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A Pedagogical Exploration of the Challenges and Efficacy Performance in Integrating Literature into Language Teaching

Una exploración pedagógica de los desafíos y la eficacia de la integración de la literatura en la enseñanza de lenguas

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ABSTRACT

The adoption of contemporary teaching ideas in language education has been influenced by psychological, linguistic, political, and pedagogical perspectives derived from "a mixture of assertion, theory, observation, and experiment" over the past century. In the past few decades, literature has been regarded as a significant instrument in teaching foreign languages. It is a critical element of language acquisition and education. Nevertheless, there are certain obstacles to the integration of language and literature. The initial obstacle is the absence of suitable pedagogical instruments for teaching language through literature. The second obstacle is the absence of adequate literary preparation for language instruction. The third issue is the absence of sufficient objectives to recognise the significance of literature in language acquisition. Numerous academicians have endeavoured to integrate literature into the teaching of language; however, their objectives remain incomplete as a result of their lack of expertise in the respective discipline. Consequently, in order to address research voids, we are integrating language and literature by delineating the purpose of language education in accordance with the expectations and desires of learners. Subsequently, it is imperative that we determine an appropriate language instructional approach. Third, it is imperative to select literary materials that are pertinent to the educational objectives. Lastly, the statistical Likert scale can be employed to evaluate the efficacy of the teaching. The results have shown that literary works improve students' linguistic skills, emotional development, and creativity.

Keywords: Contemporary Teaching; Efficacy Performance; Emotional Development; Language Acquisition; Pedagogical Instruments.

RESUMEN

La adopción de ideas didácticas contemporáneas en la enseñanza de lenguas ha estado influida por perspectivas psicológicas, lingüísticas, políticas y pedagógicas derivadas de "una mezcla de aserción, teoría, observación y experimentación" a lo largo del siglo pasado. En las últimas décadas, la literatura ha sido considerada como un instrumento importante en la enseñanza de lenguas extranjeras. Es un elemento fundamental de la adquisición y la enseñanza de lenguas. Sin embargo, existen ciertos obstáculos para la integración de la lengua y la literatura. El primer obstáculo es la ausencia de instrumentos pedagógicos adecuados para la enseñanza de lenguas a través de la literatura. El segundo obstáculo es la ausencia de una preparación

literaria adecuada para la enseñanza de lenguas. El tercer problema es la ausencia de objetivos suficientes para reconocer la importancia de la literatura en la adquisición de lenguas. Numerosos académicos han intentado integrar la literatura en la enseñanza de lenguas; sin embargo, sus objetivos siguen siendo incompletos debido a su falta de experiencia en la disciplina respectiva. Por consiguiente, para colmar las lagunas de investigación, estamos integrando la lengua y la literatura delineando el propósito de la enseñanza de lenguas de acuerdo con las expectativas y los deseos de los estudiantes. Posteriormente, es imperativo que determinemos un enfoque de enseñanza de lenguas adecuado. En tercer lugar, es imperativo seleccionar materiales literarios que sean pertinentes a los objetivos educativos. Por último, la escala estadística de Likert puede emplearse para evaluar la eficacia de la enseñanza. Los resultados han demostrado que las obras literarias mejoran las habilidades lingüísticas, el desarrollo emocional y la creatividad de los estudiantes.

Palabras clave: Enseñanza Contemporánea; Eficacia del Desempeño; Desarrollo Emocional; Adquisición del Lenguaje; Instrumentos Pedagógicos.

INTRODUCTION

Mart 2018 focused on enhancing the possible advantages of literature in language acquisition. He seeks to elucidate the perspectives of pre-service language educators about the integration of literature in the language classroom. [1] Rahimipour (2020) examined the role of literature in language instruction (LT), focusing specifically on the significance of drama and poetry as viable literary forms within LT and learning.[2] They endeavoured to integrate them into their lectures and build English language teaching (ELT) textbooks from a theoretical perspective, facilitating curriculum developers and practitioners in their implementation inside classrooms.[3] Reyes-Torres (2018) established a methodology for using literature in language teaching that hinges on the development of literary competence.[4] This method encompasses constitutional and cognitive factors, performance dimensions associated with language and literary proficiency, as well as socio-cultural and aesthetic elements. Educators include literature in language teaching by considering these attributes, alongside the learning environment and students' requirements. Smith et al. (2019) examined the correlation between students' perceptions of instructors' feedback methodologies and their self-efficacy, perceived external goal orientation, self-regulation, and English Language Teaching (ELT). [6] The impressions of teacher comments were examined by multiple regression and route analysis.[7]

Albaladejo et al. (2018) assessed the influence of listening to stories, songs, and a combination of both on vocabulary acquisition among nursery children learning English as a foreign language (EFL).[8] Jin et al. studied the influence of learners' positive orientation, instructors' attitudes, and students' emotional stability on foreign language classrooms in 2018. Van Niejenhuis et al. (2018) examined the significance of trainable intercultural personality traits in the well accepted correlation between second language learning by learners and cultural integrity.[9] Teng et al. (2020) examined the effects of a writing intervention grounded on self-regulated learning (SRL) techniques on students' writing proficiency and academic self-efficacy.[10] Cruz (2018) reported results from extensive study on secondary-level students' perspectives of the benefits of literature in foreign language instruction, as articulated via short tales, poems, and songs in their English as a Foreign Language classroom.[13]

The aim of Atabekova et al. 2021 was to investigate the development of students' multi-literacy skills and pragmatic awareness throughout their university foreign language education.[11] The study emphasises the growing significance of multidisciplinary education and the capacity of university graduates to maintain effective multilingual communication in many circumstances. Arafah 2018 sought to integrate literature with language instruction. Therefore, language educators must understand fundamental concepts, including the diverse literary genres used for instructional purposes, strategies for incorporating literature into language teaching, the notable benefits of utilising literature in language instruction, and techniques for applying literature in language classrooms.[12] Altun (2019) shown the advantages of theatre in language instruction. Their objective was to illustrate how role-playing and simulation exercises may improve communication skills by promoting interaction with conversational material.[13] Gonen (2018) suggested a framework for teaching poetry to language educators, intending to integrate literature with language education techniques. The framework seeks to assist aspiring educators in incorporating poetry into language education, providing an array of tools and activities for future pedagogical application.[14]

Raees (2018) and Zhang, Y. (2021) examined the challenges and constraints encountered by foreign language teachers in elementary, secondary, and higher education when integrating literature into their curricula. The study offers educational administrators and policymakers' insights into the structural challenges that may hinder foreign language instructors from effectively incorporating literature into their lessons, along with

recommendations to aid in formulating strategies and policies to address these challenges.[15] Porto et al. (2020) assert that FL instructions need to include themes such as human suffering, empathy, solidarity, hospitality, and inclusivity. They illustrated the use of this notion in higher education via student teachers and English translators who employed pedagogies of empathy, discomfort, and solidarity to address tough themes through the arts and literature.[16] Chang (2023). The objective of Wang et al. 2018 was to elucidate the fundamental principles of positive attitude and its relevance in L2 education research for academics, educators, practitioners, and students. Sun et al. (2020) examined the correlation between writing self-efficacy, writing self-regulated learning approaches, and writing proficiency among college EFL students.[17] Li et al. (2018) used a mixed-methods approach to assess the psychometric properties of the Chinese Version of the FL Enjoyment Scale. [18] The objective of Shaleha et al. 2019 was to illustrate the advantages of using literary works as learning and teaching tools for character education.[19] Zhang et al. (2019) and Lewandowska-Tomaszczyk & Trojsczczak (2022) aimed to clarify the relationship between the varied interpretations of metacognition and self-regulated learning in the context of foreign language acquisition and instruction.[20] Raithby et al. (2019) examined the influence of literature in modern language education, including topics such as assignment methodology and strategies to enhance student benefit.[21]

Research Problem

A pressing need for enhancing higher education in many countries is the instruction of foreign languages for communication purposes. Literature serves as a valuable resource for ensuring reading proficiency, expanding vocabulary, improving foreign language fluency, fostering critical thinking skills, and raising cultural awareness. However, the role of literature in language instruction was diminished with the advent of communicative language teaching. Numerous scholars have attempted to integrate literature into language teaching; nevertheless, they are unable to fully realize their goals owing to a lack of expertise in the relevant discipline. Consequently, this article sought to include literature into language instruction.

Value of the study

The current study highlights the significance of incorporating foreign language teaching in higher education, emphasizing the value of literature in enhancing reading proficiency, vocabulary, fluency, critical thinking, and cultural awareness. Despite the decline of literature's role due to communicative language teaching, efforts have been made by scholars to integrate it into language education. However, challenges arise from a lack of expertise in this area, prompting the article's aim to promote the inclusion of literature in language teaching.

METHOD

This article focused on integrating literature into the language curriculum for foreign language instruction. The teaching effectiveness can be analyzed using the statistical Likert scale. Figure 1 depicted the flow of the suggested methodology. A detailed explanation of the flow is given in this section.

Teaching model for integrated creative teaching

The suggested pedagogical method integrates literary education with linguistic proficiency, including vocabulary and grammar training. Fictional literature encompasses genres including novels, short stories, dramas, and poetry. Language and literature are interdependent. The approach integrates language training, cultural education, and personal skill development via literature. It is referred to as a multidisciplinary approach. The teacher employs many teaching techniques, tactics, and technology devices in this approach. The integrated method aids students in establishing connections, generalising, and applying their knowledge to many real-world problem-solving situations. Moreover, this approach makes the learning process more comprehensive and engaging, enhancing the classroom environment's enjoyment and intellectual stimulation. Moreover, a holistic approach may facilitate students' development into independent problem solvers and promote collaborative learning.[22]

Review Analysis

We conducted a review analysis to evaluate the advantages and disadvantages of literature in the context of language acquisition and instruction. The four primary English language skills—listening, speaking, reading, and writing—are improved through the utilisation of literary resources. Enabling students to fervently articulate their sentiments and perspectives and improve their linguistic abilities, literature employs a language that is applicable in a wide range of contexts and discourses. It additionally guides you in the development of linguistic skills, grammar, and vocabulary. Literature has the potential to provide individuals with a comprehensive academic and intellectual education by engaging their imaginations, thereby improving their emotive awareness and critical thinking skills. It also aids in the cultivation of sound judgements and critical thinking abilities. It improves the verbal abilities of learners and their capacity to independently resolve problems. Engaging with

literature may be pleasurable and aid in the development of one's sense of the world. Although the literature has the potential to improve the productivity of learners, it also has some drawbacks. The work's use of syntactically complex structures and unfamiliar vocabulary may make it challenging for learners to understand. It is profoundly influenced by cultural subtleties, which complicates the comprehension of the conceptual frameworks that are inherent in literature and makes it perplexing for EFL learners. Teaching literary works necessitates a significant amount of time.
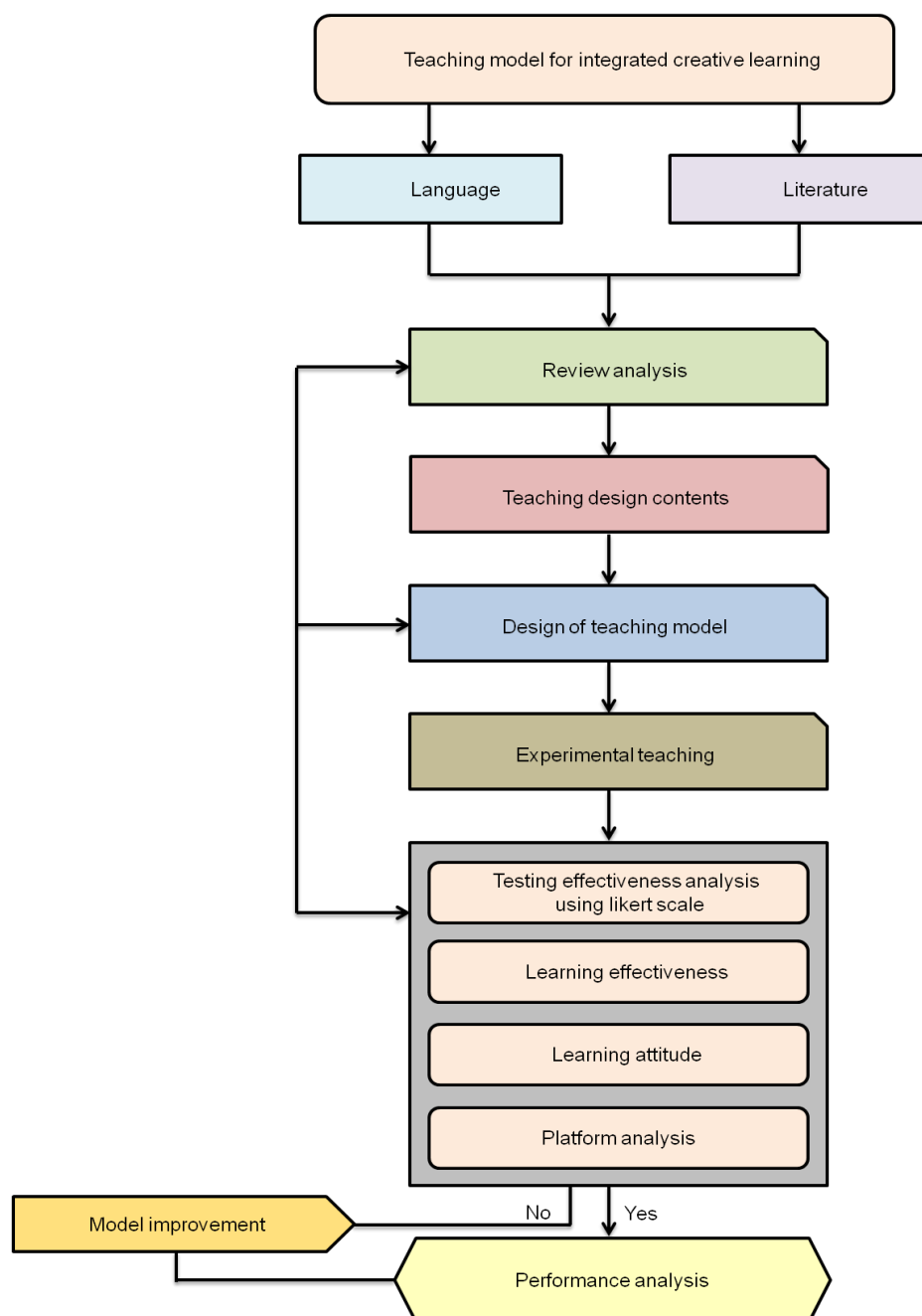
Figure 1. Schematic representation of the suggested methodology

Design of Teaching contents and model

The introduction to literature, advanced grammar, and composition courses are enhanced by the use of short narratives, poetry, and other literary genres, as they provide engaging topics for class discussion and writing duties. The teaching model comprises three categories: literature for personal development, literature for cultural development, and literature for language proficiency.

Literature for language proficiency

Literary texts provide the chance to improve listening skills and practise reading aloud, allowing learners to develop correct accents and pronunciations. They provide further chances to practice speaking and writing in the target language, as well as to use the vocabulary and structures that have been learnt. They are advantageous

since they provide the necessary circumstances for studying language structures to comprehend the essential message they communicate. Literary resources enhance learners' vocabulary development via four capacities. Students are given phrases or chapters that lack words. They must complete the blanks with the appropriate vocabulary or grammatical elements. A teacher may offer a pupil specific tasks, such as matching acronyms with words or integrating unique words into whole sentences. According to the reading content, students must answer questions in the target language. Students are required to improve their reading comprehension skills via these exercises. The educators must train the learners to improve their oral communication abilities. Group discussions, role-playing, open dialogues, and games are activities that help improve speaking skills. Educators may also require pupils to participate in role-playing before their classmates, therefore improving their speaking skills. Teachers may enhance writing skills by providing a topic to students and asking them to write a composition in the target language.

Literature for personal development

Motivation and attitude are important aspects in learning a foreign language. Notably, the form and substance of literary works may serve to activate and embed this critical aspect in pupils. Our method requires teachers to provide a secure, non-threatening, learner-centred environment. This learning environment will inspire students to actively engage in the cooperative activities assigned to their groups. It must enable students to express their own feelings and ideas. To increase FL learners' language acquisition abilities in the classroom, teachers should use innovative teaching strategies that enable students to engage in the learning process. The creative-teaching style incorporates task-based learning. Learners are free to analyse the substance of the tales and think critically, which aids in the development of higher-level thinking abilities. Students may utilise their thinking talents to make decisions, evaluate things, apply knowledge, generate new ideas, and organise information. Learners may also try to work alone, which is essential for developing self-reliance in learning a FL.

Literature for Cultural Development

Language and culture are interdependent. Literary writings are frequently utilised to educate pupils about the target culture. Students are taught about the cultural components of literary texts, including the political, social, and historical contexts of literature. When literature is taught in a cultural context, students have a better understanding of other cultures and ideas. The strategy crosses cultural boundaries and promotes a sense of acceptance, discipline, and sensitivity for others. The introduction to literary texts will help students to learn more about the world and get familiar with different lifestyle features, such as traditions and belongings, while also expressing essential human dilemmas, making the learning process more useful and efficient.

Experimental Teaching

This study comprised 330 undergraduate students from seven different classes enrolled in English courses at two well-known universities in northwest China (Sun et al. 2020). The students are in their first two years of undergrad. The planned English Course (Language Integrated with Literature) was presented to college students to help them improve their language skills. Students for the study are chosen based on certain criteria. The first key requirement is to check their willingness to participate in the research. They must be in excellent physical and mental health. The parental consent to enable their children to participate in the research must be obtained.

Testing Effectiveness using Likert Scale

The Likert scale (LS) is used here to determine how best to employ our proposed teaching approach for improving language skills and attitudes in pupils. The LS is a psychometric scale that is widely used to assess questionnaires in a range of research disciplines. The LS formula is used to assess surveys on an n-point scale (often 5 points). At the start and completion of the English course, respondents are invited to complete a questionnaire to assess the success of the teaching methodology. Questions developed using the LS must be in agreement or disagreement. The options for a question in LS are strongly disagree, disagree, neutral, agree, and highly disagree. This approach is reliable for providing accurate measures of training efficiency.

RESULTS AND DISCUSSION

This section delves into students' perspectives on the paper's suggested paradigm for language instruction, the integration of literature into the learning process. The proposed pedagogical approach was evaluated for its effect on linguistic and non-linguistic competence using a Likert-scale questionnaire. Writing, speaking, reading, and listening are the four cornerstones of language proficiency. Skills that do not need the use of words include the ability to think critically, creatively, and solve problems. It was in MATLAB that the comparative graphs were created. For various levels of language proficiency, the results of the statistical analysis are shown in table 1 and figure 2. Results showed that most students had positive impressions of the suggested teaching

paradigm, with most responses being above the midpoint of the scale (2,5). When compared to other language abilities, the mean score for improving learners' reading skills via literature lessons is the highest at 4,5. Learners' other language abilities also improved, leading to an excellent overall score. The proposed method of instruction is well-received by the class. From the responses, it is clear that students see literature classes positively in terms of the improvement of their language skills. This can be due to the fact that literary works include a great deal of linguistic information, including words and phrases.

No.	Question		Number of responses					Mean score	Std.
			Strongly disagree	Disagree	Neutral	Agree	Strongly agree		
	Learning language through Literature improves the learner's language skills								
1.	Writing skills		5	10	30	185	100	3,9	0,79
2.	Reading skills		10	12	25	200	83	4,5	0,83
3.	Listening skills		5	12	20	211	82	3,9	0,94
4.	Speaking skills	Vocabulary	8	23	15	194	90	4	0,63
		Grammatical accuracy	4	18	24	205	79	3,8	0,73
		Fluency	9	12	21	220	68	4,3	0,88
		Interactive communication	10	5	30	100	185	4,2	0,74
		Pronunciation	12	10	25	83	200	4,1	0,92
5.	Overall Language proficiency		12	5	20	82	211	3,8	0,93
6.	Interest to learn the language		18	4	24	79	205	4,2	0,85
7.	Confidence in using the English language		23	8	15	90	194	3,6	0,88
8.	Ability to understand the meaning of language texts		5	12	20	211	82	3,8	0,95
9.	Learning satisfaction		10	5	30	100	185	3,6	0,88

**Table 1.** Descriptive statistics for analysing various language skills
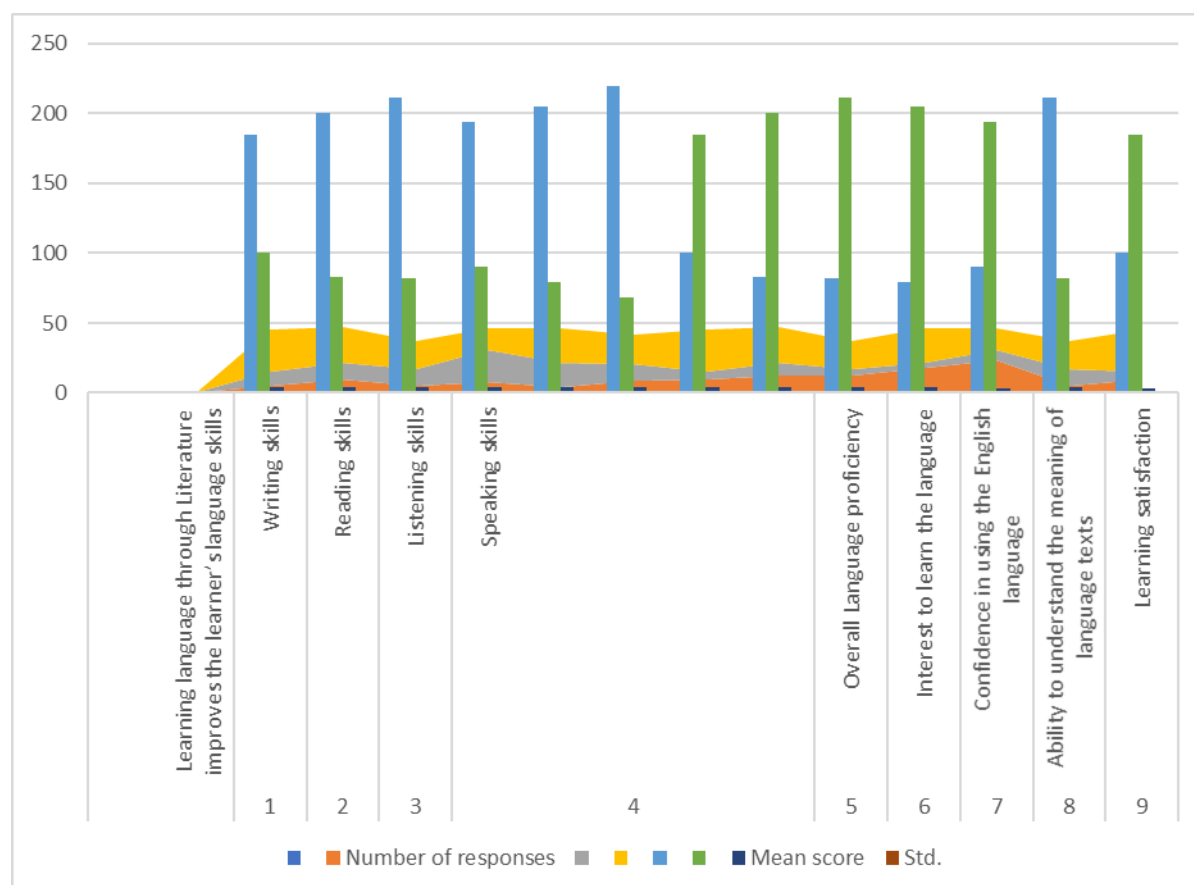
Figure 2. Descriptive statistics for analysing various language skills

The results of the statistical analysis of the replies for various non-language abilities are shown in table 2 and figure 3. Most of the answers were above the middle of the scale (2,5), indicating that the proposed training strategy greatly enhanced the non-language abilities. Literature has the highest mean (4,3) among non-language skills when it comes to improving students' ability to think critically and solve problems. The average score also showed improvement in the learner's non-linguistic abilities. According to the findings, students have developed a sense of self-awareness of their own growth as a consequence of literature class.

No.	Question	Number of responses					Mean Score	S.D
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree		
	Learning language through Literature improves the learner's non-language skills							
1	General Knowledge	6	11	31	182	100	4	0,79
2	Knowledge about English culture	9	11	24	203	83	4,2	0,83
3	Thinking skills	4	11	19	211	85	4,3	0,94
4	Problem-solving ability	7	17	29	166	111	4,3	0,8
5	Creative skills	11	6	31	103	185	3,9	0,85
7	Positive attitude	13	6	21	85	211	4,1	0,91
8	Motivation to learn in general	6	13	21	214	82	3,7	0,95
9	Personal development	19	5	24	81	205	3,9	0,94
10	Emotional stability	10	5	30	100	185	3,7	0,84
11	Understanding about life	12	5	20	82	211	4	0,93
12	Ability to interpret from the given context	23	8	15	90	194	4,1	0,85
13	Ability to learn about other's experience	18	4	24	79	205	3,9	0,88
14	Work planning skills	5	12	20	211	82	4,2	0,95

Table 2. Descriptive statistics for analysing various non-language skills
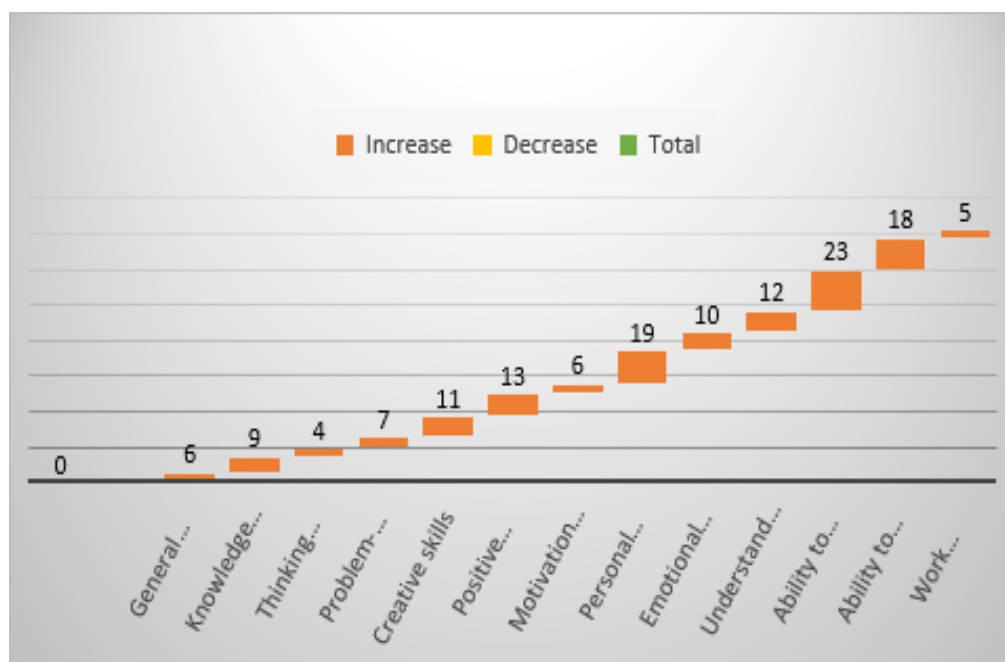
Figure 3. Non-language skills Statistical Analysis

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13	Work planning skills	5	12	20	211	82	4,2	0,95

Table 3. Descriptive statistics for analysing various non-language skills

Figure 4 shows the answers of students before and after they were taught using the suggested method. This was done to see if learning literary works helped them improve their language skills. What the students said before and after they were taught using the suggested model were called their "initial" and "final" answers. It was found that learning literature mostly helps with speaking (88 %), reading (87 %), writing (84 %), and listening (90 %). Figure 4 shows a comparison of students' first and last answers to the question of whether or not reading literary works improves various speaking skills, including fluency (the ability to speak naturally and eloquently, without any forced pauses or distracting hesitation marks), pronunciation (the ability to accurately produce and perceive the important sounds of a language), vocabulary (knowledge of different words), interactive communication (interacting with others in a way that is effective and consistent with the given objectives), and grammatical proficiency (using correct sentence structure when speaking and writing). Findings show that reading books makes reading speed (93 %), speech (90 %), vocabulary (88 %), verbal accuracy (89 %), and direct conversation skills (94 %) a lot better. Figure 5 shows the similarities of students' first and final answers to the question of whether using books in language classes helps students improve skills other than language, such as thought, drive, imagination, and problem-solving. The results showed that the suggested teaching model greatly improves students' ability to think critically (90 %), solve problems (90 %), be motivated (90 %), and be creative (91 %). Students had fewer language and non-language skills before they were exposed to the teaching model, as shown in table 3. They had more skills after being exposed to the teaching model.
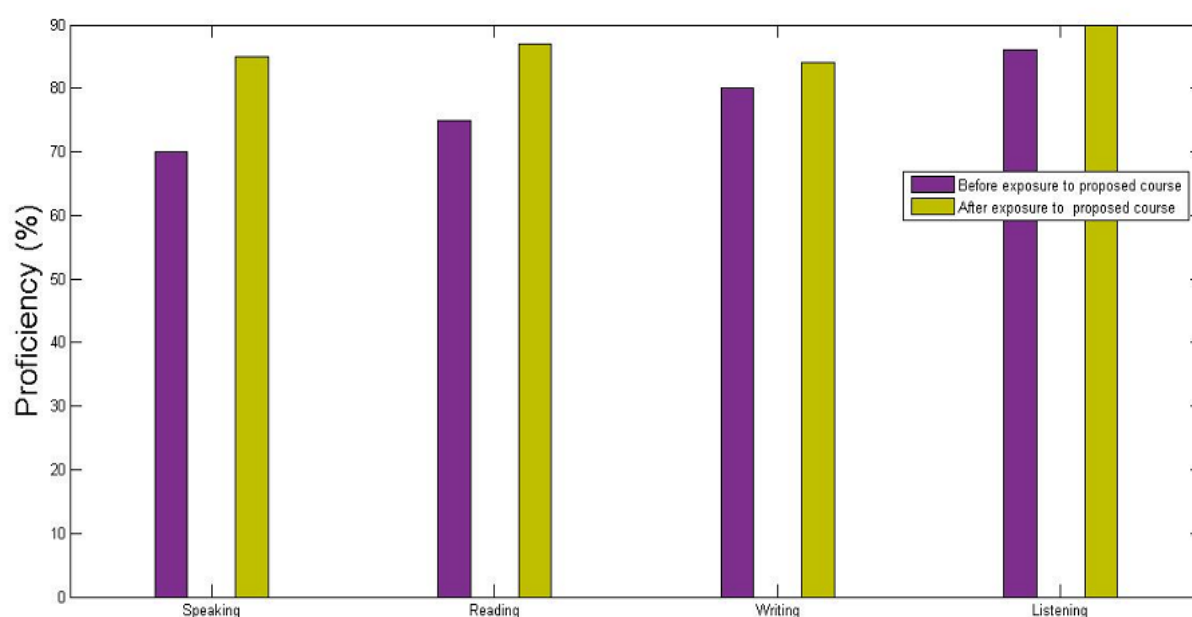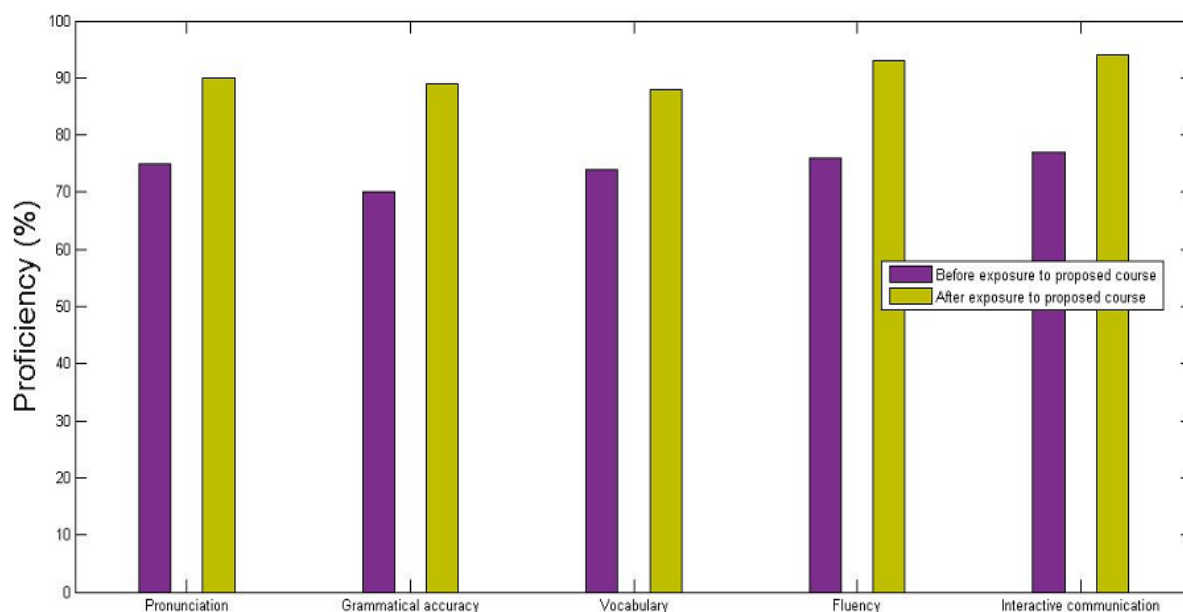

Figure 4. Language Proficiency achieved by the suggested teaching model

Figure 5. Proficiency of different speaking skills achieved by the suggested teaching model

Table 4. Comparison of the proficiency level of various skills before and after exposure to the proposed course		
Language and non-language skills	**Proficiency level (%)**	
	Before exposure to the proposed course	**After exposure to the proposed course**
Reading skills	84	87
Writing skills	80	84
Listening skills	75	90
Speaking skills Vocabulary	74	88
Pronunciation	75	90
Fluency	76	93
Interactive communication skills	77	94
Grammatical accuracy	70	89
Thinking skills	80	90
Problem-solving skills	83	90
Creativity	82	91
Motivation	80	90

CONCLUSIONS

Reading books may help people improve their language skills. Using books to learn a language was looked at in this study by looking at how students felt about it. Students have good things to say about literature integration, which helps them improve their language skills, learn about other cultures, and grow as people in general. According to this study, studying literature makes you better at reading, writing, speaking, and listening. Students who are taught using the suggested model will learn more about life, grow as people, mentally and socially, and understand their own and other people's experiences. These results show that reading is a great way for people to learn new things about other cultures and improve their language skills. The results of this study help academics, people who make decisions about education, and language teachers understand how important reading is for learning FL. More people should be asked to take part in future studies. Tests of this approach are done with college students. This plan should be tested at different stages of education, from grade school to college, in both rural and urban areas.

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CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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