



Beyond One Method: A Patchwork Classroom for Weaving Eclectic Methods into EFL Literature Teaching

CHAAMI Amine^{1,*} , HABIBI Tifour²

¹University Center of Aflou, (Algeria), Email: a.chaami@cu-aflou.edu.dz

<https://orcid.org/0000-0002-0837-4854>

²University Center of Aflou, (Algeria), Email: t.habibi@cu-aflou.edu.dz

<https://orcid.org/0009-0003-7378-9583>

Received: 17/06/2025

Accepted: 17/09/2025

Abstract:

In the sphere of pedagogy, the teaching of literature has been documented as an exertion for surrounding skill improvement, exploration, and comprehension. It has been proposed that the instruction of literature furnishes students with a valuable ability and quality for the coming times. This proclamation stems from the premise that the capacity to interpret and elucidate a literary work serves as a means of polishing and perfecting students' skills. Through the diverse exercises intended to decipher the significance of sentences and figurative language within literature, students unintentionally cultivate their understanding of the literary medium. The present search paper is to inspire students to participate in intellectual competition through the execution of tasks by rationality and sagacity, albeit difficult to accumulate, it is an invaluable learning experience with a slight predilection towards literature. It is for fostering a generation capable of critical thinking and astute analysis. From the process of interpretation to the discovery of the core meaning of statements, rigorous analysis is essential. The analytical process itself is a series of thoughtful deliberations by consistency and constancy.

Keywords: Eclecticism; Literature; Teaching; Learning; EFL classrooms

*Coreponding author

I. INTRODUCTION

Studying literature offers chances to improve your language skills. Naturally, literature that is a part of one's own heritage in a second language can be a useful tool for language procurement. Nevertheless, reading literature from any time period or culture can offer a fun setting for language procurement. In an effort to become more proficient in the language, language learners frequently focus only on situational and functional usages, failing to acquire a thorough understanding of higher register and literary usage. When students read literature that appeals to them linguistically as well as intellectually or emotionally, they may be exposed to a variety of new but accurate descriptive words and phrases, idiomatic constructions, and rhetorical devices. Furthermore, the student will gain a great deal from literature study, which requires reading and the verbal or written expression of deeper interpretive and critical reasoning, since the ultimate goal of language learning is to master expressive and interpretive abilities and the ability to evaluate various ideas and values.

Literature instruction is crucial for a number of reasons. First, it can be argued that literature study is beneficial for development. As a component of cultural expression, literature, like all other forms of art, reflects and makes observations about the social contexts, traditions, and values that give rise to it. Students who study literature are exposed to a variety of generic forms, such as poetry, detective novels, short stories, and epics. By doing this, they learn how to set criteria of value and comprehension that will help them better appreciate and assess the various aesthetic forms of both their own and other cultures. Students will gain an understanding of the importance of written or spoken language features and become more skilled at using language to express and assess a variety of ideas and values by thinking about topics like how authors construct believable characters, develop a series of actions, create a specific atmosphere or moral tone, and so on and so forth. To put it fleetingly, there are several general intellectual advantages to studying literature and linguistic developments in terms of form, style, and rhetoric.

The instruction of literature serves to cultivate an appreciation for literary works among teachers and learners alike. The educator's goal is to ignite an interest in reading significant literary pieces in students by stimulating curiosity and enjoyment towards the material. The author's work is a representation of the society and era in which they reside, with their thoughts and ideas influenced by historical events and contemporary views. The characters and events chosen by the writer offer insight into their thoughts and the reader's interpretation of these elements are essential to understanding the work. The events in the story are typically interconnected to establish a sequence of cause and effect. If the student can grasp these various aspects, it will provide them with a clear understanding not only about the language and society of the given period but also about life's general concepts and the consequences of actions. The author also imparts their own ideas, and the student often strives to comprehend these. This entire process necessitates the development of insight in the student. Insight is not gained through a single reading; rather, it requires repeated reading and practice at regular intervals.

This is often a difficult task sometimes. The teachers also have an objective of making this task easier for the learners. A very important objective of teaching a great work is developing a sense in the learner that there is always a simpler and more clear way to understand the higher ideas and views in life. Every so often the language of the work and the ideas are complex. This is the very place where a teacher can guide a student. If it is desired to cultivate interest in the work, it is often an interest in the teacher himself to make the work more interesting by giving a better explanation. All great works at some can greatly influence the ideas of a person. If a learner is deeply influenced by a work, he is bound to have a discussion about the work with someone. This can be a friend, family, or a teacher. The discussion with the teacher can prove most beneficial for the student. The teacher, being more experienced, can give the right guidance and comments about the views of the student and extempore often guides the thinking of the student in the right direction. Over and over again, a student might

want to write down his ideas from a discussion or by self-thoughts to keep a record. This will develop writing skills for the student. All this is most beneficial if a learner has understood the literary. Literature education has evolved significantly. Is teaching and learning literature a component of language education? This question, which allows for both yes and no answers, reflects a complex issue and calls for a historical perspective. In language classes, literature is often employed to learn the language itself – grammar, structure, and style. However, fiction also presents artistic value and educational benefits beyond just language procurement.

II. Trials and Tasks while Teaching Literature:

There are several major challenges that are now facing those teaching Literature at school and at undergraduate level. Unfortunately, new targeted and excellence driven agendas in education are often in danger of undermining the more widely limitless benefits that the study of literature has to offer. This in itself poses a direct and separate challenge to teachers of literature. If a subject is being increasingly perceived in terms of a narrow scope of results driven skills, then teachers of that subject will face pressures to deliver on these terms. It is arguable that literature inculcates an increasingly vital 'way out' from a cultural poverty strongly linked to teaching. It is engagingly and persuasively that reading literature nourishes a level of understanding that will ultimately protect us 'from the stupid certainties. It is the lack of cultural capital in families and communities which prevents many from achieving such understanding. A related problem is the increasing tendency to be expected to 'prove the worth' of our subject in immediately quantifiable terms, when it might be argued that the ultimate insights literature offers cannot often be catered for by relativistic assessment objectives. A student reference in response to a presentation once made of in the light of literature. Nonetheless, it teaches simply that certain illuminations are not timeless and literature offers no certainties about being the ultimate tutor to them. More optimistically, in addition to wanting to instil certain knowledge or reading skills, literature teachers will usually want to share something of their own enthusiasm for their subject, in much the same way a good novelist produces a lively sense of the world and the characters he presents. This inculcation is now perhaps more difficult with a largely adversarial student culture that is often unwilling to submit ungrudgingly to the learning process. The aim is to 'teach that there is a joy of understanding that to many of us seems under immediate and long term threat. A related problem is the inculcation of reading skills in a long term context given they are not always directly transferable to the reading of non-textual media and the recreational reading of information based texts. Unfortunately, any teacher who has recently given a class knows well the frustration of encouraging an exercise so long as nothing is known about. This is certainly an exercise worth persevering with and gaining in universal value.

Literature education is the process of teaching literature to students, with the aim of developing their language skills, cultural socialization, and personal education. It involves motivating students to read books, developing their literary competence, and contributing to their cultural socialization . In the past, literature held a special meaning and value in society, but this perception has diminished over time . However, literature has the power to humanize and liberate individuals, making it an important tool for personal growth and envisioning a better world .

Thereafter, integrating the principles into the teaching of literature is a valuable approach to improving its quality. It is by understanding the dynamics of instruction within literature. As a science, it relies a research-backed foundation for making informed decisions about their teaching methods. Consequently, these insights can be directly applied to enhance the teaching and learning of literature. Literature, with its foundation in language, is a discipline where emotions, ideas, and fantasies are expressed artistically through various forms. Literature instruction in education typically

involves a well-defined curriculum encompassing grammar, composition, and a diverse selection of literary works. This study aims to determine the significance of composition instruction within the framework of literature, focusing on its relationship to student success, teacher competence, instructional strategies (methods, approaches, and techniques), and ultimately, alignment with national educational standards. This evaluation considers the foundational principles of literature instruction and their respective objectives. The examination of literature teaching and learning commences with a look at the modernist period. The end of the 19th century observed a broader societal focus on individual capabilities to innovate, refine, and change the world through the tools of experimentation, science, and technology. A core objective of research during this era was to advance progress and foster a heightened level of awareness in the evolutionary process.

Instructional approaches play a critical role in shaping the efficacy of education, guiding the selection of optimal pedagogical strategies. The most suitable teaching method is typically contingent upon a confluence of factors: the unique attributes of educators and the dynamics inherent within their interactions and the ultimate objective. Educators are charged with the responsibility of adapting and adopting instructional styles that are compatible with the subject matter to be conveyed. Rather than relying on a singular approach, effective teachers integrate a spectrum of styles to cultivate student engagement.

Educators actively seek ways to optimize learning outcomes. The goal is for students to grasp concepts comprehensively. The resources for facilitating this process are wide-ranging: videos, tangible models, interactive presentations, and other learning tools. These supplementary aids are employed to inject dynamism and increase the efficiency of teaching literature. Visual aids are particularly valuable, enhancing the visual aspects of teaching. Charts, illustrations, graphs, and similar media provide visual clarity and can augment instructional effectiveness. It is frequently by tangible models to illuminate principles in a concrete manner.

When studying literature, comprehension of complex ideas is enhanced through the use of a systematic mind-mapping strategy. Students leverage such mind maps as an advantage when constructing literary arguments. Through the application of the step-by-step mind map approach, they are able to design varied approaches and make adjustments easily as required. Instructional aids serve as instruments and materials employed by educators to streamline the teaching procedure and amplify its efficacy. Illustrations of these aids span from whiteboards and projectors to educational films and other audio-visual components. These resources assist in presenting information in a more hypnotizing and convoluting manner, concurrently facilitating comprehension of intricate subjects and solidifying core principles.

The most advantageous approach to educating students fluctuates depending on individual learning preferences and partialities. Nevertheless, successful teaching methodologies encompass interactive exercises, application of concepts within real-world scenarios, personalized learning, technological integration, and cultivating a supportive and inclusive educational environment. It is imperative to acknowledge students' diverse needs and adjust pedagogical techniques accordingly.

Literature presents a multifaceted subject, and an effective approach to grasping underlying concepts is through a step-by-step mind map. Learners harness these mind maps to capitalize on formulating literature thesis statements. Assisted by these mind maps, it becomes notably easier to construct multiple drafts and accommodate revisions according to the needs of the task. These attributes possess considerable import in English language education. Specifically, it should be clarified that the term literature teaching herein denotes the utilization of literary works as a pedagogical resource, rather than as a subject for literary analysis (Abersold & Field, 1997). The

integration of visual materials can enhance student motivation and introduce them to varied input methods. Undoubtedly, learning materials with visual components are richer and more dynamic, contributing to a more tangible classroom experience.

There are several reasons why the use of literature in ELT classes is reviving. When language instruction began to emphasize the functional use of language, literature, which had been a component of traditional language teaching methods. The function of literature in ELT classes has been reevaluated, and many people now see literary texts as a source of rich linguistic input, useful prompts for students to express themselves in other languages, and a possible source of motivation for learners. Teaching literature to students is an itinerary that aims to improve their language proficiency, cultural socialization, and self-education. Literature used to have a special meaning and value in society. Nevertheless, literature has the ability to humanize and liberate people, making it a valuable tool for personal development. It involves encouraging students to read books for fostering their proficiency.

It is now essential and necessary to teach literature, especially in foreign language departments worldwide. Literature is taught in almost every arts faculty, exposing students to a variety of literary genres. Therefore, literature is available to students at university. In general, literature is extremely important for improving language proficiency. According to Carter and Long (1991), literature is used in the classroom to improve students' language proficiency. This demonstrates the value of literature abroad. The purpose is to determine whether the English literature component is taught in accordance with its goals and objectives. The methods teachers use to teach the literature component would therefore be very valuable and interesting. This study focuses on the methods and difficulties faced by primary school teachers when instructing the CCL Program. The methods used and difficulties faced when teaching literature to upper primary apprentices will be the main topics of education.

Integrating theories of teaching literature with actual teaching practices at recent research. It is by examining instructional approaches to teaching literature because we want to know not only if literature education can help students gain a better understanding of human nature, but also how this might happen. It is anticipated that all literary genres will be utilized in literature classroom interventions that aim to develop students' understanding of human nature. Teaching literature to students is a promising way to help them understand human nature. There is not currently a comprehensive review of the literature that looks into whether teaching literature is effective and, if so, what kind of instructional strategy works best. Therefore, in order to promote understanding of human nature, we conducted a systematic review of empirical intervention in the literature classroom.

Students' expected language, skills, experiences, and attitudes are known as the learning outcomes of literature instruction. The outcomes are the essential components that acolytes must achieve in order to meet the goals of their literature studies. Short stories are taught to students. Known as one of the elements of prose, they are continuous works of writing that include both fiction and non-fiction. Using language, short story writers address topics of human interest. It is necessary for students to compare and contrast various short stories in order to learn positive values from them. Research on language pedagogy in the EFL field, especially that which advocates the use of literature to teach languages, does not include specific language activities, despite emphasizing the value of literature as authentic language teaching material. The tasks are not planned with any particular teaching context in mind, even though some works focus on creating language activities based on literary texts. In addition, the study sheds light on some of the practical difficulties associated with using literature to teach languages and ends by considering the potential for more research.

III. Eclecticism and Teaching Literature :

Eclecticism deserves a place in the literature classroom due to, yet despite all the contention it has caused in the past. To guide this statement, one must start where the concept of eclecticism began, in ancient Greece. Early Greek philosophers were eclectic because they sought to combine differing theories and beliefs to create a new, unique synthesis; this is at the heart of what eclecticism aims to do. In the 1st century BCE, Cicero brought eclecticism into the Latin dialectic with his work. At this

juncture, Cicero proposed that an orator must be well-versed in all areas of knowledge in order to be successful. From there, it has been well-documented that teachers were eclectic until relatively recent times. It is widely agreed that the teaching profession is moving out of an age when teachers professedly and consciously acted as guides in initiating students into adult roles and knowledge. This was a necessary role that educators played because they were preparing their students for roles in society at large. These methods and tools must be presented precisely and clearly without exaggeration so that other researchers can re-examine or verify them. The author can describe the tools and methods used in the form of a scheme, table or diagram to explain methods used. With a literary focus, an eclectic approach can be explicit or implicit. An explicit approach to literary eclecticism involves the direct application of theories to one another by seeking differing or even contradictory theories about a specific work, genre, or era and looking to compare and contrast them to find commonalities or to create new understandings. These approaches can be most easily executed in a research setting, and a teacher with these skills or students looking to gain them can use this method to develop various projects.

From this perspective, a critic working within one specific theoretical or disciplinary framework or working with an acute sense of the particular historical or cultural dynamics of a given work may regard another critic's use of alternative methods or irrelevant contextual information as an impediment to understanding or as transgressing the boundaries of the text. Likewise, the conception of a literary work as an expression of the author's subjective beliefs, or as a record of some concrete social or cultural reality, will set very particular limits upon what sorts of meanings or data are admissible in interpretation. In consequence, the incompatibility of specific critical methods and the divergent views on what constitutes relevant data have often led to a fragmentation of the field of literary studies. This is particularly true of the division between 'analytic' and 'historical' modes of criticism. Inasmuch as the intellectual and methodological diversity of, literary theory has reached the stage where it is considered a legitimate field of study in its own right, there is now a bewildering array of possible contexts and meanings for a literary work. It is less possible for the literary scholar to know whether he has succeeded in understanding his text, or to communicate with scholars working from different premises. Moreover, the recent postulation of literature as a microcosm of the wider world of signs and signifying practices, open to an infinite intertextual and contextual deconstruction, has threatened to make a hermeneutically coherent interpretation seem both undesirable and impossible.

Eclecticism is a term with a complex and contentious history within the discipline of literary studies. In the nineteenth century, it was often used as a term of abuse, to signal a work's lack of originality or its unprincipled combination of disparate sources. Even during the twentieth century, when literary theory developed a more systematic attention to the ways that works of literature function as part of a wider social and cultural order, eclecticism was often seen as a bane to be avoided—a symptom of aesthetic or intellectual failure. The reasons for this are not hard to discern. If literature is seen as a mode of thought or a cultural practice with discernible rules, functions or effects, then it becomes important to understand the historical and philosophical contexts in which a given work is produced and the ways in which it is formally or stylistically structured, so as to determine its intended significance and to evaluate its relative success or failure.

Literature is our first, and perhaps our only means of making sense of the world and of other people. It is a natural human activity - something that all of us do, at least to a certain extent. It is the study of society and of the individual in relation to society. At the same time, because the medium of literature is language, literature enlarges the range of one's knowledge of the language and understanding of its possibilities. It is evident that the teaching of literature should be a fundamental and, at least in the early stages, an ordinary part of the schooling process. So it is, to some extent, in

most educational systems. Unfortunately, it is commonly the case that the teaching of literature is not seen as a matter of responding to enlightenment, but as a matter of learning and knowledge about set texts. Where such examination of the texts is held to be useful, it often leads to pupils developing an antipathy for literature. This results clearly in a failure to achieve the primary objective if the objective is rather the learning about life and language through literary study. If literature is to be taught for the fulfillment of its essential justification, then it may be argued that eclectic methods are the most suitable means.

The interval essentially deals with teaching literature, its various dimensions of problems involved from the part of a teacher teaching higher classes in schools. It is going to focus on adopting various strategies and devices of teaching in the light of his own experiences of the problems met with him during the time of teaching. The ultimate aim of the teacher is to make the students understand the classic literary works and the various aspects of literature like plot, style, and characterization. Inappropriately, the students are seldom well equipped with the language. It is found that a university student may be very good at his subject, no doubt, but very poor in English. Even it is found in some places, the students do not have sufficient background of the regional language. This is going to be an obstacle for the effective learning of literature. So, the language constituent is primarily considered. The teacher has to take some exercises to develop their language. At this point, the teacher instigates with a comprehensive descriptive study of poetry and prose. For instance, the teacher can proceed explaining the story followed by a reflection of the people, political conditions, and finally the death of protagonist. Then, the teacher will question the students to read the same as an assignment and answer certain questions given to them. This part is really interesting as it is noted from the author's experience and students will be able to understand the story and write it for their answer to the questions; it will be a test of their understanding. Then, it comes to the language; still, the language of Shakespeare may not be easy to understand. In such a case, the teacher can take a paraphrase and ask the students to compare this with the original; this will improve the understanding of the ancient idiomatic expressions too. The teacher at a later stage can make the students do a character sketch comparing it with present-day political leaders. This whole exercise will pave the way for a thorough study of the play. The effective teaching is particularly needed in the case of teaching foreign authors or poetry where the language is difficult. Again, an error analysis of the known regional language will be used to improve the language in a quite technical way. An important factor to take into consideration when judging eclecticism is the definition of what the teacher perceives as the best when implementing his teaching method. The eclectic model of teaching was sometimes a smokescreen for teachers to try and prove that the method they preferred was the best one. There is a possible difficulty that some teachers would have a bias to a certain method, derived from their own educational experience. This is especially apparent where some of the teachers that are now teaching are past university students of these same texts of literature. This results in a transfer of past educational experience to the method that these teachers would take in an attempt to teach the text. This is not necessarily a negative approach. The fact that the teacher has a previous understanding of the text would be a positive advantage, but it is often a concern that the use of eclecticism can result in unsystematic and random haphazard lessons and method switching, and these teachers would simply revert back to their preferred method under the belief that it is the best one. Using different theories in different contexts without any consistency in analysis and thought is known as eclecticism, and it is an incoherent approach to philosophical inquiry that seeks to understand a subject by drawing from a variety of theories, frameworks, and ideas. Eclectic arguments are usually made up of a variety of evidence that has been selectively chosen and assembled to create an unclear viewpoint. In order to try to understand a subject, eclectics apply different theories in different contexts without maintaining consistency in their analysis.

Eclecticism is the conscious use of methods, critical results, and procedures from different fields of inquiry, philosophical schools, or sources of teaching, guidance, and counseling. It is a concept that

has been interpreted in a number of ways, but the crucial idea is that it involves a selection of what the teacher perceives to be the best elements for the particular students at that particular time and for a particular aim from any available source without any limitation to a single source. This definition evolves the concept of selective borrowing and, taking into account the nature of literature, it is perhaps the best definition to use to describe what actually happens when teaching it to students: This is an experimental approach to teaching something, using the best available method, material, and resource without feeling bound to any one philosophy or theory of instruction. This practices the keys of methodology, experimentation, and available resource. This type of approach is tangled to the humanistic tradition, where the various approaches and methods derived from different periods of literary theory will be put to the students to examine their effect and readability in understanding a particular text. A modern-day comparison to this would be the work of a research scientist trying to find a cure for a disease. He looks at various experiments and other research that has been done in the particular field, and then he selects the method that he perceives to be the best one. This approach to literature is similar to the way that a scientist would approach research. An eclectic teacher tries various methods for better understanding before sequestering the one he perceives to be the best.

IV. Conclusion:

Eclecticism in teaching literature proved to deliver a solution in obtaining an ideal literature teaching. Teaching literature means more than just an effort to make students touch and understand the materials, since some literary works are too abstract and off the students' scope of life. In result, teaching literature is commonly regarded as a troublesome assignment to contract students to understand and fond of it. In this matter, an eclectic approach is believed to be the way out. Eclecticism in teaching literature is important because it encourages students to interact with literature through various activities. By doing these activities that may include a scrounger rummage, where students find items that are examples of imagery or items of a certain mood. Making a newspaper of the literature's life, acting out literature, or adapting literature to a familiar tune, students will understand the way meaning is created. This allows students to begin developing their interpretative skills. These activities also serve to bring literature to life and make the words on the page more meaningful. Students will be more likely to enjoy learning about literature and develop a lasting appreciation when they are able to apply their knowledge in a fun and rewarding manner.

Eclecticism in teaching literature has proven to deliver a highly effective and fruitful solution for obtaining an ideal example of literature teaching. It is evident that literature, being one of the most profound subjects of knowledge, introduces us to an intricate world of emotions, thoughts, and profound insights. However, teaching literature goes beyond the simple task of allowing students to touch and comprehend the materials, especially considering that some literary works tend to be excessively abstract and may lie outside the realm of students' scope of life experiences. Subsequently, teaching literature is frequently perceived as a burdensome task, as educators strive to find innovative ways to ensure student comprehension and foster a genuine fondness for the subject. In this crucial context, an eclectic approach has emerged as a beacon of hope and an effective way out of this predicament. Unquestionably, eclecticism in teaching literature holds immense importance due to its ability to encourage students to engage and interact with poetry through a diverse range of stimulating activities. By actively participating in these thought-provoking activities, which may encompass enthralling undertakings, where students are challenged to find tangible examples of imagery or items that evoke certain moods, learners experience literature in a tangible and relatable manner. Furthermore, through activities like creating a newspaper that chronicles the life of the poet, embodying a poem through dramatic performance, or even adapting a beloved poem to a familiar tune, students gain a profound understanding of the complex tapestry of meaning that lies within literature. It is through these engaging and interactive experiences that students first begin building their

interpretative skills, inviting them to delve deeper into the nuances of poetic language and its interconnected meanings. Outstandingly, these dynamic activities not only serve as conduits for transporting literature to life but they also infuse the written words on a page with profound significance and relevance. The study of literature is no longer a dehydrated intellectual exercise but rather an imaginative journey, filled with ecstasy and discovery. Without a doubt, when students are provided with opportunities to apply their newfound knowledge in a pulsating, effervescent, and worthwhile manner, they are more likely to cultivate a genuine appreciation for the magnificent realm of poetry. It is within this appreciative framework that the seeds of a lasting love for learning. In deduction, eclecticism in teaching literature has emerged as a potent force for revolutionizing the way literature is imparted to students. Through a multifaceted approach that stimulates active engagement, interpretation, and imaginative exploration, students are not only able to comprehend the profound meaning embedded within literary works but also develop a lifelong affinity for the profound wonders of literature. It is through the incorporation of diverse activities and interactive experiences that literature truthfully comes alive, enabling students to unlock its hidden treasures and embrace the transformative power within its pages. Accordingly, educators must continue to embrace the power of eclecticism in their teaching practices, fostering an environment where the thrilling of literature is wholly embraced and celebrated by students from all walks of life.

- **Referrals and references:**

- . Ellis, Rod; Sheen, Younghee (2006). "Reexamining the Role of Recasts in Second Language Acquisition". *Studies in Second Language Acquisition*. 28 (4): 575–600. doi:10.1017/S027226310606027X. ISSN 0272-2631. S2CID 145213635.
- Kincheloe, Joe L.; Horn, Raymond A. (2007). *The Praeger Handbook of Education and Psychology*. Westport, CT: Greenwood Publishing Group. p. 491. ISBN 978-0-313-33123-7.
- Matthews, Michael R. (2014). *International Handbook of Research in History, Philosophy and Science Teaching*. Dordrecht: Springer. p. 1024. ISBN 978-94-007-7653-1.
- Sasan Baleghizadeh; Heidar Abdi (2010). "Recast and Its Impact on Second Language Acquisition" (PDF). *International Journal of Language Studies*. 4 (4): 57–68. Archived from the original (PDF) on 2012-06-17. Retrieved 2012-04-13.