Unpacking the Mechanisms: How Literature Pedagogy Influences English Language Learning Outcomes

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Abstract— *This study examines the impact of literature-based learning in enhancing the learning of the English language with emphasis on its contribution to the enhancement of cognitive, affective, and sociocultural capabilities. This study justifies the application of different literary materials in the teaching of the language to significantly boost students' critical skills, motivation, and intercultural competencies. A mixed-methods approach was utilized with both quantitative questionnaires and qualitative semi-structured interviews to obtain deep data from twenty undergraduate participants. Data were analyzed via descriptive statistics, frequency tables, and iterative coding to create key themes substantiated with t-test comparisons of gender differences. Results suggest uniformly high scores on all aspects of literature-based instruction canvassed, and qualitative results state that participatory and interactive pedagogical practice change static language learning to an interactive real-life experience. These findings squarely answer the research question by way of demonstration of how literature-based approaches benefit language ability as well as other learning achievements. The research concludes that the use of literature in the teaching of the English language enhances the language abilities but also enhances essential cognitive as well as socio-emotional skills, offering learners complete development.*

Keywords— *literature-based instruction, English language learning, cognitive schemata, affective mechanism, sociocultural mechanism.*

I. INTRODUCTION

1.1 Background

Literature has long been a mainstay of language learning, offering students extensive exposure to language and possibilities for cultural exploration. In literature, students are exposed to vast amounts of vocabulary and grammar, as well as cultural context and the human condition that ultimately shape critical thinking and empathy (Duff & Maley, 2007). Literature's contribution to language acquisition surpasses the bare acquisition of the linguistic items itself; it also serves as the vehicle through which the learner experiences language as an integrated whole and thereby both gains receptive and productive skills. Recent instructional practice has, more than ever, underlined the incorporation of literary texts into English language lessons, stressing their potential to stimulate

comprehension, critical thinking, and communication. It is essential to determine the specific ways in which literature pedagogy influences learning since such knowledge is central to the development of effective teaching and curriculum. Literature-based pedagogies encourage active participation on the part of the student, increase their interpretive skills, and lead to an appreciation of greater linguistic sophistication. Literature-based approaches also enable students to develop cognitive capacities by promoting inferential thinking as well as interpretive analysis which is essential in effective communication (Hişmanoğlu, 2005; Shukri & Mukundan, 2015). Notwithstanding the acknowledged value of literature in language learning, there is still a considerable dearth of empirical research that elucidates the processes underlying the outcomes of English language learning. The issue addressed in this research is the utmost significance of

investigating very thoroughly how literature pedagogy as a pedagogical tool can be related directly to specific results in language learning. Considering how it is done, this research attempts to provide teachers and curriculum planners with theoretically grounded recommendations that can be used in building more effective pedagogical practices with literature. Aside from making theoretical observations about language acquisition, this study also aims to delineate practical implications with the view to enhancing pedagogical practice in school settings. This kind of analysis is necessary to bridge the theory-practice gap in a proposal to facilitate the creation of effective learning environments.

1.2 Purpose of the study

The current research aims to examine and identify the precise mechanisms by which literature pedagogy shapes English language learning outcomes. Using a critical investigation of the intricate intertwinement of literary text and language learning process, this study seeks to elucidate how the narrative structure, thematic depth, and cultural context inherent in literature contribute to the enhancement of linguistic ability and analytical critical proficiency. This study aims to describe students' thoughts and emotions as they read literary works. It is concerned with such skills as interpreting meanings, inferring, and enriching vocabulary (Duff & Maley, 2007). This study explores ways in which literature teaching approaches can be utilized to promote listening and speaking skills inside the English language classroom. This study employs a combined methodological strategy of students' questionnaires and semi-structured interviews to gain a more precise picture of the learning process. The projected findings are designed to provide teachers with empirically based instructional strategies for enhancing instruction and modifying literary activities to meet the diverse needs of learners. This study is significant not only for theoretical models of language acquisition but also for application in practice to enhance teacher training and curriculum development (Bunch, 2013). To fulfill the study objectives, the following research questions were developed.

1. What are the specific components of literature pedagogy (e.g., genre, teaching method, interaction) that influence English language learning outcomes?

2. How does literature pedagogy affect different aspects of English language learning (e.g., vocabulary, grammar, speaking, writing)?

3. What are the cognitive, affective, and sociocultural processes involved in the relationship between literature pedagogy and English language learning outcomes?

1.3 Significance of the study

This research is of considerable importance to theoretical developments and applied work in language education. It aims to address some of the gaps in understanding how certain dimensions of pedagogical practice in literature—like genre, teaching approaches, and interaction—impact particular language capacities such as vocabulary, grammar, speaking, and writing. In describing such mechanisms, the study contributes to theoretical debate through the synthesis of cognitive, affective, and sociocultural theory within a cohesive model for literature-based language learning (Duff & Maley, 2007). Not only does the interdisciplinary model synthesize prevailing models, but it also offers an insightful explanation of how literary fiction facilitates inferential thinking, emotional engagement, and cultural insight among students. The results provide valuable direction to teachers and curriculum designers on best practices in using literature in English language learning. By delineating the literary and pedagogical elements that yield optimum learning outcomes, this study provides evidence-based direction that can be modified to fit a variety of learner profiles. This dimension is particularly relevant in an era of shifting pedagogical paradigms, in which traditional practices are being augmented by more holistic, student-centered strategies (Bunch, 2013). The immediate benefactors of this study are language instructors, who will be provided with specific recommendations on how instructional design can be improved; curriculum planners, who can refine course materials to better accommodate literature-based pedagogy; and learners, who will ultimately benefit from a more supportive learning environment conducive to critical thinking and better communicative competence. By bridging the gap between theoretical models and practical application in educational settings, this research is well-placed to make a significant and enduring contribution to the utilization of literature as a means of effective language acquisition.

The research proposal is organized around certain key sections. The literature review covers literature pedagogy by describing its key principles, tracing methods like reader-response and critical analysis, and exploring the application of literary texts in language classrooms. It also outlines English language learning outcomes and explores the mechanisms—cognitive, affective, and sociocultural—linking literature pedagogy to skills such as vocabulary, grammar, speaking, and writing. The theoretical and conceptual frameworks offer a basis by incorporating theories like sociocultural and cognitive learning theories and also reveal existing literature gaps. The methodology chapter offers a mixed-methods research design with purposively sampled participants, where questionnaires and

semi-structured interviews are used for data collection, and descriptive statistics and thematic analysis for data interpretation (Creswell & Creswell, 2018). Later sections of findings, discussion, and conclusion set out, interpret, and summarize findings, make practical suggestions, and provide suggestions for future research.

II. LITERATURE REVIEW

2.1 Literature pedagogy - definition and principles, approaches and its role in the language classroom

Literature pedagogy, in a "critical literature pedagogy" framework, deals with "dispositions and skills to comprehend, question, and critique texts' ideological messages" (Borsheim-Black et al., 2014). This is a step beyond simple understanding, challenging students to think about how social contexts and power dynamics arrange literary texts (Kalogirou & Mínguez-López, 2022). The aim is to teach students who can "read and write against texts," so that there could be knowledge that "language and texts are not neutral and always ideological" (Dera, 2025). The pedagogy of literature is managing literature in the classroom to bring in a range of critical literary theories to enhance learners' insight and capacity to discuss and build the meaning of the literature (Tyson, 2020). Hanssen and Jensvoll (2020) emphasize the need to apply theoretical frameworks to enhance the analysis of literature. As the Oxford Research Encyclopedia of Literature defines, "pedagogy in literature" encompasses the overarching and theoretical discussion about how students and learners are initiated into various areas of knowledge and institutionalized ways of knowing (Mead & Doecke (2020). This definition captures the relationship between the theoretical and practical meanings of teaching and learning literature. In language teaching, the contribution of literature pedagogy to the improvement of English language development is a central but controversial topic. Literature as a rich heritage of story, character, and theme is a means of linguistic exploration, cultural awareness, and critical thinking to be attained (Wuntu et al., 2024; Lina & Arshad, 2024). This definition focuses on the relationship between literature pedagogy and the development of language skills.

Key tenets of literary pedagogy are active engagement, where students engage with texts in dialogue and reflection; critical thinking, through critique and analysis of theme and literary device; and contextualization, in situating texts historically and culturally. Personal response enables connection to be made to students' lived experience while developing literacy proficiency through negotiation of demanding vocabulary and syntax. Additionally, teaching literature facilitates cultural awareness and sensitivity through an exposure of varied sets of lenses to students as well as calling upon critical literacy. Such an interface allows students to question hegemonic discourses as well as proceed towards texts that connect to social contexts (Duff & Maley, 2007; Elley, 2001; Rosenblatt, 1994; Kramsch, 1993; Beck & McKeown, 2001).

Literature pedagogy entails a set of methodologies that facilitate language learning by actively engaging learners with texts in diverse ways. The reader-response model, as explained by Rosenblatt (1994), centers on personal interpretation, where students are allowed to build meaning based on their personal experiences and feelings. The critical analysis model, on the contrary, promotes a close reading of texts, where students are invited to scrutinize themes, narrative frameworks, and socio-political contexts, as indicated by Elley (2001). Furthermore, the cultural mediation model as outlined by Kramsch (1993) emphasizes literature's role in bridging cultural gaps through contextualization of texts in their broader sociocultural contexts. A composite approach draws on elements of both reader-response theory and critical analysis and hence offers an integrated framework that encourages personal response while facilitating analytical accuracy. Collectively, these frameworks encourage active participation, rational thinking, and clear use of language in enabling students to comprehend literary texts and also appreciate their broader cultural and contextual relevance (Rosenblatt, 1994; Elley, 2001; Kramsch, 1993).

The role of literary texts in the language learning environment is multifaceted and significant, as they contribute a vital role in various aspects of language learning and development. Literary texts are indispensable in provoking students' intellectual and emotional involvement in purposeful English communication, enhancing communicative competence, raising cultural awareness, and developing motivation in learners (Khan & Alasmari, 2018). They provide genuine materials, facilitate the development of language skills, and extend linguistic knowledge (Khan & Alasmari, 2018; Sharma et al., 2022). As maintained by Brumfit & Carter (1986), "literature is an ally of language," presenting language in context and as a very valuable resource in the teaching of language. The use of literary genres in the teaching of English as a language offers abundant authentic materials, enhances personal involvement, and assists students in reaching greater cultural and linguistic literacy (Zubair, 2022). Generally, literature reflects social life and is regarded as a powerful and successful means of learning a language, enabling experimentation and communication of ideas, feelings, and experiences and providing knowledge of different cultures, past times, and the human condition (Sharma et al., 2022).

2.2 English language learning outcomes

English language learning outcomes are quantifiable abilities that are acquired by students in the process of acquiring a language. They consist of language skill ability, reading, writing, listening, and speaking; linguistic competence, or knowledge of grammar, vocabulary, and syntax; and communicative competence, or the ability to utilize the language efficiently in a very wide variety of social situations, including sociolinguistic and pragmatic (Canale & Swain, 1980). There are numerous factors which influence these results. Learner motivation is foremost among them, with intrinsic and extrinsic motivational factors being major contributors to the attainment and persistence of language learning (Gardner, 1985). Strong levels of learner motivation will incline learners towards genuine practice and retention and, in turn, greater skill development. Learning strategies are also a robust determinant; learning strategies such as self-regulation, metacognitive planning, and effective use of technological tools have been shown to enhance the effectiveness of language acquisition (Oxford, 2017). Other individual differences such as prior linguistic knowledge and cognitive abilities have a robust impact on the acquisition process.

Socio-cultural setting significantly influences the learning process. A conducive learning environment, in which interactive pedagogical approaches and culturally relevant materials are implemented, supports the acquisition of communicative competence through the involvement of learners in real language use (Larsen-Freeman, 2003). Further, ongoing assessment and instantaneous feedback are essential as they enable learners to recognize their areas of deficiency and modify their learning strategies as appropriate (Richards & Rodgers, 2014). Usually, the outcomes of the learning of English as a language are utilized as the standard against which the quality of instruction is judged and as the foundation for the development of personalized instructional approaches that address the cognitive, affective, and social dimensions of language learning.

2.3 Mechanisms linking literature pedagogy and learning outcomes

Literary pedagogy forms the foundation of language ability development through the exposure of students to genuine and plentiful textual input. Reading the literature of diverse genres exposes learners to vocabulary in use, such that new lexis and idiomatic phrases not usually found in conventional textbooks are stored for retrieval in the long term (Duff & Maley, 2007). Literary texts also open students to complex syntactic structures and grammatical constructions to allow implicit grammar learning (Şahinkaya, 2024). This kind of reading also provokes students' extensive reading, and reading comprehension is extended. Literature-based activities such as creative writing, discussion, and dramatization also allow writing, speaking, and listening. Class discussion and group reading provide students with practice in pronunciation, intonation, and listening while writing tasks derived from literary texts encourage students to experiment with narrative modes and a variety of registers (Trofimovich et al., 2009). Such integration of skills not only builds up language ability but also creates communicative competence that enables students to utilize language functionally in social interaction. The multifaceted approach to teaching literature hence offers an integrative schema by which the vocabulary, the grammar, as well as the four language abilities, evolve collaboratively (Elley, 2001).

Literature pedagogy promotes the development of the mind through critical thinking and reflective thought. Reading literature requires students to read and interpret sophisticated narratives, and it refines their critical thinking (Rosenblatt, 1994). By examining characters' motivations and underlying themes, students can analyze sophisticated undertones and gain an elaborate understanding of language. Literary works are likely to abstract cultural backgrounds and historical outlooks, which develop a sense of awareness of cultures. Through reading texts from diverse backgrounds, students learn more about other societal norms and values, hence expanding their cognitive schemata. Secondly, literature enables creativity to be developed through exposure to new narrative devices and innovative storytelling. Having to interpret metaphors, symbols, and allegories promotes creative problem-solving as well as lateral thinking. This cognitive exercise, in addition to producing a better understanding of texts, becomes the foundation for improved language processing. The reflexivity of pedagogy in literature thus reinforces the students' critical and creative thinking skills endowing them with intellectual instruments for life and academic problem-solving (Kramsch, 1993).

The affective domain is significantly affected by pedagogy in literature because it brings about intrinsic motivation and long-term engagement. When students are emotionally invested in the characters and stories they are reading, then they are more likely to have positive attitudes toward learning the language. The emotional investment this brings can transform the classroom environment into an arena of interactive learning, where students feel free to express their opinions and share new ideas (Gardner, 1985). Literature is usually found to have common themes—such as love, conflict, and identity—that apply to students' real lives and help reinforce motivation to study the language in-

depth. Moreover, literature activities like group work and creative activities promote a sense of sociality and friendship and hence help promote engagement. The application of role-playing exercises and dramatic reading not only enhances the learning process but also bridges confidence in the application of the language in real-life situations. There are significant gains made in communicative competence, and therefore self-efficacy is increased, which results in a positive feedback cycle of higher effort and better performance. Finally, with the establishment of positive emotional reactions and internal drive, the pedagogy of literature leads to an enriched and meaningful language acquisition experience (Oxford, 2017).

Pedagogy of literature influences not just the learning of discrete skills it also teaches sociocultural abilities. The reading of texts that are multiform and vary across cultures makes it possible for students to gain knowledge of numerous worldviews and social practices. Intercultural competence is advanced by reading such a variety of texts since students become capable of respecting and critically reading cultural differences based on comparative literary themes and character study (Kramsch, 1993). Through collaborative projects and facilitated discussions, students are invited to express their knowledge and negotiate meanings with students from diverse backgrounds. Such a process improves language skills as well as respect and understanding. In addition, literature has often been a reflection of society's concerns and accomplishments and challenges students to explore power relations and issues of social justice. These critical literacy exercises empower students to contest dominant ideologies and argue over issues with critical consciousness. Placing literary works in their wider sociocultural contexts, literature pedagogy is a microcosm of world society within the classroom, where diversity is valued and multiple voices are heard. The subsequent intercultural consciousness prepares the students to be effective in a more globalized world, thus bridging the gap between language instruction and actual social situations (Richards & Rodgers, 2014).

2.4 Theoretical framework

The theoretical framework of the study is based on sociocultural theory, cognitive learning theory, and theories of motivation, providing a whole concept to study the impact of the pedagogy of literature on the success of learning the English language. Vygotsky's (1978) sociocultural theory puts forward the pivotal role of social interaction and culture in learning. In pedagogy, this model illuminates how peer work, group discussion, and teacher facilitation allow students to uptake rich literary meaning and cultural nuance. These interactions are not just

facilitative language acquisition but also intercultural competence as students negotiate and construct mutual meaning from literary texts (Kramsch, 1993). Cognitive theories of learning, constructivist theories notably, assume that learners actively construct knowledge by synthesizing new information into existing previous cognitive frameworks (Bruner, 1996). Reading literary works necessitates students to analyze, infer, and synthesize information, thereby cultivating critical thinking and problem-solving abilities. Narrative complexity and symbolic language of literary works bring about higher-order cognitive processing, which aids in the acquisition of vocabulary, grammatical awareness, and coordination of reading, writing, speaking, and listening skills (Rosenblatt, 1994). Theory of motivation, e.g. Gardner's socio-educational model (1985), also informs this study in stressing the predominance of integrative motivation in second language acquisition. Literature, being emotionally charged and culturally rich in content, is an internal stimulator that provokes students to seek personal relevance within the works. Such relevance not only increases their commitment to learning but also ensures longevity in interest, as students are drawn to explore and expound upon texts in a way that is meaningful to their own lives and futures. Together, the conceptual frameworks provide a firm foundation for understanding how literature pedagogy produces effects on English language acquisition performance through multifaceted processes and bring insight into application to teachers and school curriculum planners.

2.5 Conceptual framework

Literature pedagogy is a holistic mode of teaching that employs literary texts as a tool for English language teaching. It is a collection of strategies, techniques, and principles attempting to reach students with real literature pieces ultimately to achieve language learning (Wuntu et al., 2024). The instructors using the method should develop not only strong language skills but also critical judgment and cultural competencies (Kumagai & Lypson, 2009). Literary texts are authentic texts that provide actual and interesting samples of the English language in operation. They introduce students to diverse language structures, idiomatic and colloquial expressions, and different writing styles that reflect actual communication (Takahashi, 2015). Apart from that, reading literary works improves language learning through vocabulary expansion, grammatical support for understanding, and syntax awareness (Aniuranti et al., 2021). Moreover, the texts also involve worthwhile information on multicultural cultures, socio-cultural contexts, and belief systems, which improve the students' global perspective as well as language context knowledge (Tiawati et al., 2023). Consequently, incorporating

literature in language teaching yields enhanced communication skills with which students can meaningfully employ English for use in context (Hişmanoğlu, 2005). It also enhances language competence across the board—linguistic, sociolinguistic, and pragmatic levels—and facilitates individuals to develop as they stretch their critical

thinking, creativity, and emotional quotient (Ghafar et al., 2025). This complex role of pedagogy of literature is schematically represented in Figure 1 showing the relationship between its most important constituents, mechanisms, and products of English language acquisition.

Figure 1: Literature Pedagogy in English Language Learning
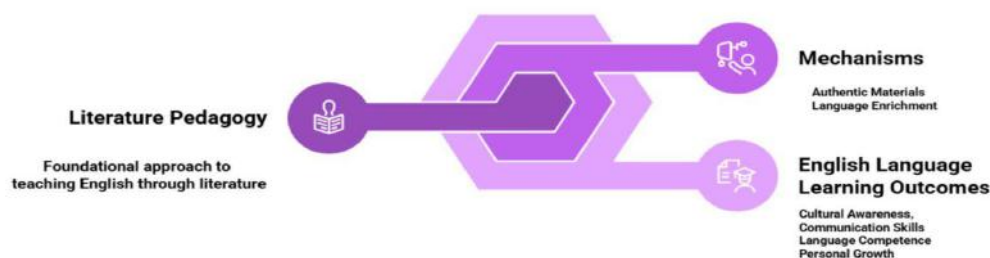
2.6 Literature gaps

Recent studies in literature pedagogy in language learning have testified to the reality that the inclusion of literary texts in the curriculum can increase vocabulary acquisition, learning grammar, and language development in general (Duff & Maley, 2007; Elley, 2001). Nevertheless, there remain enormous gaps that need to be bridged through research. They include the lack of investigation of mediating processes of literature pedagogy's contribution to achieving proficiency in English language acquisition. Although there has been evidence in the studies of positive correlations between teaching literature and enhanced language performance, relatively few have explicitly described the cognitive, affective, and sociocultural processes involved in the gains. For example, although reader-response theory (Rosenblatt, 1994) provides a conceptual framework for how interpretation occurs individually, empirical research has not yet fully explored how such interpretation becomes realized in measurable language gains. One more critical gap is in the variety of educational institutions examined. Most of the existing research has been centered on homogeneous groups of students in the learning environments of universities, hence excluding differences in cultural backgrounds, proficiency levels, and learning environments. The focus is limited and reduces the generality of the findings and the potential differential effect that literature pedagogy might have on different groups of learners.

Second, the broader individual development benefits—enhanced critical thinking, cultural sensitivity, and emotional intelligence (Montuori & Fahim, 2004). For example, reading may have been given too little empirical attention. Methodologically, previous studies either use solely quantitative survey questionnaires or small-sample qualitative case studies. Such a piecemeal approach cannot

possibly do complete justice to the multilateral influence of pedagogy through the literature on language learning. Appropriately integrated, mixed-methods research design needs to be used to triangulate data from classroom observation, learner interviews, and performance tests (Riazi & Candlin, 2014). It is only then that researchers can gain a nuanced picture of both the process and product dimensions. This study aims to fill these lacunae through the use of an extensive mixed-methods design that not only investigates the linguistic attainment caused by literature pedagogy, but also the multifaceted cognitive, affective, and sociocultural processes that mediate the effect. With a multilingual sample of learners and more than one data source, the study hopes to produce strong, generalizable findings. Finally, the research aims to make a contribution both to theory and practice in language teaching in terms of providing evidence-based suggestions for teachers and curriculum designers to maximize literature-based teaching.

III. METHODOLOGY

3.1 Design

The research employed the mixed-methods methodology. In this case, both qualitative and quantitative methods were used in researching the inter-relationship between best practices in literature teaching, motivation, and reading interests. Employment of the mixed methods enabled thorough investigation of research concerns through the provision of numerical information from the quantitative data and participants' experience and perceptions' subjective understanding from the qualitative data. Mixed-methods design was utilized due to its capacity to provide a holistic model for examining complex interplays between the teaching of literature and English language acquisition. Mixed-methods design naturally integrates quantitative and qualitative methodologies, and

thus, it is possible to fully interpret objective numerical data alongside subjective results that are obtained from personal experiences (Creswell & Plano Clark, 2018). Quantitatively, questionnaires and descriptive statistics provide empirical evidence regarding the impact of various pedagogical factors in literature—i.e., genres' choice, teaching methodology, and learning environment—on specific language skills like vocabulary, grammar, spoken communication, and writing. This research design component is essential to address research questions trying to quantify the effectiveness and multi-dimensional impact of these factors.

Concurrently, qualitative approaches, such as semi-structured interviews, sufficiently represent intricate cognitive, emotional, and sociocultural processes involved in learners' learning experiences. By synthesizing the participants' views and experiences, this study clarifies how literature-based instruction fosters motivation and builds reading interests, aspects that quantitative data may not adequately reveal (Tashakkori & Teddlie, 2010). The mixed-methods design, therefore, offers both breadth and depth of insights, enabling a triangulated understanding that explicitly answers the research questions and corroborates the findings through various data sources.

3.2 Participants

The study utilized 20 students, 10 males and 10 females, from Indian public university postgraduate English literature. Students are highly heterogeneous in terms of their proficiency levels ranging from advanced to intermediate level proficiency. They all possess good theoretical foundations but not strong skills in practical applications and close readings or detailed literary criticisms. They possess very high motivation and high interest in English literature and in teaching as well. The respondents were purposively sampled. Such sampling allowed for incorporating different levels of proficiency and demographic status in an attempt to achieve maximum data collected in breadth and depth. Every participant provided informed consent before participating.

3.3 Data collection

Two main data collection instruments were used in the research. A structured questionnaire with 25 questions was used. The questionnaire aimed at identifying literature pedagogy components, English language learning outcomes, cognitive mechanisms, affective mechanisms and sociocultural mechanisms. Semi-structured interviews were conducted to collect rich qualitative data on participants' experiences, perceptions, and suggestions regarding literature pedagogy. Five students were involved in the interview activity. The interview schedule, prepared against the research theme, comprised open-ended questions to gather participants' opinions, feelings, and suggestions. The interviews were audio-recorded and later transcribed verbatim for analysis and interpretation.

Figure 2: 6 Steps Creswell & Creswell Data Analysis Approach
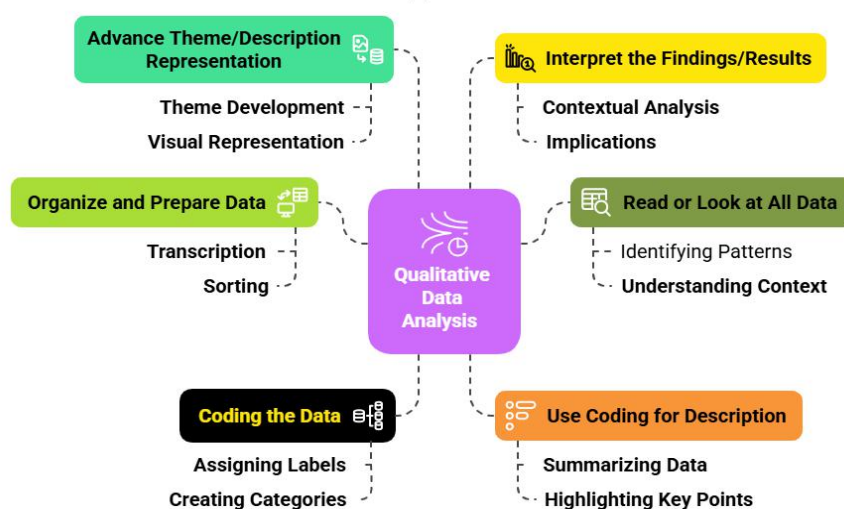
3.4 Data analysis

IBM SPSS Statistics version 25 was used to process the questionnaire data to establish quantitative findings and trends. Thematic analysis was employed in analyzing the qualitative data which were gathered from the interviews. The six steps outlined by Creswell & Creswell (2018) guided the analysis (figure 2). The transcribed interviews were coded systematically to determine the

emerging patterns, themes, and categories concerning participants' narrative interest and literature pedagogy best practices. The students who participated in the semi-structured interviews were coded as 8-I2 to distinguish between them. Using comparative and iterative coding, themes were developed and synthesized into meaningful frameworks, facilitating detailed interpretation and reporting of qualitative findings.

3.5 Ethical considerations

During the study, ethical practices were adhered to. The participants gave an informed consent form before when they completed the questionnaire, and participants were also told that the responses provided to them would be confidential and anonymous. The data was handled to preserve participants' confidentiality and no personally identifying information was collected.

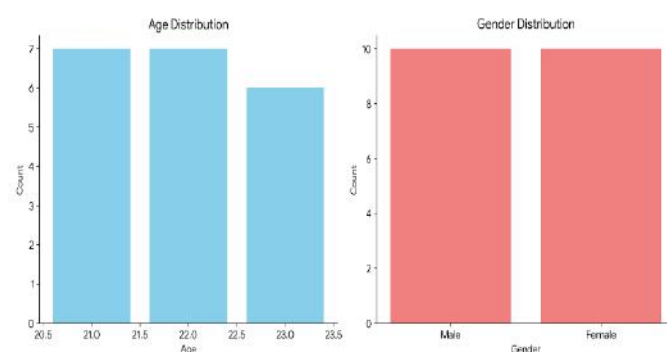## IV.   RESULTS AND DISCUSSION

Fig.3: Participants' demographic information

The respondents consist of demographic information for twenty participants. The age of the participants is between 21 and 23 years. The gender breakdown is equal, with ten males and ten females. All the participants have the same academic background in studying English Literature. They are all in the second semester of study.

4.2.2 Descriptive statistics

Table 1: Descriptive statistics

Question	Mean	SD
1. The literary texts used in class are engaging and relevant to my learning needs.	4.65	0.489
2. The selected literary genres enhance my understanding of English language nuances.	4.45	0.51
3. The teaching methods employed in literature classes effectively support language learning.	4.65	0.489
4. Classroom interactions during literature lessons improve my overall language proficiency.	4.4	0.503
5. Integrating literature into the curriculum provides a holistic approach to learning English.	4.8	0.41
6. Literature-based instruction has significantly improved my vocabulary acquisition.	4.5	0.513
7. Exposure to literary texts enhances my understanding of English grammar.	4.6	0.49
8. Engaging with literature improves my reading comprehension skills.	4.75	0.433
9. Writing assignments based on literature help refine my writing abilities.	4.45	0.51
10. Discussions on literary works have positively influenced my speaking skills.	4.75	0.433
11. Analyzing literary texts enhances my critical thinking skills.	4.45	0.51
12. Reading literature encourages me to infer deeper meanings from texts.	4.75	0.433
13. Engaging with complex narratives improves my analytical reasoning.	4.65	0.489
14. Literary activities help me synthesize and integrate new information.	4.85	0.366
15. Literature enriches my conceptual understanding of language structures.	4.45	0.51
16. I feel more motivated to learn English when engaging with literary texts.	4.9	0.308
17. Literature-based activities evoke positive emotional responses during learning.	4.45	0.51

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18.	Engaging with literature increases my interest in exploring cultural themes.	4.8	0.41
19.	I enjoy participating in classroom discussions about literature.	4.45	0.51
20.	Literature makes the process of learning English more enjoyable and fulfilling.	4.5	0.513
21.	Literary texts provide valuable insights into diverse cultural perspectives.	4.95	0.224
22.	Discussions on literature enhance my understanding of various social contexts.	4.45	0.51
23.	Literature broadens my appreciation for cultural diversity in language use.	4.75	0.433
24.	Engaging with literature improves my ability to interact with different cultural viewpoints.	4.45	0.51
25.	Literature fosters empathy and helps develop my intercultural competence.	4.75	0.433
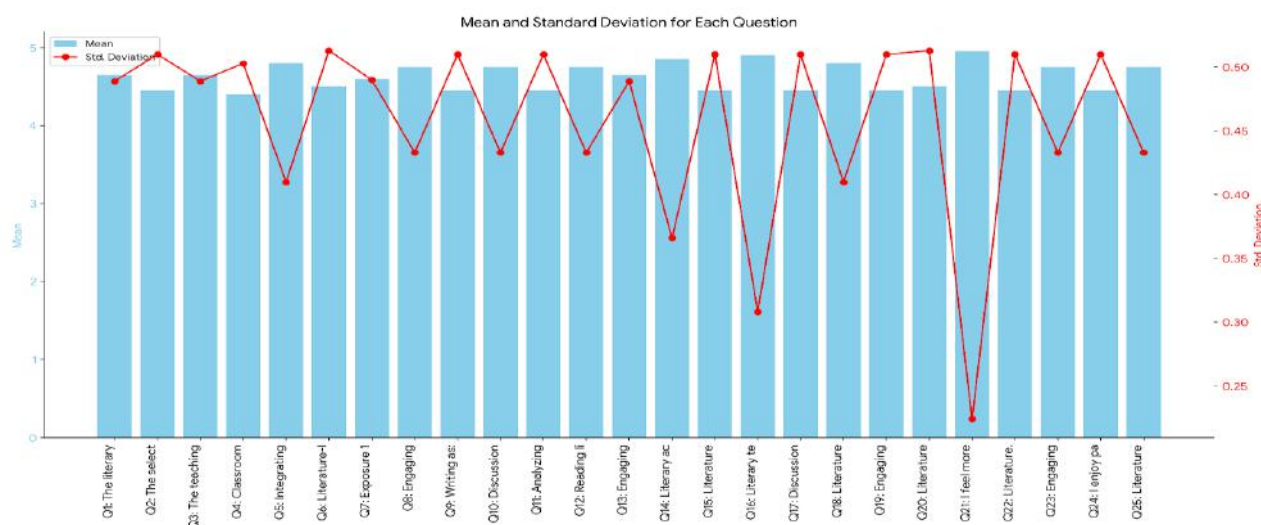
Fig.4: Mean and Standard Deviation for each question

Analysis of responses indicates overall positive sentiment from respondents but with variations in agreement strength and consistency of opinion. Issues concerning literary and pedagogical emphases are agreed upon emphatically, where mean scores are clearly above 4.6 or so, reflecting respondents' general preference for such elements. The item concerning bringing something in (Q5) was rated at a mean of 4.8, reflecting a very high acclaim. There are however subtleties; while overall positive in tone, most questions responded to mark similarly positive feelings, some, such as selection and classroom atmosphere, had a slightly lower mean, around 4.4, which was slightly more ambiguous in tone. The consistency of the answers was also not identical. Questions 16 and 21, regarding the literary device and personal impression, were a little varied with standard deviations of 0.308 and 0.224 respectively.

This homogeneity indicates that more or less similar views were shared by respondents about these issues. In contrast, questions 2, 6, 9, 11, 15, 17, 19, 20, 22 and 24 had greater standard deviations, each of 0.51. This greater variability is to the effect that there was a higher dispersion of perspectives and lesser agreement among respondents. Generally, there is a pattern of positive agreement, though differences in standard deviation reveal there aren't single-dimensional thoughts regarding each topic. Some topics like literature are considered with extensive, overwhelmingly positive regard, but others like selection mechanisms and classroom culture place the group before a myriad of conflicting thoughts.
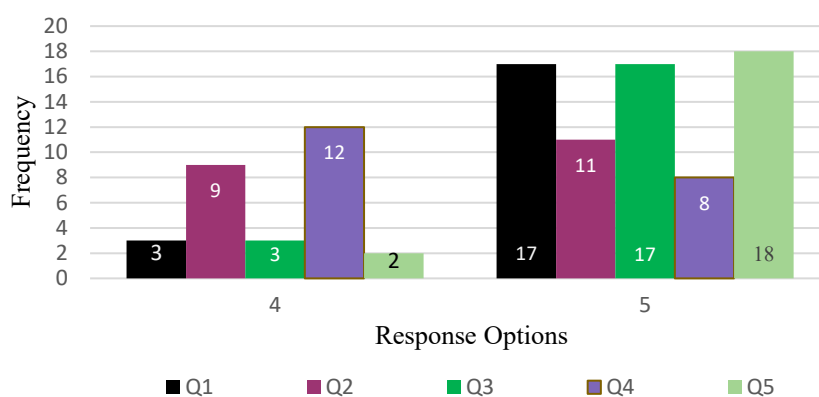
4.2 3 Literature pedagogy components
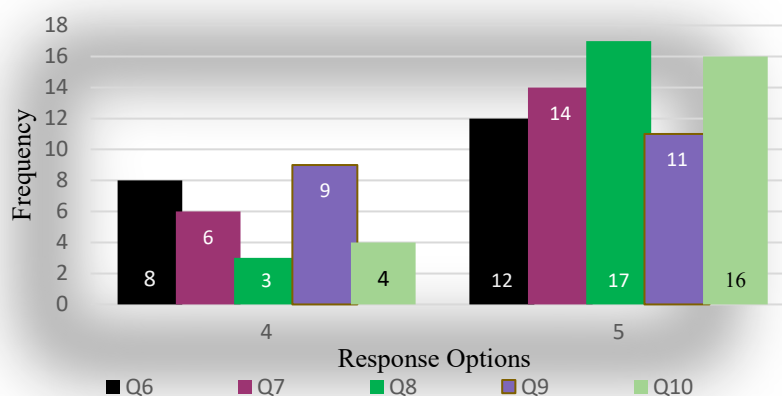
Fig.5: Literature Pedagogy Components (Q1-Q5)

Fig.6: English Language Learning Outcomes (Q6-Q10)

The questionnaire results emphatically demonstrate students' very favorable attitude towards literature pedagogy. In Q1, a measure of interest and relevance of literary texts, a sweeping majority were in entire agreement—17 students marked item 5 and 3 marked it 4—that such texts are not only of interest to them but also pertinent to their learning needs. In the same manner, Q3, under the query of how instructional strategies provide an opportunity for language acquisition, revealed an identical trend of strong agreement with 17 choosing 5 and 3 choosing 4. By comparison, Q2, under how utilized chosen literary genres play a role in developing English language finesse skills, revealed a relatively wider spread with 11 choosing 5 and 9 choosing 4, indicating that although the

genres are helpful, there is some moderate degree of perceived impact. Question 4, which tested the function of classroom interaction within the acquisition of language competence, elicited a moderate response with 8 students rating it at 5 and 12 rating it at 4, areas of interactive methodology enhancement. Surprisingly, question 5, which gauges the overall strategy of integrating literature into the academic curriculum, attracted the most intense support, as evidenced by 18 students indicating strong agreement and only 2 students indicating moderate agreement. The finding underscores the overall success of literature teaching in contributing to English language acquisition.

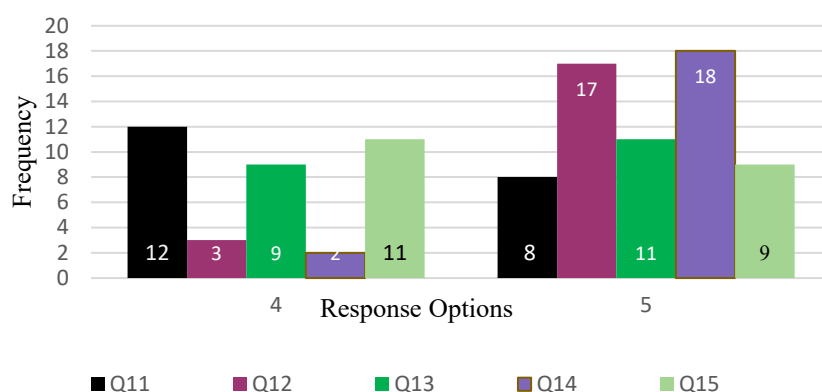*4.2.4 English language learning outcomes*

Fig.7: Cognitive Mechanisms (Q11-Q15)

The responses for Q6 to Q10 show a strong sentiment that literature-based instruction greatly enhances aspects of English language learning. For Q6, for learning vocabulary, 12 students checked the item as a 5 and 8 checked a 4, which means that the majority perceive a great enhancement in their vocabulary list through literature-based instruction. In the same manner, Question 7, which assesses the knowledge of English grammar, also received an even more emphatic approval, with 14 students strongly agreeing and 6 students moderately agreeing that literary texts clearly illustrate grammatical structures. Regarding reading comprehension, as questioned in Question 8, the vast majority of responses (17 out of 20 students who chose option 5) denote that the study of literature is felt to be required to advance one's skill to analyze and interpret texts.

Question 9, where writing ability is the area of concern, provides a positive and relatively spread-out response with 11 students strongly agreeing and 9 students moderately agreeing that literary-based writing assignments help improve their writing skills. Moreover, Question 10 illustrates the effect on speaking skills; 16 learners rated 5, and 4 learners rated 4, thereby highlighting a strong conviction in the necessity of class discussions of literary texts in oral communication improvement. In totality, these findings indicate that literature-based pedagogy is an integrated methodology that builds vocabulary, grammar, reading, writing, and speaking skills.
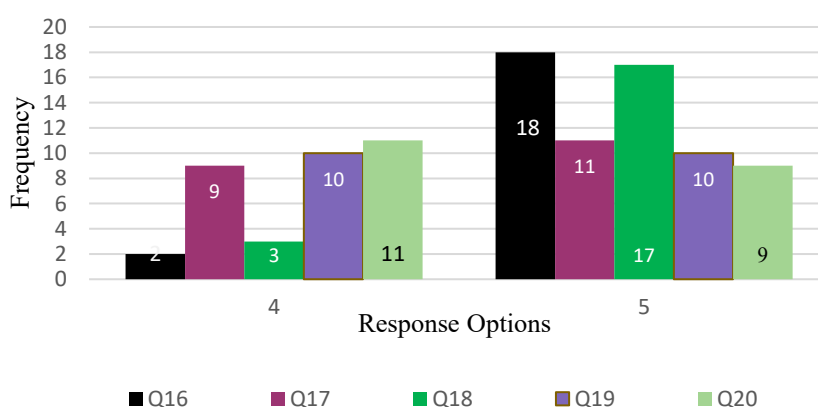
4.2.5 Cognitive mechanisms

Fig.8: Affective Mechanisms (Q16-Q20)

The data for cognitive mechanisms shows an almost unanimous consensus for the enabling of better critical and analytical skills in the students through literature-based exercises. For Question 11, 12 respondents showed moderate agreement and 8 showed strong agreement that critical thinking is enhanced through literary analysis. The results project that, as much as the advantages are known, there is room for greater focus on critical thinking. Question 12 offers clear agreement, as evidenced by 17 students strongly agreeing and just 3 indicating moderate agreement, that reading literature enhances the ability to extract profound meanings from texts, thereby underlining the effectiveness of reading literature in fostering interpretative capability. In responding to Question 13, the answers show a fairly uniform distribution, with 9 students moderately agreeing and 11 strongly agreeing. This would indicate that engagement with

complex narratives improves analytical reasoning, thus highlighting the importance of narrative complexity in intellectual development. Q14 elicited the strongest consensus of the questions with 18 students strongly agreeing and just 2 moderately agreeing that literary activities synthesize and integrate new information, casting nearly a uniform perception of literature's integrative value. Finally, Q15 on enhancing conceptual knowledge of language structures met divided but positive answers with 11 students moderately agreeing and 9 strongly agreeing. The results on the whole indicate that pedagogy in literature not only attracts the interest of students but also plays a very positive role in their cognitive development by enhancing critical thinking, inference, analysis, synthesis, and conceptual clarity.

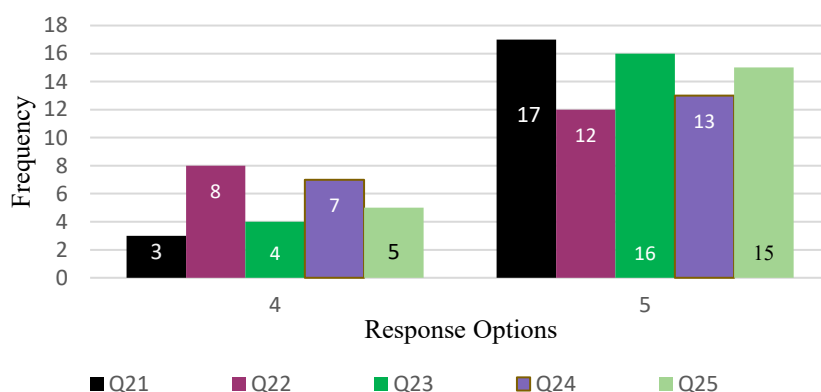*4.2.6 Affective mechanisms*

Fig.9: Sociocultural Mechanisms (Q21-Q25)

The affective mechanisms data indicate a highly positive emotional impact of literature-based instruction on the learning experience of the students. In Q16, a noteworthy 18 strongly agreed and 2 moderately agreed that reading literary texts makes them more motivated to learn English, which is a strong intrinsic motivation. Question 17 also indicates that literature-based activities are more likely to evoke positive feelings because 11 of the participants had a strong agreement and 9 had a moderate agreement, hence indicating that these activities promote a good learning environment. In Question 18, almost all the respondents (17 with strong agreement and 3 with moderate agreement) concurred that exposure to literature raises interest in pursuing cultural themes, indicating the impact of literature

in promoting cultural curiosity. Q19, which measured enjoyment of class discussions, had evenly balanced results; 10 students strongly agreed and another 10 moderately agreed that discussions are enjoyable, but perhaps there is some scope to further encourage these discussions. Similarly, in Q20, 9 students strongly agreed and 11 moderately agreed that literature makes learning English more enjoyable and rewarding. In total, the findings from these five items portray literature not as a mere academic instrument but as a significant effective resource facilitating motivation, pleasure, and cultural discovery in language learning.
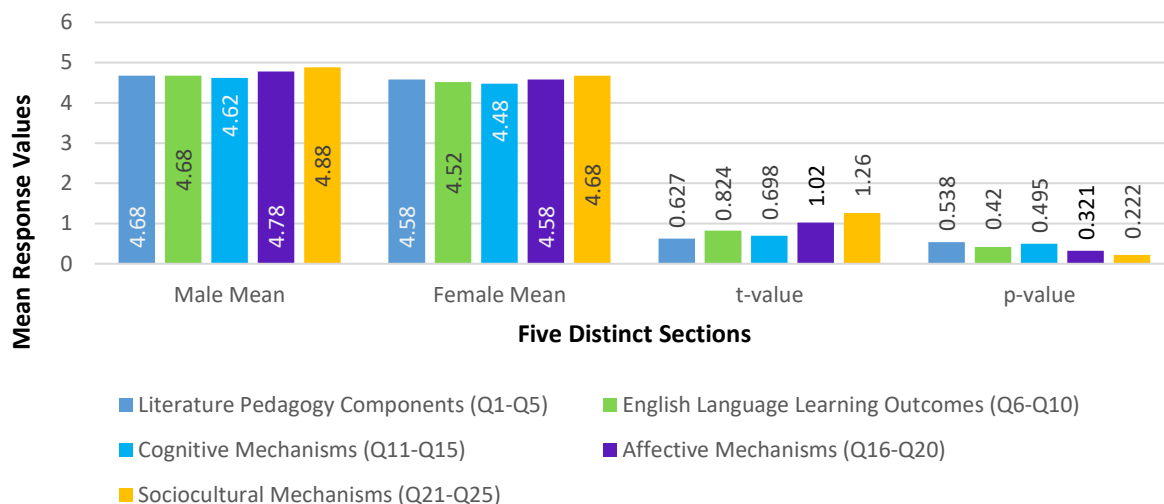
4.2.7 Sociocultural mechanisms

Fig.10: Gender Differences in Questionnaire Sections

The findings on mechanisms of a sociocultural nature reveal that literature plays a crucial role in raising awareness and sensitivity among students to various cultures. Particularly for Answer 21, virtually all the respondents (17 were in strong agreement and 3 in moderate agreement) concurred that literature offers significant views into various cultural outlooks, emphasizing the potential of such texts to open learners' eyes to different ways of life. In Q22, although 12 students strongly agreed and 8 moderately agreed that literature discussion enhances their knowledge of various social contexts, it shows that interactive discussion in the classroom is working but can be enhanced more. Also, Q23 shows that literature enhances students' appreciation of cultural diversity in language use significantly since 16 students strongly agreed and 4 moderately agreed. In the same way, Q24 reveals that learning literary texts enhances the ability to respond to diverse cultural viewpoints, as revealed by 13 students strongly agreeing and 7 moderately agreeing. Again, Q25 reveals that literature enhances empathy and assists in constructing intercultural competence, as revealed by 15 students strongly agreeing and 5 moderately agreeing. Taken together, these responses indicate a strong agreement that literature not only strengthens language proficiency but also serves as a means for understanding the intricate relation between cultural diversity and social interaction and thereby prepares students with requisite skills for communication in a globalized world.

4.3 Gender differences

The graph elucidates male and female respondents' mean responses in five sections of a survey, each having a generally high level of agreement. The blue segment, representing the Literature Pedagogy Components (Q1–Q5), indicates a male mean of 4.68 and a female mean of

4.58. The marginal difference is linked with the t-value of 0.627 and p-value of 0.538, confirming that the rating difference is insignificant. Looking at the green group regarding English language learning outcomes (Q6–Q10), the male mean stays at 4.68 while that of the female is 4.52. Although the observed difference seems to be somewhat more extreme, as reflected in a t-value of 0.824 and a p-value of 0.42, the findings remain below the level of statistical significance. Turkish blue cluster, linked with cognitive mechanisms (Q11–Q15), has a male mean value of 4.62 and a female mean value of 4.48. Herein, the given t-value of 0.698 along with a p-value of 0.495 indicates the gap between men and women as minimal. The purple cluster, affective mechanisms (Q16–Q20), reveals a bit larger difference: a male mean of 4.78 versus a female mean of 4.58. In this case, the t-value is 1.02 and the p-value is 0.321, indicating once more the absence of statistically significant difference, although both groups rate high positively. Lastly, the orange category is for sociocultural mechanisms (Q21–Q25) and shows the highest overall mean with a male mean of 4.88 and a female mean of 4.68. The t-value of 1.26 and a p-value of 0.222 once more reaffirms the trend of non-significant gender difference. In short, the graph clearly shows that the male participants provided higher ratings to each section than their female participants, yet the differences noted in all five sections are small and are not statistically significant. The use of different color coding for each section allows for quick comparisons between the constituents. In spite of the minimal gender variations, the increasingly higher mean scores indicate that both female and male respondents have equally good impressions regarding all the aspects of the questionnaire, thus depicting a very positive and optimistic assessment of the education aspects under investigation.

4.4 Qualitative analysis

Synthesizing quantitative results with qualitative data offers a holistic view of how literature-based instruction affects English language learning. While the quantitative study revealed consistently high ratings for most facets of literature instruction with minimal variations by gender, the qualitative study delves into students' individual experiences, attitudes, and suggestions. The research gap identified was related to the lack of understanding of the complex influence that literature pedagogy has on cognitive, affective, and sociocultural processes in language acquisition. Therefore, the research interviews address the research gap concerning the "why" and "how" behind high satisfaction ratings and respond to research questions about the influence of literature on cognitive engagement, affective responses, and sociocultural awareness in English language learning. By coding systematically, comparatively, and iteratively, five student participants' interviews (Student 8 to Student 12) were coded to reveal emergent themes capturing both pedagogical strengths and potential areas of improvement in teaching literature-based English.

4.4.1 Theme 1: Engaging experiences with literature pedagogy

A common strand to came out of the interviews was the generally positive and interactive student experience with literature-based learning. Participants, again and again, commented that lessons using literature were an engaging counterpoint to traditional language learning, which rendered the process experimental and participatory. For instance, Respondent 8 said, "*My overall experience with literature-based instruction has been very engaging—I like how it makes language learning feel more like exploring new worlds rather than just memorizing rules.*" Student 9 echoed this by saying that literature classes were "*a refreshing break from traditional grammar lessons; they invite exploration and discussion.*" The persistent reference to the engaging quality of literary texts indicates that the use of literature in language teaching not only breaks the tedium of rule-based learning but also provokes curiosity and active engagement. The quantitative findings had already indicated reliably high mean scores for literature pedagogy aspects, and the qualitative findings again corroborate that students recognize the use of literary texts as effective pedagogy. The accounts demonstrate how the engaging aspect of literature enables overcoming the dichotomy between abstract theoretical acquisition of language and its applicability to real life, thus filling the research gap over the interconnectedness of engaging pedagogy and language learning skill acquisition.

4.4.2 Theme 2: Perceptions of teaching methods

A second overarching theme pertains to the perceptions of pedagogical practice being utilized in literature-based instruction. A group of instructional strategies, such as discussion forums, group debates, and role-playing strategies, were articulated by students that enhanced their comprehension and critical thinking. Student 10 described, "*I find that the teaching methods are well-balanced; the mix of lectures and interactive group work supports the learning of complex ideas.*" Similarly, Student 11 noted that the use of interactive discussions and role-play made the learning experience "*more interesting*" and allowed for the "*clarification of difficult parts.*" Qualitative data corroborates the quantitative findings, depicting uniformly positive reactions to aspects of literature pedagogy. Importantly, the narrative comments reveal how the application of diverse and innovative teaching strategies can effectively enhance understanding. The recursive coding process revealed that such strategies not only enhance academic rigor but also create a learning environment where students are encouraged to explain their meanings, thereby creating a more inclusive, student-centered classroom culture.

4.4.3 Theme 3: Cognitive engagement and critical thinking

Cognitive stimulation was a key facet of literature-based learning. The potential for literary texts to provoke critical thinking was extensively cited by the participants. Student 8 said, "*Analyzing Hamlet made me consider human motivations and emotions, making my critical thinking more robust.*" Likewise, Student 9 characterized analysis of texts such as 1984 as "*especially transformative—it made me question social norms and think critically about power.*" These accounts illustrate that employing rich narrative and thematic material not only enhances intellectual capacity but also leads students to engage with more sophisticated versions of understanding language form and literary devices. The findings of the research confirm that such cognitive activity is intrinsic to the learning process. By coding systematically, it was evident that the dilemmas of challenging texts push students to infer meaning more deeply, interpret character motives, and connect literary themes to social issues at large. This is geared towards corroborating the quantitative results, where high levels of cognitive mechanisms were noted, thereby substantiating the claim that literary involvement in teaching and learning enhances the analysis capacity imperative in effective language acquisition.

4.4.4 Theme 4: Affective responses and emotional engagement

Affective reactions were also at the heart of the qualitative results. Participants explained how literature provoked intense emotional reactions, making the texts

personal. Student 10 clarified, "*I develop a personal rapport with characters, so I am motivated to examine their decisions and feelings*." Similarly, Student 11 clarified, "*I am more motivated if the texts are theme-wise pertinent and emotionally dense*." Such affective reactions indicate that literature is not merely a source of cognitive growth, but also plays a significant role in cultivating students' motivation and interest by involving their personal lives and feelings. These results are significant as they provide insight into the affective aspect of learning that is difficult to capture through quantitative research. The student's personal life histories demonstrate that teaching based on literature can convert remote linguistic regulations into live experiences. This kind of emotional connection is certain to establish long-term interest and increased participation, which can ultimately generate enhanced language learning and a more significant learning process.

4.4.5 Theme 5: Sociocultural impact and global perspectives

The final prominent theme extracted from the interviews is the sociocultural impact of literature-based pedagogy. The respondents claimed that the study of a diversity of literary texts provided them with essential insights into a multiplicity of cultural orientations and social settings. Student 8 continued, "*The reading of historical and cultural tales has broadened my understanding of social issues as well as numerous cultural contexts*," while Student 12 added that literature "*allows one to develop a view towards multiple cultural as well as historic contexts, enlarging my view of the world*." These reactions highlight the role of literature in the development of intercultural competence, which is the main goal of modern language teaching. The research indicates that literary discussions promote language skills at the same time that they develop sensitivity to diversity and global issues awareness among students. Through reading texts from different cultural contexts, the students are capable of developing a broader scope of world awareness, which is in line with the general objectives of internationalized education. The socio-cultural aspect of learning deals with the issue of how literature plays a role in shaping students' knowledge of intercultural competence and global awareness to connect theoretical information with practical, everyday knowledge.

Despite the overwhelmingly positive responses, the interviews also suggest areas of improvement. Students suggest the inclusion of more contemporary texts, multimedia resources, and group projects. Such suggestions are that, although the pedagogy of literature in place is effective, there is space for developing teaching practices in greater alignment with students' varying interests and contemporary experiences. The intersection of both

quantitative and qualitative findings thus presents an argument hard to refute: literature-based instruction is not merely statistically proven to be effective but experientially enriching, providing a rich, multilayered experience of language learning. In summary, the qualitative findings present a dense, nuanced picture of literature-based instruction's strengths and weaknesses. By incorporating the perspective of students directly—Respondent 8's reference to emotional engagement, Participant 9's feeling of effective discussion, Pupil 10's meeting of creativity and challenge, Participant 11's focus on learning from individuals, and Student 12's interest in the humane quality of language—this study adds to quantitative analysis qualitative, impactful insight. The results highlight the importance of developing a multicultural, interactive, and context-responsive literature curriculum that bridges the gap between research and practice, successfully linking scholarly activity and informing future directions in English language education.

4.5 Discussion

The study sought to explore the multifaceted impact of teaching literature on English language learning performance. Quantitative findings documented excellent scores in all aspects of literary teaching activities, while qualitative interviews provided rich descriptions of learners' experiences. Together, these evidence sources account for three general research questions: the specific features of literature pedagogy influencing English language learning achievement; the different aspects of English language learning influencing literature pedagogy; and cognitive, affective, and sociocultural processes in English literature pedagogy language learning achievement interaction. By triangulating the questions, this conversation discusses the interrelation among pedagogic strategies, learning achievements, and the underlying psychological and social processes in an orderly way.

4.5.1 RQ1: Components of literature pedagogy: Genre, teaching methods, and interaction

The quantitative questionnaire further revealed that students across the board provided high marks for interest and relevance of literary texts and related teaching approaches to an average mark over 4.5 on a five-point Likert scale. This supports the argument that the pedagogy of literature is multimodal by nature, bringing together multiple literary styles, creative teaching strategies, and engaging learning in the classroom (Duff & Maley, 2007; Elley, 2001). Qualitative data to substantiate these. For example, Student 8 claimed that learning from literature "*has been very engaging—I like how it makes language learning feel more like exploring new worlds rather than just memorizing rules*" (Respondent 8). What is highlighted

in this statement is the value of genre variety and the live character of literary texts in creating interest and reorganizing the learning space. Further, Student 10's comment—"*I find that the teaching methods are well-balanced; the mix of lectures and working in groups allows learning complex ideas*"—demonstrates how blended delivery can improve learning by allowing a balance of traditional delivery and active, interactive modes. Likewise, Student 11's comment that interactive discussion "*helps clarify tricky sections*" maintains the transformative importance of interaction in literature pedagogy. These results corroborate Vygotsky's social constructivist theory that learning occurs through social interaction (Vygotsky, 1978). The findings indicate that the pedagogy of literature, through its inherent elements of genre exposure, multiple teaching strategies, and interactive involvement, provides a supportive learning environment in line with established educational theory (Larsen-Freeman, 2003).

4.5.2 RQ2: Impact on English language learning outcomes: Vocabulary, grammar, speaking, and writing

The quantitative data of the study revealed that literature-based instruction has a positive impact on various facets of language acquisition. The high mean scores in vocabulary enrichment questions (4.5), comprehension of grammar rules (4.6), reading (4.75), writing (4.45), and speaking (4.75) all indicate a general positive impact. The qualitative findings add more depth to the quantitative findings. Student 9, for example, has said, "*Literature lessons are a breath of fresh air from usual grammar lessons; they need discovery and discussion*," meaning that reading works make students bring to mind as much vocabulary as grammatical fact in a livelier environment (Oxford, 2017). Additionally, Student 10's comment that "*the group discussions and activities make abstract concepts more tangible*" is evidence that literature-based teaching verifies not just language mechanics but the deployment of those skills in speech and writing as well. This is particularly significant in that it verifies the possibility of language acquisition being optimally facilitated through being situated within the frame of meaningful, culturally rich texts rather than decontextualized grammar practice. Prior research has intimated the strengths of contextualized learning, observing that genuine materials like literature inevitably relate theory and practice of language (Kramsch, 1993). The current findings therefore contribute to the literature in as much as they illustrate how teaching through literature supports target language attainment through an integrated approach to the acquisition of technical competence and communicative competence (Canale & Swain, 1980).

4.5.3 RQ3: Cognitive, affective, and sociocultural processes in literature pedagogy

The greatest strength of this research lies in how it investigates the cognitive, affective, and sociocultural processes triggered by the coming together of literature instruction and language acquisition. Not only are cognitive processes limited to learning about the rules of the language, but also critical thinking and analysis capabilities are triggered (Bruner, 1996; Rosenblatt, 1994). Student 8's understanding of Hamlet "*made me think about human motives and emotions, allowing me to build stronger critical thinking*" shows literary understanding is more likely to allow for higher inferential thinking and information integration. This is also true for quantitative test results, which tested high in analytical thinking and information synthesis-based elements. Emotive processes such as motivation and emotional involvement were common. Respondents indicated that reading literature makes learning relevant and interesting to them. Student 10 informed, "*I have a personal connection to characters, which leads me to examine their decisions and feelings*," indicating how literature provides linguistic information but also on an affective level (Gardner, 1985). This affective investment is worthwhile since it is convertible into persistence and better learning attitudes—the same effect as that of affective filter hypotheses of second language learning studies (Krashen, 1982). At the sociocultural level, reading is considered a means by which learners develop an appreciation of various dimensions of culture (Takahashi, 2015). Student 12's statement that literature "*provides a window into other cultural and historical contexts, which broadens my worldview*" demonstrates how multicultural text learning enhances intercultural competence and social sensitivity. The qualitative data thus show that literature-based pedagogy not only enhances individual cognitive and affective achievement but also fosters a greater understanding of global cultural processes (Kumagai & Lypson, 2009; Wuntu et al., 2024). This accords with more recent constructions of pedagogy of culture, which hold that education is enriched where it mobilizes a multicultural, international horizon (Byram, 1997).

4.6 Significance of the findings

The importance of these findings is that they were supported in two ways, both quantitatively and qualitatively. Statistically, high mean ratings on so many dimensions of learning show that literature-based instruction is very important to students. The uniform consistency of positive responses, with minimal standard deviation on some of the most significant items (motivation and intercultural competence, for example), suggests that the benefits of literature pedagogy are consistently

recognized across the sample. Findings of this nature are significant in as much as they would seem to suggest that the use of literature in language teaching does not merely improve academic performance, but also life skills such as empathy, cultural awareness, and critical thinking. At a practical level, the findings offer an empirical rationale for education policy and curriculum development. The findings suggest that educators find adding diverse literary genres and participatory pedagogies to be something that they are exploring to maximize student engagement. As an example, the emphasis placed on classical and contemporary texts in the curriculum indicates an even approach to meeting a variety of student interests, as well as matching the overall agenda of multicultural education (Respondent 12). In addition, the good attitude towards class discussions and interactions is an observation that collaborative learning settings can be an impetus for better understanding and use of language concepts. This is particularly crucial during an era where students will benefit from exposure to diverse perspectives and interactive classrooms.

4.7 Comparison with prior studies and theoretical implications

The results of this research are in agreement with earlier pedagogy by way of literature research that has been argued for decades to support language acquisition through its multifaceted effect. For instance, earlier research has established that exposure to diverse literary modes promotes not just language proficiency but also critical cultural consciousness (Appleman, 2022). The research presented here indicates such bases by demonstrating that pedagogies of genres and creative pedagogies create a balanced environment for classroom interaction that tightens vocabulary, grammar, speaking, and writing abilities. The establishment of thought, feeling, and sociocultural settings of such research confirm the theory of second language acquisition by substantiating the need for an overall, multidisciplinary approach. The findings are consistent with Vygotsky's (1978) prediction that the development of cognition cannot be separated from cultural context and social interaction but test the affective filter hypothesis of Krashen (1982) that emotion has a critical function in language learning. Through a blend of such theoretical frameworks, the study offers a more detailed explanation of how literature-based instruction makes language learning success possible, theorizing that gains are not limited to linguistic learning but also to general personal and cultural development.

4.8 Unexpected findings

One of the surprises of this study was the somewhat lower rating in areas like vocabulary development and grammar support compared to the very high ratings for cognitive and affective results. Even though literary tradition has been acclaimed for improving language skills, the research shows that the students may have a differential impression of their language skills, in the sense that reading and speaking skills are more clearly improved compared to grammatical or vocabulary skills. This division could be attributed to the very nature of linguistic components; while literary texts naturally invite interpretive and analytical thinking, formal learning of vocabulary and grammar will more often require more overt and focused instruction. Such an outcome might be seen as a plea for a more integrated approach in literature-based instruction, one that consciously balances the implicit benefits of literary experience against overt language learning strategies. The second surprising outcome was the small yet consistent variation in gender differences in rating across the different sections of the questionnaire. Even though male respondents gave slightly higher mean ratings than females, the variations were not statistically significant. This is surprising considering some of the earlier research that has been reporting gender differences in motivation and performance in language learning (Dörnyei & Ushioda, 2021; Ushioda, 2011). The absence of significant gender differences in this study can be attributed to the samples' homogeneity (all the subjects being second-semester students of English Literature) and high general interest in literature-based pedagogy. However, this is an indication of the capacity of literature-based instruction to reduce gender differences by rendering learning experiences relevant and effective for all.

4.9 Implications

The findings of this study have strong implications across various fronts. Theoretical implications of the inclusion of literature-based instruction in the language acquisition process strengthen current sociocultural and constructivist models since dense content in emotion and culture strengthens cognition, affect, and sociocultural competence (Gee, 1996; Vygotsky, 1978). This multifaceted effect addresses the referenced shortfall in usual models that usually concentrate on purely cognitive factors, hence broadening our grounds for theory for comprehensive language acquisition (Krashen, 1982). In practice, the study aims at the realization of varied literary content and interactive lesson realization within the class. Teachers' curriculum design should thus not just provide room for attention to linguistic correctness but also incorporate critical thinking, empathy, and intercultural competencies of learners. Positive sweeping scores and qualitative narratives attest that such pedagogic practice provides a more participatory and engaging learning experience and hence enhances overall control of language (Dörnyei & Ushioda, 2021; Ushioda, 2011).

Policy-wise, the findings recommend education reforms in the direction of placing literature-based learning at the forefront of language courses (Hossainm 2024). Policy-makers need to make it obligatory that literary forms of different scopes and texts of different cultural origins are included in curricula so that more diversified curricula can be introduced in line with the globalized nature of language studies. This will prepare learners to learn critical thinking more appropriate for the 21st century (Thornhill-Miller et al., 2023). At the social level, the heightened intercultural awareness and competence generated through literature-based education has long-term implications. By fostering an appreciation of more divergent cultural outlooks, such a pedagogy can be a component of developing more socially conscious and inclusive societies. Finally, follow-up studies need to investigate the differential impact of literature on a range of language abilities, ask questions about longer-term effects of instruction based on literature, and bring the research to different classroom environments. This will cast further insight into how literature redefines language acquisition and continues to discover effective teaching practices.

4.10 Limitations and recommendations

This study, though presenting reflective evidence on literature-based learning in learning the English language, is prone to various pitfalls that deserve scrutiny. Firstly, the sample population was fairly small with an aggregate number of only twenty subjects of similar demographic profiles (age 21–23, same level of education). The small sample size can limit the generalizability of findings to more varied and wider populations, especially with different educational levels or cultural settings (Vygotsky, 1978). A further limitation is the research design, which consisted of a mixed-methods approach involving quantitative ratings and qualitative interviews. Despite this triangulation enhancing internal validity, the employment of self-report data is vulnerable to social desirability bias and respondent subjectivity. These may impact the validity of the measures in terms of cognitive, affective, and sociocultural domains (Krashen, 1982). In addition, the cross-sectional design of the study captures participants' experiences in a snapshot that precludes learning about the long-term effects of instruction based on literature. In data collection, qualitative interviews were conducted with a very small sample of students and will not necessarily reflect the full spectrum of student experience and attitudes. Coding, even when undertaken in an iterative, rigorous fashion, remains open to the researchers' interpretive perspective and will influence the identification of themes and therefore overall analysis (Gee, 1996).

Regarding future research, it is recommended that larger and more representative samples be used to increase the external validity of findings. Longitudinal study designs can produce more informative data on the long-term effect of pedagogy from the literature on language acquisition. In addition, the application of over one source of data—i.e., teacher evaluations and classroom observation—can better triangulate outcomes and refute self-reported prejudice built into them. Other designs, such as experimental designs, would allow causal connections between literature-based instruction and some language acquisition to be established.

V. CONCLUSION

The current research has proven that literature-based teaching strongly assists different English language learning elements. Quantitatively, the participants agreed highly on the literacy of textual effectiveness and instruction methodologies, where all means were above 4.4 on a scale of 5. Descriptive statistics and frequency distributions indicated that literature not only involves students cognitively learning such abilities as critical thinking and analytical reasoning—but also develops affective and sociocultural abilities (Krashen, 1982; Vygotsky, 1978). Qualitative results complemented these by indicating students' individual experiences, demonstrating how reading various literary forms at the same time provides a better sense of language sensitivities and intercultural sensitivity. Students testified that teaching literature revalues learning from the mechanistic to the interactive, dynamic process intertwining theoretical and practice (Gee, 1996).

The quality of the research lies in the two-pronged approach using quantitative indicators and qualitative anecdotes so that a strong and all-inclusive image of the role of literature in teaching language is provided. This blended paradigm attempts to fulfill a central research need for an explanation of the impact that literature-based methodology has not just on linguistic ability, but on cognitive and affective development as well. The results of this research indicate that the blending of literature with the language course is at the center of establishing a more participative, culturally authentic, and emotionally stimulated learning process. Overall, the research highlights the power of literature-based instruction to redefine language acquisition in the present age. In demonstrating the efficacy of the approach through the findings and the authentication of the benefit by the learners, the research encourages even further inclusion of literature in the curriculum. The influence of this research reaches beyond the scope of academic achievement; it plays a role in shaping empathetic, culturally aware students in a globalized world. The results

provide strong evidence that literature, as instructed by innovative, interactive approaches, can be a powerful stimulus to general language learning.

AVAILABILITY OF SUPPORTING DATA

Supporting data for the research are available upon request. If you need any additional materials or information, please contact the author directly.

COMPETING INTERESTS

No competing interests are disclosed by the author. There are no monetary or other connections that could skew how the results are interpreted or presented because this study was carried out independently.

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