

The Effectiveness of Using Text Features Analysis on Developing Reading Comprehension Skills

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ABSTRACT

Syntactic variation refers to the differences or variations in the structure and arrangement of words within sentences or phrases across different languages, dialects, or even among speakers of the same language. These variations can manifest in various ways, including differences in word order, sentence structure, verb tense, agreement between subjects and verbs, use of pronouns, and other grammatical features. Syntactic variation can arise due to factors such as regional dialects, socio-cultural influences, first language background, and individual speaker idiosyncrasies. Studying syntactic variation can provide insights into language acquisition, language change over time, and the relationship between language and identity. Several factors can influence syntactic variation in language for example Social Factors, Geographic Variation, Register and Style, Contact and Bilingualism, Historical Change, Language Universals, Proficiency Level, Age of Acquisition, Language Transfer, and Association with Gender.

Keywords: Text Features; Comprehension; Developing Reading ; Skills, Analysis

INTRODUCTION

Several factors can influence syntactic variation in language for example Social Factors, Geographic Variation, Register and Style, Contact and Bilingualism, Historical Change, Language Universals, Proficiency Level, Age of Acquisition, Language Transfer, and Association with Gender.

Pakistani students encounter various grammatical challenges in written English, including spelling variations, capitalization, punctuation issues, and difficulties with prepositions, articles, and verb/pronoun tenses. Ijaz, Mahmood, and Ameer's (2014) study highlights tenses as a particularly challenging area, along with common errors such as misspellings, improper capitalization, and preposition misuse. Challenges extend to placing articles accurately, grasping adjective degrees, and varying sentence structure. Other studies, like Hussain et al. (2013), note syntactic variations in ESL students' writing, attributed to first language influence, overgeneralization, and unfamiliarity with English norms. Sarfraz (2011) suggests that variations in Pakistani students' written English predominantly result from native language influence, manifesting in grammatical, syntactic, and structural disparities.

Hinson and Park (2009) find fewer variations in Korean learners' writing but identify errors related to conjunctions and verb phrase construction. Pakistani institutions often rely on the grammar-translation approach, leading students to perceive grammatical structures as formulas with limited practicality. This mechanical teaching method, coupled with insufficient practice, complicates students' ability to use tenses correctly. Despite exposure to English for an extended period, students consistently exhibit challenges with tense usage, avoiding complex structures like passive voice and conditional sentences.

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Run-on sentences emerge as a prevalent syntactic error, aligning with similar findings in Thai and Indian contexts. These challenges stem from a combination of teaching methods, insufficient practice, and the influence of the student's native languages. Research of different scholars on syntactic Variation Mistakes, stemming from slips, memory lapses, and various conditions, are deviations in language use (Corder & Corder, 1981). Linguistic variations are broadly classified into interlingual and intra-lingual, where interlingual variations result from mother tongue interference, and intralingual variations occur when learners formulate faulty rules in attempting to understand the target language's system (Richards, 1974). Numerous studies, exploring syntactic variations in ESL learners' inter-language, aim to identify types, nature, and causes for remedial action

Subject-Verb Agreement

Standard: "Most of us generally desire to become doctors, engineers, and scientists of great repute." Variation: "Most of us generally desire becoming doctors, engineers, and scientists of great repute." Explanation: The variation simplifies the sentence structure by omitting the auxiliary verb "to be" and using the gerund "becoming" to maintain the subject-verb agreement

Standard: "There is yet another who is happy-go-lucky by nature and floats through life without any definite aims." Variation: "There is yet another who is happy-go-lucky by nature and floating through life without any definite aims." Explanation: The variation maintains subject-verb agreement by using the gerund "floating" to align with the singular subject "another." Verb Tense Standard: "I lead a life of simplicity and goodness."

Variation: "I am leading a life of simplicity and goodness." Explanation: The variation introduces the present continuous tense "am leading" to emphasize the ongoing nature of leading a life of simplicity and goodness. Standard: "English is an international language if you are good in English." Variation: "English was an international language if you were good in English."

Explanation: The variation changes the verb tense from present to past, suggesting a historical context. Word Order Standard: "A happy and good life is the most admirable ambition for me." Variation: "For me, a life of goodness and happiness is the most admirable ambition."

Explanation: The variation rearranges the word order to highlight different aspects, emphasizing the speaker's perspective. Standard: "Dreams of life are like an imagination, so some things we can only imagine." Variation: "Somethings we can only imagine, so dreams of life are like an imagination."

"Explanation: The variation shifts the word order for stylistic reasons, emphasizing the limitation of imagining certain things. Grammar Standard: "English is an interesting and easy subject; that's why I chose English." Variation: "Choosing English happened because it's a subject interesting and easy."

Explanation: The variation alters the structure while maintaining grammar rules, presenting the information in a different sequence. Standard: "The sole object of my life is to lead a life of simplicity and goodness." Variation: "The object sole of my life is leading a life with goodness and simplicity." Explanation: The variation modifies the sentence structure while maintaining proper grammar to convey a similar meaning.

Prepositions Standard: "The sole object of my life is to lead a life of simplicity and goodness." Variation: "The sole object for my life is leading a life with simplicity and goodness." Explanation: The variation changes the preposition "of" to "for" to express possession and purpose distinctly.

Standard: "Many aspire to be rich or become business tycoons." Variation: "Many aspire for richness or to become business tycoons." Explanation: The variation changes the preposition "to" to "for" to convey aspiration for a particular state. Importance of syntactic variation

According to Holmes (2001: 258), the use of language in a conversation reflects the context of speech. In daily interactions, the speaker uses language both in formal and casual contexts. It is related to the purpose of this study, which is to identify the function and speech variety in a certain language. Because of that, the daily interactions must serve two main speech functions, i.e. the affective (social) and referential (informative) functions. They can be observed in the grammatical forms shown by utterances and dialogues. The affective (social) function is commonly used in the initial greeting of conversation and comments of language use.

The orientation of information can exchange the contact between two participants when having communication, called as referential (informative) function. Holmes (1992: 286) states that there are a number of ways of categorizing the functions of speech and lists a useful one in sociolinguistic research.

The category of speech functions include expressive, directive, phatic, referential, metalinguistic, and poetic. The affective and referential divisions of speech functions that have been mentioned before divide the speech functions' category into two big parts.

Affective function

The speech functions' category included in the affective (social) function are phatic, metalinguistic, and poetic.

Phatic

According to Holmes (2001: 259), the phatic function has its own important point from sociolinguistic perspective. That becomes the reason why it belongs to the affective (social) function. The phatic function is defined as the function that expresses solidarity and empathy with others. For example: Hi, how are you, lovely day isn't it! In the example, the greeting conveys a social message to the hearer. By greeting the hearer, the speaker shows the solidarity and expresses the information in order to show the level of their social relationship.

b) Metalinguistic

Metalinguistic function is used to comment the language which is used in the utterances. In daily interactions, this function is used by the hearer to give comments toward the use of language. It can be a short comment related to the misuse of words or phrases during a speech (Holmes, 2001: 259). For example: 'Hegemony' is not a common word. In the example, the hearer feels confused because the speaker uses a new lexicon that she or he does not know before. Although 'hegemony' is found in dictionary, this word is uncommonly used in daily conversations. In this case, the utterance is used to give a comment toward the word 'hegemony'.

c) Poetic

According to Holmes (2001: 259), the poetic function is used to identify the aesthetic features in the utterances of a language. The poetic function belongs to the affective (social) function because the aesthetic features of a language inside the utterances imply the context of meaning (semantics). For example: The boss says, "Good morning Sue. Lovely day." In the example, the Boss gives a comment by using poetic function. The utterance above means that he admires this morning's situation. It makes the spirit to do their office duties today. This function is used to give a stress inside the utterance and provide a clear context of what the speaker means.

Referential function

The speech functions' categories included in referential (informative) function are expressive, directive, and referential functions. They become the fundamental functions of language because they are derived from the basic components of an interaction – the speaker (expressive), the addressee (directive), and the message (referential).

a) Expressive The expressive function is used to express the speaker's feelings (Holmes, 2001: 259). The expressive function is the component of interaction which expresses referential information of the speaker. For example: I'm feeling great today. The example above shows the expressive function. It is used by the speaker to express his or her feeling related to a condition or phenomenon that happens to him or her. It aims to make the hearer understand and get the positive energy.

b) Directive

According to Holmes (2001: 260), the directive function is contained in the utterances that intend to get someone to do something. This function appears when the speaker thinks that the hearer near him or her needs to perform an action. The purpose of this function is attempting someone to do the action (Holmes, 2001: 259). For example: Clear the table. In the example, the speaker wants someone to clean the table (table as the Object). Actually, the directive function is concerned with getting other people to do things (Holmes, 2001: 261).

c) Referential

The referential function is used to provide the utterances in a language with messages or information (Holmes, 2001: 259). The referential function acts as the message which is sent or shared between the speaker and the addressee (hearer). For example: The boss says, "Mm, that's right. Look I wonder if you could possibly sort this lot out by ten. I need them for a meeting." The example above shows the use or application of referential function. The speaker (the Boss) shares the information that he needs her to accomplish a lot of documents today for a meeting. This function is used to share the information to others. In this case, the other person is Sue, his secretary.

There are many studies about the variations of African American Vernacular English (AAVE) in linguistics field. There are two researchers who have similar main approach and theory in doing the data analysis. The purposes of reading previous studies are to make the researcher understand about how to conduct the research, to help her formulate the objectives of the study, and to help her decide the related theories. The first research was performed by Anne-Marie Frassica (2009), entitled "Copula Variation in African American Vernacular English: an investigation of the individual and stage-level predicate hypothesis". Frassica's research applied the descriptive qualitative method. The data were collected by interviewing and recording the AAVE copular predicates from a native speaker. The objective of Frassica's research was to determine the process in reading the predicate in an AAVE copulas predication. The findings of Frassica's research were: (1) the use of copula is not arranged by the structure of stage-level predication; (2) the ways to examine AAVE's copular forms include the use of pragmatic constraint of null copula and contradictory proposition methods; (3) it is significant for other researchers to make sure the equivalent of propositions in the case of contracted and null forms of copula in AAVE.

Another study was conducted by Ryang Adisty F. (2010), entitled "An Analysis of the Syntactic Variations of Black English Found in Eminem's Rap Lyrics of Singles in Encore Album". Her study used a mixed method. The first was quantitative method to measure the percentage of the data which is related to the types syntactic variation of AAVE, and the second was qualitative method to discuss the findings. The objectives of her study were: (1) to identify the types of syntactic variations of Black English in the rap lyrics of Eminem's singles in Encore album; (2) to describe how Eminem uses the rules of each type of the syntactic variations of Black English; and (3) to explain the reasons why Eminem uses the rules of the syntactic variation that way. The results of her study were: (1) there are five types from twelve types of syntactic variations found; (2) there are twelve syntactic variation types which are not found in the lyrics, they are: the Invariant 'be', the Remote Time 'been', the Perfective Marker 'done', the Negative Inversion, the Absence of Possessive Morpheme '-s', the Absence of Plural Marker, the Aspectual Steady, the Future Completive or Perfective 'be done', Undifferentiated Pronoun, Subject Expression, Past Marker, and the Absence of Verbal -s; and (3) the reason why Eminem does not use all the syntactic variation types is the lack of knowledge of Black English. The five types of syntactic variations found in Eminem's lyrics in Encore album are the zero copula, the use of "ain't", the existential 'it', the double or multiple negation, and future form. This research is different from the two previous researches in terms of the specific theory and the object of study. This research uses the theory of syntactic variations of AAVE stated by Chaika. The object of study in this research is the utterances produced by the main character in Hustle & Flow movie. The setting of this movie is Memphis, the Southern part of the U.S., which supports the researcher in analyzing the functions of syntactic variation of AAVE because it provides the additional information where the main character took his utterances. The different object and objectives of this research present different findings compared to the previous ones.

Syntax in language is defined as the structural set of rules that are part of a sentence. It deals with the structure and form of natural languages, like the sequence of physical gestures or spoken English in American Sign Language (Morvay, 2012). Linguistics comes under the discipline of human language and comprises three subfields. The first subfield is the forms of language, including syntax, morphology, and phonology. The second subfield is related to semantics and pragmatics. The third one is the different context it is studied in. 1.1 Syntax Syntax provides expression to help comprehend meaning, and it demonstrates the subject-object relationship. For example, a sentence such as "The dog bit the cat" is interpreted differently from "The cat bit the dog," although they contain the same words (Matchin & Hickok, 2019). Researchers work on sentence production and immigration by breaking it down.). A syntactic atom can be considered a single word or phrase that communicates a specific meaning (Xi, 2021). In the example, 'the' is not a syntactic atom, but 'the dog' is. Syntax allows the speaker to interact with thoughts, which can be arranged as simple or small units and can be meaningful. Language is complex, and therefore, syntax helps complex and simpler sentences to be understood accurately (Brimo, Lund, & Sapp, 2017).

The concept of syntax came into existence when working with monolingual children. Brimo, Lund, & Sapp (2017) coined a perspective where they helped explain syntactic development, which plays a crucial role in acquiring reading comprehension and precursor skills. It also helps build listening comprehension in bilingual children. When applying coordination, the respondents performed better on subject coordination than on object and Inferential Phrase (IP) coordination. Inferential phrase coordination is the connection between two phrases, which provides information, prior knowledge, experiences, imagination, and intuition (Van Boxtel and Lawyer, 2021). Previous research has worked on different approaches to examine syntax in language processing.

Golestani et al. (2017) used subjective analysis for the complexity, which is based on rating scales. Different approaches measure different features of a language. The variables are related to spoken words, such as utterance length and the ratio of nouns to verbs. In the utterance, the portion of function words to content words is also assessed. Several variables identified are interrelated with each other but are different for different individuals. The study measured two groups in one group: the participants with cognitive impairment and the other group without. An effective predictor of the difficulty level that resolves temporary ambiguity is a syntax surprise, which reflects the unpredictability of speech that is given in a certain context. The second approach in psycholinguistics is the ambiguous sentence structures in languages used by both groups, focusing on language comprehension and production. The sentence production and structuring are ambiguous as the sentences are left to right proportional to the degree of center embedding (Peets, Yim, and Bialystok, 2022).

The syntax also plays a role in avoiding the number of different incomplete phrase structure rules, several incomplete sentences, and the average dependency distances within a structure (Rezaii et al., 2022). The findings reveal that listening ability has a strong relation to sentence production and formation when assessed in both groups. According to the analysis, it is evident that syntax plays an imperative role in communicating and helping the other person comprehend the meaning. Thorne & Farqi-Shah (2016) explain the brain regions that create the connection and meaning to the language. Syntax does not allow working with one specific region of the brain. It is a network of areas that involves Broca's area (BA).

. According to the reviewed literature, finding one's way around a language and really understanding it are inseparable. The syntax is fundamental for both production (converting ideas into morphemes) and understanding (deciphering hierarchical structures) (Ziegler & Snedeker, 2018). Talents and perceptual-motor skills are highlighted in the integrated theories of second language acquisition, which throw doubt on more traditional notions of abstract linguistic knowledge (Meyer et al.,

2016). Furthermore, there is an urgent need for research that accounts for varying learning methods, real-world situations, and language levels to determine the nature of the relationship between production and comprehension (Martohardjono et al., 2015).

Context of the problem

Previous studies as (Nation ,2013 ,Zahedi & Abdi 2012 ,Milton, 2009 ,Sanad 2015, Fadel ,2011 and Bromley ,2002) asserted that vocabulary is a crucial component in learning language. Vocabulary is not just a sub-skill in learning English because without having enough vocabulary the learner can not listen, speak, read or write easily and intensely. Vocabulary is one of the main elements that convey meaning and help communication. Enhancing vocabulary learning is central to language and is of a great significance to language learners. Vocabulary in English language is not always given the consideration it deserves in EFL learning and teaching programs, even though it is a basic component in the teaching of foreign languages. Vocabulary learning is important for some reasons for foreign language learners. First, vocabulary contributes to comprehension.

Second, it improves the achievements because learners with large vocabulary have the best score in achievement tests. Third, it enhances writing well in addition to understanding what is heard and read. Finally, vocabulary can shape thinking. Learners when understand , use vocabulary and know meaning, they have one of the components to master English as a foreign language which is vocabulary master and this helps them greatly to develop their performance and learning. Thus, students who have vocabulary mastery, do not have difficulties in mastering English .

Other previous studies as (Gottfried, 1990, Guthrie & Wigfield, 2000, Wigfield and Guthrie 1997, Kurkjian & Livingston, 2005, Livingston & Kurkjian, 2003, Worthy, 1996, Worthy, Turner, & Moorman, 1998, Strommen and Mates ,2004) asserted that students' success in reading is linked to their' motivations to read in terms of their personally held values, beliefs, needs, and goals. Another area that past research has shown to inspire students towards reading is allowing them some choice in what they read .

It is argued that if students are not reading text that they enjoy, they may develop an aversion to reading that could last the rest of their lives. When students experience the majority of classroom reading assignments as unconnected to their interests and needs , they soon will become nonreaders.

Based on Kabur ,2019 Acquisition of basic literacy skills are regarded to be of utmost significance to enrich the overall quality of lives. The elderly individuals need to get engaged in great amount of practice to up-grade mainly their writing and numeracy skills. The main aspects that have been taken into account in research paper include, growth of literacy with persisting disparities, understanding meaning and significance of literacy, and workplace literacy and basic skills. When literacy is viewed as text, the focus is put upon the subject matter. The researchers, writers, and educationists are the individuals, who are engaged in the activities of research and writing. When the individuals are working towards acquisition of basic literacy skills, they need to make use of texts, and other reading materials. During the initial stage, when the individuals are unable to read and write and even experience challenges in reading texts, they certainly need help and assistance from teachers or other individual

Questions of the study

This study will tackle the following main question: What is the effect of an integrative program based on the syntactic variation and literary analysis aspects on developing text engagement, vocabulary use and literacy skills for the preparatory school students?

The main question can be sub divided into the following questions :

What are the most important EFL literacy skills required for first-grade preparatory school students ?

What are the most important text engagement aspects for the first- grade preparatory school students?

What is the effect of an integrative program based on literary analysis aspects and syntactic variation on developing 1st grade preparatory school students EFL vocabulary use ,literacy skills and text engagement?

What is the effect of the an integrative program based on literary analysis aspects and syntactic variation on developing text engagement?

What is the effect of an integrative program based on literary analysis aspects and syntactic variation on developing vocabulary use?

What is the effect of an integrative program based on literary analysis aspects and syntactic variation on developing literary Skills?

Procedures of the study

To answer the questions of the study ,the following procedures were followed :

Identifying the EFL text engagement aspects required for the EFL second year prep stage students through :

- Reviewing the literature and related studies related to EFL text engagement aspects.
- Preparing a list of EFL text engagement aspects needed for the EFL second year prep stage students.
- Submitting the list to a panel of jury members to verify its validity.
- Modifying the list based on the jury's feedback and setting the list in its final form.

Identifying the EFL literacy skills required for the EFL second year prep stage students through :

- Reviewing the literature and related studies related to EFL literacy skills.
- Preparing a list of EFL literacy skills needed for the EFL second year prep stage students.
- Submitting the list to a panel of jury members to verify its validity.
- Modifying the list based on the jury's feedback and setting the list in its final form.

Identifying the EFL vocabulary use aspects required for the EFL second year prep stage students through :

- Reviewing the literature and related studies related to vocabulary use aspects.
- Preparing a list of EFL literacy skills needed for the EFL second year prep stage students.
- Submitting the list to a panel of jury members to verify its validity.
- Modifying the list based on the jury's feedback and setting the list in its final form.

4) Identifying the features of a program based on integrating syntactic variation and text literary analysis through:

- Reviewing the literature and related studies related to a program based on integrating syntactic variation and text literary analysis ,text engagement ,literacy skills and vocabulary use
- Identifying the aims & objectives of using the program .
- Identifying the content of the program.
- Identifying the teaching strategies and techniques used in the program.
- Determining the evaluation techniques that will be used.
- Preparing the instructor's manual as a guide of how to use the program reading and creative thinking skills.
- Submitting the teacher's guide to a panel of jury members to verify its validity.
- Modifying the teacher's guide in its final form according to the required modifications and suggestions.

4) Identifying the effectiveness of a program based on integrating between syntactic variation and text literary analysis in developing EFL text engagement aspects through designing an EFL text engagement test and a rubric for scoring it. Submitting the test to a panel of jury members for validity purposes. Modifying the test according to the jury's suggestions. Applying the EFL text engagement test to a group of the EFL second year prep stage students for its validity and reliability. Selecting the participants randomly from the EFL second year prep stage students as the experimental group. Pre-administering the test to the experimental groups to evaluate the EFL second year prep stage students' text engagement Teaching the students using a program based on integrating the syntactic variation and text literary analysis . Post-administering the test to the experimental groups after the intervention to measure the effectiveness of using the program. Analyzing data statistically. Interpreting the results Presenting recommendations and suggestions.

5) Identifying the effectiveness of a program based on integrating between syntactic variation and text literary analysis in developing literacy skills through designing an EFL literacy skills test and a rubric for scoring it. Submitting the test to a panel of jury members for validity purposes. Modifying the test according to the jury's suggestions. Applying the EFL literacy skills test to a group of the EFL second year prep stage students for its validity and reliability. Selecting the participants randomly from the EFL second year prep stage students as the experimental group.

Pre-administering the test to the experimental groups to evaluate the EFL second year prep stage students' literacy skills.

Teaching the students using a program based on integrating the syntactic variation and text literary analysis. Post-administering the test to the experimental groups after the intervention to measure the effectiveness of using the program. Analyzing data statistically. Interpreting the results. Presenting recommendations and suggestions.

6) Identifying the effectiveness of a program based on integrating between syntactic variation and text literary analysis in developing vocabulary aspects through designing an EFL vocabulary test and a rubric for scoring it. Submitting the test to a panel of jury members for validity purposes. Modifying the test according to the jury's suggestions. Applying the EFL vocabulary test to a group of the EFL second year prep stage students for its validity and reliability. Selecting the participants randomly from the EFL second year prep stage students as the experimental group. Pre-administering the test to the experimental groups to evaluate the EFL second year prep stage students' vocabulary aspects.

Teaching the students using a program based on integrating the syntactic variation and text literary analysis. Post-administering the test to the experimental groups after the intervention to measure the effectiveness of using the program. Analyzing data statistically. Interpreting the results. Presenting recommendations and suggestions.

Text engagement

Text engagement as defined in PISA documents refers to the motivational and behavioural characteristics of reading, including interest and enjoyment of reading, a sense of control of what one reads, involvement in the social dimensions of reading and diverse and frequent reading practices (OECD, 2016). It refers to reading for pleasure which involves the intrinsic motivation that fuels reading engagement. Reading for enjoyment is related to sustained reading, or time spent on reading activities (Kucirkova & Cremin, 2020). Operationally, text engagement is the ability of the reader to deal with the text.

Literacy skills

According to Kapur (2019) Basic literacy skills are referred to the skills of reading, writing and numeracy which are fundamental to not only growth and development of human resources, but also to lead to social and economic progress of the nation. Whether the individuals are engaged in employment or are required to manage the household responsibilities, it is essential for them to possess the basic literacy skills. Also, they are referred to the skills of reading, writing and arithmetic, three Rs which are vital for the individuals to possess them, for carrying out various tasks and activities and sustain their living conditions in an appropriate manner. Operationally, literacy skills can be defined as the practice of reading and writing process in different situations.

Literary analysis

According to Ant3nio et al. (2020), the authors of the Common Core State Standards for English Language Arts & Literacy in History, Social Studies, Science, and Technical Subjects refer to it as the ability to “interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyse how specific word choices shape meaning or tone” (10, 35). They suggest that it is not only an education tool, but also an instrument that can facilitate the development of critical and analytical skills. Operationally, it can be defined as the ability and the skill of the learner in examining the text.

Syntactic variation

According to Reopen, Fitzmaurice and Biber (2020) define it as the diverse ways speakers employ language across social, regional or cultural contexts encompassing pronunciation, vocabulary, grammar and discourse patterns. Operationally, syntactic variation can be defined as the use of lexical, structural and semantic aspect in the text.

T-values are employed to signify this difference as well as (D^2) for the effect of the treatment. Table (1) Results of test between the experimental group and the control group in the post test of EFL reading comprehension skills and sub-skills of literary skills.

It is clear from this table that there are statistically significant differences between the mean scores of the experimental group and the mean scores of the control group. The difference is in favor of the experimental group. The value of significance is in (0.01) in favor of the experimental group. There is a statistically significant difference in the inferential skill between the mean scores of the experimental group and the control group in favor of the experimental group. The level of significance is (0.01).

There is a statistically significant difference between the mean scores of the experimental group and the control group in the

critical skill in favor of the experimental group. The level of significance is in (0.01). There is a statistically significant difference in the creative skill between the mean scores of the experimental group and control group in favor of the experimental group. The level of significance is (0.01). In addition, the table also shows that there is a statistically significant difference between the mean scores of the experimental group and control group of the overall reading comprehension skills in favor of the experimental group. The level of significance is in (0.01).

Table (1): Post-test of EFL reading comprehension skills and sub-skills of literary skill

Variable	Group	N	M	St.D	T.value	Df	sig
Creative	Exp	30	8.54	1.27	10.334	0.811	0.01
	Control	30	4.49	1.95			
Reading & Comp	Exp	30	19.40	2.27	10.649	0.625	0.01
	Control	30	11.00	4.02			

Group	Group	N	M	St.D	T.value	Df	sig
Creative	Exp	30	8.54	1.27	10.334	0.811	0.01
	Control	30	4.49	1.95			
Reading & Comp	Exp	30	19.46	2.27	10.649	0.625	0.01
	Control	30	11.00	4.02			

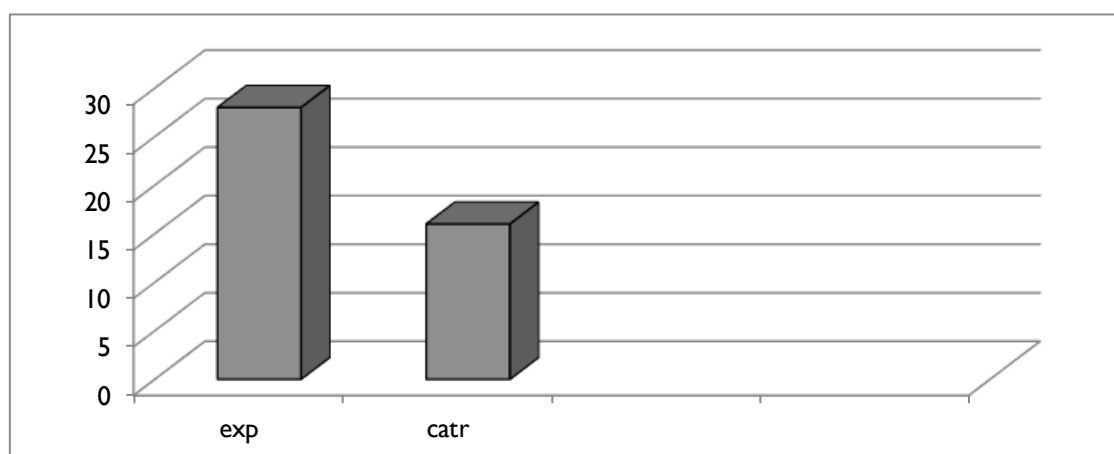


Figure 1. Post-test of EFL reading comprehension skills and sub-skills of literary skills.

Recommendation:

Based on the results of the study and its discussions, it can be recommended that education should facilitate opportunities for students to actively participate in target language to have been engaged in fostering the exchange of perspective of cognitive approaches. Classroom design should prioritize on immersive environment that minimizes the impact of native language, prompting effective acquisition of the target language.

Addressing the challenges associated with the mother tongue interferences in diverse linguistic contexts. Teaching the students to be analytic readers, helps them understand the meaning between the lines and the intention of the author. The students should be trained in questioning the author and exploring the writing style. Such training enables the students to analyze the language and the skills of the author in dealing with the text.

Relying on the student-centred classroom which urges the students to be independent and to think for themselves instead of relying on the instructors' spoon-feeding knowledge. Encouraging the students to read the original texts to understand the text fully and make connections between the text and other texts.

Developing teaching methods in the light of the literary theories to stimulate the students imagination and sense of meaning-making and shared reading modes. Designing curriculum units that include literary analysis as a core component aligning with course objectives and learning outcomes. Integrating literacy skills into the curriculum to enhance students' ability to deal with the texts and rewrite them again in their own words.

Suggestions for further studies

Based on the results of the study, the following areas of research can be suggested conducting longitudinal studies to assess the long-term effects of integrating syntactic variation and literary analysis.

Investigating the effect of a suggested program based on Suggesting a program based on the literary text analysis to develop secondary stage students' critical skills. Suggesting a program to develop other language skills based on different models of syntactic variation and text analysis integration.

Studying the effect of implementing a wide range of syntactic variation and text analysis on the descriptive skills. Investigating the effect of other styles of text analysis on developing literary skills among high level students.

Studying the effect of different styles of text analysis on developing literacy skills among high school students. Studying the effectiveness of syntactic variation and text analysis skills on the students' communicative competence. Studying the impact of other sociolinguistic factors on the implementation of syntactic variation and text analysis skills.

Analyzing the contexts of different authentic texts and their impact on the students' acquisition and practice of literacy skills. Studying the impact of diversity of reading on text engagement. Studying the way of controlling difficult factors which influence text engagement. Studying how to establish classroom environments for reading engagement and enjoyment. Studying the ways of monitoring students' behavioural, cognitive, and emotional engagement in the texts.

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