



Implementing Authentic and Literary Texts to Improve Saudi EFL Reading Skills: A Study of Virginia Woolf's *To The Lighthouse*

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Abstract

This paper explores the impact of using Virginia Woolf's novel *To The Lighthouse* as a literary text in enhancing reading skills among second and foreign language learners through adopting Constructivist Learning Theory (CLT) as underpinning framework. CLT emphasizes the active role of learners in constructing their own understanding and knowledge through experiences, interactions, and engagement with the learning materials. Through an analysis of literary techniques, thematic depth, and engagement strategies, this study aims to demonstrate how Woolf's text can serve as an effective pedagogical tool in language education. The findings of this study showed integrating literature into language learning not only improves reading comprehension but also enhances critical thinking, cultural awareness, and emotional engagement. This study highlights effective pedagogical strategies for implementing literary texts such as *To the Lighthouse* in the classroom, focusing on fostering critical thinking, enhancing reading comprehension, and encouraging personal connections to the text. These strategies would help students navigate the novel's complexities while engaging deeply with its themes and literary techniques. Before delving into *To the Lighthouse*, it is essential to prepare students for the novel's thematic and stylistic challenges. Pre-reading activities can help activate prior knowledge and stimulate interest.

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Keywords: Reading Skills; Literary Texts; *To The Lighthouse*; Virginia Woolf; Authentic Materials.

Introduction

Reading is a fundamental skill for language acquisition. Effective reading strategies are essential for academic success and personal development particularly in second language (L2) and foreign language (FL) contexts (Montgomery et al., 2007). The ability to read proficiently not only enhances vocabulary and comprehension but also fosters critical thinking and cultural awareness. As educators seek effective pedagogical tools to improve reading skills among L2 and FL learners, integrating literature into language instruction has emerged as a powerful strategy. The development of reading skills is critical for language learners, as reading serves as a primary source of language input. Exposure to authentic texts enables learners to acquire vocabulary, grammar, and language structures in context, leading to improved overall language proficiency (Grabe, 2009). Additionally, reading is closely tied to academic success, particularly in environments where English is the medium of instruction. Learners with strong reading skills are better equipped to engage with complex texts and participate in academic discourses (Al-Qahtani, 2016).

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Virginia Woolf's *To the Lighthouse*, published in 1927, is a seminal work in modernist literature that explores the complexities of human experience, time, and perception. This novel is notable not only for its rich thematic depth but also for its innovative literary techniques, which challenge traditional narrative forms. Woolf employs stream-of-consciousness narration, symbolic imagery, and a fragmented structure to convey the intricate interplay of themes of time, memory, gender identity, and existence. The integration of Virginia Woolf's *To The Lighthouse* into language education presents an opportunity to enhance reading skills among second and foreign language learners. Its complex narrative and rich thematic content challenge learners to engage deeply with the text, fostering critical thinking and cultural awareness.

This study aims to explore the role of *To The Lighthouse* in improving reading skills among second and foreign language learners. By examining how Woolf's novel can be effectively integrated into language curricula, this research seeks to provide insights into the benefits and challenges of using literature as a tool for language development (Shaira & Shakhruzoda, 2024). As recent studies indicate positive outcomes associated with literary engagement in language learning Paron (2008), this research will contribute to a growing body of literature that advocates for the inclusion of literary texts in EFL and ESL settings.

This study is guided by the following primary questions: 1) How does the integration of Virginia Woolf's *To The Lighthouse* as an authentic literary work influence Saudi EFL students' reading comprehension and engagement? 2) What are the suggested pedagogical strategies for implementing *To the Lighthouse* in reading classrooms of Saudi EFL learners? 3) What insights do Saudi EFL students gain about language and culture through their reading of *To The Lighthouse*, and how do these insights influence their overall reading skills? In exploring the pedagogical potential of novels as a medium for enhancing reading skills, this manuscript posits that the inherent generic nature of fiction serves as a compelling framework for engaging students in critical literacy. This study also explores the pedagogical implications and benefits of using Woolf's novel and demonstrates its effectiveness in improving reading proficiency in diverse language learning contexts.

Literature Review

Literature as a Pedagogical Tool

Research has shown that authentic literary texts, such as novels, can significantly enhance student engagement and motivation in language learning and provide cultural insights and real-world contexts when learners are more exposed to genuine literature (Gilmore, 2007; Rachmijati & Anggraeni, 2019; Sasalia & Sari, 2020). Paron (2008), for instance, argue that integrating literary texts into language pedagogy has gained recognition for its potential to enhance learner engagement and motivation. Literature provides authentic language exposure and encourages emotional and intellectual engagement, making it an ideal resource for developing reading skills. Isariyawat et al. (2020) find that EFL learners demonstrate improved interpretative skills when working with literary texts, as these works require them to draw inferences and engage with varied perspectives. Coady & Huckin (1997) emphasize that exposure to literary language enhances students' language proficiency and reading comprehension. Byram (1997) highlights the role of literature in exposing students to different cultures and social contexts. Last, but not the least, Vygotsky (1978) supports the notion that social interaction through literature enhances learning. These studies underscore the effectiveness of literature as a pedagogical tool, advocating for its integration into EFL curricula to enhance the overall reading experience for learners.

Importance of Reading Skills in Language Learning

The multifaceted importance of reading skills in language learning is highlighted in its role in vocabulary acquisition, comprehension, critical thinking, and cultural understanding. In other words, reading is a cornerstone of language learning, serving not only as a mechanism for acquiring vocabulary and grammatical structures but also as a means for fostering critical thinking and cultural awareness. In second and foreign language learning contexts, proficient reading skills are essential for academic success and effective communication. Reading skills are crucial for language learners as they facilitate vocabulary acquisition, improve comprehension, and promote cultural understanding. Grabe (2009) narrates how reading provides exposure to authentic language use, which is vital for developing fluency and overall language proficiency and serves as a crucial source of input for language learners, facilitating the acquisition of vocabulary, syntax, and pragmatics in context. according to Grabe (2009), a strong foundation in reading enables learners to progress to higher levels of proficiency, equipping them with the tools necessary for effective communication and academic achievement. Likewise, Guthrie & Klauda (2014) assert that effective reading strategies help learners navigate complex texts, enhancing their ability to analyze and synthesize information. One of the most significant benefits of reading is its impact on vocabulary development. When learners engage with texts, they encounter new words and phrases in context, which aids in retention and understanding.

In another research by Webb & Chang (2015), it is made evident that reading can lead to incidental vocabulary learning, where learners acquire new terms without explicit instruction. This exposure is particularly important in L2 contexts, where vocabulary breadth is often linked to overall language proficiency.

Schmitt (2000) recommends to use reading for developing comprehension skills, as learners are able to practice interpreting meaning, recognizing main ideas, and making inferences through exposure to various text types and genres. (Abdullateef & Muhammedzein, 2021), too, considers effective reading comprehension essential for academic success, as students are often required to engage with complex texts across disciplines. (Alhaider, 2023) shows that learners who read regularly demonstrate improved comprehension skills, which translate to better performance in both language tasks and content-area learning.

To maximize the benefits of reading, learners must be equipped with effective reading strategies. Instruction in skills such as skimming, scanning, and inferencing can significantly enhance comprehension and retention. (Shousha, 2021) emphasizes the importance of teaching reading strategies explicitly, as this enables learners to approach texts with confidence and purpose. Educators can scaffold reading instruction by providing learners with tools and techniques to navigate complex texts. Strategies such as summarization, questioning, and visualizing can aid in comprehension and help learners become more autonomous readers. This skill set is particularly valuable in L2 contexts, where learners may encounter unfamiliar vocabulary and structures (Akhter, 2020; Khan et al., 2020). Extensive reading, which involves reading large amounts of material for enjoyment and general understanding, has been shown to be effective in promoting reading skills. (Alenizi, 2019) demonstrates that extensive reading not only improves reading fluency but also enhances vocabulary and overall language proficiency. This approach encourages learners to engage with texts that interest them, fostering a love for reading that can have lasting benefits.

Critical Thinking and Cultural Awareness

Reading is not merely a passive activity; it requires active engagement and critical thinking. As learners analyze texts, they develop the thinking ability to critically evaluate arguments, recognize biases, and synthesize information from various sources. A literary text is rich in cultural and historical context, providing a platform for discussions about the contemporary society. By incorporating context into reading activities, educators can enhance learners' cultural awareness and critical thinking skills. This contextual exploration can be particularly beneficial in EFL settings, where understanding cultural nuances is essential for effective communication. Additionally, Bobkina & Stefanova (2016) find that using literature in language education encourages students to also think about cultural and social issues, fostering a deeper understanding of the language and its context. This analytical skill set is essential for academic writing and discourse, as well as for navigating the complexities of real-world communication. Literary texts, in particular, promote critical engagement by challenging readers to consider multiple perspectives and underlying themes. This level of engagement not only enhances reading skills but also prepares learners for participation in informed discussions. Reading in a foreign language exposes learners to diverse cultures, values, and perspectives. This cultural immersion is particularly important in an increasingly globalized world, where cross-cultural communication is essential.

Exposure to literary works from different cultures helps learners develop empathy and cultural sensitivity, which are critical for effective communication. By reading texts that reflect different cultural backgrounds, learners gain insights into societal norms, beliefs, and practices. As noted by (Bobkina & Stefanova, 2016), literature can serve as a window into the lived experiences of others, allowing learners to appreciate the richness of diverse cultures. This understanding enhances not only language proficiency but also social awareness, contributing to learners' overall competence in intercultural communication. Woolf's use of stream-of-consciousness narrative is a defining characteristic of *To The Lighthouse*. This technique encourages readers to engage deeply with characters' critical thinking and emotions, cultural awareness and promote a more immersive reading experience. According to Dewey et al. (1997), this narrative style can enhance readers' ability to interpret nuanced language and develop a personal connection to the text.

Underpinning Theories

Constructivist Learning Theory is a justified underpinning framework, which emphasizes the active role of learners in constructing their own understanding and knowledge through experiences, interactions, and engagement with the material (Chuang, 2021; Vygotsky & Cole, 2018; Waite-Stupiansky, 2022). Constructivist Learning Theory, influenced by theorists like Dewey et al. (1997), posits that learning is an active, contextualized process where individuals construct meaning based on their experiences. Key principles of this theory include: a) active engagement, where learners actively engage with content rather than passively receiving information; b) social interaction through collaborative learning and discussions which enhances their understanding; c) contextual learning, where knowledge is constructed within specific contexts, making real-world connections crucial; and d) personal experience, which includes learners' prior knowledge and experiences that shape how learners interpret new information.

By applying the Constructivist Learning Theory, learners can make a transition from theory to practice through: a) interactive reading activities, where students engage with the reading of the text through role-playing, group discussions, or creative projects (e.g., dramatizing scenes). This hands-on approach encourages active engagement and personal investment in the text; b) collaborative learning environments, which are literature circles where students discuss different aspects of the novel, allowing them to share interpretations and insights. This collaborative approach supports peer learning and helps students construct meaning through

social interaction; c) contextualized learning, which provides context about the historical and cultural background of the text chosen. This can include pre-reading discussions or multimedia presentations that relate the text to contemporary issues or students' own experiences, helping to ground their understanding in relevant contexts; d) reflective practices, which encourage students to maintain reading journals where they can reflect on their thoughts and feelings about the text, connecting it to their own lives; e) finally, scaffolding learning, which includes scaffolding strategies such as guided discussions or structured questions that help students navigate complex themes and language in the literary text, and gradually responsibility is transferred to students as they become more proficient in analyzing the text (Wood et al., 1976). These reflective practice fosters deeper engagement and personal meaning-making and allows learners to construct their own learning mechanism through their personalized experiences, interactions, and engagements.

Woolf's To The Lighthouse and reading skills

Khatib et al. (2011) opines that Woolf's *To The Lighthouse*, with its innovative narrative techniques and thematic richness, offers unique opportunities for learners to connect with the text and explore complex ideas, ultimately enhancing their reading comprehension. Among various literary works, Virginia Woolf's *To The Lighthouse* stands out due to its intricate narrative style, rich thematic content, and profound exploration of human experiences. Her use of stream-of-consciousness narrative invites readers to engage deeply with the characters' inner thoughts and emotions. This technique not only enriches the reading experience but also challenges learners to analyze language and interpret meaning beyond surface-level comprehension. Besides, themes of time, memory, and the complexity of human relationships provide fertile ground for discussion and reflection, allowing learners to draw connections between the text and their own experiences. Khatib et al. (2011) also observes that by utilizing literary texts Woolf's *To The Lighthouse* in the classroom, learners are encouraged to engage in collaborative learning experiences, as they can discuss and interpret texts in groups. This indicates that literature that prompts personal reflection can enhance motivation and engagement among L2 learners, leading to improved reading comprehension.

In the Saudi EFL context, implementing authentic literary works like Woolf's *To the Lighthouse* can significantly improve learners' reading skills by fostering engagement, critical thinking, language acquisition, cultural awareness, and collaborative learning. *To the Lighthouse* offers diverse language patterns and stylistic elements that can help Saudi EFL students improve their reading fluency and comprehension through meaningful engagement. Incorporating literary works further fosters Saudi learners' cultural understanding and empathy, which are crucial in an EFL scenario. Woolf's exploration of themes such as family dynamics and societal change in early 20th-century England provides a rich backdrop for discussions on cultural differences and similarities, enhancing Saudi students' global awareness while reading. Additionally, engaging with *To the Lighthouse* in group discussions or projects can promote peer learning, enabling students to articulate their thoughts and refine their understanding through dialogue.

However, despite the advantages of using literary texts, challenges remain in implementing complex works like *To The Lighthouse* in language instruction. The novel's intricate language and abstract themes may pose difficulties for learners, particularly those at lower proficiency levels. Educators must scaffold instruction to ensure accessibility and engagement, employing strategies that enhance comprehension without diluting the text's richness. By utilizing Virginia Woolf's *To the Lighthouse*, however, educators can foster a connection between students' personal experiences and the text, enhancing motivation to read and analyze. Literary works often present complex themes and nuanced characters, which challenge students to think critically and engage in deeper analysis. Woolf's innovative narrative style encourages students to explore different viewpoints and the subtleties of human experience, making it an ideal choice for developing critical reading skills. Authentic texts provide rich linguistic input, helping learners acquire vocabulary and grammatical structures in context.

Research Methodology

Research Design

This study adopted a qualitative research design employing a case-based research approach on Constructivist Learning Theory (CLT) principles. This approach not only promotes active learning and critical thinking but also makes the reading experience more meaningful and relevant to students. The CLT enables to understand how learners involve into active, contextualized process where they construct meaning based on their learning experiences. The CLT also helps in identifying and understanding the implementation of authentic literary works in improving students' reading skills.

Sampling and Data Collection

The data of the study comprised excerpts from Woolf's *To The Lighthouse* to be used as reading passages from the text. The eligibility criteria to select passages were to ensure that the literary extracts develop a strong foundation for students reading comprehension skills, highlighting the effectiveness of using authentic literature in language learning. It was also ensured that reading passages must help learners in constructing their own

understanding and knowledge through experiences, interactions, and engagement with the learning material.

Data Analysis

The data was analyzed through a thematic content analysis aided by narrative literary techniques and engagement strategies, and investigate how Woolf's text can serve as an effective pedagogical tool to develop language skills, particularly reading skills. A focus was given on literary techniques like stream-of-consciousness, symbolism, and a fragmented structure to analyze how readers can accept the pedagogical value of the text, and develop their language and critical thinking skills. Lastly, the study analyzed the pedagogical implications and benefits of using Woolf's novel in improving reading proficiency.

Results and Findings

This section first examines the major themes of *To the Lighthouse* to highlight how those themes contribute to the novel's enduring significance in literary studies and development of language skills, particularly reading skills. Next, this section analyzes how literary techniques like stream-of-consciousness, symbolism, and a fragmented structure develop the readers mindset to accept a text as of pedagogical value; how pedagogical strategies utilize the text to facilitate learners to develop their language skills and critical thinking; and finally, this section shows how a literary text can connect to broader contexts such as historical, psychological and personal.

Thematic Depth and Literary Techniques in *To The Lighthouse*

The themes like time, memory, and gender identity in Woolf's *To The Lighthouse* resonate with learners' experiences, prompting them to connect personal insights with the text. The passage of time and its impact on human lives is the central themes of the novel. Woolf captures the fluidity of time through the structure of the novel, which is divided into three parts: "The Window," "Time Passes," and "The Lighthouse." In "Time Passes," a significant temporal leap occurs, encapsulating the years during and after World War I. This section illustrates the inevitability of change and the transience of human experiences, as the once-vibrant Ramsay family home falls into decay. Woolf writes, "The house was left... in the same state as it had been left by the last visitors" (Woolf, 1927), evoking a sense of loss and the relentless march of time.

The second theme of identity and the self is explored through characters, particularly through the inner lives of Lily Briscoe and Mrs. Ramsay. Woolf's deep character exploration invites readers to empathize with diverse perspectives, a crucial skill in language learning. The novel interrogates the nature of selfhood, suggesting that identity is not fixed but rather fluid and shaped by relationships and experiences. Lily's struggle to define herself as an artist and as a woman in a male-dominated society highlights the tensions between personal aspiration and societal expectations. Woolf writes, "But what could she do, Lily Briscoe asked herself... to be a woman, to be an artist" (Woolf, 1927), emphasizing the challenges women faced in asserting their identities. Table 1 presents how this theme of gender and identity can be explored in Woolf's novel, particularly in discussions around feminism and social roles.

Table 1: Exploring Gender and Identity.

No	
I	Discussion & Reflection: Analyzing characters like Mrs. Ramsay and Lily Briscoe to see how they can stimulate discussions about contemporary issues related to gender and identity, fostering critical engagement with societal norms (Showalter, 1991).
II	Socratic Seminars: Implementing Socratic seminars allows students to explore these themes collaboratively, promoting critical thinking and articulating their interpretations.
III	Symbolic Interpretation: Exploring the meaning of symbols like the lighthouse that serves as a potent symbol throughout the novel, and see how the symbols can lead to rich discussions about aspiration, distance, and unattainable goals, and enhancing students' interpretative skills.
IV	Personal Reflection: Assigning reflective writing prompts that ask students to relate their experiences to the characters' journeys can deepen their emotional engagement with the text.
V	Character Studies: Analyzing characters like Mr. Ramsay or Lily Briscoe and encourage learners to consider different viewpoints and emotional landscapes, which enhances their understanding of human experiences.

The theme of memory plays a crucial role in the narrative structure of *To the Lighthouse*. The characters' recollections shape their identities and perceptions of reality, creating a tapestry of experiences that blur the lines between past and present. Woolf's use of stream-of-consciousness technique allows readers to experience the characters' thoughts and memories in a nonlinear fashion, revealing how the past continually influences the present. The act of remembering is depicted as both a source of comfort and pain, as characters grapple with the impermanence of their experiences. To sum up, the themes of memory, time, gender and identity encourage learners to engage in deeper thematic analysis, while doing reading comprehension exercises.

Through her exploration of time, identity, and memory, Woolf challenges readers to reconsider the nature of human experience and the ways in which we construct our identities. Other universal themes such as family, love, and loss also resonate with readers of all backgrounds, fostering personal connections.

Literary Techniques

Virginia Woolf's *To the Lighthouse* is also embedded with innovative literary techniques such as stream-of-consciousness, symbolism, and a fragmented structure. These techniques help students to interpret various elements of the text critically. Woolf's use of stream-of-consciousness narrative is a defining characteristic of *To the Lighthouse*. This technique allows readers to delve into the characters' innermost thoughts, emotions, and perceptions, creating a sense of intimacy and immediacy. By presenting the narrative through the characters' consciousness, Woolf captures the complexity of human experience in a way that traditional linear narratives cannot. For example, in a passage reflecting on the nature of thought, Woolf writes, "For there was a certain sense in which one could not think of a place or a thing without thinking of oneself" (Woolf, 1927), illustrating the interconnectedness of thought and identity.

Symbolism is another key literary technique employed by Woolf in *To the Lighthouse*. The Lighthouse itself serves as a multifaceted symbol throughout the novel, representing various ideas such as guidance, aspiration, and the unattainable. For the Ramsay family, the lighthouse symbolizes the elusive nature of their desires and the challenges they face in achieving their goals. It stands as a distant beacon, highlighting the tension between the characters' aspirations and the reality of their lives. As Woolf writes, "The lighthouse... stood in the sea, shining, shining," representing both hope and distance (Woolf, 1927). The technique of employing a fragmented structure in *To the Lighthouse* mirrors the disjointed nature of human experience. Woolf divides the novel into three distinct sections, each with its own focus and tone. This structure allows for a deeper exploration of themes such as the passage of time and the fluidity of identity. The shifts between perspectives and time frames create a sense of dynamic movement, emphasizing the characters' evolving relationships and experiences. The novel's fragmented form encourages readers to piece together the narrative, reflecting the complexities of memory and perception.

Pedagogical Strategies

Table 2: Pedagogical Strategies for Implementing *To the Lighthouse*.

No.	Strategy	Implications
1.	Contextual Background	Provide students with historical and biographical context about Virginia Woolf and the modernist movement. Understanding the socio-political climate of the 1920s can enhance their appreciation of the text (Showalter, 1991).
2.	Thematic Exploration	Introduce key themes such as time, identity, and memory through discussions or multimedia presentations. Engaging students in conversations about these themes can help them make personal connections to the material.
3.	Annotation	Students can annotate passages that resonate with them, noting personal reflections, questions, or reactions. This practice fosters a deeper connection to the text and promotes critical thinking.
4.	Literary Circles	Organize students into small groups to discuss assigned chapters or themes. Each group can take on a different focus, such as character analysis, thematic exploration, or stylistic devices, allowing for a multifaceted understanding of the novel (Daniels, 2023).
5.	Artistic Responses	Have students create visual representations of themes or character dynamics. For example, they could design a collage that reflects the character of Mrs. Ramsay or the symbolism of the lighthouse (Eisner, 2002).
6.	Role-Playing	Encourage students to assume the roles of different characters and engage in discussions or debates based on their perspectives. This strategy deepens empathy and understanding of character motivations.
7.	Discussion Guidelines	Establish guidelines for respectful and constructive dialogue, encouraging students to reference the text and support their viewpoints.
8.	Facilitated Questions	Pose open-ended questions that require analytical thinking, such as, "What does the lighthouse symbolize for different characters, and how does this symbolism evolve throughout the novel?" Incorporate various writing assignments that encourage students to articulate their thoughts on the text.
9.	Reflective Journals	Assign reflective journal entries where students respond to specific passages or themes. This exercise promotes personal engagement and helps students process their reading.
10.	Analytical Essays	Have students write analytical essays that focus on particular themes, characters, or literary techniques in the novel. This practice not only reinforces critical thinking skills but also encourages students to construct coherent arguments supported by textual evidence (Birkenstein & Graff, 2010).

Implementing *To The Lighthouse* in a classroom to develop reading skills can be facilitated through pedagogical strategies, which facilitate students to discuss and analyze the novel's text collaboratively. This approach fosters communication skills and critical thinking, as learners are encouraged to express their interpretations and listen to diverse perspectives (Khatib et al., 2011). During the course of the study, it was evident that certain excerpts of the novel allow learners to practice close reading and engage with the text on

a deeper level. By focusing on specific passages, students can explore Woolf's use of language, symbolism, and imagery. This analytical approach helps improve comprehension and encourages learners to appreciate the artistry of literary texts.

Virginia Woolf's *To the Lighthouse* is a complex novel that offers rich opportunities for exploring pedagogical strategies in educational settings (Zwerdling, 1972). Its innovative narrative techniques and profound themes—such as the passage of time, identity, memory, and the dynamics of human relationships—present unique challenges and opportunities for both teachers and students. Effective pedagogical strategies for implementing *To the Lighthouse* in the classroom, therefore, would require focusing on fostering critical thinking, enhancing reading comprehension, and encouraging personal connections to the text. However, before delving into *To the Lighthouse*, it is essential to prepare students for the novel's thematic and stylistic challenges. Pre-reading activities can help activate prior knowledge and stimulate interest. Table 2 presents some pedagogical strategies recommended to implement *To the Lighthouse* as a reading text.

These pedagogical strategies will help students navigate the novel's complexities while engaging deeply with its themes and literary techniques. These strategies can also develop guided reading questions that encourage students to think critically about the text as they read. These questions should prompt students to consider narrative perspective, character motivations, and the significance of symbolic elements. For instance: How does Woolf's use of stream-of-consciousness influence your understanding of the characters? In what ways does the passage of time affect the characters' relationships? These questions will encourage active reading by teaching students' specific strategies to engage with the text.

Connecting to Broader Contexts

Implementing Virginia Woolf's *To the Lighthouse* in a classroom can offer a wealth of opportunities for students to connect with broader, interdisciplinary contexts such as history, psychology, or art. Table 3 presents these contexts and their implications.

Table 3: Connecting to Broader Contexts.

No.	Contexts	Implications
1.	Historical Context	Explore the impact of World War I on society and individual psyches, relating it to the characters' experiences in the novel. This can provide students with a more comprehensive understanding of Woolf's influences.
2.	Psychological Perspectives	Discuss psychological theories related to memory and identity, such as those proposed by Freud or modern cognitive psychology, to analyze characters' motivations and experiences.
3.	Personal Narratives	Assign a writing task where students reflect on their own experiences of time and change in their lives. This connection can help them relate to the characters on a deeper level.

To sum up, while educators can foster critical thinking, enhance reading comprehension, and promote personal connections to the text through effective pedagogical strategies, educators can also create a rich and meaningful learning experience by preparing students with the necessary context, encouraging active engagement, facilitating thematic discussions, and connecting the novel to broader contexts. As students explore Woolf's modernist masterpiece, they will not only develop their analytical skills but also gain insights into the complexities of human experience and identity.

Discussion

The results of the study suggest that by integrating literary texts like Woolf's *To The Lighthouse* with language instruction improve reading comprehension skills. In addition to thematic richness and its utility as a pedagogical strategy, *To The Lighthouse* also proves beneficial to L2 and FL learners facilitating deeper comprehension at personal levels. The novel also poses challenges to the learners who face various obstacles while using this literary text in language instruction.

The greatest benefit of reading literary texts like *To The Lighthouse* exposes learners to diverse vocabulary and idiomatic expressions. This is consistent with Webb & Chang (2015), who argue that incidental vocabulary learning occurs when learners encounter new words in meaningful contexts, which can significantly enhance their language proficiency. Woolf's nuanced language offers ample opportunities for vocabulary enrichment, as students encounter terms that may not be present in standard language textbooks. Woolf's intricate narrative invites readers to analyze complex character motivations and societal dynamics. This analytical process encourages critical thinking, as learners must evaluate their interpretations and consider alternative viewpoints. Another benefit that is evident in employing a literary text for L2 and FL learning is that it enhances cultural understanding as well as critical thinking, and personal engagement. This is consistent with Paran (2008), who observed that emotional depth of characters fosters empathy and engagement, making the reading experience more impactful. Table 4 lists out a few benefits of using Woolf's novel.

Table 4: Benefits of Using *To The Lighthouse* for L2 and FL Learners.

No	Technique	Benefits
1.	Contextual Learning	When students engage with the text, they encounter vocabulary in meaningful contexts, which aids retention and understanding (Nation, 2001). For instance, phrases like "the light on the sea" or "the house stood as if it were waiting" illustrate descriptive language that students can dissect and learn from.
2.	Active Engagement	By navigating the complex structure of the novel, students enhance their ability to interpret and analyze texts. This process requires them to make inferences and draw connections, which are vital skills in language learning (Grabe & Stoller, 2002).
3.	Imitative Writing Exercises	Teachers can encourage students to mimic Woolf's style or to write reflective pieces that mirror the themes of the novel. This practice fosters creativity while reinforcing language structures (Rivers, 1981).
4.	Cultural Context	Engaging with the text allows learners to explore themes such as the impact of World War I, gender roles, and the evolution of family dynamics, which enhances their understanding of British culture and literature.

In addition to benefits of implementing *To The Lighthouse* in L2 and FL contexts, the study also revealed challenges in Woolf's writing which overwhelm learners at lower proficiency levels. One of the primary challenges of using literary texts in language learning is their inherent linguistic complexity. Other challenges include sophisticated vocabulary, idiomatic expressions, and intricate sentence structures that may be beyond the proficiency level of many learners. These challenges are due to the linguistic complexity, cultural differences, classroom dynamics, assessment issues, and the need for teacher training, that must be navigated to create effective learning environments. This is consistent with (Alenizi, 2019) who had also observed that learners faced complex challenges while reading literary texts and developing analytical skills. Table 5 presents various types of challenges and their implications.

Table 5: Challenges in Implementing Literary Texts.

No	Type	Challenges
1.	Vocabulary Acquisition	Literary texts typically contain specialized vocabulary that learners may not encounter in everyday language. For example, Virginia Woolf's <i>To the Lighthouse</i> uses descriptive language and abstract concepts that require a higher level of comprehension. This can overwhelm students, particularly those with limited exposure to English literature.
2.	Syntactic Structures	Literary texts often include varied syntactic constructions, such as long, complex sentences and unconventional punctuation. This complexity can hinder reading fluency and comprehension, leading to frustration among learners (Grabe & Stoller, 2002).
3.	Interpretation Difficulties	Understanding figurative language requires not only linguistic skills but also cultural and contextual knowledge. Learners may struggle to grasp the meanings behind metaphors or symbols, which can lead to misinterpretation (Nuttall, 1996).
4.	Cultural Disconnection	For instance, a novel set in early 20th-century Britain may present cultural references, social norms, and historical contexts that are unfamiliar to learners from different cultural backgrounds. This disconnection can hinder engagement and understanding.
5.	Critical Analysis	Educators must guide students in critically analyzing the cultural representations within literary texts. Without this guidance, learners might internalize negative stereotypes or feel marginalized by the content (Lazar, 1993).
6.	Differentiation Challenges	Educators face the challenge of differentiating instruction to meet the needs of all learners. This requires careful selection of texts and tailored activities that accommodate diverse skill levels (Tomlinson, 2001).
7.	Motivation Issues	Students may lack motivation to read complex texts, particularly if they are accustomed to more straightforward, functional language learning materials. Teachers must find ways to make literary texts relevant and appealing to students.
8.	Standardized Testing Limitations	Traditional assessment methods may not adequately capture students' comprehension of literary works. Standardized tests often prioritize factual recall over critical analysis and interpretation (Wiggins, 2005).
9.	Feedback Mechanisms	Teachers must develop meaningful feedback mechanisms that encourage students to reflect on their interpretations and analyses without stifling their creativity (Black & Wiliam, 1998).
10.	Professional Development	Continuous professional development is essential for equipping teachers with the skills and strategies needed to address the challenges of teaching literature (Kumaravadivelu, 2003). Educators must be trained not only in language teaching methodologies but also in literary analysis and critical pedagogy.
11.	Curriculum Design	Teachers may need support in designing curricula that integrate literary texts effectively, ensuring that resources align with language learning objectives.

By recognizing these challenges, educators can develop strategies to enhance student engagement, comprehension, and overall language proficiency, ultimately fostering a richer understanding of both language and literature. Educators must carefully scaffold instruction to ensure accessibility without compromising the richness of the text. This view is also supported by Guthrie & Klauda (2014) who validated the need for thematic and experimental narrative style to facilitate learners in appreciating the material. It

is also emphasized to incorporate literary texts into language learning curricula to engage students and enhance their linguistic skills through rich narratives and diverse themes.

Conclusion

This study examined the role of Virginia Woolf's *To The Lighthouse* in enhancing reading skills among L2 and FL learners. Woolf's intricate narrative style and rich thematic content offer unique opportunities for learners to engage with the text critically and creatively. Virginia Woolf's novel illustrates how its innovative narrative techniques and thematic depth not only captivate readers but also promotes analytical thinking and interpretative skills essential for effective reading. Woolf's work exemplifies how the interplay of style, structure, and content in literature can enrich the educational experience, making it a potent tool for fostering a deeper understanding of reading as both a cognitive and emotional practice. Reading skills are of paramount importance in language learning. They facilitate vocabulary acquisition, enhance comprehension and critical thinking, and foster cultural awareness. By incorporating effective reading strategies and promoting extensive reading practices, educators can empower learners to develop the skills necessary for success in both academic and real-world contexts. As language education continues to evolve, recognizing the central role of reading in language learning will be crucial for preparing learners to navigate an increasingly interconnected world. Incorporating Virginia Woolf's *To the Lighthouse* into L2 and FL learning contexts, particularly for developing reading skills, offers a multitude of benefits, including the development of language skills, cultural insights, critical thinking, and personal engagement. By engaging with the rich themes and innovative narrative techniques of this modernist classic, learners can enhance their linguistic abilities while gaining a deeper understanding of the cultural and historical contexts of the English language. As educators continue to seek effective methods for language instruction, *To the Lighthouse* stands as a powerful tool for fostering both language acquisition and critical engagement with literature.

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