Teaching Comparative Writing in an EFL Undergraduate Class through Interpreting Literature

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Abstract

The mainstream English education system in Bangladesh has emphasised writing over the other three core language skills, as evidenced by the English tests in the secondary and higher secondary public examinations. Nevertheless, this pre-tertiary English education often fails to equip learners with the necessary proficiency in applying this skill practically, such as producing specific types of writing like descriptive, narrative, argumentative, and comparative. As a result of this learning gap, English undergraduates typically demonstrate low proficiency in context-specific academic writing. Furthermore, there is insufficient empirical evidence to address the issues and challenges of teaching comparative writing skills in classroom settings. Recognising this research gap in the Bangladeshi context, the current study planned a longitudinal process in natural classroom environments to explore issues related to teaching materials, classroom procedures, atmosphere, learning activities, and the duration of study for teaching comparative writing skills. The 'CLASS' (Classroom Assessment Scoring System) methodology was applied in this task-based classroom assessment procedure. Following the four guided lesson plans, students' activities were collected, recorded, and compiled into a comprehensive report that revealed learners' improvement in comparative writing, with significant progress by the fourth lesson. This study suggests that appropriate materials combined with guided learning processes help learners achieve targeted writing skills. It is worth noting that teachers serve as catalysts, guiding learners in selecting texts from their courses, providing structured lesson plans and activities, and evaluating learners' progress.

1. Introduction

In the EFL context, teaching writing skills, both academic and non-academic, depends mainly on the proper choice of teaching materials. Learners' L2 learning

advances when they can learn through interest and motivation, underpinning the necessity of selecting captivating and motivational teaching materials (Ghosn, 2002). In light of this view, the preference for literary texts has dual benefits: it provides language learning motivation, and it fosters critical thinking skills, necessary for the L2 academic landscape (Subhash *et al.,* 2022). Again, Khan and Alasmari (2018) stated that a literary text helps learners develop linguistic competence through cultural awareness, as they can engage with the text individually, thereby fostering their sense of language validation. However, the notion of teaching language through literature is invigorated by the introduction of CLT in the EFL landscape (Hendriyani, 2026). This integration of literature in the language learning pedagogy rejected the narrow ideology of the Notional-Functional syllabus (Llach, 2017; Carter, 2007), which viewed literature and language as separate entities. Despite the reinstatement of CLT in Bangladesh, developing academic writing skills up to the higher secondary level remains a challenge. Ahmed (2024) states that English academic literacy in Bangladesh heavily depends on rote learning, as demonstrated by the tests assessing grammatical proficiency in the Secondary School Certificate (S.S.C) and Higher Secondary Certificate (H.S.C). English exams confirm how English language policymakers seek to determine a learner's English proficiency without providing enough opportunity to assess a learner's academic, non-academic, and professional writing skills before they enter tertiary education. This learning gap causes tertiary learners to achieve substantive grade in academic writing, even in international arenas. Ahmed (2024) has also reiterated that the Bangladeshi educational system lacks a 'Bridging program', which is available in Malaysia in the form of the Malaysian Matriculation Program, before entering higher studies. Owing to this policy gap, an undergraduate learner enters tertiary education without academic writing proficiency, having overemphasized rote learning at the secondary and higher secondary levels (Ahmed, 2024; Patwary *et al.,* 2023). Thus, English education policy in Bangladesh addresses pedagogical and learning implications for English writing skills development.

Several experiments within the Bangladeshi context have explored the development of four fundamental language skills through literature (Ashrafuzzaman *et al.,* 2021). These studies indicate that L2 learners consistently struggle to achieve the required scores in academic writing tests (Rahman *et al.,* 2019). Generally, literature plays a crucial role in teaching creative writing skills. However, learners cannot acquire this skill automatically; it requires teachers to plan and implement effective classroom management strategies that utilize literary texts to help learners develop these skills (Adam & Babiker, 2015). Furthermore, academic writing encompasses many significant issues (Dahmash, 2021). In English literature courses, students need to learn techniques for comparative writing, which they will apply when analysing various characters, texts, and ideas throughout their academic journey. As a core subject, English offers a curriculum designed to foster learners' achievement of holistic proficiency across all basic language skills (Tsang *et al.,* 2019). A gap remains in mainstream education approaches, which tend to focus little

on specific language skills in relation to learners' overall development (Tsang *et al.,* 2019). Consequently, the undergraduate English curriculum often lacks specific procedures for learners' attainment, such as developing product writing or process writing skills (Bhowmik, 2021). Nonetheless, research within the Bangladeshi context offers limited focus on specific writing styles, like comparative writing. It has been previously discussed why a graduating English student must possess a solid understanding of comparative writing skills. Theoretically, teaching comparative writing involves guiding learners through a process that enables them to explain a subject by identifying both similarities and differences (Chen & Zhou, 2022). However, material selection remains essential, as teachers need homogeneous texts, characters, and subject matter within the learners' scope of study (Twagilimana, 2017). Based on this foundational requirement, this study aims to address: (a) the process of selecting materials for teaching comparative writing skills in an EFL classroom; (b) how teachers interpret these materials within the course plan; and (c) how they assess learning outcomes to verify the process. In relation to these research questions, this study examines the processes involved in material selection, lesson design, and strategies used to monitor progress in specific writing skills.

2. Literature Review

Writing is generally regarded as one of the suitable language skills in the academic arena for its ease in keeping performance records, maintaining neutrality in assessment, and guiding learners to develop their creative, critical, logical, or argumentative thinking skills (Hyland, 2013). However, it presents significant challenges in guiding learners to these writing strategies, as it requires an appropriate strategy, an instructional system, an effective assessment process, and a thorough follow-up mechanism (Dipa, 2019). Once again, the challenges in mastering this skill for our EFL or ESL learners go beyond just academics. Çabuk-Ballı (2023) states that second language learning may be delayed when there is a syntactic mismatch between L1 and L2. Similarly, Rahman (2022) notes that a syntactic mismatch is common for languages from different language families. Therefore, the syntactic structures of Bangla and English differ. Based on Cabuk-Balli (2023) and Rahman (2022), learning English in the Bangladeshi context becomes more difficult when Bangla linguistic components do not correspond with English (Islam, 2009). Moreover, social ecology may hinder non-native speakers from using English, especially when they are detached from their academic environment. However, it is difficult to assess whether Bangla vocabulary affects English vocabulary retention during writing, and this remains an area requiring further research that does not support the current research questions. Therefore, it is unnecessary to expand the scope of this research with considerations of divergent syntactic constituents between Bangla and English. Again, the development of writing skills requires appropriate resources and a teacher's strategy (Hossain *et al.,* 2023). Emphasizing the strategic aspect of development, particularly the comparative writing skill, the research questions focus on identifying suitable resources and strategy.

Dipa (2019) states in her research work that the English scores in JSC, PSC, SSC, and HSC in Bangladesh fail to demonstrate the learner's adequate writing competency, resulting in a higher rate of failure in the university entrance exams both in the country and abroad. To address this challenge, policymakers, researchers, authorities, and curriculum experts guide the increase of writing activities in classes, encouraging creativity and providing constructive feedback for every activity (Rahin, 2022). However, this suggested guideline has some critical issues that need to be addressed before implementation. Every academic level claims specific proficiency attainment. In this regard, the demand from secondary and higher secondary EFL learners does not comply with the targets of undergraduate EFL learners. The curriculum of the National University of Bangladesh requires that a fresh student in the Department of English complete Introduction to Reading Skills, Introduction to Writing Skills, Introduction to Prose, and Introduction to Poetry as core courses. These courses emphasize the importance of learning how to produce thematic, appreciative, and review articles for exams. Teachers may see these learners as suitable participants, which could help them develop their specific writing skills by applying the course materials.

The development of comparative writing is important in academia because it can help learners develop critical evaluation skills by connecting classroom learning with prior knowledge through analogy (Bellocchi & Ritchie, 2011). Prior knowledge refers to what a learner has already learned about a topic, which they compare with classroom materials to spot similarities and differences. As a result, comparison creates opportunities for social learning, fostering a sense of ownership between academic and social contexts (Gray & Holyoak, 2021). It has also been found that a science teacher is most effective when they use analogy to share scientific knowledge (Harrison & Treagust, 2006). Science classes employ this strategy to help students grasp abstract and epistemological ideas by relating them to more concrete concepts. However, researchers have highlighted the potential of abstract–concrete comparisons, although results cannot be reliably transferred to all types of comparisons, such as abstract-abstract or concrete–concrete, without evidence. Additionally, a teacher's effectiveness in science may not necessarily translate to ESL or EFL classes due to differences in student demographics and motivation. Furthermore, literary courses offer more opportunities to apply this teaching strategy than science classes because literary texts deal with human characters, numerous activities, and social phenomena, providing a wealth of experiences for learners that can be understood through analogy. Literature students can effectively relate texts by identifying and contrasting similarities and differences among ideas and characters (Gray & Holyoak, 2021). Highlighting the importance of comparison in learning, Hammann & Stevens (2003) argue that it helps develop cognitive skills, as constructing arguments through comparison involves identifying both parallel and divergent features of content, characters, and ideas. For these reasons, instructors can benefit when working with these specific learners as participants.

The teaching-learning of a foreign language encompasses several challenges from a non-academic perspective, which Akanda and Marzan (2023) term the extra-linguistic factor. Liu and Jackson (2008) found that Chinese learners' unwillingness to achieve English language proficiency stems from their linguistic anxiety. This unwillingness due to linguistic anxiety is broadly acclaimed as a trans-boundary phenomenon (Papi & Khajavy, 2023). The same findings are also evident in Bangladesh's EFL context. On a personal level, a learner's introverted characteristics can pose a barrier to engaging in non-native language activities and exposure to social contexts, which limits language proficiency. Considering these psychological factors behind poor language learning, an instructor adopts a learner-centered teaching environment that helps to reduce a learner's socio-personal barriers (Hossain *et al.,* 2023). However, Hossain *et al.* (2023) reveal that the tertiary educational paradigm in Bangladesh lacks a supportive classroom environment and successful teacher-learner connectivity. In a study, Akanda and Marzan (2023) find that learners fail to develop English-speaking skills because they practice in a controlled classroom environment and do not engage in real-life situations or listen to native speakers. In contrast, the practice of developing writing skills requires a controlled classroom environment. Therefore, a suitable classroom ecology is essential. Since a curriculum is fundamentally implemented in a class through a course plan, a teacher, a lesson plan, and learners' activities, the authority needs to provide guidelines on how learners develop each essential writing skill within the classroom ecology. Disappointingly, the National University of Bangladesh's curriculum is problematic regarding the approach to teaching academic writing skills.

Furthermore, material design is a significant issue. The open-source informatics system has shaped the educational sphere, making authentic materials accessible. For example, the introduction to the e-library has brought every global library to the desk (Tomlinson, 2023). Accordingly, non-native learners have easy and specialized access to authentic materials at their desktops when they need them, following individual or institutional requirements subscriptions. However, the problem lies in the materials due to their generalized version. These versions may not help non-native learners because they present native contexts, which can lead to losing attention and slowing down internalization. Simultaneously, the non-contextual materials may not help the cognitive development of the learners (Shayeekh-Us-Saleheen, 2014). However, the researchers who criticize the course books as Anglo-centric (Shayeekh-Us-Saleheen, 2014) argue that the literature assigned at the tertiary level is suitable for mature readers. This causes an internal conflict among the freshmen due to their cultural non-alignment. However, Tomlinson (2023) considers these literary texts, along with school-level Anglo-centric grammar books, as the global course books. Here, authority plays a vital role in selecting and authenticating these decontextualized texts about culture and the level of instruction. Additionally, a teacher, beyond their authority, assumes secondary roles to adapt the lesson according to the learners' needs, preferences, requirements, objectives, and, most importantly, the context. Nonetheless, Huq

(2011) argues that the primary issue lies with class design rather than the course book in the EFL context. Huq (2011) has affirmed that the university curriculum offers introductory writing courses for first-year undergraduate EFL students. However, they emphasize that learners learn to write a CV, an application for professional and business purposes, thereby reducing the need for explicit development in writing strategies such as process analysis, comparative/contrast writing, and argumentative writing. Therefore, the courses in introductory writing skills serve the purpose of English for the profession, although they could have been English for academic purposes. However, reports on technology-enhanced learning in the EFL class (Khan & Islam, 2019) do not provide guidance on how learners can develop writing skills, despite the possibility of using AI tools for writing assignments. Learning through technology now poses ethical barriers more than instructional challenges. Thus, an EFL learner's development of writing skills encounters a key challenge in selecting materials based on the learners' level, context, and purpose; next, the instructional issues emerge.

Overall, learning the creative writing strategy, like poems, dramas, and novels, can help learners to get acquainted with the structural and developmental strategies of these forms. As they are rich in metaphorical language and surrounding images, learners can easily transfer their thoughts into languages and create imagery through analogies between the textual and their experienced ecologies (Weigle, 2002). Developing creative writing skills supports comparative writing because teaching writing skills through analogy is a straightforward approach (Singh & Singh, 2021). A learner begins by developing relationships among ideas, concepts, and incidents. Then, they emphasize the logical development of arguments regarding the similar and dissimilar aspects in them (Zhang, 2019). Thus, they gain a clear clue to expand the scope of abstract ideas. By employing this writing strategy, they are privileged to utilize their higher-order thinking skills (Riddell, 2016) by interpreting metaphors, symbolic language, and creatively engaging with discourse in literary texts. Ultimately, an instructor serves as a catalyst to bridge learners and the course materials. Drawing on these potentials, this study aims to explore how to enhance learners' engagement in the comparative writing process within their natural classroom settings.

3. Methodology

The "CLASS" is a class-based instructional and assessment tool used to observe and improve teacher-learner interaction. It helps organize a class, support learners more effectively, and foster an emotional connection between instructors and learners (Bank, 2017). Robert Pianta and colleagues introduced this tool at the University of Virginia. They used this tool so an instructor could provide emotional, instructional, and organizational support to learners by managing a class through scoring them on their assigned activities (Pianta & Hofkens, 2023). The 'CLASS' (Classroom Assessment Scoring System) is a class management methodology in the task-based classroom demonstration process (La Paro *et al.,* 2004; Li *et al.,* 2020; Liu & Jackson, 2008; Ng *et al.,* 2021) while the learners' activities are being scored. This

CLASS methodology aligns with the theoretical teaching model through an interaction framework (Hafen *et al.,* 2015). Slavin *et al.* (2009) implemented 100 mathematical interventions in the class and identified positive feedback from learners, emphasizing the suitability of this framework in the classroom setting.

Furthermore, the three-dimensional aspect of the CLASS methodology—emotional support, instrumental support, and classroom organization—has been adapted in various contexts through the Bi-factor model, yielding positive results in increasing learner engagement and achieving high scores. The Bi-factor model considers teacher-learner interaction in two dimensions: a general dimension and a specific dimension, with emotional support regarded as the general dimension and instructional-organizational support as the specific dimension (Ng *et al.,* 2021). In our study, we employed the specific dimension of this model. The specific dimension encompasses the instructional strategies of teachers and the organizational capacity of both teachers and learners. This dimension helps instructors develop effective instructional strategies, ensuring successful teacher-student interaction and optimal outcomes. Teachers can assist learners in achieving their goals, while learners understand what is expected of them and how they can support their teachers. The instructional-organizational dimension aims to facilitate effective and inclusive interaction, which increases learners' response rates (Confrey, 2005). Confrey (2005) finds that the classroom assessment scoring system helps learners achieve positive scores in final tests. Drawing on the positive results of this methodology, we have adopted it in our research to justify whether it works in our context and reveals positive impacts.

Our study employed an inductive approach, following four interventions. We achieved instructional goals – reading comprehension, micro-level writing components, sentence-level writing, and macro-level writing - through these interventions. Each task was designed to operationalize specific constructs: reading strategies, lexical awareness, syntactic awareness, and analogical reasoning. This systematic progression facilitates the development of higher-order writing skills in learners through poetry, thereby validating the four interventions. These interventions encompassed four classes. Theoretically, inductive research uses empirical data to generate a broad theory or practice (Creswell, 2013). This current research examined the process of teaching comparative writing through literary analysis and aimed to determine whether this approach could be generalized. Additionally, we employed an interaction model. An "X" college affiliated with the National University of Bangladesh was selected as the study site. Based on our research questions, we chose the freshers' class from the Department of English as the population. To explore the process of teaching comparative writing skills, we selected two poems from the Introduction to Poetry coursebook assigned by their university. This investigative paper examined how to develop both homogeneous and divergent conceptions of the topics before applying interventions. Regarding the nature of the investigation, we selected two daffodil poems written by two renowned English poets: William Wordsworth and Robert Herrick. I Wandered Lonely as a Cloud by William Wordsworth and To Daffodils by Robert Herrick

were chosen because both focus on the common theme of daffodils, while also illustrating contrasting aspects of human feelings - optimism and pessimism. This symmetrical selection encourages learners to engage in a comparative discussion of their word choices and thematic treatments through the central metaphor of daffodils.

The class in which we carried out our study consisted of 30 students. We developed four lesson plans for four consecutive lessons. Each lesson plan adhered to a one-hour schedule, which included 15 minutes for discussing the class objectives, clarifying the lesson tasks, and explaining the problems. The remaining 45 minutes were dedicated to individual or pair work, assigned for each session according to the lesson plans. The four lesson plans aimed to design the four activities as Table 1 shows:

Table 1: A Brief overview of the class activities in four designed classes

Lesson One	The learners are to write summaries of the two poems within 50 words by reading the poems once.
Lesson Two	The learners are to fill in the charts concerning the use of words by the poet.
Lesson Three	The learners are to paraphrase the sentence structure from the two poems in the given sheets.
Lesson Four	The learners are to write a comparative essay about the two poems within 150 words in 30 minutes, following the five questions.

The data from each class was collected and compiled, and the findings from the previous class were shared in the next session. We aimed to enable learners to learn through practice, without the instructors' direct interference in their performance, except for providing instructions on what to do. Here, the instructors' role was to explain the objectives, distribute the lesson plans and questions related to functions, provide a basic explanation of what to do and what not to do, and then gather responses from the learners. Afterwards, we categorized the findings into three sections, displayed in Table 2:

Table 2: The Categorization of Findings from the study

(1) the learners who could complete the task as per guided instructions,
(2) the learners who could not complete the task as per guided instructions,
(3) the learners who did not participate in the writing tasks,

Then, we presented the frequency tables and graphs using MS Excel 2016. Thus, we employed a mixed-methods approach in our study. We gathered qualitative data from participants and displayed the results through descriptive statistics. Our study aimed to identify and outline the process of comparative writing. Therefore, we measured the number of students involved in this writing skills process and whether a systematic approach could encourage class participation.

4. Findings

The results of the activities for four classes are presented here in the order they took place. It is important to note that each class was guided by a lesson plan, which is included in the findings section to help with interpretation and understanding of the data.

4.1.1 First Lesson

The lesson plan for the first class follows;

Table 3: The Lesson Plan used for the first class

A Lesson Plan
Class Time: 1 Hour
Topic: Using a skimming strategy to learn the idea about the contents
Contents: Two poems: I Wander Lonely as a Cloud and To Daffodils
Objectives: The learners can learn the skimming process to identify the meaning of the content.
Activities
The icebreaking session, discussing the objectives, giving a preliminary idea about the contents, serving activity sheets…………………………………………………*15 minutes*
Skimming the poem, *I wander as lonely as a cloud*……………………………. *05 minutes.*
Write the summary of the poem, *I Wander Lonely as a Cloud*, in 50 words………*10 minutes.*
Skimming the poem, *To Daffodils,………………………………………………… 05 minutes*

Write the summary of the poem, *To Daffodils*, in 50 words…………………………..*10 minutes.*
Two willing participants to read out their work on the topics………………………*10 minutes*
The collection of the responses for the learners and close the class………………..*05 minutes.*

4.1.2 The Results

It is said that the total number of students in this class was 30, and 21 participants were present, representing 70%. This indicates that the class has a representative number of students. The results from these participants are below:

Table 4: The Results of the responses from the participants

Item	Participants	Rate
The participants who could complete both of the tasks of writing summaries	2	9.52%
The participants who completed 'I Wandered Lonely as a Cloud.'	5	23.81%
The Participants who completed 'To Daffodils'	2	9.52%
The participants who could not complete either of the tasks	1	4.76%
The participants who did not participate	11	52.39%

The graphical presentation of the findings (Figure 1) shows a comparative scenario concerning the completion rate, incompletion rate, and non-participation rate in the activities:
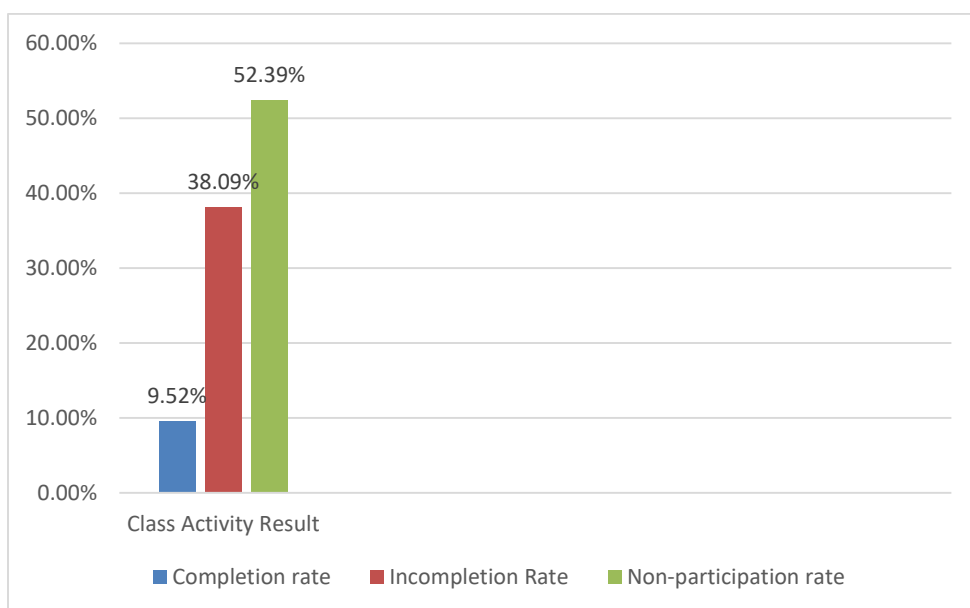
Figure 1: The findings in three categories from the First Class

4.2.1 Second Lesson

We designed the second class to teach learners how to craft a commentary based on the selected vocabulary in the content, emphasizing developing writing skills through the micro element of diction. We created a table to showcase the use of various words and phrases, which helped poets reveal the themes of both daffodil poems. Handouts (Appendix C) were distributed in class, and students were guided to review them in 20 minutes. Afterwards, they were advised to write a 50-word comparative note highlighting the main differences between the poems. The guided classroom activities included:

Table 5: The Activity Checklist for the Second Class

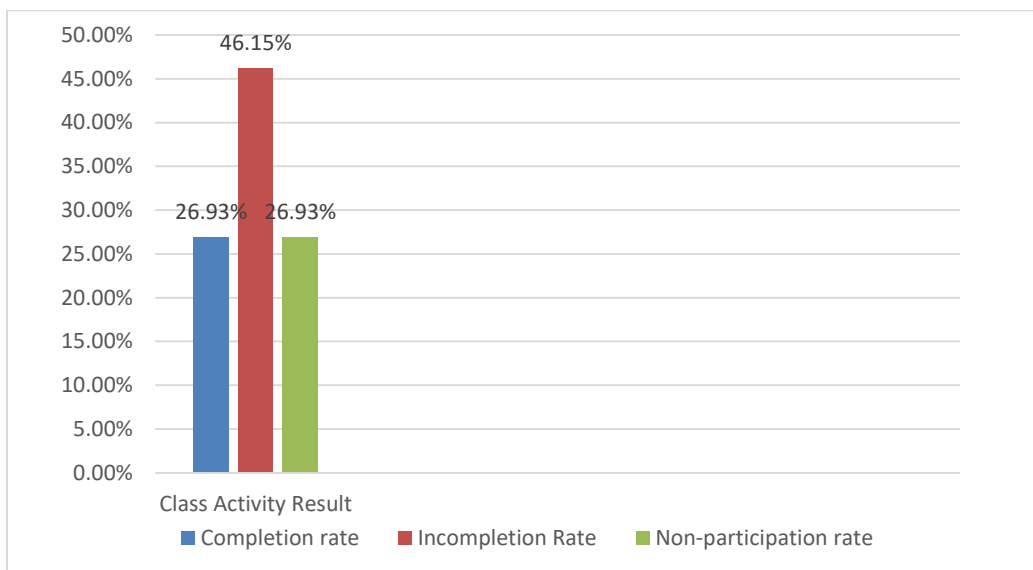| |
|---|
| 1. Distribution of the hands out to the class in 5 minutes |
| 2. The learners reviewed this table for 20 minutes. |
| 3. The learners worked out a comparative-contrast paragraph in 50 words for 15 minutes. |
| 4. Then, we called upon them for individual presentations for 15 minutes. |
| 5. We finished the class collecting their workout sheets in 5 minutes. |

4.2.2 The Results

The data shows that 26 of 30 students were in the second class. The data was compiled, and the results were presented in a table and a graphic in the next class. This explained how the results of the first class showed a positive change in students' attitudes toward their active participation. The results from the participants are as follows,

Table 6: Results of the second class from the participants

Item	Number of participants	Rate of the results
Submission of the assignments	19	73.08%
Participants who did not submit assignments	7	26.93%
The participants who could use the table to complete the paragraph	7	26.93%
The participants who did not use the table to complete the paragraph	12	46.15%

Table 6 shows that the class participation rate has risen to 26.93%, up from 9.52% in the first class.

Figure 2: The findings in three categories from the Second Class

4.3.1 Third Lesson

We designed the lesson plan for this third class to help participants learn the syntactic structures of the poems. We aimed for learners to replicate the syntactic patterns of the poems, which is the primary condition for effective writing. The third class had 28 participants. We distributed the handouts to the participants and advised

them to form pairs, resulting in 14 pairs. We clarified their task in 15 minutes and suggested that (a) they paraphrase the 12 segments of sentences. They were advised to complete the tasks using online paraphrasing tools and Android phones. Then, they were given 30 minutes to complete the tasks, and afterwards, all pairs submitted their work.

4.3.2 Results

In this third experiment, we paired up the learners before they completed the exercise. The learners were free to choose their own partners. Our goal was to encourage a collaborative attitude among the participants. The results from the participants indicate:

Table 7: The Completed Response Rate of the Pair groups

Group	Completed segments	Rate of Completion
1	12	100%
2	1	8.33%
3	1	8.33%
4	8	66.67%
5	7	58.33%
6	5	41.67%
7	8	66.67%
8	4	33.33%
9	2	16.67%
10	12	100%
11	6	50%
12	5	41.67%
13	6	50%
14	7	58.33%

The descriptive statistics show that the mean completion rate of the tasks is 50.00%, although the standard deviation (28.68%) indicates considerable variation from the mean. Nonetheless, this mean is consistent across the population, with a low standard error variation of 7.67%.

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Team	14	1	14	7.50	1.118	4.183
Total_Tasks	14	12	12	12.00	.000	.000
Completed_Tasks	14	1	12	6.00	.920	3.442
Parcentage	14	8.33	100.00	50.0000	7.66571	28.68246
Valid N (listwise)	14					

Figure 3: The Mean, Standard Deviation and Standard Error from Participants' responses

4.4 Fourth Lesson

This class examined learners' expertise at the semantic level, which suggests their ability to create analogical compositions. We stated the aim of this class as "To write an analogy about the daffodils poems referring to William Wordsworth and Robert Herrick". The class was guided on how to develop their ideas following the provided instructions, such as

1. Completing the analogy around 150 words in 30 minutes
2. Using their provided three hand-outs of previous classes
3. Showing contrast in how the poets used words and tone
4. Referring to how they used similes and metaphors
5. Students can use the paraphrased sentences from the previous task to develop their idea.

Twenty-three students (85.19%) out of 27 participated in the task, with the non-participants being minimal (14.81%). Of these 23 submissions, 14 (60.87%) participants successfully completed the task following the provided instructions, while 9 (39.13%) did not.
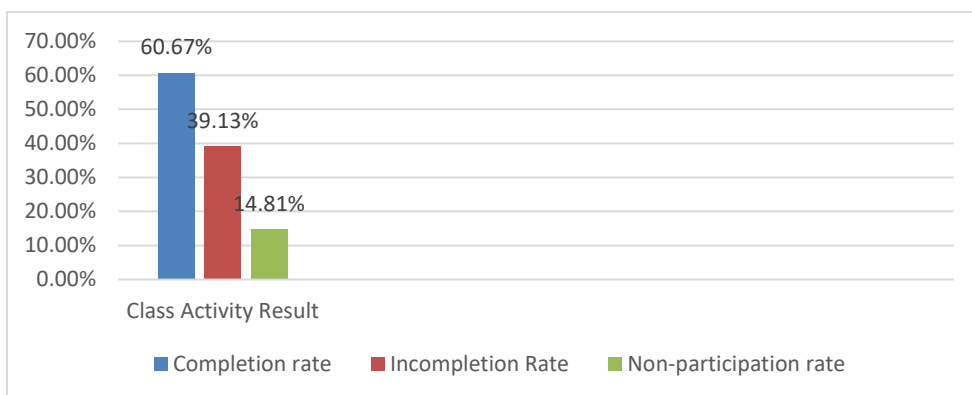
Figure 4: The findings in three categories from the Fourth Class

4.5 Interventional Validity

The interventions conducted over four consecutive sessions demonstrated consistent improvements, as participation and task completion rates rose across classes.

Table 8: The Progression Report across Four Sessions

Lesson 1	9.52% engagement rate	very low
Lesson 2	26.93% engagement rate	improved
Lesson 3	50% engagement rate	moderate
Lesson 4	60.87% engagement rate	strong

This progression demonstrates consistent improvement and confirms the effectiveness of the intervention by showing a clear learning curve. Next, our sample size (30 per class) reflects a typical class size in Bangladesh. Although not on a large scale, the results indicate that the approach can be replicated in similar classrooms. Therefore, the intervention's validity was confirmed through evidence of internal validity, shown by the steady improvement in students' task completion or activity engagement rates across four sessions. Overall, the intervention exhibits both pedagogical coherence and potential for replication in similar EFL classroom settings.

5. Discussion

The findings revealed three key aspects: whether our participants demonstrated gradual development in (a) pair interaction, (b) engagement in activities, and (c) task production. Considering the research questions, it is important to interpret the results to determine if the materials selection affected the learning process, whether the instructional approach positively influenced the learners' outcomes, and if the class progress report features can be replicated in future studies.

5.1 Issue of Material Selection

Material selection adds significant value in the EFL classroom, as it maintains a positive correlation between comfortable reading materials and the development of academic writing skills (Yundayani & Ardiasih, 2021). "I Wandered Lonely as a Cloud" (Appendix A) and "To Daffodils" (Appendix B) deal with two universal traits of human existence in nature and the world. The first poem expresses human happiness amid the abundance of nature (Hess, 2008) and the second deals with the transitoriness of human existence in the world (Alam *et al.,* 2023). Hence, the EFL learners have no chance of developing an aversion to socio-cultural contextualization in the selected materials. Due to this familiarity with contexts, learners can engage with materials instead of authentic resources (Weigle, 2002). Rahman (2019) finds that English literary text can be a potential source for developing language when the selection is proper, and the lesson plan complies with the objectives, level, and taste of the learners. Several procedures: breaking long sentences into smaller pieces, rewriting the sentences into different, changed sentences, and composing paragraphs with the textual vocabularies, phrases, and sentences, have been suggested for the mastery of writing skills through the use of literary texts (Rahman, 2019). Breaking long sentences into shorter ones and paraphrasing literary sentences familiarize the concepts. Consequently, the learners can retrieve these concepts in their writing, especially in descriptive, analytical, and comparative writing (Wallwork, 2022).

The results from the four consecutive classes comply with the learners' gradual progress in completing and submitting class tasks. The comparative visualization in the graph reveals the learners' developing engagement in comparative writing practices, which supports the stance that the class material is suited to developing learners' engagement.
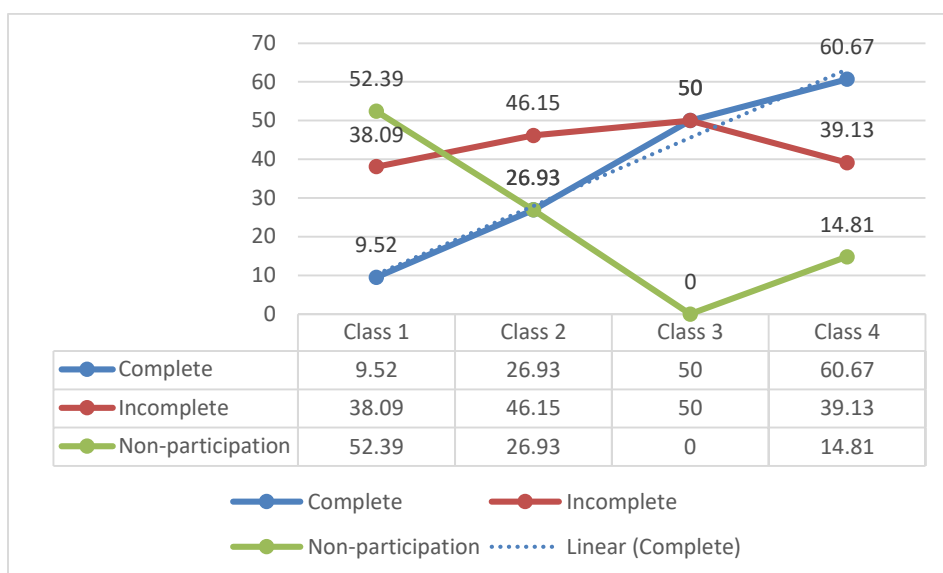
	Class 1	Class 2	Class 3	Class 4
Complete	9.52	26.93	50	60.67
Incomplete	38.09	46.15	50	39.13
Non-participation	52.39	26.93	0	14.81

Figure 5: The Linear Trend Line of the Completed Tasks

In Figure 5, the trend line shows that the data indicates a continuous increase per lesson starting at 9.52 and ending at 60.67. This progression and steady improvement validate the research's interventions and overall process. The learners increased the task completion rate (from 10 in the first to 60 in the fourth class). However, this graph shows divergent results in the non-participation parameter, especially when comparing the third and fourth classes. The reason for this difference is the change in the class management strategy, as the researchers offered a pair work activity, and the learners were free to choose their partner, highlighting the potential for bias and lack of balance. Nevertheless, the change in class atmosphere and learners' autonomy had a positive influence on the participation rate in activities. The discussion in this section addresses the first research question, which reveals that culturally compliant and justifiable materials can enhance learners' engagement in developing comparative writing skills.

5.2 Instructional Support in the Classroom

Writing is a vital skill for language acquisition in the EFL context; therefore, an instructor must provide clear instructions to learners (Negari, 2011) under the purview of concept mapping. Research reports emphasize the use of process writing in the classroom, ensuring that EFL learners brainstorm, plan, connect their experiences and textual knowledge, and produce content (Matsuda, 2003). In this case, the instructors break down the writing tasks, orient the class through various class activities, and engage the class in the production process through cognitive processes (Sturm & Rankin-Erickson, 2002). For this study, we divided the lesson into four sections, and the findings showed that learners needed to go through micro-components (acquisition of concepts, knowledge of vocabulary, and knowledge of syntax) of writing by interpreting literary texts. The breakdown of the content and

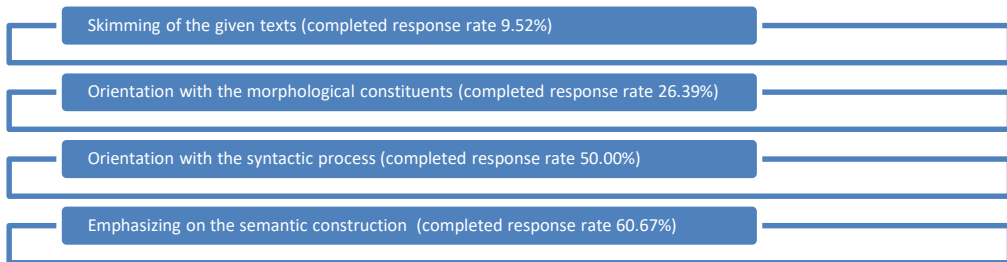the class response rate align with the findings of Negari (2011) and Strum & Rankin-Erickson (2002).

Skimming of the given texts (completed response rate 9.52%)

Orientation with the morphological constituents (completed response rate 26.39%)

Orientation with the syntactic process (completed response rate 50.00%)

Emphasizing on the semantic construction (completed response rate 60.67%)

Figure 6: The Instructional Breakdown of the Lessons and Activities

This subsection addresses the second research question, illustrating how an instructor can develop a course plan to achieve the intended objective. Therefore, the teacher is the key catalyst who selects materials and designs a course plan to motivate learners in reaching the specified goal.

5.3 Indicator of Learning Improvement

A learner's success has long been correlated with their level of engagement. Though the engagement has multi-dimensional perspectives, all perspectives align with the teaching-learning process in the educational landscape. However, it is a debatable issue as to the question of the agent, who tends to lead the learners engage (Axelson & Flick, 2010). Our study examined engagement and success in the classroom context using descriptive statistics. In response to the third research question and its findings, we emphasize that a class's success depends on learners' learning, which in turn depends on several factors, including class arrangement, activities, evaluation, and feedback. When a teaching-learning paradigm accommodates these factors, the learners' engagement rate increases, which characterizes their success (Caruth, 2018). The findings of this research indicate that the class environment influences engagement rates, consistently increasing engagement in class activities and gradually including each non-participant in the learning process, as measured by task completion and performance scores. The following figure shows that the trend line moves down in a linear progression (52.39<26.93<14.81).
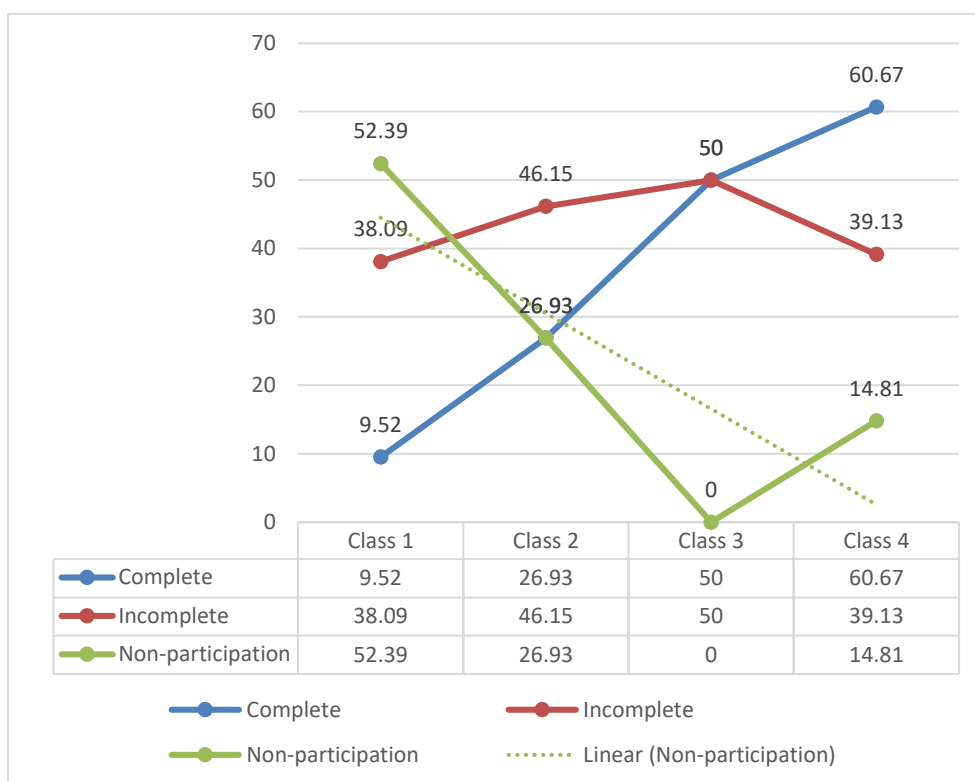
Figure 7: The Linear Trend Line of the Non-participation

A study done on the 6000 learners and the faculty of Indiana University finds that the learners could not attain the stipulated success in the online classes due to the lack of faculty-learner successful engagement, and the study recommended increasing the teacher-student engagement rate for attaining the stipulated success (Cavinato *et al.,* 2021). Hence, the class needs to ensure the engagement rate by creating an accommodating classroom environment for the learners. Our study reveals two replicable methods for reducing the detachment rate: implementing a clear, learner-friendly instructional strategy and establishing effective class management processes. This study, therefore, focused on learner engagement as a visible indicator of learners' development. This study showed a gradual increase in class participation, which, according to Cavinato *et al.* (2021), verifies the positive impact on the development of comparative writing skills.

6. Implication for Future Research

This study shows how literary texts can be interpreted and how classes can be managed to teach students about the process of comparative writing. We found that increasing class participation or engagement would help ensure the success of achieving the class objective. However, this study did not explicitly clarify the features of comparative writing or the rubrics used to assess whether learners' writing genuinely reflected comparative skills. As a result, it does not demonstrate

whether 60.67% of learners were able to complete comparative writing with all essential components included in their class assignments. Future research should address this gap.

7. Conclusion and Recommendation

The study examined whether English literary texts could serve as authentic material for teaching writing skills to EFL learners, and the findings showed positive outcomes when the class used two similar English poems to develop comparative writing skills. However, it was also seen that the class needs to ensure several aspects regarding the context relevance of the text, the balance of lexical content, and the learners' language abilities. Additionally, the findings emphasize that appropriate instructional support helps to engage learners in the learning process. To achieve this, learners should be encouraged to have autonomy in their learning, which the instructor can facilitate by adopting a process writing approach rather than a product-based one. The teaching agency, institutional authority, as well as curriculum designers must remember that learner engagement comes first, before considering the suitability of their outputs. Success is reflected in increased interactions between teachers and learners, among learners, and with the task itself.

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