective on how the approach is applied in different contexts. The primary objective of these observations was to assess how teachers engage students with texts, the integration of linguistic analysis into lessons, and the nature of teacher-student interactions during classroom activities.

Detailed field notes were taken during each observation to document key aspects of the lesson, such as teaching strategies, classroom dynamics, and student engagement with the texts. Special attention was given to identifying how the language-based approach influenced student participation in discussions, as well as how teachers adapted their methods to accommodate different learning styles and levels of understanding. The observations also provided valuable insights into how the language-based approach varied across subjects, offering a comparative view of its application in different educational settings.

The observations helped illustrate the practical challenges and successes of using the language-based approach, offering a rich data set that complements the interview findings. By examining how this approach is used across various teaching styles and subject areas, the observations contributed to a broader understanding of its effectiveness and versatility in enhancing students' engagement with literature.

4.4 Data Analysis

The data from both interviews and observations were analyzed using thematic analysis, which is well-suited to identify patterns and key themes related to the research questions.

Transcription and Familiarization: All interview transcripts were verbatim, and field notes from classroom observations were reviewed. This step allowed the researchers to become immersed in the data and gain an initial understanding of the emerging patterns.

Coding: The transcripts and field notes were coded inductively, with codes developed directly from the data. The coding process aimed to identify recurring themes related to teacher perceptions of the language-based approach, its effectiveness, and the challenges of implementation. In addition, data from observations were coded to highlight teaching strategies, student engagement, and interaction dynamics. The coding was conducted manually using thematic categories to ensure a deep, contextually grounded analysis.

Theme Identification: After coding, themes were identified and grouped into broader categories that aligned with the study's objectives. For example, themes such as "challenges in



implementing the approach” and “students' engagement with literary texts” were identified and further examined. These themes were explored in detail to understand how teachers perceive the language-based approach and how it influences students' engagement and literary competence.

Interpretation: The themes were interpreted in relation to the existing literature on language-based approaches to teaching literature. This step aimed to draw connections between the teachers' perceptions and theoretical frameworks, shedding light on the effectiveness of this pedagogical approach in an EFL context.

4.5 Ethical Considerations

Ethical considerations were central to this study. Informed consent was obtained from all participants, ensuring they understood the purpose of the research, their involvement, and their right to withdraw at any time. The anonymity and confidentiality of the participants were maintained throughout the study. All interviews were conducted privately, and pseudonyms were used in reporting the findings to protect the identities of the teachers. In addition, the classroom observations were conducted with the prior consent of the course instructors, ensuring that the research did not interfere with the regular teaching activities.

4.6 Limitations

This study has several limitations. First, since it uses a case study design, the findings are context-specific and may not be generalizable to other settings or institutions. Second, the study relies on teacher self-reports through interviews, which can be influenced by social desirability bias or selective memory. However, by triangulating the interview data with classroom observations, the researchers aim to provide a more robust and comprehensive understanding of the research topic. Additionally, the study's small sample size (six teachers) means that the findings reflect the perspectives of a limited number of teachers and may not fully represent the broader teaching community.

5. Findings and Discussion

This section presents the findings derived from the semi-structured interviews and classroom observations with EFL teachers at the Faculty of Education, Elmergib University. The following key themes emerged from the data, which are discussed in relation to the language-based approach's implications for teaching English literature and its effect on students' literary competence.

5.1 Teacher Perceptions of the Language-Based Approach

The majority of teachers in this study expressed a positive view of the language-based approach, recognizing its potential to enhance students' engagement with literary texts and improve their analytical skills. Many teachers emphasized that focusing on the linguistic features of texts, such as syntax, vocabulary, figurative language, and discourse structure, provided students with the necessary tools to move beyond simple comprehension and engage more critically with texts.

For example, Teacher T1 stated, “Focusing on language helps students understand how literary devices shape meaning. It's not just about reading the text but analyzing the structure, vocabulary, and style that make the story come to life.” Similarly, Teacher T2 noted that the language-based approach enables students to gain a deeper understanding of the author's intent and the role of language in constructing meaning.

However, some teachers expressed concerns regarding the approach's applicability, particularly for students with lower language proficiency. Teacher T5 shared, “While the approach works well for advanced students, for beginners, it can be overwhelming. They struggle with basic



language structures, let alone analyzing them.” This feedback suggests that the language-based approach may need to be adapted to suit varying proficiency levels.

5.2 Challenges in Implementing the Language-Based Approach

Teachers identified several challenges in applying the language-based approach. The most significant barriers included student readiness and time constraints within the curriculum. Many teachers felt that students, particularly those with lower English proficiency, were not adequately prepared for the linguistic analysis required by the approach. Teacher T3 noted, “Some students struggle to recognize basic linguistic features, like sentence structure or word choice, making it difficult to engage with the text at a deeper level.”

Moreover, teachers frequently cited the overloaded curriculum and limited classroom time as significant obstacles to the successful implementation of the language-based approach. Teacher T6 remarked, “We’re under pressure to cover a broad syllabus, and there’s simply not enough time to delve deeply into language analysis for every lesson.” This highlights the difficulty in balancing the breadth of the curriculum with the depth of linguistic analysis required for the language-based approach.

These findings align with existing research, which suggests that effective implementation of the language-based approach necessitates a long-term commitment to developing both linguistic and literary competence (Snow, 2010; Derewianka, 2011). Without a strong foundation in language, students may struggle to engage fully with the linguistic aspects of literary analysis.

5.3 Impact on Students’ Literary Competence

A core objective of this study was to assess the impact of the language-based approach on students’ literary competence. The findings suggest that this approach positively influenced students’ ability to engage critically with texts. Teachers observed that students involved in language-focused lessons demonstrated an enhanced capacity for literary analysis, especially in identifying linguistic devices such as metaphor, simile, and symbolism. These devices played a crucial role in the overall meaning of the text.

Teacher T1 explained, “Students are able to engage with the texts more deeply, discussing the implications of metaphors, allusions, and rhetorical questions that might otherwise be overlooked.” Teacher T6 further remarked that students exhibited a better understanding of narrative techniques, such as point of view and narrative structure, which are essential for interpreting literary works.

However, the impact was not uniform across all students. Teacher T4 noted, “While some students thrive under this approach, others still struggle with the complexity of linguistic analysis. They tend to focus only on the plot or characters, missing out on the deeper language-based meanings.” This finding suggests that while the approach was beneficial for many, its effectiveness varied, particularly for students with lower proficiency levels.

These results align with Carter and Long’s (1991) research, which argues that the language-based approach can lead to a deeper understanding of literary texts by focusing on the relationship between language and meaning. However, their work also cautions that students with weaker linguistic skills may face challenges in fully benefiting from this approach.

5.4 Student Engagement with Literary Texts

One of the key benefits identified by teachers was an increase in student engagement with literary texts. Teachers reported that students became more active participants in discussions,



shifting their focus from the mere plot or characters to the language used within the texts. This shift encouraged students to engage with texts in a more critical and analytical manner.

Teacher T2 explained, “When students analyze how an author uses syntax or diction, they begin to see the text in a more dynamic way. It’s no longer just a story to be understood, but a carefully crafted piece of writing to be interpreted.”

However, some teachers noted that the language-based approach may not appeal to all students, particularly those who prefer traditional forms of engagement, such as discussions centered on plot or character analysis. Teacher T4 observed, “While some students are genuinely interested in the language, others still want to talk about the characters or the storyline. It’s a challenge to balance both.”

6. Conclusion

This study explored the perceptions of EFL teachers at the Faculty of Education, Elmergib University, regarding the effectiveness of the language-based approach in enhancing students' literary competence. The findings indicate that the language-based approach is generally viewed as beneficial, particularly in fostering students' critical thinking skills and improving their ability to analyze literary texts. Teachers observed an increase in student engagement, with many students focusing more on linguistic features such as syntax, word choice, and figurative language.

However, several challenges emerged, including student readiness, varying language proficiency levels, and time constraints. These factors were identified as significant barriers to the full implementation of the approach. While the approach had a positive impact on students' literary competence overall, it became clear that additional support is needed for students with lower language proficiency to ensure equitable benefits from this method.

This study underscores the importance of adapting teaching strategies to meet the diverse needs of students across different proficiency levels. It also suggests that future research should investigate ways to make the language-based approach more accessible, particularly for students struggling with foundational language skills.

In conclusion, while the language-based approach holds considerable potential for enhancing students' understanding of literature, its effective implementation requires careful consideration of both student abilities and curricular limitations. Future studies should explore the long-term effects of this approach on students' literary competence and examine strategies to address the challenges identified in this research.

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