Metaphor as a Motivated Device for Understanding Literary Texts

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ABSTRACT

The teaching of literature to EFL learners has frequently been sidelined in classroom settings, mainly due to the prevalence of symbolic patterns commonly known as figures of speech within literary texts. Indeed, it is rare to encounter a literary work that does not employ metaphors or other types of figurative language. Despite this, the use of metaphor remains limited in Algerian English as a Foreign Language (EFL) literature classrooms, where it seldom functions as a central aesthetic device for facilitating textual comprehension. This study seeks to examine the effectiveness of metaphor as a motivated tool for improving the understanding of literary texts among first-year EFL students at the University of Saida, Algeria. Employing a quantitative research approach, data is collected through pre- and post-tests aimed at assessing how the identification and active engagement with metaphors affect students' comprehension of literary texts. The findings are intended to inform the development of pedagogical techniques and strategies that could be incorporated into the literature curriculum at the University of Saida to enhance literature teaching practices.