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The Effect of Discourse Structure Graphic Organizers (DSGOs) on EFL University Students' Literary Appreciation

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A B S T R A C T

Discourse structure Graphic organizers (DSGOs) represent the expository text's discourse structure and informational unit hierarchies through visual methods. Native-language literature and English texts challenge EFL students. Language learning requires literary skills. The study's goal: Identify EFL university students' literary appreciation, the effect of using DSGOs on it, and which dependent variable—plot, theme, style/mood, setting, character, diction, conflict, and literary devices—has been affected more at the post-test, and the effect of DSGOs on recognition and production levels at the post-test. The following hypotheses were verified to attain these goals: the average of EFL university students' literary appreciation level at the post-test is within the theoretical level of performance, there are no statistically significant differences in the mean scores of the experimental group taught using DSGOs, and the control group taught using the conventional method—experimental research design. Ten weeks were spent on the experiment. The experimental and control groups were given a test to assess their perception of DSGOs instruction, a pretest to determine homogeneity and classify students by reading ability, and a post-test to assess the impact of DSGOs on literary appreciation. The researcher examined first-semester students. The survey involved 90 English majors from EFL Iraqi University's Second Stage (Department of English) College of Education for Humanities/University of Tikrit. Who is randomly selected in 2023/2024, SPSS analyzed data. The study revealed that students appreciate DSGOs instruction. It enhances pupil appreciation. The study advises introducing DSGOs to language curriculum to improve literary comprehension. Conclusions, recommendations, and future research are offered from the study

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تأثير منظمات الرسوم البيانية لبنية الخطاب لطلبة الجامعة دارسي اللغة الانكليزية لغة اجنبية في التذوق الادبي

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الخلاصة:

تواجه النصوص الأدبية الإنجليزية اللغة الأم تحديًا لطلاب اللغة الإنجليزية كلغة ثانية(EFL) ،تلعب المهارات الأدبية دورًا مهمًا في تعلم اللغة. تهدف هذه الدراسة إلى تحديد مستوى التذوق الأدبي لطلاب الجامعة من كلية اللغة الإنجليزية كلغة ثانية، وتحديد تأثير استخدام منظمات الرسوم البيانية لهيكل الخطاب (DSGOs) على التذوق الأدبي، وتحديد المتغيرات التابعة الأكثر تأثرًا بعد الاختبار النهائي، وهي: الحبكة، والموضوع، والأسلوب/المزاج، والبيئة، والشخصية، والأسلوب اللغوي، والصراع، والأدوات الأدبية. تعتمد الدراسة على تصميم بحثي تجريبي. استغرقت الدراسة عشرة أسابيع. بحثت الدراسة في تأثير تدريب منظمات الرسوم البيانية (GOs) على معرفة بنية الخطاب (DS) لطلاب الجامعات العراقية من كلية اللغة الإنجليزية كلغة ثانية، وعلى تذوقهم الأدبي واستمتاعهم بالأدب واحتفاظهم بالمعلومات. تم اختبار المجموعتين التجريبية والضابطة لتقييم إدراكهم لتعليمات منظمات الرسوم البيانية لهيكل الخطاب (DSGOs)، وتم عمل اختبار قبلي لتحديد التجانس وتصنيف الطلاب حسب قدرة القراءة، واختبار بعدي لتقييم تأثير تعليمات منظمات الرسوم البيانية لهيكل الخطاب (DSGOs) على التذوق الأدبي. شملت الدراسة طلاب في الفصل الاول. شارك في الاستطلاع 90 طالبًا من قسم اللغة الإنجليزية كلغة ثانية بالمرحلة الثانية (قسم اللغة الإنجليزية) بكلية التربية للعلوم الإنسانية / جامعة تكريت. وتم اختيارهم عشوائيًا في العام الدراسي 2024/2023. تم تحليل البيانات باستخدام برنامج, SPSS كشفت الدراسة عن تقدير الطلاب لتعليمات منظمات الرسوم البيانية لهيكل الخطاب .(DSGOs) إنها تعزز التذوق الأدبي لدى الطلاب. تقترح الدراسة تقديم منظمات الرسوم البيانية لهيكل الخطاب (DSGOs) في مناهج اللغة لتحسين فهم الأدب. الكلمات المفتاحية: بنية الخطاب ,منظمات الرسوم البيانية ,منظمات الرسوم البيانية لبنية الخطاب ,التذوق الادبي ,دارسي اللغة الانكليزية كلغة اجنبية, تأثير.

1.1 Statement of the Problem

The most fundamental tool for verbal and written human communication is language. English is one of the most essential languages in the world, It also has become a compulsory subject in schools and universities worldwide. To learn a new language means to learn " a new culture, a new way of thinking, feeling and acting" (Brown, 2001, p. 1).

Literary appreciation refers to commenting on literature. However, it ranges from simple everyday comments made by all people about works of literature and authors to serious reviews made by scholars (Pope, 1998).

Jiang and Grabe (2007) identify that to develop students' overall reading comprehension, it is essential to raise their awareness of text structure through explorations of discourse patterns with L2 texts and engaging in text-based learning requires students to utilize their prior knowledge, identify the connections between primary concepts and supporting information, differentiate between facts and opinions, draw logical conclusions, and comprehend the author's tone or intention.

The researcher recognizes the significance of conducting the current investigation to tackle these concerns. A potential outcome of an absence of literary appreciation is a reduced propensity among individuals to engage in the reading and critical analysis of works of substantial literary merit. While literature appreciation is undeniably a crucial component of language learning, English as a foreign language (EFL) students encounter specific factors that warrant attention. This research "completes" the discourse structure. English as a foreign language students find reading more pleasant with visual organizers.

1.2 Aims of the Study

The present study aims to:

1. Identify EFL university students' level of literary appreciation.
2. Find out the effect of using DSGOs on EFL university students' literary appreciation.
3. Find out which one of the dependent variables: plot, Theme, style/mood, setting, character, diction, conflict and literary devices; has been affected more than the others at the post test.
4. Find out the effect of using DSGOs on EFL university students' literary appreciation at recognition and production levels at the post test.

1.3 Hypotheses of the Study

The aims of the current study are supposed to be achieved by verifying the following hypotheses:

1. The average of EFL university students' level in literary appreciation at the post test is within the theoretical level of performance in literary appreciation.
2. There are no statistically significant differences in the mean scores of the experimental group which is taught by using DSGOs and that of the control group which is taught using the conventional method in literary appreciation at the post test.

3. There are no statistically significant differences between the mean scores of the experimental group in plot, Theme, style/mood, setting, character, and literary devices at the post test.
4. There are no statistically significant differences between the mean scores of the experimental group and that of the control group in recognition and production and levels at the post test.

1.4 Limits of the Study

The present study is limited to:

1. The use of DSGOs and EFL university students' literary appreciation.
2. EFL second-year university students at Tikrit University during the first course of the academic year 2023-2024.
3. Applying the experiment with a short story book (The Black Cat by Edgar Allan Poe and The Doll's House (1922) By Katherine Mansfield).

1.5 Plan of the Study

The following steps are followed in order to achieve the aims of the study and verify its hypotheses

1. Identifying the specific steps and the characteristics of the DSGOs.

2. Selecting a sample of 2nd stage university students.

3. Dividing the selected sample into two equal groups, namely, experimental and control groups and equalizing them in their age, parents' level of academic attainment and their English scores in the "Introduction to literature" and their achievement in the pre-test.

4. Ten weeks are devoted to imparting literary appreciation through the DSGOs strategy to the experimental group, while the control group is instructed in the same subject matter using the conventional method.

5. Constructing a pre-test and a post-test.

6. Subjecting the two involved groups of students to the constructed test.

7. The process involves collecting the necessary data and conducting statistical analysis on them. The results are then discussed, and conclusions, recommendations, and suggestions are presented.

1.6 Definition of Basic Terms

Here are the definitions of the basic terms employed in this study.

1.6.1 Discourse Structure

DS are patterns of organization that are used to convey information in a coherent manner (Hebert et al., 2016). The organization of ideas in a text (Taylor, 1992). **The operational definition:** DS is the way in which a text is organized, or how its parts are connected to each other. It is a complex phenomenon that is influenced by a variety of factors, including the genre of the text, the purpose of the writer, and the audience.

1.6.2 Graphic Organizers

GOs are defined as "visual and spatial displays designed to facilitate the teaching and learning of textual material through the use of lines, arrows and a spatial arrangement that describe text content, structure and key conceptual relationships (Kim, Vaughn, Wanzek, & Wei, 2004, p. 105). **The operational definition:** GOs are teaching and learning tools used to organize information and ideas in an easy-to-understand and digestible way.

1.6.3 Discourse Structure Graphic Organizers:

DSGOs are teaching methods that visually and hierarchically convey discourse structures and content information by showing textual links between concepts and patterns (Simmons, Gryphon, Kameenui , 1988). **The operational definition:** Visual tools depict a text's organizational structures by discerning the primary concepts and providing supplementary information.

1.6.4 Literary Appreciation:

Olufunwa (2001) defines literary appreciation as academic and intellectual examination of literature. The recipient of a work of literature learns about its theme(s) and subject matter and how its formal structure realizes them. **The operational definition:** Literary appreciation is the ability of individuals to understand, enjoy, and analyze literary works. It is a complex skill that includes multiple cognitive and emotional aspects.

2.0 Theoretical Background

2.1 Concept of Discourse Structure

DS authors utilize frameworks to communicate information effectively in a structured and logical manner. Consequently, texts are typically structured

according to some fundamental rhetorical patterns (Hoey, 2001). Meyer (1985) stated that knowledge of the rhetorical relationship of the ideas—main idea, major ideas, and supporting details—help readers with their comprehension of the expository texts.

2.1.1 Components of Discourse Structure

There are a limited number of discourse structures. They appear often in different literature and are frequently encountered in diverse combinations (Grabe, 2003; Meyer, 1985; Mohan, 1986). Meyer (1985) classified these discourse structures as; **Cause and Effect, Chronological, Compare and Contrast**, **Problem and Solution, Sequence / process Organization** and **Spatial or descriptive organization**.

2.2 Graphic Organizers

Visualizing data aids students in identifying connections between ideas and offers them a visual representation of the text they are studying. Maps are useful tools for travelers who want to reach a specific destination without getting lost. Similarly, visual depictions of written content allow readers to traverse the information they are reading effectively (Akgul ,2010).

2.2.1 Strengths and Weakness of Graphic Organizers

Like any other instructional tool, GOs have both strengths and weaknesses. Consider these factors when deciding whether a graphic organizer is the right choice for a specific application. Some strengths of GOs are that they are easy to edit and quick to add information to and revise. They can express conceptual relationships succinctly and provide an overview at a glance (Strangman, Hall, & Meyer, 2003).

Some areas for improvement of GOs are that they have limited capacity for holding extensive text for detailed note-taking. GOs are not suitable for representing certain types of information. Also, if GOs are not used correctly, they become just like another worksheet for students to fill out and complete (Strangman, Hall, & Meyer, 2003).

2.4 Discourse Structure Graphic Organizers

According to Jiang and Grabe (2007), DSGOs belong to a distinct category

of graphic organizers. This is because these visual aids are capable of representing the hierarchical relationships and discourse structure of the informational units in an expository text. It is argued that DSGOs are the most efficacious visual aids for enhancing reading comprehension of expository texts.

DSGOs help students see the relationships, make connections between the text structure and linguistic cues, develop an awareness of recurring patterns when explicitly guided to identify them across multiple texts and use these patterns of organization in their summaries and other writing tasks(Schmitt & Rodgers, 2013).

2.5 Concept of Literary Appreciation:

According to Olufunwa (2001), literary appreciation pertains to the scholarly and intellectual assessment of literary works. The process through which an individual receives a literary work gains comprehension of its themes and subject matter, as well as gains insights into how the structure of the work aids in the realisation of those ideas. Alternative designations employed in lieu of "literary appreciation" encompass "textual analysis," "literary criticism," and "literary exegesis.

2.5.1 Objectives of Teaching Literary Appreciation

Students cannot monitor their comprehension and exhibit low motivation and efficacy towards reading (Taboada et al., 2009), Literature provides a window into the target culture, its values, traditions, and historical context. By analyzing stories, poems, and other literary forms, students gain a deeper understanding of the world around them and develop empathy for diverse perspectives (Zhen, 2012). Engaging with literature allows students to enrich their vocabulary, improve their understanding of complex sentence structures, and expose them to different styles of writing. This enhances their overall proficiency in the target language (Inan & Boldan, 2018).

2.5.2 Components Measured in Literary Appreciation.

Ogu (2016) outlined many fundamental components of literary appreciation; **Theme, Plot, Setting, Character, Characterization, Conflict, Style and Point of**

View.

3.0 Methodology

3.1 Experimental Design

Experimental design is "the blueprint of the procedures that enable the researcher to test hypotheses by arriving at relevant conclusions on the relationship between independent and dependent variables" (Best and Khan, 2006, p.177).

3.2 Population and the Sample of the Study

Polit and Hungler (1999:37) define the population as "an aggregate or totality of all the objects, subjects or members that conform to a set of specifications".

The target population of the present study includes (150) EFL Iraqi University students in the Second stage (Department of English) College of Education for Humanities/University of Tikrit. The students are divided into two sections (A and B). These sections have been randomly selected to represent the experimental and the control groups. Section(A) has been selected to be an experimental group, which consists of seventy-five students, while section (B) has been selected to represent the control group, which consists of seventy-five students. Forty students are excluded from section (A), and forty from section (B), the sample was randomly selected to represent population characteristics without bias and to obtain valid and reliable results. The total sample is 90 students; twenty students were chosen to represent the pilot sample of the study. Therefore, thirty-five students have been selected from section (A) as an experimental group and thirty-five students from section (B) as a control group. Thus, the total number represents 60% of its original population, as shown in Table (3.1)

Table No: (3.1)

The Population and Sample of the Study

Groups	No. of Students	No. of Pilot Students	No. of Students' Sample
Experimental Group	75	10	**35**
Control Group	75	10	**35**
Total	**150**	**20**	**70**

3.3 Instructional Material and Students' Instruction

The two sets of pupils have been taught the following material: "Cat in the Rain" by Ernest Hemingway and "The Doll's House" by Katherine Mansfield. The second-grade curriculum includes short stories. The study's experiment was done during the first semester of the academic year 2023-2024. The researcher himself has taught the two groups. The experimental group receives instruction utilizing DSGOs, whereas the control group is instructed based on the Conventional Method. The experiment of this started in the 19 December / 2023 and ended up in the 14 February / 2024. It lasted for 10 weeks .The lectures are arranged to be on Tuesdays for the experimental group and the control group.

3.3.1 Lesson Plan

The lesson plan gives the teacher enough time and opportunities to prepare for the lesson. The teacher knows what and when he teaches so, he prepares himself and goes to class well prepared (Elizabeth, 2010, p. 334).

3.3.1.1 Lesson Plan for Teaching the Experimental Group (A)

Date: 19 December 2023

Class and section: Second grade, (A).

Period: 50-60 minutes

Topic: (The Black Cat by Edgar Allan Poe and the Doll's House by Katherine Mansfield).

Aims: To improve students' literary appreciation by using DSGOs which helps students to recognize the basic elements, think and write things that happen in each paragraph.

Topic: The Black Cat by Edgar Allan Poe and the Doll's House (1922) By Katherine Mansfield

1. Explain the DS of the text in order to make the students understand what they have to do and make them understand the lesson well.

2. Explain what the students should learn from the topic and write on the board some questions about the topic as a brainstorming step.

3. Explain the main points about literary appreciation elements and how to analyze a paragraph in general and DS in specific. To define and identify common discourse structures used in literature, such as compare-contrast, cause-effect, and sequence.

4. Explain the meaning of GOs as a visual tool for analyzing the organization and key elements of literary texts and how to use them to clarify specific DS. Write on the board its generic DS and its features.

6. The students are encouraged to share their drawing pieces and show them some pictures of the DSGOs. Teach them to identify the cause-and-effect relationships present in the story, how one event or action leads to another, and represent these relationships visually in the graphic organizer.

7. The students of each group have one paper and one pen to write their ideas. Each student will write their idea and then give her partner the paper for writing

3.3.1.2 Lesson Plan for Teaching the Control group (B)

Date: 19December 2023

Period: 50-60 Minutes.

Class and section: Second grade, (B).

Topic: The Black Cat by Edgar Allan Poe and the Doll's House by Katherine Mansfield

Aim: to develop students' ability appreciate and analyzing a short story and to understand literary texts and then increase their knowledge.

Steps of presenting the lesson material:

1. Students are asked to discuss the title of the short story, which has been previously presented.

2. Encourage and ask the students to read the literary texts carefully and not to worry about ambiguous words.

3. The teacher asks some students to take the role of the characters to read the speeches.

4. Give students the opportunity to recognize and collect data for the given questions.

5. Individual and pair work techniques may be used to answer teachers' questions such as: What is the theme of the story? Can you identify the setting? What is the tone of the story?

6. Sharing students' answers by giving them some interpretations of the intended questions.

8. Finally, the teacher gives the students homework.

3.4 Construction of the Achievement Test

Mcnamara(2000) “describes that the achievement tests are limited to specific material covered in a curriculum within a question, It can help as assign of features that a pupil needs to work on in the future, The primary role of an achievement test is to determine the achievement of course objectives at the end of the period of instruction” (p.6). An interaction post-test was given to students, and there were five questions.

Questions one, two and four consist of four items; questions three and five consist of parts A and B. Question one consists of four items. The students are

asked to write the number of the item and the letter of the correct option. The first item is to identify the literary genre, the second is to identify the setting of "The Doll's House, the third is to analyze the story elements, and the fourth item is to analyze the author's language choices.

Question two consists of four items. Write (T) for the correct sentence and (F) for the wrong one, the first item to analyze the symbolism. The second is to remember specific details from the text, the third is to analyze the meaning, and the fourth is to identify the major & minor characters.

Question three consists of two parts: A and B part A was to recall and summarize the critical event, which means the story's plot and part B was to analyze the overall mood.

Question four asked students to fill in the blanks; the first item was to analyze character traits, while the second was to identify the setting. The third item was to analyze the narrator's actions and motivations, which means the conflict. The last item was to analyze Poe's writing style, which means the diction.

Question five consists of two parts, A and B. State a short answer for (A) to compare and contrast the theme B was to analyze the symbolism& literary devices.

3.5 Content Validity

The test can claim content validity if it actually samples the subject matter about which conclusions are to be drawn and if it requires the test taker to perform the behavior that is being measured (Brown, 2007:449).

3.6 Face Validity

Mousavi (2009:247) indicates that _' face validity points out the grade to which a test looks right and appears to measure knowledge or abilities based on the subjective Judgment of the examinees who take it _ '.To ensure the validity of the test, it has been submitted to a jury of specialists in the field of methodology to give their opinions of the suitability of the test items and suggest any modifications they find necessary, They all agree that the test items are suitable for the level of the students.

3.7 Pilot Study

Pilot study refers to a preliminary study conducted with a sample out of the experiment sample in order to acquaint the researcher with any obstructions that may face during the test (Good ,1973,p.143) .Conducting a pilot test is strongly preferred for the current study. For this purpose, (20) students are chosen randomly from 2nd stage, Department of English, College of Education for Humanities. On 12 February 2024, the Pilot test was conducted in a normal situation and classroom conditions. The Pilot test has revealed that the required time to answer the whole test items is (60 minutes). In addition, the Pilot study has helped the researcher in making the final administration of the post-test.

3.8 Reliability of the Post-test

Reliability is an important characteristic of a good test. A test is said to be reliable if its degree of accuracy stays stable and consistent each time it is conducted under the same conditions for the same sample of students (Veram and Beard, 1981:860). To achieve this aim, the test-retest method is considered. Thus, the same achievement test has been administered to the pilot sample of fifteen subjects. The two administrations have been performed within a period of thirteen days, taking into consideration the time, place, and quietness of the administration of the test on the two occasions. The Alpha-Cronbach formula is used to measure the reliability of the posttest. The coefficient is found to be (0.83), which is considered acceptable.

3.9 Analysis of the Test Items

Bachman and Palmer (1996:92) mention that item analysis is a process that comprises different statistical means directed to investigate the quality of test items that have been given to students. The purpose behind this process is to discover the difficulty level and discrimination power of the items in the test, as follows:

3.9.1 Difficulty Level DL

Item difficulty refers to the measurement device that measures the students' failure or pass in a specific item (Devellis, 2003:139). The difficulty level (DL) of the item is measured by selecting the higher group which has the highest mark and the lower group which has the lowest mark. The items of this test are

considered acceptable if they range from 0.31 to 0.71 which indicates the suitability of items.

3.9.2 Discrimination Power DP

According to Groulund (1974:211), the discrimination power (DP) is defined as the instrument which is used to find out the items of the test whether they are effective or not. So, the DP formula is used to find out the DP of the items. The items are considered effective because they extend from 0.30 to 0.66, as in table (3.2):

Table (3.2)

The Difficulty Level and Discrimination Power of the Test Items

Question	Item	Higher	Lower	Difficulty	Discrimination
Q 1/	1	46	18	0.40	0.56
	2	35	18	0.71	0.34
	3	25	10	0.69	0.30
	4	30	8	0.31	0.37
Q 2/	1	34	18	0.61	0.32
	2	44	18	0.53	0.52
	3	48	15	0.64	0.66
	4	32	8	0.52	0.40
Q 3/	A	68	26	0.36	0.42
	B	53	21	0.35	0.32
Q 4/	1	45	30	0.69	0.30
	2	39	22	0.68	0.34
	3	48	15	0.31	0.66
	4	32	8	0.52	0.48
Q 5/	A	82	36	0.46	0.46
	B	63	23	0.52	0.40

4.0 Analysis of Data and Discussion of Result

4.1 Results related to the First hypothesis

Comparison between the Average Level of the Students' literary appreciation and the Theoretical Level in the post-test. To verify the first hypothesis that states "The average of EFL university students' level in literary appreciation at the posttest is within the theoretical level of performance in literary appreciation". The mean scores of the students' literary appreciation in the posttest are 78.11 and theoretical mean is 50 with a standard deviation 9.14, respectively. T-test formula for one sample is used. The calculated t-value is 18.181, which is found to be higher than the tabulated t-value which is 2.032 at 0.05 level of significance when the degree of freedom is 34. The results of the table (3.3) indicate there are statistically significant differences between the average level of the students' performance and the theoretical level in the posttest. Thus, the first hypothesis is rejected.

Table (3.3)
The Mean Scores, Standard Deviations and T-Values of the students' achievement in the post-test

Group	No. of students	Mean	SD.	Theoretical mean	T-Value		DF	Level of Significance
					Calculated	Tabulated		
EG	35	78.11	9.14	50	18.181	2.032	34	

4.2 Results related to the Second hypothesis

Comparison between the Mean Scores of the Experimental Group and that of Control Group in the Posttest. To find out if there is any significant difference between the mean scores of the experimental group and those of the control group in the post-test. Statistics show that the mean scores of the experimental groups are 78.11 and those of the control group are 64.22, with standard deviation 9.14 and 14.64 respectively. By using the t-test formula for two independent variables, the calculated t-value is found to be 4.758, while the tabulated t-value is found to be 1.994 at the degree of freedom 68 and level of

significance 0.05. This means that there is a significant difference between the achievements of the two groups, in favor of the experimental group. Thus, the first hypothesis, which states that there is no statistically significant difference between the mean scores of the experimental group and that of the control group in the post-test, is rejected, as shown in table (3.4).

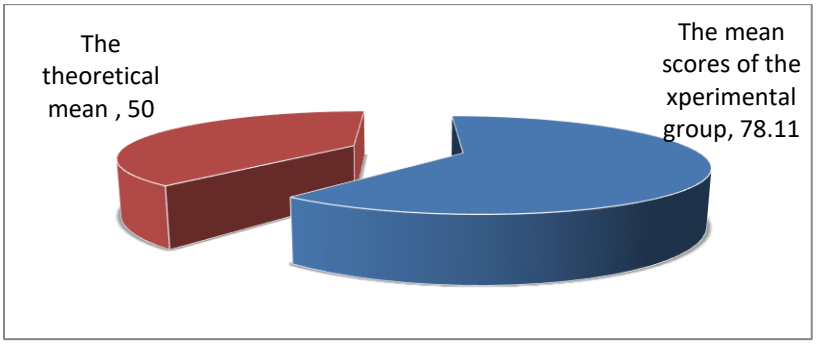
Table (3.4)
Means, Standard Deviation, and t-Values of the Two Groups In the Achievement Test

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG.	35	78.11	9.14	Calculated	Tabulated	68	0.05
CG.	35	64.22	14.64	4.758	1.994		

4.3 Discussion of the Obtained Results

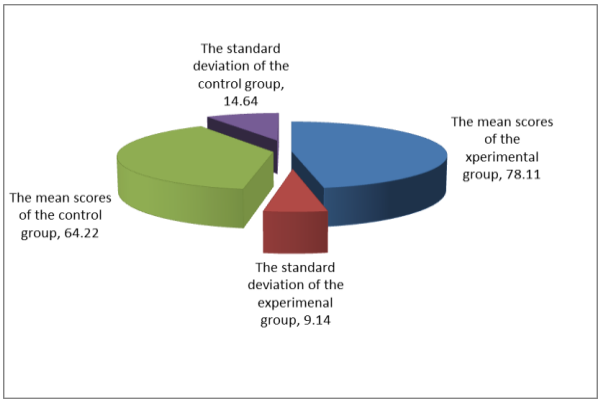
According to the results of ***the first hypothesis***, the DSGOs effectively fostered literary appreciation skill and encourage creativity and help students to understand, memorize, and retrieve information better, exposes students to a rich vocabulary, diverse writing styles, and effective communication techniques. By analyzing and discussing texts, they develop their own reading comprehension, writing fluency, and ability to express them clearly as shown in figure (1) below.

Figure1 ***The Average Score of the EG in the Posttest than the Theoretical Mean***



According to ***the second hypothesis*** the positive effect of the later may be organization and clarity attributed to help students organize and arrange their ideas logically, enhancing the clarity and effectiveness of teaching and the obtained data may not be forgotten for a long time. The DSGOs also help students better understand the structure of language, improving their use of grammar and vocabulary. as shown in Figure (2)

Figure(2) The mean scores of the eight components of literary appreciation



5.1 Conclusions

The following points are concluded in terms of the obtained results:

1. The students have positively responded to the suggested technique and that the DSGOs technique is effective in stimulating the students and improving literary appreciation

2. DSGOs help students understand, organize, and analyze the topic that they are required to evaluate the literature in the best way.

3. The use of the DSGOs in the class helps improve the interaction among students, i.e., the students share information and their opinions with their colleagues in the literary appreciation

4. The use of GOs in the classroom is supported by dual coding theory, depth of processing, and engagement load hypothesis.

5.2 Recommendations

1. Specialists in teaching EFL are advised to use the DSGOs to improve their students' achievement in developing speaking, reading and writing skills.

2. Teachers of EFL should be involved in drawing special GOs appropriate to their topic that enable them to realize the DS of the text & for teaching it.

3. University EFL teachers should use new and modern methods that promote cooperative learning in their classrooms.

4. Evaluating teachers' efficiency in using the DSGOs in teaching EFL at the college, helping students identifies DSGOs components in the text.

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