



Exploring the Phenomenon of Language Learning through Indigenous and Non-Indigenous Literary Texts in ESL Classroom

Sajid Ali^{a*}, Dr Zafar Iqbal Khattak^b, Muhammad Ashraf Kaloi^c, Kishwar Lutfullah^d

^aPhD Scholar, Department Of English, Riphah International University, Faisal Abad Campus. ^bLecturer Preparatory Studies Centre (PSC), University of Technology and Applied Sciences, Al-Musanna Oman. ^cLecturer, Department of English, University of Sindh, Dadu Campus. ^dM.phil Scholar, Iqra University Karachi

*Email: Sajidali90880331@gmail.com

Abstract: In the context of teaching and learning English, literature is essential because it is a dynamic and multidimensional resource that goes beyond the confines of conventional language training. By giving students, a comprehensive and culturally sensitive approach to language learning, the incorporation of literary texts into ESL instruction has the potential to enhance language acquisition. With an emphasis on both indigenous and non-indigenous teaching materials, this research explores the complex interactions between literary texts and ESL instruction. The understanding that literature, as an instructional instrument, may have a substantial impact on ESL students' language learning experiences serves as the foundation for the study project's justification.

Key words: Role of Literary Text, Indigenous & Non-Indigenous, ESL Classrooms

1. Introduction

This study report begins with a summary of the great importance that is attached to the use of both native and non-native literary texts in ESL schools. Moreover, it emphasizes how important teachers are to the successful integration of different literary texts, which provides a framework for the study. Teachers' perceptions of the roles of indigenous and non-indigenous literary works are revealed by this study in several fascinating ways. Teachers have noted that when students interact with indigenous writings, they encounter a shared language, which strengthens their feeling of linguistic connection. However, they struggle with foreign language and sentence patterns while reading non-indigenous materials. It is clear from this dichotomy how closely linguistic comfort, cultural fit, and teaching strategies are related to one another.

1.1 Research Question

In what ways do ESL teachers believe that literary works, both Native and Native American, contribute to the improvement of language instruction in Pakistani higher education?

The primary objective of this study is to find out how ESL instructors in Pakistan see the contribution of both indigenous and non-indigenous literary works to the improvement of language instruction at the post-secondary level.

2. Literature Review

The following is the review of literature to help explain the terms the concepts pertaining to the study before its investigation.

2.1 Literary Texts

According to Potter (2005), literary texts—also referred to as literary works or literary pieces—are a unique and valued kind of written or spoken content. Literary materials are not the same as works from journals or sciences. They are identified, according to Ryan (2007), by their primary value, which is found in their creative, artistic, intellectual, or cultural elements. Literary works aim to captivate readers or listeners on a deep emotional, artistic, or intellectual level, as opposed to only being informed. In the literary domain, words assume a transcendental quality, functioning as more than just language symbols. Rather, they become vehicles for the expression of human experiences, feelings, and ideas that go beyond space and time, as Paulson (2019) so eloquently explains. They are an everlasting gem of human creativity and communication because of their ability to capture the essence of human existence in a way that is relatable to individuals from various backgrounds and eras. According to Ramzan et al. (2024), there are no statistically significant variations between the gender levels of motivation in ESL. According to Chen and Ramzan (2024), Facebook posts concerning learning English as a second language (L2) serve as learners' main source of motivation and enhance their performance. One of the things that sets literary works apart is its capacity to stir up strong feelings and draw readers in on a very personal level (Gopal & Singh, 2020). Unlike technical manuals, scientific research, or news articles, literary texts are not limited to the dissemination of knowledge. Rather, they seek to establish a close relationship between the writer and the reader, often via the use of common human experiences. Literary works may evoke strong emotions in readers, such as happiness, grief, empathy, or even rage, via deft word choice, striking imagery, and captivating narrative (Gabrielsen et al., 2019).

2.2 Native American and Western Literature

Native American literary texts and Non-Native American literary texts are the two basic categories into which literary works may be generally divided. The rich fabric of human expression is enriched by the different traditions, voices, and cultural narratives that are represented by these categories.

2.3 Literary Works by Indigenous Authors

Written or spoken works with a strong cultural heritage, deep historical roots, and personal experiences of indigenous or native populations are referred to as indigenous literary texts (Allen, 2012). Strong instruments for the sharing and preservation of distinctive cultural customs, histories, and experiences are these writings (Hanson, 2017).

2.4 Non-Indigenous Literary Texts

A large corpus of creative works that come from writers and societies outside of indigenous or native cultures are represented by non-indigenous literary texts (Miley, 2006). These works can be of any genre, including fiction, poetry, theater, essays, and more, and they are not restricted by the customs or experiences of the indigenous people. The values, interests, and worldviews of the dominant culture or civilization they are founded in are reflected in them, as they are mostly written from the perspective of non-indigenous authors.

2.5 Theoretical Framework

As it is applicable to teaching literary texts in second languages, the current study adopts Stephen Krashen's (1981) Theory of Second Language Acquisition. This hypothesis, often known as the "Krashen's Monitor Model," is a well-known and significant framework in the study of teaching and learning second languages. The idea is made up of a few connected theories that, when taken as a whole, provide light on how people learn a second language. Krashen's contributions to language instruction and pedagogy have had a significant influence. This is a comprehensive explanation of his theory:

2.6 The In-Put Hypothesis

The cornerstone of Stephen Krashen's Theory of Second Language Acquisition is the Input Hypothesis, which he first put forward in 1981. This theory emphasizes how important intelligible input is to language acquisition. Language input that is only marginally above the learner's present level of proficiency is referred to as

comprehensible input. Put another way, it is difficult yet still comprehensible for the student. According to Krashen's information Hypothesis, language learners benefit most from exposure to this kind of information when learning a second language. Learners are more likely to achieve language progress when they interact with meaningful, relevant, and contextually appropriate language input that is a little bit beyond their present competence level (Gass & Mackey, 2014). This method of learning a language through understandable input is thought to be more efficient and natural than rote learning and explicit instruction.

2.7 Conceptual Framework

In the context of Pakistani higher education, the conceptual framework of this study attempts to investigate the dynamics of language learning for ESL students via the eyes of ESL teachers using both indigenous and non-indigenous literary works. The framework, which is based on Krashen's (1981) theory of second language acquisition (SLA), attempts to identify the complex factors affecting language learning results.

3. Research Methodology

The following is the detailed research methodology that was adopted to carry out this study.

3.1 Research Design

To examine the intricate and subtle features of teachers' beliefs and practices around the teaching of both indigenous and non-indigenous literary works in their classrooms, the current study uses a qualitative research design technique. Numerous research that supports the effectiveness of qualitative approaches in examining educational practices have confirmed this approach. Tenny et al. (2017), for example, contended that qualitative research facilitates a deeper comprehension of teachers' lived experiences, leading to a more comprehensive, contextualized representation of educational environments. In a similar vein, Peterson's (2019) study verified that qualitative methods work especially well when examining delicate subjects like character education, where instructor views have a significant impact on instructional decisions. Additionally, qualitative research provides the freedom to go deeply into participants' viewpoints, motives, and experiences, offering insightful information that quantitative approaches could miss (Creswell & Creswell, 2017).

3.2 Research Instrument

To guarantee a thorough and uniform collection of data, this study utilized semi-structured interviews to disentangle the complex network of ESL instructors' perspectives and approaches in negotiating these varied literary environments within higher education.

3.3 Data Analysis

After employing the qualitative approach, the data was subjected to a theme analysis procedure with coding assistance. The process of coding helps to determine which data segments should be utilized as an example of a larger image, illustration, subject, or section (Elliot, 2018).

4. Results and Analysis

This part presents a thorough analysis of the study's findings and provides extensive insights from both observations and interviews. Together with the complex insights gleaned from classroom observations, the rich data gathered from semi-structured interviews with ESL teachers allow for a comprehensive analysis of the contribution of indigenous and non-indigenous literary texts to improving language learning in Pakistani higher education. By means of in-depth examination and topical grouping, the workshop reveals the instructors' viewpoints, pedagogical approaches, and obstacles faced, offering a comprehensive perspective on the complex relationships found in ESL classrooms.

4.1 Interview Findings

The following important insights were found by using the theme technique of interview data analysis to analyze the complex aspects of teachers' beliefs and practices about teaching both indigenous and non-indigenous literary texts in their classrooms: The role that indigenous and non-indigenous literary texts have in students' learning as perceived by teachers. The significance of both indigenous and non-indigenous literary works for students' learning was thoroughly investigated from the perspective of the instructors, and the themes that emerged were summarized

for comprehension. Table, which enumerates these topics and offers a graphic representation of the diverse range of viewpoints that educators have on the impact of literary texts on students' language learning and educational experiences, a picture of the elaborate tapestry. The next findings go into the nuanced observations extracted from the instructors' responses, shedding light on the variety of viewpoints they held and the effects of language learning strategies in ESL classes.

Table 1: Analysis of Teachers Perceptions of the role of literary text in language learning

S.NO.	THEMES	SUBTHEMES
1	Language Familiarity and Difficulty	Sense of comfort, Easily connected vocabulary, Cultural heritage, Difficult
2	Cultural Alignment and Differences	Different sentence structure, Different linguistic landscape, Alignment with cultural norms, Cultural heritage familiarity, Cultural identity, Unfamiliar with culture, Cultural differences, Cultural diversity
3	Performance and Proficiency	Good performance, Self-assurance, Deep connection, Motivation for students, Language skills
4	Emotional Connection and Gender Differences	Emotional connections, Personalized learning experience, Gender role, Gender disparities, Female emotions
5	Motivation and Interest	High level of interest. Engagement. Low interest, Low motivation
6	Comprehension Levels	Better understanding, Cognitive processing, Language complexity, Low understanding

4.2 Language Familiarity and Difficulty

Teachers passionately emphasized the significant influence that literary texts have on students' language proficiency, highlighting the disparate experiences that pupils have while interacting with indigenous and non-indigenous literature. A teacher said, "Students appear to have an easy time connecting with the shared language found in indigenous literary realms. They seem to have discovered a language that they can relate to on a personal level. "Teachers agreed that reading works from indigenous cultures gives students a special sense of security and connection. "When we dive into Indigenous literary texts, there's this beautiful sense of shared language," an educator said with emotion. It's as though they find a language "home" where phrases speak to their personal experiences. "This statement encapsulates the significant influence that Indigenous literature has on cultivating a common language identity among students.

4.3 Cultural Alignment and Differences

Teachers saw that the cultural norms of the pupils and Indigenous literary materials were deeply aligned. As one educator put it, "There's a reassuring familiarity in Indigenous literature." Pupils frequently discover that these works' ingrained cultural norms and values profoundly resonate with them since they are like their own. Through literature, it's like going back to the well-known places of their cultural history, strengthening a strong bond. "On the other hand, when students interact with literary materials that are not indigenous, teachers have observed a noticeable difference.

4.4 Performance and Proficiency

Teachers complimented the students for their excellent performance when it came to connecting with indigenous literary materials. As per a teacher's views, "When students are immersed in Indigenous literary texts, they often demonstrate exceptional performance." They're so tightly related to the topic matter that it's evident from their pride and confidence in themselves. However, it is crucial to acknowledge that every student may possess different degrees of language proficiency, leading to a range of abilities. "In the teacher dialogues, the conversation of language proficiency and cultural familiarity deepened. Although Indigenous texts promote a strong bond and a sense of pride, this intriguing finding suggests that language proficiency in non-Indigenous situations may

potentially drive back by the obstacles along the way. The interplay between students' language development and cultural familiarity adds layers to their overall achievement in English classes. The results indicate that although reading texts written by Indigenous peoples might instill a feeling of pride, reading texts written by non-Indigenous peoples can act as a special stimulant for language development, offering a dynamic interaction between language ability and cultural ties.

4.5 Emotional Connection and Gender Differences

Teachers emphasized the different ways in which students might form emotional bonds with both indigenous and non-indigenous literary sources. Examining the emotional dynamics, a teacher highlighted the various ways in which students emotionally interact with literary texts. It's amazing to see the emotional relevance that literary writings have for pupils. It appears each student in the class adds their own unique emotional viewpoint to the words, transforming them into a canvas for their emotions. This makes it possible for a more customized and meaningful experience."

"The emotional resonance that students experience with literary texts is fascinating," noted one of the professors. Every student in the class offers a unique emotional viewpoint, and they all find personal significance in the narrative. They may have a more meaningful and tailored experience since it's almost as though the words become a canvas for their emotions. "The professors acknowledged that a student's emotional attachment or lack thereof can be influenced by their gender. Certain professors believe that women tend to emphasize emotional components more than men do.

4.6 Motivation and Interest

Within the context of motivating dynamics, educators emphasized the complex influence of literary texts on student involvement. An instructor mentioned, "Native Indigenous literary texts have a captivating quality." Students appear to be highly motivated and interested in them." This finding emphasizes the special appeal of Indigenous literature and raises the possibility that students' excitement is enhanced by a sense of cultural familiarity and connection. Several educators highlighted the remarkable ability of original Indigenous literary works to elicit high levels of interest and motivation among students. "There is an allure to Indigenous literary texts that cannot be denied," stated an instructor. It seems that students are very fascinated by the richness of their own cultural tales. a feeling of accomplishment" ... the desire to learn more about these works is fostered by their familiarity and sense of connection. "As stated by an additional educator: The allure of employing indigenous literary materials is the increased curiosity they arouse in pupils. It maintains their interest and makes them want to learn more about the subject matter, much like a cultural excursion." However, there was a belief among educators that non-Indigenous literary works would not stimulate students' curiosity and motivation to the same extent as Indigenous literary works. The complex interplay between students' innate drive to interact with literary content and the cultural setting is shown by this paradox in motivational response. These results demonstrate the critical role that cultural familiarity has in inspiring students' drive and curiosity. This insight sheds light on this role's importance. Indigenous literature, which draws from the pupils' own cultural tales possess an innately driven quality that might not be as noticeable in non-Indigenous situations.,

4.7 Comprehension Levels

Teachers discovered an intriguing trend regarding pupils' understanding levels in the setting of literary pieces that were both indigenous and non-indigenous. In comparison to their counterparts who were exposed to Indigenous literary works, students who were exposed to non-Indigenous books often showed a greater degree of knowledge. A teacher stated: "Students often demonstrate a higher level of comprehension during lectures on Indigenous literary texts. "The following remark was made by a different educator: "It's amazing to see how these two settings' understanding levels vary. The students' understanding of literature improves noticeably when we read works that are not written by Native Americans. It seems that the challenges these texts bring encourage students to focus more intensely, which eventually results in better comprehension."

4.8 Discussion

The discussion section explores the themes that arose from the observations, beliefs, methods, and challenges that ESL teachers faced when teaching pupils from both indigenous and non-indigenous literary sources. By offering a thorough analysis of the themes that emerged under each category, this component of the research emphasizes the

difficulty of teaching ESL. Teachers' perceptions on the importance of both indigenous and non-indigenous literary materials for students' education.

4.8.1 Language Familiarity and Difficulty

Research on language dynamics in literary learning, especially about works written by indigenous and non-indigenous people, is in line with previous findings that highlight the critical influence of language familiarity on students' experiences (Pastushenkov et al., 2021). A complex interaction of linguistic components is shown in the contradiction between the sense of commonality in Indigenous writings and the perceived difficulty in non-Indigenous texts.

4.8.2 Cultural Alignment and Differences

Research has shown that cultural resonance plays a critical role in influencing students' views, and the examination of cultural similarities and contrasts between indigenous and non-indigenous literary works aligns with this understanding (Tran & Dang, 2014). The contrast between the perceived similarity in texts written by Indigenous people and the apparent difference in texts written by non-Indigenous people highlights the complex connection between cultural components and education (Islam & Park, 2015).

4.8.3 Performance and Proficiency

The analysis of students' performance and language ability while studying literary texts by indigenous and non-indigenous authors is consistent with previous studies, providing insight into the intricate relationship between performance, engagement, and language competency. The observed differences in performance highlight the need for a more complex understanding of the variables affecting language competency in various literary contexts. The fact that students do well while studying indigenous literary texts typically aligns with Masino and Niño-Zarazúa's (2016) findings, which emphasize the significance of shared language and cultural familiarity. The relationship to cultural components frequently results in increased involvement, which enhances performance in ways that are praiseworthy. Nonetheless, the observed discrepancy in linguistic ability implies the necessity for focused language enhancement techniques in Indigenous text analyses (Rahman & Manaf, 2017). Social Bonding and Disparities in Gender more complex knowledge of how students interact with the emotional aspects of literature is added by investigating the emotional connections to literary works and the possible impact of gender disparities. This result is consistent with previous studies on the complex interactions that exist between feelings, reading experiences, and personal preferences. The students' admission that relate to literary works on a variety of emotional levels is consistent with larger research that highlights how subjective readers' reactions to literature may be (Mohammadipour et al., 2018).

5. Conclusion

This study set out to explore and shed light on crucial aspects related to the use of indigenous and non-indigenous literary texts in the quest to unravel the complex tapestry of English as a Second Language (ESL) education in Pakistan's higher education system. The primary goal of the study was to investigate the differing perspectives of ESL instructors from different Punjabi institutions. Uncovering their varied viewpoints on how both indigenous and non-indigenous literary works enhance language acquisition at the tertiary education level was the main goal. The purpose of this study was to obtain a thorough knowledge of how these writings are interpreted within the dynamic and culturally diverse. The themes that have been found offer a complex perspective on how these texts affect different aspects of the educational process. The examination of similarities and contrasts between cultures highlights the complex connection between literary works and cultural identity. Native American literary works act as mirrors, reflecting the cultural norms and values of the pupils and encouraging a feeling of identity. The performance and proficiency gaps that were found illuminated the complex process of language learning. Although reading books by Indigenous authors can inspire wonderful performances, the problem is in filling up any possible linguistic gaps. Conversely, non-native texts serve as stimulants for increased competence in lectures, indicating the necessity of a well-rounded strategy to guarantee comprehensive language development. Examining how one's emotions are connected to literary works highlights how personalized and individualized. The many ways in which students relate the texts to their feelings highlight the necessity of individualized and compassionate teaching strategies. Gender variations in emotional reactions highlight how crucial it is to recognize and consider the various emotional environments that exist in classrooms. The difference in interest and motivation between books written

by indigenous and non-indigenous authors highlights how important cultural relevance is to maintaining student engagement. The motivational power of Native Indigenous writings is evident, indicating the necessity of curriculum methods that capitalize on the inherent attractiveness of culturally relevant information. Innovative instructional approaches are necessary to address the perceived decreased motivation for non-Indigenous books and pique students' interest in them. The observed variation in understanding levels emphasizes the necessity of specialized teaching strategies. While understanding is stronger in schools using non-Indigenous texts, using Indigenous texts to close this gap will need pedagogical interventions that strengthen comprehension techniques unique to these materials. Essentially, the results offer a strong basis on which educators and policymakers may improve curriculum design, support systems, and teaching strategies to guarantee a more successful and inclusive ESL program in Pakistan's higher education system. Beyond simple views, the second study goal was to pinpoint and examine the complex teaching techniques used by ESL instructors to negotiate the territory of indigenous and non-indigenous literary works in the classroom. This goal was to provide insight into the educational strategies and techniques teachers use to successfully communicate the linguistic nuanced aspects of these works. Through a close examination of the tactics employed by educators, the research sought to clarify the complex relationship that exists between teaching methods and the varied language requirements of students who are reading these books. The information obtained from instructors' answers on the methods they used to teach both indigenous and non-indigenous literary texts reveals a complex educational environment and provides insightful ideas for improving language instruction in ESL courses. Teachers' awareness of the language difficulties inherent in non-Indigenous literary literature is shown in their preference for the translation method of instruction. Given that sophisticated vocabulary and sentence patterns call for a methodical approach, it is critical to give pupils easily understood material. The methodical approach of reading, translating, and elaborating accommodates the range of language abilities in the classroom and promotes a learning environment that is scaffolded.

References

- Abdullah, T., Zakaria, M. H., Ismail, F., Mansor, W. F., & Abdulaziz, M. (2007). A New Teaching Model to Teach Literature for the TESL Pre-training Service Programme in Universiti Teknologi Malaysia. 1-8.
- Adam, A. A. S., & Babiker, Y. O. (2015). The role of literature in enhancing creative writing from teachers' perspectives. *English Language and Literature Studies*, 5(1), 109.
- Adigüzel, F. B. (2020). Investigating literary texts through creative drama: A mixed study. *Journal of Teacher Education and Educators*, 9(3), 407-441.
- Adnan, U., & Tehseem, T. (2022). Exploring English as a Multicultural Language in Pakistan: A Sociolinguistic Profile. *Pakistan Journal of Humanities and Social Sciences*, 10(2), 435-447.
- Aftab, S. (2012) English Language Textbooks Evaluation in Pakistan. PhD Thesis. School of English, Drama and American and Canadian Studies, College of Arts and Law. University of Birmingham.
- Akhtar, R. N. & Kausar, G. (2011). Pakistani Students' and Teachers' Beliefs about English Language learning at School Level: An Analytical Study
- Akyel, A. & Yalçın, E. (1990). Literature in the EFL Class: A Study of Goal-Achievement Incongruence. *English Language Teaching Journal*, 44(3):174-180.
- Al-Hassan, A.A.M. (2014). EFL Students' Experiences, Problems, and needs on an English-medium business Programme: an Ethnographically-oriented Study of the MBA in Khartoum University, Sudan. PhD thesis. University of Essex.
- Ali, S. (1993). The Reader-Response Approach: An Alternative for Teaching Literature in a Second Language. *Journal of Reading*.37(4):288-296.
- Al-Khasawneh, F. M. (2017). A genre analysis of research article abstracts written by native and non-native speakers of English. *Journal of Applied Linguistics and Language Research*, 4(1), 1-13.
- Allen, C. (2012). Trans-Indigenous: Methodologies for global Native literary studies.
- Allen, M. (2020, August). Pedagogical and Curricular Practices for Computer Science Education with English Language Learners. In *Proceedings of the 2020 ACM Conference on International Computing Education Research* (pp. 330-331). <https://doi.org/10.1145/3372782.3407108>
- Ary,D., Jacobs, L.C., & Sorensen, C. (2010). Introduction to Research in Education.
- Auerbach, C. F. & Silverstein, L. B. (2003). Introduction to Coding and Analysis. NY: New York University Press.
- Babbie, E. (2013). *The Practice of Social Research*. Australia: Wadsworth Cengage Learning.
- Babu, A.R., & Komuraiah,A. (2010) Social Effects and other impediments in Teaching Literature. *Language in*

- India. 10:409-412.
- Bagherkazemi, M. & Alemi, M. (2010). Literature in the EFL Classroom: Controversy and Consensus. *Linguistic and Literary Broad Research and Innovation*. 1(1):1-12.
- Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *NursingPlus open*, 2, 8-14.
- Blaeser, K. (2016). Native literature: Seeking a critical centre. *Introduction to Indigenous Literary Criticism in Canada*, 67-75.
- Bobkina, J., Romero, E. D., & Sastre-Merino, S. (2021). Literature and language education: Exploring teachers' views on teaching foreign language through literature in bilingual secondary schools in Madrid (Spain). *AILA Review*, 34(2), 145-186.
- Brouwer, M. (2019). Comparative Indigenous Literature: Bridging the gap between Francophone and Anglophone Indigenous literatures. *All My Relations: Littératures et épistémologies autochtones comparées*, Post-Scriptum, 27.
- Brumfit, C. (1987). Applied linguistics and communicative language teaching. *Annual Review of Applied Linguistics*, 8, 3-13.
- Brumfit, C., & Carter, R. (Eds.). (1986). *Literature and language teaching*. Oxford University. *American Indian Literatures*, 34(1), ix-xxi.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- D'Souza, F. P. (2023). Stephen Krashen's Theory of SLA: A Conceptual Framework. *i-Manager's Journal on English Language Teaching*, 13(4), 1.
- Elliott, V. (2018). Thinking about the coding process in qualitative data analysis. *The Qualitative Report*, 23(11), 2850-2861.
- Gass, S. M., & Mackey, A. (2014). Input, interaction, and output in second language acquisition. In *Theories in second language acquisition* (pp. 194-220). Routledge.
- Gopal, R., & Singh, C. K. S. (2020). Arising reading patterns in understanding literary texts. *Studies in English Language and Education*, 7(2), 407-420.
- Gultom, E., Frans, A., & Cellay, E. (2022). Adapting the Graphic Novel to Improve Speaking Fluency for EFL Learners. *Al-Hijr*, 1(2), 46-54.
- Hanson, A. J. (2017). Reading for reconciliation? Indigenous literatures in a post-TRC Canada. *ESC: English Studies in Canada*, 43(2), 69-90.
- Hanson, A. J. (2018). Relational encounters with Indigenous literatures. *McGill Journal of Education*, 53(2).
- Hasan, A. M., & Hasan, Z. F. (2019). Students' perception towards literature integration in the English language departments at Duhok and Zakho Universities. *Advances in Language and Literary Studies*, 10(4), 130-152.
- Healy-Ingram, A. (2011). Teaching Indigenous literature: An ethics of voice. *Teaching Australian literature: From classroom conversations to national imaginings*, 70-94.
- Hirvela, A., & Boyle, J. (1988). Literature courses and student attitudes. *ELT Journal*, 42(3), 179-184.
- Jadoon, N. K., & Ahmad, M. (2022). A Study of Lexical Features of Pakistani English. *Pakistan Journal of Social Research*, 4(04), 891-901.
- Johnson, E. K. (2016). Constructing a proto-lexicon: An integrative view of infant language development. *Annual Review of Linguistics*, 2, 391-412.
- Justice, D. H. (2018). *Why Indigenous literatures matter*. Wilfrid Laurier Univ. Press.
- Kirne, J., & Potter, E. (2021). Settler Belonging in Crisis: Non-Indigenous Australian Literary Climate Fiction and the Challenge of "The New". *ISLE: Interdisciplinary Studies in Literature and Environment*, isab085.
- Kardiansyah, M. Y., & Salam, A. (2020, December). Literary Translation Agents in the Space of Mediation. In *International Joint Conference on Arts and Humanities (IJCAH 2020)* (pp. 592-598). Atlantis Press.
- Kavanagh, L. (2019). Relations between children's reading motivation, activity and performance at the end of primary school. *Journal of Research in Reading*, 42(3-4), 562-582.
- Khan, M. S. R., & Alasmari, A. M. (2018). Literary texts in the EFL classrooms: applications, benefits and approaches. *International Journal of Applied Linguistics and English Literature*, 7(5), 167-179.
- Khdhr, C. H., & Hasan, M. N. (2016). Pedagogy of English language through literary texts to non-Native learners of English Language. *International Review of Social Sciences*, 4(3), 652-662.
- Krashen, S. (2007). Stephen Krashen's theory of second language acquisition. Stephen Krashen's Homepage

Website. Retrieved April, 18, 2007.

- Krashen, S. D. (1981). *Second language acquisition and second language learning*. Oxford University Press.
- Krashen, S. D. (2003). *Explorations in language acquisition and use*.
- Miley, L. (2006). *White writing black: Issues of authorship and authenticity in non-Indigenous representations of Australian Aboriginal fictional characters* (Doctoral dissertation, Queensland University of Technology).
- Mohammadipour, M., Rashid, S. M., Rafik-Galea, S., & Thai, Y. N. (2018). The relationships between language learning strategies and Positive emotions among Malaysian ESL. *International Journal of Education and Literacy Studies*, 6(1), 86-96.
- Masino, S., & Niño-Zarazúa, M. (2016). (What works to improve the quality of student learning in developing countries?). *International Journal of Educational Development*, 48, 53-65.
- Pastushenkov, D., Camp, C., Zhuchenko, I., & Pavlenko, O. (2021). Shared and different L1 background, L1 use, and peer familiarity as factors in ESL pair interaction. *TESOL Journal*, 12(2), e538.
- Rahman, S. A., & Manaf, N. F. A. (2017). A Critical Analysis of Bloom's Taxonomy in Teaching Creative and Critical Thinking Skills in Malaysia through English Literature. *English Language Teaching*, 10(9), 245-256.
- Tran, T. Q., & Dang, H. V. (2014). Culture teaching in English language teaching: Teachers' beliefs and their classroom practices. *Korea TESOL Journal*, 11(1), 207-223.
- Paulson, W. (2019). *The noise of culture: Literary texts in a world of information*. Cornell University Press.
- Peterson, J. S. (2019). Presenting a qualitative study: A reviewer's perspective. *Gifted Child Quarterly*, 63(3), 147-158.
- Ramzan, M., Oteir, I., Khan, M. A., Al-Otaibi, A., & Malik, S. (2023). English learning motivation of ESL learners from ethnic, gender, and Cultural perspectives in sustainable development goals. *International Journal of English Language and Literature Studies*, 12(3), 195-212
- Ryan, M. (2007). *Literary theory: A practical introduction*.
- Ryan, S. (2010). Contextual Knowledge and Literary Analysis. *International Journal of the Humanities*, 8(2).
- Van Toorn, P. (2000). Indigenous texts and narratives. *The Cambridge companion to Australian literature*, 19-49.