



Reception theory and its educational applications on literary texts

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Abstract:

The problem addressed in this study is: What is the optimal strategy to reduce educational disparities among learners when teaching a literary text? What are the fundamentals of the reception theory? What are the effective solutions for building a differentiated teaching process within an inclusive system? And what are the future prospects for teaching literature in the modern Algerian school? This critical educational approach aims to design a modern teaching activity in the field of literary text education that enables every learner to engage with the elements of the targeted literary text lesson. It is a methodological framework in which learners' cognitive abilities align with the nature of the proposed educational tasks. By the end of the teaching process, coordination among all completed tasks allows for an open reading of the text, in which all categories of learners participate in constructing its critical structure.

Keywords: Reception theory; Didactics of the literary text; Differentiated instruction; Activity design; Levels of reception.

La théorie de la réception et ses applications pédagogiques aux textes littéraires

Résumé :

La problématique abordée dans cette étude est la suivante : quelle est la stratégie optimale pour réduire les disparités éducatives entre les apprenants lors de l'enseignement d'un texte littéraire ? Quels sont les fondements de la théorie de la réception ? Quelles sont les solutions efficaces pour mettre en place un processus d'enseignement différencié au sein d'un système inclusif ? Et quelles sont les perspectives d'avenir pour l'enseignement de la littérature dans l'école algérienne moderne ?

Cette approche pédagogique critique vise à concevoir une activité pédagogique moderne dans le domaine de l'enseignement des textes littéraires qui permette à chaque apprenant de s'engager avec les éléments de la leçon de texte littéraire ciblée. Il s'agit d'un cadre méthodologique dans lequel les capacités cognitives des apprenants s'alignent sur la nature des tâches pédagogiques proposées. À la fin du processus d'enseignement, la coordination entre toutes les tâches accomplies permet une lecture ouverte du texte, dans laquelle toutes les catégories d'apprenants participent à la construction de sa structure critique.

Mots clés : *Théorie de la réception ; Didactique du texte littéraire ; Enseignement différencié ; Conception d'activités ; Niveaux de réception.*



Introduction:

The reception theory is based on a set of processes through which the literary text is received and interacted with. Its concepts constitute a foundation for analyzing the literary text and revealing its effects on the reader. The theory starts from the assumption that meaning is a variable textual component within the text – a produced material shaped by the readerⁱ through mental processes of thinking and imagination. This leads to a secondary creation of the text in multiple forms, as “the one who gives value to the text is the reader who comprehends it; this means that the reader is a legitimate partner of the author in constructing meaning, for the text was written for the reader in the first place”ⁱⁱ.

The theory acknowledges the role of the interactive reader as a key partner in the creative production process. The interaction between the reader and the text is based on the processes of comprehension, interpretation, and evaluation. Therefore, a variety of interpretations emerge from within the text by tracing the textual indicators that point to them, as reading is “a combination of the act of perception and the act of creation”ⁱⁱⁱ.

The reader’s cultural and cognitive background, along with prior experiences, are among the individual components influencing the interaction with the text and its reproduction. Each reader produces a different semantic perspective according to their mental, psychological, and social background. Hence, differences in interpretation and

understanding may arise either from external factors beyond the text or from internal linguistic elements within it ^{iv}.

Accordingly, the theory of literary text reception represents an alternative approach to understanding the nature of the literary text. It views the text as an interactive linguistic force and a creative interpretive window, whose scope is not limited by the author's control. Rather, the interaction between the text and the reader turns the literary text into a vast, boundless space ^v.

The problem posed here is: What is the optimal strategy to reduce educational disparities among learners in the reception of the literary text in the educational process? What are the effective solutions to build a differentiated learning process within an inclusive system? And what are the future prospects for teaching literature in the modern Algerian school?

1- Fundamentals of the Reception Theory:

The text is "a record of a speech event with multiple functions"^{vi}, and it possesses essential components as follows:

- It is a **verbal record**, not a photograph or a drawing.
- It is an **event** that occurs in a specific time and place and does not repeat itself.
- It is **communicative**, aiming to convey information, knowledge, and experiences.
- It is **interactive**, establishing and maintaining relationships between the individual and members of their community.
- It is **closed**, in its limited symbolic structure, composed of fixed linguistic symbols with a beginning and an end.



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- It is **generative**, since it does not emerge from nothing but rather interrelates with previous texts ^{vii}.

The reception theory aims to receive the text through various communicative forms such as **reading, listening, or viewing**. Hence, its concepts are found in different fields such as **communication sciences, sociology, literature, and education**. The theory is based on the following fundamentals:

1. **The Text:**

It is the basic material composed of “texture, structure, composition, intertextuality, discourse, and effect” ^{viii}, on the basis of which the literary text is valued and classified ^{ix}.

2. **The Reader:**

“The actual reader is the one who receives particular mental images during the reading process, but these images are inevitably colored by the reservoir of experience that exists within this reader” ^x.

3. **The Gap:**

It is the space between the text and the receiver, where “the receiver’s role is no longer passive or merely consumptive in relation to the text, nor is their response a spontaneous one that satisfies aesthetic thirst or personal pleasure; rather, the reader has become a participant in the creation of the text” ^{xi}.

4. **Creativity:**

It refers to the harmony that occurs between the text and the receiver, embodied in an interaction resulting from “mutual influence between sender and receiver, whether in presence or absence, through the use of linguistic signs corresponding to the context” ^{xii}.

5. **Interpretation:**

It follows an analytical process. “In the early eras, men of letters, when interpreting a literary text whether poetry or prose—aimed to explain its rare expressions, clarify the grammatical difficulties of its structures, and highlight the metaphors, similes, metonymies, and other rhetorical figures within it”^{xiii}.

6. **Individuality:**

It refers to a set of experiences used to understand the text. The educated reader must possess sufficient **cultural capacity** to grasp the literary text’s content, **intellectual capacity** to comprehend its dimensions, and **high mental ability** to penetrate its horizons and reconstruct its meaning^{xiv}.

The originality of the reception theory lies in its ability to approach the literary text through an **active, dynamic reader**, investing their individual abilities in **interpretation, analysis, and re-creation**. This expected interaction grants the literary text its **vitality and continuity** across different eras and through multiple dimensions.

2- Levels of Human Thinking:

Thinking consists of active mental mechanisms that enable individuals to perceive the world around them, process events, organize and interpret them, and solve problems^{xv}. Three main levels of human thinking can be identified:

a. Basic Level:

This includes descriptive thinking mechanisms based on comprehension and clarification. It is used to collect



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information and general concepts and to gain an overall understanding of events and facts.

b. Intermediate Level:

This involves moderately complex critical thinking mechanisms, which are used for the precise analysis of issues and verification of information accuracy, relying on evidence to make judgments ^{xvi}.

c. Deep Level:

This includes highly complex creative thinking mechanisms used to understand intricate relationships and interactions among various elements that generate new insights. It also enables reflection on philosophical and intellectual issues, the study of obscure phenomena, and the interpretation of diverse symbols. This level of thinking requires adequate time, effort, and strong concentration ^{xvii}.

2.1- Levels of Mental Analysis of the Literary Text:

Analysis means “decomposing components to identify the elements that constitute them. This knowledge requires isolating each part individually and recognizing its quantity, characteristics, and function both independently and within the whole to achieve effective use and benefit in human life” ^{xviii}.

The approach to analyzing a literary text depends on “the nature of the text and the critic’s methodology, as both determine the types of analysis and the disclosure of their artistic techniques” ^{xix}. The main levels of mental analysis of the literary text are:

a. Descriptive Analysis:

It involves understanding linguistic, intellectual, and artistic elements such as sounds, vocabulary, sentences, structures, and textual sequences. Descriptive analysis includes reading the text, teaching grammatical rules, and applying knowledge through practical exercises ^{xx}.

b. Contextual Analysis:

This focuses on understanding the meanings of linguistic elements and how they connect and cohere within the textual context. It examines the overall structure of the literary text, the syntactic relationships among its parts, the logical flow of meanings, and the formation of connotations, by identifying “the human values it conveys, the ties connecting it to life, and their influence on people’s thoughts, morals, tastes, emotions, and daily experiences” ^{xxi}.

c. Critical Analysis:

This relates to the processes of critical thinking and their development ^{xxii}. It entails a comprehensive evaluation of ideas and linguistic data, enabling the reader to form judgments ^{xxiii}, by “assessing literary works, comparing them, guiding literature, refining it, developing it, protecting it, and elevating its value” ^{xxiv}.

The use of mental analytical abilities in reading literary texts and dealing with linguistic data helps in understanding their semantic depth and drawing scientific conclusions and judgments ^{xxv}. These cognitive abilities can be developed through continuous educational practice and applied learning activities to reduce the phenomenon of educational disparity among learners ^{xxvi}.

Human intelligence assessments have revealed clear differences among learners, indicating several phenomena

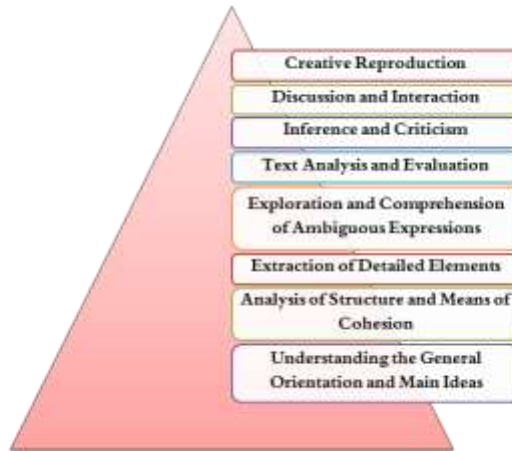


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such as academic delay, intellectual weakness, high intelligence and giftedness, and future vocational tendencies xxvii.

2.2- Classification of Educational Tasks in Literary Text Analysis Activities:

Educational tasks in literary text reading activities within the classroom can be classified into several hierarchical levels according to the requirements of the reception process, as illustrated in the following model xxviii.



A diagram showing the classification of educational tasks in literary text reading activities in the classroom.

These tasks can be represented as follows:

1. **Comprehension task**, such as understanding the general meaning of the text.
2. **Analysis task**, such as identifying the means of linking ideas.

3. **Inference task**, such as determining the active elements within the text.
4. **Exploration task**, such as identifying unfamiliar words and ambiguous expressions.
5. **Evaluation task**, such as assessing the quality of the text after recognizing its precise linguistic components.
6. **Criticism task**, such as deriving new insights from the studied sections of the text.
7. **Interaction task**, such as participating in group discussions on a linguistic phenomenon.
8. **Creative rewriting task**, such as writing a critical essay^{xxix}.

These tasks vary according to learners' higher and lower mental abilities^{xxx} and the objectives of the educational lesson, and they may extend over consecutive periods within the weekly schedule.

3- Applying Reception Theory Concepts in Building a Differentiated Literary Text Lesson:

A field research questionnaire was designed based on specific data, enabling a group of secondary school teachers to express their opinions on its research aspects. After filtering, organizing, and structuring the responses, the following points were identified:

3.1. Objectives of Literary Text Analysis in Algerian Secondary Schools:

Among the main objectives of the literary text teaching curriculum at the secondary level^{xxxi} are the following:

1. Developing linguistic and methodological skills:

Analyzing the literary text helps learners develop reading and comprehension skills, improve their ability



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to express themselves, and use the Arabic language correctly.

2. Understanding literature and its history:

Literary text analysis contributes to familiarizing learners with major classical and contemporary literary works and offers a deep insight into the Arab culture to which they belong.

3. Enhancing academic achievement:

Literary text analysis enables learners to explore the foundations of culture and art and assists in acquiring knowledge in the field of literature.

4. Promoting values:

Literary text analysis helps instill virtuous values and ethics such as justice, freedom, tolerance, and others.

5. Developing critical thinking:

Literary text analysis strengthens learners' capacity for critical and reflective thinking and enables them to gradually grasp complex concepts through planning and structured learning^{xxxii}.

6. Valuing artistic creativity:

Literary text analysis inspires talented learners and encourages them toward innovative artistic expression and creative writing^{xxxiii}.

These educational objectives highlight the importance of the literary text course in Algerian secondary schools, as it contributes to developing an integrated set of **cognitive, psychological, linguistic, cultural, and historical skills**^{xxxiv}.

3.2. Strategy for Addressing Individual Differences in the Literary Text Lesson:

There are several educational procedures that can enhance the concept of differentiated learning according to specific teaching conditions^{xxxv} in the literary text lesson at the Algerian secondary school. Among these are:

1. Providing multiple texts:

Several literary texts from the same period can be offered at different levels of difficulty—from the easiest to the most complex—allowing learners to select the text that matches their level and abilities and work on it independently through a self-reading learning model ^{xxxvi}.

2. Offering individualized guidance:

Each learner can be guided individually according to their literary and critical level, providing additional support for those who face difficulties in analyzing the text.

3. Organizing group discussions:

Allocating sufficient time for group discussions about the read literary text and encouraging every learner to share their views and ideas with others ^{xxxvii}.

4. Working in small groups:

Structuring learning tasks in small groups where peers collaborate, enabling each learner to exchange experiences and enrich their methodological and cognitive knowledge ^{xxxviii}.

5. Using digital media:

Allowing learners to explore digital tools such as computer applications and educational websites, which provide resources that enhance their learning experience efficiently ^{xxxix}.

These teaching strategies aim to encourage all learners to participate positively in the classroom and contribute



constructively to the analysis of the literary text being studied. Some of these methods are already in use, while others have not yet been tested ^{xl}

3.3. The Importance of Applying the Differentiated Reception Approach to the Literary Text in Secondary Education:

The reception approach is an educational method aimed at developing learners' interaction with the ideas and concepts presented in the literary text and analyzing the lasting impressions formed in the reader's mind. Algerian schools can benefit from this approach to enhance learners' thinking abilities and improve their reception and understanding of literary texts.

This approach focuses on the role of the learner-reader in understanding the literary text, constructing its meanings, interpreting its dimensions, and engaging with its content ^{xli}. When applying this educational approach, the emphasis is placed on stimulating learners' critical and analytical thinking, encouraging them to explore and grasp hidden meanings, obscure symbols, and artistic styles. It also aims to enhance learners' capacity for deep reflection, intellectual communication, and appreciation of aesthetic values in both the text and its reception ^{xlii}.

Applying this approach in the teaching of literary texts offers several educational advantages, including:

1. It encourages learner-readers to interact with literary texts and express their thoughts and opinions collaboratively ^{xliii}.

2. It provides an opportunity for inclusive learning, fostering interaction with diverse cultures, backgrounds, and experiences ^{xliv}.

The application of the literary reception approach requires respecting the individual differences in learners' responses. The following are some procedures that can be used to reduce educational disparities in literary text analysis activities in Algerian schools:

1. **Encouraging active interaction with the text:**

By asking meaningful questions that stimulate engagement, commentary, and discussion about the text, and promoting group dialogue ^{xlv}.

2. **Tree-structure text analysis:**

Conducting a detailed analysis of the text and creating conceptual charts and diagrams of its ideas to help every learner follow the reading methodology effectively ^{xlvi}.

3. **Alternating verbal performance:**

Reading the literary text aloud, writing summaries of its linguistic and semantic structures, and presenting them to classmates.

4. **Promoting individual communication:**

Assigning learners personal tasks such as relating their own experiences to the content of the literary text.

5. **Using educational technology:**

Employing digital resources such as 3D images, videos, audio materials, and similar literary and critical content available on educational websites ^{xlvii}.

Applying the reception approach in the teaching of literary texts within Algerian schools contributes to improving both critical reading and creative writing skills, while broadening all learners' understanding of literary texts despite their individual differences ^{xlviii}.



3.4. The Role of Educational Technology in Enhancing the Reception of Literary Texts:

Technological tools can be utilized to improve the teaching of literary texts, thereby achieving the principles of interactive differentiated education and moving away from traditional teaching systems^{xlix}. Educational technology can include the following methods:

1. Electronic reading platforms:

Using electronic devices and linguistic applications that provide learners with digital literary texts aligned with their official syllabus. The content can be made interactive to allow for sharing, commenting, and exchanging feedback.

2. Digital platforms for interaction and discussion:

Online discussion groups or digital learning platforms can be used to encourage each learner to discuss the literary text, interact with peers, and communicate with the teacher^l.

3. Multimedia content management:

Incorporating images, charts, video clips, and audio recordings related to the literary text to enhance engagement through digital programs^{li}.

4. Educational literary games:

These are designed for learning purposes, where learners participate in interactive games that support text comprehension, such as knowledge puzzles and competitions.

5. Access to knowledge sources:

Providing additional information about the literary text through online links. Learners can, for example, watch interviews with the author, read critical analyses, or

explore articles related to the text, its era, and its historical context. The content can also be displayed on a digital educational platform to support learners who need extra assistance, ensuring fair learning opportunities for all ^{lii}.

The integration of educational technology enables learners to experience new methods of text reception ^{liii}, enhancing their engagement with the reading material. It can also increase motivation for self-learning through computer-based educational applications ^{liv}, allowing them to explore literary texts and improve both their reading and writing skills ^{lv}.

3.5. Models of Educational Literary Games:

Educational literary games play an essential role in developing the literary text lesson, achieving its educational goals, and narrowing learning gaps among students. The following are examples of their impact on learners' performance levels:

1. Knowledge puzzles or word games:

They encourage imagination, problem-solving abilities, and enhance predictive and inferential skills, as well as understanding the precise meanings and relationships between words.

2. Interactive literary games:

These simulate the author's creative process and encourage learners to recreate texts imaginatively, thereby developing linguistic communication skills.

3. Role-playing games:

Such activities allow learners to interact with literary texts and gain deeper insight into their meanings. Learners collaborate to create educational scenes that strengthen



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their analytical and interpretive skills, as well as verbal and gestural communication abilities.

4. **Creative writing games:**

These involve writing imaginative stories, poems, or short plays, enhancing self-expression, writing skills, creativity, and self-assessment.

5. **Literary competition games:**

They foster literary challenges among learners, stimulating motivation for reading, understanding literary texts, and developing personal growth ^{lvi}.

These literary games play an active role in making the literary text lesson more engaging and enjoyable for all learners. They help develop literary skills, nurture a love of reading, and encourage learners to explore more literary works with genuine curiosity and enthusiasm ^{lvii}.

3.6. The Importance of Interactive Games in Enhancing the Reception of Educational Poetry Texts:

There are many interactive educational games that can be used in teaching and receiving poetic texts, designed to achieve specific educational tasks such as concept formation, data interpretation, and applying principles of inductive reasoning ^{lviii}. Examples include:

1. **The Poem Puzzle:**

Learners solve small riddles to uncover parts of the poem, and upon completion, the entire poem is revealed.

2. **The Similarity Game:**

A set of poems is presented in similar styles, and learners must identify the differences and distinguish among them.

3. **The Crossword Game:**

It uses words and ideas from the poem, requiring learners to apply their knowledge of the poem to fill in the blanks correctly.

4. **The Matching Poem Game:**

Learners are divided into groups, and verses of a poem are distributed among them. Each group must reconstruct the poem correctly ^{lix}.

These examples of active games in the reception of poetic texts can be developed according to educational goals to promote comprehensive engagement with poetry. They can also serve as tools for assessing the development and relative convergence of learners' intelligences ^{lx}.

Conclusion:

Transforming traditional education into differentiated learning that relies on technology in building learning processes is an essential goal aimed at developing all learners' skills and meeting their cognitive, psychological, and cultural needs in this digital era.

There are numerous advantages to adopting the concepts of reception theory when applying the differentiated learning approach in teaching literary texts at the secondary level, especially since educational practitioners are increasingly ready to engage with the philosophy of e-learning. Among the anticipated outcomes are:

- **Electronic differentiated learning** provides an opportunity to highlight the high individual abilities of gifted learners.



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- **Self-directed digital learning** for literary text analysis enables learners to continue exploring the structures of the text and interacting with its content anytime and anywhere.
- **Teaching literary texts through a differentiated approach** enhances learners' ability to reconstruct the text collaboratively through group and cooperative work.
- **Direct interactions** between learners and literary texts have become possible through various digital media that can be easily integrated into teaching.
- **E-learning** offers learners the opportunity for lifelong learning by granting them access to a wide range of knowledge resources and sources.

Implementing this educational vision to enhance literary text analysis activities requires careful preparation of the learning environment and the methodological and technical training of learners to ensure fairness at the starting point and learning satisfaction for every learner in the end.

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Footnotes:

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ⁱⁱ Abdel Nasser Hassan Mohamed, *The Reception Theory between Jauss and Iser*, *Dar Al-Nahda Al-Arabiya*, Cairo, (2002), p. (2).

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- ^v See: Nazem Oudah Khudr, *The Epistemological Foundations of Reception Theory*, pp. 94–95.
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- ^{vii} See: *Ibid.*, p. 120.
- ^{viii} Ibrahim Ahmed Malham, *The Analysis of the Literary Text: Three Critical Approaches*, Modern Books World, Jordan, 1st ed., (2016), p. 7.
- ^{ix} *Ibid.*, pp. 7–25.
- ^x Abdel Nasser Hassan Mohamed, *Reception Theory*, pp. 45–46.
- ^{xi} *Ibid.*, pp. 44–45.
- ^{xii} Mohamed Meftah, *The Analysis of Poetic Discourse*, p. 138.
- ^{xiii} Abdel Jawad Mohamed, *The Analysis of the Literary Text between Theory and Practice*, Dar Al-Kutub, Egypt, (2004), p. 133, quoted in Shafiq Jabri, *The Interpretation of the Literary Text*, Annual Book of the Research Society, Faculty of Arts, Syrian University, Student Association, (1949), pp. 17–21.
- ^{xiv} For applied models of “intertextuality,” see Mohamed Meftah, *The Analysis of Poetic Discourse*, pp. 175–305, which highlight the significance of individual cognitive differences in literary analysis.
- ^{xv} Ahmed Faheem Jabr, *Alternative Thinking: Developing Critical and Creative Thinking*, Qattan Research Center, Palestine, 1st ed., (2004), p. 14.
- ^{xvi} See: Efat Mostafa, *Effective Teaching: Its Planning, Skills, Strategies, and Evaluation*, Dar Al-Maseera, Jordan, 3rd ed., (2013), pp. 172–176.
- ^{xvii} Derived from:
- Ibrahim Wajih Mahmoud, *Mental Abilities: Their Characteristics and Measurement*, Dar Al-Maaref, Egypt, (1985), pp. 193–229.



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- Ahmed Faheem Jabr, *Alternative Thinking*, pp. 14–17.
- ^{xviii} Abdel Jawad Mohamed, *The Analysis of the Literary Text between Theory and Practice*, p. 135.
- ^{xix} Ibrahim Ahmed Malham, *The Analysis of the Literary Text: Three Critical Approaches*, p. 35.
- ^{xx} Abdel Jawad Mohamed, *The Analysis of the Literary Text between Theory and Practice*, p. 135.
- ^{xxi} *Ibid.*, p. 135.
- ^{xxii} For more information, see: Adnan Yousef Al-Atoum et al., *Developing Thinking Skills*, Dar Al-Maseera, Jordan, 2nd ed., (2009), pp. 69–95.
- ^{xxiii} Derived from Ibrahim Ahmed Malham, *The Analysis of the Literary Text: Three Critical Approaches*, pp. 33–54.
- ^{xxiv} Abdel Jawad Mohamed, *The Analysis of the Literary Text between Theory and Practice*, p. 135.
- ^{xxv} See: Mohamed Meftah, *Dynamics of the Text (Theory and Achievement)*, Arab Cultural Center, Beirut, 2nd ed., (1990), pp. 8–27.
- ^{xxvi} Educational disparity is the phenomenon of variation among learners in the classroom in terms of comprehension, analysis, criticism, interaction, and production, leading to stagnation, loss of interest among some learners, and weakening of their literary and critical formation.
- ^{xxvii} See: Ibrahim Wajih Mahmoud, *Mental Abilities*, pp. 131–274.
- ^{xxviii} The hierarchical model was developed based on information derived from: Ahmed Faheem Jabr, *Alternative Thinking: Developing Critical Thinking Skills*, pp. 25–86.
- ^{xxix} The educational tasks were extracted from: Ahmed Faheem Jabr, *Ibid.*, pp. 25–86.
- ^{xxx} Higher mental abilities are advanced cognitive skills that enable individuals to think deeply and strategically, solve complex

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- problems, develop creativity, and achieve success in diverse fields. These include critical thinking, creative thinking, problem-solving, strategic thinking, and learning adaptability.
- Lower mental abilities refer to basic cognitive skills such as memorization, recall, comprehension, and application.
- See: Ahmed Faheem Jabr, *Alternative Thinking*, pp. 25–27.
- ^{xxxix} The objectives of literary text analysis in Arabic literature curricula are largely unified across Arab countries. The objectives found in the Algerian secondary school Arabic language curriculum are an extension of this shared framework.
- See: Abdel Jawad Mohamed, *The Analysis of the Literary Text between Theory and Practice*, pp. 133–138.
- See: Mohamed Abed Al-Jabiri, *Education in the Maghreb*, Moroccan Publishing House, Casablanca, (1989), pp. 149–172.
- ^{xxxii} See: Efat Mostafa, *Effective Teaching*, pp. 184–186.
- ^{xxxiii} See: *Arabic Language and Literature Curriculum for the First Year of Secondary Education*, National Curriculum Committee, Ministry of National Education, Algeria, (2020), pp. 7–21.
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- ^{xxxv} See: Nidal Ahmad, *Differentiated Pedagogy between Official Documents and Implementation Methods*, *Al-Bidaghogi Journal*, No. (5), April 2019, Rabat, Morocco, pp. 14–16.
- ^{xxxvi} See: Efat Mostafa, *Effective Teaching*, pp. 197–203.
- ^{xxxvii} See: *Ibid.*, p. 170.
- ^{xxxviii} See: *Ibid.*, pp. 151–152.
- ^{xxxix} See: *Ibid.*, pp. 205–211.
- ^{xl} Questionnaire, Question (2): What educational procedures can enhance the concept of differentiated instruction in the literary text lesson in secondary education?
- ^{xli} See: Ahmed Faheem Jabr, *Alternative Thinking*, pp. 19–21.



- ^{xlii} An Arab study revealed obstacles to teaching thinking in Palestinian schools, which represent a model of Arab education.
See: Ahmed Faheem Jabr, *Ibid.*, pp. 21–22.
- ^{xliii} See: Al-Ghareeb Zahir, *E-Learning: From Application to Professionalism and Quality*, Alam Al-Kutub, Cairo, 1st ed., (2009), pp. 300–331.
- ^{xliv} Questionnaire, Question (3): What is the importance of involving all learners in the processes of analyzing and reading literary texts in secondary schools?
- ^{xlvi} For more details on classroom question formulation, see: Efat Mostafa, *Effective Teaching*, pp. 109–124.
- ^{xlvi} For details on graphic representations, see: *Ibid.*, pp. 104–106.
- ^{xlvi} See: *Ibid.*, pp. 106–108.
- ^{xlviii} The teaching staff's proposals were compiled and organized appropriately.
- Questionnaire, Question (4): What procedures can be used to reduce educational disparities in literary text analysis activities in secondary education?
- ^{xlix} See: Huthaifa Mazen, *Interactive E-Learning*, Academic Book Center, Jordan, 1st ed., (2015), pp. 66–98.
- ^l See: *Ibid.*, pp. 104–113.
- ^{li} See: *Ibid.*, p. 104.
- ^{lii} See: *Ibid.*, pp. 79–81.
- ^{liii} See: Efat Mostafa, *Effective Teaching*, pp. 206–211.
- ^{liv} For details on the model of programmed learning, see: *Ibid.*, pp. 212–213.
- ^{lv} The teaching staff's suggestions were gathered from survey responses and direct interviews with Arabic language and literature teachers in Algerian secondary education.
- Questionnaire, Question (5): Do you believe educational technology has a significant role in teaching literary texts in secondary education?

What communication technologies can be used within educational institutions?

^{lvi} Ahmed Faheem Jabr, *Alternative Thinking: Developing Critical Thinking Skills*, pp. 111–125.

^{lvii} Proposals from faculty survey responses regarding ways to improve the teaching process of the literary text in Algerian secondary schools.

Questionnaire, Question (6): What educational games are suitable for stimulating literary text analysis in the classroom?

^{lviii} See: Mohamed Mahmoud Al-Heila, *Educational Games and Techniques for Their Production*, Dar Al-Maseera, Jordan, 5th ed., (2010), p. 181.

^{lix} Faculty survey responses, Question (7): What linguistic games can be used to develop multiple intelligences through poetic text analysis activities for learners with diverse cognitive abilities?

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