

Eclectic Translation and Online Bilingual Literature Learning on *YouTube*

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Abstract

Language learning is enhanced by free online resources like YouTube for everyone, including bilingual learners around the world. The goal of the study was to find out the perceptions of bilingual students towards the translation method, particularly a translated video lesson for 12 Standard Literature Drama from the Tamil Nadu State Board book. The Tamil-translated videos outperformed English-only videos significantly where the majority of the learners were from the 13 to 17 age categories. Two videos on *Remember Caesar*, a play by Gordon David, were created. One video used the grammar-translation method. Another video used English-only online literature reading. The average watch hours of translated videos were more than 330 hours. However, the English video had a watch time of only 10 hours. This research also includes the perceptions and comments of different audiences on the efficacy of learning with the help of translation and compares the English literature reading and the literature reading video that used translation. Furthermore, this paper will also delve into the eclectic approaches that can be integrated with the grammar-translation approach while presenting online literature lessons.

Keywords: Bilingual students; Grammar translation; Language learning; Online literature lessons; Translation method; YouTube.

Introduction

Learning literature online has received significant attention among learners in the past two decades because of the widespread popularity of websites like YouTube, which offers a variety of free learning materials accessible to all kinds of learners, young and old. Learning content is uploaded for the audience by intellectuals to simple content creators on YouTube, accessible to all at their own pace and time. School and college students

try to sharpen or improve their learning online, and learning literature is no exception since literature lectures are free. They can pause and re-listen to them at their will. However, not all learning materials are watched with the same interest and motivation. One solution is to integrate the translation method into online literature learning. For example, the translation approach is apt for teaching Chinese students as it meets their needs and wants (Deng 305). Although the wide uses of translation methods have been explored by ESL and EFL teachers in the classroom, little attention has been paid to finding the efficiency and efficacy of English online teaching and learning through translation. This paper compares learners' preferences for translated learning content to English language learning materials without translation. The study observes that literature students preferred to watch and learn literature with the help of translation.

Literature Review

53 undergraduate students took an online translation course. It was a quasi-experimental approach which focused on looking at the advantages and disadvantages of the grammar-translation method. The study's outcome was that the classical method proved to be a valuable addition though there were some challenges while presenting it online (Petrova).

Another study tried to implement the Grammar Translation Method in teaching reading comprehension in a digital environment, and the perceptions of the learners were collected qualitatively through observation and questionnaires. It received positive responses from the students, though the method was time-consuming. The scores in the assignments were encouraging as well. Integrating this method on modern virtual platforms like online courses is beneficial (As'ari and Budiman 361). Although teaching through translation is controversial, it has been useful and effective in certain situations since it simplifies learning, but it should not be overused, and teachers should try to encourage students to understand the meanings from the context (Samardali et al. 68).

These days modern online translation tools are rising in popularity. Some examples of modern online tools are Babel Fish, Google Translate and FreeTranslation.com, which can improve students' attention to language structures. It can also contribute to a close reading of a text and essential elements in literature like stories, novels and poems (Fountain and Fountain 2). Translation in a particular context helps learners learn new vocabulary words and also enables learners to memorize and comprehend meaning and ideas. If translation activities are strategized well, they con-

solidate knowledge in a particular field (Mažeikienė 1).

From the above research studies, it is clear that grammar translation has the potential to help learners improve content knowledge in language fields, especially while teaching literature. In a traditional classroom, teachers try to integrate translation into their normal teaching. The following research questions arise if the translation method is embraced to teach English literature online:

1. How can we integrate Eclectic approaches with translation methods while presenting English literature online?
2. What would be the perceptions of English learners listening to an English play that was translated and paraphrased into simple Tamil language?

Grammar -Translation Method

The input is bilingual, and the output of the learners is expected to be in the target language, but memorization of vocabulary words and sentence production is encouraged, expecting students to find the process interesting and beneficial (Richards and Rodgers 5, 105). For example, students are at ease, and they try to combine both structures in their native and the target languages and produce structures. Eventually, they are motivated to produce accurate structures.

Using mother tongue translation to learn is the favourite method of EFL and ESL learners as it is attractive and gets rid of nervousness. However, there is no clear conclusion among language experts and instructors if mother tongue translation can be used in language classrooms, especially after the popularity of the Direct Method, which combines various teaching methodologies (Harbord 350, 354) while the translation method creates consciousness among learners to notice the differences between their native and target languages. As a result, this promotes the correct usage of language among learners. Teachers are satisfied with the competent responses from the learners during elicitation and responses (Mart 103, 104). For example, a survey among 50 undergraduate students preferred the Grammar Translation method for better classroom communication (Khan et al. 25).

Integrating Eclectic Approaches in Translation

The eclectic teaching approach is not dependent on one unique teaching strategy; instead, it tries to integrate various other teaching methodologies by focusing on the goals of the lessons and learners' strengths and weaknesses. This approach is also holistic as it tries to understand the needs of the learners and applies flexibility by including learners' life experiences for better understanding (Al-Khasawneh 17, 20).

Eclectic approaches are a solution provider that allows teachers to be dynamic in developing their strategies, including translation methods, communicative language teaching, and other appropriate methods. They provide solutions that are easy for language learners. They encourage code-switching and code-mixing whenever possible to improve their language abilities. This versatility helps learners to improve their language skills comfortably, being active listeners and participants and the teacher being a facilitator (Mwanza 56, 61, 63).

Understandably, eclectic approaches give versatility and flexibility to teachers to find suitable teaching methods in a context. The translation teaching method used alone might not attract many learners, but if integrated with learning theories like behaviourism, cognitivism and constructivism, it could make a positive difference to language learners.

Learning Theories

A. Behaviourism:

The learning outcome is a behaviour change where students are provided input but reinforce the content whenever possible to succeed in the learning process (Burhanuddin et al. 4, 97). So, it is essential to focus on repetition, and learners must be provided with simple vocabulary words and better pronunciation. Also, learners are given more confidence and motivation to enhance language learning (Ibrahimu 2, 35, 36). Importantly, spoken language has more priority on sentence structures while presenting the teaching content. (Demirezen 2).

B. Cognitivism:

This learning theory demands learners to think and learn. It encourages opportunities for learners to discover and learn. This might lead to a meaningful interpretation of the learning content. The problems or issues are posed to students along with helpful

information. Along with repetition, meanings are summarised, meanings are guessed from the context, and imagery is used to aid memory (Suharno 48, 51, 62). This means learning appeals to the learners because encoding happens due to learners' experiences in contexts helping them to remember information.

C. Constructivism:

This learning theory is concerned with experience and contexts to encourage attentive learning by targeting the learner's mind by providing knowledge. Memory is not given much importance; rather, understanding concepts plays a major role (Aljohani 97, 102).

Applying Eclectic Approaches and Translation while Learning English Literature Online

The learning content, the play *Remember Caesar*, was uploaded on YouTube. A bilingual (Tamil and English) online lesson was integrated, applying learning theories. The eclectic approaches were applied while presenting the online video lesson that used translation to present the content:

1. **Attention:** Students were asked critical questions from the learning content at the start of the video, in the middle and at the end. Questions were probed to help the students think about the content in a meaningful way and this helped them to focus on listening.
2. **Context:** Since the lesson was a comical one, the tone and voice of the presenter were comical to suit the context of the story while presenting the dialogues, the background and the story. This encouraged the listeners to have a better learning experience and stimulating them to encourage self-study.
3. **Simplifying Vocabulary Words:** The difficult vocabulary words were simplified and presented in simple English for learners to interpret and understand. Explanations were also translated to understand better.
4. **Repetition:** Repetition of context, vocabulary words, and context was consciously done for students to remember the learning content.

5. **Confidence:** The story was narrated positively and the audience was invited to pose comments or suggestions for improvements. Some of the comments mentioned that the online learning content gave them the confidence to understand the story in a better way. Simplicity was the key element of focus.
6. **Feedback:** Though YouTube does not offer any features to interact with the audience instantly after the video is uploaded, comments sections offer feedback from the learners, positive or negative. It helped the learning process continue. The presenter was able to pose questions, and the learners were able to type their feedback in the comments section.
7. **Pronunciation:** Pronunciation was taken care of, and stress and intonation while reading the learning content were given importance to help learners acquire vocabulary or linguistic skills and pronunciation skills.
8. **Encoding:** The translation was not a sentence-to-sentence translation but done appropriately in an apt manner to recognise the meaning of the story. Story narration was given more importance to encode the meaning of the story.
9. **Higher-Order Questions:** Questions on the story that could draw parallels in real life which is important to critical skills, were posed to the audience and discussed to have a clear understanding of the story.
10. **Guessing the Meaning:** Videos included probing questions that challenged the listeners to think about what would happen in the play, which helped the audience focus more. Also, high-frequency and difficult vocabulary words were simplified, and the context was explained to help learners guess the meaning using the context.

Eclectic Translation with some Approaches from the text “Remember Caesar”

1. **Applying Behaviourism:** The first focus was on asking meaningful questions to think and comprehend the play, for example, questions like Who was Caesar? Is the play related to that historical character? Why was Roger not listening to Weston? These interrogative questions are asked at the start of the lesson

and are then answered at the end. Questions like these grab the attention of the learners. They also promote repetition since the content is revised, reviewed, and rephrased. This promotes better retrieval. Next, the answers are presented in simple English along with the translated version to improve their sentence structures and responses to questions. For example, Roger was busy copying or doing his work, and he was not listening to his master. Why wasn't Roger listening to his master? Asking a question like this sharpens the learners' attention. Also, the difficult vocabulary words in the play, like diligence and zeal, twiddling, etc, are pronounced clearly to help students improve their pronunciation skills.

2. **Applying Cognitivism:** Next, the episodes of the translated videos on Caesar included short summaries and line-by-line translation. There were questions about guessing the story. What do you think Roger is going to do? Why does Weston mention The Ides of March? Why is Weston scared? These questions were inquisitive, and they promoted critical thinking. Also, images or visuals from Google Images were used whenever it was necessary. For example, the picture of Caesar being murdered or the Ides of March was shown while questions related to the picture were discussed in the video.
3. **Applying Constructivism:** Finally, most of the translated videos targeted providing personalized experiences while listening to the story. Voice modulations like raising the voice high or low, using a humorous tone to match the story, and trying to use the latest dialect or sentences in the native language to create a better experience for the learners to master the context of the play.

Methodology:

The current observation analysed the data available on YouTube analytics to find out the interest and motivation of listeners and students in watching online lessons offered in English and a translated version in Tamil. Most online language learners especially school and college students access YouTube to improve and develop their knowledge since it is free and accessible to everyone, so a lesson "Remember Caesar", a play by Gordon David, prescribed by the Tamil Nadu State Government Syllabus for Higher Secondary School of Education for the Grade 12 Students was uploaded on YouTube for all school students and interested learners to

watch and learn for a year. The efficiency of learning was calculated based on the watch hours, total number of views, and percentages of age and gender, although the English-only videos provided only the total number of views and the average watch time.

Participants:

Though it is difficult to find the correct number of participants based on YouTube analytics, the data below provides a general idea about the participants.

Table 1: Percentage of participants who accessed the video lessons

Video Parts (Translated)	Female (in percentage)	Male (in percentage)
1	42.7	57.2
2	34.3	65.7
3	34.4	65.6
4	42	58
5	45.7	54.4
All video parts (mean)	39.82	60.18

Data Analytics:

The data focuses on 5 important categories. The first one contains all the video details on the views and average watch time for the translated videos. The next part shows the average of all the details of the translated version. The third part shows the video details on the views and average watch time on the English reading. The fourth part contains the average of all the details of the English-only videos. The final part is the comparison of both the English and the Tamil versions.

Table 2: Views: Remember Caesar (in Tamil) All 5 Video Parts

Remember Caesar Videos	Views (in K = 1000)	Total Duration of the video	Watch Time (in hours)	Average duration (Watched by audience)	Average duration (Watched by audience) In percentage (%)	Likes (in numbers)
Video - 1	15	7.21	576.5	2.16	31	91
Video - 2	5.8	6.27	274.6	2.49	43.8	69
Video - 3	4.2	8.56	296.4	4.11	46.9	60
Video - 4	3.7	9.14	299.8	4.51	42.7	57
Video - 5	3.1	9.15	208.3	3.58	43.1	76

The first video part was viewed more than 15,200 times, the watch time exceeded more than 34590 minutes. On average, everyone watched for about 2.16 minutes, and the average watch percentage of the audience was about 31 percent. Further, it got about 91 likes and outperformed all other four video parts except in average watch time. The fourth garnered more average watch time, which is 4.51, the highest among all four parts, though it had fewer views, only 3,700. The third video part had the highest average audience duration of about 46.9 compared to all others. Videos 2, 3, and 4 had a watch time of about 300 hours. The last part had the least number of views and watch hours, but it got 76 more likes than videos 2, 3, and 4.

Table 3: Average: Remember Caesar (in Tamil): All 5 video Parts

Remember Caesar (All Parts)	Total Views (K = 1000)	Total Watch Time (in hours)	Average Watch Time	Average duration (in percentages)	Likes (in numbers)
5 videos	32 K	1655.6	3.372	35.36	353
Mean	6.4 K	331.12			70.6

If you look at the average of all 5 videos, the total views of all videos were about 32000 views and 1655.6 hours. The average watch time was about

3.372 minutes, and the percentage of average duration was 35.36%. The total number of likes for all videos was about 353 likes, and the average number of likes was about 71. Further, the average views of all 5 videos were 6,400 views, and the total watch time in hours was about 332 hours.

Table 4: Views: Remember Caesar (in English) All 5 Video Parts

Remember Caesar (All 5 video parts)	Views	Watch Time (in hours)	Average Duration	Average (in percentages)	Likes
Video – 1	898	17.8	1.11	16.5	12
Video – 2	472	9.5	1.12	10.5	6
Video – 3	250	5.8	1.23	12.1	3
Video – 4	527	10.3	1.10	7.6	3
Video – 5	344	5.4	0.56	8.5	2

The first one has the highest views about 900 views, 17.8 hours of watch time and a 16.5 average watch percentage was 16.5. Next, the fourth part of the video had more than 525 videos, 10 hours. The average duration was about 1.10 minutes and 7.6 %. The third highest in views was 472, with 9.5 hours of watch time in the second video. The average duration was about 1.12 minutes and 10.5 %. Though the third part had the highest average duration of 1.23 minutes and the average duration was about 12.1%, it only had 250 views and was viewed less than 6 hours. The last video part had a modest performance of about 344 views. The third and fifth parts were watched for less than 6 hours. The final part was watched for less than a minute on average, and the average percentage was 8.5%. The first video had 12 likes, and the second part had 6 likes. The other video parts had 3 or fewer than 3 likes.

Table 5: Average: Remember Caesar (in English): Average of All 5 Video Parts

Remember Caesar (All Parts)	Total Views)	Total Watch Time (in hours)	Average Watch Time	Average duration (in percentages)	Likes (in numbers)
5 videos	2481	48.8	1.024	11.04	26
Mean	498.2	9.76			5.2

All five had 2,481 views and a watch time of less than 49 hours. The average watch time was more than a minute, and the average duration was 11.04 %. The average view for all 5 video parts was less than 500, and the average watch time was less than 10 hours. The total number of likes for all videos was 26, and the average was slightly more than 5.

Table 6: Comparison: Remember Caesar's Tamil and English Parts

Remember Caesar (All Parts)	Total Views)	Total Watch Time (in hours)	Average Watch Time	Average duration (in percent-ages)	Likes (in numbers)
Tamil Part	32 K	1655.6	3.372	35.36	353
Mean	6.4 K	331.12			70.6
English Part	2481	48.8	1.024	11.04	26
Mean	498.2	9.76			5.2

On comparing both the English video parts and the video parts that included the translation, we find the videos that included translations in Tamil outperformed hugely. The Tamil part had 32,000 views, whereas the English part had only 2,481 views. Similarly, the watch time of the Tamil part was more than 1,655.6 hours, but the English part was watched for less than 50 hours. Also, the average time for the Tamil parts was double that of the English parts. The Tamil parts had an average of more than 3.3 minutes compared to 1.023 minutes. Moreover, the average duration of the Tamil videos was 35.35 per cent, and the average duration of the English video was only 11.04 per cent. The Tamil videos had 353 likes compared to a total of 26 likes for all English videos. On average, the English video parts could get only a little more than 5.2 likes compared to 70.6 likes for the Tamil video parts. The average views for all Tamil videos were 6,400 views, compared to only 498.2 for the English videos. The average duration in hours was more than 330 hours for the Tamil videos, whereas the English videos had an average watch time of less than 10 hours.

Perceptions of Learners / Listeners:

There were both positive and negative comments. All five videos that had Tamil translations at least had 3 comments. However, the English reading did not have any comments. This explains why translation is important

for students in a language class to make students participate, and online platforms are no exception.

Table 7: Comments: Remember Caesar’s Tamil and English Parts

Video (Parts)	Total comments	Positive comments	Negative comments
1	12	10	2
2	03	03	0
3	05	05	0
4	07	06	01
5	14	13	01

The first video part had 12 comments of which 10 were positive and 2 were negative. Most of the comments were encouraging and mentioned that the videos were useful, and well explained, particularly in preparing for exams. More than a couple of comments liked the intonation and the voice. Some sample comments were “It was awesome”. “Your intonation was awesome and it is good to hear”. However, a couple of comments pointed out there were some technical sound issues like, “increase the sound”. There were only 3 comments for the second part. Particularly, one comment was happy with the translation. “nice translation” meaning they were looking forward to the translation. The third part only 5 comments. One comment in local slang was “mass katitinga” which means you have done well. Another comment was about the pronunciation “Your pronunciation is so good”. The fourth part had 7 comments of which 6 were positive like “really good summary”. “Useful for school students”, but one comment pointed out the video summary was too slow in Tamil “Nice but romba slow ah poreenga”.

The last video had 13 comments, which were happy that the whole story was completed, interestingly. “Cheers for your effort”. “Understood it and enjoyed it thoroughly”. “Many learners understood very easily”. Some of the comments pointed out the hilarious instances in the story, which tells us that learning materials should have the element of entertainment to increase the level of participation even while learning online. “Sinking the coat is the funniest and heart piece of the story”. Further, one comment pointed out the mispronunciation of the main character’s “wife name is Frances and Flores”.

Finally, the last video got the highest comments, which shows many learners were engaged in learning by listening to all 5 video parts. The first part had about 10 comments, while the other parts had less than 06 comments. Almost all comments were positive except a few which pointed out some technical issues and some minor issues in the story, like wrongly pronouncing the name of a character.

Discussion

YouTube is a learning medium for bilingual learners as it offers a better option for teachers by complementing classroom teaching creatively, especially in an emergency situation like COVID-19. It supports language learners' development and improvement in language skills. The perception of bilingual language learners' preferences towards translated videos is a well-known secret as well that people like to study from online resources these days because of its suitability (Widiantari et al. 83, 86, 92).

In our study, both video materials were available, a translated lesson and a lesson in the target language. There was overwhelming support for the translated version as bilingual students were more comfortable watching the translated lesson. The study reiterates that vernacular medium students or students in state syllabus schools prefer to study in the native language rather than completely in the target language. The video with the translated version of the play had more watch hours compared to the English version of the play. In addition, the support that the translated version got was consistent among all age categories both teachers and enthusiastic learners on YouTube.

Indian language classrooms, especially in vernacular medium school classrooms, and for students who are comfortable in their native language, there is a need to upload bilingual video lessons to be watched before or after the classroom session. This will lead to a comprehensive development of language skills.

However, one disadvantage of this study is the inability to find out more details about the virtual learners since the learning content was presented on YouTube. Despite some learners revealing their school details in comments, most of the learners only commented that the videos would be useful for exams. Also, YouTube analytics do not present the profile of the learners due to their privacy policy, and learners may not mention their real names in the comments section or while subscribing to the channel. Another disadvantage is that it is difficult to find out the details of the

average watch time of each learner. We can only see the average watch time of all the viewers. This means we cannot provide personalization to each learner. Online learners watch all the videos on YouTube, but it is difficult to enforce watching the video compulsory, and because of this reason, there is no guarantee that learners have learnt the concepts even if they had watched the whole videos. They could have just switched on the video and might have carried on with multitasking and not focused on the learning concepts through online videos.

Conclusion

The study restates that literature students favour watching and learning literature with the help of translation. Bilingual literature helps them to comprehend better and creates opportunities to experience learning comfortably, which sharpens their responses in a language class. Because of this reason, the study also proposes a solution for language teachers to produce online translated videos of the content in the target language, embracing eclectic translation by combining various learning theories to be productive, effective, and efficient.

If this study is undertaken in Indian rural institutes, the students would benefit because it is relevant for them to promote active learning in class. Being aware of the learning content in their native language, they will be able to participate in the discussion sessions with more interest. If vernacular medium students are unaware of any prior details of the literature lessons, it becomes tiresome for language teachers to explain everything. So, a prior flipped learning approach in a second language environment would be beneficial for students

Also, the teachers can concentrate on being innovative to promote better communicative activities in a literature class both at colleges and schools. Interactive activities like group work, pair work and individual presentations are possible since language instructors will have more time to focus on helping students master the language speaking and writing skills rather than just helping them learn literature content like a technical subject.

Future studies can focus on a flipped learning approach where a literature lesson is made available for students in their native language. Students watch the translated videos at their homes before attending their regular lessons. Additionally, teachers can plan to include communicative approaches in their regular teaching, and this approach is expected to produce rich dividends.

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