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Abstract

The critical study of literary texts on the part of learners has been a common concern among literature instructors. The fact that most of these learners hold a shallow descriptive attitude towards these texts either by recounting a synopsis or depicting characters or even preaching morally about the theme poses a big challenge for instructors to redress these misconceptions. Therefore, it is of paramount importance to point out to the vitality of integrating critical thinking as a central faculty in the process of literary analysis. Yet, this modality includes a plethora of critical operations the instructor himself needs to be aware of and to have a full mastery of their application for a fruitful and better methodical functionality of the analytical process. In addition, he is required to adopt each of these operations in the right logical order that the text entails. Such a challenge is never easy to meet especially in the practical field which deems to be inseparable from the theoretical realm of literary approaches and theories which converge and diverge endlessly to create certain difficulties the students tend to avoid by resorting to that superficial study of texts. Hence we tend to shed light to the learner's intermediary position between his misconceptions and the challenges he needs to overcome to achieve his objectives.