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Exploring the Role of Literature in the English as a Foreign Language (EFL) Classroom: Key Considerations

Inas Hisham Abdul Abbas
Ministry of Education, Babil Governorate Education Directorate
inashisham@gmail.com

Abstract: In an increasingly competitive global landscape, individuals must adopt and integrate the four Cs, namely collaboration, communication, creativity, and critical thinking, into their learning endeavors. In the present era of education, it is imperative to adopt effective strategies that enhance essential life skills, foster active student participation, and are grounded in rigorous research, all while promoting critical thinking. This essay aims to highlight the substantial influence that literature may have in English as a foreign language (EFL) settings while considering the four Cs. In a broad sense, a literature-based program can derive three significant advantages. The objectives encompassed in this context include expanding students' understanding of literature to foster aesthetic appreciation, showcasing a diverse array of principles explored in substantial literary works, and facilitating the development of various facets of foreign language proficiency. Therefore, it is imperative to prioritize literature-related experiences in contemporary schooling. Section Two presents some justifications for incorporating literature in English as a Foreign Language (EFL) setting. Section Three of the paper examines several studies carried out in the context of the English as a Foreign Language (EFL) classroom. Section Four of the document delineates a range of activities and tactics that can be employed to underscore the importance of high-quality instruction in analyzing and interpreting literary passages. Section Five of the paper outlines the criteria the author has put out to select literary works in English as a Foreign Language (EFL) contexts. Finally, Section Six culminates by presenting a series of recommendations that EFL specialists should consider.

Keywords: English as Foreign Language, Literature, Language Teaching Strategies, Acquisition Language, Relevant Literary texts

Introduction

In the contemporary global landscape characterized by heightened competition and escalating demands, individuals engaged in acquiring knowledge are anticipated to adopt and embody the principles encapsulated within the four Cs frameworks: collaboration, communication, creativity, and critical thinking. In the present era of education, it is imperative to use effective strategies that enhance essential life skills, promote active student participation, and include evidence-based practices to foster critical thinking. This article aims to highlight the significant role that literature may play in English as foreign language (EFL) contexts; focusing on the four Cs. Section Two presents some justifications for incorporating literature in English as a Foreign Language (EFL) setting. Section Three provides an analysis of several studies that have been undertaken within the context of the English as a Foreign Language (EFL) classroom. Section Four outlines several activities and tactics that can be employed to highlight the importance of quality instruction in analyzing and interpreting literary texts. Section Five of the paper outlines the criteria the author has put out to select literary works in English as a Foreign Language (EFL) contexts. In conclusion, Section Six provides ideas for EFL specialists to contemplate.

The decline in the popularity of literature-based programs can be attributed to the emergence of language pedagogical techniques that prioritize the functional aspects of foreign language usage. Nevertheless, there has been a resurgence in recognizing the potential of literature in English as a Foreign Language (EFL) contexts. This is due to the perspective of experts who perceive literary texts as valuable sources of language input and effective prompts for learners to communicate in a language other than their native tongue (Al Alami, 2012). Section Two provides some justifications for incorporating literature in English as a Foreign Language (EFL) setting.

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According to McRae (2008), using narratives in the language learning environment will likely provide beneficial outcomes. This is because stories typically foster a sense of enjoyment and engagement among learners, encouraging them to read for leisure rather than solely to extract specific information. Maintaining the student's interest in reading is facilitated by their curiosity regarding forthcoming events. Similarly, Shaw (2007) highlights several justifications for selecting a book as instructional material in the context of English as a Foreign Language (EFL) learners. The utilization of novels in the EFL classroom is motivated by several critical factors, including the accessibility of language, the authentic portrayal of events and people, the ability to visualize characters, the promotion of imagination, and the capacity to foster emotional engagement. According to Hall (2007), using literary texts within the English as a Foreign Language (EFL) classroom is posited as a viable strategy for enhancing students' reading proficiencies. Comprehending literary texts can present challenges, but it is a valuable endeavor due to its potential to provide learners with substantial linguistic input, facilitating the acquisition of a foreign language. According to Chen (2006), narrative is identified as one of the two cognitive modes. During communication, occurrences can be utilized to express concepts or as components of arguments. Therefore, narrative texts, such as stories, hold significant value as a genre that can be incorporated into a composition course designed for university students learning English as a foreign language (EFL).

According to Reese (2002), using literary texts can effectively improve one's ability to engage in inquiry and analysis. By employing a systematic and directed approach to investigation and establishing connections between academic disciplines and the global context, we are equipping learners with the knowledge and understanding necessary to be well-versed in many global challenges. According to De Naples (2002), learners frequently pose inquiries about real-life issues when attempting to comprehend fiction presented in poetry and theatre. Vocabulary, sentence structure, and patterns of organization provide pupils with numerous opportunities for learning and expanding their understanding. According to De Carlo (1999), there exists a belief that literary story possesses the ability to harmonize seemingly conflicting elements of human experiences, such as the specific and the general, the proximate and the distant, the unfamiliar and the recognizable, as well as the infectious and the inexpressible. The abundance of subject matter and the diverse range of interpretive levels allow the reader to establish a sense of identification with others.

When considering an alternative viewpoint, Hock (1999) posits that literary works can enhance learners' knowledge and understanding of various world matters. The discussion can encompass the acquisition of knowledge not solely confined to specific disciplines but also to the demonstration of empathy and reverence towards individuals and diverse societies. According to Booth (1998), the absorption of lessons in handling ethical complexity occurs primarily through stories and narratives, regardless of their scale. By engaging with narrative texts, students will learn to navigate situations where their personal beliefs, which extend beyond societal norms, conflict.

On its whole, literature encompasses many language applications, containing both conventional and literary forms. It showcases more communication tactics than other instructional elements while enhancing language proficiency in practical application and grammatical usage. Students can acquire a foreign language within a contextual framework when engaging with literary texts. Literature can also uniquely transcend temporal and spatial boundaries, exposing readers to diverse cultures and historical periods. This engagement process provides intellectual stimulation and encourages critical thinking and reflection (Al Alami, 2013).

In the initial phase, a study was done by Al Alami (2013) at a private university in Dubai. The study aimed to examine the impact of implementing a literature-based course as opposed to a General English course on the academic performance of university students in the English language. The researcher employed control and experimental groups to conduct a pre-posttest, a pre-post questionnaire, and a post-interview. To understand the impact of gender and significant determinants on academic performance in English, this study incorporated participants of both genders who were pursuing study programs in science and non-science disciplines. According to the statistical data, the experimental group had a considerably higher performance level on the pre-posttest than the control group. When examining linguistic performance about gender, it was determined that no statistically significant difference was observed between male and female participants. The researcher did not provide any citation regarding notable disparities in performance

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between students studying science and those looking at non-science subjects on the pre-posttest. In connection with the examination of the questionnaire's outcomes, it was seen that the experimental group exhibited superior performance in their responses to the post-questionnaire questions compared to their reactions to the pre-questionnaire items. This disparity suggests a favorable shift in their views toward literature, which can be attributed to their participation in the course. Moreover, the interview's findings substantiated the pupils' contentment in utilizing a literary system as a gratifying language immersion. The researcher suggested that using literature can be a practical approach to foster the development of communicative competence and promote critical thinking among university students studying English as a foreign language (EFL).

Zyngier and Fialho (2010) implemented a program consisting of a series of literary awareness workshops to address and promote the concept of awareness. The workshops were designed to explore the concept of self-awareness. The idea of consciousness encompassed three distinct levels: the lack of awareness, the indication of awareness, and the actual existence of awareness. The lack of consciousness is associated with pupils omitting their contributions in describing the text, participating in class activities, and engaging with the teacher's explanations and their peers' comments. The concept of the signal of awareness pertains to the development of students' capacity for self-reflection on texts and their educational encounters. The presence of awareness in students is associated with their capacity to establish connections between cause and effect and make implicit comparisons.

It also involves their ability to develop conceptual understanding and effectively apply acquired knowledge to novel situations. Furthermore, awareness enables students to actively engage with the text under discussion and provide meaningful responses. The two researchers thus suggested prioritizing the development of literary awareness among learners.

To enhance the proficiency of linguistic minority students with low academic performance, Herrero (2006) undertook a study investigating several approaches to structuring literary instruction. The research encompassed a cohort of two educators and a total of twenty-two pupils. The academic endeavors were structured by culturally significant literature and modes of communication. The participants were assigned tasks involving the study and collection of community narratives. During the instructional session, the students were instructed to deliver oral presentations, engage in critical analysis, do editorial tasks, and proofread and revise the narratives. The results indicated that the utilization of community-generated oral narrative pieces proved beneficial in facilitating the student's active participation in critical literary discourse. Furthermore, the compositions produced by the students in both their native and foreign languages exhibited greater complexity and depth when they were allowed to incorporate the linguistic patterns commonly employed in their daily conversations. Therefore, the researcher has suggested the utilization of narratives as a significant component of literary education.

Recognizing that teachers of both L1 and L2 languages employed similar pedagogical methods without being aware of their shared experiences, the PEDSIG group of the Poetics and Linguistics Association (PALA), based in the United Kingdom, decided to incorporate a theoretical framework into their investigation of stylistics instruction (Clark& Zyngier, 2003). As elucidated by the group, the primary objective of integrating stylistics in a classroom environment is to enhance learners' comprehension of language usage in specific texts. Furthermore, the distinguishing features of educational stylistics encompassed the instructional practices that facilitated productive engagements between a student (as the reader) and a literary text. According to a preliminary investigation, the findings indicated that to enhance learners' linguistic senses, it was necessary to emphasize literary passages as a form of activity. The research findings have important implications for contemporary practitioners, as they underscore the need to priorities mental processing in reading and interpretation. Practitioners must elucidate how linguistic, cognitive, and pragmatic factors interact within specific cultural and social contexts.

In a study by Dashiell (1995), the focus was on literature discussion groups as a contextual framework for examining the literary reactions of adolescent females. Specifically, the study explored their responses to modern high fantasy narratives that included strong female protagonists. The study incorporated a functional framework for character involvement, encompassing the elements of role modeling, decision-making, and counterfactual thinking. The female participants demonstrated various literary reactions to the novels, focusing on their connection to the characters, particularly about matters of self. The researcher posited that

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it would benefit adolescent readers to be exposed to narratives with resilient female protagonists while also engaging in comparative analysis of characters, including self-reflection, before drawing any definitive judgments.

Zyngier (1994) conducted a study to examine the potential of incorporating linguistic and literary theory into classroom activities and theoretical descriptions. The aim was to determine how students' understanding of language construction could enhance their ability to generate literary interpretations. The significance of academic awareness was both delineated and underscored. The inclusion of stylistic patterns was proposed as a fundamental element in a curriculum focused on developing literary understanding in English as a Foreign Language (EFL) setting. A pilot initiative was executed at a university in Brazil, taking into account the feedback from readers of English as a Foreign Language (EFL). The suggested curriculum emphasizes the importance of identifying and distinguishing formal style elements, focusing on creative writing. The pilot study's findings indicate that implementing a stylistics-based course focused on enhancing literary awareness may serve as a viable approach for instructing English as a Foreign Language (EFL) university student in academic abilities.

Specific experts advocate for a stylistics-oriented approach in English as a Foreign Language (EFL) settings. What is the definition and scope of stylistics? According to Al Alami (2014), incorporating stylistics in the language classroom serves two primary purposes. Firstly, it facilitates students' ability to derive significant interpretations from the reading passage. Secondly, it seeks to enhance learners' overall language proficiency. According to Leech (2010), stylistics can be defined as a "mode of language utilization." When individuals study language style, they must focus on the style exhibited within a specific textual domain, such as a corpus, or the style demonstrated inside a particular text or excerpt thereof. According to Busse and Mclntyre (2010), the term stylistics encompasses examining language style and its manifestation through the linguistic characteristics of a text in conjunction with external elements such as the author, genre, historical context, and similar considerations.

Additionally, Busse (2010) argues that integrating literary interpretation and linguistic description is crucial in developing new historical stylistics. This interdisciplinary approach is characterized by its emphasis on functionality and formality. The performance of a text is influenced by contextual information, including general knowledge that informs our understanding. In contrast, Warner (2010) elucidates the potential of pragmatic stylistics as a foundation for pedagogical approaches that can be classified as contact pragmatics. The field of contact pragmatics examines the connection between the function and form of language. It can enhance learners' awareness of how linguistic choices are employed in specific historical and social settings, facilitating their understanding of interpretation.

Various experts have put forth a range of ideas to enhance the caliber of literary instruction and learning. For instance, Afzali (2010) suggests that training students to ask suitable questions while reading a literary passage can be advantageous. When students assume the position of questioners, there is a greater likelihood that they will cultivate the requisite comprehension to engage in critical evaluation, analysis, and interpretation of material. The preliminary inquiries frequently lead to other investigations and facilitate a more profound understanding. Instructors can evaluate students' comprehension of readings by considering not just their replies but also the questions they pose. To enhance the literary reading experience, Peplow (2010) proposes using book groups. The framework of a book club offers reader learners the chance to collaborate in groups to analyze and interpret a literary piece. Individuals who prefer learning through reading engage in the collective exploration and interpretation of literary works. Every group is obligated to discuss various arrangements that have been collectively reached. By engaging in this practice, reading-oriented individuals demonstrate a sincere commitment to literary works and engage in oral discussions about the text, fostering both academic engagement and the development of reading and verbal communication abilities. According to Bullard (2010), it is suggested that a literature circle can be organized by dividing each class into equal groups based on the belief in its efficiency. Every individual within a given group engages in the reading of an ordinary book, whereas each distinct group undertakes the task of a unique book. Upon finishing the given text, the group is required to engage in a collective discussion during class. Each participant will be assigned a distinct role during the meeting of the book.

According to Omara (2009), reading literary passages has the potential to cultivate engaged language learners in a broader sense and foster the development of proficient learner writers. The researcher suggests

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implementing deliberate instructional activities in the classroom to accomplish this objective. The four techniques discussed in this context are as follows:

- Sequencing the narrative.
- Mapping the history.
- Modifying the report by utilizing concepts and structures to generate a fresh story.
- Emphasizing directed writing.

Gajdusek (2007) posits that literature lacks referentiality, meaning that a literary passage is not interpreted to refer to a concrete reality. On the contrary, an academic work might be characterized as symbolic, as it disassociates language from its social, tangible, and material contexts. It is recommended that educators employ the subsequent series of steps when engaging in discussions about literary passages within the classroom setting: commencing with pre-reading activities, proceeding to an initial reading phase to establish a basic understanding of the text, engaging in interpretation and analysis of characters to uncover more profound meaning, articulating the underlying themes, elucidating the structure of the passage, examining linguistic features, and finally, engaging in extended activities to immerse oneself in the world of the text. To optimize instructional effectiveness, the researcher suggests that teachers adhere to a disciplined approach, cultivate schema by imparting important information for comprehension, employ questioning techniques, encourage reader engagement, and allocate sufficient time to various activities.

According to Beach (2004a), it is suggested that when instructing students on fictional literature, educators should develop websites that revolve around comparable subjects, ideas, concerns, or genre characteristics. When examining the narratives found in fantasy, science fiction, or adventure literature, students must explore specific storylines. Engaging with fantasy and science fiction literature necessitates temporarily setting aside one's skepticism to embrace and acknowledge different constructs of the world. According to Beach, most modern science fiction literature explores and engages with prevailing societal, political, technological, and ecological issues. Collaborating with a teacher specializing in social studies or science would be beneficial. When exploring the subject of heroes and anti-heroes, students need to analyze the concepts of heroes and anti-heroes while delving into the attributes and qualities that define heroism throughout many cultures and historical periods.

Furthermore, educators must foster an environment that motivates students to explore the applications of double-voiced language, which depicts distinct speech communities. By engaging in this practice, students can analyze the many narrative renditions of myths, fables, or fairy tales and discern the disparities that arise from diverse cultural frameworks. In the realm of genre analysis, Beach proposes that an educator should carefully choose a specific literary genre and investigate authors who specialize in that genre afterward. This inquiry should examine the genre's distinctive characteristics, particularly regarding archetypal character types and their respective roles.

To develop a lesson plan for analyzing a literary piece, Beach (2004b) suggests that educators should consider the various interpretative processes employed by students and tailor their instruction accordingly. Instructors should establish the objective of each activity to effectively design them, drawing upon the desired learning outcomes for learners. Educators must carefully analyze the order in which tasks are presented when planning instructional activities to ensure that each work adequately prepares students for the following. Additionally, teachers should consider the seven recognized categories of intelligence, inter-personal, intra-personal, logical, linguistic, spatial, bodily-kinesthetic, and musical, to create tasks that cater to diverse student abilities and preferences. In addition, it is essential for instructors to carefully develop their objectives carefully, taking into account the specific interpretative skills they intend for students to acquire. The subsequent examples illustrate aims derived from various interpretive processes.

-Emotions: Students engage in the identification of emotions they encounter and the rationale behind linking these feelings to various characters or textual environments.

The concept of narrative development is the process through which students analyze the interplay between the progression of tale events and their ability to anticipate future outcomes.

Constructing social and cultural worlds involves students evaluating the acts of characters based on their aims, roles, rules, beliefs, traditions, and historical context.

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In the process of literary analysis, students engage in the examination of intertextual connections. This involves reflecting upon and discerning the relationships between the text at hand and other literary works, namely in terms of shared imagery, characters, plots, or thematic elements encountered in prior readings.

- Positioning/Stances: Students delineate their responses based on specific invited stances.

Martin (1992) identifies three key factors that merit consideration when instructing a literature-focused curriculum. First and foremost, the significance of literary experience surpasses that of mere academic information. Furthermore, the objective of literature instruction should be to cultivate a lifelong engagement with literary works rather than fostering a perpetual aversion to them. Thirdly, the pedagogy of literature instruction should prioritize examining the connections between texts and readers rather than solely focusing on the relationships between extracted meaning and readers. One potential approach to maintaining the presence of the literary text in a conversation is to initiate the topic with a textual interpretation. An alternative approach to highlighting the text's significance is to prioritize reading the text as the primary focus of the scholarly investigation. One such method is utilizing a literature portfolio of carefully chosen books.

Furthermore, it is essential to note that instructor dominance in discussions is not necessary in the language classroom. Instead, students should actively engage in listening to their peers. Finally, students must foster a culture of mutual support rather than engaging in a competitive mindset.

In conclusion, the diverse range of tactics and activities should afford English as a Foreign Language (EFL) instructor's valuable insight into the appropriate selection of instructional tools for specific situations and the rationale behind choosing one device over others. The abilities of instructors can be likened to the toolboxes utilized by technicians. The instruments used by instructors encompass various teaching tactics and activities. Similar to how technicians operate specific devices based on circumstances, teachers should employ certain tactics with varying frequencies for distinct purposes. This situation necessitates instructors to possess confidence and proficiency in choosing the most appropriate activities and strategies from various options. They must also consider their students' backgrounds and knowledge and evaluate their teaching methods. This task can be challenging, particularly in light of the current trend in contemporary society towards standardized English curricula, as with other subjects.

Practitioners should carefully evaluate several aspects and factors when choosing a literary excerpt for teaching purposes in English as a Foreign Language (EFL) situations. According to Christopher (1995), it is advisable to consider several factors when selecting a literary text for educational purposes or personal study. These factors include the linguistic complexity of the text in terms of vocabulary, the cultural significance of the reader about its historical and social context, and the pedagogical value of the text in terms of its connections to other literary works and real-life experiences. According to Carter (2010), there has been an ongoing debate regarding selecting suitable literary texts for instructional use. Two prevailing perspectives have been seen. First and foremost, the literature study explores a limited group of esteemed authors who are assessed based on their profound analysis of the fundamental aspects of human existence. Furthermore, it is essential to acknowledge that literature is subjective, leading to a dynamic evaluation of texts contingent upon a particular age's prevailing values and conventions.

It is advisable to focus on modern literary texts during the initial phases of engaging with literature and for a subsequent period. Furthermore, engaging with literature from a diverse range of English-speaking nations would be advantageous. After establishing the principles of contemporary and worldwide selection, it is imperative to examine further elements that may impact the literature for reading and discussion. This includes addressing where the section should commence and how it can be effectively presented. According to the author's perspective, the following points and aspects should be considered while choosing literary excerpts for English as a Foreign Language (EFL) instructional settings.

Age Group: A literary passage must be appropriate for the intended audience regarding its substance and theme. It is improbable that a learner who is sixteen years old would display interest in engaging with a text that addresses matters about childhood.

Length: The practicality of a literary piece is contingent upon its size, as excessive length can be time-consuming in situations where time is of utmost importance.

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Language Complexity: A literary piece must possess a suitable level of language complexity. If the text needs to be more complex or excessively tough, it may be overly straightforward or challenging to engage with. The measurement of language complexity involves an examination of the grammar, structure, and vocabulary employed in a document. This assessment considers the degree to which these aspects adhere to standard or everyday usage, their frequency of occurrence, their modernity or antiquity, and their familiarity with the reader. In general, EFL students may experience less stress and increased satisfaction when engaging with texts characterized by standard language usage, high frequency of occurrence, recent publication, and familiarity.

Diversity: Including many styles, themes, and settings in literature exposes foreign language students to a broad spectrum of literary experiences, which may be of interest and utility to them.

The utilization of a literary piece can serve as a means to enhance cultural awareness among learners, providing them with an opportunity to gain insight into a foreign culture (Reese, 2002; Hall, 2007). In order to optimize efficacy, it is imperative for a text to exhibit cultural appropriateness. In addition, it is advisable to refrain from using cultural allusions in literary passages, as new cultural conceptions can hinder readers' comprehension (Baba, 2008).

Authenticity is crucial in the exposure of English as a Foreign Language (EFL) student to genuine language input. In order to achieve this, literary passages provided to these students must be presented in their actual form without any simplification or modification.

Values and Morality: It is essential for a literary passage to effectively emphasize or address a human value, whether it is done implicitly or directly. This is crucial to facilitate the internalization of values among students, equipping them with lifelong skills.

In the context of English as a Foreign Language (EFL), when students primarily want to acquire English for communicative reasons, the frequency and familiarity of language usage are significant factors to be considered. The temporal context in which a language is written determines its frequency and familiarity. According to Al Alami (2013), it seems improbable that Old English would substantially assist this particular group of students.

In conclusion, literary selections must be tailored to accommodate the interests and concerns of students. Furthermore, including literature in foreign language instruction should encourage learners to provide answers and replies to the literary text under discussion. Literary passages should be analyzed as a valuable tool for fostering learners' development and enhancing their educational experience. Hence, it is essential to consider elements such as difficulty level in language input, cultural appropriateness, and contemporary relevance when choosing literary passages for English as a Foreign Language (EFL) situation.

Conclusion

Literary works are crafted by authors with a purpose, which may only sometimes be readily apparent to readers. However, a literary piece's structural elements and form serve as crucial tools for deciphering its significance and fostering comprehension. The primary objective of literature instruction for instructors should involve teaching learners the ability to approach texts flexibly. This entails moving away from perceiving texts as reflections of their own experiences or mere embodiments of formal critical concepts. Instead, the focus should be on developing an understanding and appreciation for the unique characteristics of the literary passages under discussion.

Furthermore, it is imperative to examine literature within the framework of a pedagogy that prioritizes student-centered learning. Consequently, educators should direct their attention towards addressing the specific requirements of their pupils. The concept of learner-centeredness can be operationalized by adopting a curriculum that prioritizes the learner's needs and preferences. This approach emphasizes the belief that language education should focus on creating an environment conducive to fostering independent learning.

The skills of reading and writing are interrelated. Authors engage in the practice of thoroughly reviewing and revisiting their written draughts in order to enhance their quality. Conversely, individuals

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engage in the practice of paraphrasing and summarising written content as a means of expressing the information they have consumed. The incorporation of reading and writing abilities through the utilization of a literary text is thus vital. This recommendation aligns with the suggestions put out by certain specialists. According to De Naples (2002), many individuals have developed proficient reading skills by consuming literary works authored by skilled writers. This approach aligns with the research findings of Khater (2002), which argue for integrating critical reading and critical writing instruction to enhance overall efficacy. According to Jabr (1998), there is a compelling argument favoring combining the instruction of reading and writing abilities. This approach is supported by various grounds, including the potential to enhance students' motivation and facilitate logical thinking. Shanahan (1997) highlights the significant overlap between reading and writing skills. Learners must possess a comprehensive understanding of the meanings of various elements in order to engage in reading and writing activities effectively.

The instructor plays a crucial role in facilitating the mastery of language skills for foreign language students. From a logical standpoint, the job of instructors should encompass that of a catalyst, coordinator, and facilitator rather than that of a director and dominator. This advice aligns with the viewpoints of specific experts. Zyngier and Fialho (2010) argue that teachers and students must engage in reflective practices to evaluate the occurrences inside the classroom, mainly focusing on identifying areas of improvement or shortcomings. The establishment of effective partnerships between the two sides necessitates the prioritization of mutual understanding and respect. Establishing close relationships between educators and learners is crucial. Furthermore, the classroom must foster a conducive atmosphere that promotes self-directed learning.

When considering selecting an appropriate technique, all approaches need to demonstrate eclecticism to choose a suitable approach for a particular set of students. According to Carter (2010), the most suitable approach involves actively engaging with each text, considering its individual qualities, utilizing the reader's existing knowledge, aligning with the reader's learning objectives within their specific context, and employing a comprehensive range of language knowledge and methodological strategies. Carter elucidates that the methodology is oriented towards processes, as it fosters an environment where learners are actively engaged and encouraged to study language and cultural phenomena.

In conclusion, to promote the integration of the four Cs mentioned in the Introduction Section, it is essential to carefully select appropriate literary texts, employ relevant instructional methods and activities, and implement purposeful curricula. These factors collectively contribute to an engaging and fruitful learning experience, enabling foreign language students to enhance their language skills and mastery.

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