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The Effect of Questioning the Author Strategy on EFL Preparatory School Students' Achievement in Literature Focus

A B S T R A C T

Questioning the Author Strategy (henceforth: QTA) gets the student the ability to think about the author's ideas and meaning that appear in the real text, and this strategy focuses on a series of questions that are asked by the student naturally. This study aims at finding out the effect of Questioning the Author Strategy on the EFL preparatory school students' achievement in learning literature focus; finding out the effect of (QTA) Strategy on the experimental group's achievement at the recognition and production levels. These aims have been achieved through verifying the following hypotheses: There is no statistically significant difference between the mean scores of the experimental group which is taught by using (QTA) Strategy and the mean scores of the control group which is taught according to the communicative method; There is no statistically significant difference in the mean scores between the recognition and production levels of the experimental group in the posttest. The sample of this study is (60) students have been randomly selected from the Iraqi EFL fourth preparatory school students in Kirkuk city, Al Huda School for girls during the academic year (2024-2025), and has been divided into two equal groups, i.e. the experimental and control groups. The two groups have been taught by the researcher himself. The experimental group has been taught according to (QTA) Strategy, while the control group has been taught by using the traditional method. The results show that (QTA) has a positive effect and can be regarded as a helpful strategy in teaching literature focus.

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إثر استراتيجية أسأل المؤلف على تحصيل طالبات المرحلة الإعدادية دراسات اللغة الإنكليزية لغة

اجنبيه في التركيز علي الادب

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الخلاصة:

إن استراتيجية اسأل المؤلف يجعل الطلبة القدرة على التفكير في أفكار ومعاني المؤلف التي تظهر في النص الحقيقي، تركز هذه الاستراتيجية على سلسلة من الأسئلة التي يطرحها الطالب بشكل طبيعي. تهدف هذه الدراسة إلى: اكتشاف تأثير استراتيجية اسأل المؤلف على تحصيل طالبات المرحلة الإعدادية دارسي اللغة الإنكليزية لغة اجنبية في تركيز الأدب؛ اكتشاف تأثير استراتيجية اسأل المؤلف على تحصيل المجموعة التجريبية على مستوى التمييز والانتاج. يتم تحقيق هذه الأهداف من خلال التحقق من الفرضيات التالية: لا يوجد فرق ذي دلالة إحصائية بين متوسط درجات المجموعة التجريبية التي يتم تدريسها باستخدام استراتيجية اسأل المؤلف ومتوسط درجات المجموعة الضابطة التي يتم تدريسها وفقاً لطريقة التقليدية؛ لا يوجد فرق ذي دلالة إحصائية في متوسط الدرجات بين مستويات التمييز والإنتاج في تحصيل المجموعة التجريبية في الاختبار البعدي. عينة هذه الدراسة تتكون من (٦٠) طالباً تم اختيارهم عشوائياً من الصف الرابع الإعدادي دارسي اللغة الإنكليزية كلغة أجنبية في مدينة كركوك، من مدرسة الهدى للبنات خلال العام الدراسي (٢٠٢٤-٢٠٢٥). تم تقسيم العينة إلى مجموعتين متساويتين، وهما المجموعة التجريبية ومجموعة الضابطة. تم تدريس المجموعتين بواسطة الباحث نفسه. تم تدريس المجموعة التجريبية وفقاً لاستراتيجية اسأل المؤلف بينما تم تدريس مجموعة الضابطة باستخدام الطريقة التقليدية. تظهر النتائج أن استراتيجية اسأل المؤلف لها تأثير إيجابي ويمكن اعتبارها استراتيجية مفيدة في تدريس الأدب .

كلمات مفتاحية: الاثر ، اسأل المؤلف ، استراتيجية ، التحصيل، تركيز على الادب.

1.1 Statement of the Problem

English language has spread and developed globally. English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy and scientific research (Brown, 2000). English literature, as a part of English language, also helps students acquire a native-like competence in English, express their ideas in good English, learn the features of modern English, learn how to use the English language system to communicate, how to use idiomatic expressions, speak accurately, in short, become more proficient in English, and become creative, critical, and analytical students (Obediat, 1997).

The relationship between language and teaching literature is a symbiotic one. Literature is a great tool to approach English language and culture, language is also more relevant to students if they can connect it to other disciplines like art, history, math, or instruction in their native language. By facilitating these

connections through literature, instructors are able to instruct students holistically rather than solely on language skills (Ihejirika, 2014). Many nations have studied literature, but until recently, EFL classrooms did not place much emphasis on it. Despite this shortcoming, there aren't enough studies on teaching literature to EFL students, according to researchers. Therefore, Mujumdar (2010) comes to the conclusion that historical, cultural, racial, and linguistic distinctions present challenges for both teachers and students when teaching English literature in non-native situations.

Stegmaier (2011) reveals that successful and promising teaching is no longer about providing students with knowledge but about preparing students to become active and investigative thinkers. According to research on the (QTA) Strategy, This strategy gets the student the ability to think about the author's idea and meaning that doesn't appear in the real text, and this strategy focused on a series of questions that are asked by the student naturally, and it is developed by Beck, Mckewn, and Hamilton. It is based on that the reader must sometime question the text to contract to mean, the aim of (QTA) Strategy is students learn to build meaning from the text as they read it, not after they finish their reading cited in (Tria Erviani, 2017).

Preparatory school students seem to be in need of an appropriate strategy such as (QTA) that has stages and models to develop students' achievement in thinking skills, figurative language and culture awareness in literature.

1.2 Aims of the Study

The study aims at:

1. Finding out the effect of Questioning the Author Strategy on the EFL preparatory school students' achievement in learning literature focus.
2. Finding out the effect of Questioning the Author Strategy on the experimental group's achievement at the recognition and production levels.

1.3 Hypotheses

It is hypothesized that:

1. There is no statistically significant difference between the mean scores of the experimental group which is taught by using Questioning the Author Strategy and the mean scores of the control group which is taught according to the communicative method.
2. There is no statistically significant difference in the mean scores between the recognition and production levels of the experimental group in the posttest.

1.4 Limits of the Study

This study is limited to:

1. The 4th grade students at Al Huda Preparatory School for Girls in Kirkuk city during the academic year 2024-2025.
2. The teaching material of the 4th grade preparatory student's book "English for Iraq" literature focus / drama: (1. Baghdadi Bath, 2.The Tempest).
3. Type of strategy" Questioning the Author Strategy "(QTA).

1.5 Definitions of the Basic Terms

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

1.5.1 Effect

It means "something produced on action or because which produced usually more or less immediately" (Patric, 1971). It means the variation that happens in someone by another one (Collie, 1987). It is a change produced by an action or a cause; a result or an outcome (Hornby, 2000).

The operational definition Effect means the influence of the Questioning the Author Strategy on fourth preparatory school students' achievement in 'Literature Focus'.

1.5.2 Questioning the Author Strategy

Beck and her associates in Buehl (2009) define the Questioning the Author strategy as an especially powerful strategy to help students adopt an inquiring orientation to the text. It means the Questioning the Author strategy focuses on a series of questions that one might naturally pose about any message students might receive.

The operational definition questioning the Author Strategy is a strategy that consists of series of questions. It leads the 4th grade students to build comprehension of the given text.

1.5.3 Literature Focus

Literature focus in teaching English refers to the use of literary works as a means of teaching the English language. This approach emphasizes the importance of using literature to enhance students' language proficiency, as well as to generate aesthetic responses from students (Carter & Nunan, 2001).

Operational definition: it means incorporating fourth preparatory students to read and identify literary texts which are based on and interwoven with high standards of higher thinking skills.

1.5.4 Teaching

Teaching is the process of conveying knowledge, skills, or attitudes to others through instruction, explanation, demonstration, or guidance, typically in a structured or formal setting such as a school or educational institution. B.O. Smith defines teaching as "Teaching is a system of actions intended to induce learning (Al-azzaw, 2023).

1.6 Plan of the Study

The procedures below are going to be followed in order to achieve the aims of this study:

1. Selecting a sample of 4th year preparatory school students for (girls) and dividing them into two groups the first, is the experimental group while the second is the control group.
2. teaching experimental group using (QTA) while the control group by communicative way.
3. Equalizing the two groups according to certain variables which are their age, parents' academic level, students' scores in English language in the previous year and their scores in the pre-test. and Constructing a pre-test and a post-test.
4. Submitting a pre-test to both groups for the sake of equalization.

5. Estimating the validity, reliability, discrimination power and difficulty level of the test.
6. The achievement post-test is conducted with the two groups.
7. The results will be statistically analyzed and interpreted.
8. Drawing conclusions based on the results of the study and giving recommendations.

2.0. Theoretical Background

2.1 Concept of Questioning the Author Strategy

Beck and her associates in Buehl (2009 p.137) define the Questioning the Author strategy as an especially powerful strategy to help students adopt an inquiring orientation to the text. It means the Questioning the Author strategy focuses on a series of questions that one might naturally pose about any message students might receive. Questioning the Author Strategy is a strategy that can build comprehension of the text by giving the queries in questioning the author as the students' discussion moves in recounting the text (Tria Erviani, 2016, p.24).

This strategy gets the student the ability to think about the author's idea and meaning that doesn't appear in the real text, and this strategy focused on a series of questions that are asked by the student naturally, and it is developed by Beck, Mckewn, Hamilton, and Kucan. it is based on that the reader must sometime question the text to contract to mean, "the aim of Questioning the Author is students learn to build meaning from the text as they read it, not after they finish their reading" cited in (Tria Erviani, 2016, p.24).

Questioning the Author strategy is an "approach to comprehension instruction which focused on the importance of students' active efforts to build meaning from what they read and the need for students to grapple with ideas in a text (Beck & McKeown, 2006, p. 8).

Beck, McKeown and Worthy (1993) wanted to, through QTA, "create an entrée to text ideas by guiding students to think of the meaning of a text as something to be negotiated, as if setting with the text's author . Students are to see that the content of a text is merely a collection of ideas written down by the author, and that these ideas may be unclear or incomplete.

In addition, Blachowich and Donna (2008, p. 123) says that questioning the Author technique helps students learn to critical thinking about who has written a text. They expand their own dialogue with the author run flawlessly without obstruction. Students are encouraged to “query” to the author. It means that students only focus on the author and just thinking about how the author has written for them as a reader. Next, students answer the questions from the author. It can be concluded that Questioning the Author technique in teaching reading skill can helps students to think a lot about what the author says.

2.1.1 Procedures for Questioning the Author Strategy

Applying any strategy, some procedures must be followed. QTA has two major components: First, teacher’s planning in this phase the teacher makes instructions by selecting from the text some points and reads the selection, and developing queries for discussion we have two steps:

A- analyzing the text: the text reading by the teacher and expecting the problems that pose to students, the teacher will divide the text into parts (orientation), (event), (and reorientation), which make the students understand the text and move to the discussion phase and develop questions.

B- Developing queries: it is a question used to develop the students' comprehension, which is used by students during the reading which help them to understand the text. Second, implementation: in this phase, the teacher asks the student to read the text and give them some questions to help them understand by answering these questions, and give them information to understand the unclear part of the text. (Tria erviani, 2016, p.26). It can be summed up as follows

1-choose a text that fits the level of the student and read the text aloud and carefully, maybe more than one time, and mark the unclear point or the point that needs more explanation, develop queries for the points that you marked to facilitate understanding.

2-present the student know that the authors sometimes do not explain their thought to the students and that require all of the reader to work hard to understand what the author means.

3-reading the text aloud and using the think-aloud strategy is the marked place, then clarifying unclear ideas by using some questions during reading.

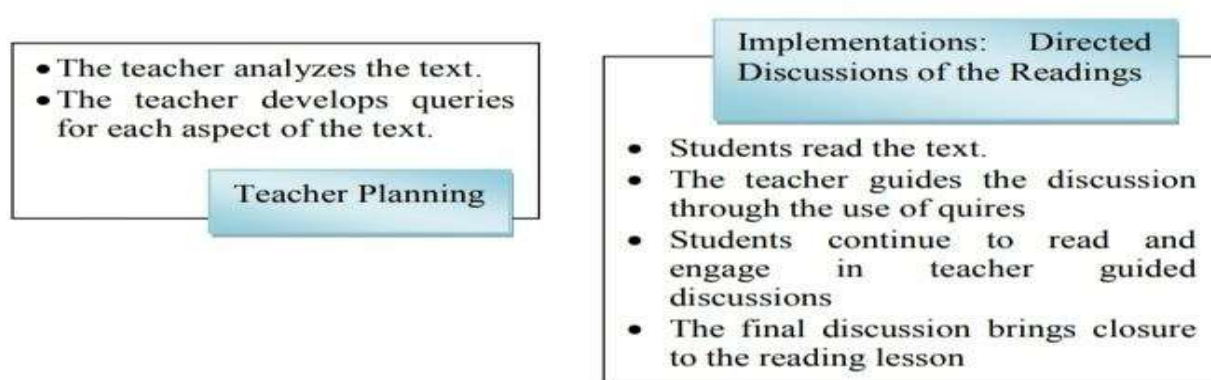
4-explain how to produce meaning based on text and background knowledge, try to answer the question presented, and give the student the chance to contribute to asking and building meaning.

Examples of initiating and follow-up queries:

- What is the author trying to say here? (Initiating queries).
- What does the author mean here? (Follow-up queries).

Figure (1)

Graph of Implementing of QTA Strategy



QTA strategy can be carried out using six discussion moves:

1. Marking

Teacher's response to student's comments that would highlight an important idea that was made.

2. Turning back

Teacher's response to student's comment that will require further development of thought and figuring out ideas, or it may turn the students' attention back to the text for further clarification of ideas.

3. Revoicing

When the student is having the difficulty expressing a response, the teacher will restate the comment to help clarify the comment.

4. Modeling

The teacher models are response to the text or the process of using queries and responses to build meaning from the text.

5. Annotating

The teacher offers information to fill the gaps that the author left.

6. Recapping

The teacher summarizes the information that has been constructed by the students as they interacted with the text. Based on the explanation above, it can be concluded that there are two major of the

procedure of Questioning the Author strategy, those are 1) Teacher's Planning, include analyzing the text and developing queries , 2) Implementation.

2.1.2 The Role of The Teacher in Teaching Literature by Using QTA strategy

The teacher has an important role in this strategy and as follows :

- Reading the text and analyzing the literary text for the students.
- Preparing instructions where he reads the selected text, divides the text for reading, and develops questions for discussion.
- Preparing queries for the text, such as (what is the writer's message ?),(what is the writer talking about ?)(what does the writer mean in this poem).
- Directing the students to read part of the text and making them participate in the discussion by asking questions to the students. These inquiries help the students to understand and reach the meaning intended by the author.
- Directing the students to answer the questions so that they can understand the text. When it appears to the students that the author is not conveying the desired meaning, the teacher's role is to give the information to complete the meaning of the text.
- Responding to students' comments that highlight an important idea that has been raised within the text, when the student has difficulty expressing his thoughts, the teacher rephrases the comment to help clarify it.
- Providing information to fill in the gaps left by the author.

- Summarizing the information generated by the students.(Patricia A. Antonacci et al, 2015, pp.131-132).

2.1.3 The Role of the Students in Using QTA Strategy

The role of the student in this strategy is to try to answer the questions raised by the teacher, participate in the discussions, ask about unclear points and put forward ideas that he thinks are important.(Tria Erviani,2016,p.27,28).

2.1.4 The Advantages of QTA Strategy

1. Improve the student's observation of the author's thoughts, and ideas.
2. Increase both monitoring and comprehension of the students which in turn increases their reading quality.
3. Open sustained discussion of reading content (Op.Cit. Foni Vionita,2013,p.5).
4. Reduce the frustration of text difficulty because students will realize that part of understanding the text is related to the author, which makes the student understand the text deeply.
5. Author questioning is a comprehension-building strategy that helps students understand and memorize the poem based on comprehension. (Tria erviani, 2016, p.25).

2.1.5 The Disadvantages of Questioning the Author Strategy

The disadvantages of the Questioning the Author strategy are:

- This strategy of learning allows the learners to be more dominant than the other learners.
- Students rely on other students (Beuhl, Dough, 2009,p.139).

2.2 Concept of Literature Focus

Eagleton (1996) states that literature is an 'imaginative and creative written body in the sense of fiction writing which is not literally true. Perhaps literature is definable not according to whether it is fictional or 'imaginative', but because it uses language in peculiar ways. On this theory, literature is a kind of writing. Literature is obviously a social practice in the minimal sense that it involves a group of people among whom literary works are produced and read. Literature is a multi-dimensional

concept that cannot be circulated in limited area thus The Formalists' technical focus led them to treat literature as a special use of language which achieves its distinctness by deviating from and distorting 'practical' language. Practical language is used for acts of communication, while literary language has no practical function at all and simply makes us see differently (Selden, 1989) .

All over the world, people use literature to consider their cultural heritage. So Brumfit & Carter (1986) announce that Literature is a fundamental structure of beliefs and interests which reflect particular culture or section of society into which they were born and in which they grew up.

2.2.1 Reasons behind Using Literary Texts in Classes

Here are some justifications for the purpose of using literary texts in classes:

1.Valuable authentic material

Literature offers a bountiful and important written material which moves with the passing of time but seldom disappears completely: the Shakespearean plays whose striking endings taste to different stages. Though its meaning does not remain static, a literary work can transcend both time and culture to speak directly to a reader in another country or a different period of history (Collie & Slater, 1987).

2.Cultural enrichment

For many language learners, the ideal way to deepen their understanding of life in the country where that language is spoken a visit or a stay if possible. Some may start learning a language using indirect routes to this form of understanding that must be adopted to gain an understanding of the way of life of the target country by listening, reading and watching radio programmes, films or videos, newspapers, and, last but not least, literary works (Collie & Slater, 1987).

3. Motivating material

In many countries around the world, literature is highly valued. For this reason, students of English may experience a real sense of achievement at tackling literary materials in the classroom. If students are familiar with literature in their own language, then studying some literature in English can provide an interesting and thought-provoking point of comparison (Widdowson, 1984).

4. Expanding students' language awareness

One of the debates centered around literature teaching in the language classroom is whether literary language is somehow different from other forms of discourse in that it breaks the more usual rules of syntax, collocation and even cohesion. Sometimes, such controversial matters stimulate students' curiosity to investigate that ends in developing and expanding students' linguistic ability (Lazar, 2008) .

5. Encouraging language acquisition

In many countries around the world, students have fairly limited access to spoken English, and written English often takes on primary importance for stimulating language acquisition. Literature may provide a particularly appropriate way of stimulating this acquisition, as it provides meaningful and memorable contexts for processing and interpreting new languages (Lazar, 2008) .

6. Educating the whole person

Literature may also have a wider educational function in the classroom in that it can help to stimulate the imagination of our students, to develop their critical abilities and to increase their emotional awareness .

2.2.2 Theories of Learning Literature

a. Transmission Theory

All students are reading the same text, seated in straight rows, and the teacher is either reading to them or questioning them about their reading. Everything that goes on in the classroom revolves around the teacher. Transmission theories frame learning in terms of acquiring facts and knowledge about literature. The primary focus in terms of teaching is how to best impart knowledge to students assumed to be empty vessels dutifully waiting to be filled up with the knowledge teachers provide them through lectures or presentations (Beach et al.,2011). Its merits: much material is given in a short time since the learning process is teacher-centered task. Demerits:

- It focuses simply on the —knowledge about learning literature for example; knowing the difference between metaphor and simile.

- The primary focus is on coverage of different literary periods, historical backgrounds, biographical information about authors, literary concepts, or genre characteristics, as reflected in literature textbooks.
- The transmission model is that instruction revolves primarily around the teacher as the center of instruction.

b. Student-Centered Theory

Learning derives from the progressive movement in education in the 1920s that challenged the teacher-centered model. Proponents of a student-centered theory of learning argue that students should be able to make their own choices for what and how they would learn. If students have choices, they are the more motivated to want to learn. For example, if students could choose whatever texts they wanted to study, they would then be more engaged with those texts than having to study assigned texts .

Merits: it is certainly important to provide students with choices and to be stimulated to learn by self. Demerits:

- It leaves the responsibility for learning up to the student, so if the student sinks or swims, that's the fault of the student.
- It fails to recognize that learning is inherently social that we learn through participation in social contexts or communities.

c. Socio-Cultural Learning Theory

Teaching is based on socio-cultural learning theory that learning is primarily social. Based on the work of Vygotsky (1978) who argues that learning to acquire uses of certain practices and tools serve certain purposes in social groups or communities. ' Through participation in these groups or communities, people acquire uses of these practices and tools that are then internalized and developed over time' (Lave, 1988).

Practices are ways of thinking and knowing, for example, the practice of greeting someone. We may not be consciously aware of using them, yet we know that we're deliberately employing certain practices to achieve certain objects of value in a social world. Students learn these practices not as isolated, autonomous participants but through participation in a joint, collective activity motivated by a purpose or object (Cole, 1996).

Merits: Socio-cultural learning theory emphasizes the importance of creating a social community that supports learning literature.

Demerits: Most secondary students are not familiar with what it means to be participants in this literary community of practice; they are still outsiders who need an opportunity to participate in an apprenticeship in such a community.

3.0 Methodology and Procedures

The current study is used an experimental research design as this type of research design suits the nature of the problem under investigation and targets its research objectives. The experimental design is a blueprint of the procedures that enable the researcher to test hypotheses by arriving at valid conclusions concerning the relationship between dependent and independent variables (Best & khan ,2006).

Moreover, Creswell (2012,p. 294) defines the experimental design as a "traditional approach for conducting quantitative analysis or evaluate an idea or procedure to determine whether it affects an outcome or dependent variable". The pretest is used to make sure that both groups are equivalent, and the posttest is used to find out whether there is a significant difference in their achievement . Two groups have been selected randomly. Both groups (EG and CG) are submitted to posttest for collecting data.

The experimental design adopted in this study is entitled 'The quasi-experimental nonrandomized control group pre-test post-test design' as shown in Table (3.1). It contains the following procedures:

- 1.Two groups of students are chosen randomly and assigned to the experimental and the control groups.
- 2.Equalizing the students of the experimental group on the one hand, and students of the control group on the other hand, in some variables as age of the students, parents' Educational level and students' scores in English language in the previous year.
- 3.The independent variable is applied to the experimental group only.
- 4.The two groups are taught the same material from the textbook.
- 5.The experimental group is taught according to the QAT strategy whereas the control group is taught according to the Communicative method.
- 6.Applying the Posttest to the two involved groups of students.

7. Making use of the appropriate statistical tools in order to analyze the collected data and get the final results.

Table (3.1)

The Research Design of the Study

Groups	Pretest	Independent variable	posttest
Experimental	Pretest	QAT strategy	posttest
control	Pretest	Communicative method	posttest

3.1 Population and Sampling

Creswell (2012) defines a population as a group of individuals who have the same characteristic. While a target population (or the sampling frame) is a group of individuals (or a group of organizations) with some common defining characteristic that the researcher can identify and study. A sample is a subgroup of the target population that the researcher aims to study for generalizing about the target population. The target population of the present study includes (84) fourth-grade students at Al Huda preparatory school for girls in Kirkuk city, during the academic year 2024-2025. The students are distributed 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 the control group which consists of forty – four students, while section (B) has been selected to represent the experimental group, which consists of forty students. fourteen students are excluded from section (A), and ten students are excluded from section (B).

The total number that excluded from the two sections is twenty-four students, they have been selected to represent the pilot sample of the study. Therefore, thirty students have been selected from section (A) as a control group and thirty students from section (B) as an experimental group. Thus, the total number of the involved sample is (60) students ,as shown in table (3.2)

Table (3.2)

The Population and Sample of the Study

Groups	No. of Students	No. of Pilot Students	No.of Students' Sample
Experimental Group.	40	10	30
Control Group.	44	14	30
Total	84	24	60

3. 2 Test Construction

Researchers utilize post-tests as a way to verify whether there are statistically significant changes between control and experimental groups, therefore they designed a test based on the subject chosen at the beginning of their study.

3.3 Face Validity

According to Mousavi (2009,p. 247), face validity is the degree to which a test looks right, and appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of the testees who take it, the administrative staff who decide on its use, and other psychometrically simple observers. In order to ensure the face validity of the test, it has been exposed to a jury of specialists in the field of linguistics, methods of teaching English and English literature. All the notes and modifications stated by jurors have been considered.

3.4 Content Validity

According to Anastasia and Urbina (1997), content validity refers to "the systematic examination of the test content to determine whether it covers a representative sample of behaviour domain to be measured" as shown in table No (3.8).

Brown (2010) states that if a test 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, it can claim content-related evidence of validity, often popularly referred to as content-related validity.

3.5 The Pilot Administration of the Posttest

The aims of conducting a pilot study are as follows:

- a. To make sure whether the items are suitable ,
- b. To analyze the test items, the difficulty level and the discrimination power of the items,
- c. To evaluate the clarity of the test instructions , and
- d. To know how much time is required for the examinees to answer the given questions.

In order to achieve these goals, the test has been given to a sample of twenty-four students, who purposefully excluded from the total participants. The test implemented on the fourth preparatory students in Al Huda preparatory school on Monday the 2n of February 2025. After administering the pilot study, the researcher found out that:

- 1.The test questions and the items are related to teaching material which is taught according to the QTA strategy.

2. There is no serious ambiguity in the instructions of the posttest.
3. The time required to answer the test items ranges between 40-55 minutes. This means that the average length of time required for performing the test is (50) minutes.

3.6 Test Reliability

Verma and Beard (1981) define reliability as one of an important characteristic of a good test. A test which is conducted with the same condition for the same sample of students is reliable if its degree of accuracy stays stable and consistent in each time. Reliability means, no matter what it tests, the degree of the test stability; it should be stable (Best & Khan, 2006:289).

Test reliability is certainly an important factor in judging the test appropriateness. Reliability can be defined as the degree of consistency between two measures of the same thing. It is the consistency with which a set of test scores measure whatever they do measure (Mehrens and Lehmann, 1991,p. 249). Using the Alpha- Cronbach Formula, the reliability coefficient has been found to be (0.85). Such high reliability is considered acceptable since it is above (0.50) (Nunnaly, 1972). The element (0.85) refers to the homogeneity of the test questions.

3.7 Item Analysis

The test items are required to be analyzed in order to determine two important features: difficulty level, and discrimination power, as follows.

3.7.1 Difficulty Level

The difficulty level (henceforth :DL) is defined as the proportion of testees who answer an item correctly (Crocker and Algina, 1986,p.90). The level of difficulty refers to the percentage of students who get the items correct (Ebel, 1972,p.85). The total scores of the twenty-four students have been ranked from the highest to the

lowest one, and then they are divided into two groups. The total scores of the students who answer the test items correctly at both the upper and the lower groups are divided by the total number of the students of both groups. For the purpose of estimating the difficulty level (DL) of each item.

Madsen (1983,p.183) confirms that the test items should vary in their difficulty level between 10 to 90, the satisfactory level of difficulty ranges from 30% to 90%. So, the items level of difficulty of test are considered acceptable when ranges between 0.38% and 0.70%. (See Table 3-10).

3.7.2 Discrimination power of The Posttest

The discrimination power(henceforth :DP) of the test refers to the degree to which the item discriminates between the students with high and low achievements (Stanely and Hopkins, 1972,p. 23). According to Brown (1981,p.104) the test item is good if it has a discrimination power of 0.20 or more. In calculating the discrimination power of the test items, it ranges between 0.25 and 0.50 which is regarded as an adequate power of discrimination,

4.0 Analysis of Data and Discussion of Result

4.1 .Results related to the First hypothesis

Comparison between the mean scores of the experimental group and the mean scores of the control group in the posttest scores.

to determine whether the experimental and control groups' post-test mean scores differ from one another. The findings of the statistical analysis indicate that the experimental group's mean score was 57.50, whereas the control group's was 50.63. For two independent samples, the t-test formula yields a computed t-value of 3.45 and a tabular t-value of 2.000 at the degree of freedom (58) and significance level (0.05). The findings show that the experimental group's mean scores differed from the control group's mean scores. According to table (4.1), the experimental group, which receives instruction from QTA, does better in teaching literature focus than the control group,

which receives instruction via the communicative technique. This means that the first hypothesis is not true.

Table (4.1)

The Means Scores, Standard Deviations, and T-Values of The Two Groups in The Achievement Test for the effect of QTA

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG.	30	57.50	8.68	Calculated	Tabulated	58	0.05
CG.	30	50.63	6.62	3.45	2.000		

4.2 Results Related to the Second Hypothesis

Comparison between the mean scores of students' achievement at the recognition and production levels of the experimental group in the post-test.

The obtained mean scores of the experimental group's achievements at the recognition level in the post-test are (26.67), while the production level is (31.17). The t-test formula for the two-paired samples is taken to find out whether there is any difference between the mean scores of the two levels. The calculated t value is (3.25), while the tabulated t-value is (1.70) at the degree of freedom (29) and the level of significance is (0.05). According to the results indicated in table (4.2), there is a difference between the mean scores of the production level and that of the recognition level. This refers to that the production level in the experimental group's achievement seems to have a more positive effect than that of the recognition level. Thus, the second hypothesis is rejected.

Table (4.2)

The Mean Scores and T-Value of the Experimental Group Achievement at Recognition and Production Levels

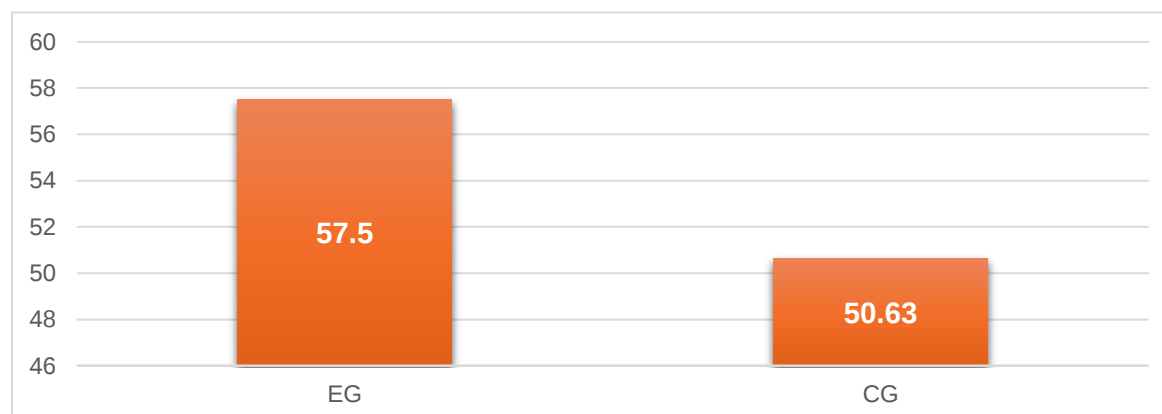
Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
Recognition	30	26.67	7.19	Calculated	Tabulated	29	0.05
Production		31.17	6.92	3.25	1.70		

4.3 Discussion of the Results

The results obtained in the current study show that the achievement of the experimental group which is taught by using QTA has a more positive role in teaching literature than that of the control group which is taught by using the communicative method. This means that QTA proves to be more effective and usable in teaching literature focus. The improvement of students' achievement in learning literary texts took place for the favor of using QTA. This success does not come from vacuum but more justifications are discussed with illustrative figures.

According to the results of the first hypothesis, the achievement of the control group which is taught by using the communicative method is leveled lower than the achievement of the experimental group which is taught by using QTA as it shown in figure (3). The positive effect of the later may be attributed to students themselves who investigate and discover information through their learning process (learning by doing / students-centered learning) therefore, the obtained data may not be forgotten for a long time. The QTA also gives students opportunity to ask teachers and share their ideas with other classmates. The weakness of the control group may be due to the lack of students' role in the learning process (passive learners/ teacher-centered learning) just stay stable and receive data.

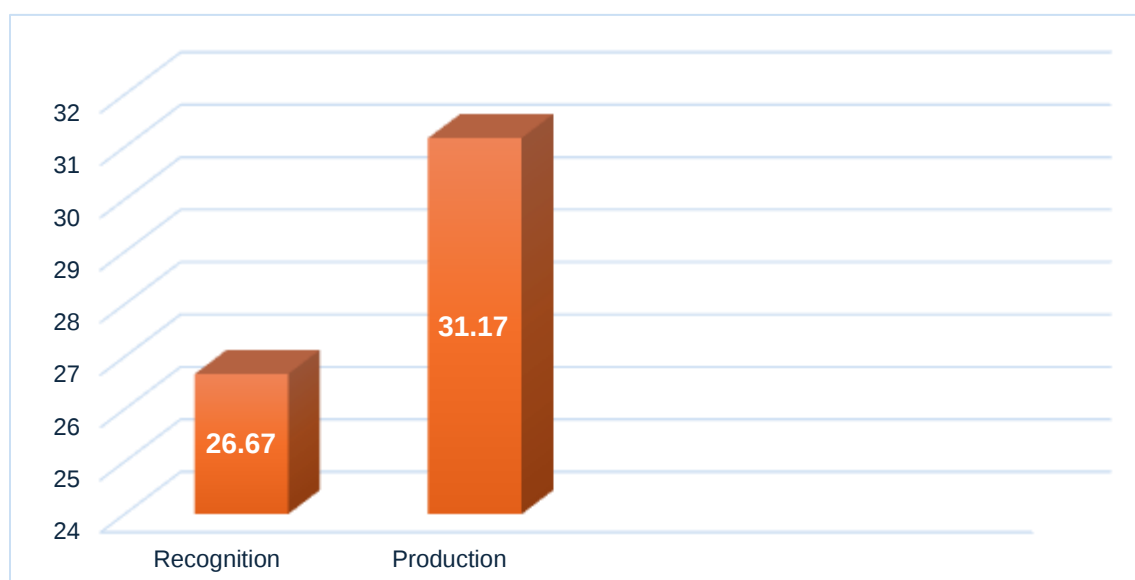
Figure:(3) The Role of QTA between Experimental and Control Groups



Through looking at the results of the second hypothesis the achievement of the students at the level of production is higher than their achievement at the recognition level as clarified in figure (4). At production level, the favor is granted to QTA which successfully enlarges students' imagination and expands their vocabularies that takes place through investigation. It also encourages self-learning that supports learners' confidence and expressive aptitude to write at least part of the answer especially in the productive questions rather than zero (if the answer is incorrect) as in recognizable questions that mostly answered with memorized material which need less deal of one's own words.

Figure:(4)

Students' Achievement in the Production and Recognition Levels



5.1 Conclusions

According to the results obtained of the current study, the following points have been concluded:

1. Students who were taught through Questioning the Author Strategy got more vocabularies and knowledge ,because they consulted different sources and exchanged ideas with each other.
2. QTA also increased students' interaction and involvement in the classroom because they could ask their teacher and consult other sources if necessary.
3. QTA increased students' confidence in learning and encouraged them to use their own thinking and imagination.
4. Students were able to understand and analyze the ideas.
5. It strengthened students' ability to be a good negotiator by questioning.

5.2 Recommendations

The following recommendations are put forward in the context of the results obtained and drawn conclusions:

1. Teachers are recommended to encourage and to adopt modern strategies, methods, activities and techniques to enhance students' participation and interaction inside their classroom.
- 2 . More training sessions are needed to train students on using QTA.
3. Teachers should design different lessons that can be presented by using QTA to raise students' motivation.
4. Teachers, as well as the educators, should be focused on cooperative learning in the classroom for its advantages in learning EFL.
6. In teaching English, teachers are advised to focus on the procedures and steps of QTA rather than using the conventional method.

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