The Use of English Translated Meranao Literature in Enhancing the English Language Proficiency among Grade 10 Learners

Norhaya M. Dipunudun[1], Mark Raymond S. Tan[2]

[1,2] Capitol University, Cagayan De Oro City

ABSTRACT: This study aimed to determine the English language proficiency of learners among Grade 10 learners in one of the schools in Lanao del Sur. A one-group pre-experimental research design was used to examine the effectiveness of an English-translated Meranao literature intervention on the English language proficiency of the learners relative to vocabulary, grammar, and reading comprehension. One group was considered using the said intervention, and the group consisted of 50 learners. The study neither considers the literary analysis of the texts nor examines the students' level of analysis of the selected literary pieces. The study's respondents were selected purposively from those under the researcher; hence, a purposive sampling design was used. Statistical tools used to analyze the data were frequency and percentages, mean, standard deviation, independent samples t-test, paired samples t-test, and one-way analysis of variance (ANOVA).

The results indicated that the use of English-translated Meranao literature significantly improved the participants' English proficiency in terms of reading comprehension, vocabulary, and grammar. Moreover, the participants found the literature engaging and culturally enriching. The study disclosed that the use of English-translated Meranao literature can be an effective tool in enhancing the English proficiency of learners and promoting cultural exchange. Additionally, the assessment of the teachers' performance in teaching English translated Meranao literature was outstanding. However, there was no significant relationship between the students' scores in the post-test and the teachers' performance in teaching English-translated Meranao literature.
The study posited the conclusion that the intervention significantly improved the English language proficiency of the students particularly vocabulary, grammar, and reading comprehension. It is therefore recommended to use the intervention in creating an engaging and effective learning environment.

KEYWORDS: English Language proficiency, Meranao literature, language skills, vocabulary, grammar, reading comprehension

INTRODUCTION

Literature is an essential art form that helps individuals develop their inner selves, recall their past experiences, and find inspiration for their future endeavors. It allows people to create new ideas, and ethical standpoints, and present themselves as educated members of society. Literature is a reliable source of clear language, intriguing phraseology, and stirring narratives, requiring exact diction and forcing learners to read widely and in-depth. It also aids in the integration of linguistic competence into communicative competence. Encouraging students to read literature more proficiently will help their personal development and improve their interpersonal interactions. Therefore, the teacher's responsibility in teaching literature goes beyond imparting knowledge and includes promoting the learner's personal growth (Darling-Hammond et al., 2020).

Further, literature can also help develop character and twenty-first-century skills such as critical thinking, problem-solving, and the capacity to find, analyze, synthesize, and apply knowledge to novel situations. It can also reinforce students' identities as competent writers, scientists, and mathematicians and help them become responsible community members, critical thinkers, and problem solvers together (Darling-Hammond et al., 2020; McCombs, 2012). Arts education, including literary arts, can have a positive effect on children's and adolescents' social-emotional development (Almutairi, 2018). Teaching critical thinking skills through literature has been shown to be effective (Farrington et al., 2019). Overall, literature plays an important role in education, personal development, and social and emotional well-being, and teachers have a responsibility to promote learners' personal growth and development.

Moreover, reading literature exposes students to realistic situations with descriptive language and engaging characters. Reading literature allows learners to become familiar with universal issues, and consequently, it encourages children to read and exposes them to realistic situations (Povey, 2018). It contains a wide range of vocabulary, dialogues, and prose to assist learners in becoming more fluent in the language. Thus, it can help learners become more fluent in the language and develop interpretive skills.

The Use of English Translated Meranao Literature in Enhancing the English Language Proficiency among Grade 10 Learners

In contrast, language-based instruction can help learners become more self-aware, self-reflective, and creative, accelerating their language acquisition.

Meranao learners face challenges in improving their English language proficiency through the use of Meranao literature due to various factors. One of the problems encountered is the limited availability of resources and materials, such as textbooks, references, and literary works written in the Meranao language. This scarcity makes it difficult for teachers and learners to access authentic and relevant materials to support their learning and appreciation of Meranao literature (Povey, 2018). Another challenge is the limited exposure and appreciation of Meranao literature in the mainstream education system, which can impact the learners' motivation and interest in learning the subject. These obstacles highlight the importance of promoting and preserving Meranao literature and culture in the education system and providing ample support and resources to enhance the teaching and learning of Meranao literature.

There have been research studies on how literature and folklore, particularly proverbs, affect society and culture. Folklore studies have a variety of scientific and humanistic facets, according to Manuel (MSU Darangen, 1968; Taro, 1993). A folklorist seeks to collect everything of significance from a single society or cultural niche whenever there is a chance, rather than collecting folktales, riddles, or proverbs as a genre.

Meranao folksongs and folk tales are the expressions of their social and cultural environments, their life style, beliefs, custom and traditions. They cover a wide array of subject matter and themes such as love, kinship, attitude towards difficulties and problems, good conduct, social life, courtship and marriage and other attitudes and values about life. Exploration of the folksongs of the Meranao people only proves the richness of the values, attitudes, practices and their identity in general (Madale & Laubach, 2023). Additionally, Meranao vocabulary and grammar are studied by linguists. The Maranao Dictionary is a monolingual dictionary which translated the Meranao language into English. It contained the spelling of Meranao words, designations for the parts of speech, and specified source for most derivations. Moreover, it presented the grammar sketch of the Meranao language identifying the different parts of speech. Additionally, it included the phonological survey of the Meranao language (McKaughan & Al-Macaraya, 1996).

The Meranao may have benefits, such as improving their reading comprehension, vocabulary, and writing skills. However, there may also be challenges, such as the limitations of translation in capturing the nuances and cultural aspects of the original Meranao literature. Additionally, the learners' level of proficiency, interest, and background knowledge of the Meranao culture may also affect the effectiveness of this approach. Further studies and research may be needed to explore the potential of using translated Meranao literature to enhance English language proficiency among Grade 10 learners and to identify the best strategies and approaches to addressing the challenges. Hence, one of the problems encountered by Meranao learners in teaching Meranao literature is the need for more available resources or materials, such as textbooks, references, and literary works written in the Meranao language. This can make it difficult for teachers and learners to access and use authentic and relevant materials to support their learning and appreciation of Meranao literature. Another challenge is the limited exposure and appreciation of Meranao literature in the mainstream education system, which may affect the learners' motivation and interest in learning the subject. This highlights the importance of promoting and preserving Meranao literature and culture in the education system and providing ample support and resources to enhance the teaching and learning of Meranao literature.

As such, the Meranao culture has the richness of the significant oral literary tradition where traditional values, customs, and cultural heritage are expressed. As such, Meranao culture and legacy may well be better recognized, but these must be preserved for the next generation. More importantly, the literary tradition helps preserve Meranao culture and should help bring forth and identify more clearly the true identities of the general Filipino culture that reflects and is mirrored by the Meranao.

The literature of the Meranao (Muslims) includes their traditional rules (adat, Nuwara), moral standards (maratabat), and customs that date back to before the birth of Islam. Their compositions also reflect their traditions and way of life. Even if epics and other songs are repeated at festivities and for entertainment, the melodies reverberate in every Muslim's ears, even though they may seem dull to non-Muslims. Filipino Muslims' religious texts on Islam are in this kind of condition. Some of these are translated into English in newspapers and journals. As such, Meranao learners familiar with the literary tradition in their language would be able to develop English proficiency using the English-translated Meranao literature.

There are several pre-reading and post-reading exercises that teachers and English language learners can use to encourage learners' imagination and creativity when reading literary materials and concise stories. By using language in various social contexts, literature assists in integrating linguistic competence into communicative competence. Literary texts and concise stories provide teachers and English language learners with various pre-reading and post-reading exercises that encourage imagination and foster creativity. These exercises stay with the learners as they attempt to recall the story's happenings and how they were expected to play out.

In this study, the researcher examined the literature's capability to inspire learners to learn English. Literary texts would be an excellent way for learners to practice speaking, listening, reading, and writing, demonstrating grammatical structures, and

introducing new vocabulary. Additionally, this research sought to discover literary texts' ability to engage learners in various learning styles and offer chances for multi-sensory classroom experiences.

METHODOLOGY

A one-group pre-experimental research design was used to examine the effectiveness of an English-translated Meranao literature intervention on the English language proficiency of the learners relative to vocabulary, grammar, and reading comprehension. One group was considered using the said intervention, and the group consisted of 50 learners. The study neither considers the literary analysis of the texts nor examines the students' level of analysis of the selected literary pieces. The study's respondents were selected purposively from those under the researcher; hence, a purposive sampling design was used.

The researcher-made questionnaire was used to assess the English language proficiency of the Grade 10 learners in terms of vocabulary development, grammar awareness, and reading comprehension. To establish the instrument's validity, three experts were asked to examine and evaluate the questionnaire. For reliability, pilot testing was conducted. Thirty students in Grade 10, who are not part of the 50 actual respondents, were asked to answer the questionnaire.

Statistical tools used to analyze the data were frequency and percentages, mean, standard deviation, independent samples t-test, paired samples t-test, and one-way analysis of variance (ANOVA).

RESULTS AND DISCUSSION

This section presents the gathered data, its analysis, and its interpretation as well as implications of the findings.

English Language Proficiency of the Respondents

This part presents the English language proficiency of the respondents in the control and experimental groups based on the pretest and posttest scores in terms of vocabulary development, grammar awareness, and reading comprehension.

Table 1 shows the English language proficiency of the respondents in the experimental group based on their pretest and posttest scores in vocabulary, grammar, reading comprehension, and the overall mean. The results indicated a significant improvement in the English language proficiency of the participants after undergoing the experimental treatment.

Table 1. English Language Proficiency of the Respondents in the Experimental Group Based on the Pretest and Posttest Scores

English Language Proficiency	Pretest			Posttest		
	Mean	SD	Description	Mean	SD	Description
Vocabulary	10.60	1.85	*High Intermediate*	14.04	1.35	*Advanced*
Grammar	7.34	2.23	*High Intermediate*	9.52	1.82	*High Intermediate*
Reading Comprehension	4.12	2.70	*Low Intermediate*	11.36	2.95	*High Intermediate*
Overall	**22.06**	**3.85**	***High Intermediate***	**34.92**	**4.81**	***High Intermediate***

Note: Sample size, n = 50

The results demonstrated the impact of the intervention on the English language proficiency of the respondents in the experimental group. The findings revealed significant improvements in vocabulary, grammar, reading comprehension, and overall proficiency. According to the pretest and posttest scores, the participants' vocabulary skills progressed from a high intermediate level (M=10.60, SD=1.85) to an advanced level (M=14.04, SD=1.35). This improvement suggested that the intervention successfully enhanced the participants' vocabulary knowledge.

In terms of grammar, the participants showed a moderate improvement in their proficiency. The pretest mean score indicated a high intermediate level (M=7.34, SD=2.23), while the posttest mean score indicated a slightly higher high intermediate level (M=9.52, SD=1.82). Although the improvement was not as substantial as in vocabulary, it still indicated a positive impact on the participants' grammar skills. This finding emphasized the need for continued attention and support to enhance grammar proficiency.

The most remarkable improvement was observed in reading comprehension skills. The participants started at a low intermediate level (M=4.12, SD=2.70) and progressed to a high intermediate level (M=11.36, SD=2.95) after the intervention. The substantial increase in reading comprehension suggested that the intervention employed effective strategies and activities that targeted this skill specifically.

The Use of English Translated Meranao Literature in Enhancing the English Language Proficiency among Grade 10 Learners

When considering the overall proficiency, which encompasses vocabulary, grammar, and reading comprehension, the participants demonstrated a significant improvement. The pretest mean score indicated a high intermediate level (M=22.06, SD=3.85), while the posttest mean score indicated a higher high intermediate level (M=34.92, SD=4.81). This comprehensive improvement suggested that the intervention was successful in improving language proficiency of the Grade 10 students.

Therefore, the results support the effectiveness of the intervention in enhancing the English language proficiency of the respondents in the experimental group. The participants exhibited significant improvements in vocabulary, reading comprehension, and overall proficiency. The findings are aligned with previous research emphasizing the importance of targeted interventions for specific language skills. These results have implications for designing effective language interventions and highlighting the need for continued attention to strengthening grammar skills. Moreover, these findings are consistent with previous studies showing that exposure to explicit grammar instruction and extensive reading can significantly improve English language proficiency (Chung & Nation, 2004).

Significant Difference in the Pretest and Posttest Scores in English Language Proficiency of the Respondents

This section presents the significant difference test in respondents' pretest and posttest scores in English language proficiency using the Paired samples t-test at the 0.05 significance level.

Table 2 shows the results of the test of difference in the pretest and posttest scores in English language proficiency in the experimental group. The findings indicated a significant difference in the mean scores in vocabulary (t=*-11.369, p<.001*), grammar (*t=-5.386, p<.001*), reading comprehension (*t=-14.022, p<.001*), and the total measure (*t=-17.600, p<.001*). As measured by partial eta squared, the effect size was huge for the total measure (partial eta squared = .863).

Table 2. Test of Difference[1] in Respondents' Pretest and Posttest Scores in English Language Proficiency

English Language Proficiency	Scores		t-value	p-value	Remarks
	Pretest	Posttest			
Vocabulary	10.60 (1.85)	14.04 (1.35)	-11.369***	.000	*Significant*
Grammar	7.34 (2.23)	9.52 (1.82)	-5.386***	.000	*Significant*
Reading Comprehension	4.12 (2.70)	11.36 (2.95)	-14.022***	.000	*Significant*
OverallMean	**22.06 (3.85)**	**34.92 (4.81)**	**-17.600***	**.000**	***Significant***

Note: [2] *based on Paired Samples T-test*   ****p<.001*   *Degrees of freedom = 49*

Values expressed in Mean ± SD   *b-Partial Eta Square = .863*

These results implied that the language intervention program effectively improved the participants' English language proficiency. This result is significant because it supports language intervention programs to improve language proficiency effectively.

Furthermore, the results of this study have practical implications for educators and language instructors. The findings highlight the importance of using evidence-based language intervention programs and ensuring that groups are comparable at the study's outset. This can increase the effectiveness of language instruction and improve learners' language proficiency.

In line with this finding, there are several studies related to interventions aimed at improving the English language proficiency of learners. For instance, one study aimed to identify the speaking factors contributing to English language proficiency, including grammar, vocabulary, discourse, pronunciation, and interaction (Eslit & Valderrama, 2023). Another study examined evidence-based reading interventions for English Language Learners to identify the most effective components (Cho et al., 2021). Finally, a study of Jensen (2009) evaluated the effectiveness of a narrative language intervention program for English Language Learners and found that narrative language proficiency is both related to and predictive of difficulties in language and literacy development.

Thus, the results indicated that the intervention implemented, which is the English translated Meranao literature, had a positive impact on the English language proficiency of the participants. The improvements observed suggested that the intervention successfully enhanced their language skills. This finding suggested the potential effectiveness of targeted language intervention programs in improving language proficiency and highlighted the importance of implementing such programs in educational settings.

Students' Assessment on Teachers' Performance in Teaching English-Translated Meranao Literature

The assessment of teaching performance by the respondents revealed highly positive results, indicating that the teachers received outstanding ratings across multiple indicators. The overall mean score was 4.73 (SD=0.26), highlighting the exceptional teaching performance of the teachers in various aspects of their teaching practices. The top five indicators with the highest mean scores reflected the teachers' ability to monitor and enhance learner progress, implement effective policies, motivate learners for self-assessment and peer evaluation, provide challenging tasks, and offer diverse assessment strategies. These areas showcased the teachers' strengths and dedication to creating an engaging and effective learning environment.

The Use of English Translated Meranao Literature in Enhancing the English Language Proficiency among Grade 10 Learners

While the overall performance was outstanding, some indicators had slightly lower mean scores, albeit still classified as outstanding. These areas present opportunities for further improvement. For instance, the promotion of continuous education, advanced communication skills utilizing the Mother Tongue and English, assessment methods encouraging self-assessment, accommodation of diverse cultural backgrounds, and highlighting interdisciplinary connections during lessons could be areas of focus for professional development initiatives.

Table 3. Respondents' Assessment of the Teaching Performance of Teachers

Indicators	Mean	SD	Interpretation
1. The teacher effectively used their Mother Tongue, Meranao, and/or English, showcasing advanced communication skills, including code-switching and translation.	4.62	.49	*Outstanding*
2. The teacher provided challenging tasks where all learners contributed to setting goals, assessing progress, and facilitating learning.	4.78	.42	*Outstanding*
3. The teacher tailored her instructional strategies to accommodate the cultural backgrounds of individual and group learners.	4.66	.48	*Outstanding*
4. The teacher used precise vocabulary and intonation and often demonstrated exceptional fluency and ease when delivering lessons.	4.74	.44	*Outstanding*
5. The teacher possessed extensive knowledge of the subject matter beyond her specific area of expertise.	4.68	.71	*Outstanding*
6. The teacher consistently implements policies, guidelines, and procedures to ensure effective teaching.	4.80	.40	*Outstanding*
7. The teacher incorporated her knowledge of the subject matter and its practical application across various learning domains during lesson delivery.	4.64	.48	*Outstanding*
8. The teacher motivated learners to regularly assess her work and the work of their peers using criteria embedded in rubrics generated by the teachers and learners, peer reviews, and reflection logs.	4.80	.40	*Outstanding*
9. The teacher employed assessment procedures that elicit evidence of whether learners have achieved the majority of the intended learning outcomes.	4.76	.43	*Outstanding*
10. The teacher monitors and evaluates learners' progress and takes steps to enhance their performance.	4.84	.37	*Outstanding*
11. The teacher used diagnostic, formative, and summative assessment strategies aligned with the curriculum requirements.	4.70	.46	*Outstanding*
12. The teacher contributed to the teaching profession by authoring books or journals, developing modules, or evaluating materials at the school, district division, or regional level.	4.74	.44	*Outstanding*
13. The teacher promoted the advancement of the teaching profession through continuous education	4.60	.49	*Outstanding*
14. The teacher coached and mentored learners who participated in various levels of competitions.	4.76	.43	*Outstanding*
15. The teacher offered a range of assessment strategies that addressed most of the learning objectives.	4.78	.42	*Outstanding*
16. The teacher utilized assessment methods that encourage students to self-assess and evaluate their progress based on established criteria.	4.66	.48	*Outstanding*
17. The teacher highlighted the connections between different subjects and disciplines while delivering lessons.	4.70	.46	*Outstanding*
18. The teacher inspired students to explore the subject area, expand their knowledge, and satisfy their curiosity.	4.68	.47	*Outstanding*
19. The teacher carefully organized groups encouraging engagement and cooperation in the learning process.	4.76	.43	*Outstanding*
20. The teacher maintained learning environments that promote fairness, respect, and care, fostering a conducive atmosphere for learning.	4.84	.37	*Outstanding*
Overall Mean	**4.73**	**.26**	***Outstanding***

By addressing these aspects, teachers can continue to enhance their teaching practices and provide an even more comprehensive and enriched learning experience for their students.

The Use of English Translated Meranao Literature in Enhancing the English Language Proficiency among Grade 10 Learners

These results have significant implications for acknowledging and valuing the expertise of the teachers assessed. Recognizing their strengths in effective monitoring, policy implementation, motivation, task design, and assessment strategies can be a foundation for continued professional growth. Moreover, identifying areas with slightly lower mean scores highlights opportunities for targeted training and support to strengthen teaching practices further. By investing in ongoing professional development that addresses these areas, educators can continuously refine their skills, provide high-quality instruction, and create a conducive learning environment that fosters student growth and success.

Kanya et al. (2021); Rostini et al., (2022); Ghaffarian and Osam (2021) pointed out that various factors influence teacher performance, including teacher efficacy, which relates to their belief in controlling the outcomes of their actions (Martin, 2018). This includes their ability to motivate students and enhance academic achievement. Evaluation methods for teacher performance include classroom observations, student evaluations, and analyzing student satisfaction with assignments, exams, and grading systems. Additionally, school principal leadership, organizational culture, and teacher competence impact teaching performance (Azeem & Omar, 2018). Overall, teaching performance plays a vital role in student achievement and success.

Significant Relationship between the Respondents' Scores in the Post-test and the Teachers' Performance in Teaching English-Translated Meranao Literature

Table 4 presents the relationship between the respondents' scores in the post-test and the teachers' performance in teaching English-translated Meranao literature to enhance students' English language proficiency.

Table 4. Test of Relationship between the Respondent's Scores and the Teacher's Performance

Variable	Teacher Performance		Remark
	r-value	p-value	
Respondents' Score	.012	.931	*Not significant*

Note: Analysis is based on Pearson Correlation   Not significant (p>.05)

The results of the analysis indicated that there was no significant relationship between the respondents' scores in the post-test and the teachers' performance in teaching English-translated Meranao literature. The correlation coefficient (r-value) of 0.012 suggested a very weak or negligible relationship between these variables. The p-value of 0.931 was greater than the conventional significance level of 0.05, further supporting the conclusion that the relationship was not statistically significant.

This finding implied that the performance of the teachers, as assessed by the respondents, did not substantially impact the respondents' scores. In other words, there was no substantial evidence to suggest that the quality of teaching, as perceived by the respondents, directly influences the scores or performance of the students.

The lack of a significant relationship between the respondents' scores and the teacher's performance has important implications for educational practitioners and policymakers. It suggested that factors beyond the teacher's performance, such as individual student characteristics, home environment, or other contextual factors, might be more influential in determining students' scores or academic performance. It is important to note that the lack of significance in this particular analysis does not diminish the significance of effective teaching practices and the role of teachers in student learning.

CONCLUSION

The study showed that the experimental treatment or intervention significantly improved the English language proficiency of the participants, as evidenced by the substantial increase in the percentage of learners classified as advanced and the corresponding decrease in low-intermediate learners. This result highlighted the effectiveness of the intervention in enhancing English language proficiency. The findings supported that using evidence-based language interventions as a practical approach to improving language proficiency among diverse learners. Also, the study demonstrated that various demographic factors, such as age, gender, English rating, parents' education level, family size, and income, did not significantly impact the effectiveness of the intervention. This result suggested that the program can benefit many learners, irrespective of their demographic backgrounds. These findings underscored the inclusive nature of the intervention and its potential to address language proficiency gaps across different student populations.

Furthermore, the teaching performance assessment revealed highly positive teacher ratings, with an outstanding performance across multiple indicators. Teachers excelled in monitoring progress, policy implementation, motivating learners, providing challenging tasks, and utilizing diverse assessment strategies. While some areas showed slightly lower scores, they still fell within the outstanding category. These findings emphasized the strengths of the teachers and provided insights for further professional development initiatives to enhance teaching practices and create an engaging and effective learning environment. Thus, the intervention effectively improved English language proficiency regardless of demographic factors, highlighting its inclusivity. The study also recognized the outstanding performance of teachers while suggesting areas for further improvement. These conclusions support evidence-based interventions, promote inclusive education, and encourage ongoing professional development to enhance teaching practices and language proficiency outcomes continuously.

REFERENCES

1) Azeem, Nazia and Omar, Muhd Khaizer (2018) Exploring teacher performance: a review of concepts and approaches. In: Graduate Research in Education Seminar (GREduc). Faculty of Educational Studies, Universiti Putra Malaysia. (pp. 108-117).

2) Almutairi, N. R. (2018). Effective Reading Strategies for Increasing the Reading Comprehension Level of Third-Grade Students with Learning Disabilities" (2018). Dissertations. 3247. https://scholarworks.wmich.edu/dissertations/3247

3) Chung, T.M. & Nation, P. (2004). Identifying technical vocabulary. System, 32(2), 251-263. https://doi.org/10.1016/j.system.2003.11.008

4) Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. Applied Developmental Science, 24(2), 97–140. https://doi.org/10.1080/10888691.2018.1537791

5) Eslit, E. R., & Valderama, A. (2023). English Language Proficiency Skills Among High School Students: Basis for an Intervention Program. English Learning Innovation (englie).

6) Jensen, T. A. (2009). Narrative Language Intervention for English Language Learners. https://digitalcommons.usu.edu/cgi/viewcontent

7) Kanya, N., Fathoni, A.B., Ramdani, Z. (2021). Factors affecting teacher performance. International Journal of Evaluation and Research in Education (IJERE), Vol. 10, No. 4, December 2021, pp. 1462~1468 ISSN: 2252-8822, DOI: 10.11591/ijere.v10i4.21693

8) Krashen, S. D. (2004). The power of reading: Insights from the research: Insights from the research. http://www.sdkrashen.com/content/books/the_power_of_reading

9) Ma, X. (2003). Sense of belonging to school: Can schools make a difference? The Journal of Educational Research, 96:6, 340-349, DOI: 10.1080/00220670309596617

10) Mamitua, A. S. (1989). Darangen: The Epic of the Meranao. Asian Folklore Studies, Vol. 48, No. 2, pp. 319-322 (4 pages) https://www.jstor.org/stable/

11) Martin, F. & Bolliger, D.U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. Online Learning 22(1), 205- 222. doi:10.24059/olj.v22i1.1092

12) Naji, G. (2022) Review of the book New Approaches to Literature for Language Learning by J. NELTA ELT. https://neltaeltforum.wordpress.com

13) Povey (1982), Literature in the ESL Classroom. / Deep Dyve. https:/ www.deepdyve.com.

14) Runde, D. F., Dealer, E. (2017). English Language Proficiency andDevelopment. https://www.csis.org/analysis/english-language-Proficiency-and-development

15) Saud, D. S. (2022). Book Review: New Approaches to Literature for Language Learning. https://neltaeltforum.wordpress.com/

16) Zheng, H., Miao, X., Dong, Y., & Yuan, D. C. (2023). The relationshipbetween grammatical knowledge and reading comprehension: A meta-analysis. Frontiers in Psychology.