



Investigating Students' Needs Using the Comprehensive Approach to FL Literature Learning

Younes Mustafa Abdalla

Assistant Lecturer -Department of English language -Faculty of Arts and Sciences Suluq -University of Benghazi

التحقيق في احتياجات الطلاب باستخدام المنهج الشامل في تعلّم اللغة الأجنبية
يونس مصطفى عبدالله

محاضر مساعد -قسم اللغة الإنجليزية -كلية الآداب و العلوم سلق -جامعة بنغازي

Email: younes_203916@yahoo.com

Abstract

This study is an attempt to investigate students' needs from the Literary Reading Program at the Department of English, Faculty of Arts and Sciences (Suluq Campus). Although English literature is an established university course throughout the English departments of the Libyan universities, no systematic research has been conducted to examine students' needs from English literature courses in the Libyan context to investigate their merits or shortcomings. Therefore, the rationale for conducting this study is that the literary reading program has been devised without taking into consideration students' needs and perceptions. The study adopted the mixed-method approach to elicit students' needs and perceptions using a questionnaire and an interview to gather qualitative and quantitative data for enriching the analysis. The questionnaire and the interview were designed according to the Comprehensive Approach to Foreign Language Literature Learning, through which students select the components that satisfy their needs. In addition, the course instructor was also interviewed to elicit his perceptions about the program. The study revealed that 40% of students expressed their need to apply the text approach in their literary reading program. The main contribution of this study is that it does not only present the findings of students' needs, as most studies are concerned with the field of needs analysis; it also presents a literary reading program that could be put into practice by English Department policymakers.

Keywords: Needs Analysis, Mixed-method Approach, Literary Reading Program, Text Approach, Students' Perception

تعد هذه الدراسة محاولة للتعرف على احتياجات طلاب برنامج القراءة الأدبية في قسم اللغة الإنجليزية، كلية الآداب والعلوم (فرع سلوق). وعلى الرغم من أن الأدب الإنجليزي يعد مادة جامعية مقررة في جميع أقسام اللغة الإنجليزية بالجامعات الليبية، فإنه لم يتم إجراء بحث نظامي لدراسة احتياجات الطلاب من مواد الأدب الإنجليزي في السياق الليبي للتحقيق في مزاياها أو عيوبها، ولذلك فإن الأساس المنطقي لإجراء هذه الدراسة هو أن برنامج القراءة الأدبية قد تم تصميمه دون مراعاة احتياجات الطلاب وتصوراتهم حول هذا البرنامج. اعتمدت هذه الدراسة المنهج المختلط لاستنباط تصورات الطلاب باستخدام الاستبانة والمقابلة لجمع البيانات النوعية والكمية لإثراء التحليل. وقد تم تصميم الاستبانة والمقابلة وفق المنهج الشامل لتعلم أدب اللغات الأجنبية والذي من خلاله يختار الطلاب المكونات التي تلبي احتياجاته، وكذلك تم إجراء مقابلة لأستاذ المادة لاستقصاء وجه نظره حول هذا البرنامج. وكشفت الدراسة أن 40% من الطلاب عبّروا عن حاجتهم لتطبيق منهج النص في برنامج القراءة الأدبية. وتعد المساهمة الرئيسة لهذه الدراسة في أنها لا تعرض فقط نتائج احتياجات الطلاب كما هو الحال في معظم الدراسات المعنية بمجال تحليل الاحتياجات؛ بل إنها تقدم أيضًا

برنامج القراءة الأدبية الذي يمكن وضعه موضع التنفيذ من قبل صانعي السياسات في قسم اللغة الإنجليزية.

الكلمات المفتاحية: تحليل الاحتياجات، المنهج المختلط، برنامج القراءة الأدبية، طريقة النص،
تصورات الطلاب

1. Introduction

The Concept of Needs Analysis

The techniques used to gather data about students' requirements of how a course should be and what it should contain are educationally termed as 'needs analysis'. Many researchers believe that needs analysis (NA) is a constitutive procedure in designing language programs that was neglected in the past in spite of its significance (Schutz & Derwing, 1981). Nunan (1988: 130) commented in a statement defining needs analysis as '*techniques and procedures for collecting information to be used in syllabus design*'. In other words, needs analysis is concerned with the way a certain language program leads and directs our students to meet their educational needs at the end of their educational process. These needs are divided into '*target needs and wants*'. While the former centers on what students wish to study, the latter shows out students' beliefs towards their needs (Hutchinson & Waters, 1987).

Richards (2001: 90) believes that '*the goal of needs analysis is to collect information that can be used to develop a profile of the language needs of a group of learners in order to be able to make decisions about the goals and content of a language course*'. In addition, needs analysis is used in language pedagogy when language skills needed by learners are identified to achieve particular roles. It is also adopted to pinpoint language skills students need to grasp the efficiency of a language program in bringing up learners needs in order to bridge the gap between students' competence and their needs and find out the trouble students face in their learning process.

Robinson (1991) illustrated that needs analysis is very important in syllabus design, for it proved to be efficient in ESP being the only field in language teaching that makes use of it. Dudley-Evans and John (1998) argued that needs analysis establishes the content and manner of a language program. They claimed that needs analysis helps us know learners as individuals and language users. It also highlighted the process of language learning of the students involved in a course, the dates needed in target situations, and learning environments. The resources in the field of needs analysis comprise learners enrolled in a particular language program, previous students, their documents, faculty, and research in ESP.

2. Literature Review

When reviewing the literature in the field of needs analysis as well as many empirical research articles, the writer of this article found out that many academics regard eliciting students' needs as very essential in evaluation, teaching methodology, material selection, course development, and curriculum design. Therefore, in English for Specific Purposes

(ESP), it is very important to address language requirements in learners' context to find out the type of material that will satisfy their academic needs. Al Tamimi Shuib (2010) conducted a study in order to identify the needs analysis of 191 male students enrolled in the academic year 2006–2007 in the Department of Petroleum Engineering at Hadhramout University of Science and Technology. A questionnaire of seven sections was prepared to answer the general questions of the research. The multifaceted aim of the study is to recognize the participants' knowledge of language skills, their perception of their significance, their use of these skills, and points of language deficiency they need to be trained at. The findings of the study confirmed the importance of the English language for the participants and revealed students' target needs and wants with respect to their language academic program.

Furthermore, a study was conducted to investigate the academic needs of EFL undergraduate students at the University of Sultan Qaboos. The participants were undergraduate university students, language program staff, and college staff. The various tools used to elicit information on these needs were questionnaires, email dialogues, and interviews. The main focus of the study was to investigate the effective program practices that meet students' academic needs. The data results were implemented to pinpoint the significant factors that work for and against the efficiency of the intensive language program to meet students' needs. The results revealed various perceptions on the effectiveness of the program. In addition, the qualitative data on faculty staff members was used as the basis to compensate students' inconsistent responses. The study recommended integrating college courses and language usage as a hybrid curriculum model as well as more cooperation between teachers and language centers to improve the awareness of students' needs (Ali & Salih, 2013).

In Egypt, a needs analysis study was conducted to improve students' reading comprehension proficiency level at an Egyptian College of Technology. However, students were not satisfied with the prevalent attitude toward the English language and the insufficiency of the teaching methodology for reading skills at the university. The findings revealed that the major deficient skill for students is reading comprehension. The study came to the conclusion that for ESP teachers to arise students' schemata, they should integrate and negotiate students' concepts and ideas rather than being the only information providers in the classroom (Fadel & Rajab, 2017).

A needs analysis survey was used to investigate students' perceptions about the academic position of the English language in Tunisian institutions of higher education. A questionnaire has been used to collect data from Jendouba Higher Institute of Technology at the Monastir Faculty of Sciences. The analysis of the data revealed that most of the students were dissatisfied with the English language courses and excluded from the process of selection, refinery, and development of English language curricula at the university and the higher institute. In addition, the students reported that they needed more practice in English language courses, a different teaching approach based on the field of English for Specific Purposes, and the adoption of English for Science and Technology textbooks. The study came to the conclusion that the communicative approach should be used as the basis of curriculum redesign for 2nd and 3rd year students (Ishak, 2019).

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Rachmawati (2020) conducted a needs analysis study to investigate the instructional materials with regard to the English Course for Business at the University of Muhammadiyah Magelang. The main focus of the study is to find out students' needs in terms of English proficiency assumption, students' personal characteristics, and their interest in learning English as a second language. The study revealed that students are conscious and ready to learn lessons, although they felt that they are not proficient in the English language. It also revealed that students preferred to have more lessons with regard to topics of Islamic functions and values.

Septiana et al. (2020) conducted a needs analysis study by examining strategy and target situation. The main aim of the study is to design an English language syllabus for the Department of Computer Science at the University of Bina Darma. The data was elicited from 61 computer science students, a director, and a lecturer. The findings revealed that the target needs are writing and speaking skills, and there is an urgent need to integrate the technology with learning processes to make classroom activities more interesting.

Pranoto and Suprayogi (2020) conducted a needs analysis study in order to create the best English materials for Physical Education students at the universities of Lampung and Teknokrat. Current university students have been taught general English for years, which motivated researchers to call for the urgent need for an ESP course. However, this represents so many challenges for many university students. Participants were 50 students and 10 instructors from physical education study programs in both institutions. Interviews and questionnaires were administered to students and instructors to cover university courses and instructional methods needed for ESP courses. The study revealed that the most desirable topics are English for sport journalists, English for professional athletes, referees, and coaches. In addition, there is an urgent need to strengthen students' level of speaking and writing in order to compete with the level of English used in the professional sports sector.

Chemir and Kitila (2022) investigated the role of learners' needs analysis in English for academic purposes courses in an Ethiopian university. The sample of the study included 308 first-year students and 41 instructors. The findings revealed that students have instrumental as well as integrative motivations for learning English. Instrumental motivation proved to be more prevalent because students primarily expressed their need for English for practical reasons, such as passing exams, job prospects, and studying abroad. On the other hand, integrative motivation stems from the love of language and culture. Finally, the study recommended that course designers should pinpoint learners' motivations before the implementation of language curriculum.

Likewise, this study investigates students' needs from the Literary Reading Program using the Comprehensive Approach to FL Literature Learning. This model, as illustrated below, includes four main approaches: text, context, reader, and language.

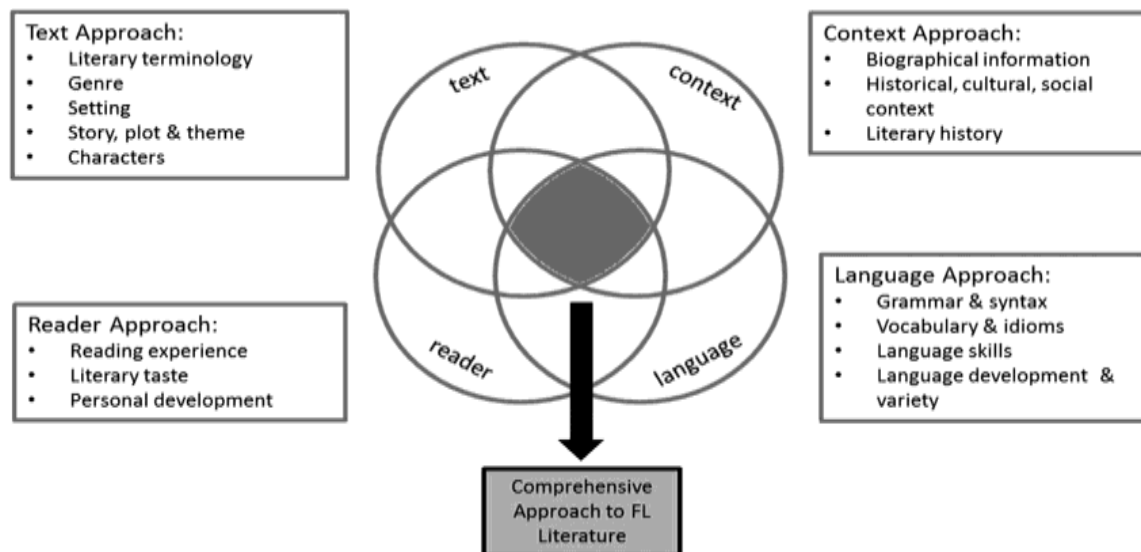


Figure 1: The Comprehensive Approach to FL Literature Learning (Bloemert et al., 2019)

This approach integrates language and literature in foreign language learning. Such an integration has been emphasized and supported by many empirical studies (Hoechel-Alden, 2006; Barette et al., 2010; Paesani and Allen, 2012; Bloemert et al., 2019; Bloemert et al., 2020; Abdelrady et al., 2022; Tsang et al., 2023). The rationale for using this model is that, unlike other models, this approach is so comprehensive that students have the opportunity to freely select the components that satisfy their needs, which will be the basis for designing future literary reading programs. Therefore, the instruments of data collection have been designed for students to elicit the components, categories, and subcategories of this model to be used to express their needs. The next section is devoted to the methodology of this study.

3. Methodology

The methodology of this study adopts the mixed-method approach. According to Byrne and Humble (2007), a mixed-method research design usually includes using techniques from both quantitative and qualitative methods in answering a research question. It also involves selecting various approaches in all research stages. Much research has been done on the use and implementation of this method, and many researchers have provided the theoretical and empirical framework of this approach (Teddlie & Tashakkori, 2003; Morse, 2003; Cresswell & Clark, 2011; Jääskä et al., 2022; Antony et al., 2023). Therefore, the researcher of this study implemented the mixed-method approach in which quantitative and qualitative data were collected, analyzed, and presented simultaneously. Both data will be triangulated to produce accurate results and to obtain a comprehensive understanding of the subject. Below is the mixed-method design of this study adopted from Cresswell & Clark (2011).

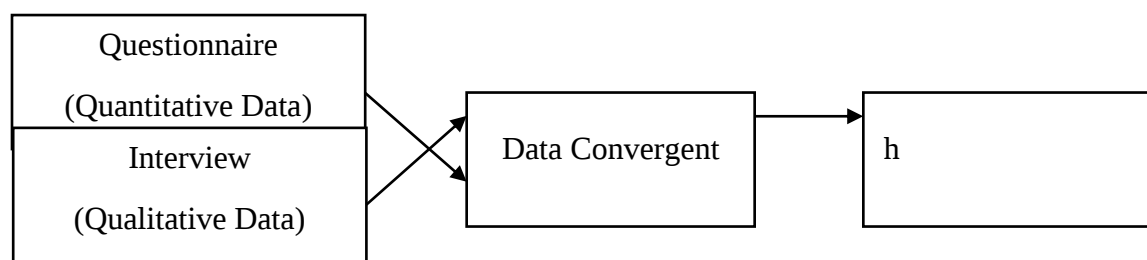


Figure 2: The Mixed-Method Research Design of this Study

3.1 Participants

The participants of this study were English Department students at the Faculty of Arts and Sciences (Sulug Campus) of the academic year 2022/2023 as well as *Literary Reading* course instructors. To elicit their responses with regard to their needs from the Reading Comprehension Programme and their perceptions of that program, students need to respond to the questionnaire items and interview questions, whereas an interview was administered to the course instructor (see the Appendix). The responses will be used in the analysis and discussion sections to answer the two research questions of this study.

RQ1. Which approach do you need in learning Literary Reading?

To answer the first research question, a closed-ended questionnaire and an interview were conducted to investigate the needs of current English Department students from the Literary Reading Program. Students selected the approaches, categories, and subcategories that they think will satisfy their needs. Then, a few students were interviewed immediately after they had finished filling in the questionnaire items to justify their choices. The course instructor was also interviewed to express his perception of the students' needs.

RQ2. To what extent do you think these genres should be included in the Literary Reading Programme?

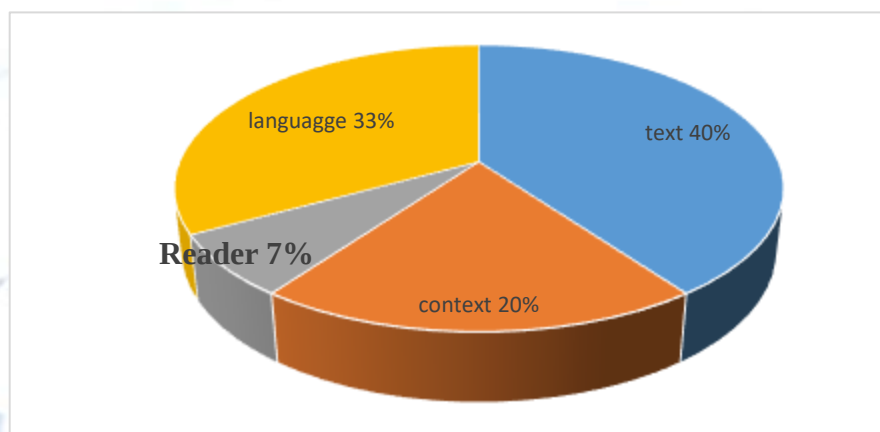
To answer the second research question, a questionnaire on a five-point Likert scale ranging from *strongly agree* to *strongly disagree* was implemented to elicit students' perceptions on the literary genres they needed to be included in the program. Likewise, a few students were interviewed immediately after they had finished filling in the questionnaire items for more understanding of their choices, and the course instructor was also interviewed to express his perceptions on the literary genres. However, the Likert scale is regarded by many research authorities as an important data collection tool that is used in both the educational and social sciences. Although it was subject to much controversy and debate with regard to the design and analysis, their strengths vividly outweigh the weaknesses, and the issues of their validity, reliability, and practicality have been proved and established empirically (Joshi et al., 2015). In their empirical studies, many researchers throughout the globe had implemented *Likert scales* to collect data to answer their research problems (Ray, 1980; Maurer, 1998; Gay et al., 2009; Tanujaya et al., 2022). In this study,

the Likert scale was used to elicit students' degree of agreement on using literary genres in their literary reading program.

In general, students were freely given the opportunity to respond to the questionnaire items. They were also allowed to justify their choice of the selected needs or express other new ideas using an interview. Therefore, the mixed-method approach, which includes both quantitative and qualitative research methods, was used to analyze the data of these two research questions.

4. Data Analysis

The data of the first research question was analyzed by finding out the percentages of students who selected each approach. Then, the percentages were graphically illustrated by the pie chart below:



Graph 1: Percentages of the Four Approaches of FL Literature Learning

The analysis of the first research question revealed that 40% of students selected the *text approach* to be adopted in their literary reading program, whereas 33% of them preferred the *language approach* to be in their program. When interviewed, *student 1* who selected *Text Approach* reported that:

"It is very important to study and analyze literary texts... finding out the structure of the poetic work, such as rhyme and rhythm. In addition, finding the main theme of the poetic text is very important to understand the poet's intentions."

On the other hand, *Student 2*, who supported *Language Approach*, explained in the interview that *"I would like to improve my language level through literary works. They are rich in new words, which will widen my vocabulary knowledge and improve my language skills."* The course instructor, however, commented on students' selection of *language approach* and justified such a choice by reporting that the exercises and tasks will be similar to those of other courses at the Department of English:

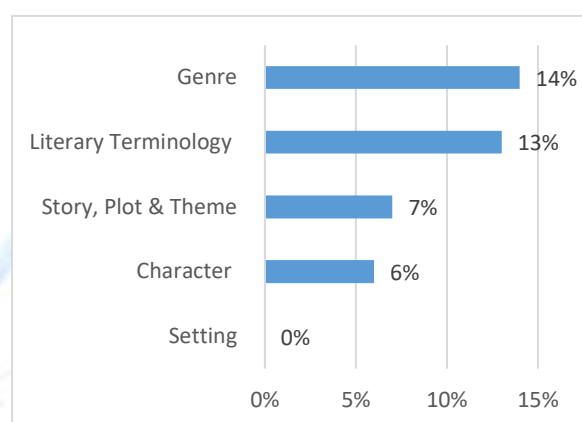
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'... students selected language approach because they think this approach will be easier than other approaches for the tasks and exercises will be the same as other courses of reading comprehension and writing...' (Course Instructor)

Content and Reader Approaches exhibited the least common choices among students, where the percentages were approximately 20% and 7%, respectively. To obtain more details on students' needs from the Comprehensive Approach to FL Literature Learning, the data of the subcategories for each approach was also analyzed and graphically presented below:

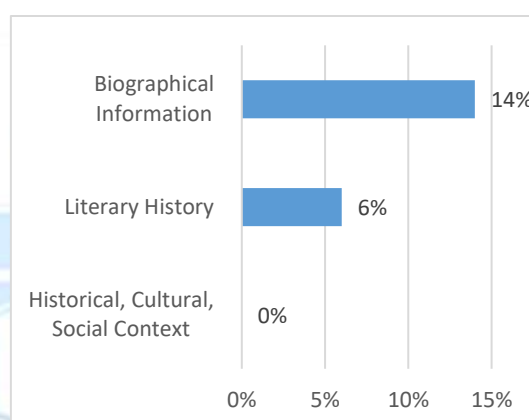
1. Subcategories of Text Approach

(Total Percentage 40%)



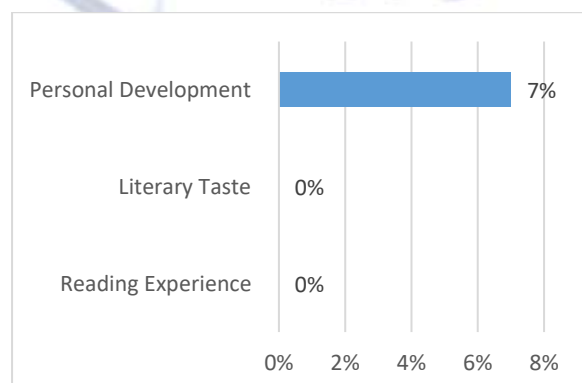
2. Subcategories of Content Approach

(Total Percentage 20%)



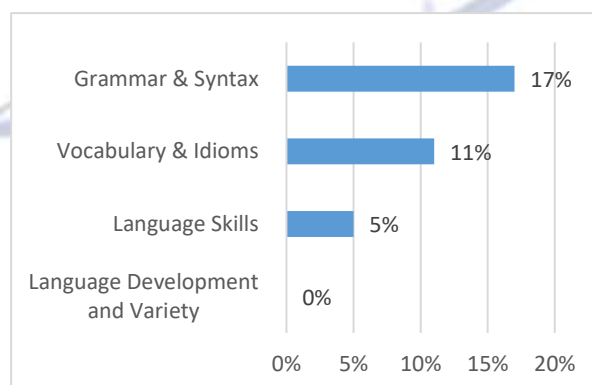
3. Subcategories of Reader Approach

(Total Percentage 7%)



4. Subcategories of Language Approach

(Total Percentage 33%)



Graph 2: Subcategories of the Four Approaches of FL Literature Learning

For the *text approach*, 14% of students selected *genre*, whereas 13% of them preferred literary terminology to be within their program. *Story, plot, and theme* were selected by 7% of students, while only 6% selected *characters*. However, the choice of genre by 14% of students varies in the type of the literary work. Some students expressed their need for

fiction and poetry, whereas others preferred to study drama, prose, and nonfiction. This is clearly expressed in some excerpts from the interviews:

"I like to study classical poetry from the sonnets of William Shakespeare." Student 5

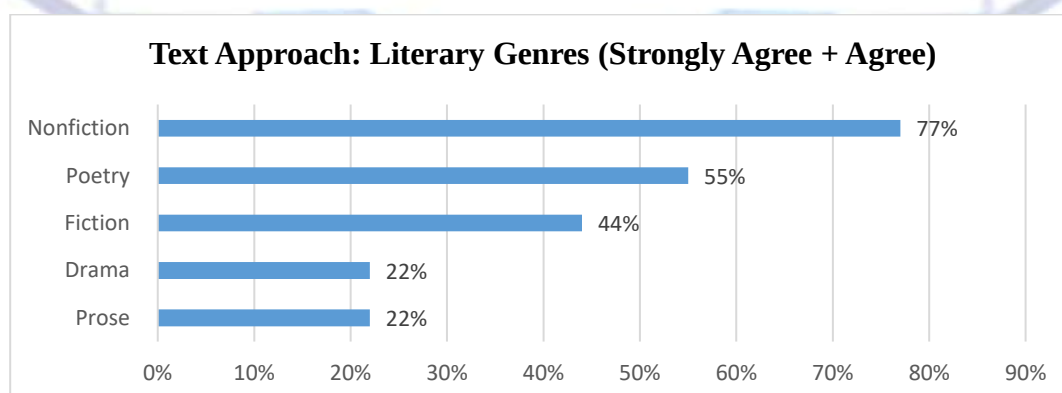
"We need to study plays such as Hamlet or The Tempest." Student 2

In the *language approach*, *grammar* and *syntax* were selected by 17% of students, whereas *vocabulary* and *idioms* were preferred by 11% of students. The need to study grammar within literature is orally expressed in the interviews by many students. For instance, when *student 4*, who selected the sub-category of grammar, was interviewed, he justified his choice of grammar as *"grammar is very important because when I graduate... I will be a teacher, so I will use it in my teaching in schools"*. When interviewed, the course instructor echoed the same idea about the importance of grammar in language learning: *"Mastering grammar allows students to be excellent language learners in literature as well as in other courses... It also makes them efficient language teachers in the future."*

Personal development is the only preferred subcategory of the *Reader Approach*; it was chosen by 7% of students. Finally, in the *content approach*, biographical information was the most common subcategory among students (14%). Literary history was chosen by 6% of students, while none of them selected historical, cultural, and social context.

RQ2: To what extent do you think these genres should be included in the course material?

A literary genre is a general concept that falls into many subcategories. The main important literary genres are *poetry*, *fiction*, *nonfiction*, *drama*, and *prose*. Students were asked to express their needs of the literary genres by eliciting the subcategories of the genres they want to include in their literary reading program. The Choices *Strongly Agree* and *Agree* were included and summed up together to express the degree of agreement. The analysis of the data is illustrated on the graph below:



Graph 3: Percentages of Literary Genres Among Students

From the graph above, 77% of students regarded nonfiction as the most important genre they need in their literary reading program. This need is supported by Student 3, who, when interviewed, commented that nonfiction is *'easy to understand and grasp because it includes real-life information'*. Student 6 expressed that *"non-fiction is real-world*

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information without any exaggeration." On the other hand, *poetry* represents the second most common literary genre among students where 55% of them expressed their need of this genre. Such a need provides students with the opportunity to experience different types of poetry. This fact is reinforced by *Student 5*, who explained that *'I can select the type of poem that I like the most'*. The other two least common genres among students were *drama* and *prose* (22% of students expressed their need for each genre). In the interviews, some students as well as the course instructor explained that drama is very important, especially when it is put into practice as a requirement for passing literary reading courses:

'Students can build up their confidence when they perform in a play. They can exhibit their verbal and nonverbal communication'. (Student 8)

'Drama encourages teamwork among students in a play'. (Student 7)

'... Drama should be officially included and taught in the Literary Reading programme. It is taught in all universities throughout the Arab World, but here it is neglected completely' (Course Instructor)

5. Discussion

The analysis part of this study revealed that 14% of the total number of students expressed their need of the *literary genre* as a foreign literature learning approach to be included in their Literary Reading Program. Such a percentage provides the answer to the first research question. The reason for this high percentage is due to the fact that there are various literary genres that can satisfy the different needs of students. This result conforms with the study conducted by Soy (2023) as well as Göçer (2010), who viewed *genre* as an important approach to comprehending foreign language literature. However, *biographical information*, which is important in providing the context of a literary work, has been selected by 14% of the total number of students. The reason is that *biographical information* provides students with insight on how literary figures lived their lives and how they feel about the world or the environment around them. This finding is consistent with the previous empirical research conducted by Bloemart et al. (2019), who insisted on the importance of this type of genre in the curriculum. Such a fact confirms the course instructor's view, who, when interviewed, expressed that *"this information can help students learn more about the literary work such as short stories or poetry..."*

Literary terminology, which facilitates understanding literary subject matter for foreign language learners, has been selected by 13% of the total number of students. This result supports the findings of the study conducted by Wardani & Adityo (2021). Likewise, 17% of students expressed their need for *grammar* and *syntax*, while *vocabulary* and *idioms* have been selected by only 11% of the total number of students to be included in the literary reading program. Such a choice is due to the fact that students want to improve their language competence and literature at the same time. This result confirms the findings of the previous empirical research done by Martin and Laurie (1993) and Bloemert et al. (2019). Moreover, Ariani (2021) advocated the use of the literary texts in teaching grammar. He presented a practical demonstration on how to use literary reading texts in the grammar classroom using multiple activities to integrate grammar with literary texts.

When it comes to the literary genre, 77% of students selected nonfiction, whereas 55% preferred poetry to be used as a literary genre in the literary reading program. These two high percentages provide the answer to the second research question. Such a high value of nonfiction is due to the real-life nature of this type of genre that the students need. This finding is consistent with the previous research, which supports the use of nonfiction in literature learning (McConn, 2018; Vaughn et al., 2021; Nurfebrianti, 2023).

6. Conclusion and Recommendations

Taking into consideration what has been discussed in the previous analysis and discussion sections, the recommended literary reading program for students of the English Department at the University of Benghazi (Sulug Campus) will include the subcategories with high percentages, whereas those with low percentages will be excluded. The Literary Reading Program will include two courses: (Literary Readings A) and (Literary Reading B). The literary reading program is summarized and scheduled below.

Literary Reading A (Four-Month Semester)

Time	Genres	Examples
1 st Month	Nonfiction	One factual historical Novel
2 nd Month	Nonfiction	Various documentary documents
3 rd Month	Poetry	4 Poems: ▶ Context ▶ General Meaning ▶ Detailed Meaning ▶ Poet's Intention ▶ Theme
4 th Month	Fiction	One Fictional Literary Work

Literary Reading B (Four-Month Semester)

Time	Genres	Subcategories
1 st Month	Literary Terminology	Terms related to the most important concepts of the English Literature
2 nd Month	Biographical Information	Students receive biographical information for the most important Literary Figures of the English and American Literature

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3 rd Month	Story, Plot, and Theme	Students study a short story and a novel to practice finding out the story, plot and theme
4 th Month	Grammar, Syntax Vocabulary and Idioms	Students study grammar, syntax, vocabulary and idioms. The examples should be extracted from topics related to English and American literature.

Lesson Plan

It is worth mentioning that the lesson plan should not only focus on grammatical accuracy or communicative skills. It must also concentrate on the integration of grammar, literature, and oral and written creative language. Using short reading texts such as short stories, excerpts from novels, and poems is a practical technique. The lesson plan, summarized below, is a modified version of the one used by Weber (2018). It can be used as a model for literary reading courses at the Department of English (Suluq Campus).

Lesson Plan.

Language Approach: Grammar and Syntax

Genre Type: Nonfiction

- ▶ Activate background knowledge of the topic.
- ▶ Introduce the subject matter of the text to arise learner's curiosity.
- ▶ Read an excerpt from a nonfiction carefully
- ▶ Explain the concepts and the new vocabulary in the nonfiction
- ▶ Identify the functions of the literary properties.
- ▶ Formulate the grammatical rules in a groupwork.
- ▶ Apply and practice new grammatical rules
- ▶ Students apply and practice the grammatical rule in close-ended exercises.
- ▶ They freely write down their own texts using the literary texts (nonfiction) as a model.

The main objective to write their own topic which is relevant to their current personal situations. (Weber, 2018)

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Appendix 1: Questionnaire

Dear Student

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This questionnaire is a complementary part of a research article. Your responses will be of great value. Your information will be highly confidential. Thanks in advance for your cooperation.

Q1. Which approach do you need in learning Literary Reading? أي طريقة تحتاجها لتعلم مادة الأدب

	Please (✓)
(1) Text: terminology, genre, setting, story, plot, theme, characters التركيز على النص: المصطلحات، نوع النص، الزمن والمكان، القصة، الحبكة، الموضوع، الشخصيات	
(2) Context: biography, historical, cultural, social, literary history التركيز على السياق: السيرة، السياق التاريخي، الثقافي، والاجتماعي، التاريخ الأدبي	
(3) Reader: reading experience, literary taste, personal development التركيز على القارئ: تجربة القراءة، الذوق الأدبي، التطوير الذاتي	
(4) Language: grammar, syntax, vocabulary, idioms, language skills and language development and variety. التركيز على اللغة: القواعد، تركيب الجمل، المفردات، العبارات الاصطلاحية، مهارات اللغة، التنوع	

(1) Text Approach التركيز على النص Please (✓)

Literary terminology	المصطلحات الأدبية	
Genre	نوعية النص	
Setting	الزمن والمكان	
Story, plot & theme	القصة، الحبكة، والموضوع	
Characters	الشخصيات	

(2) Context Approach التركيز على السياق Please (✓)

Biographical information	معلومات عن السيرة	
Historical, cultural, social context	السياق التاريخي، والثقافي، والاجتماعي	

Literary history	التاريخ الأدبي	
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(3) Reader Approach التركيز على القارئ Please (✓)

Reading experience	تجربة القراءة	
Literary taste	التذوق الادبي	
Personal development	التطوير الذاتي	

(4) Language Approach التركيز على اللغة Please (✓)

Grammar & syntax	القواعد وتركيب الجمل	
Vocabulary & idioms	المفردات والعبارات الاصطلاحية	
Language skills	مهارات اللغة	
Language development & variety	التنوع وتطوير اللغة	

Q2. To what extent do you think these genres should be included in the course material?

ضع علامة (إلى أي مدى تعتقد أن هذه النصوص الأدبية ينبغي تضمينها في المواد الدراسية؟) (✓)

	Strongly Agree موافق بشدة	Agree موافق	Neutral محايد	Disagree غير موافق	Strongly Disagree غير موافق بشدة	Please Comment on your choice من فضلك قم بالتعليق على اختيارك
Poetry الشعر						
Fiction الرواية الخيالية						

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Nonfiction الرواية الحقيقية						
Drama المسرح						
Prose النثر						

Appendix 2: Interview

Dear Participant

I would like to thank you for devoting your time to participate in this interview. I would like to ask you about your selection of the categories and subcategories of the Comprehensive Approach of FL Literature Learning.

Your comments will be of great value in the analysis and discussion of my research article. In addition, they will help me formulate the conclusion and recommendation to set up Literary Reading Programme for future English Department students (Suluq Campus).

Do you have any enquiries about what I have explained?

Would you like to participate in the interview?

Thanks,

Date of the Interview: 16/03/2023

Questions

Q1. Why do you think that Text Approach is important?

Q2. Why do you think that Context Approach is important?

Q3. Why do you think that Reader Approach is important?

Q4. Why do you think that Language Approach is important?

Q5. Would you please comment on your choice? (for the subcategories)

Q6. Why do you select (this genre) to be included in the programme? (Question 2)