

# Improving the Creative Reading Skills of EFL Faculty of Education Students Utilizing A Stylistics Analysis and Aesthetic Appreciation program

**Rania Mohamed Mahmoud Attia**

An English Instructor , Commercial Technical Institute, Zagazig ,Egypt.

Supervisor

**Dr. Bahaa El-Deen El-Said EL-Nagaar**

Professor of Curricula and instruction (TEFL), Faculty of Education - Zagazig University, Egypt.

## Abstract

This study aimed at improving the faculty of education EFL student teachers' creative reading skills through applying a suggested stylistics analysis and aesthetic appreciation program. A number of 50 EFL student teachers of English were chosen from the faculty of Education Zagazig University in the first term in the academic year 2021/ 2022 . They were divided equally into control group and treatment group. The researcher applied a pre test of creative reading skills on both groups. There scores were low , and the results showed that they lack the creative reading skills that were necessary for their age. The researcher applied the stylistics analysis and aesthetic appreciation program upon the treatment group for 6 weeks two sessions a week. After ending the program, both groups were submitted to the post test of creative reading (CR). Treating the results using SPSS (ver. 19) program showed that there were statistically significance differences at 0.01 between the mean scores of the treatment group and the control group in the post administration of the CRS test favoring the treatment group. Results showed that using the stylistics analysis and aesthetic appreciation program is effective in improving the CRS for the EFL third year student teachers at the Faculty of Education.

**Keywords:** *Stylistics analysis– Aesthetic appreciation- Creative Reading Skills*

## 1. INTRODUCTION

Reading is an important skill of perceiving language. Learners at the age of technology and innovation are recommended to get information through reading, they are taught to be independent learners. Thus, it is a necessity for them to master the skills of not only reading but the critical and creative one. Creative reading in this age of technology is necessary. Writing is the next step to reading. Writing critically is the expected result of reading creatively. In this age of information and technology, there is a huge amount of information that is discovered every moment. Thus learners should be trained to cope with these innovations and development.

Holden (2004) suggested that "reading is a creative activity in itself. It encourages connections and provides stimuli". It involves new concepts which the reader must creatively understand to comprehend the text. Moreover, (Miclaus , 2018) argued that allowing creative reading of any work can be achieved through producing the work in a way that enables a reader from making assumptions and inferences.

Stylistics connects both linguistics and literary criticism. It involves aesthetic of the literary text. It has a vital role in the process of learning to learn as it focuses on the process of learning language (Shakila, 2007, as cited in Danhapal, 2010). Zyngier (2001) defined it as; "methodology which takes into consideration the reader's personal and social context".

Stylistics is effective in teaching literature and improving imagination and creativity. Chensokova and Yakuba (2011) illustrate the benefits of stylistics to teach literature and language to non-native speakers of English. It has a role in helping readers to make a useful explanation of the text, and to widen their awareness of the linguistic features in of it, (Khattak, Mehnaz , Khattak ,2012).

### Context of the Problem

The researcher reviewed previous studies in creative reading skills and found that the students lacked these skills. A pilot study was conducted on 30 students of the Faculty of Education , Zagazig University in order to affirm the lack of the creative reading.

Table (1) the results of the creative reading skills test.

<b>Creative reading skills</b>	<b>Percentage</b>
Creating new and unfamiliar ideas	15%
Describing what will happen from contrary point of view	15%
Predicting new events using text information	10%
Evaluating the characters in a literary text	15%
Presenting more than one title to the text	30%
Imagining new end to a novel	15%

## 11. LITERATURE REVIEW

### 2.1. Creative Reading

Reading is the key of understanding. Everyone has his own way of understanding what he has read. Each word has many implications and explanation in the mind of the reader; it depends on his own background. The creative reader analyses the text from its deep structure. There is a necessity of enhancing creative modes of reading in the information age (Castells, 2000). At the same line of thought, Vasijeva, (2010) concluded in his study that linguistic creativity can be done through using unexpected semantic away from the text.

#### 2.1.1. Creative reading skills

There are different classifications of the creative reading skills. Jordanous (2012) argued that creativity has fourteen components among them dealing with uncertainty, thinking and evaluating, active involvement and generation of results. Shively (2011) and Delacruz (2016) classified the creative reading skills into four major skills, fluency, flexibility, elaboration and originality.

### 2.2. Stylistics Analysis

Stylistic is defined as analyzing the linguistic and the literary aspects of the text. It means examining the text from its literary aspect and connecting it with its linguistic analysis,( Carter, 1982). Additionally, Candria (2019) investigated the definition of stylistics as studying the forms, functions, and meanings of the text in a detailed and systematic way.

Stylistics is defined as the linguistic analysis of the literary text (Jaafar,2014) . On the same way, El-Baroudi& Maliki(2020) argued that stylistics studies different language styles in transmitting an indirect message. It describes what is the sent message and how it is sent. Huang (2018) suggested that stylistics understands the deep meaning by analyzing the surface language to enhance the comprehension of the text.

#### 2.2.1. Levels of Stylistics Analysis

There are different levels of stylistics analysis. A study handled by Anggadewi,(2020) applied the four levels of stylistic analysis including; 1)the phonological level , 2) the graphological level , 3) the grammatical level , and 4)the semantic level. At the same line of thought, Bilal and Cheema (2012) adopted a stylistic analysis of Wordsworth's poem "Early Spring" using the graphological , grammatical , semantic and phonological levels of analysis.

### 2.3. Aesthetic Appreciation

Aesthetic interprets the work of art according to the taste. Leech and Short (2007) stated that “aesthetic effect cannot be separated from the creative manipulation of the linguistic code”. ". The reader is in a state of absence from the real world. His mind and feelings have an experience in the virtual world that he built for himself.

Aesthetic encourages creativity ,Mosadeghz and Yahyaei (2016) handled a study on aesthetic and its importance in improving creativity. It was concluded that art can be considered as one of the most efficient tools in today's world whose results are visible especially in the field of creativity.

## 111. METHODOLOGY

### 3.1. Study Design

The recent study adopted the quasi-experimental method. In this study, the researcher administrated pre -post test to the sample of the study. The researcher divided them into two groups; treatment group and control group.

### 3.2. Study Questions:

The problem of the study is stated in the following questions:

1. What are the creative reading skills needed for the third year EFL students at the Faculty of Education English section?
2. What are the levels of the students' mastery of the creative reading skills?
3. What is the effect of a program based on stylistic awareness and aesthetic appreciation on improving the creative reading skills among the targeted sample?

### 3.3. Study Instruments:

1. The creative reading skills checklist.
2. The creative reading skills test.
3. The creative reading skills rubric.

### 3.4. Study Participants:

The participants in the current study were the third year English department faculty of Education, Zagazig University(2021/2022).The third year EFL students were selected in order to develop their creative reading skills. The students were randomly divided into two groups: treatment group and control group (n=25 students in each group).

## IV. RESULTS

The findings of this study were reached in the light of examining the hypotheses of the study.

### 4.1. Hypothesis 1:

It was hypothesized that " there would be a statistical significant difference between the mean scores of the experimental group and the control group in the post test results of the creative reading skills in favor of the experimental group."

The independent t-test was shown in the following table:

Table (2) t-test results

Creative reading skills	Group	n.	Mean	Std. Deviation	Mean Difference	Std. Error Difference	T-value	Sig.
Creating new and unfamiliar ideas	Control post	25	1.240	0.597	1.400	0.154	9.062	0.000**
	Exp. Post	25	2.640	0.490				
Describing what will happen from contrary point of view	Control post	25	1.280	0.542	1.280	0.148	8.630	0.000**
	Exp. Post	25	2.560	0.507				
Predicting new events using text information	Control post	25	1.160	0.746	1.240	0.180	6.903	0.000**
	Exp. Post	25	2.400	0.500				
Evaluating the characters in a literary text	Control post	25	1.240	0.597	1.240	0.157	7.895	0.000**
	Exp. Post	25	2.480	0.510				
Presenting more than one title to the text	Control post	25	1.400	0.500	1.120	0.143	7.842	0.000**
	Exp. Post	25	2.520	0.510				
Imagining new end to a novel	Control post	25	1.280	0.458	1.160	0.148	7.821	0.000**
	Exp. Post	25	2.440	0.583				

\*\* significant at (0.01) level.

This table (2)indicated that the mean scores of the experimental group in the post test is higher than that of the control group. The estimated T- value is high and it was significant at the level of 0.01. These results proved the first hypothesis.

### 4.2. Hypothesis 2:

It was hypothesized that " there would be a statistical significant difference between the mean scores of the experimental group in the pre and post test favoring the post administration".

The following table discusses the results that approve the second hypothesis.

Table (3 ) t-test results (n=25)

Creative reading skills	Experimental Group	Mean	Standard deviation	Mean Difference	t-value	Sig.
Creating new and unfamiliar ideas	Pre	1.280	0.614	1.360	13.880	0.000**
	Post	2.640	0.490			
Describing what will happen from contrary point of view	Pre	1.320	0.557	1.240	11.859	0.000**
	Post	2.560	0.507			
Predicting new events using text information	Pre	1.160	0.625	1.240	11.859	0.000**
	Post	2.400	0.500			
Evaluating the characters in a literary text	pre	0.960	0.735	1.520	14.905	0.000**
	Post	2.480	0.510			
Presenting more than one title to the text	pre	1.280	0.542	1.240	10.382	0.000**
	Post	2.520	0.510			
Imagining new end to a novel	pre	1.200	0.646	1.240	11.859	0.000**
	Post	2.440	0.583			

\*\* significant at (0.01) level.

Table (3) indicated that the mean scores of the experimental group in the pre test is lower than that of the same group in the post test. The estimated T- value is high and it was significant at the level of 0.01. These results proved the second hypothesis.

#### 4.3.Hypothesis 3:

It was hypothesized that " A Stylistics Analysis and Aesthetic appreciation program would be effective in improving the students' creative reading skills" .

Table (4 ) t-test results

Creative reading skills	Group	n.	Mean	Standard deviation	T-value	$\eta^2$	Effect Size
Creating new and unfamiliar ideas	Experimental pre	25	1.280	0.614	13.880	0.889	Large
	Experimental Post	25	2.640	0.490			
Describing what will happen from contrary point of view	Experimental pre	25	1.320	0.557	11.859	0.854	Large
	Experimental Post	25	2.560	0.507			
Predicting new events using text information	Experimental pre	25	1.160	0.625	11.859	0.854	Large
	Experimental Post	25	2.400	0.500			
Evaluating the characters in a literary text	Experimental pre	25	0.960	0.735	14.905	0.903	Large
	Experimental Post	25	2.480	0.510			
Presenting more than one title to the text	Experimental pre	25	1.280	0.542	10.382	0.818	Large
	Experimental Post	25	2.520	0.510			
Imagining new end to a novel	Experimental pre	25	1.200	0.646	11.859	0.854	Large
	Experimental Post	25	2.440	0.583			

Table (4) indicated the eta squared of the total value of the sub skills .These values indicate that the effect size of the subskills are (large) . These results approved the third hypothesis.

#### V. CONCLUSION

This study adopted the different levels of stylistic analysis , lexical , syntactic, cohesion , and figures of speech .It was concluded that applying the stylistics analysis and aesthetic appreciation program was effective in improving the creative reading skills of student teachers at the Faculty of Education Zagazig University. This improvement could be related to the fact that stylistics analysis involves both literary and linguistic analysis.

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