LEARNING ENGLISH LANGUAGE THROUGH LITERATURE AT UNIVERSITY LEVEL IN PAKISTAN

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Abstract

In the current research the researchers intake the notion of teaching English language through literature as many teachers think that the main goal of teaching English as a L2 (English as second language) or Foreign Language (EFL) is to help students interact smoothly. Because of this, they believe that L2 classes should only focus on learning language rules and structures. Recent trends in teaching English as a second Language (L2) show that including literature is important because it offers a real example of how language is used. Short stories are a great choice because they can assist students to make effective their different linguistics skills such as writing, reading, speaking and listening skills. The interesting nature of stories keeps students motivated to learn. This piece aims to help English as second Language (L2) teachers in Pakistani context to understand how useful short stories can be in their teaching. After explaining how to choose a short story, the focus shifts to ways to use the story to improve students' learning. The research is an experimental in nature selected university level students (14 years level) whereas 100 students each in each group (A & B) that have been experimented as procedure of research; Pre-Test and Post-Test, resulted that teaching English language can be imparted through literature and highly suggestive in Pakistani context.

Keywords: *L2 learning, English Language, Literature, Short stories, university level*

Introduction

Researchers in the field of English language learning have been on the lookout for efficient methods to enhance language learning

abilities since the inception of language studies. Short stories are one of the modern genre of literature which depicts the complete picture of the society. It represents the culture, beliefs, religion, economics and all different aspects of the society. Literary texts are included at university level to improve language skills of the learners. Experts consider it the most effective way to develop learner's linguistic abilities at university level. Since literature is universal and short stories enable the instructors to deal with human problems, studying literature throughout the university stage of language acquisition (14 years schooling) might be advantageous. In class, students share their perspectives on a wide range of topics and actively seek for data that can help us make sense of the world. Narrating a series of events is a very human trait; it may be an engaging and even inspiring way to convey a story.

While teaching English literature at university level teachers largely confront issues to it while teaching it. Due to cultural differences, the teaching of short stories remains very difficult. The culture represented in these stories are quite different from Pakistani culture. All their cultural differences make the teaching of such stories very difficult. As the students are not exposed completely to the culture of the British so stories written in English Language is the source of literature. Cross-cultural context further enhances the issues in teaching short stories. However, largely Pakistani curriculum addresses standard variety of English language while language used in these short stories purely addresses the standard variety of English language. Therefore, learning through short stories is comparatively easy rather than other methodology set out for learning English language instead problems and challenges.

The current research deals with the issues and challenges, observed by the researcher during teaching short stories. These short stories reflect different culture which is difficult for learners to cope up with but still short stories are considered to be effective tool for learning L2 as well as to understand different culture.

Statement of the Problem:

Teaching literature at University level (14 years education) is compulsory part of the curriculum in Pakistan. Teachers are facing a lot of problems when they are teaching these stories to the students. In order to completely comprehend these stories learners need complete exposition to the English culture, because in stories mostly there are ideological terms which need clear understanding of English culture. Due to lack of exposition, learners at 14 years level either male or female fail to comprehend such stories which

are matters of challenge for teachers. Learners learning abilities restricts as well as the objectives of the course are also not achieved due to cross culture differences. The aim of this study is to find out what are those hindrances which effects learners' comprehension of these stories. Further, these short stories help learners to learn English language effectively. Furthermore, the study aims to investigate that either the teachers at university level are using effective strategy for teaching such stories or not; if they are using effective strategies then what are reasons which make understanding of these stories difficult for learners at this level.

Research Questions

Whether the freshers are more compatible in reading comprehension or the Sophomore in L2 learning context?

Whether the freshers are more compatible in expository text comprehension or the Sophomore in L2 learning context?

Which group is more effective in L2 learning process while teaching literature in the classroom?

Aims and Objectives:

Aims:

To highlight issues and find solutions during teaching of English literature in a cross cultural context at university level.

Objectives:

To highlight issues and challenges in cross-cultural environment while teaching English literature.

To highlight cross-cultural factors which make the learning process difficult at University level.

To show the significant importance of literature in learning English language at university level.

Significance of the Study:

Those who are committed to teaching languages, particularly English Language Teaching (ELT), will profit from the study. The architects of language programs, the designers of textbooks, researchers, teachers of language, and students will all find it to be extremely important. This will make a substantial contribution to the subject of teaching short stories at the university level.

Delimitation of the research:

It has been observed by the researcher that students at university level have low level of learning English language which has been reported. Different methodologies have been adopted by teachers for effective learning of L2. Literary texts are included in university text books which are considered as effective tools for learning English language instead of issues and its challenges for both learners and teachers. However, the researcher considers that

learning L2 through literature at level will improve the language skills of the students at university level in Punjab, Pakistan.

Literature Review:

For the majority, the capacity to articulate a language is equivalent to proficiency in that language, as verbal communication is the fundamental mode of human interaction. Bailey and Savage (1994) posited that "Speaking in a second or foreign language is frequently regarded as the most challenging of the four abilities." Bouache (2010) contended that the principal purpose of short tales is to entertain and inform, hence sustaining interest in the classroom and motivating pupils, while possessing factual and cultural significance. They cultivate a pleasant ambiance and a favourable setting that is pleasurable. Each student will develop their own environment, characters, and physical attributes, correlating them with their personal realities and experiences, informed by their previous knowledge. A short narrative serves as a source of motivation and possesses intrinsic educational value. It aids pupils in comprehending an other culture. Moreover, it serves as a catalyst for language learning. It enhances pupils' interpretive skills. Students find it enjoyable and entertaining. It is highly esteemed and possesses elevated standing, enhancing pupils' linguistic awareness. Furthermore, it promotes pupils to express their thoughts and emotions. In summary, employing short stories in the EFL classroom offers several benefits for language learners (Lazar, 1993).

Literature during university level is helpful for language learning stages may be advantageous, as literature possesses universal qualities, enabling educators to address human issues effectively. Students express their sentiments about various subjects and actively seek knowledge that may enhance their comprehension of the world in which we coexist as human beings. Moreover, once he articulates his emotions over a pertinent issue, he is likely to engage deeply with the subject, which he deems significant, and invest much time in it. Human nature inherently engages in narrative to convey a sequence of acts that may be intriguing and occasionally inspiring (Maibodi, 2008).

Narrative is the most ancient method of instruction. Cultures have historically conveyed narratives to transmit beliefs, customs, and history to subsequent generations. Narratives are fundamental to the essence of humanity. Moreover, these narratives serve as a mechanism for knowledge retention in the brain. Facts may be forgotten, but narratives endure. Narratives assist in structuring knowledge and connecting topics cohesively. Narratives resonate deeply with students since they engage emotionally and derive

genuine pleasure from storytelling, fostering a favourable disposition towards the learning experience. Moreover, narratives impart lessons that serve as effective instruments for educating on commendable behaviours and fortifying character. Furthermore, narrative enhances auditory comprehension abilities. Narrative techniques enhance pupils' focus, and the intrinsic satisfaction derived from listening to a narrative fosters a positive association between listening and pleasure.

Narrating global stories fosters understanding and respect of many cultures.

Teachers' storytelling inspires pupils to narrate their own tales. Students acknowledge storytelling as a genuine endeavour and a valuable ability to cultivate. This is true regardless of whether they recount global narratives, works by other writers, or their own anecdotes. However, you, as the educator, must exemplify for them. Success does not necessitate the flawless or spectacular narration of a narrative. Martha Hamilton and Mitch Weiss (2007, as referenced in Ahmadi, 2013).

Proponents of multicultural studies assert that literary works originate from authors whose cultural backgrounds influence their writing. The text serves as both a unique aesthetic artefact and a cultural record, representing the heritage of a person and a collective. The literature of a nation encompasses the works of individuals from diverse subcultures, including racial, ethnic, national, regional, and local backgrounds. Such books should be interpreted not as apart from their authors but as integral components of their culture. Interpreting the book requires seeing it through the lens of what William Hazlitt termed the "spirit of the era" or the prevailing culture. This reading partially reinforces the contrast articulated by E.D. Hirsch, Jr. (Hirsch, 1976) between the "meaning" of a text, which pertains to its cultural and authorial context, and the "importance" of the text, which reflects our interpretations from a removed perspective. Shakespeare wrote not only for a certain era but for eternity; similarly, Chinua Achebe and Margaret Atwood also write for both their period and for all time.

If schools embrace this perspective on literature and its instruction, the curriculum is founded on the premise that, akin to other art forms, literary texts possess creators who not only exist within but also partially shape diverse cultures, as their works emerge as cultural artefacts representative of those cultures. By acknowledging this fundamental truth, we re-establish the author and recognise that writings originate from a context that is both intricate and multifaceted; they are most comprehensible within

that context. While reading the text, we construct context, which in turn aids our comprehension of the material. Our discussion of the text reconstructs both the text and our identities as readers. We must be astute readers, employing our intellect to derive insightful interpretations, utilising our understanding of the author's context and recognising the text's connection to that context. We establish linkages between works, construct our canons, and analyse the mosaic of civilisations that comprise our globe. In the multicultural curriculum, especially at the secondary level, it is essential to offer a wide array of texts from many global cultures, with particular emphasis on their integration into the United States. Northrop Frye (Frye, 1957) posited that all literary works had equal validity, asserting that critics and educational institutions should not rank them. In one of his final essays, he encapsulated his idea of literature as follows: "Where the organising elements are myth, namely tale or narrative, and metaphor, namely figured language." We are in an entirely liberal realm, characterised by the unrestricted movement of the spirit. When reading a narrative, there is no need to accept its veracity or to respond accordingly; similarly, when confronted with metaphors in poetry, one should not concern oneself with their factual implausibility. Literature encompasses our ideological concerns, although mostly focusses on fundamental issues, both physical and spiritual: its narratives depict individuals grappling with the essential struggles of survival, love, prosperity, and the conflicts arising from obstacles to these pursuits. It is simultaneously a realm of tranquilly, where even the gravest tragedies are referred to as comedies, and a domain of considerably higher intensity than what everyday existence provides. In summary, it accomplishes all possible tasks for individuals, except for their transformation. It produces an environment conducive to the spirit is existence, although it does not render us spiritual entities. Frye (1991, p. 16)

Frye's concept indicates that an individual work constitutes a component of the overarching myth, while also being contextualised within its originating reality. This dual perspective constitutes the dilemma of contemporary literary education.

The challenge in literary study and curriculum development is to the selection of texts and the methodologies employed in their analysis. This research examines the approach to the texts. The research establishes a foundation for examining the obstacles encountered by educators and learners while engaging with books from their own culture as well as those from significantly other cultures, which have been perceived as both peripheral and central to American society. The research encompasses interviews with

educators and students across several school levels, informed by cultural and critical paradigms. The study comprises two components: initially, a sequence of interviews with educators of multicultural literature and experts in the literature of diverse subcultures, followed by a series of interviews with secondary school students to investigate their engagement with books from cultures distinct from their own.

Storytelling is Genre of Literature:

A genre is a phrase of French origin that signifies categories or genres of literature. The genres of literary works have been extensively categorised over time, with classifications based on extremely diverse criteria. Literature primarily encompasses four forms: essay, poetry, narrative, and drama. An essay, at its essence, employs language to convey concepts directly from the author to the audience. The fundamental attribute is persuasion. A poem, in its most elemental state, employs language to convey emotions spoken by a speaker reflecting inwardly rather than addressing the reader directly. The fundamental characteristic is meditation. Storytelling, at its essence, use language to conjure images of fictional characters and events as conveyed by a narrator to the audience. The essential component is storytelling. Drama, in its quintessential form, employs language to generate action via the interactions of fictional characters, addressing one another rather than the audience. The fundamental component is discussion.

Teaching Language through Literature:

Language instruction and literary instruction are distinct fields, however they are interrelated. Language serves as a conduit for literature. Literature serves as a catalyst for language acquisition. Literature introduces pupils to intricate ideas and novel, unforeseen applications of language. An engaging novel or short tale captivates readers by immersing them in the tension of plot revelation. This engagement may be more captivating for kids than the pseudo-narratives commonly encountered in textbooks. A play can include pupils in complex adult concerns. A poem can evoke a profound emotional reaction from students. When resources are meticulously selected, students will perceive their classroom activities as pertinent and significant to their lives. Lazar (1993, pp. 14-15) enumerates the following justifications for using literature in the language classroom:

* It is very motivating.

 * It constitutes authentic content.

* It possesses broad educational value. It is present in several curricula.

* It aids pupils in comprehending a different culture.

* It serves as a catalyst for language acquisition.
 * It enhances pupils' interpretation skills.
* Students find it enjoyable and entertaining.
* It is esteemed and holds significant prestige.
* It enhances pupils' linguistic awareness.
* It promotes pupils to express their thoughts and emotions.

Literature is a field that enables creative authors to express their innermost sentiments, emotions, experiences, ideas, and opinions in an artistic and aesthetically pleasing manner that both educates and delights the reader. Literature has served as a fundamental component in the language school. Therefore, the significance of literature in language is important.

Theoretical Framework for the Study

The majority of research on cultural differences among pupils as readers has taken a global rather than a subnational or ethnic perspective (Purves, 1973). Research indicates that pupils from many cultures have developed responses to texts based on the patterns embedded in their cultural literary instruction. In literature, pupils effectively acquired culturally sanctioned methods of interpreting books, identifying elements that their society valued, while yet maintaining a personal viewpoint on the material. Some educational systems emphasise literal meaning, while others prioritise esoteric interpretations; some concentrate on textual substance, others on style and language, and still others on historical and cultural contexts. One inquiry for this study is if the variations observed globally also manifest across diverse cultural groups inside a singular educational system.

To substantiate my conceptual framework, I have chosen Alan C. Purves (1993) is a fundamental theorist for my study. The theory addresses the context of multiculturalism within the specified curriculum, since Purves (1993) asserts that a significant new focus in literary studies in the United States falls under the category of multiculturalism. Furthermore, he claims that the motivation stems from numerous demands for the curriculum, especially in American history and literature, to include works from the various cultures of the US and other countries. By calling for an investigation of the distinctive cultural characteristics of these subgroups, these demands challenge the traditional portrayal of Western or American culture as a melting pot of several ethnic, religious, and linguistic groupings. Furthermore, he claims that culture can be interpreted in a variety of ways, depending on the definers' viewpoint; for the purposes of this study, we define culture as a combination of a) a set of social practices and intellectual beliefs of a self-identified group, and b) the artistic

manifestations that embody those beliefs. The group might be a geographical or ethnic grouping. It might also be a group that uses a characteristic like gender or sexual orientation to identify itself.

Alan C. Purves' theory thoroughly supports my perspective; hence, I have chosen him as the primary theorist for my study, which will be elaborated upon with essential points, however an in-depth explanation of his theory will not be included.

Participants of the study

There were two hundred female undergraduate students who spoke Urdu language and were majoring in English Translation as per their educational background, or largely academic activities are imparted in Urdu language. These students volunteered to take part in this study. The students, who ranged in age from 18 to 22 years old, were all learning English as a second language with the same objective. There were two distinct groups of students: All of the members of Group A were in the second or onwards semester/level students, whereas all of the members of Group B were freshers.

Data sampling techniques and presentation of the data

Every group, A and B, consisted of one hundred students. Pre-testing consisted of administering an Oxford Placement exam (OPT), which consisted of around one hundred questions on grammar and writing structures. The purpose of this exam was to determine the participants' levels of competency. In accordance with the OPT score criteria, students were assigned to the categories that were defined. There were around sixty children in each of the groups. The instructional material for group A, which consisted of sophomores who were enrolled in a four-credit course. This was done in conjunction with the Oxford Placement Test (OPT), which was administered as a pre-assessment to determine the proficiency levels of the two student groups. On the other hand, group B, which consisted of students in their fourth semester who were studying "Simple Prose" for two credits. Throughout the entirety of the spring semester, the primary focus was on teaching students to comprehend the material that they were studying. Every single one of the groups did not get any kind of special treatment. A post-test of the Test of English as a Foreign Language (TOEFL) was given at the end of the instructional session that lasted between 12 and 14 weeks in order to address the study problem about the influence of narrative text genre vs non-narrative text genre on reading comprehension.

Following the completion of the OPT pre-test, the researcher provided direct instruction to both of the groups. The students were trained in a manner that was consistent with the standards

that were specified by the university curriculum. Every single one of the groups did not get any kind of special treatment. The book "Discovering Fiction" by Judith Kay and Rosemary Gelshenen was the subject of study for the sophomores in group A who were enrolling in the "Reading Comprehension" course. Because it was a collection of easy short stories, the book did not present the students with any significant challenges when it came to interpreting phrases that represented cultural differences. Any differences were promptly referred to the students' own culture, which allowed the students to rapidly grasp a number of idioms that are often associated with a certain culture. Not only did students at this level get a few brief extracts from expository genres every three weeks, but they also did not receive any official teaching. There were three distinct sections of the book's lessons, and each section included a prereading activity. The purpose of these exercises was to pique students' interest in the story, encourage discourse, and take use of their prior knowledge. A visual depiction of the story was also provided, which consisted of a picture that depicted the defining moment in the story.

A narrative summary, the narrative itself, and then comprehension exercises in the form of questions that focused on story understanding, vocabulary analysis contextualised within the narrative, and idea exchange in which students stated their thoughts and feelings on the tale following the completion of the narrative. Before beginning the reading, the students looked over the story preview for each of the narratives. In the preview, some phrases that were relevant to the story were highlighted in bold type. These terms were then used in a quick vocabulary workout that consisted of filling in the blanks. On the basis of the preview, the students came up with their own forecasts on the conclusion of the narrative. The purpose of incorporating a brief discussion of a literary term into each tale was to acquaint the student with the genre, improve their grasp of literature, and so encourage more attentive reading.

In order for students to have a better understanding of the author's identity, the context of their literary work, the age in which they lived, and their personal hobbies, it may be interesting for the book to include a biography of the author of the book. At the beginning of the class, it is without a doubt that the students had a tough time understanding particular terms, drawing deductions, and making references to the story. There were a number of other categories that were used to classify the book. The researchers chose two or three narratives from each subject area so that we could cater to the interests of the students. A brief introduction summary was

given to the students before the beginning of each session in order to acclimatise them to the tales that were going to be presented in the subsequent sessions. The first two summaries that the instructor wrote and edited contributed to the students' comprehension of the story by providing them with assistance and direction. Each story had a number of exercises in "reading between the lines," which were made available to the students in the form of multiple-choice questions. The students were required to provide an explanation for their choices for each response. It was required of the students that they offer a brief synopsis of the story that they had grasped at the end of each reading session, which typically lasted for around four hours every week. In accordance with the requirements of the curriculum, an additional text for independent study was included in this class.

Students who are enrolled in group B and are taking two units of "Simple Prose" will discover in the introduction that the work is not merely a reading manual; it targets different genres in order to strengthen students' linguistic abilities in reading, speaking, writing, and listening. Man, Animals, and Additional Readings are the title of the three sections that make up this book. It was not necessary to follow a certain order when teaching the lessons. There were a number of different topics selected from a variety of different genres, and before to each session, a briefing was given on the strategies that the author had utilised. As an additional piece of self-study material for the students' final tests at the end of the semester, the instructor gave them notes on fundamental prose, writing style, strategies, and the components that make up a short story. For each class, there were five distinct sections: vocabulary to monitor, understanding of the author's concepts, vocabulary augmentation, analysis of the author's tactics, and finally, writing tasks to wrap things up. Undergraduate students who were majoring in "English Translation" were required to read the novel as part of their coursework, which meant that comprehension was the primary focus of the research. Examining the concepts presented in the section that was largely centred on "Building Vocabulary," in which students were supposed to either restate or comment on the selected words from the book, was the means by which this objective was accomplished. The purpose of this writing endeavour was to regulate the degree of language skill and comprehension experienced by students at this educational level. Neither of the groups placed a focus on vocabulary; the only notions that were periodically brought to the forefront were the concepts of "denotation and connotation" when the text required explanation. Without a doubt, the beginner did not have any

difficulties with regard to this element. There were other occasions in which the content did not have a narrative framework, and students had a difficult time synthesising concepts into brief explanations. The students were given an abridged version of the novel "Oliver Twist" by Charles Dickens for independent study, and their comprehension of various metaphorical expressions and idioms was evaluated. This was in addition to the book that was selected for this level. Each of the two groups had finished around ten lessons by the time the semester came to a close. It was decided to give a post-test of the Test of English as a Foreign Language (TOEFL) that consisted of thirty reference questions, one short narrative text, and one expository text in order to control the processing time and ability level of the sixty students who were chosen for the study. The researcher chose as final samples for further analysis the scores that were within one standard deviation of the mean and those that were somewhat below the mean. As a consequence of this, thirty students were chosen according to each category. Each of the thirty students in each cohort was given an additional TOEFL post-test that was administered individually to them. The test consisted of two narrative portions and two expository pieces, with the primary focus being on processing time and reading comprehension.

Analysis and results

A final post-test on reading comprehension for the TOEFL was given to thirty students from each group in order to evaluate their processing time as well as their reading comprehension. The students were required to follow the instructions and complete the classwork. For the post-test, the students were given two narrative pieces and two expository excerpts to choose from. The amount of time that the students spent digesting both types of texts was controlled. The duration of the post-test was sixty minutes, and during that time, all of the students were asked to begin simultaneously and then write the exact amount of time that was allotted for digesting each paragraph. The processing time for the narrative text varied from 12 to 15 minutes on average, whereas the processing time for the explanatory texts took a much longer amount of time. The researcher allotted 30 minutes for each text. Because the sophomores were not familiar with the precise terminology and allusions, the processing time for the expository text was around twenty-five to thirty minutes. This was especially true for the sophomores themselves. The most important problem was the vocabulary. When it came to the final results, each group's scores were determined individually. Using a 2x2 factorial design, we were able to evaluate the reading comprehension of both types

of texts, which allowed us to be precise about the effectiveness of each. With regard to narrative and expository texts, a comparison was made between the scores that students at both levels of learning came up with. The section of the content that was narrative had fourteen questions, whereas the portion that was explanatory contained seventeen questions. For the post-test, the following are the descriptive statistics for both of the groups:

Table 1 Summary

	Cases					
	Included		Excluded		Total	
	N	%	N	%	N	%
Group A	60	100	00	00	60	**100**
Group B	60	100	00	00	60	100

Table 2 Analysis

METHOD		Group A	Group B
Expository	**Mean**	**60.0000**	**61.6667**
	N	30	**30**
	Std. Deviation	8.30455	**7.23179**
	Sum	1800.00	**1850.00**
Narrative	Mean	55.5000	**57.6667**
	N	30	**30**
	Std. Deviation	8.93945	**9.25997**
	Sum	1665.00	**1730.00**
Total	Mean	57.7500	**59.6667**
	N	60	**60**
	Std. Deviation	8.85021	**8.48062**
	Sum	**3465.00**	**3580.00**

Table 1 and table 2 present the results of both groups; in first freshers have best performance in reading while in the second freshers also led the expository text.

Table 3 General Linear Model Between-Subjects Factors

	Value Label	**N**

MTHOD	1	Expository	30
	2	Narrative	30

Multivariate Tests(c)

Effect		Value	F	Hypothesis df	Error df	Sig.
MTHOD	Pillai's Trace	.991	28.490	4.000	116.000	**.000**
	Wilks' Lambda	.010	262.673(a)	4.000	114.000	**.000**
	Hotelling's Trace	103.305	1446.275	4.000	112.000	**.000**
	Roy's Largest Root	**103.305**	**2995.834(b)**	**2.000**	**58.000**	.000

a. Exact statistic

Design: MTHOD Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Model	Group A	200407.500(a)	2	100203.750	1346.107	**.000**
	Group B	213846.667(b)	2	106923.333	1549.097	**.000**
MTHOD	Group A	200407.500	2	100203.750	1346.107	**.000**
	Group B	213846.667	2	106923.333	1549.097	**.000**
Error	Sophomores	4317.500	58	74.440		
	Group B	4003.333	58	69.023		
Total	Sophomores	204725.000	60			
	Group B	**217850.000**	**60**			

R Squared = .979 (Adjusted R Squared = .978)
R Squared = .982 (Adjusted R Squared = .981)

Findings of the research

Among first- and second-year EFL students, there is no discernible difference in their ability to understand narrative text genres, according to the first question. The scores that were subjected to statistical analysis are shown in Table 3, which allows one to gain an understanding of the likely impact of the treatment. The results show that these two groups of ESL students had quite different average levels of proficiency in the language. The results were then subjected to statistical analysis, which revealed that the first-year students did better than the second-year students in terms of their ability to comprehend literature. Because of this, we are able to convincingly refute our first answer. The answer of the second questions states that there is no significant difference in the reading comprehension between the two groups in reading literature. The findings that led to the rejection of our second answer was subjected to another round of statistical analysis in order to examine the performance of the two groups in the genre of non-narrative text. The results showed that there was a substantial difference between the two groups. According to answer 3, there is no correlation between the performance of first-year and second-year students.

In conclusion, it was observed that we are unable to reject the third answer due to the fact that there is no interaction between the performing abilities of L2 students, sophomores and those of freshmen in the ability to comprehend narrative, non-narrative, or expository text types through reading comprehension.

Conclusion and future recommendations

There are several factors, including the learner's assumptions and prior knowledge, that play a role in the complex process of learning and interpreting information from a text. To enhance their reading comprehension abilities, students must first be able to understand the meaning of specific words and phrases at the local and then at the global level (also called the ability to deduce meaning from the text overall). This interacts with the learner's background knowledge, areas of interest, and goals as they approach the reading assignment. Because the meaning is more easily retained than the language itself. it is quite likely that they would enjoy anything that is not only instructive and amusing but also convincing. Additionally, learner factors such as age, interest, motivation, and culture have an impact on reading comprehension across all genres. It is essential that there be a good fit between the

characteristics and substance of the text and the requirements and capabilities of the one who is reading it.

In particular, the findings of this research indicate that the narrative text genre is more successful than the explanatory text genre, particularly in the early phases of language acquisition. Despite the fact that the freshman students fared better than the sophomore students in terms of processing and understanding, the findings that the sophomore students achieved for grasping the narrative genre were more promising.

Some of the ways that theorists are trying to incorporate these ideas into language curricula include novel curriculum designs, resources, teaching methodologies, and communicatively oriented testing. Students need real-life examples that mimic the kinds of decisions made in normal conversation to help them practice their language skills. These circumstances should be taught using concrete examples. Without a reaction, teaching literature is a dry affair, and even negative replies may generate intriguing classroom settings. This is because responses can be either positive or negative. There is little question that the study of literature via language will expand linguistic understanding by providing proof of wide and intricate vocabulary use as well as complicated grammar. Alan C. Purves (1993) theoretical framework includes a number of important themes, one of which is that learning is an active process in which the learners develop ideas or concepts based upon their existing or previous knowledge. Through the use of a cognitive framework, the learner is able to choose and manipulate information, develop hypotheses, and make judgements. Cognitive structure, including mental models and schemas that the person is able to "move beyond the information presented" when they are able to create meaning and organisation for their experiences through the use of modes.

There should be a reduction in complexity, the generation of new proposals, and an increase in the amount of information manipulation that results from using effective techniques for organising knowledge. Developing all aspects of language competency, such as vocabulary, grammatical precision, reading and writing ability, and so on, was the goal of the techniques that were founded on comprehension principles. instructors shifted their focus from the grammatical syllabus, which consisted of drill and practice, to thematically organised curricula, which centred instruction on issues like as family, hobbies, and the particular interests of pupils. These techniques had the effect of moving instructors away from the grammatical syllabus. For the purpose of this investigation, the emphasis was placed on language input and

activities in the classroom that were solely driven by the telling of tales that were both fascinating and easy to comprehend. The narrative genre was presented to the students in the form of extremely basic short stories. These stories did not provide any sophisticated phrases or terminologies that were connected to a particular culture. As a consequence, the students encountered a broad diversity of vocabulary and structure. Different versions of the stories and related stories provided students with many opportunities to interact with the target language, which resulted in the natural recycling of language. When pupils finally reached a point where they were able to construct language on their own, they started writing and telling their own tales.

In recent times, there has been a shift in the pendulum's swing towards empowering students. Language learners are no longer seen to be passive consumers of teaching; rather, they are considered to be active participants in the process of language acquisition. Learners are required to take on a greater level of responsibility for their own education and to exert a greater degree of control as a result of the expectations that the changing world places on them. The increasing of student autonomy and control over the process of language acquisition is one of the primary objectives of contemporary methods to language instruction.

According to Richards and Rogers, the enquiries that would be of urgent importance will centre on the fact that the learners will be concerned with who they are, what their present level of language competence is, and what kinds of communication demands they have, the situations in which they will be utilising English in the future, and other similar things are all important considerations. It is necessary to get responses to such enquiries prior to the establishment of the program's objectives, as well as prior to the selection of the curriculum, the instructional approach, and the instructional materials. These kinds of problems serve as the foundation for the construction of language curricula.

It is vital to keep in mind that reading comprehension is a three-way street including the author, the text, and the reader. In many cases, it is strongly suggested to consider the concept of intertextuality, which asserts that all written works contain elements of other texts and often cannot be easily understood or fully appreciated without referring to other texts (Wallace, 1992). In situations when the reader is not aware of the specific reference that is being made, allusions and cultural references are likely to be misread. An example of this is when Roxanne Roberts, in her piece about the passing of Princess Diana, refers to Diana as "the face that launched a thousand newspapers." This is a reference to

the passage from Marlowe's Faustus (1588) that describes the beauty of Helen of Troy: "Is this the face that launched a thousand ships?" In the event that the reader is not aware of these references, he will be highly confused due to the breakdown in understanding. As a result, it is essential for those who are not native readers to make an effort to read as much as they possibly can in order to attempt to acquire some of the schemata and textual memory that native readers bring to a book.

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