

# Developing Analytical and Reflective Capacities Through Future-Oriented Literary Texts

Aldin Caguiat Tanate  
*Dr. Gloria D. Lacson Foundation Colleges, Inc.*  
[aldin.tanate@deped.gov.ph](mailto:aldin.tanate@deped.gov.ph)

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## ABSTRACT

This investigation examined the efficacy of using Future-Oriented Literary Texts as an instructional medium to strengthen the analytical and reflective capacities of Grade 10 learners. Considering the increasingly complex social, governmental, and ecological concerns confronting modern communities, the study proposed that speculative narratives depicting imagined futures could provide meaningful avenues for learners to examine, interpret, and assess contemporary realities. By incorporating selected Future-Oriented Literary Texts into guided reading engagements, the inquiry sought to determine whether sustained interaction with these materials could cultivate advanced cognitive competencies, including interpretation, judgment, ethical discernment, and reasoned decision-making among Filipino learners. A

mixed-methods research design was used, integrating quantitative measures from pre- and post-intervention assessments with qualitative data from learner interviews to obtain a comprehensive understanding of the program's influence. Results indicated a substantial enhancement in the participants' analytical and reflective capacities following their exposure to Future-Oriented Literary Texts. Mean performance ratings progressed from a developing level, suggesting the presence of foundational reasoning abilities at the outset, to an advanced level after the implementation of the intervention. This favorable progression highlighted the capacity of future-focused narratives to encourage introspection, challenge preconceived notions, and broaden learners' perspectives regarding multifaceted societal concerns. Findings substantiated the assumption that engagement with speculative literary works can effectively nurture higher-level intellectual processes, particularly when supplemented by structured learning experiences such as collaborative discourse, thematic examination, and values-oriented deliberations. Although the overall findings were encouraging, the investigation likewise identified several obstacles encountered by the participants. Numerous learners reported challenges in interpreting figurative expressions, comprehending philosophical undertones, and processing the unsettling environments often depicted in future-centered narratives. Furthermore, the findings affirmed that Future-Oriented Literary Texts constitute a valuable educational instrument for fostering analytical and reflective capacities among Grade 10 learners. When thoughtfully implemented through appropriate instructional scaffolds and opportunities for personal reflection, these literary selections motivate learners to examine societal systems, scrutinize established norms, and contemplate ethical complexities. Consequently, such engagement contributes to the development of civic awareness, informed judgment, and principled decision-making.

**Keywords:** *Future-Oriented Literary Texts, Analytical and Reflective Capacities, Instructional Framework, Civic Awareness, Ethical Discernment*

## INTRODUCTION

Future-Oriented Literary Texts have long served as reflections of collective apprehensions and societal uncertainties, presenting imagined futures shaped by intensified political, cultural, technological, and economic concerns. Although grounded in fiction, these narratives possess considerable educational value, particularly in strengthening the analytical and reflective capacities of Grade 10 learners. As modern societies continue to confront challenges such as governmental misconduct, violations of civil liberties, technological monitoring, information saturation, and widening socioeconomic gaps, future-focused narratives provide meaningful contexts through which learners can examine contemporary realities and anticipate their possible consequences (Chesson, 2023). The concepts embedded within Future-Oriented Literary Texts' systemic domination, institutional deterioration, and deceptive ideals of perfection represent amplified reflections of existing societal conditions. Such works frequently portray communities governed by oppressive authorities, powerful corporate entities, or pervasive technological systems that restrict individual autonomy. Through these amplified portrayals, the narratives expose and interrogate prevailing structures, cultural assumptions, and ideological frameworks within contemporary societies. Consequently, these fictional depictions serve as cautionary reflections, encouraging readers to contemplate the long-term implications of unresolved social concerns.

According to Myrvang (2023), these literary works provide opportunities for learners to examine ethical conflicts, scrutinize established power structures, and investigate intricate societal relationships within a secure and contemplative learning environment. Despite presenting unsettling or challenging scenarios, future-oriented narratives stimulate curiosity, compassion, and adaptability among young readers. They cultivate awareness of the struggles experienced by individuals living under restrictive systems, thereby promoting a heightened sense of civic duty and ethical sensitivity.

Moreover, Future-Oriented Literary Texts provide a meaningful avenue for nurturing cooperative learning, moral discernment, and anticipatory thinking. As learners explore the inequities encountered by fictional characters, they develop deeper insights into social equity, collective responsibility, and the significance of advocating for transformative societal change. Establishing connections between literary themes and actual societal conditions enables learners to recognize the practical significance of classroom learning. Such experiences encourage them to thoughtfully examine societal progress and appreciate their responsibilities as informed and active members of their communities. Nevertheless, a persistent concern remains that conventional instructional approaches often fail to adequately cultivate analytical and reflective capacities. Many educational practices continue to emphasize factual recall and passive information acquisition, which may contribute to limited engagement and shallow comprehension of multifaceted issues. As learners encounter increasing difficulty in interpreting, evaluating, and synthesizing information, innovative educational strategies become essential in promoting deeper intellectual engagement.

In addressing this educational concern, incorporating Future-Oriented Literary Texts into instructional programs emerges as a viable and transformative pedagogical approach. These narratives function as gateways to interdisciplinary exploration, encouraging learners to connect literary studies with governance, history, philosophy, ethics, and the social sciences. Such integration supports experiential and participatory learning experiences wherein learners identify societal concerns, evaluate moral implications, and formulate reasoned responses to complex issues. This methodology not only strengthens higher-order cognitive processes but also promotes societal awareness and meaningful civic participation (Lewis, 2025).

The significance of Future-Oriented Literary Texts extends beyond Western educational settings, particularly within nations such as the Philippines that continue to face distinct sociopolitical realities. Issues, including public-sector corruption, social stratification, and political disengagement, can be examined through the symbolic frameworks presented in future-focused narratives. Aldous Huxley's novel *Brave New World*, for instance, portrays a society characterized by excessive comfort, conformity, and complacency. Such themes may offer parallels to tendencies within contemporary societies to overlook structural concerns in favor of convenience and immediate gratification. Despite these relevant connections, Future-Oriented Literary Texts remain relatively underutilized within Philippine educational contexts, thereby limiting opportunities for learners to evaluate societal realities through a critical literary perspective. Within this framework, integrating Future-Oriented Literary Texts

into Philippine classrooms may serve as an important mechanism for cultivating informed awareness among Grade 10 learners. Through systematic examination of these narratives, learners can gain a deeper understanding of institutional systems, social relationships, and emerging warning signs of societal decline. As many individuals remain unaware of underlying societal vulnerabilities, literature offers an accessible and engaging platform for fostering reflective judgment and ethical understanding. The primary aim of this investigation is to determine how Future-Oriented Literary Texts may be effectively incorporated into classroom instruction to strengthen the analytical and reflective capacities of Grade 10 learners. Through structured reading engagements, collaborative dialogues, and guided interpretive activities, participants will be encouraged to establish meaningful connections between fictional societies and contemporary realities. This instructional approach seeks to nurture independent judgment, ethical decision-making, and active societal participation.

Furthermore, the investigation aims to identify effective instructional practices for educators utilizing Future-Oriented Literary Texts as educational resources. By examining learner engagement, interpretive responses, and evaluative performance, the study seeks to generate insights regarding literature's capacity to inspire social awareness and intellectual growth. The findings may likewise contribute recommendations for promoting ethical discernment, civic accountability, and values formation among adolescent learners. Considering the rapid pace of technological innovation and the rising prevalence of sociopolitical tensions worldwide, the significance of critical literacy and informed reasoning has become apparent. The widespread dissemination of misinformation, algorithmic influence, and societal polarization necessitate educational initiatives that equip learners to navigate complex realities thoughtfully and responsibly. Future-Oriented Literary Texts, through their emphasis on societal examination and ethical contemplation, offer a highly relevant educational resource for addressing these contemporary demands.

Ultimately, the utilization of Future-Oriented Literary Texts as instructional resources presents promising opportunities for advancing analytical and reflective capacities, ethical understanding, and civic engagement among learners. Given the multifaceted challenges confronting societies worldwide, including those experienced within the Philippines, this educational approach aligns with broader objectives of cultivating socially responsible, morally grounded, and intellectually engaged citizens. Through this investigation, educators may gain valuable insights into how to maximize the transformative potential of literature in preparing learners for meaningful, informed, and reflective participation in an increasingly complex world. The primary purpose of this investigation was to determine how the analytical and reflective capacities of Grade 10 learners may be cultivated and strengthened through the integration of Future-Oriented Literary Texts. Additionally, the study examined the strategies learners employed to manage the challenges encountered when incorporating these literary selections into classroom reading activities. Specifically, the study aimed to assess learners' initial levels of analytical and reflective capacities prior to their exposure to Future-Oriented Literary Texts. It is likewise intended to evaluate the level of these competencies following the implementation of reading sessions utilizing future-focused narratives. Furthermore, the investigation sought to determine whether a statistically significant difference existed in learners' performance before and after the integration of Future-Oriented Literary Texts. Through this comparison, the study aimed to assess the intervention's effectiveness in enhancing higher-order cognitive abilities. The research also aimed to explore the difficulties experienced by Grade 10 learners in engaging with Future-Oriented Literary Texts. Particular attention was given to the academic, interpretive, and emotional challenges that emerged throughout the reading process. Finally, the study sought to identify and describe the adaptive strategies and responses employed by learners to overcome the obstacles encountered during the implementation of Future-Oriented Literary Texts in reading sessions. These insights were expected to contribute to the development of more effective instructional practices and learner-support mechanisms for future classroom applications.

## METHODS

This investigation adopted a mixed-methods research framework, specifically employing a sequential explanatory strategy that combined quantitative and qualitative procedures across two successive stages to address the inquiry's objectives comprehensively. Under this methodology, numerical data were collected and analyzed during the initial phase, while qualitative evidence was subsequently collected to clarify, expand, and provide deeper interpretations of the statistical results. The first phase utilized a quasi-experimental methodology, a research approach that involves manipulating an intervention without random allocation of participants to treatment conditions (Thomas, 2022). This methodological structure was considered appropriate for educational environments where random assignment may be impractical or raise ethical concerns (Iowa State University, 2023). Through this design, the researcher sought to evaluate the influence of Future-Oriented Literary Texts on Grade 10 learners' development of analytical and reflective capacities. To determine the effectiveness of the intervention, a pre-assessment and post-assessment procedure was implemented. The instructional integration of Future-Oriented Literary Texts served as the treatment variable, whereas the learners' level of analytical and reflective capacities constituted the outcome variable. The participants were organized into two naturally existing groups that were not randomly assigned. One cohort was exposed to the intervention and functioned as the treatment group, while the other cohort served as the comparison group and did not receive the instructional enrichment. Both groups completed an identical 35-item multiple-choice instrument before and after the implementation period to assess potential changes in performance levels.

Following the examination of the quantitative results, the second stage of the study was undertaken to deepen understanding of the observed outcomes. This qualitative component involved conducting semi-structured interviews with selected members of the treatment group. The discussions focused on learners' experiences, perceptions, and reactions regarding the incorporation of Future-Oriented Literary Texts into reading activities. Furthermore, the interviews aimed to uncover factors that may have shaped learners' participation, interpretation, and intellectual engagement throughout the intervention process. By employing a sequential explanatory mixed-methods framework, the investigation was able not only to measure the effectiveness of the instructional intervention through statistical evidence but also to enrich the findings through detailed participant narratives. The integration of quantitative and qualitative evidence was expected to enhance the study's credibility and robustness while enabling the researcher to develop a more comprehensive understanding of the contribution of Future-Oriented Literary Texts to enhancing Grade 10 learners' analytical and reflective capacities.

## RESULTS AND DISCUSSIONS

The analysis and interpretation of the gathered evidence generated several important insights regarding the educational value of integrating Future-Oriented Literary Texts into classroom instruction. The findings demonstrated that exposure to these literary materials meaningfully contributed to the intellectual growth of Grade 10 learners and influenced how they examined, interpreted, and responded to complex societal concerns. Prior to the implementation of the intervention, the participants demonstrated developing analytical and reflective capacities. Although many learners were able to identify ideas, interpret information, and formulate basic judgments, their performance indicated substantial room for improvement in more advanced forms of reasoning. The pre-intervention assessment produced a mean score of 28.54. This result indicated that the participants possessed foundational competencies associated with interpretation, evaluation, and reasoned judgment. However, these competencies had not yet reached an advanced level sufficient to enable learners to consistently engage with multifaceted issues and abstract concepts. The variability of the initial results further highlighted differences among the participants. Some learners demonstrated stronger reasoning abilities, while others encountered difficulties when required to evaluate evidence, identify assumptions, or formulate well-supported conclusions.

The recorded standard deviation of 2.71 and variance of 11.39 revealed a noticeable spread in performance levels. These statistical indicators suggested that learners entered the intervention with diverse intellectual strengths, experiences, and approaches to textual interpretation. Such findings underscore the need for instructional

approaches that address individual differences while promoting higher-order cognitive development. The results suggested that a carefully structured literary intervention could provide opportunities for learners to strengthen their reasoning abilities regardless of their initial proficiency levels.

Following the integration of Future-Oriented Literary Texts into reading sessions, a substantial improvement was observed. Learners demonstrated enhanced abilities to examine situations from multiple perspectives, evaluate information critically, and connect textual themes with contemporary realities. The post-intervention assessment generated a mean score of 31.68. This increase reflected a considerable advancement in learners' analytical and reflective capacities and suggested that sustained engagement with future-focused narratives positively influenced intellectual performance. The improvement in average achievement indicated that the intervention successfully encouraged learners to move beyond surface-level comprehension. Instead of merely recalling information, participants increasingly engaged in interpretation, evaluation, synthesis, and reflective judgment. Another noteworthy outcome involved the consistency of learner performance after the intervention. The decrease in variability suggested that the instructional strategy benefited not only high-performing learners but also those who initially struggled with complex analytical tasks. The posttest standard deviation of 2.75 and variance of 5.53 demonstrated a reduction in score dispersion. These figures indicated greater uniformity in achievement levels, implying that the intervention helped narrow performance gaps among participants.

The reduced variability may be attributed to the structured learning experiences incorporated throughout the intervention. Guided discussions, thematic analyses, collaborative activities, and reflective exercises likely provided learners with multiple opportunities to strengthen their reasoning processes. A comparison between the pre-assessment and post-assessment outcomes revealed a mean gain of 5.71 points. This increase represented a meaningful improvement in learner performance and suggested that the intervention exerted a measurable influence on intellectual development. The statistical analysis further reinforced the significance of the observed changes. The computed t-value of 5.717 and p-value of 0.0001 provided strong evidence that the improvement was not merely due to chance or random variation. These findings supported the effectiveness of Future-Oriented Literary Texts as instructional resources that enhance analytical and reflective capacities among Grade 10 learners. The evidence suggested that literary engagement can contribute significantly to cognitive growth when implemented through purposeful instructional design. The intervention appeared particularly effective because the selected texts encouraged learners to examine societal structures, ethical dilemmas, and human behavior from a critical perspective. Such engagement required participants to evaluate consequences, question assumptions, and formulate reasoned judgments.

The narratives in the literary selections exposed learners to hypothetical societies facing social, political, and technological challenges. Through these scenarios, participants were encouraged to compare fictional circumstances with real-world conditions and reflect upon broader societal implications. The quantitative findings were further enriched by qualitative evidence gathered during participant interviews. Learner responses provided valuable insights into the experiences, perceptions, and challenges encountered throughout the intervention. One prominent theme that emerged concerned diverse learners' perceptions of Future-Oriented Literary Texts. While many participants described the materials as engaging, relevant, and intellectually stimulating, others perceived certain themes as emotionally demanding and psychologically intense.

Several learners appreciated the opportunity to explore issues related to governance, social justice, technological influence, and human freedom. They reported that the narratives encouraged them to think more deeply about contemporary realities and future possibilities.

Conversely, some participants expressed discomfort when confronted with themes involving oppression, conflict, inequality, or societal deterioration. These elements occasionally generated emotional uneasiness that affected engagement and interpretation. Another major theme concerned intellectual challenges in textual comprehension. Numerous participants reported difficulty understanding symbolic language, figurative expressions, and abstract concepts embedded in the narratives. The complexity of vocabulary also emerged as a recurring concern. Certain learners encountered unfamiliar terminology and sophisticated language structures that required additional effort to interpret accurately. Narrative organization presented another challenge. Some

participants struggled to follow intricate plot developments, shifting perspectives, and layered storylines that characterized several of the literary selections.

Learners likewise reported difficulties in identifying underlying messages and thematic implications. The symbolic nature of many literary elements required sustained attention and thoughtful interpretation. A third theme focused on the influence of literary components on learner engagement. Settings, character portrayals, conflicts, and plot developments played substantial roles in shaping participants' responses to the texts.

For some learners, compelling characters and immersive environments enhanced interest and facilitated understanding. These elements encouraged emotional investment and increased motivation to explore deeper meanings. For others, unfamiliar contexts and unconventional narrative structures occasionally hindered interpretation. Such experiences demonstrated the importance of instructional support in facilitating comprehension and engagement. Despite these challenges, participants demonstrated remarkable adaptability throughout the intervention. Learners employed a variety of strategies to overcome obstacles and maintain active involvement in reading activities.

One commonly reported approach involved using digital reference tools. Participants frequently consulted dictionary applications and online resources to clarify unfamiliar terms and concepts. Visual supports also proved beneficial. Learners used images, graphic organizers, and supplementary materials to deepen understanding and connect ideas. Repeated reading emerged as another valuable strategy. Revisiting passages enabled participants to identify details, recognize patterns, and construct more accurate interpretations of complex content. Several learners also relied upon reflective writing activities. Journaling provided opportunities to process emotional reactions, organize thoughts, and articulate personal insights regarding the narratives. Peer interaction represented another important source of support. Collaborative discussions enabled learners to exchange interpretations, compare perspectives, and develop a deeper understanding of textual themes. Teacher guidance played a particularly significant role in facilitating learner success. Structured questioning, guided interpretation, and scaffolded learning experiences helped participants navigate complex concepts and challenging content.

Moreover, instructional assistance enabled learners to move beyond initial confusion and develop greater confidence in their interpretive abilities. Such support fostered meaningful engagement and strengthened comprehension. Many participants reported that connecting fictional events to contemporary societal issues increased the relevance of the reading experience. This connection encouraged deeper reflection and enhanced motivation. Exploring character decisions and acts of resistance further stimulated curiosity. Learners became increasingly interested in examining moral choices, social responsibility, and the consequences of individual actions. Collectively, these findings demonstrated that Future-Oriented Literary Texts possess substantial educational value when implemented within supportive instructional environments. The literary materials encouraged intellectual engagement while simultaneously fostering personal reflection.

The evidence further indicated that analytical and reflective capacities can be strengthened through sustained interaction with thoughtfully selected literary works. Exposure to complex narratives challenged learners to evaluate information, consider multiple viewpoints, and formulate reasoned conclusions. Although participants encountered cognitive and emotional obstacles, these difficulties did not prevent meaningful learning. Instead, the challenges often became opportunities for intellectual growth and deeper understanding. The findings likewise highlighted the importance of instructional scaffolding in maximizing educational outcomes. Appropriate support mechanisms enabled learners to engage productively with sophisticated themes and demanding textual features.

The study ultimately demonstrated that Future-Oriented Literary Texts can serve as powerful educational tools for fostering higher-order cognitive development among Grade 10 learners. Through careful implementation, these literary resources can promote interpretation, evaluation, ethical discernment, and reflective judgment. Furthermore, the results revealed that learners can adapt to demanding literary experiences when provided with adequate guidance and meaningful opportunities for collaboration. Such experiences contribute not only to academic growth but also to increased social awareness and personal insight. Hence, the integration of Future-Oriented Literary Texts led to measurable improvements in analytical and reflective capacities, enhanced learner engagement, encouraged thoughtful examination of societal concerns, and fostered intellectual resilience.

Consequently, the use of future-focused narratives represents a promising pedagogical approach for educators seeking to cultivate informed, reflective, and intellectually engaged Grade 10 learners.

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