Developing English Proficiency Through Literature: A Language-Based Approach

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Abstract:- **The main purpose of the study was to find out whether the utilization of a language-based approach through the use of adopted text entitled "The Necklace" by Guy de Maupassant, teacher-initiated supplementary materials/modules, and innovative activities in reading, listening, speaking, and writing can facilitate and develop student's English proficiency. Utilizing a quasi-experimental method, the study revealed that there was a significant difference in the developing English proficiency of students through literature in the pretest and posttest in the experimental group, as well as a significant difference in the posttest English proficiency of students in both groups. The results implied that utilizing literary texts, teacher-initiated module, and innovative activities can have improved the English proficiency of students. Therefore, the act of utilizing literary texts, teacher-initiated module, and facilitating innovative activities for students aside from the school modules in the experiment fared better compared to solely utilizing traditional methods and discussion concerning the students' English proficiency development and performance. In the light of the findings, the utilization of literary texts, teacher-initiated module, and innovative activities in reading, listening, speaking, and writing was effective in discussing English lessons in regular classes and exhibited favorable results academically. Thus, it was recommended to pursue the method for other English topics aside from the subjects in the research study. Future researchers are encouraged to use the methodology of the language-based approach through literature in developing students' English proficiency not only for academic purposes, but also for its effects on students' social, psychological, and physical well-being.**

Keywords:- Language-Based Approach, English Proficiency, Literature, Literary Texts, Innovative Activities, Reading, Listening, Speaking, Writing, School Modules, Teacher-Initiated Materials/Module, Traditional Method.

I. INTRODUCTION

English proficiency is required for any country to fully benefit from global trade, gain access to the latest science, technology, and innovation, exercise worldwide influence, and be utilized in the literature and media sectors. English language proficiency and writing of students had a negative effect on the curriculum and syllabus, the high-stakes testing, and other factors, it was found that many college undergraduate students struggle to apply the taught and learned English knowledge in English writing and have limited writing skills and techniques to write in English (Sang, 2017).

In the global setting, Chinese undergraduate students find it difficult to apply the taught and learned English knowledge in English writing and have limited writing skills and strategies to write in English (Sang, 2017). Chinese students enrolling in US institutions are increasing quickly on their English language proficiency, yet it has been noted that some of them struggle to write in English. Accordingly, the students' inadequate competency in English writing, in terms of writing techniques, tactics, and perceptions of writing in English, has a negative impact on their academic performance, social relationships, and overall development (Zhan, 2015).

In the national setting, public senior high school learners under the Technical-Vocational-Livelihood (TVL) track in Biñan City Senior High School-Timbao Campus, Philippines, acknowledged that the current state of low English language proficiency is a result of the struggles with studying and learning the language (Romero, 2023). Additionally, according to Cortezano (2023), the participants described experiencing little English language ability as difficult, challenging, and frustrating. Similarly, the English language was impacted by traumatic experiences, which included being criticized, humiliated, and shamed by peers, instructors, and even family members. Further, in the present situation, the participants' academic achievement was similarly poor and the low English language proficiency affects the academic performance of students (Manaig, 2023).

In the local setting, specifically in New Bataan National High School – Senior High Department, recently the results in the school PHIL-IRI, data show the reading profile of TVL students as 69% frustration, 21% instructional, and 10% independent. While, academic students are 14% frustrated, 47% instructional, and 39% independent. In addition, the Proficiency Level (PL) in English language subjects shows 40% for TVL, 75% for HUMSS, and 78% for GAS. The data reveals that TVL students have low English proficiency, cognitive delays, and problems in reading and comprehension compared to academic students.

The purpose of this quantitative quasi-experimental research is to examine the development of Senior High School (SHS)Technical-Vocational-Livelihood (TVL) strand students' English proficiency through literature with the application of the method of teaching in a language-based approach, how students motivate and recognize the significance of English proficiency, what to improve and how to broaden students' knowledge of the English language proficiency, the process of students' development in English proficiency, and the effectiveness of using literature resources and materials. Thus, the researcher is eager to conduct the study since in the local setting numerous methods of teaching to develop students' English proficiency are being applied. Nevertheless, utilizing literature resources, teacher-initiated supplementary materials/modules, and the use of a language-based approach as a method in teaching to develop student's English proficiency is infrequently used in the local school setting.

II. METHODS

> *Research Design*

This study utilized a quantitative quasi-experimental design, one of the simpler methods of testing the effectiveness of an intervention, which was employed in this study having the pretest-posttest research design with equivalent groups. As explained by Mitchell (2015), the main goal of a quasi-experimental research design was to establish studies with a high level of causal (internal) validity. Therefore, the validity of the language-based approach and the development of English proficiency with literature was determined through the use of an experimental research design. In this study, there were two groups involved: the experimental group and the control group. The experimental group received treatment and interventions, while the control group conformed to the traditional or conventional method of teaching. Both groups covered the same period duration, topics discussed, and coverage of assessments. Both groups underwent pre-and post-testing, wherein one group, the experimental group, received treatment.

> *Research Locale*

The study was carried out at the New Bataan National High School - Senior High School department in Poblacion New Bataan, Davao de Oro. New Bataan is one of the 11 municipalities in Davao de Oro. The province is divided into two legislative districts: the first district includes New Bataan, Compostela, Maragusan, Monkayo, and Montevista, and the second district includes the other municipalities of Laak, Mabini, Maco, Mawab, Nabunturan, and Pantukan.

New Bataan is a landlocked municipality in the coastal province of Davao de Oro surrounded by mountain ranges that provide a source of income for the majority of the population. The majority of people work in banana plantations or on farms. Aside from agriculture, the municipality has several tourist spots and it is the top attraction to visit which can guarantee a perfect place to unwind and relax with family and friends. Every inland resort offers accommodation and overnight stays for those who want to experience how the eternal springs of New Bataan

touch their warm bodies. Andap, Bantacan, Batinao, Cabinuangan (Poblacion), Cagan, Camanlangan, Cogonon, Fatima, Katipunan, Magsaysay, Manurigao, Pagsilaan, Panag, San Roque, Simsimin, and Tandawan are the 16 barangays that make up the municipality.

New Bataan National High School (NBNHS) is located in Purok 3a, Poblacion, and is considered the mother school among all other schools in the New Bataan district. NBNHS is composed of a Junior High School and an integrated Senior High School. Integrated SHS means that the school is situated within an existing Junior High School or Integrated School which shares a School Head with the Junior High School or Integrated School. A total of 79 personnel composed of the teaching staff wherein 56 teachers are in the junior high school and 23 teachers are in the senior high school, with one School Principal IV and one OIC-Assistant School Principal II along with 17 non-teaching staff. For the school year 2023-2024, there were 1,244 junior high school students and 899 senior high school students, or a total of 2,143 students. New Bataan National High School is known for its mantra "The Catalyst of Hope and Fulfillment" for it upholds the dignity and success of the students, parents, teachers, other stakeholders, and the entire community.

> *Population and Sample*

This quantitative quasi-experimental study considered the students in the two sections of Grade 11 namely Rizal and Jaena who were enrolled in the Technical – Vocational Livelihood (TVL) taking the strand of Shielded Metal Arc Welding (SMAW) respectively unto whom the researcher was teaching 21st Century Literature from the Philippines and the World. Sections Rizal and Jaena had a total of 45 and 48 students, respectively. However, on account of the non-participation and absences of some students, the researcher chose only 45 students per section as subjects of the study who were heterogeneously grouped considering the level of proficiency. The sections were assigned two groups wherein section Rizal served as the control group and section Jaena, the experimental group.

> *Research Instruments*

The researcher utilized the modules and the teacher-initiated supplementary modules, innovative activities, and utilizing the language-based approach using the adopted literary text as its source for the teaching-learning process in language education. The instruments used for the intervention were a language-based approach through literature wherein the adopted literary text entitled "The Necklace" was presented in the teacher-initiated modules as covered in the topics will be used as supplementary materials and utilized different activities that develop the four macro skills of students such as reading, listening, speaking, and writing administered to the students of the experimental group to enhanced the learning process and developed English proficiency. The module was composed of detailed topics, and literary texts and focuses on student-centered learning activities in reading, listening, speaking, and writing for students to demonstrate understanding. The presentation of the topics was done theoretically and followed up with examples including the competencies set, discussion,

innovative activities with the use of illustrated supplementary materials, and assessment of the lesson.

The language-based approach and literary texts and contexts in 21st century literature as supplementary learning materials and activities were constructed by the researcher containing the same topic as that of the modules to reinforce the learning process serving as interventions. The interventions involved the provision of a language-based approach and supplementary activities that improved students' level of proficiency in reading, listening, speaking, and writing wherein the topics were expounded in the language of the students, with more examples, and further explanations. The researcher-made pretests and posttests were aligned to the Most Essential Learning Competencies (MELCs) and were grounded from the 21st Century Literature from the Philippines and the World module utilizing multiple-choice types consisting of 40 items per topic with four (4) options for each item. There were two sets of questionnaires for each topic namely; (a) Literary Genres, 40 items; and, (b) Contexts in 21st Century Literature, 40 items.

The construction of the researcher-made instruments was carefully planned and included the presentation of the Table of Specifications (TOS) to ensure proper distribution of the test items. Before the administration of the pretests, the preliminary set of questionnaires was tested using a group of 40 students, not part of the control and experimental groups, for item analysis. The reliability and validity of the research instruments were checked using the appropriate statistical formulas.

Further, the questionnaire underwent content validation with a pool of experts as validators in checking the suitability of items to the topic under investigation. After careful investigation and corrections of the recommendations/suggestions were presented, the final set of items was given to random students who were not part of the study for pilot testing. The aim of this administration was to check the consistency of items or the reliability index. The panel members' comments, suggestions, and recommendations were incorporated into the final draft. After the validation and approval of the researcher advisers, the questionnaire was finally administered to both groups before the teaching-learning process.

➢ *Data Collection*
The researcher submitted the requirements to the Research Ethics Committee (REC) for consideration of the ethical standards. After getting clearance, the researcher was sent a request letter for permission to conduct the study through e-mail to the Senior Education Program Specialist for Research of the Davao de Oro division. After the approval of the division office, a written letter of request to conduct the study was also submitted to the Principal IV and the OIC-Assistant School Principal II of New Bataan National High School – Senior High School department, New Bataan, Davao de Oro, where the study was to be conducted.

Pre-tests were administered to the two groups before every topic was discussed. After the specified number of weeks in teaching utilizing the school modules and the teacher-initiated supplementary materials/modules, and innovative activities for the experimental group, posttests were administered. The results between the pretests and posttests of the experimental group and control group were treated as students' English proficiency. The mean scores are the basis for testing the significant difference between the performance of the students in the pretests and posttests.

Throughout the teaching-learning process, the researcher assessed the student's academic development by administering exams and engaging in a variety of activities. The findings of the pretests and posttests were collected, counted, arranged, and statistically computed.

➢ *Statistical Treatment of Data*
The data were arranged and collected to allow for comprehensible conclusions.

The following statistical tests were used to ensure correct analysis and interpretation of the various data collected in this study. The researcher analyzed the data using statistical tools.

Thus, frequency distribution is used to list the respondents' scores. The comparison coefficient is used to determine whether the difference between pretest and posttest mean scores is significant.

- **Class Means.** These were used to determine the competency level of the class according to their pretest and posttest result.
- **Paired t-test.** These were used to compare a single population before and after some experimental intervention or at two different points in time.
- **Independent t-test.** These were used to determine and compare the two sets of data whether there is a statistically significant.

III. RESULTS

This chapter presents, analyzes, and interprets the outcomes of the study's experiment. The presentation sequence was determined by the problem statement and the null hypotheses offered.

Performance Level of the Pretest Scores. Table 1 shows the pretest scores and their mean of Control and Experimental groups.

Table 1 Performance Level of the Students Based on the Pretest Scores in Literary Genres

Subject	Mean	Class Proficiency	Quality Index	Level of Performance
Control	11.319	28%	Did not meet mastery level	Low Mastery Level
Experimental	11.234	28%	Did not meet mastery level	Low Mastery Level

Table 1 shows the class means derived from the pretest for Literary Genres for both the control and experimental groups. The class mean for control group was 11.319 and 11.234 in the experimental group, with the same proficiency level of 28%. The class's quality index did not meet the mastery level, resulting in a reasonably fairly satisfactory level of performance. As a result, the control and experimental groups' English ability in Literary Genres was equivalent.

Table 2 Performance Level of the Students Based on the Pretest Scores for Contexts in 21st Century Literature

Subject	Mean	Class Proficiency	Quality Index	Level of Performance
Control	10.532	26%	Did not meet mastery level	Low Mastery Level
Experimental	10.745	26%	Did not meet mastery level	Low Mastery Level

Table 2 shows the class means derived from the pretest for Contexts in 21st Century Literature for both the control and experimental groups. The class mean for control group was 10.532 and 10.745 in the experimental group, with the same proficiency level of 26%. The class's quality index did not meet the mastery level, resulting in a reasonably fairly satisfactory level of performance. As a result, the control and experimental groups' English ability in Contexts in 21st Century Literature was equivalent.

> *Performance Level of Posttest Scores*
This section presents the results of the second statement of the problem that examines the English proficiency level of students according to their posttests scores.

Performance Level of the Posttest Scores of the Groups. Table 3 and 4 shows the posttests scores and their mean.

Table 3 Performance Level of the Students Based on the Posttests Scores in Literary Genres

Subject	Mean	Class Proficiency	Level of Performance
Control	18.04	45%	Low Mastery Level
Experimental	22.83	57%	Near Mastery Level

The comparative data results in the table showed scores of the mean for both the control and experimental groups in posttests for Literary Genres. The mean scores for the control group was 18.04 and 22.83 for experimental group. Based on the data above, the class proficiency of the posttests score of control group was 45%, with the corresponding performance level according to D.O. Series of 2015, Fairly Satisfactory. While in experimental group was 57%, with the corresponding performance level according to D.O. Series of 2015, Satisfactory.

Table 4 Competency Level of the Students Based on the Posttests Scores for Contexts in 21st Century Literature

Subject	Mean	Class Proficiency	Level of Performance
Control	17.7	44%	Low Mastery Level
Experimental	26.8	67%	Near Mastery Level

The comparative data results in the table showed scores of the mean for both the control and experimental groups in posttests for Contexts in 21st Century Literature. The mean scores for the control group was 17.7 and 26.8 for experimental group. Based on the data above, the class proficiency of the posttests score of control group was 44%, with the corresponding performance level according to D.O. Series of 2015, Fairly Satisfactory. While in experimental group was 67%, with the corresponding performance level according to D.O. Series of 2015, Very Satisfactory.

> *Paired T-Test of Pretest and Posttest Scores*
This section presents the results of the third statement of the problem that shows the significant difference between pretests and posttests of the control group in Literary Genres and Contexts in 21st Century Literature.

Paired t-test of the Pretest and Posttest Scores of the Control Group for Literary Genres. Table 5 and 6 shows paired student's T-test.

Table 5 Paired t-test of the Pretest and Posttest Scores of the Control Group for Literary Genres

Variable	Mean	P-value	Remarks
Pretest	11.319		
Posttest	18.04	<.001	Significant

The data showed that there was a significant difference in class means of the Control Group in Literary Genres between Pretest and Posttest in favor of the Posttest. The findings revealed an increase in scores of the class means. The class experienced an increase of 6.72%. Assessing the quality index, it did not meet the mastery level during the pretest but approached nearing low mastery level during the posttest.

Table 6 Paired T-Test of the Pretest and Posttest Scores of the Control Group for Contexts in 21st Century Literature.

Variable	Mean	P-value	Remarks
Pretest	10.532		
Posttest	17.7	<.001	Significant

The data showed that there was a significant difference in class means of the Control Group in Contexts in 21st Century Literature between Pretest and Posttest in favor of the Posttest. The findings revealed an increase in scores of the class means. The class experienced an increase of 7.16%. Assessing the quality index, it did not meet the mastery level during the pretest but approached nearing low mastery level during the posttest.

➢ *Paired T-Test of Pretest and Posttest Scores*
This section presents the results of the fourth statement of the problem that shows the significant difference between pretest and posttest of the experimental group in Literary Genres and Contexts in 21st Century Literature.

Paired t-test of the Pretest and Posttest Scores of the Experimental Group in Literary Genres. Table 7 and 8 shows paired student's T-test.

Table 7 Paired T-Test of the Pretest and Posttest Scores of the Experimental Group in Literary Genres

Variable	Mean	P-value	Remarks
Pretest	11.234		
Posttest	22.83	<.001	Significant

The findings revealed a substantial variation in class means for the Experimental Group in Literary Genres between Pretest and Posttest, favoring the Posttest. The data showed an increase in class mean scores. Notably, the class mean obtained during the pretest was double that of the posttest. The class experienced an increase of 11.60%. Assessing the quality index, it did not meet the mastery level during the pretest however came halfway during the posttest. The performance level during the pretest was low mastery level, however in the posttest it was already near mastery level. This finding implies that the intervention implemented during the teaching-learning process contributed to the improvement.

Table 8 Paired T-Test of the Pretest and Posttest Scores of the Experimental Group in Contexts in 21st Century Literature.

Variable	Mean	P-value	Remarks
Pretest	10.745		
Posttest	26.8	<.001	Significant

The findings revealed a substantial variation in class means for the Experimental Group in Contexts in 21st Century Literature between Pretest and Posttest, favoring the Posttest. The data showed an increase in class mean scores. Notably, the class mean obtained during the pretest was nearly tripled that of the posttest. The class experienced an increase of 16.06%. Assessing the quality index, it did not meet the mastery level during the pretest however it was increased during the posttest. The performance level during the pretest was low mastery level, however in the posttest it was already near mastery level. This finding implies that the intervention implemented during the teaching-learning process contributed to the improvement.

➢ *T-test Difference of the Posttests Scores*
This section presents the results of the fifth statement of the problem that shows the significant difference between posttest of the control group and experimental group in Literary Genres and Contexts in 21st Century Literature.

T-test difference of Posttests Scores of the Control Group and Experimental Group. Table 9 shows independent student's T-test.

Table 9 T-test Difference of the Posttests Scores of the Control and Experimental Group in Literary Genres and Contexts in 21st Century Literature

Topics	Groups	Mean	t-value	df	P-value	Remarks
Literary Genres	Control	18.04	6.488	88	<.001	Significant
	Experimental	22.83				
Contexts in 21st Century Literature	Control	17.7	10.565	88	<.001	Significant
	Experimental	26.8				

The data showed that there was a significant difference in class means of the Control and experimental groups in Literary Genres and Contexts in 21st Century Literature Posttest. The findings revealed that the experimental group had an increase in scores of the class means in both topics. This finding implies that the intervention implemented during the teaching-learning process in the experimental group in both topics were contributed to the improvement and development of the students' English proficiency.

- *HO1. There is no significant difference between the pretest and posttest of the control group.* The statistical test was performed using the JASP software. The result of Tabular t is -8.254 with df = 44 in Literary Genres. While in the Contexts in 21st Century Literature the tabular t is -10.150 with df = 44. As a result, the null hypothesis was rejected, and the class means differed significantly between pretest and posttest. The pretest and posttest scores demonstrated that the class learned from the traditional manner of teaching and learning process.

- *HO2. There is no significant difference between the pretest and posttest of the experimental group.* The statistical test was performed using the JASP software. The result of Tabular t is -18.712 with df = 44 in Literary Genres and -22.227 with df = 44 in the Contexts in 21st Century Literature topics. As a result, the null hypothesis was rejected, and the class means differed significantly between pretest and posttest. The comparison of pretest and posttest scores revealed that the class benefited greatly from the language-based approach through literature.

- *HO3. There is no significant difference between the posttest of the control and experimental groups.* The statistical test was based on the JASP software. In the Literary Genres t = -6.488 with df = 88 and -10.565 with df = 88 in the Contexts in 21st Century Literature topics. Therefore, the null hypothesis was rejected and there was significant difference in class means of the pretest and posttest of the control group and experimental group. The comparative results of the pretest and posttest scores between two groups showed the class learned much better from utilizing the language-based approach through literature.

IV. DISCUSSIONS

➤ *The Performance Level of the Students in Pretest Scores.*
The average test results show that both groups are equal and have comparable levels of comprehension ability. In the Literary Genres topic, the Experimental group had a mean score of 11.234, compared to the control group's 11.319. Similarly, in the Contexts in 21st Century Literature topic, the mean score for the Experimental group was 10.745, compared to 10.532 for the control group. The results indicate that both groups have comparable English proficiency abilities.

Based on the evidence shown above, it is clear that students must develop their English proficiency. According to Richards (2018), "proficient users" are individuals who have a good command of the language or can readily grasp it, communicate a variety of concepts in both voice and writing, and interact with other speakers without difficulty. Furthermore, if a person is fluent in English, they will be able to benefit from a wide range of educational possibilities. Since English is an international language, learning it will help you adjust and communicate with anyone when you move to another country. Being fluent in English can help you get a better job, have more fun, understand the global economy, learn new skills, and experience many other benefits (Adytia, 2020).

As a result, we demand a system for improving and developing English proficiency across all educational levels. Thus, English proficiency is a difficult and useless human endeavor in the absence of comprehension ability.

➤ *The Performance Level of the Students in Posttest Scores.*
In terms of mean score and class proficiency, the Experimental Group surpassed the Control Group in the posttest by a significant margin. The Experimental Group had a mean scores of 22.83 for Literary Genres and 26.8 for Contexts in 21st Century Literature topics. In contrast to the Control Group's mean of 18.04 for Literary Genres and 17.7 for Contexts in 21st Century Literature topics. The results revealed that after receiving instruction using the Language-based approach utilizing literary texts, the experimental group's mean paced differed from the control group.

According to Uccelli et al. (2014) The language-based approach is primarily text-driven, with an emphasis on the acquisition of language structures, skills, and functions related to content learning, as well as explicit instruction on academic language aspects and discourse patterns (Hyland, 2008; Li, 2022). According to Charles (2013), this strategy usually stresses explicit consciousness-raising activities in text deconstruction, as embodied in genre pedagogy, and is helped by corpus-linguistic research methodologies to show structures and patterns of academic language use.

➤ *Significant Difference between the Pretest and Posttest Scores of the Control Group.*
There was a significant difference between the achievements of the students in the control group as reflected on their pretest and posttest mean scores. The traditional method of teaching clearly denoted that there is a low mastery level of improvement between their pretest and posttest scores in both topics. This could show that if students' English proficiency issues are not addressed, they will become increasingly frustrated with their English language comprehension, which can lead to confusion about the texts being read and incorrect answers to comprehension questions.

According to Freeman (2017), the classroom language proficiency of EMI teachers is influenced by both the language of instruction and the language of interaction. On the other hand, according to Ceilo et al. (2019), typical instruction entails teachers taking center stage in the classroom and students acting as passive listeners. Standard teaching methods include the use of chalk and discussion, visual aids, reporting, and a variety of activities that promote teacher-student involvement. There is little doubt that the teacher's teaching style has a major impact on the student's academic performance.

➤ *Significant Difference between the Pretest and Posttest of the Experimental Group.*
The pretest and posttest mean scores of the students in the experimental group revealed a substantial difference in their performance. The pretest mean is 11.234, and the posttest mean is 22.83 in the literary genres topic. The pretest mean score for the contexts in 21st century literature topic is

10.745 while the posttest mean score is 26.8. The sudden increase in the mean scores in both topics can be attributed to the language-based approach using adopted literary texts, teacher-initiated supplementary modules, and innovative activities on reading, speaking, listening, and writing of students.

Van (2009), as cited in Febriani et al. (2018), presents an overview of the use of literature in EFL lessons with the purpose of improving students' English language skills. This method emphasizes the most fundamental level for EFL learners: literary language awareness. Language-based approaches offer a variety of language learning exercises. The four skills of English language development—interaction, collaboration, peer teaching, and student interdependence—are thought to be best developed through literature.

➢ *Significant Difference between Posttest Scores in the Control and Experimental Groups.*

There was a significant difference between the achievements of the students in the control and experimental groups as reflected in their posttest mean scores. As a result, it has been proven that adopting the language-based approach through literature to improve students' English ability is successful. The students' enthusiasm and passion for the subject given in class usually determines their degree of motivation during the learning process: the more enthusiastic and self-motivated the learners are, the more they learn. This level of participation cannot be pushed; it must originate from the instructional plans and resources used in the classroom, according to Denham Figuras (2009) and Choudhary (2016).

Furthermore, the language-based approach satisfies the needs of language students studying literature: they learn the skill and technique for making texts more accessible, as well as develop sensitivity to various genres, allowing them to enjoy a piece of literature that is particular to them. This method meets students' desire to study a language more effectively; they improve their language competency, develop the necessary teamwork skills for group projects, and become active learners. Students must speak English. The majority of teachers believe that the language-based approach stimulates students since it helps them handle a text, boosts their enjoyment of it, improves their English acquisition, encourages independence, and increases their interest in literature.

V. CONCLUSIONS

➢ *Based on the Mentioned Findings, the following Conclusions were Reached:*

The data supplied in the study contains information on the scores of the two groups. The posttest scores differed significantly between the two groups, with the experimental group outperforming the control group. As a result, the adoption of a language-based approach using literature, teacher-initiated supplementary modules, and innovative activities focusing on reading, speaking, listening, and writing was demonstrated effectively. As a result, it was shown that students' English proficiency improved dramatically when using a language-based approach through

literature. The group that uses discussion or the conventional approach makes minimal progress.

Overall, the data implied that the intervention improved the performance of the experimental group but not the control group.

RECOMMENDATIONS

➢ *Based on the Study's Conclusions, the following Recommendations are Presented:*

• The government must ensure that literacy among children is the highest importance. In the same way, to ensure that the students' English proficiency level improves, the schools should help teachers address students' concerns.

• The Department of Education must assist with trainings and seminars. Mentors in analyzing and updating resources and instructional tactics they use to help students become more efficient and proficient with the English language. Teachers should examine and update their materials and teaching strategies to help students increase and develop their English proficiency.

• Teachers' must consider in giving supplementary materials/modules, utilizing innovative activities focusing on the four macro skills, and the utilization of the language-based approach were observed to be effective in imparting lessons in English and across disciplines in developing students' English proficiency specifically for the topics of Literary Genres and Contexts in 21st Century Literature. It is recommended to adopt the same approach for other topics in English to determine where it can be most applicable and effective in this era of education.

• Giving supplementary materials/modules was viewed to be effective in senior high school English-selected topics. Other areas of discipline and strands can be pursued to apply the giving of additional supplementary materials, utilizing the language-based approach, and creating innovative activities where incorporating the four macro skills of the students.

• The interventional elements that use a language-based approach through literature to promote students' English proficiency in the experimental group significantly improve. Then, it is proposed that it be included in the instructional procedures and materials utilized for the control group.

• Future researchers are encouraged to use the methodology of the language-based approach through literature in developing students' English proficiency not only for academic purposes, but also for its effects on students' social, psychological, and physical well-being.

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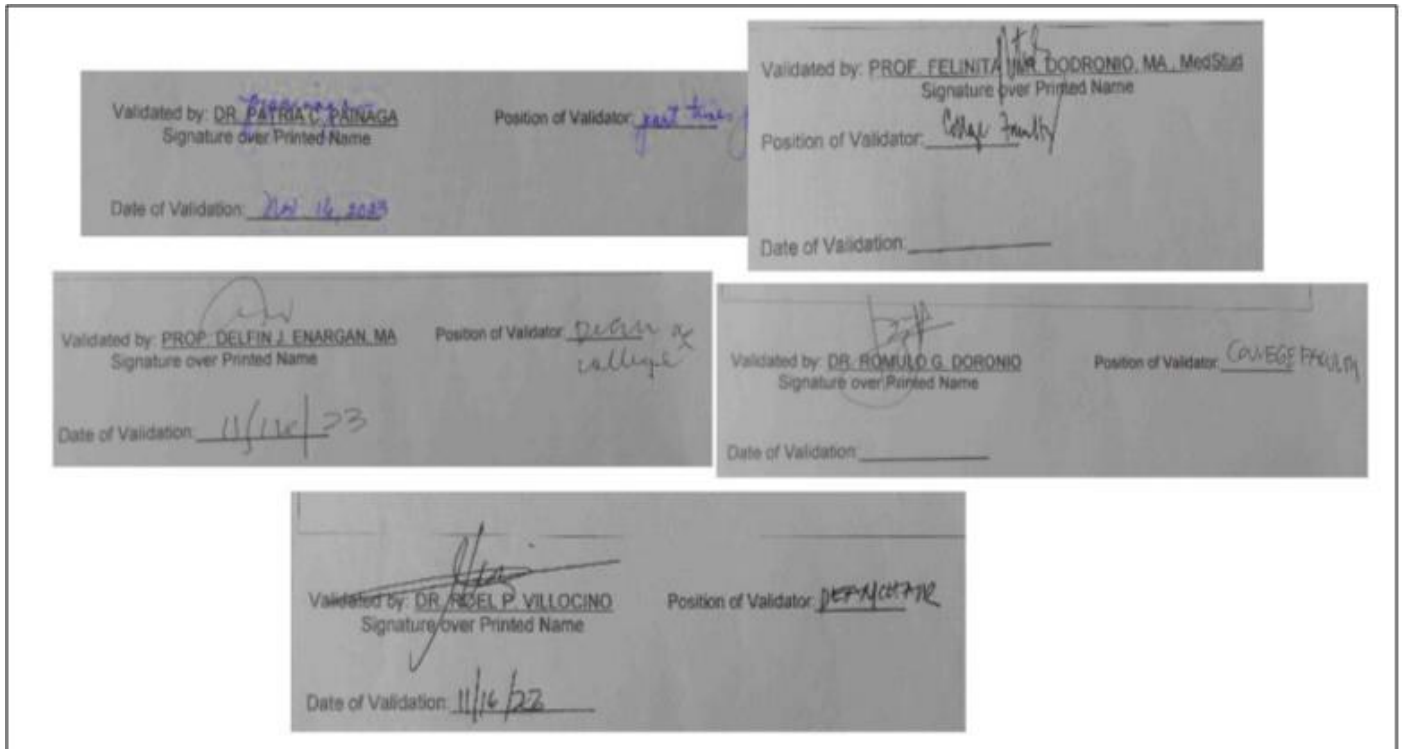
APENDICES
APPENDIX A: VALIDATION SHEETS FOR LITERARY GENRES TOPIC

Name of Researcher: <u>Analyn P. Advincula</u>   Degree Enrolled: <u>MAED-ELT</u>

Title of Research: <u>Developing English Proficiency through Literature: A Language-Based Approach</u>

Questionnaire for Literary Genres

Items	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Descriptive Rating
1	4	4	4	4	4	Excellent
2	4	4	4	4	4	Excellent
3	4	4	4	4	4	Excellent
4	4	4	4	4	4	Excellent
5	4	4	4	4	4	Excellent
6	4	4	4	4	4	Excellent
7	4	4	4	4	4	Excellent
8	4	4	4	4	4	Excellent
9	4	4	4	4	4	Excellent
10	4	4	4	4	4	Excellent
11	4	4	4	4	4	Excellent
12	4	4	4	4	4	Excellent
13	4	4	4	1	4	Excellent
14	4	4	4	1	4	Excellent
15	4	4	4	4	4	Excellent
16	4	4	4	4	4	Excellent
17	4	4	4	4	4	Excellent
18	4	4	4	4	4	Excellent
19	4	4	4	4	4	Excellent
20	4	4	4	4	4	Excellent
21	4	4	4	4	4	Excellent
22	4	4	4	4	4	Excellent
23	4	4	4	4	4	Excellent
24	4	4	4	4	4	Excellent
25	4	4	4	4	4	Excellent
26	4	4	4	4	4	Excellent
27	4	4	4	1	4	Excellent
28	4	4	4	4	4	Excellent
29	4	4	4	4	4	Excellent
30	4	4	4	4	4	Excellent
31	4	4	4	4	4	Excellent
32	4	4	4	4	4	Excellent
33	4	4	4	4	4	Excellent
34	4	4	4	4	4	Excellent
35	4	4	4	4	4	Excellent
36	4	4	4	4	4	Excellent
37	4	4	4	4	4	Excellent
38	4	4	4	4	4	Excellent
39	4	4	4	4	4	Excellent
40	4	4	4	4	4	Excellent

- 5 experts rated 3 or 4-Excellent
- 4 experts rated 3 or 4-Good
- 3 experts rated 3 or 4-Fair
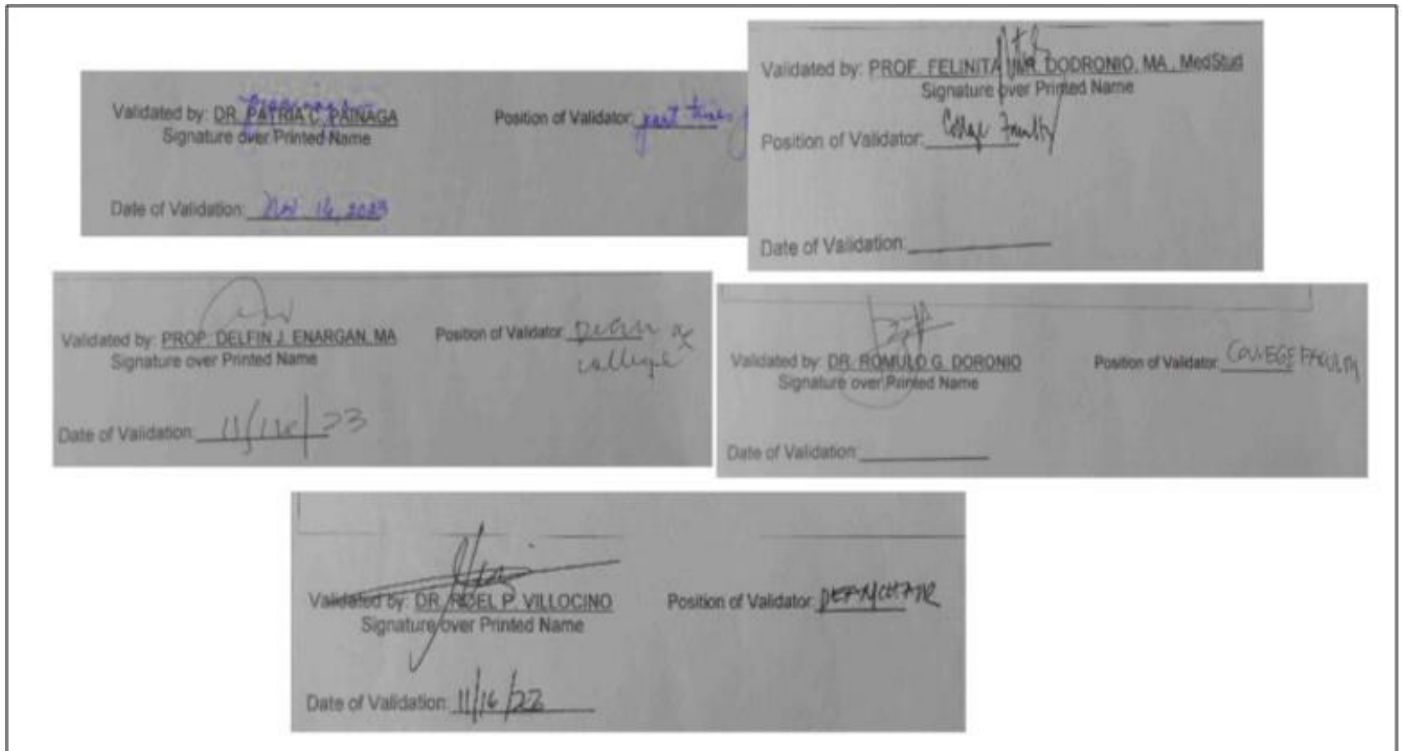- 2 experts rated 3 or 4-Discard

APPENDIX B: VALIDATION SHEETS FOR CONTEXTS IN 21ST CENTURY LITERATURE

Name of Researcher: Analyn P. Advincula   Degree Enrolled: MAED-ELT

Title of Research: Developing English Proficiency through Literature: A Language-Based Approach

Questionnaire for Contexts in 21st Century Literature

Items	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Descriptive Rating
1	4	4	4	4	4	Excellent
2	4	4	4	4	4	Excellent
3	4	4	4	4	4	Excellent
4	4	4	4	4	4	Excellent
5	4	4	4	4	4	Excellent
6	4	4	4	4	4	Excellent
7	4	4	4	4	4	Excellent
8	4	4	4	4	4	Excellent
9	4	4	4	4	4	Excellent
10	4	4	4	4	4	Excellent
11	4	4	4	4	4	Excellent
12	4	4	4	4	4	Excellent
13	4	4	4	1	4	Excellent
14	4	4	4	1	4	Excellent
15	4	4	4	4	4	Excellent
16	4	4	4	4	4	Excellent
17	4	4	4	4	4	Excellent
18	4	4	4	4	4	Excellent
19	4	4	4	4	4	Excellent
20	4	4	4	4	4	Excellent
21	4	4	4	4	4	Excellent
22	4	4	4	4	4	Excellent
23	4	4	4	4	4	Excellent
24	4	4	4	4	4	Excellent
25	4	4	4	4	4	Excellent
26	4	4	4	4	4	Excellent
27	4	4	4	1	4	Excellent
28	4	4	4	4	4	Excellent
29	4	4	4	4	4	Excellent
30	4	4	4	4	4	Excellent
31	4	4	4	4	4	Excellent
32	4	4	4	4	4	Excellent
33	4	4	4	4	4	Excellent
34	4	4	4	4	4	Excellent
35	4	4	4	4	4	Excellent
36	4	4	4	4	4	Excellent
37	4	4	4	4	4	Excellent
38	4	4	4	4	4	Excellent
39	4	4	4	4	4	Excellent
40	4	4	4	4	4	Excellent

- 5 experts rated 3 or 4-Excellent
- 4 experts rated 3 or 4-Good
- 3 experts rated 3 or 4-Fair
- 2 experts rated 3 or 4-Discard

APPENDIX C: MOST ESSENTIAL LEARNING COMPETENCIES (MELCS)

Grade Level: Senior High School (Core)

Subject: 21ˢᵗ Century Literature from the Philippines and the World

Grading Period	Most Essential Learning Competencies	Lesson Exemplar/ Learning resources available	LR developer	Link (if available online)	Assessment (provide a link if online)
S1 Q1	Writing a close analysis and critical interpretation of literary texts and doing an adaptation of these require from the learner the ability to identify: a. the geographic, linguistic, and ethnic dimensions of Philippine literary history from pre-colonial to the contemporary b. representative texts and authors from each region (e.g. engage in oral history research with focus on key personalities from the students' region/province/town)	Curriculum Guide Powerpoint Presentation Beyond Borders (Reading Literature in the 21ˢᵗ century) 21ˢᵗ Century Literature from the Philippines and the World. Philippine Literature through the years 21st Century Literature from the Philippines and the World Module	Deped Noemi M. Abellanosa Maria Gabriela P. Martin et.al. Uychoco, M Kahayon, Alicia. H. and Zulueta, Cynthia Jovelyn Marquez – Pinat Noemi C. Montecillo – Abellanosa	Retrieved from Butch Dalisay's essay "Building the National" (2010) <http://www.gmanetwork.com/news/story/184020/ opinion/ building-the-national<.	-Making of Timeline on the Development of Philippine Literature -Story analysis -Group tasks -Oral recitation -Written tests
S1 Q1	Compare and contrast the various 21st century literary genres and the ones from the earlier genres/periods citing their elements, structures and traditions	Curriculum Guide Powerpoint Presentation	DepEd Noemi M. Abellanosa	https://lschoolsericsonalieto.wordpress.com/2012/03/23/the-world-is-an-apple-	-creative presentation -Story analysis using Graphic organizer

Subject: 21st Century Literature from the Philippines and the World

Grading Period	CG Code	Most Essential Learning Competencies	Lesson Exemplar/ Learning Resources available	LR developer	Link (if available online)	Assessment (provide a link if online)
S1 Q1 Week 1-2	EN12Lit-Ia-21	Writing a close analysis and critical interpretation of literary texts and doing an adaptation of these require from the learner the ability to identify: a. the geographic, linguistic, and ethnic dimensions of Philippine literary history from pre-colonial to the contemporary	Book/s: LITERATURA 21st Century Philippines and World Literatures for Senior High School p. 15 Topic: Three Sovereignties of Literature: Writer, Text, and Reader	Jaime Gutierez - Ang, DEM		Let the students form into group of five (5) and allow them to maake a blog. Whoever got the higher subcibers and likes will get a the highest corresponding points.
Week 3-4	EN12Lit-Ib-22	b. representative texts and authors from each region (e.g. engage in oral history research with focus on key personalities from the students' region/province/town)	Book/s: LITERATURA 21st Century Philippines and World Literatures for Senior High School p.37 Topic: Kritisismo: Reading in Philippine Regional Literatures	Jaime Gutierez - Ang, DEM		Students be engaged in research and individual oral presentations on a particular text and author from each region,
S1 Q1 Week 5-7	EN12Lit-Id-25	Compare and contrast the various 21st century literary genres and the ones from the earlier genres/periods citing their elements, structures and traditions	Book/s: LITERATURA 21st Century Philippines and World Literatures for Senior High School p.29 Topic: Timelines In Philippine Literatures	Jaime Gutierez - Ang, DEM		Let students form into two groups wherein the first group needs to focus on doing research about the similarities of the 21st century genres from that of the earlier times and followed by the presentation. Then, the second group will going to research and

APPENDIX D: TABLE OF SPECIFICATIONS

21st Century Literature from the Philippines and the World
First Quarter - Second Semester
SY 2023-2024

TOPIC/CONTENT	LEARNING COMPETENCIES	NO. OF HOURS	% TIME ALLOTED	TOTAL NO. OF ITEMS	COGNITIVE DOMAINS	
					DISTRIBUTION OF QUESTIONS	
					LOW ORDER THINKING SKILLS	HIGH ORDER THINKING SKILLS
					60%	40%
Literary Genres	Differentiates the various 21st century literary genres	2	33	13	Items 1,2,3,4,5, 14,15,16,17,18	Items 11,12,13
	Infer literary meaning from literal language based on usage	4	67	27	Items 6,7,8,9,10,19,20,24,28,31,35,37,38,40	s 21,22,23,25,26,27,29,30,32,33,34,3
TOTAL		**6**	**100**	**40**	**24**	**16**
Literary Context of 21st Century Literature	Explain the literary, biographical, liguistic, and sociocultural contexts and discuss how they enhance the text's meaning and enrich the reader's understanding	4	50	20	Items 1,2,3,4,5 26,27,28,29,31,32,33,34,35,36,37,3 8,39,40	Item 30
	Situate the text in the context of the region and the nation	2	25	10	Items 11,12,13,14,15	Items 6,7,8,9,10
	Explain the relationship of context with the text's meaning	2	25	10		Items 16,17,18,19,20,21,22,23,24,25
TOTAL		**8**	**100**	**40**	**24**	**16**

Prepared by:	Noted:	Approved:
ANALYN P. ADVINCULA	**HIMAYA J. MAGUIDATO, HTIII**	**CHARMAIN JAY A. REFUERZO, EdD.**
Subject Teacher	Asst. School Principal II-Designate	School Principal IV

APPENDIX E: TEST QUESTIONAIRE

Pretest and Posttest in Literary Genres

Good day!

You have been selected to be one of the respondents in this research study entitled "Developing English Proficiency through Literature: A Language-based Approach".

As a researcher, may I request for your valuable time to answer the multiple-choice questions below. Please answer honestly for it will greatly help the success of this research. All information in this questionnaire will be held confidential. Thank you!

Name: _____Grade & Section: _____Date: _____ Score: _____

➢ *Directions:*

- Read, understand, and analyze the following items below.
- Answer honestly and sincerely and do not forget to write your name.
- Write your answer on the space provided before each number.

➢ *The classification of a literary work by its form, content, and style into categories such as poetry, drama, fiction, and non-fiction.*

a. Fiction
b. Nonfiction
c. Genre
d. Drama

➢ *Most stories fall into this genre, which means that the text is made-up or a product of the imagination.*

a. Fiction
b. Nonfiction
c. Folklore
d. Drama

➢ *The two subgenres of this main genre include tragedies and comedies.*

a. Fiction
b. Nonfiction
c. Folklore
d. Drama

➢ *Writing that is "true", factual, informative, or persuasive.*

a. Fiction
b. Nonfiction
c. Folklore
d. Drama

➢ *Stories that could actually happen but didn't.*

a. Science Fiction
b. Historical Fiction
c. Nonfiction
d. Realistic Fiction

➢ *The Turning Point of a Story is the _____.*

a. Conflict
b. Climax
c. Setting
d. Rising action

➢ *The characters in a work of fiction may be defined as*

a. people who are always the narrator
b. real people pretending to be someone else
c. people or animals involved in the action
d. people who build the stage

➢ *This part of the plot comes after the falling action and brings the story to a satisfactory end.*

a. Conflict
b. Setting
c. Truce
d. Resolution

➢ *Which term refers to how a writer creates and develops characters?*

a. Outlining
b. Sketching
c. Characterization
d. Process

➢ *This part of the plot describes the conflict or problem that the characters must face.*

a. Setting
b. Rising Action
c. Resolution
d. Climax

➢ *Instructions:*
   Read the passage below. Then answer the questions about literary elements and narrator. **(Items 11 – 15)**

> The night was clear, and the full moon seemed to smile down on the new home of the Carson family who had just moved into the neighborhood. On the back porch, little Sarah cried quietly because her new pet puppy refused to sleep in Sarah's pretty pink room. Sara wondered how she could convince the puppy to change its mind. Sarah's brother, Nicholas, was in the kitchen quietly snacking on cake from the welcome party the neighbors had for the new family in town. He thought about the boy across the street—maybe he'd ask the boy to play soccer tomorrow. How lucky they all felt that day.

➢ *The overall tone of the story is _____.*

a. Grateful
b. Worried
c. Sad
d. Nervous

➢ *The point of view is _____.*

a. First Person
b. Third Person Objective
c. Third Person Omniscient
d. First And Second Person

➢ *A possible theme is _____.*

a. The family moved to a new home.
b. Changes help people learn and grow.
c. The puppy might change its mind.

d. In a beach town near the ocean

> *The setting is _____.*

1. In a neighborhood with several families
2. In a beach town near the ocean
3. At night near a pet store
4. Does not participate in the action of the story

> *The events of a story are acted out by the _____.*

a. Narrator
b. Characters
c. Author
d. Narrator and Characters

> *How will the protagonist overcome the opposition?*

a. The antagonist is the character that represents the opposition against which the protagonist must contend.
b. The protagonist is the character that represents the opposition against which the antagonist must contend.
c. The antagonist is the character that represents the opposition against which the protagonist and anti-hero must contend.
d. The protagonist is the character that represents the opposition against which the antagonist and hero must contend.

> *What does the tone of a literary work generally express?*

a. The mood of the characters
b. The attitude of the author
c. The description of the author
d. The color of the character's costume

> *Which is true of a theme?*

a. Theme is the central setting of the story.
b. Theme is the resolution of the story.
c. Theme is the central message of the story.
d. Theme is the music that goes with the story.

> *The setting of a work may best be defined as _____.*

a. The conflict or problem in the story
b. The point of view of a story
c. The time and location in a story
d. The series of events in the story

> *The narrator may be defined as _____.*

a. The author of the story
b. A speaker or character who tells the story
c. The main character involved in the action
d. The character in conflict with the main character

> *Instructions:*
    Read the short story entitled "The Necklace" by Guy de Maupassant below. Then answer the questions given. **(Items 21 – 40)**

https://www.sparknotes.com/short-stories/the-necklace/summary/

"THE NECKLACE"
By Guy de Maupassant

Mathilde Loisel is "pretty and charming" but feels she has been born into a family of unfavorable economic status. She was married off to a lowly clerk in the Ministry of Education, who can afford to provide her only with a modest though not uncomfortable lifestyle. Mathilde feels the burden of her poverty intensely. She regrets her lot in life and spends endless hours imagining a more extravagant existence. While her husband expresses his pleasure at the small, modest supper she has prepared for him, she dreams of an elaborate feast served on fancy china and eaten in the company of wealthy friends. She possesses no fancy jewels or clothing, yet these are the only things she lives for. Without them, she feels she is not desirable. She has one wealthy friend, Madame Forestier, but refuses to visit her because of the heartbreak it brings her.

One night, her husband returns home proudly bearing an invitation to a formal party hosted by the Ministry of Education. He hopes that Mathilde will be thrilled with the chance to attend an event of this sort, but she is instantly angry and begins to cry. Through her tears, she tells him that she has nothing to wear and he ought to give the invitation to one of his friends whose wife can afford better clothing. Her husband is upset by her reaction and asks how much a suitable dress would cost. She thinks about it carefully and tells him that 400 francs would be enough. Her husband quietly balks at the sum but agrees that she may have the money.

As the day of the party approaches, Mathilde starts to behave oddly. She confesses that the reason for her behavior is her lack of jewels. Monsieur Loisel suggests that she wear flowers, but she refuses. He implores her to visit Madame Forestier and borrow something from her. Madame Forestier agrees to lend Mathilde her jewels, and Mathilde selects a diamond necklace. She is overcome with gratitude at Madame Forestier's generosity.

At the party, Mathilde is the most beautiful woman in attendance, and everyone notices her. She is intoxicated by the attention and has an overwhelming sense of self-satisfaction. At 4 a.m., she finally looks for Monsieur Loisel, who has been dozing for hours in a deserted room. He cloaks her bare shoulders in a wrap and cautions her to wait inside, away from the cold night air, while he fetches a cab. But she is ashamed at the shabbiness of her wrap and follows Monsieur Loisel outside. They walk for a while before hailing a cab.

When they finally return home, Mathilde is saddened that the night has ended. As she removes her wrap, she discovers that her necklace is no longer around her neck. In a panic, Monsieur Loisel goes outside and retraces their steps. Terrified, she sits and waits for him. He returns home much later in an even greater panic—he has not found the necklace. He instructs her to write to Madame Forestier and say that she has broken the clasp of the necklace and is getting it mended.

They continue to look for the necklace. After a week, Monsieur Loisel says they have to see about replacing it. They visit many jewelers, searching for a similar necklace, and finally find one. It costs 40,000 francs, although the jeweler says he will give it to them for 36,000. The Loisels spend a week scraping up money from all kinds of sources, mortgaging the rest of their existence. After three days, Monsieur Loisel purchases the necklace. When Mathilde returns the necklace, in its case, to Madame Forestier, Madame Forestier is annoyed at how long it has taken to get it back but does not open the case to inspect it. Mathilde is relieved.

The Loisels began to live a life of crippling poverty. They dismiss their servant and move into an even smaller apartment. Monsieur Loisel works three jobs, and Mathilde spends all her time doing the heavy housework. This misery lasts ten years, but at the end they have repaid their financial debts. Mathilde's extraordinary beauty is now gone: she looks just likes the other women of poor households. They are both tired and irrevocably damaged from these years of hardship.

One Sunday, while she is out for a walk, Mathilde spots Madame Forestier. Feeling emotional, she approaches her and offers greetings. Madame Forestier does not recognize her, and when Mathilde identifies herself, Madame Forestier cannot help but exclaim that she looks different. Mathilde says that the change was on her account and explains to her the long saga of losing the necklace, replacing it, and working for ten years to repay the debts. At the end of her story, Madame Forestier clasps her hands and tells Mathilde the original necklace was just costume jewelry and not worth anything.

➤ *Which statement best explains why the girl is unhappy?*

a. because she does not get along with her classless family
b. because she is not beautiful enough to get a rich husband
c. because her family refused to help her find a good match for a husband
d. because she feels she deserves to marry a man above her class

➢ *Which of the following best describes the husband?*

a. He is unhappy with their life but unwilling to work hard to change it.
b. He also wants to be rich and is working hard to please his wife.
c. He is happy with their poor life and bitter that his wife wants more.
d. He is content with their poor life and feels it is already fulfilling.

➢ *How does Madame Loisel react to the invitation?*

a. She is upset because she does not have anything appropriate to wear.
b. She is upset because she does not know how to act at a ball.
c. She is excited because she always wanted to go to a ball.
d. She is nervous because her ball gown is old and used.

➢ *What is Monsieur Loisel's solution to his wife's problem?*

a. He is going to sell his gun to buy her a dress.
b. He is going to give her money he saved for himself to buy a dress.
c. He is going to ask a friend to borrow money to buy her a dress.
d. He is going to help her borrow a dress worth 400 francs from her friend.

➢ *Why is the borrowed necklace so important to Mathilde?*

a. Because it will distract from her shabby old dress
b. Because it will convince others that she is someone else
c. Because she will look as though she belongs at the party
d. Because she will have the opportunity to steal it

➢ *Why is Mathilde so eager to leave the ball quickly?*

a. To keep people from noticing her poor coat
b. To run away from someone who believes she is poor
c. Because she did not have a good time at the ball
d. Because she did not want to talk to the other ladies

➢ *Which of the following best describes Madame Loisel's problem?*

a. Madame Loisel breaks the necklace she borrowed and needs time to fix it.
b. Madame Loisel loses the necklace she borrowed and needs to lie to have time to find it.
c. Madame Loisel does not want to return the necklace so her husband lies to help her keep it.
d. Madame Loisel loses the necklace and lies that it was stolen to avoid trouble.

➢ *What do the Loisels end up doing about the lost necklace?*

a. They borrow money, buy a new necklace, and return it to Madame Forestier as if it's the original.
b. They eventually tell Madame Forestier the truth about losing the necklace, and lose her as a friend.
c. They replace the diamond necklace with something less valuable and return it to Madame Forestier.
d. They borrow money to buy a replacement necklace, but then decide to steal it.

➢ *How did the Loisels' plan to replace the necklace affect their lives?*

a. They became much more practical about borrowing money.
b. They worked hard and lived meagerly to get out of debt.
c. They blamed everyone else for their misfortune and poverty.
d. They eventually gained respect and wealth for pretending to be rich.

➢ *Why is Madame Forestier "deeply moved" at Mathilde's confession?*

a. Because Mathilde worked so hard to replace her valuable necklace
b. Because she never realized the necklace was a replacement
c. Because Mathilde worked so hard to replace a cheap necklace
d. Because Mathilde was too afraid to tell her friend the truth

➢ *After the party the husband spends most of his time.*

a. Talking
b. Sleeping
c. Dancing
d. Searching

➢ *Which one of these does not happen?*

a. Loisel borrows money from every possible source
b. Loisel does business with loan sharks
c. Loisel steals money from his boss
d. Loisel uses his father's inheritance

➢ *Which one of the reasons most probably explains why the Loisel's lie?*

a. They fear financial ruin and poverty
b. They do not care what people think of them
c. They are ashamed to admit their carelessness
d. They blame and hate Mdm. Forestier

➢ *Which statement best summarizes the main idea of the story?*

a. it is best to fake jewelry if you lose it
b. to be content with what you have
c. it is okay to lie if you have a good reason to
d. borrowing things can end a friendship

➢ *At first Mathilde does not want to go to the ball because she did not have.*

a. A necklace
b. A dress
c. A date
d. An invitation

➢ *Why is Matilde Loisel unhappy early in her marriage?*

a. She wishes she were rich and had more possessions
b. Her husband doesn't love her
c. She didn't have a degree and she couldn't get a job.
d. She wishes she were prettier

➢ *What is the theme of " The Necklace"?*

a. Work hard and good this will happen.
b. No matter what happens, be honest.
c. Everybody isn't your friend.
d. Mathilde should be happy with her life.

➢ *The jeweler originally wanted _____ francs for an identical necklace*

a. 400
b. 40,000
c. 36,000
d. 500

➢ *Why is Madame Loisel anxious to hurry away from the ball?*

a. She is cold.
b. Her husband has to go to work.
c. She realizes she has lost the necklace.
d. She is ashamed of her wraps.

➢ *Who is the Protagonist of " The Necklace"?*

a. Madame Loisel
b. Madame Forstier
c. Guy de Maupassant
d. Monsieur Loisel

➢ *The jeweler originally wanted _____ francs for an identical necklace*

APPENDIX F: TEST QUESTIONAIRE

Pretest and Posttest for Contexts in 21ˢᵗ Century Literature

Good day!

You have been selected to be one of the respondents in this research study entitled "Developing English Proficiency through Literature: A Language-based Approach".

As a researcher, may I request for your valuable time to answer the multiple-choice questions below. Please answer honestly for it will greatly help the success of this research. All information in this questionnaire will be held confidential. Thank you!

Name: _____ Grade & Section: _____ Date: _____ Score: _____

➢ *Directions:*

• Read, understand, and analyze the following items below.
• Answer honestly and sincerely and don't forget to write your name.
• Write your answer on the space provided before each number.

➢ *The authors use _____ in their literary work.*

a. biographical facts   c. experiences
b. author's life   d. circumstances

➢ *The _____ of the author can influence his or her work.*

a. biographical facts   c. experiences
b. author's life   d. circumstances

➢ *Readers acquire insights about the _____ by reading the text.*

a. biographical facts   c. experiences
b. author's life   d. circumstances

➢ *To understand biographical context, consider the _____ under which a work was written.*

a. biographical facts   c. experiences
b. author's life   d. circumstances

➢ *To understand and _____ a literary selection, a reader must understand the significant contexts in which it was written.*

a. circumstances   c. appreciate
b. experience   d. author's life

➢ *Instructions:*
   Read the following text and answer the questions that follow. **(Items 6-10)**

Untitled Work Progress
By MJR

Madeline **peered** into the darkness, **squinting** and rubbing the sticky whitish fluid off her sleepy eyes with the back of her hand. Something was moving, **gliding** quietly in the air. In the darkness of the night she could see it waving back and forth, slipping and flowing like silk. She could feel the coldness in her window. She looked closely, but her vision was blurry. The wind was chilly, **gnawing** bitterly onto her skin. She looked again. The **hollow** figure was gone. She waited and looked around. There was nothing. All she could hear was the clock ticking. And then suddenly it was hovering over her head, swooshing and **wallowing**. It was going down fast. Then it caught her. She was choking and **gasping** for air. She couldn't breathe now. She fought but it's too powerful. She's losing it, she can't breathe now. The clock continued ticking, her heart raced and then slowly, softly it lay quiet in the night.

➤ *What does the word 'peered' mean?*

a. stared steadily
b. blinked quickly

c. looked with difficulty
d. looked with simplicity

➤ *What does the word 'gnawing' refer to?*

a. chilly
b. skin

c. wind
d. light

➤ *What does the word 'wallowing' mean?*

a. floating
b. sinking

c. rolling
d. standing

➤ *What does the word 'squint' mean?*

a. to narrow the eyes
b. to close the eyes

c. to open the eyes
d. to open and close the eyes

➤ *If this story would be made into a movie, what would its genre be?*

a. action
b. comedy

c. horror
d. romance

➤ *Instructions:*

   Analyze the following lines from famous Filipino movies and songs. Tell what Filipino values, traits, practices or culture they stand for. **(Items 11-15)**

➤ *Negosyo o kalayaan? Bayan o sarili? Pumili ka! _____*

a. love of country
b. love of family

c. optimism
d. bayanihan

➤ *Samasama nating abutin pinakamatayog na bituin. _____*

a. love of country
b. love of family

c. optimism
d. bayanihan

➤ *Klik! Anak ko 'yon! Hahahaha! Mga kaibigan, si Maya ko 'yon! Klik! Narinig n'yo ba? Anak ko 'yon!*

a. love of country
b. love of family

c. optimism
d. bayanihan

➢ *Ang mga tala… mataas, mahirap maabot. Pero ipinapangako ko, Inay… bukas luluhod ang mga tala!*

a. love of country
b. love of family
c. optimism
d. bayanihan

➢ *Open your hearts to the Lord and begin to see the mystery that we are all together as one family.*

a. love of family
b. love of country
c. love of God
d. love of oneself

➢ *Instructions:*

Unlock the meaning of the highlighted word or phrase by analyzing its connection to the surrounding words, phrases, or clauses in the sentence. **(Items 16-25)**

➢ *Lest these thoughts be overtaken by deeply thinking of what more to write, I am writing this fervor NOW so that it reaches my wife.*

➢ *What does the word NOW in the second clause tell?*

a. The urgency to write the letter
b. The intention to write the letter
c. For the writer to have enough time to write it.
d. For the recipient to get it on time

➢ *Why is there are urgent need to write the letter?*

a. The urgency to write the letter
b. The intention to write the letter
c. For the writer to have enough time to write it.
d. For the recipient to get it on time

➢ *Based on the preceding linguistic clues, what does the word **LEST** mean?*

a. in order to include
b. in order to avoid
c. in order to regret
d. in order to accept

➢ *Why is there a need for the letter to reach the recipient on time?*

a. The occasion calls for it
b. The writer is preoccupied with other things
c. The writer is occupied with other things
d. The occasion does not call for it

➢ *What should be done for the letter to reach the recipient on time?*

a. It should be written in careful, deep thought.
b. It should be written before the occasion comes.
c. It should be written in a careless manner.
d. It should be written after the occasion.

➢ *But, as I was marching down to meet you, I saw his eyes moving fast as if switching between "approved" and "disapproval" until he **buckled down** to the reality that his youngest daughter will wed anyway.*

➢ *What does the 'eyes moving fast' mean in the first clause?*

a. Cannot decide whether to approve or not to approve
b. Watching someone marching down
c. The marriage of his daughter
d. The author marching down to meet his daughter

➢ *What is it that the father cannot decide on whether to approve or disapprove?*

a. Cannot decide whether to approve or not to approve
b. Watching someone marching down
c. The marriage of his daughter
d. The author marching down to meet his daughter

➢ *What reality did the father finally buckle down to?*

a. That the author was going to meet him
b. That his youngest daughter was getting married
c. That his daughter's daughter was getting married
d. That the author was going to call him

➢ *What does "buckle down" mean based on the preceding linguistic contexts?*

a. To firmly reject something and start getting rid of it
b. To firmly accept something and start working on it
c. To firmly access something and start getting of it
d. To firmly check something and start working on it

➢ *If I managed **to climb up the ladder of positions in government employment**, it was because I wanted to make sure that when our needs grow, we shall be able to meet them head-on.*

a. The author worked as a construction worker in the government
b. The author rose from a low position to a high position in government
c. The author down from a high position to a low position in government
d. The author maintains his position in the government

➢ *Without literary context, how will the readers' understanding of the literature be affected?*

a. The meaning will be unclear and the reader may not be certain of the overall message of the literature.
b. The meaning will be clear and the reader may not be certain of the message of the literature.
c. The meaning will be certain of the overall message of the literature.
d. The meaning will be cleared of the overall message of the literature.

➢ *Which of the following is not a type of literary context?*

a. Historical context
b. Political context
c. Identical context
d. Cultural context

➢ *Which of the following best describes context?*

a. The selection of words to cause impact
b. The decision as to how to arrange the words in one's writing
c. The elimination of punctuation from one's writing
d. The use of information to explain other pieces of information

➢ *Which of the following would not be considered providing context for a literary quote?*

a. Describing the speaker
b. Describing the situation
c. Describing the setting
d. Describing the punctuation used

➢ *A student finds herself constantly trying to figure out what the author meant when she reads sections of her textbook. Which of the following is NOT a way to improve her reading for the gist of the section?*

a. Re-reading the article several times.
b. Ask yourself what is the point of the piece.
c. Critiquing and evaluating how well the author did in explaining the gist.
d. Trying to guess what the author will say next.

➢ *What does historical context refer to?*

a. Information is given about a certain period of time.
b. Information is given about events that occurred within that period.
c. Information is given about the attitudes of the people at that point in time.
d. All of the above

➢ *Refers to the events happening in society at the time, and the ways in which elements of society can influence the attitudes of the characters.*

a. Social context
b. Political context
c. Cultural context
d. Historical context

➢ *Defined as the traditions, beliefs, and values of people belonging to a certain country or culture.*

a. Social context
b. Political context
c. Cultural context
d. Historical context

➢ *Refers to a certain period of time, events that occurred within that period, and the attitudes of the people at that point in time.*

a. Social context
b. Political context
c. Cultural context
d. Historical context

➢ *Concerns the political climate and political views held at a certain time, and how they influence the characters and the world around them.*

a. Social context
b. Political context
c. Cultural context
d. Historical context

➢ *Defined as the information given about the experiences of the author.*

a. Biographical context
b. Religious context
c. Historical context
d. Cultural context

➢ *A context concerns the beliefs and customs of certain religions, and how religion affects or influences other aspects such as the characters and the plot.*

a. Biographical context
b. Religious context
c. Historical context
d. Cultural context

➢ *Context helps us _____.*

a. Understand the writer's intent
b. All of these answers are correct.
c. Make sense of outside information
d. Define unknown words

➢ *Looking at the words surrounding an unknown word to determine its meaning is an example of using _____.*

a. a root word
b. context clues
c. word structure
d. prior knowledge

➢ *To infer the meaning of an unknown word*

a. a root word
b. context clues
c. word structure
d. prior knowledge

APPENDIX G: ANSWER KEY IN LITERARY GENRES

1.	C	21.	D
2.	A	22.	D
3.	D	23.	A
4.	B	24.	B
5.	A	25.	C
6.	B	26.	A
7.	C	27.	B
8.	D	28.	A
9.	C	29.	B
10.	B	30.	C
11.	A	31.	D
12.	B	32.	C
13.	A	33.	A
14.	A	34.	B
15.	A	35.	B
16.	A	36.	A
17.	A	37.	B
18.	C	38.	B
19.	C	39.	D
20.	B	40.	A

APPENDIX H: ANSWER KEY IN CONTEXTS IN 21ST CENTURY LITERATURE

1.	A	21.	A
2.	C	22.	C
3.	B	23.	B
4.	D	24.	B
5.	C	25.	B
6.	C	26.	A
7.	C	27.	C
8.	A	28.	D
9.	A	29.	D
10.	C	30.	D
11.	A	31.	D
12.	D	32.	A
13.	B	33.	C
14.	C	34.	D
15.	C	35.	B
16.	A	36.	A
17.	D	37.	B
18.	B	38.	A
19.	A	39.	B
20.	B	40.	B

APPENDIX I: ITEM ANALYSIS CHART IN LITERARY GENRES

ITEM ANALYSIS - FREQUENCY OF ERROR
LITERARY GENRES

Person scores			Item Statistics				ation Index	Accept/ Revised	Number correct	Number incorrect	Mean score correct	Mean score incorrect	Statistic	Summary Value
Person	ID	Score	Item	P	Description	Rpbis								
1	Ex001	25	1	0.89	very easy	0.42	acceptable	accept	42	5	29.14	23.40	Test statistics	
2	Ex002	22	2	0.89	very easy	0.42	acceptable	accept	42	5	29.14	23.40	Examinees:	47
3	Ex003	29	3	0.98	very easy	1.00	very good	accept	46	1	28.61	25.00	Items:	40
4	Ex004	25	4	0.85	very easy	1.00	very good	accept	40	7	29.15	25.00	Mean:	28.53
5	Ex005	22	5	0.57	very easy	0.41	acceptable	accept	27	20	30.00	26.55	SD:	4.22
6	Ex006	22	6	0.66	very easy	1.00	very good	accept	31	16	29.23	27.19	Variance:	17.82
7	Ex007	31	7	0.57	marginal	0.68	good	accept	27	20	30.96	25.25	Min:	19
8	Ex008	22	8	0.94	easy	836.00	very good	accept	44	3	28.75	25.33	Max:	35
9	Ex009	31	9	0.79	marginal	0.60	good	accept	37	10	29.84	23.70	KR-20:	0.65
10	Ex010	23	10	0.62	very easy	0.55	acceptable	accept	29	18	30.34	25.61	SEM:	2.49
11	Ex011	28	11	0.74	easy	880.00	very good	accept	35	12	28.14	29.67		
12	Ex012	34	12	0.28	easy	461.00	very good	accept	13	34	26.92	29.15	Item statistics	
13	Ex013	33	13	0.62	easy	0.55	acceptable	accept	29	18	30.34	25.61	Mean P:	0.71
14	Ex014	33	14	0.77	difficult	880.00	very good	accept	36	11	29.00	27.00	Min P:	0.26
15	Ex015	31	15	0.40	easy	461.00	very good	accept	19	28	29.68	27.75	Max P:	1.00
16	Ex016	31	16	0.32	easy	0.89	very good	accept	15	32	30.67	27.53	Mean Rpbis:	0.27
17	Ex017	33	17	0.89	marginal	0.41	acceptable	accept	42	5	29.12	23.60	Min Rpbis:	-0.52
18	Ex018	33	18	0.40	difficult	1223.00	very good	accept	19	28	26.89	29.64	Max Rpbis:	0.73
19	Ex019	34	19	0.85	very easy	118.00	very good	accept	40	7	28.85	26.71		
20	Ex020	19	20	0.85	marginal	42.00	very good	accept	40	7	29.08	25.43		
21	Ex021	25	21	0.64	very easy	0.73	good	accept	30	17	30.83	24.47		
22	Ex022	25	22	0.26	very easy	925.00	very good	accept	12	35	28.75	28.46		
23	Ex023	33	23	0.91	easy	416.00	very good	accept	43	4	28.72	26.50		
24	Ex024	33	24	0.66	difficult	30.00	very good	accept	31	16	29.65	26.38		
25	Ex025	35	25	0.81	very easy	0.42	acceptable	accept	38	9	29.39	24.89		
26	Ex026	24	26	0.45	easy	30.83	very good	accept	21	26	29.86	27.46		
27	Ex027	33	27	0.85	very easy	0.53	acceptable	accept	40	7	29.45	23.29		
28	Ex028	28	28	0.89	marginal	1178.00	very good	accept	42	5	28.98	24.80		
29	Ex029	30	29	0.96	very easy	1217.00	very good	accept	45	2	28.76	23.50		
30	Ex030	25	30	0.53	very easy	124.00	very good	accept	25	22	28.48	28.59		
31	Ex031	29	31	0.68	very easy	42.00	very good	accept	32	15	27.03	31.73		
32	Ex032	27	32	0.77	marginal	5.00	very good	accept	36	11	28.97	27.09		
33	Ex033	26	33	0.36	easy	28.98	very good	accept	17	30	29.06	28.23		
34	Ex034	33	34	1.00	easy	494.00	very good	accept	47	0	28.53	19.00		
35	Ex035	25	35	0.85	difficult	847.00	very good	accept	40	7	29.18	35.00		
36	Ex036	28	36	1.00	very easy	17.00	very good	accept	47	0	28.53	0.23		
37	Ex037	26	37	0.81	very easy	30.00	very good	accept	38	9	29.50	24.44		
38	Ex038	33	38	0.70	very easy	29.06	very good	accept	33	14	29.42	26.43		
39	Ex039	26	39	0.74	very easy	28.23	very good	accept	35	12	29.60	25.42		
40	Ex040	25	40	0.77	easy	19.00	very good	accept	36	11	29.67	24.82		

APPENDIX J: ITEM ANALYSIS CHART IN CONTEXTS IN 21ST CENTURY LITERATURE

ITEM ANALYSIS - FREQUENCY OF ERROR
CONTEXTS IN 21ST CENTURY LITERATURE

Person scores			Item Statistics											Summary
Person	ID	Score	Item	P	Description	Rpbis	Descrimination Index	Accept/ Revised	Number correct	Number incorrect	Mean score correct	Mean score incorrect	Statistic	Value
1	Ex001	20	1	0.49	very easy	0.52	acceptable	accept	23	24	26.70	18.67	Test statistics	
2	Ex002	11	2	0.60	very easy	0.49	acceptable	accept	28	19	25.68	18.05	Examinees:	47
3	Ex003	13	3	0.40	marginal	1.00	very good	accept	19	28	25.16	20.86	Items:	40
4	Ex004	14	4	0.40	marginal	1.00	very good	accept	19	28	23.68	21.86	Mean:	22.60
5	Ex005	9	5	0.83	marginal	0.42	acceptable	accept	39	8	24.08	15.38	SD:	7.80
6	Ex006	7	6	0.38	marginal	1.00	very good	accept	18	29	23.89	21.79	Variance:	60.81
7	Ex007	22	7	0.43	very easy	0.44	acceptable	accept	20	27	26.50	19.70	Min:	7
8	Ex008	30	8	0.66	difficult	530.00	very good	accept	31	16	24.55	18.81	Max:	36
9	Ex009	17	9	0.28	marginal	0.48	acceptable	accept	13	34	28.54	20.32	KR-20:	0.88
10	Ex010	33	10	0.77	easy	0.51	acceptable	accept	36	11	24.75	15.55	SEM:	2.72
11	Ex011	20	11	0.74	difficult	891.00	very good	accept	35	12	24.49	17.08		
12	Ex012	24	12	0.81	easy	171.00	very good	accept	38	9	23.97	16.78	Item statistics	
13	Ex013	26	13	0.36	easy	0.43	acceptable	accept	17	30	27.00	20.10	Mean P:	0.56
14	Ex014	14	14	0.38	very easy	459.00	very good	accept	18	29	26.44	20.21	Min P:	0.28
15	Ex015	27	15	0.77	difficult	603.00	very good	accept	36	11	23.81	18.64	Max P:	0.83
16	Ex016	18	16	0.70	difficult	0.40	acceptable	accept	33	14	24.36	18.43	Mean Rpbis:	0.41
17	Ex017	16	17	0.40	easy	0.64	good	accept	19	28	28.58	18.54	Min Rpbis:	0.03
18	Ex018	21	18	0.43	easy	543.00	very good	accept	20	27	24.85	20.93	Max Rpbis:	0.70
19	Ex019	13	19	0.36	marginal	519.00	very good	accept	17	30	24.76	21.37		
20	Ex020	24	20	0.66	marginal	19.00	very good	accept	31	16	24.45	19.00		
21	Ex021	10	21	0.81	difficult	0.53	acceptable	accept	38	9	24.58	14.22		
22	Ex022	24	22	0.49	easy	934.00	very good	accept	23	24	27.09	18.29		
23	Ex023	30	23	0.72	very easy	128.00	very good	accept	34	13	24.82	16.77		
24	Ex024	31	24	0.74	marginal	38.00	very good	accept	35	12	23.57	19.75		
25	Ex025	19	25	0.60	easy	0.65	good	accept	28	19	26.75	16.47		
26	Ex026	28	26	0.68	easy	24.58	very good	accept	32	15	26.09	15.13		
27	Ex027	22	27	0.57	marginal	0.43	acceptable	accept	27	20	25.48	18.70		
28	Ex028	18	28	0.43	easy	688.00	very good	accept	20	27	23.40	22.00		
29	Ex029	24	29	0.36	marginal	468.00	very good	accept	17	30	27.35	19.90		
30	Ex030	34	30	0.51	marginal	594.00	very good	accept	24	23	26.63	18.39		
31	Ex031	29	31	0.68	difficult	20.00	very good	accept	32	15	24.50	18.53		
32	Ex032	33	32	0.64	marginal	27.00	very good	accept	30	17	26.27	16.12		
33	Ex033	34	33	0.79	easy	23.40	very good	accept	37	10	24.38	16.00		
34	Ex034	36	34	0.55	easy	902.00	very good	accept	26	21	27.31	7.00		
35	Ex035	26	35	0.70	easy	160.00	very good	accept	33	14	25.58	24.00		
36	Ex036	35	36	0.74	marginal	37.00	very good	accept	35	12	24.89	0.17		
37	Ex037	26	37	0.57	easy	10.00	very good	accept	27	20	27.22	16.35		
38	Ex038	27	38	0.36	easy	24.38	very good	accept	17	30	22.88	22.43		
39	Ex039	9	39	0.51	marginal	16.00	very good	accept	24	23	26.50	18.52		
40	Ex040	35	40	0.28	difficult	7.00	very good	accept	13	34	23.00	22.44		

APPENDIX K: COEFFICIENT INDEX

COEFFICIENT INDEX		
INDEX OF RELIABILITY/CORRELATION		
Coefficient of Correlation/Reliability		Interpretation as to the Degree of Extent of Relation/Reliability
0.9 -	1	Very High Correlation/Reliability; Very Dependable Relationship/Reliability
0.7 -	0.89	High Correlation/Reliability; Marked Relationship/Reliability
0.4 -	0.69	Moderate Correlation/Reliability; Subtantial Relationship/Reliability
0.2 -	0.39	Low Correlation/Reliability; Definite but Small Relationship/Reliability
0	0.2	Negligible Correlation/Reliability

APPENDIX L: RELIABILITY OF INSTRUMENTS IN LITERARY GENRES

RELIABILITY OF INSTRUMENTS			
Student	**Score, X**	**(X - X̄)**	**(X - X̄)²**
1	25	-3	9
2	22	-6	36
3	29	1	1
4	25	-3	9
5	22	-6	36
6	22	-6	36
7	31	3	9
8	22	-6	36
9	31	3	9
10	23	-5	25
11	28	0	0
12	34	6	36
13	33	5	25
14	33	5	25
15	31	3	9
16	31	3	9
17	33	5	25
18	33	5	25
19	34	6	36
20	19	-9	81
21	25	-3	9
22	25	-3	9
23	33	5	25
24	33	5	25
25	35	7	49
26	24	-4	16
27	33	5	25
28	28	0	0
29	30	2	4
30	25	-3	9
31	29	1	1
32	27	-1	1
33	26	-2	4
34	33	5	25
35	25	-3	9
36	28	0	0
37	26	-2	4
38	33	5	25
39	26	-2	4
40	25	-3	9
TOTAL	**1130**		**730**

APPENDIX M: RELIABILITY OF INSTRUMENTS IN CONTEXTS IN 21ST CENTURY LITERATURE

RELIABILITY OF INSTRUMENTS			
Student	Score, X	$(X - \bar{X})$	$(X - \bar{X})^2$
1	20	-3	9
2	11	-12	144
3	13	-10	100
4	14	-9	81
5	9	-14	196
6	7	-16	256
7	22	-1	1
8	30	7	49
9	17	-6	36
10	33	10	100
11	20	-3	9
12	24	1	1
13	26	3	9
14	14	-9	81
15	27	4	16
16	18	-6	36
17	16	-4	16
18	21	-2	4
19	13	-10	100
20	24	1	1
21	10	-13	169
22	24	1	1
23	30	7	49
24	31	8	64
25	19	-4	16
26	28	5	25
27	22	-1	1
28	18	-5	25
29	24	1	1
30	34	11	121
31	29	6	36
32	33	10	100
33	34	11	121
34	36	13	169
35	26	3	9
36	35	12	144
37	26	3	9
38	27	4	16
39	9	-14	196
40	35	12	144
TOTAL	**909**		**2661**