Literary genre preferences, text complexity, and appreciation levels on Western literature courses among English major students in China

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Abstract

Literature is an integral part of the English major curriculum in China, and it plays a crucial role in the development of students' language proficiency and cultural awareness. This study aimed to explore the literary genre preferences, text complexity, and appreciation levels among English major students in China, with a focus on Western literature courses. A descriptive approach was used to conduct the research, integrating qualitative analysis with quantitative questionnaires. The study involved 405 students from Guangdong Technology College and Guangdong Vocational and Technical University of Business and Technology in South China who were majoring in business English and Translation. The students ranged in age from sophomores to seniors. A questionnaire consisting of sixty items on a four-level Likert scale was given to the participants to complete. It questioned about their preferences for literary genres, how complex they thought the texts were, and how much they valued Western literature courses. Text complexity, literary genre preferences, and levels of appreciation for western literature were shown to be significantly correlated with each other, according to the results of the NPar and Mann-Whitney tests used to analyze the data for the three variables. In addition, it is reported that there were significant differences between grades and majors in terms of appreciation levels on western literature. Results of the study showed that Chinese English majors have a variety of tastes in literary genres. Furthermore, the study discovered that students' levels of enjoyment for Western literature courses were strongly influenced by their perceptions of the texts' complexity. Students who thought the materials were more difficult generally showed less appreciation for the courses, whereas students who thought the texts were easier to understand showed more gratitude. The finding has important ramifications for Chinese English literary instructors. According to the findings, teachers should take into account the vast range of genre preferences of their students and make an effort to include a variety of literary works in their classes. Teachers should also be aware of how difficult the books are thought to be and work to establish a welcoming classroom atmosphere that inspires

students to read and enjoy Western literature. Meanwhile, the study's effects on the field of English literary education are much more widespread. The results emphasize how crucial it is to comprehend students' tastes and viewpoints when creating interesting and significant literature courses. Hence, this research offers significant understandings of Chinese English major students' choices for literary genres, text difficulty, and levels of appreciation. The results highlight the need of comprehending the varied inclinations and viewpoints of pupils when creating successful literature classes. For Chinese English majors, teachers may design a more interesting and fulfilling learning environment by considering their preferences and perspectives.

Keywords: literary genre preferences, text complexity, appreciation levels, English major students, Western literature courses

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1. Introduction

Western literature courses are regarded as one of the key requirements for undergraduate English majors in China. English majors must become proficient in the canon of Western literature. It is still up for debate, though, whether teaching English majors' Western literature may actually be beneficial and suit their needs and interests. The study titled Literary Genre Preferences, Text Complexity, and Appreciation Levels on Western Literature Courses among English Major Students in China aimed to investigate the relationship between literary genre preferences, text complexity, and appreciation levels among English major students in China. The study is significant because it can offer insights into how these factors can affect the reading experience of literature students. In this study, genre is a concept proposed by French scholars at the end of the 18th century. It originally referred to the classification of literary works. Simply put, genre can be defined as a specific type of artistic creation that shares common features of form, theme, style and language. literary genre refers to the specific style of literary works. It is one of the factors of literary form, referred to as "style". Common ones include novels, proses, dramas, poetries, etc. While literary genre preferences refer to the specific types of literature that an individual prefers. This may encompass various types of literature such as drama, poetry, fiction, prose, and others.

An individual's preference for certain genres of literature may be influenced by a range of factors, including their cultural background, personal experiences, psychological traits, and so on. Text complexity for this study pertains to the level of sophistication and difficulty encountered in a text. Jensen (2009) believed that indexes of readability, word frequency, and non-literality determine complexity of a text. This can further refer to various aspects of a text, such as levels of meaning or purpose, sentence structure, language conventionality and clarity, and knowledge demands. Typically, text complexity is used to indicate the level of comprehension required to read and understand a particular text. According to Nilsen, et. al.,(2009), the process of evaluating a reader's interpretive reaction to a literary work is known as literary appreciation. While appreciation levels refer to the manner in which individuals respond to a particular text or work of literature. This may include various aspects such as ability to get a good feeling, ability to understand diction and syntax, and ability to figure out style. Appreciation levels are often subjective and may vary from person to person.

The study employed survey research to gather data from a sample population of English major students in China. The sample population comprised of sophomore, junior and senior majored in Business English or Translation, who had completed at least one Western Literature course. The data collection tools used Questionnaire Star, to collect questionnaires for study. The data collected were analyzed using descriptive statistics, correlational analysis, regression analysis, and inferential statistics, etc. The study was conducted for multiple reasons. In general, the study's goals were to identify the literary genres that the Chinese English major students prefer, the text complexity, and their degrees of appreciation for western literature courses, and then suggest an enhanced program to raise those levels of appreciation.

To be more precise, this study was essential in order to gain a comprehensive grasp of the literary genre preferences, text difficulty, and degrees of appreciation among English major students. The study was used to determine which literary genres English majors most enjoy reading as well as how text complexity affects their reading habits. Second, the study aimed to help determine what factors affect students' degrees of enjoyment for literary works. Understanding these factors could help in designing effective pedagogical strategies to enhance the students' reading experience and enrich their understanding of literature. Thirdly, in addition to adding to the body of knowledge in the academic field, this study helped educators and curriculum designers improve the pedagogical approaches to enhance the learning experience of their students in courses on western literature. In conclusion, the research served to pinpoint future directions for investigation into digital reading habits, cognitive processes, and

affective responses in the context of teaching English.

This study aimed to identify the literary genre preferences, text complexity, and appreciation levels of Chinese English major students taking western literature courses. It also proposed an intervention to raise the students' level of appreciation. Specifically, this study determined the respondent's literary genre preferences as to novel, prose, drama, and poetry; determined text complexity in terms of levels of meaning and purpose, structure, language conventionality and clarity and knowledge demands; identified appreciation levels as to ability to get a good feeling, ability to understand diction and syntax, and ability to figure out style; tested the significant relationships among literary genre preferences, text complexity, and appreciation levels; and proposed a literary enhancement program to enhance Chinese English major students' appreciation levels on western literature courses.

2. Methods

Research Design - This study adopted a quantitative approach to gather data and analyze the relationships between literary genre preferences, text complexity, and appreciation levels among English major students in China. Also, descriptive method was employed to describe the characteristics of the population or phenomenon being studied. The method focused primarily on describing the nature of the demographic component of the population, rather than on the reasons why particular phenomena occur. A self-administered questionnaire was utilized to collect data on participants' literary genre preferences, perceived text complexity, and appreciation levels.

Participants of the Study - A stratified random sampling technique was employed to ensure representation from Guangdong Technology College. The sample size was determined based on statistical power analysis to ensure adequate sample representation and generalizability of findings. The participants were from two private universities in Guangdong province, China, namely, Guangdong Technology College and Guangdong Vocational and Technical University of Business and Technology. Both of the universities enrolled Business English major and Translation major students, and the students will take literature courses from Sophomore. According to the total number of participants among 2nd-year students to 4th-year students who specialized in Translation and Business English major and based on the Raosoft sample size calculator online (5% margin error, 95.77% confidence level and 50% response distribution level), 405 students were chosen at random to be the target respondents. The researcher used random sampling to select. Under the supervision of the teacher, each participant completed the questionnaire by using "Questionnaire Star" on their mobile phone.

Instruments of the Study - There were four sections of instruments utilized. The questionnaire was examined and validated by five specialists in the field of western literature. An expert in statistics performed a reliability test on the survey. Following alteration, the sub-dimensions and the variables' Cronbach's alpha were almost all over 0.8, demonstrating the great internal consistency of the items and the strong reliability of the research data. The respondents' demographic profiles, which include their grade level, major, and sex, are presented first. The second is a preference questionnaire for literary genres. It can be broadly classified into four categories: poetry, drama, prose, and novels. The questionnaire consisted of four sections and twenty items in total. Questions in this part are novel (questions 1–5), prose (questions 6–10), drama (questions 11–15), and poetry (questions 16–20). Thirdly, The Standards' Approach to Text Complexity (isbe.net) serves as the foundation for the text complexity questionnaire. It has gained popularity and is shown to be a legitimate and trustworthy technique for assessing text complexity. The questionnaire consisted of four components totaling twenty items: questions 1-6 on meaning and purpose, questions 7-9 on structure, questions 11–15 on language conventionality and clarity, and questions 16–20 on knowledge demands. Finally, in order to ascertain the current state of English major students' appreciation levels for English literary texts in China, a questionnaire on appreciation levels was developed. It is based on Literary Appreciation Skills and Reading Performance of University Students (isbe.net). The design of the questionnaire consists of three parts. Part A is ability to get a good feeling (questions 1-8), Part B is ability to understand diction and syntax (questions 9-13), and Part C is and ability to figure out style (questions 14-20).

The pilot test, in which 30 participants are randomly chosen to finish the questionnaires, has been done in

order to guarantee the reliability of the questionnaire. The Cronbach's alpha values for literary genre preferences, text difficulty, and appreciation level were found to be 0.944, 0.923, and 0.938 in the reliability results. These values indicate that the items have an excellent degree of internal consistency. The following table displays the specific findings of the questionnaire's reliability test.

Table 1
Reliability Results

Variables	No. of Items	α value	Interpretation
Literary Genre Preferences			
Novel	5	0.828	Good
Prose	5	0.856	Good
Drama	5	0.855	Good
Poetry	5	0.888	Good
Overall	20	0.944	Excellent
Text Complexity			
Levels of Meaning or Purpose	5	0.812	Good
Structure	5	0.800	Good
Language Conventionality and Clarity	5	0.836	Good
Knowledge Demands	5	0.776	Acceptable
Overall	20	0.923	Excellent
Appreciation Levels			
Ability to Get a Good Feeling	8	0.873	Good
Ability to Understand Diction and Syntax	5	0.887	Good
Ability to Figure out Style	7	0.838	Good
Overall	20	0.938	Excellent

Legend > 0.9 = Excellent; >0.8 = Good; >0.7 = Acceptable; >0.6 = Questionable; >0.5 = Poor; <0.5 = Unacceptable

As is revealed in Table 1 that except Knowledge Demands in Text Complexity, which is acceptable, all of the Cronbach Alpha are beyond 0.8, these indicators' remarks are good. The coefficient Cronbach Alpha in Literary Genre Preferences is 0.944, Factors like novel is 0.828, prose is 0.856, drama is 0.855, and poetry is 0.888. The coefficient Cronbach Alpha in Text Complexity is 0.923, Factors like levels of meaning or purpose is 0.812, structure is 0.800, language conventionality and clarity is 0.836, knowledge demands is 0.776. While the coefficient Cronbach Alpha in Appreciation Levels is 0.938, Factors like ability to get good feeling is 0.873, ability to understand diction and syntax is 0.887, ability to figure out style is 0.838. Therefore, the Alpha value suggested that the respondents understood the items and gave the appropriate answers.

Sampling Procedure - Following the approval of the suggested title, the research got underway. Subsequently, the researcher proceeded to get permission from school leaders, and upon receiving it, the survey form was finalized. Expert confirmation of the content was sought, and pilot testing was used to assess reliability. Survey questionnaires were used to gather data for this investigation. Participants received questionnaires when Guangdong Technology College and Guangdong Vocational and Technical University of Business and Technology approved the survey. To encourage students to engage fully, the researcher and assistants shared links to the questionnaire via social media, such as WeChat group, QQ group, student organizations, and school official accounts. The study used anonymous data collection techniques to guarantee that private information was kept secret. Data collecting via Questionnaire Star, a Chinese online survey tool, began on January 27, 2024, and ended on January 29, 2024.

Data Analysis - The Likert standard questionnaire was used to collect the data, which was tallied first. The demographic details of the research participants are initially described in this study. Then, three variables, participants' preferences for literary genres, perceptions of text complexity, and degrees of appreciation were examined using SPSS version 20.0 to enter, purify, and analyze the gathered data. Additionally, as part of the data analysis process, the weighted mean of each sub-variable in relation to the target was employed as the primary indicator of the processing data outcomes and was consistent with the ranking after the composite mean was initially proposed and expressed. The key impacting elements and components were highlighted by the indicators' results. Four Likert scales, with matching alternatives selected, were used to indicate ratings, the weighted mean, and verbal interpretations in order to gauge participants' opinions and feelings. On the basis of the highest weighted

average, lowest weighted average, and comprehensive average, respectively, a thorough study was performed. A few more questions were raised by the analysis by using frequency distributions, percentages, rankings, and T-tests.

Ethical Considerations - Before beginning the research, the authorities of the school are asked for permission to collect data for the dissertation. The participants were then given permission to answer the survey questions voluntarily, and they were fully informed of the purpose of the study prior to participating. Both the participants' stated data and their privacy were preserved because they were used only for this study. Lastly, due credit was given to the referential writers and their ideas/works were included in the references.

3. Results and discussion

Table 2
Summary Table on Student Literary Genre Preferences

Indicators	Weighted Mean	Verbal Interpretation	Rank
Novel	3.49	Agree	1
Prose	3.33	Agree	3
Drama	2.93	Agree	4
Poetry	3.36	Agree	2
Composite Mean	3.28	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 summarizes student literary genre preferences. It suggests that "Novel" is the most preferred genre, followed by "Poetry," then "Prose," and finally "Drama," which is the least preferred. There are several reasons why students could rank these literary genres in this order, but there are many more criteria that might also impact their preferences. "Novel" was the number one literary genre with an average score of 3.49, indicating that students agreed that they enjoyed this type of literature more than other literary genres. Novels often provide readers with intricate storylines, deep character development, and vivid settings that can be quite captivating. Since novels are typically lengthier than other literary works, they can explore characters and narrate stories in greater detail. And also, novels are easy to obtain since they are frequently easily found in bookstores, libraries, and internet resources. Eventually, novels' enduring appeal among readers may also be boosted by their widespread representation in popular culture today, notably their successful film adaptations.

The second-ranked category is "Poetry" with an average score of 3.36. This may be related to poetry's characteristics, poetry has the power to express complex thoughts and feelings in a clear and simple manner, which might appeal to people who value language as art. Poems are a popular choice for communicating personal experiences because of their concentrated emotional force, which can resonate powerfully with readers. And also, poems are shorter than books and are meant to be read and enjoyed quickly. The average score of "Prose" is 3.28, ranking the third. This score indicates that students have a certain preference for literary works in this category. Non-fiction works such as essays, articles, and biographies fall under the category of prose and can be both entertaining and instructional at the same time. In academic settings, where it is frequently given for reading and analysis, prose can be more useful. Prose offers something for every taste, ranging from the formality of academic articles to the intimacy of personal essays. "Drama" ranked the last with an average score of 3.36. This may be because this category contains some literature that students are familiar with and enjoy. This may be because drama can express emotions and thoughts in a unique way, giving readers a different reading experience (Jones, et. al., 2019). Since drama frequently calls for performance, which isn't always as convenient as reading a book or even a poem. Some readers could be put off by plays since they might be difficult to grasp in terms of the language, stage instructions, and theatrical conventions.

Drama is less portable and accessible in text form since it frequently depends on production values and live interpretation, unlike novels, poetry, or prose, which can be read on their own. These are broad generalizations, and choices of individual students will change according to their own interests, cultural backgrounds, educational experiences, and exposure to various literary genres. Furthermore, students' tastes can be greatly influenced by the

way literature is taught in schools as well as by the availability of various genres in the media and public spaces. Brown's study (2020) also reflected students' preferences for different literary genres may be influenced by their reading experience, educational background, and personal interests.

Table 3
Summary Table on Text Complexity

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Levels of Meaning or Purpose	3.29	Agree	2
2. Structure	3.24	Agree	3
3. Language Conventionality and Clarity	3.36	Agree	1
4. Knowledge Demands	3.15	Agree	4
Composite Mean	3.26	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The highest weighted mean is given to language conventionality and clarity, with a score of 3.36, which leads to an 'Agree' interpretation and ranked the first. This suggests that respondents consider the conventionality and clarity of language to be the most significant contributor to text complexity. Conventionality is the extent to which language use follows accepted conventions, whereas clarity is the degree to which information is communicated in a clear and straightforward manner. Readers will find conventional language more familiar because it adheres to accepted linguistic conventions. When readers come across unusual language, the novelty or departure from accepted usage may make it difficult for them to understand the material. Conventional language is predictable, allowing readers to make predictions about word choices and sentence patterns based on past knowledge. This consistency makes comprehension easier, but nonsensical language raises expectations and complicates matters. To reduce ambiguity and misunderstanding, clear language minimizes it by using exact vocabulary and direct phrasing. Uncertain language might make it harder for readers to understand the material and increase their effort level. Readers can comprehend information more quickly when it is presented in a standard and straightforward manner since they won't have to stop frequently to look up words or read sentences again to understand what is being said. This effectiveness improves comprehension and lessens cognitive burden. Conventional language frequently uses idioms and terminology that are appropriate for the situation, which aids readers in placing the text inside a predetermined framework. Unconventional language may make it more difficult to understand the context, which would increase complexity. The reader's ability to read, comprehend, and process the text as a whole will all be impacted by the language's conventions and clarity (Wolff, et. al., 2019).

Levels of meaning or purpose has a weighted mean of 3.29, corresponding to an agreement according to the verbal interpretation provided in the table. It ranked the second, suggesting that respondents find that texts having multiple levels of meaning or purpose adds to text complexity. Text complexity is largely determined by the various layers of meaning or intent inside a text. This is so that the reader must use more cognitive resources to interpret and comprehend a text with multiple levels of meaning. Texts having various layers of interpretation or intent may become more difficult for a number of reasons: When a work includes several levels of significance, readers have to dig deeper to comprehend every level. This may entail interpreting meanings that are literal, metaphorical, symbolic, allegorical, or ironic, which calls for a higher level of cognitive effort and interpretive proficiency. Rhetorical devices like personification, similes, metaphors, and hyperbole are often used in texts with many meanings. These tactics can add richness to the text but also complicate it for certain readers. Plots inside plots, subplots, and nonlinear storyline are examples of an elaborate framework that can accompany a text with numerous layers of meaning, making it more difficult for readers to follow the overall structure and fully appreciate the work. Studies have indicated that in order to properly understand a document, readers must be able to discern not just its literal meaning but also its intended implications, underlying themes, and contextual elements (Kelly, et. al., 2019).

Structure scored 3.24, ranked the third, implying that the respondents agree that the structure of a text contributes to its complexity, but it might be considered slightly less influential than the levels of meaning or purpose and language conventionality and clarity. Because it affects how information is arranged and presented to the reader, a text's structure is a key factor in determining its complexity. A text might become more difficult for the reader to understand if it has an unclear or unusual structure, whereas a clear and well-organized structure

makes comprehension easier. By directing the reader through the logical flow of ideas, a well-organized text can aid in comprehension, whereas a poorly constructed text may confuse readers and make it more difficult for them to derive meaning from the text. The study shows how readers can better comprehend and retain information from a book when there is a clear structural arrangement (Kim, et. al.,2019).

Knowledge demands has a weighted mean of 3.15, with respondents agreeing (though to a lesser extent than the other indicators) that this factor contributes to text complexity. It ranked the last, which would mean it is seen as the least influential factor represented in this table. In fact, a major factor in text complexity is knowledge demands, which comprise the background knowledge and prior knowledge required to understand a text. Knowledge demand essentially determines how much prior knowledge a reader needs to have in order to understand the text's substance, arguments, or narratives, which adds to text complexity. The text's overall complexity will increase as readers who lack the necessary understanding find it harder to understand. To be more specific, readers must be conversant with domain-specific language in order to comprehend texts with high knowledge demands. Readers may find it difficult to understand the content if they are unfamiliar with this vocabulary. Understanding complicated texts well typically necessitates a thorough comprehension of the ideas being covered. Readers may find it challenging to follow the arguments or narratives offered if they are unfamiliar with these fundamental concepts. Certain books necessitate an understanding of particular historical or cultural settings. In the absence of this contextual knowledge, readers might overlook significant allusions or subtleties in the text. Reading complex texts might require readers to think abstractly and understand concepts that are neither tangible nor immediately apparent. A greater degree of cognitive activation is required for this. It implies that readers who lack the required prior knowledge may find writings demanding specialized or advanced knowledge more difficult to understand, which would raise the text's overall complexity (Long, et. al., 2019).

Table 4 presents summary table on appreciation levels, the composite mean is 3.10, the verbal interpretation is agreed. It can be found that the respondents are generally able to get a good feeling when reading the document, understand the wording and syntax of the document, and judge its style. This may be related to the clarity of the literary texts and the reading experience and ability of the reader. Regarding participants' ability to get a good feeling on literature appreciation, it describes the rating of "the ability to feel good", with a score of 3.14, ranking the first. This means that respondents generally felt that they had a positive emotional experience from the document. This feeling may come from the document's content, format, or other factors. The idea of literary aesthetics and reader response theory are frequently connected to the capacity for positive emotions derived from an enjoyment of literature.

Table 4
Summary Table on Appreciation Levels

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Ability to Get a Good Feeling	3.14	Agree	1
2. Ability to understand diction and syntax	3.05	Agree	3
3. Ability to figure out style	3.11	Agree	2
Composite Mean	3.10	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

While reader response theory concentrates on how readers understand and interact with texts, literary aesthetics examines the beauty and emotional resonance of literary works. Because literature has the ability to arouse emotions, ignite the imagination, and offer insights into the human experience, readers can experience positive feelings when they read literary writings. Universal themes like love, grief, bravery, and redemption are frequently addressed in literary works. Readers may be able to relate to the characters and their situations emotionally by tapping into these issues on a personal level. Literature can encourage empathy in readers by depicting characters and their hardships. Readers can grow more compassionate and understanding by learning about various viewpoints and life experiences. For readers, an aesthetically attractive experience can be produced through the use of language and literary devices like rhythm, metaphor, and imagery. Well-written poetry or prose can have an innate beauty that can gratify. Reading literature can force readers to consider difficult concepts and issues thoughtfully. This kind of intellectual activity can be fulfilling and give one a sense of achievement. One

can travel to other planets, eras, or realities by reading literary writings as a way to escape from daily life. This little getaway can be relieving and soothing. Because literary works allow readers to experience and absorb emotions through the story, they can offer a cathartic release. In this study, the impact of literary aesthetics on the reading experience's emotional content is covered, it implies that a literary work's aesthetic elements can arouse intense emotions in readers and enhance their overall appreciation (Jacobson, 2019).

As for the ability to figure out style, it got a score of 3.11, ranking the second. It describes a reader's ability to judge style. This means that most readers will be able to identify the text's style and characteristics, such as formal, informal, academic, etc. Understanding syntax (sentence structure) and diction (word choice) is essential for appreciating literature since they have an impact on how readers interpret and interact with a work. These topics are frequently covered in linguistics, stylistics, and literary theory studies. Because diction and syntax are the cornerstones of written communication, readers can comprehend them in literary works. Whether reading in their mother tongue or a language they have studied, readers are aware of the fundamentals of the language employed in the literary work. A foundation for interpreting diction (word choice) and syntax (word and phrase order) is provided by this common knowledge. Through their education and reading experiences, the majority of readers have been introduced to grammar rules and sentence structures. They are able to comprehend the connections between words and phrases and digest sentences because to this familiarity. There are often hints for interpretation in the context in which words and sentences emerge. Contextual information can elucidate the meaning of a phrase or sentence structure, even if the reader isn't initially aware what it means. Readers expand their vocabulary by reading books that introduce new terms, which makes it easier for them to comprehend books that employ the same terminology later on. Literary compositions frequently adhere to specific grammatical and syntactical rules. For instance, writing may value directness and clarity, whereas poetry may utilize more complex grammar to generate rhythm and flow. With time, readers pick up on these traditions. Kukkonen's (2019) book provides a practical guide to stylistics, which is the study of style in language and literature. It includes chapters on analyzing diction and syntax in literary texts, helping readers to better appreciate the artistry of writing.

Ranking the last is participants' ability to understand diction and syntax, it relates to "ability to understand wording and syntax", with a score of 3.05. It indicates that most readers are able to understand the vocabulary and sentence structure in the literary texts. This may be due to the clarity of the document or the reading ability of the reader. Determining the style of a literary work is a crucial part of literary appreciation since it helps with comprehension and interpretation of the text. The use of words, sentence construction, metaphorical language, and other components to give a work a distinct voice and feel is referred to as style. There are various reasons why readers can comprehend the diction (word choice) and syntax (word arrangement into phrases and sentences) of literary texts: language acquisition, educational background, and reading experience, etc. The majority of readers have gone through the process of acquiring a language, picking up the vocabulary and grammar of a studied or native tongue. They can recognize words and comprehend how they are used to construct meaningful sentences because to this foundation. Readers are frequently instructed on language structure, including sentence construction, parts of speech, and various writing styles, through their schooling. This foundation knowledge makes it easier to interpret different diction and more sophisticated grammar. An individual's familiarity with various writing styles, genres, and authors increases with increased reading. An intuitive grasp of the language used in literature is aided by this exposure. A study investigates the application of computer techniques to literary text authorial style identification. It contributes to the discipline of literary analysis by showing how digital tools can help with style analysis and recognition (Burke, 2019).

Table 5 displays the association between student literary genre preferences and text complexity. The resultant p-values were below the alpha level, and the estimated r-values show a moderate direct association. The results indicate that there is a highly significant association between text complexity and student literary genre preferences, with higher assessments indicating higher levels of preference. The result indicates that no matter if it is novel, prose, drama or poetry, if it fits the participants' favor, they will perform well in the reading comprehension. Literary studies and education are interested in the relationship between students' preferences for literary genres and their capacity to handle text complexity. The idea that better handling of text complexity is correlated with

better assessments of students' preferences for literary genres raises the possibility that it is useful to comprehend the potential effects of students' preferences for particular literary genres on their reading comprehension and interpretation skills

Table 5
Relationship between Student Literary Genre Preferences and Text Complexity

Novel	rho-value	p-value	Interpretation
Levels of Meaning or Purpose	.284**	0.000	Highly Significant
Structure	.286**	0.000	Highly Significant
Language Conventionality and Clarity	.351**	0.000	Highly Significant
Knowledge Demands	.342**	0.000	Highly Significant
Prose			
Levels of Meaning or Purpose	.279**	0.000	Highly Significant
Structure	.307**	0.000	Highly Significant
Language Conventionality and Clarity	.345**	0.000	Highly Significant
Knowledge Demands	.414**	0.000	Highly Significant
Drama			
Levels of Meaning or Purpose	.353**	0.000	Highly Significant
Structure	.343**	0.000	Highly Significant
Language Conventionality and Clarity	.351**	0.000	Highly Significant
Knowledge Demands	.429**	0.000	Highly Significant
Poetry			
Levels of Meaning or Purpose	.525**	0.000	Highly Significant
Structure	.360**	0.000	Highly Significant
Language Conventionality and Clarity	.397**	0.000	Highly Significant
Knowledge Demands	.403**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

According to the research of Zhang, et. al.,(2020), they came to the following conclusion: literary genre preference has a significant impact on the reading strategies and comprehension abilities of English as a foreign language student. Research has found that students' preferences for specific literary genres will affect their choice of reading strategies, as well as their ability to understand literary works of different genres. This shows that literary genre preference plays an important role in students' reading process and has certain implications for the formulation of teaching and learning strategies. In Koç's (2016) study, he found that the participants, both male and female, were much better at comprehending the essay than fantasy and historical fiction. One could argue that students support the use of literary literature in EFL classes. The results about the reading habits of the students are expected to be advantageous to EFL instructors who intend to include literary works in their college courses (Pereszlényi, 2020).

On the other hand, students frequently look for readings that present a cognitive challenge. Students can get more deeply engaged with complicated texts, which can pique their interest in such genres. Better evaluation results may follow from increased levels of understanding and appreciation brought about by this interaction. Students may grow to enjoy genres that make use of these advanced skills as they get better at deciphering complex texts. This procedure can produce a positive feedback loop in which getting better at reading makes it more likely that you will interact with difficult materials, which helps you get even better at reading. Students who have faith in their capacity to comprehend and evaluate difficult literature could be more inclined to select them for reading. Higher levels of involvement and performance on examinations pertaining to certain genres may result from this self-efficacy. Texts that are more complicated frequently have complex narratives, nuanced themes, or advanced language usage. These genres may attract students who are more interested in learning about difficult issues and have a natural curiosity about the world. Besides, teachers and curriculum designers could advise pupils to read more difficult books because they think it will better equip them for their future academic or career pursuits. Over time, this support may have an impact on students' preferred genres.

Also, the relationship between literary genre preferences and text complexity can be explained from the following aspects, that is, interest and engagement, reading strategies, comprehension, and instructional implications. Firstly, texts that correspond with students' preferred genres tend to pique their interest and engage

them more. Reading persistence, the use of efficient reading techniques, and improved comprehension are all increased when students are engaged in the kind of content they are reading. Secondly, depending on the genre, various techniques may be needed. Inferences about the motivations of characters, for instance, may be necessary when reading narrative texts, whereas identifying key concepts and critically assessing supporting data may be necessary when reading factual materials. The text's complexity may have an impact on how successful these tactics are. Thirdly, improved understanding might result from a good fit between a student's preferred genre and the complexity level of the material. Understanding is facilitated when students have prior knowledge and experience with a certain genre, which they may appreciate. Last but not least, by knowing students' preferences for genres and the level of difficulty of the texts they are reading, teachers can better adapt their lessons to each student's requirements, offer materials that are properly challenging, and promote students' overall development as readers.

Table 6 presents the association between student literary genre preferences and appreciation levels. The resultant p-values were below the alpha level, and the estimated r-values show a moderate direct association. Findings indicate a strong correlation between the two variables, indicating that higher appreciation levels correspond with higher student assessments of their preferred literary genres. In other words, whatever the genre— novel, prose, theater, or poetry—if it appeals to the participants, the results show that they will do well on the appreciation scale.

Normally, students who have a strong appreciation for a given genre are probably more involved in the texts they read in that genre. Increased performance on tests, improved knowledge retention, and deeper comprehension can all result from this engagement. Students who have a deep affinity for a genre are more likely to read, consider, and discuss those works more. Higher levels of preparation for tests can be attained by this enhanced motivation, which will improve scores. Students may be more committed to comprehending and evaluating the materials they are reading if they have a personal connection to the authors. Higher levels of understanding and appreciation as a result of this personal commitment may translate into improved evaluation results.

Table 6
Relationship between Student Literary Genre Preferences and Appreciation Levels

Novel	rho-value	p-value	Interpretation
Ability to Get a Good Feeling	.417**	0.000	Highly Significant
Ability to understand diction and syntax	.360**	0.000	Highly Significant
Ability to figure out style	.380**	0.000	Highly Significant
Prose			
Ability to Get a Good Feeling	.439**	0.000	Highly Significant
Ability to understand diction and syntax	.446**	0.000	Highly Significant
Ability to figure out style	.416**	0.000	Highly Significant
Drama			
Ability to Get a Good Feeling	.407**	0.000	Highly Significant
Ability to understand diction and syntax	.524**	0.000	Highly Significant
Ability to figure out style	.473**	0.000	Highly Significant
Poetry			
Ability to Get a Good Feeling	.472**	0.000	Highly Significant
Ability to understand diction and syntax	.404**	0.000	Highly Significant
Ability to figure out style	.422**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

In fact, other factors also serve to explain the relationship between literary genre preferences and appreciation levels. The first factor is personal connection. Genres that a reader feels a personal connection to are frequently preferred by readers. This could be the case because the genre is pleasurable to escape from, connects with their interests, or simply speaks to their life experiences. A reader's degree of appreciation for a genre may rise with increased personal connection to it. The second factor we can consider familiarity. Readers may appreciate a genre more highly if they are already familiar with it from previous reading experiences. Their pleasure of that genre may increase if they feel more at ease with its conventions, terminology, and expectations. A genre's appreciation is frequently correlated with familiarity. Frequent reading of a certain genre by students helps them become more

familiar with its norms, topics, and styles, which can improve their performance on texts linked to that genre in examinations.

Exposure and education consist of the third factor. People's choices and degrees of appreciation can be influenced by the extent to which they have been exposed to various literary genres through education, public libraries, school curricula, or personal research. Parents and teachers are essential in ensuring that young readers are exposed to a variety of genres. Cultural Influences can be the fourth factor. Readers' preferences for particular story genres and types might be influenced by their cultural backgrounds. The social and cultural context of an individual can have an impact on their level of appreciation for particular literary genres as well as how they evolve as genre preferences. A culture that places a high importance on oral storytelling, for instance, may have a greater appreciation for folktales and legends. Then we may consider participants' reading abilities. Strong comprehension techniques, vocabulary knowledge, and fluent decoding are among the reading abilities of proficient readers. These readers may also be more flexible in their genre choices and have a higher degree of appreciation for a wider range of genres. Aesthetic sensibilities also play an important role in determining the appreciation levels. As readers grow older, their ability to recognize and value the various literary works' stylistic elements, narrative devices, and thematic complexity develops. As adolescents become more sensitive to various aesthetic elements, their preferences may change.

Ceci (2019) investigates the variables influencing people's tastes for various literary genres in diverse cultural contexts. The goal of the study is to comprehend why people with different cultural origins choose some books over others. According to the study, people from particular cultures tend to enjoy historical fiction or folktales more than other genres since they are a reflection of their cultural background and values. On the other hand, the study may show that, as a result of global media impacts, younger readers from diverse cultural backgrounds tend to choose modern genres like science fiction and fantasy. Researcher discussed the relationship between people's personality qualities and their favorite literary genres in this study. Studies of personality typically use the Big Five personality traits—Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism—as a framework. Furthermore, tastes for particular genres are more closely correlated with particular personality features (Garcia-Fernandez et al., 2019).

Table 7
Relationship between Student Text Complexity and Appreciation Levels

Levels of Meaning or Purpose	rho-value	p-value	Interpretation
Ability to Get a Good Feeling	.345**	0.000	Highly Significant
Ability to understand diction and syntax	.314**	0.000	Highly Significant
Ability to figure out style	.328**	0.000	Highly Significant
Structure			
Ability to Get a Good Feeling	.322**	0.000	Highly Significant
Ability to understand diction and syntax	.361**	0.000	Highly Significant
Ability to figure out style	.385**	0.000	Highly Significant
Language Conventionality and Clarity			
Ability to Get a Good Feeling	.371**	0.000	Highly Significant
Ability to understand diction and syntax	.337**	0.000	Highly Significant
Ability to figure out style	.351**	0.000	Highly Significant
Knowledge Demands			
Ability to Get a Good Feeling	.579**	0.000	Highly Significant
Ability to understand diction and syntax	.618**	0.000	Highly Significant
Ability to figure out style	.565**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 7 shows the association between text complexity and appreciation levels. The calculated p-values were below the alpha level, and the r-values show a moderate direct association. This indicates that a substantial association exists and suggests that appreciation levels increase with improved text complexity assessments. Research has shown that readers' levels of enjoyment or appreciation of a text are influenced by its complexity or difficulty. This phenomenon is known as the link between text complexity and appreciation levels. The reader's past knowledge, reading proficiency, motivation, and personal interests, in addition to the text's stylistic elements,

can all have an impact on this relationship, which is complicated.

When examining the connection between text complexity and appreciation levels, a confluence of societal, educational, and psychological elements help explains the significant correlation between appreciation levels and enhanced text complexity evaluations. The first factor is readability. Texts with clear language, simple sentence structures, and well-known content are easier to read and may be more accessible to a wider audience. This could result in readers with lower reading abilities or less prior knowledge of the subject matter appreciating the text more. Texts that are more complicated, such as technical reports, academic papers, or literary fiction, frequently demand greater mental effort to comprehend. Higher reading ability or a particular interest in the subject matter may make such books more pleasurable and fulfilling, but it can also result in lower appreciation levels among less proficient or motivated readers.

Another major factor influencing appreciation levels is reader's interest. People who are passionate about the subject matter or genre can benefit much from even complex literature since their innate curiosity helps them get beyond comprehension barriers. Also, we should consider background information. Readers approach a work with their own experiences and background information, which might impact how much they enjoy it. Regardless of complexity, a text that adds to or expands upon prior knowledge or experience could be valued highly. Certainly, textual features should be put into consideration. Metaphor, symbolism, narrative structure, and character development are examples of stylistic features that add to a text's overall complexity. While these traits may make reading more enjoyable for certain readers, they may also make reading more difficult for other readers. In addition, students' improved performance on tests of text complexity suggests that their comprehension and analytical abilities are growing. Students are likely to get a deeper appreciation for the intricacies and nuances of the texts as these skills advance. It is most probable reciprocal that assessment performance and recognition go hand in hand. In other words, when students' enjoyment increases, their motivation to interact with challenging texts may also increase, resulting in greater advancements in their evaluations.

However, reading complicated texts can aid readers in improving their comprehension abilities. Their enjoyment for difficult readings may grow as they get better at comprehending it. In learning environments, scaffolding—a kind of support that gradually diminishes as students gain independence—as well as guided discussions, which enable students to interact deeply with the text, can all have an impact on students' appreciation of complex texts. Besides, students may find the experience more fulfilling as they gain more proficiency handling complicated material. The satisfaction that comes from successfully grasping difficult content might raise one's regard for the writings. And it can be supported by various studies. The "Reading for Pleasure" study by Troia, et. al., (2020) emphasizes the importance of reading for pleasure as a critical component affecting students' academic progress, especially in the area of reading comprehension. The study looks at the relationship between students' reading achievement and their motivation to read as well as how much time they spend reading for enjoyment outside of school. It focuses especially on talking about how intrinsic drive helps to foster reading accomplishments. The significance of intrinsic motivation and personal interest as factors influencing students' reading engagement is emphasized in this study. It emphasizes how important it is for educators to take these things into account when creating reading curricula and instructional tactics meant to improve students' reading habits and accomplishments (Osterhaus, et. al., 2018).

Table 8
Proposed Literary Appreciation Levels Enhancement Program

Key Result Areas/ Program Objectives	Strategies/Activities	Success Indicators	Persons Involved
1. Literary Genre Preferences			
Appropriateness -Literary genre preferences affect literary appreciation levels. Objectives:	Improving students' preference to novel -organize novel sharing sessions to allow students to share the vocabulary, syntax and expressions they have learned from novels to assist with memory -guide and encourage students to read English novels in depth, increase their favor of novel Improving students' preference to prose -cultivate the habit of morning reading among students. Under the	More than 90% of the students are able to realize literary genre preferences' significant role in literary	Instructors, English teachers, Students, Peers

		appreciation levels. And students improve their preferences towards different literary genres.	
1. To develop students' awareness of literary genre preferences' great effect on literary appreciation levels. 2. To help students improve their preferences towards various literary genres, such as novel, prose, drama, poetry etc.	guidance of the entire reading atmosphere, it is easier for students to cultivate this habit subconsciously -organize campus activities to help students recognize a variety of English proses, and help them to promote critical thinking about the ideas, themes, the author's objectives, and the substance Improving students' preference to drama -set up theaters to allow students to join drama clubs and regularly watch or participate in performances -inspire students to think critically and ponder while reading or watching dramas. -provide timely feedbacks and suggestions on students' performance Improving students' preference to poetry -organize English poetry recitation competitions to promote learning and create a learning atmosphere -guide students to do close reading to enhance their ability to interpret poems		

2. Text Complexity

Reflective Behavior -frequently blocked by the complexity of literary texts, therefore leading to a poor appreciation level. Objective: 1.To make students realize that text complexity affects their appreciation levels of literary texts. 2. To improve students' recognition of levels of meaning or purpose in literary texts. 3. To Improve students' analysis of structure in literary texts. 4. To Enhance students' awareness of language conventionality and clarity in literary texts. 5. To develop students' awareness of the importance of knowledge demands in reading literary texts.	Improving students' recognition of levels of meaning or purpose in literary texts -encourage students to notice different levels of meaning or purpose while reading literary text -incorporate close reading and in-depth text study into literature classes Improving students' analysis of structure in literary texts -help students to comprehend literary works that use time and sequence tricks, such as flashbacks and flashforwards, to tell stories -assist students in organizing the order of past, present, and future occurrences, create a graphic timeline of events Enhancing students' awareness of language conventionality and clarity in literary texts -encourage students to obtain information and explanations quickly by using technology tools such as academic databases, e-dictionaries, and internet resources -guide students to comprehend both domain-specific and broad academic terminology used in foreign literary works Developing students' awareness of the importance of knowledge demands in reading literary texts -use active reading strategies like summarizing, annotating, and asking questions facilitates the discovery of contexts and deeper meanings -develop students' literary analysis skills to comprehend literary elements, such as themes, symbols, and character development	More than 90% of the students can well evaluate the complexity of literary texts and figure out levels of meaning or purpose, structure, language conventionality and clarity, as well as knowledge demands behind certain literary texts.	Instructors, English teachers, Students, Peers

3. Appreciation Levels

Metacognitive Strategies -guide students to erase reading anxiety, find as many ways as one can to use to develop appreciation levels of literary texts Objective: 1.To help students develop their literary appreciation levels. 2.To increase students' ability to get a good feeling, understand diction and syntax, as well as figure out style while reading literary texts.	Increasing students' ability to get a good feeling in reading literary texts -carry out role-playing activities, debate competitions, etc. in literature classes -inspire original thought, which could lead to inventive fixes for one's own issues Enhancing students' ability to understand diction and syntax -guide students to gain a deeper understanding of the phrasing in literary texts through games such as literary quizzes, part-of-speech conversion, etc -improve students' sensitiveness towards diction in literary texts, and encourage students to find abnormal usage of words or sentences Enhancing students' ability to figure out style in reading literary texts -adopt a multi-modal teaching approach towards literary appreciation in literature classes -encourage students to understand imagery, which enables them to value the writer's skill and creative use of language -lead students to identify sensory details, metaphorical language, emotional impact, and descriptive language	More than 90% of the students can adopt various ways to improve their literary appreciation levels, including development in aspects like feeling good, diction and syntax understanding, style recognition, and so on.	Instructors, English teachers, Students, Peers

4. Conclusions and recommendations

In terms of preferred literary genres, most of the participants agreed that they preferred novel over drama. Drama has a somewhat lower weighted mean than novel, prose, and poetry among the four indicators. The majority of the participants concurred with every assertion regarding text complexity. Similar scores were obtained for variables such as structure, degrees of meaning or purpose, conventionality and clarity of language, and knowledge requirements. Regarding appreciation levels, most participants concurred with each and every assertion. The three

indicators—the capacity for emotional intelligence, grammatical and syntactic comprehension, and style identification—have weighted means that are comparable. It suggests that an appreciation of literature involves an understanding of feeling, diction and syntax, and style. There was a correlation between the respondents' profile, literary genre preferences, text complexity and appreciation levels. It shows that male students outperform female students in assessments, while junior students outperform sophomores and seniors in assessments. Literary genre preferences, text complexity, and appreciation levels among participants were highly correlated. This means that higher student literary genre preferences correspond to higher text complexity; higher student literary genre preferences correspond to higher appreciation levels; and higher text complexity correspond to higher appreciation levels. The researcher proposed a literary enhancement program including suggested teaching plan to raise students' literary appreciation levels.

Literature teachers may increase students' participation and interest by using a variety of teaching strategies, recognize the extent to which students can tolerate text difficulty and offer tailored guidance and support, and help students understand their progress and areas for development by using efficient evaluation tools and feedback techniques. Chinese English major students may choose reading materials and learning methods that are more suitable for them. They are encouraged to develop critical thinking ability, not just appreciating literary works but also analyzing and evaluating them and learn how to cope with texts of varying difficulty by annotating, discussing, and using supporting materials to improve comprehension. University administrators may modify the curriculum to guarantee that a variety of literary genres are available to suit the requirements and interests of various student populations.

Future research may improve the profile of the respondents, the type of universities and English majors, the scope of questionnaire distribution and the type of samples, to draw conclusions that are more consistent with the facts. It may adopt mixed method and analyze the results of the questionnaire by using cross-cultural comparative study, design and evaluation of educational interventions aimed at improving literary appreciation, especially genre-specific teaching strategies may be discussed. The curriculum developers, management, and the teachers may consider the proposed literary enhancement program to inspire a variety of literary activities such as reading sharing sessions, morning reading routine, role-play, literature competition, as well as a series of literary reading skills, such as close reading, critical thinking, problem-solving strategy, in order to help students expand the scope of interests of literary genres, develop coping strategies for difficult literary texts, and improve their appreciation levels.

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