

Aesthetic Appreciation of a Novel: An Exploratory Study of Contributing Factors

Suhair Eyad Al-Alami
Horizon University College, UAE

Abstract—Aesthetic appreciation portrays one’s ability to perceive the beauty of a creative product, such as a novel, a poem, and so on. Prerequisites for aesthetic appreciation include, amongst others, knowledge, awareness, and recognition of the features that would make a product not only uniquely meaningful but also pleasing and appealing. Concerned specifically with the novel as a creative literary product, aesthetic appreciation of the novel entails valuing and admiring the qualities that would make the novel uniquely impressive. This study explores the main factors which would contribute to fostering a sense of aesthetic appreciation on the part of a novel’s reader. To realise the study’s aims, the author used a mixed-methods research design employing two study instruments: a ten-item questionnaire and a two-question interview. The study sample encompassed two categories: university instructors and passionate readers. The findings indicated that acquiring a repertoire of vocabulary, enhancing reading comprehension skills, developing critical reading skills, augmenting writing skills, and promoting communication skills could play a significant role in fostering aesthetic appreciation of the novel. Additionally, the study identified several factors which would contribute to developing a sense of aesthetic appreciation, such as using standard language, figures of speech, effective plot construction, and constructive character building. Based on the study findings, the paper proposes a framework for aesthetic appreciation of the novel, highlighting main factors and requirements.

Index Terms—aesthetic appreciation, language acquisition, language style, novel

I. INTRODUCTION

Aesthetic appreciation embodies one’s ability to perceive the beauty of a creative product, such as a novel, a poem, a portrait, a stunning design, and so on. Prerequisites for aesthetic appreciation include, amongst others, knowledge, awareness, and recognition of the features that would make a product not only uniquely meaningful but also pleasing and appealing. Concerned specifically with the novel as a creative product, aesthetic appreciation of the novel entails valuing and admiring the qualities that would make the novel impressive such as the skilful use of language and narrative styles as essential pillars of novel writing (Al-Alami, 2025). While reading a novel, for example, a reader may appreciate how language is artistically manipulated, how events are dramatically sequenced, how settings are delectably visualised, and how characters are transparently mirrored.

The current paper deals with the aesthetic appreciation of the novel as a literary genre, examining several factors that may create a sense of aesthetic appreciation of the novel. The current study, as such, addresses the two research questions below:

Question One: In what ways does language acquisition impact aesthetic appreciation of the novel?

Question Two: What factors should be considered to create an aesthetic appreciation of the novel?

Alongside the introduction section, the paper comprises five sections. Section two presents a review of the literature, section three discusses the research methodology, section four displays the findings, and section five discusses the study findings. The paper ends with a concluding section, offering some final thoughts for scholars to consider.

II. LITERATURE REVIEW

A review of the related literature, section two of the current paper highlights several ideas and points which pertain to the topic this paper discusses. As stated earlier, this paper explores aesthetic appreciation of the novel from different perspectives. How can a novel be defined, though? According to scholars in the field, a novel is a long narrative which tells a fictional story creating characters, narrating events, and depicting settings from a narrator’s point of view, via language expressed in stretches of discourse (Hawthorn, 1986; Short, 1996; Klarer, 2004; Card, 2010; DiBattista, 2010; Bulman, 2014; James, 2014; Mosely, 2019; Chambers, 2024). A novel usually takes the form of prose, revolving around a theme and reporting a conflict or series of conflicts. Each novel belongs to a specific genre, and in some cases, a combination of two genres is also possible. To thoroughly probe into a novel, the reader may look at it from various perspectives, examining the literary, linguistic, cultural, and social aspects amongst others (Disher, 2001; Wood, 2018; Al-Alami, 2021).

Writing novels which are unique in narration and immortal in duration is a skill which can be acquired, mastered, and enriched. To create compelling characters, for instance, is an essential element of good novel writing which requires vivid imagination and creative representation (Morrel, 2006; Jannidis et al., 2010; Elish, 2012). For the novel to create an

aesthetic appreciation on the part of readers, Markovic (2012) believes, the aesthetic experience has to comprise the components of aesthetic emotion, aesthetic fascination, and aesthetic appraisal. Aesthetic emotion refers to the emotional reactions the reader expresses whilst engaging with the novel, aesthetic fascination goes much further than merely liking the novel, and aesthetic appraisal entails judging the novel considering effectiveness criteria. Schindler et al. (2017) are also of the opinion that aesthetic emotions can be seen as an integral component of aesthetic appreciation of literature. Emphasising the role of aesthetic emotions, Schindler et al. (2017) propose a tool for measuring emotional responses to literary pieces. Mention of Schindler et al. (2017) should not be made without mention of Menninghaus et al. (2019) who also emphasise the role of aesthetic emotions in relation to aesthetic appreciation of the novel.

Karlsen (2018), on the other hand, advocates the idea that aesthetic appreciation in literary works such as novels and in natural environments such as landscapes shares several qualities which stimulate aesthetic reactions. Malecki et al. (2019) value the concept of empathy as an essential ingredient of aesthetic appreciation, including non-human characters such as animals in literary works. Concerned with attitudes towards the literary work one is reading, Wimmer et al. (2023) explain how the structure and literary qualities of a narrative play an important role in terms of one's attitude towards the literary piece he/she is reading.

As mentioned earlier, aesthetic appreciation of the novel necessitates valuing the qualities that would make the novel uniquely impressive. Several approaches can be employed to investigate the worth of a novel from an aesthetic point of view such as the stylistic, formalist, reader-response, and structuralist approaches amongst others. The stylistic approach examines language style, analysing language-related areas such as diction selection, sentence structure, and sound effect. Through analysing language, the reader could perceive what makes language powerful such as the use of figurative language and the manifestation of message tone (Leech & Mick, 1981; Simpson, 2004; Gibbons & Whiteley, 2018; Alaghbary, 2022; Giovannelli & Harrison, 2022). The formalist approach is concerned with the text patterns and structures, considering as well the extent to which literary devices such as symbolism and allegory are skilfully employed (Matterson, 1990; Alasta, 2021). The reader-response approach emphasises the reader's interpretation of the novel, hence highlighting the multiplicity of interpretations a literary work may have (Iser, 1994). The structuralist approach identifies the structural patterns of the narrative, analysing text organisation and narration whilst relying on linguistic theories to grasp ideas and interpret messages (Zhang, 2020; Rahman et al., 2022).

Although the aforementioned approaches differ in a number of ways, they view using figures of speech as an effective criterion which would create a sense of aesthetic appreciation. Figures of speech are used for different reasons and in different contexts, manipulating language loftily, poetically, eloquently, and melodiously. Figures of speech include metaphor, simile, personification, paradox, antithesis, euphemism, irony, hyperbole, oxymoron, onomatopoeia, and alliteration, amongst others (Lepore & Stone, 2012).

III. METHODOLOGY

Section three portrays the methodology the author employed, focusing on the study's subjects, instruments, and conduct.

A. Subjects

This study covered a sample of two categories: university instructors and passionate readers. As for the university instructors, twenty-six faculty members from different universities in the United Arab Emirates took part in the study. Regarding passionate readers, twenty members of the book club the author is a member of in Dubai participated in the study. Tables 1 and 2 below display the demographic data of the two categories. It is worth noting that the selection criteria were excluded to ease of accessing the subject along with the subject's interest in getting involved in the study.

TABLE 1
INSTRUCTORS' DEMOGRAPHIC DATA

Degree	Years of Teaching Experience	Gender
PhD in English	7-36	Male (4) Female (5)
MA in English	4-32	Male (2) Female (4)
PhD in Language Education	6-34	Male (3) Female (4)
MA in Language Education	11-21	Male (1) Female (3)

TABLE 2
BOOK CLUB MEMBERS' DEMOGRAPHIC DATA

Degree	Major	Gender
M.A.	Computing, Psychology, Literature, & Linguistics	4 (female)
B.A.	Linguistics, Education, Engineering, Computing, Chemistry, Business, Sociology, Literature, Fine Arts, Law, Mathematics, & Media	16 (female)

B. Instruments

Adopting a mixed-methods design, the author utilised two instruments; namely, a ten-item questionnaire and a two-question interview. Table 3 below presents the questionnaire the author designed and distributed. As far as the questionnaire is concerned, items 1 to 5 pertain to the first research question and items 6 to 10 to the second research question.

TABLE 3
THE QUESTIONNAIRE

Item	Yes	No	Neutral	Unsure
Acquiring a repertoire of vocabulary can foster aesthetic appreciation of the novel.				
Enhancing reading comprehension skills can foster aesthetic appreciation of the novel.				
Developing critical reading skills can foster aesthetic appreciation of the novel.				
Augmenting writing skills can foster aesthetic appreciation of the novel.				
Promoting communication skills can foster aesthetic appreciation of the novel.				
Abiding by standard language will contribute to creating a sense of aesthetic appreciation of the novel.				
Using figures of speech will contribute to creating a sense of aesthetic appreciation of the novel.				
Effective plot construction will contribute to creating a sense of aesthetic appreciation of the novel.				
Constructive character building will contribute to creating a sense of aesthetic appreciation of the novel.				
A well-developed theme will contribute to creating a sense of aesthetic appreciation of the novel.				

With regard to the interview, the author raised two questions; the first of which is related to the first research question and the second to the second research question. Presented below are the two interview questions.

Interview question 1: How can acquiring sufficient language knowledge and skill impact the aesthetic appreciation of the novel?

Interview question 2: What major points would positively impact the aesthetic appreciation of the novel?

C. Conduct

Seeking reliable outcomes, the author distributed the questionnaire to the study sample, explaining the items when required. Furthermore, the author conducted the interview, involving the members who were not only easily accessible but also willing to take part in the interview. Thus, while the questionnaire covered all the subjects, the interview was excluded to five university instructors and six passionate readers. Once the questionnaire had been collected and the interview completed, the author calculated percentages for subjects' responses to the questionnaire items and implemented a comprehensive analysis for interviewees' answers to the interview. With reference to ethical considerations, the author ensured that subjects' involvement in the study was based upon willingness to be involved, whether by responding to the questionnaire or taking part in the interview. Moreover, subjects' responses were referred to anonymously and their details were kept confidential.

IV. STUDY FINDINGS

This section reports on the research findings, presenting the two study instruments alongside the results. To start with, Table 4 and Figure 1 below present the instructors' responses to the study questionnaire.

TABLE 4
SUBJECTS' RESPONSES TO THE QUESTIONNAIRE (INSTRUCTORS)

Item	Yes	No	Neutral	Unsure
Acquiring a repertoire of vocabulary can foster aesthetic appreciation of the novel.	100%	0%	0%	0%
Enhancing reading comprehension skills can foster aesthetic appreciation of the novel.	100%	0%	0%	0%
Developing critical reading skills can foster aesthetic appreciation of the novel.	100%	0%	0%	0%
Augmenting writing skills can foster aesthetic appreciation of the novel.	92%	0%	8%	0%
Promoting communication skills can foster aesthetic appreciation of the novel.	84%	8%	8%	0%
Abiding by standard language will contribute to creating a sense of aesthetic appreciation of the novel.	96%	0%	4%	0%
Using figures of speech will contribute to creating a sense of aesthetic appreciation of the novel.	100%	0%	0%	0%
Effective plot construction will contribute to creating a sense of aesthetic appreciation of the novel.	92%	0%	8%	0%
Constructive character building will contribute to creating a sense of aesthetic appreciation of the novel.	96%	0%	4%	0%
A well-developed theme will contribute to creating a sense of aesthetic appreciation of the novel.	92%	0%	8%	0%

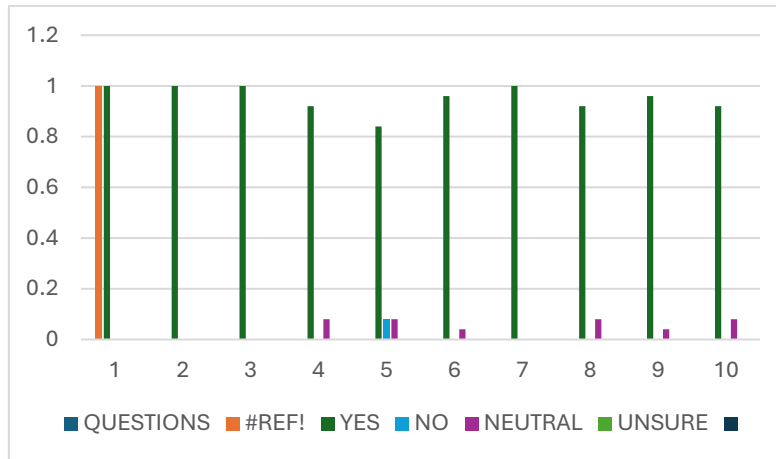


Figure 1. Subjects' Responses to the Questionnaire (Instructors)

As Table 4 and Figure 1 indicate, 100% of the respondents agreed that acquiring a repertoire of vocabulary can foster aesthetic appreciation of the novel. As for item 2 on whether enhancing reading comprehension skills can foster aesthetic appreciation of the novel, 100% of the respondents agreed. Regarding item 3 on whether developing critical reading skills can foster aesthetic appreciation of the novel, 100% of the respondents agreed. In terms of item 4 on whether augmenting writing skills can foster aesthetic appreciation of the novel, 92% of the respondents agreed, while 8% indicated neutrality of opinion. Concerning item 5 on whether promoting communication skills can foster aesthetic appreciation of the novel, 84% of the respondents agreed, 8% disagreed, and 8% expressed neutrality. With regard to item 6 on whether abiding by standard language will contribute to creating a sense of aesthetic appreciation of the novel, 96% of the respondents agreed, while 4% indicated a neutral opinion. In relation to item 7 on whether using figures of speech will contribute to creating a sense of aesthetic appreciation of the novel, 100% of the respondents indicated agreement. For item 8 on whether effective plot construction will contribute to creating a sense of aesthetic appreciation of the novel, 92% of the respondents agreed, while 8% expressed neutrality. Regarding item 9 on whether constructive character building will contribute to creating a sense of aesthetic appreciation of the novel, 96% of the respondents agreed, while 4% conveyed neutrality of opinion. Lastly, 92% of the respondents agreed that a well-developed theme will contribute to creating a sense of aesthetic appreciation, while 8% indicated a neutral opinion.

Moving to the responses of the book club's members who participated in this study, Table 5 and Figure 2 below present the results.

TABLE 5
SUBJECTS' RESPONSES TO THE QUESTIONNAIRE (BOOK CLUB MEMBERS)

Item	Yes	No	Neutral	Unsure
Acquiring a repertoire of vocabulary can foster aesthetic appreciation of the novel.	100%	0%	0%	0%
Enhancing reading comprehension skills can foster aesthetic appreciation of the novel.	100%	0%	0%	0%
Developing critical reading skills can foster aesthetic appreciation of the novel.	100%	0%	0%	0%
Augmenting writing skills can foster aesthetic appreciation of the novel.	80%	0%	10%	10%
Promoting communication skills can foster aesthetic appreciation of the novel.	80%	5%	10%	5%
Abiding by standard language will contribute to creating a sense of aesthetic appreciation of the novel.	95%	0%	5%	0%
Using figures of speech will contribute to creating a sense of aesthetic appreciation of the novel.	100%	0%	0%	0%
Effective plot construction will contribute to creating a sense of aesthetic appreciation of the novel.	95%	0%	5%	0%
Constructive character building will contribute to creating a sense of aesthetic appreciation of the novel.	95%	0%	5%	0%
A well-developed theme will contribute to creating a sense of aesthetic appreciation of the novel.	95%	0%	5%	0%

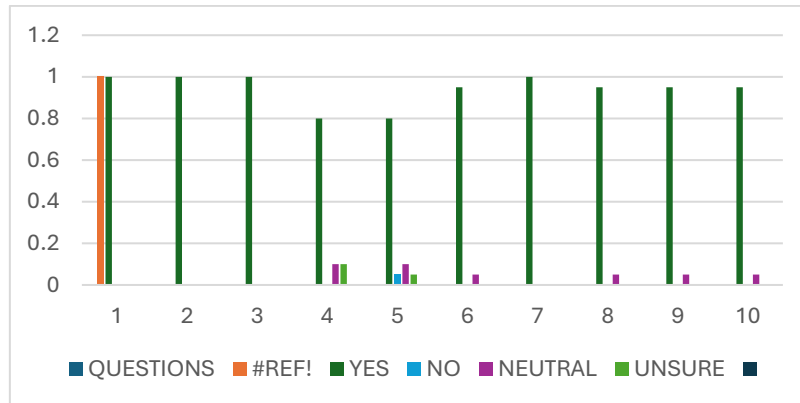


Figure 2. Subjects' Responses to the Questionnaire (Book Club's Members)

As Table 5 and Figure 2 reveal, 100% of the respondents agreed that acquiring a repertoire of vocabulary can foster aesthetic appreciation of the novel. As for item 2 on whether enhancing reading comprehension skills can foster aesthetic appreciation of the novel, 100% of the respondents agreed. Regarding item 3 on whether developing critical reading skills can foster aesthetic appreciation of the novel, 100% of the respondents agreed. In terms of item 4 on whether augmenting writing skills can foster aesthetic appreciation of the novel, 80% of the respondents agreed, 10% expressed neutrality of opinion, and 10% expressed uncertainty. Concerning item 5 on whether promoting communication skills can foster aesthetic appreciation of the novel, 80% of the respondents agreed, 5% disagreed, 10% were neutral, and 5% were unsure. With regard to item 6 on whether abiding by standard language will contribute to creating a sense of aesthetic appreciation of the novel, 95% of the respondents agreed, while 5% expressed neutrality of opinion. In relation to item 7 on whether using figures of speech will contribute to creating a sense of aesthetic appreciation of the novel, 100% of the respondents indicated agreement. For item 8 on whether effective plot construction will contribute to creating a sense of aesthetic appreciation of the novel, 95% of the respondents agreed, while 5% expressed neutrality. Regarding item 9 on whether constructive character building will contribute to creating a sense of aesthetic appreciation of the novel, 95% of the respondents agreed, while 5% conveyed neutrality of opinion. Lastly, 95% of the respondents agreed that a well-developed theme will contribute to creating a sense of aesthetic appreciation, while 5% indicated a neutral opinion.

Proceeding to the second research instrument, the study interview, the remaining part of this section delineates the interviewees' viewpoints. For the first interview question on how acquiring sufficient language knowledge and skill may impact the aesthetic appreciation of the novel, all the instructors opined that it empowers the reader to not only comprehend the novel but also to go beyond the novel analysing, evaluating, criticising, and ultimately appreciating beauty portrayed via language, eloquent in style and compelling in presentation. With limited vocabulary; poor grammar; weak syntax; and underdeveloped reading skills, one's ability to appreciate the novel aesthetically would diminish. The six instructors justified their opinion, claiming that lack of vocabulary, grammar, syntax, and reading skills would negatively impact the comprehension of the novel, which thus could be a barrier to aesthetic appreciation. Similarly, the book club subjects were of the opinion that adequate knowledge and sufficient mastery of language would enable the reader to perceive the elegance and artistry of the novel. If not strong enough, the knowledge and skill of the reader might not adequately assist him/her in receiving the message and perceiving the charm of the novel.

In relation to the second interview question on what major points would positively impact the aesthetic appreciation of the novel, the six instructors highlighted the significance of designing a plot line with set pieces at major plot lines, visualising the setting distinctly, and maintaining a consistent use of point of view unless otherwise essential. Instructors A, B, C, E, and F reiterated the need to adhere to using standard language throughout the novel and manipulate figures of speech in stretches of discourse superbly. In addition, instructors B, D, and E viewed character building, development, and image as an essential component of aesthetic appreciation. As for the book club subjects, all of them stressed the role that aligning with standard language and utilising figures of speech would play as regards aesthetic appreciation of the novel. From member A's point of view, a vivid narrative voice is what should matter the most. As seen by members C and E, a compelling writing style is what a novelist should consider the most to ensure aesthetic appreciation of the novel. Last but not least, members B and D argued that the elements of plot, setting, theme, characterisation, and language could all contribute to fostering aesthetic appreciation of the novel.

V. DISCUSSION OF STUDY FINDINGS

This section depicts the findings, considering the research questions and tools. As discussed earlier, the researcher employed a ten-item questionnaire and conducted a two-question interview. Addressing the first research question on how language acquisition impacts aesthetic appreciation of the novel, this study has proved that as per the questionnaire's results, acquiring a repertoire of vocabulary, enhancing reading comprehension skills, developing critical reading skills, augmenting writing skills, and promoting communication skills can play a significant role in fostering aesthetic appreciation of the novel. The most significant items are acquiring a repertoire of vocabulary, enhancing reading

comprehension skills, and developing critical reading skills, followed by augmenting writing skills, and finally promoting communication skills (see Tables 4 & 5). As for the interview findings, the interviewees of the two categories confirmed that limited vocabulary, weak grammar, poor syntax, and underdeveloped reading skills, including reading comprehension and critical reading, would have a negative impact on creating a sense of aesthetic appreciation of the novel.

Regarding the second research question on what factors should be considered to create an aesthetic appreciation of the novel, the findings as revealed by the questionnaire highlighted the importance of using standard language, figures of speech, effective plot construction, constructive character building, and well-developed themes. The most essential item is that of figures of speech, followed by standard language, character building, and plot construction and well-developed themes. Similarly, the interviewees' opinions regarding the second research question confirmed the need to use standard language, figures of speech, effective plot construction, impressive character building, and appropriately developed themes.

Below is a proposed framework for aesthetic appreciation of the novel, which summarises the answers to the research questions the paper addresses. The framework stresses vast knowledge and rich skill of the components that are related to language acquisition. For the major ingredients of aesthetic appreciation, the framework stresses the need to skilfully employ impactful narrative techniques involving the elements of theme, setting, plot, characterisation, and point of view coherently. Regarding the use of language, a writer of prose fiction texts including novels, should adhere to the use of standard language rather than colloquial, and manipulate figures of speech thoughtfully and expressively.

PROPOSED FRAMEWORK ON AESTHETIC APPRECIATION OF THE NOVEL: MAIN REQUIREMENTS AND FACTORS

Impact of Language Acquisition on Aesthetic Appreciation of the Novel: Main Components							
Vocabulary	Grammar	Syntax	Reading Comprehension Skills	Critical Reading Skills	Communication Skills	Meta-Writing Skills	Linguistic Intelligence
Aesthetic Appreciation of the Novel: Major Ingredients and Requirements							
Theme	Setting	Plot	Characterisation	Point of View	Coherence	Standard Language	Figures of Speech

VI. CONCLUSION

A creative literary outcome of approximately 40,000 words as a minimum, a novel involves the elements of setting, plot, character, theme, point of view, and language style, echoing the writer's voice and creativity. Aesthetic appreciation of the novel requires paying attention to several points, such as language style, theme conveyance, and emotion manifestation, reflecting how the novel may engage the reader cognitively, affectively, and interactively. There are several factors which cultivate an aesthetic appreciation of the novel amongst the most prominent of which are language style, narrative articulation, insightful dialogues, and gripping characters. As the current study proves, language acquisition has a significant role to play in developing aesthetic appreciation of the novel. This goes in line with the studies by Dwyer (1982) and Efendi et al. (2023) amongst others which recommend the integration of literature, specifically poetry, and aesthetic appreciation in language teaching for the enhancement of language skills and refinement of aesthetic appreciation. Commenting on the current study in particular, it is limited to a sample of twenty-six English instructors and twenty passionate readers. For generalisability purposes, it is recommended that further studies dealing with the same or similar issues to those of this study be conducted with larger samples and possibly more literary genres.

ACKNOWLEDGEMENTS

I would like to convey my profound thanks to my institution, Skyline University College, for their continued support and encouragement.

REFERENCES

- [1] Alaghbary, G. S. (2022). *Introducing Stylistic Analysis: Practicing the Basics*. Edinburgh: Edinburgh University Press.
- [2] Al-Alami, S. (2021). Fiction from a Critical Perspective. *Theory and Practice in Language Studies*, Vol. 11, 990-997.
- [3] Al-Alami, S. (2025). Factors Affecting Narrative and Language Styles in Prose Fiction: A Stylistic Perspective. *Forum for Linguistic Studies*, 7(2), 399-408.
- [4] Alasta, K. (2021, November). An Analysis of Major Formalist Approach Terms in the Short Story Everyday Use by Alice Walker. *Proceedings of 2nd International Conference on the Teaching of English and Literature* (pp. 182-188). Indonesia: University of Bengkulu.
- [5] Bulman, C. (2014). *Fiction: The Art and the Craft*. London: John Hunt Publishing Ltd.
- [6] Card, O. S. (2010). *Elements of Fiction Writing*. New York: Writer's Digest Book.
- [7] Chambers, M. (2024). *The Elements of Fiction and Drama*. Montreal: Pressbooks.
- [8] DiBattista, M. (2010). *Novel Character*. London: Wiley-Blackwell.
- [9] Dishar, G. (2001). *Writing Fiction: An Introduction to the Craft*. Sydney: Allen & Unwin.
- [10] Dwyer, E. J. (1982). Guided Reading in Poetry: Combining Aesthetic Appreciation and Development of Essential Skills. *Reading Psychology*, 3(3), 261-264.

- [11] Efendi, R., Suriani, W., Izzah, N., & Amaluddin. (2023). Integrating Poetry in ELT: Enhancing Linguistic and Aesthetic Appreciation – A Systematic Literature Review. *Journal of English Language Teaching and Literature*, 5(2), 1–15.
- [12] Elish, D. (2012). *Fiction: The Craft of Writing*. New York: Marshall Cavendish Benchmark.
- [13] Gibbons, A., & Whiteley, C. (2018). *Contemporary Stylistics: Language, Cognition, Interpretation*. Edinburgh: Edinburgh University Press.
- [14] Giovanelli, M., & Harrison, C. (2022). Stylistics and Contemporary Fiction. *English Studies*, 103(3), 381–385.
- [15] Hawthorn, J. (1986). *Studying the Novel: An Introduction*. London: Edward Arnold.
- [16] Iser, W. (1994). *The Act of Reading: A Theory of Aesthetic Response*. Baltimore: Johns Hopkins University Press.
- [17] James, S. (2014). *Creating Characters*. Ottawa: Writers' Digest Books.
- [18] Jannidis, F., Schneider, U. R., & Eder, J. (2010). *Characters in Fictional Worlds*. New York: Hubert & Co GmbH.
- [19] Karlsen, G. (2018). Aesthetic Appreciation in Nature and Literature. In N. Goga, L. Guanio-Uluru, B. O. Hallås, & A. Nyrces (Eds.), *Ecocritical Perspectives on Children's Texts and Cultures* (pp. 33–46). London: Palgrave Macmillan.
- [20] Klarer, M. (2004). *An Introduction to Literary Studies* (2nd edition). New York: Routledge.
- [21] Leech, G., & Mick, S. (1981). *Style in Fiction: A Linguistic Introduction to English Fiction Prose*. London: Longman.
- [22] Lepore, E., & Stone, M. (2012). Figures of Speech. *Philosophers' Magazine*, 56, 31–41.
- [23] Małeck, W., Pawłowski, B., Sorokowski, P., & Oleszkiewicz, A. (2019). Feeling for Textual Animals: Narrative Empathy across Species Lines. *Poetics*, Vol. 74, 101334. DOI: <https://doi.org/10.1016/j.poetic.2018.11.003>.
- [24] Marković, S. (2012). Components of Aesthetic Experience: Aesthetic Fascination, Aesthetic Appraisal, and Aesthetic Emotion. *i-Perception*, 3(1), 1–17.
- [25] Matterson, S. (1990). *The Formalist Approach*. London: Palgrave.
- [26] Menninghaus, W., Wagner, V., Wassiliwizky, E., Schindler, I., Hanich, J., Jacobsen, T., & Koelsch, S. (2019). What Are Aesthetic Emotions? *Psychological Review*, 126(2), 171–195.
- [27] Morrel, J. P. (2006). *Between the Lines: Master the Subtle Elements of Fiction Writing*. Ohio: Writer's Digest Books.
- [28] Mosely, W. (2019). *Elements of Fiction*. New York: Grove Press.
- [29] Rahman, A., Shah, N., & Khatoun, A. (2022). A Structuralist Study of Guy de Maupassant's The Necklace. *Global Language Review*, 7(1), 293–309.
- [30] Schindler, I., Hosoya, G., Menninghaus, W., Beermann, U., Wagner, V., Eid, M., & Scherer, K. R. (2017). Measuring Aesthetic Emotions: A Review of the Literature and a New Assessment Tool. *Plos One*, 12(6), e0178899. DOI: 10.1371/journal.pone.0178899.
- [31] Short, M. H. (1996). *Exploring the Language of Poems, Plays, and Prose*. London and New York: Macmillan.
- [32] Simpson, P. (2004). *Stylistics: A Resource Book for Students*. London: Routledge.
- [33] Wimmer, L., El-Salahi, L., Lee, H. W. J., & Ferguson, H. J. (2023). Narrativity and Literariness Affect the Aesthetic Attitude in Text Reading. *Empirical Studies of the Arts*, 41(1), 3–22.
- [34] Wood, J. (2018). *How Fiction Works*. London: Macmillan.
- [35] Zhang, J. (2020). An Analysis of Pride and Prejudice from a Structuralist Perspective. *English Language and Literature Studies*, 10(1), 86–92.

Suhair Al-Alami holds a PhD in English Applied Linguistics from Aston University, United Kingdom. Al-Alami currently works in Horizon University College, UAE. Al-Alami has contributed a wide range of research papers to various international journals, served as a co-editor of ten publications, reviewed many articles for refereed journals, and presented research papers at numerous conferences. Additionally, she has received awards in recognition of her teaching, research, professional development, and community service activities. Her research interests cover fiction, stylistics, translation of literary texts, language acquisition, and EFL teaching methodologies.