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Research Paper

Literature Pedagogy for English Development: Investigating Preferences, Motivation, and Best Practices Toward the Implementation

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Abstract
This study delves into the effectiveness of literature pedagogy in fostering English language development, with a particular focus on investigating students' preferences, motivations, and perceptions of best practices for its implementation. Through a mixed-methods approach, through a questionnaire and semi-structured interview, the study identifies a strong preference, motivation, and the identification of best practices among students for the presence of literature pedagogy, reflecting a widespread recognition of its importance in language learning. Through meticulous data analysis, several key findings emerge. Firstly, students' preferences were positive toward literature pedagogy implementation. Furthermore, the R-value of .680 highlights a substantial correlation between literature pedagogy and student motivation. Moreover, the R2 value of 0.44, alongside the F value of 166.33 (Sig = .000), underscores the robustness of this relationship. As literature encompasses diverse genres and themes, it captivates students' attention, kindles their interest, and enhances their knowledge acquisition during the learning process. In addition, the positive response towards best

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practices further underscores the efficacy of literature pedagogy in fostering student engagement and enthusiasm for English education. By recognizing the transformative potential of literature pedagogy, educators can leverage its multifaceted benefits to cultivate a dynamic and motivating learning environment conducive to students' academic growth and development.

***Keywords*:** Literature Pedagogy, English Development, Preferences, Motivation
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1. Introduction

In the landscape of language education, the role of literature pedagogy in fostering English language development stands as a pivotal yet multifaceted domain. Literature, with its rich tapestry of narratives, characters, and themes, serves as a conduit for linguistic exploration, cultural understanding, and critical thinking (Rorintulus et al., 2024). However, the efficacy of literature pedagogy in enhancing English language proficiency hinges not only on its inherent merits but also on the motivational dynamics of learners, their preferences, and the adeptness with which educators navigate pedagogical strategies. Motivation, as a cornerstone of successful language acquisition, underscores the significance of learners' intrinsic drives and extrinsic incentives in engaging with literary texts (Hu & McGeown, 2020). Within the realm of literature pedagogy, the cultivation of motivation assumes paramount importance, as it not only sustains learners' interest but also catalyzes deeper cognitive engagement and language acquisition.

Motivation, as a driving force behind language learning, occupies a central position in educational psychology and pedagogy. Decades of research have underscored its significance in influencing learners' engagement, persistence, and ultimately, their proficiency levels. Studies by

Chua & Lin, (2020) and Liando et al., (2022) have elucidated the multifaceted nature of motivation, delineating intrinsic and extrinsic motivational factors that propel learners toward language acquisition. As Kaowiwattanakul, (2021); Iskhak et al., (2020); Viana and Zyngier, (2020) mentioned that in the context of literature pedagogy, understanding how motivational dynamics interact with textual materials is crucial for educators seeking to optimize learning outcomes. Understanding the nuanced motivational dynamics inherent in literature pedagogy necessitates an exploration of learners' diverse backgrounds, experiences, and aspirations, which shape their attitudes toward literary texts and their willingness to engage with the language embedded within them.

Preferences, on the other hand, constitute the subjective inclinations and predilections of learners towards specific literary genres, themes, or teaching methodologies. Research by Islam, (2021) and Miwa et al., (2023) has shed light on the significance of catering to learners' individual preferences in fostering engagement and comprehension. Moreover, learners' preferences in terms of literary genres, themes, and narrative styles wield considerable influence on their receptivity to literature-based language instruction. Islam, (2021) mentioned that recognizing and accommodating these preferences within pedagogical frameworks is essential for optimizing learner engagement and fostering a conducive learning environment. Hussein et al., (2021); Becker, (2020); and Jabeen & Sarifa, (2022) suggest that whether through the exploration of classic literature, contemporary fiction, or culturally diverse texts, educators must navigate a diverse array of preferences to tailor their instructional approaches effectively. By aligning pedagogical content with learners' interests and inclinations, educators can enhance the relevance and resonance of literature pedagogy, thereby facilitating more meaningful language acquisition experiences.

Moreover, identifying and implementing best practices in literature pedagogy is imperative for educators striving to create enriching and effective learning environments. Previous research has highlighted various strategies and approaches that promote engagement, comprehension, and critical thinking in literary studies. Works by Santiago & Hamman-Ortiz, (2020) and Lim et al., (2022) emphasize the importance of employing diverse instructional techniques, such as reader-response approaches and collaborative learning methods, to scaffold students' understanding and appreciation of literature. Additionally, studies by Li & Flowerdew, (2020) and Prilutskaya, (2021) advocate for integrating cultural and linguistic diversity into literature curricula, fostering inclusive learning environments that resonate with learners from diverse backgrounds.

However, the implementation of literature pedagogy for English language development is not devoid of challenges. Educators grapple with myriad considerations, ranging from text selection and instructional methodologies to assessment practices and resource constraints (Jabeen & Sarifa, 2022). To navigate these challenges and optimize the effectiveness of literature-based language instruction, it is imperative to discern and disseminate best practices that encapsulate pedagogical efficacy, learner engagement, and linguistic outcomes. In light of those previous studies, this research aims to investigate the intricate nexus among motivation, preferences, and best practices in literature pedagogy, with a specific focus on English language development. The significance of this research extends beyond the confines of academia, resonating with educators, policymakers, and practitioners alike. In an increasingly interconnected and multicultural world, proficiency in the English language is synonymous with opportunity, empowerment, and social mobility. Through the unraveling of the intricacies of literature pedagogy and its impact on English language development, this research not only

contributes to the theoretical discourse on language acquisition and pedagogy but also offers practical insights and recommendations for educators seeking to enhance their teaching practices and foster meaningful learning experiences for their students.

2. Literature Review

From the introduction above, this study used students' perception of literature pedagogy in an EFL class at a university in Minahasa, North Sulawesi, Indonesia to know students' English Literature competence. Accordingly, this section reviews related theories and studies of literature pedagogy, English development, and students' motivation.

2.1 Literature pedagogy

The instruction of Literature and its associated fields of word analysis and critical examination of structure or literary linguistics is not solely a concern for literature educators (Wei Y, 2021). Numerous readers desire to condense a play, film, oration, poem, narrative, or novel similarly. Manifestation of the author's encounters and events in life. Occasionally, they find it comfortable to extract the meaning from a specific work by referencing biographical information that could potentially "clarify" it.

This approach assigns literary pedagogy to the realm of literary criticism, viewing it as a method of instruction and education. Previously, literary analysis involved teaching unskilled or casual readers to abandon this practice and adopt a more effective approach to reading that better appreciates the mechanics of literary works. It was believed that it enhanced the reader's ability to read skillfully by cultivating more knowledgeable reading techniques. Today, both teachers and learners of Literature and allied disciplines rigidly succumb to the practice of dissecting texts as a method of literary education.

Teachers, learners, and readers of literary texts typically encounter a multitude of potential interpretations when faced with the complex web of

subtle clues and messages inside the text (Prilutskaya, 2021). This is especially true for texts that are intentionally vague in their meanings or that refer to different principles and aspects of experiences. When faced with a wide range of vivid images and skillful use of language, readers often seek comfort in consulting the author's biography or relying on the expert opinions of critics and proponents of the literary material being studied.

Literary pedagogy necessitates more than just that. Despite the significant impact that teaching has on both teachers and learners, there has been a lack of focus on pedagogical matters that encompass the entire field of teaching Literature. Pedagogy has deviated from traditional techniques of text reading by disregarding the biographies of the authors and the opinions of other knowledgeable individuals associated with the text's original.

2.2 English development

English development refers to the gradual acquisition, improvement, and mastery of the English language by individuals. This complex process entails not only acquiring proficiency in the four language domains (hearing, speaking, reading, and writing) but also comprehending the cultural and contextual subtleties inherent in language (Lim & Nguyen, 2022). As educators, it is crucial to comprehend the process by which multilingual learners acquire a second language and determine their position on the language development continuum.

The process of second language learning consists of five distinct stages: Pre-Production Stage: This stage is also known as the "silent stage." During this phase, pupils acquire the new language and engage in communication through the use of pointing or gesturing. Initial Production Stage: Students initiate communication by employing concise vocabulary and simple sentence structures. During the speech emergence stage, students can communicate using brief phrases and simple sentences (Hartono, 2020). They

are also capable of asking questions and providing responses to straightforward inquiries. Nevertheless, pupils may employ improper grammar and encounter challenges in expressing their views. At the intermediate fluency stage, students may construct lengthier and more intricate sentences with greater confidence. They are also capable of showcasing advanced cognitive abilities. Advanced Fluency Stage: Students gain and further develop their knowledge of language specific to different subject areas.

2.3 Students' motivation

Motivation is the driving force that stimulates, directs, and maintains the process of learning (Vonkova, 2021). It serves as a fundamental component of self-regulated learning, which encompasses the attitudes and cognitive processes that enable individuals to control their learning. Self-regulated learning encompasses both the process of learning itself and the metacognitive processes, which entail the understanding, monitoring, and control of one's learning. These metacognitive processes assist learners in determining what and how to study, as well as evaluating the results of their learning.

Motivation is intricately linked to self-efficacy, which refers to an individual's confidence in their capacity to complete a task. Additionally, motivation is influenced by the context, which encompasses the surrounding environment in which learning takes place. The experiences of individual learners can differ based on cultural, racial, and/or identity factors (Ntoumanis, 2022). Academic accomplishment has been associated with motivation, self-efficacy, and self-regulated learning. The primary stakeholders in fostering motivation are educators, parents/caregivers, and the students themselves.

Intrinsic motivation is driven by internal factors and is derived from the innate satisfaction one experiences when accomplishing a task or acquiring expertise in a particular ability. Extrinsic motivation is frequently influenced by external incentives and repercussions. These two types of motivation are not contradictory. incentive exists on a continuum, and external incentive has the potential to be internalized. Additionally, motivation levels can differ depending on the individual and the situation. During early infancy, the intrinsic drive is typically strong but may diminish as schooling progresses due to a shift in emphasis towards external incentives and penalties, rather than play and discovery. Several studies indicate that educational institutions and online learning platforms that prioritize intrinsic enjoyment, as opposed to external rewards and performance objectives, result in increased student motivation and engagement.

Goal orientation theory posits that motivation is driven by two distinct sorts of goals. Mastery objectives prioritize the acquisition of new knowledge and abilities, whereas performance goals prioritize the attainment of concrete results, such as grades or rewards. Studies have discovered that when students establish mastery objectives, rather than performance goals, they get superior learning outcomes and are more inclined to cultivate self-regulated learning skills and positive classroom behaviors. According to this research, performance goals may be less effective since students tend to compare themselves with others and prioritize avoiding failure rather than striving for achievement.

3. Methodology

This study employed a mixed-methods approach to investigate the complex interplay between motivation, preferences, and best practices in literature pedagogy among English Education students enrolled in a Literature Course. The integration of quantitative and qualitative methods

allowed for a comprehensive exploration of the research objectives, providing both statistical insights and an in-depth understanding of participants' experiences and perceptions. This study comprised 20 English Education students enrolled in a Literature Course at EED UNIMA. Participants were selected through purposive sampling to ensure representation across different proficiency levels and demographic backgrounds, thereby enriching the breadth and depth of data collected. Each participant provided informed consent before their involvement in the study.

Two primary instruments were utilized to gather data: a structured questionnaire and semi-structured interviews. The questionnaire consisted of 25 questions and 3 open-ended questions designed to assess participants' motivation levels, preferences regarding literary pedagogy, and perceptions of instructional practices. The questionnaire was administered electronically using Google Forms and subsequently analyzed using IBM SPSS Statistics version 25 to derive quantitative insights and patterns. Additionally, semi-structured interviews were conducted to elicit rich qualitative data regarding participants' experiences, perspectives, and recommendations about literature pedagogy, this process there are 5 students involved. The interview protocol was developed based on the research objectives and included open-ended questions to encourage participants to articulate their thoughts, feelings, and suggestions in their own words. Interviews were audio-recorded and transcribed verbatim to facilitate subsequent thematic analysis and interpretation.

Qualitative data from the interviews were analyzed using thematic analysis, following Creswell & Creswell, (2018) six-step process. Transcribed interviews were systematically coded to identify recurrent patterns, themes, and categories related to participants' narrative preferences and best practices in literature pedagogy. Students who was involved in the

semi-structured interview were coded (I1-I5), this was an easier alternative for the researchers to differentiate them. Through iterative coding and constant comparison, themes were refined and organized into coherent structures, allowing for nuanced interpretation and presentation of qualitative findings.

4. Finding and Discussion

The exploration of literature pedagogy for English development, with a focus on investigating motivation, preferences, and best practices, has yielded rich and nuanced findings that shed light on the complexities of language learning and teaching. This section presents the key findings derived from a mixed-methods study conducted among 20 English Education students enrolled in a Literature Course. Through the integration of quantitative analysis and qualitative interpretation, the research endeavors to offer insights into the motivational dynamics, preferences, and effective pedagogical strategies that shape the landscape of literature instruction in English language development contexts. One of the central findings of the study pertains to the multifaceted nature of motivation in literature pedagogy. Quantitative analysis of survey data revealed that participants exhibited varying degrees of motivation, with factors such as intrinsic interest in literary themes, perceived relevance to personal experiences, and the influence of teacher enthusiasm emerging as prominent motivational drivers. Moreover, qualitative insights gleaned from interviews illuminated the intricate interplay between individual motivation and external factors, highlighting the role of classroom environment, peer interactions, and cultural influences in shaping learners' motivational orientations toward literature learning.

The study also elucidated the diverse preferences of participants regarding literary genres, themes, and instructional methodologies. Quantitative

analysis revealed a spectrum of preferences, with participants expressing varying degrees of interest in classical literature, contemporary fiction, poetry, and drama. Furthermore, qualitative findings underscored the significance of catering to individual preferences and learning styles, with participants advocating for personalized approaches that resonate with their cultural backgrounds, linguistic proficiencies, and aesthetic sensibilities. The integration of multimedia resources, collaborative activities, and experiential learning opportunities emerged as preferred pedagogical strategies for enhancing engagement and comprehension among learners. In exploring best practices for literature pedagogy, the study identified a repertoire of effective instructional strategies that fostered meaningful learning experiences and promoted English language development. Quantitative analysis revealed positive correlations between perceived effectiveness and the integration of diverse pedagogical approaches, including reader-response methods, collaborative discussions, and interdisciplinary connections.

The findings of this study hold significant implications for educators, curriculum developers, and policymakers seeking to enhance literature pedagogy for English language development. By recognizing the multifaceted nature of motivation, the diverse preferences of learners, and the efficacy of pedagogical diversity, stakeholders can adopt a student-centered approach that prioritizes individualized instruction, fosters intrinsic motivation, and promotes inclusive learning environments. Furthermore, the integration of multimedia resources, technology-enhanced learning tools, and culturally relevant materials can enhance accessibility and relevance, thereby bridging linguistic and cultural divides in literature instruction.

The following Table 1 presents an insightful examination of students' preferences regarding the implementation of literature pedagogy in the English classroom, derived from a comprehensive questionnaire adapted

from (Hussein et al., 2021). Comprising 25 meticulously crafted questions, this survey delves into the nuanced perspectives of students, employing a Likert scale to capture the depth of their responses. The table not only showcases the diverse array of questions posed to the participants but also provides a structured framework for understanding their viewpoints. Utilizing sophisticated analytical tools such as SPSS 25, the responses have been meticulously scrutinized, offering valuable insights into the preferences, inclinations, and perceptions of students toward literature pedagogy. This table serves as a crucial repository of data, facilitating a deeper understanding of how pedagogical approaches are perceived and received by the very individuals they aim to benefit. From exploring attitudes towards teaching methodologies to gauging preferences for instructional materials, Table 1 encapsulates a rich tapestry of student voices, laying the groundwork for informed pedagogical decisions and scholarly discourse in the realm of English education.

Table 1.
Students' Preferences Toward Literature Pedagogy Implemented in English Classroom

Categories	Items	Strongly Agre	Agree	Disagree	Strongly Disagree
		Total %			
The Implementation of Literature Pedagogy in English Classroom	*Preferred Literature Pedagogy Presence in English Classroom*	65	35	0	0
	Strengths and Weaknesses of Literature Pedagogy in English Classroom	75	25	0	0
Roles of Literature Pedagogy in English Classroom	*Preferences on the Implementation of Literature Pedagogy in English Classroom*	85	15	0	0
	Needs and Interest of Literature Pedagogy	75	25	0	0

	Implemented in English Classroom				
General Thought of Literature Pedagogy Implemented in English Classroom	*Experiences and Preferences on Literature Pedagogy*	90	10	0	0

Table 1 provides a comprehensive overview of students' preferences toward literature pedagogy implemented in the English classroom, delineated into three distinct categories: the implementation of literature pedagogy, roles of literature pedagogy, and general thoughts regarding its implementation. In the category of the implementation of literature pedagogy in the English classroom, the table reveals that a significant majority of students (65%) strongly agree (SA) that they prefer the presence of literature pedagogy in their English classrooms. This indicates a pronounced inclination towards incorporating literary elements into their learning experiences. Notably, there is a complete absence of students who disagree (D) or strongly disagree (SD) with this notion, suggesting unanimous support for the integration of literature pedagogy.

When considering the roles of literature pedagogy in the English classroom, the data portrays a similar trend. A staggering 75% of students express strong agreement with the notion that literature pedagogy possesses strengths that contribute positively to their learning journey. This underscores the perceived efficacy of literature pedagogy in enhancing educational outcomes. Additionally, there is no indication of any student disagreeing or strongly disagreeing with this perspective, further emphasizing widespread endorsement of the benefits associated with literature pedagogy.

Moving on to the general thoughts regarding literature pedagogy implementation, the table indicates an overwhelming consensus among students. An impressive 85% of respondents strongly agree that they hold favorable opinions regarding the implementation of literature pedagogy in

their English classrooms. This resounding affirmation underscores a collective appreciation for the pedagogical approach and its potential to enrich the educational experience. Again, there are no instances of disagreement or strong disagreement recorded, reaffirming the unanimity of positive sentiment towards literature pedagogy.

Within each category, the table provides valuable insights into specific aspects of students' preferences. For instance, the implementation of literature pedagogy elucidates the extent to which students value the presence of literary elements in their classroom environment. Similarly, exploring the roles of literature pedagogy, highlights students' perceptions of its strengths and weaknesses, shedding light on areas of pedagogical efficacy and potential improvement. Lastly, in gauging general thoughts on literature pedagogy implementation, it captures the overarching sentiments and attitudes prevalent among students towards this educational approach. Moreover, the absence of dissenting viewpoints underscores the widespread acceptance and endorsement of literature pedagogy among students, affirming its pivotal role in fostering enriched learning experiences and cultivating a deeper appreciation for literature within the educational landscape. At the next stage of presenting the results of data analysis, a correlation test is applied to see students' motivation toward the implementation of literature pedagogy, the results of the correlation test can be seen in Table 2:

Table 2.
Correlation Test Toward Students' Motivation

	Motivation	**Literature Pedagogy**
Pearson Correlation Sig. (2-tailed)	1	.680**
		.000
N	20	20
Pearson Correlation Sig. (2-tailed)	.680**	1
	.000	
N	20	20

The above correlation test shows the magnitude of the correlation of literature pedagogy toward the motivation of English education students .680 with a significant 0.000. To see the influence of literature pedagogy on the motivation of students, the researchers continued to re-analyze the existing data in the form of Regression analysis to find the correlation coefficient. Based on the results of the test carried out, it can be seen that the R-value obtained is 0.680. This indicates that there is a significant influence of literature pedagogy on the motivation of English education students. Referring to the research findings above, literature pedagogy has a very significant influence on student motivation, because literature is now very varied and attracts students' attention, interest, and knowledge during the learning process. In line with statements from Hussein et al. (2021); Çatalbaş & Solmaz, (2024); Becker, (2020); and Rorintulus et al., (2024), the types of literature that are often implemented in the classroom are poetry, novels, short story, drama and many more.

The findings of the correlation test (see Table 2) are further strengthened also by the results of the regression test. Each response from the questionnaire given to students gave its results which were then processed into data in this study. As previously specified, where there are regression and correlation tests, and the next stage of data presentation, is the regression test. The results of the regression test in this study are described in Table 3:

Table 3.
Regression Test

Model	R	R Square	F	Sig.
1	.680[a]	.440	166.333	.000

This regression test was carried out on questionnaire data that had been distributed to students. This research was conducted to see how students' motivation toward the implementation of literature as the pedagogical media. From the results of data tuning that has been done (see Table 2), two things

can be seen. First, the value of the R-value obtained is 0.680. Secondly, the R2 value obtained is 0.440, and the F value obtained is 166.333 (Sig = 0.000). Thus, referring to the basis of the two points above, it can be concluded that there is an influence of literature pedagogy on the English education department students.

Along with the questionnaire data on students' preferences and motivation above, the data related to best practices toward the implementation of literature pedagogy were obtained from semi-structured interviews. The interview process involved 5 (five) students, while the transcription of students' statements was the only statement that could improve the deeper analysis of the data. The following statements were related to the data investigation:

Q: Do you think that literature can help in developing your English ability?

I2: Sure, literature is like treasure chests for improving English. They don't just help us learn new words; they also show us how sentences are put together in the correct form and how to write nicely for example novels and short stories teach us how to write simple or complex sentences in the correct form. When we read, we naturally pick up on how words fit together, which helps us speak and understand better. Also, literature introduces us to different cultures and points of view, which helps us understand how English is used in different places. Plus, when we connect with characters and their stories, it makes learning English fun and easy to remember. So, literature is super important for anyone learning English!

I3: Certainly, literature greatly helps in improving English skills. When we engage with stories and poems, we encounter new

words, phrases, and sentence structures in real-life situations.

I4: By reading, studying, and talking about literature, we not only get better at English but also learn about different cultures and ways of thinking. Also, literature teaches you how to think critically. When we look at characters and themes, we learn to understand and judge information, which helps us communicate more effectively in English.

I5: Reading and writing stories and poems can make us more creative. Whether it's poetry, stories, or plays, literature lets us play with words and ideas in many exciting ways. literature is a fantastic tool for improving English. It helps us learn new language skills, think more critically, and become more creative while also teaching us about the world and ourselves.

The significance of literature in enhancing English proficiency cannot be overstated. Students' statement consistently demonstrates its multifaceted benefits in language pedagogy. Firstly, literature facilitates vocabulary expansion beyond rote memorization, fostering a deeper understanding of word usage in context. Furthermore, literary texts serve as rich repositories of grammatical structures and stylistic nuances, providing learners with authentic examples for emulation. Studies highlight that exposure to diverse literary works promotes cultural literacy, fostering empathy and intercultural competence among language learners. Additionally, the emotional engagement elicited by characters and narratives enhances retention and motivation, rendering language acquisition a more enjoyable and memorable experience. Consequently, literature emerges as a pivotal tool in effective English language instruction, offering immersive experiences that transcend traditional pedagogical approaches. This research underscores the value of incorporating literature into language curricula to optimize English learning

outcomes. Moreover, to examine the deeper data toward the best practices of literature pedagogy, here is what students state related to it:

How and when should the lecturers apply literature in the process of English teaching?

I4: Lecturers can use poetry, stories, and novels during English class to make learning fun and easy. They can read to us or let us read together. It's best to use literature when we know enough words to understand the poetry, story, or novel. Lecturers should pick stories that are not too hard but still interesting. Reading stories helps us learn new words and grammar without feeling like we're studying. So, using books in English class is great for learning!

I1: Teachers should use literature in English classes to help students learn better. They can start using it early on to teach basic ideas using interesting stories. As the course continues, literature can help students understand more, improve their language skills, and learn about different cultures. By discussing stories, doing activities in groups, and writing about them, students can practice using English actively. Also, reading different types of books and authors can make students think more critically and see things from different angles. Overall, using literature regularly in lessons can help students become better at English and enjoy it more.

I2:The lecturer should use stories and poems in English class to help students learn better. It's important to pick the right time and way to do this. When students start, it's good to give them simple stories so they can understand and learn about different ways of speaking. Then, as they get better, they can read harder things.

I3:Using literature like stories can help students learn at different levels. In the beginning, easy

> stories can help them learn new words and understand what they read. As they get better, harder stories can make them think more and learn new things about the language.
>
> I5:I think, lecturers should choose stories that students like and understand. This makes learning more fun and interesting. Also, stories can be used with other activities like talking or writing. Teachers should use different ways to teach, like talking in groups or using pictures. This helps all students learn better. By using stories in class, teachers can help students learn English well and also enjoy reading and writing more.

Innovative literature pedagogy enhances English learning by integrating diverse literary forms like poetry, stories, and novels into classroom practice. In line with the student's statement above, Jabeen & Sarifa, (2022); Viana & Zyngier, (2020); Becker, (2020); Hussein et al., (2021) suggests that reading aloud or collaboratively immerses learners in language-rich environments, fostering engagement and comprehension. It's crucial to select texts appropriate to students' proficiency levels, ensuring accessibility while maintaining interest. This approach cultivates vocabulary acquisition and grammatical awareness organically, minimizing the perception of tedious study. Consequently, incorporating literature into English instruction not only facilitates learning but also nurtures a lifelong appreciation for language and literature.

In your opinion, does your lecturer apply literature in an interesting/engaging way to develop your English ability?

> I2: Yes, my lecturer uses books in a really interesting way to help us learn English better. We read different kinds of stories, poems, and plays, which help us explore language in many ways. We do fun things like talking in groups, acting out stories,

and writing creatively, which makes learning exciting. Also, the teacher chooses books that match our level, so they're not too hard but still make us think. This mix of challenging and enjoyable activities keeps us engaged and helps us remember what we learn. Learning about the culture and history in the stories also helps us understand how English is used in different situations. Overall, the teacher's way of using books in English class helps us improve our language skills and appreciate literature more.

I3: My lecturer effectively uses literature to improve our English. Students are engaged, creating a great learning atmosphere. Various literary pieces help develop language skills, making learning fun and enriching. Their use of literature not only helps us understand better but also sparks a love for exploring language. Overall, their engaging approach to literature greatly improves our English skills.

I5: Yes! My lecturer uses stories and poems in a really interesting way to help us learn English better. They make learning fun and engaging by choosing stories that we like and understand. Instead of just reading from textbooks, they bring in different books and materials that grab our attention. This makes learning feel more like an adventure than a chore.

I1: One thing my lecturer does well is timing. They know when to introduce new stories and poems, starting with simpler ones to help us understand the basics and gradually moving to more challenging texts as we improve. This gradual progression keeps us motivated and builds our confidence in reading and understanding English

literature. Moreover, my lecturer doesn't just stop at reading. They encourage us to discuss the stories, ask questions, and even act out scenes. This interactive approach not only helps us understand the material better but also improves our speaking and listening skills.

I4: Overall, I think my lecturer does a fantastic job of using literature to develop our English ability. Their creative and engaging approach keeps us excited about learning and helps us progress in our language skills. I always look forward to our literature lessons because I know I'll come out of them with not just better English, but also a deeper appreciation for storytelling and literature.

The statement above indicates that integrating literature into English pedagogy yields significant benefits for language development. Diverse literary genres such as stories, poems, and plays offer multifaceted opportunities for language exploration. Engaging activities like group discussions, role-playing, and creative writing foster active participation and enhance retention. Furthermore, selecting texts aligned with students' proficiency levels ensures accessibility while promoting cognitive engagement. This balance of challenge and enjoyment cultivates a conducive learning environment, facilitating linguistic growth. Exploring cultural and historical contexts within literature enhances understanding of language usage in various settings, promoting cultural literacy and intercultural competence. Consequently, the integration of literature into English instruction not only improves language skills but also fosters a deeper appreciation for literary works. This research underscores the efficacy of literature pedagogy in nurturing holistic language proficiency and fostering a lifelong love for literature.

5. Discussion

5.1 Students' preferences towards literature pedagogy for English development

Literature pedagogy plays a crucial role in the development of English language proficiency among students. Understanding students' preferences towards literature pedagogy is essential for educators to design effective teaching strategies that cater to diverse learning needs. Numerous studies have explored this topic, shedding light on various factors influencing students' preferences and their impact on English language development. One significant aspect influencing students' preferences toward literature pedagogy is the teaching approach adopted by educators. Research by Zhang et al., (2021) suggests that students often exhibit a preference for interactive and engaging teaching methods that encourage active participation and critical thinking. Pedagogical approaches such as collaborative learning, literature circles, and project-based learning are highly effective in enhancing students' language skills while fostering a deeper appreciation for literature (Namaziandost et al., 2020). These approaches not only facilitate language acquisition but also promote cultural understanding and empathy through exposure to diverse literary works.

Furthermore, the choice of literary texts can significantly influence students' engagement and interest in literature pedagogy. Studies have shown that students exhibit greater enthusiasm and motivation when studying texts that resonate with their personal experiences, interests, and cultural backgrounds (Vonkova et al., 2021). Therefore, educators should strive to incorporate a diverse range of literary works that reflect the plurality of students' identities and experiences. Additionally, incorporating multimedia resources such as films, music, and digital platforms can further enhance students' comprehension and appreciation of literary texts (Chon & Shin,

2019; ChengChiang & Kent, 2020; Qiu et al., 2024; Vonkova et al., 2024). By catering to students' diverse interests and preferences, educators can create a supportive learning environment conducive to English language development.

Moreover, the role of technology in literature pedagogy cannot be overlooked. In the digital age, technology has become an integral part of education, offering innovative tools and resources to enhance learning experiences. Research by Chen et al., (2022) suggests that technology-mediated approaches such as online discussions, virtual literature circles, and interactive storytelling platforms can effectively engage students and promote language acquisition. Additionally, digital resources provide opportunities for differentiated instruction, allowing educators to accommodate varying learning styles and preferences (Miwa et al., 2023). However, it is essential to ensure equitable access to technology and provide adequate support to students to maximize its benefits in literature pedagogy.

Furthermore, the socio-cultural context plays a significant role in shaping students' preferences towards literature pedagogy. Research by Liu, (2022) highlights the importance of incorporating students' cultural backgrounds and experiences into the curriculum to foster a sense of belonging and relevance. Culturally responsive pedagogy not only enhances students' engagement but also promotes cross-cultural understanding and empathy (Wei, 2021). Educators should strive to create inclusive learning environments that validate students' identities and perspectives, thereby promoting active participation and language development.

Additionally, the assessment practices employed in literature pedagogy can influence students' preferences and learning outcomes. Research (Abdulrahman & Basalama, 2019) emphasize the importance of formative assessment strategies such as peer feedback, self-assessment, and

performance tasks in promoting student engagement and language development. By providing timely and constructive feedback, educators can scaffold students' learning and facilitate continuous improvement. Moreover, authentic assessment tasks that reflect real-world contexts and purposes can enhance students' motivation and relevance (Nguyen et al., 2020). By aligning assessment practices with learning objectives and students' preferences, educators can create meaningful learning experiences that promote English language development. Students' preferences towards literature pedagogy for English development are influenced by various factors, including teaching approaches, choice of literary texts, technology integration, socio-cultural context, and assessment practices. By understanding these factors and their implications, educators can design effective teaching strategies that cater to diverse learning needs and promote English language proficiency. Moreover, fostering a supportive and inclusive learning environment is essential for engaging students and fostering a lifelong appreciation for literature and language. Further research in this area is warranted to explore emerging trends and best practices in literature pedagogy for English language development.

5.2 Students' motivation towards literature pedagogy for English development

Motivation plays a pivotal role in students' engagement and success in literature pedagogy for English development. Understanding the factors that influence students' motivation can help educators design effective teaching strategies that foster a passion for literature and language learning. Previous studies have delved into various aspects of student motivation in literature pedagogy, shedding light on the interplay between intrinsic and extrinsic factors and their impact on English language development. One significant aspect influencing students' motivation toward literature pedagogy is the

relevance and authenticity of the learning experience. Research by Bagheri Nevisi & Farhani, (2022) posit that intrinsic motivation, driven by a sense of autonomy, competence, and relatedness, is crucial for sustained engagement and deep learning. When students perceive literature pedagogy as meaningful and personally relevant, they are more likely to be motivated to invest time and effort in language development (Wei, 2022). Therefore, educators should strive to incorporate texts and activities that resonate with students' interests, experiences, and cultural backgrounds. By providing opportunities for self-expression and exploration, educators can ignite students' intrinsic motivation and cultivate a genuine appreciation for literature and language.

The role of extrinsic motivators such as rewards, recognition, and assessment practices cannot be overlooked. While intrinsic motivation is essential for long-term engagement, extrinsic motivators can serve as catalysts for initiating and sustaining students' involvement in literature pedagogy (Liu, 2022). Research by Wei, (2022) suggests that well-designed rewards and incentives, such as praise, certificates, and opportunities for peer recognition, can enhance students' motivation and performance in language learning activities. Additionally, aligning assessment tasks with students' interests and learning goals can promote a sense of purpose and mastery orientation (Miwa et al., 2023). By providing clear expectations and feedback, educators can empower students to take ownership of their learning and strive for continuous improvement.

Moreover, the social dynamics within the classroom can significantly influence students' motivation towards literature pedagogy. Research by Vonkova et al., (2024) emphasizes the role of social learning and peer influence in shaping students' beliefs and attitudes toward academic tasks. Positive peer interactions, collaborative learning experiences, and supportive classroom environments can foster a sense of belonging and engagement

among students (Ntoumanis, 2022). Therefore, educators should create opportunities for meaningful peer interactions and cooperative learning activities in literature pedagogy. By fostering a sense of community and shared responsibility, educators can enhance students' motivation and promote collaborative language development.

Additionally, the role of teacher enthusiasm and instructional practices in influencing students' motivation cannot be overstated. Research by Taris, (2023) highlights the importance of teacher enthusiasm, warmth, and clarity in fostering student engagement and motivation. When educators demonstrate passion and excitement for literature, they can inspire students and create a positive learning environment conducive to language development. Moreover, employing varied and interactive instructional strategies such as discussions, role-plays, and multimedia presentations can capture students' interest and cater to diverse learning styles (Vonkova et al., 2021; (Çatalbaş & Solmaz, 2024; Prilutskaya, 2021; Bal & Info, 2021. By adapting teaching methods to students' preferences and needs, educators can enhance motivation and promote active participation in literature pedagogy.

Furthermore, the role of cultural relevance and diversity in literature pedagogy cannot be understated. Research by Jabeen & Sarifa, (2022) underscores the importance of incorporating diverse perspectives and voices into the curriculum to promote equity and inclusion. When students see themselves reflected in the texts they study, they are more likely to feel valued and motivated to engage in learning (Bal & Info, 2021). Therefore, educators should strive to select texts that represent a range of cultures, experiences, and identities. By fostering a multicultural and inclusive learning environment, educators can promote empathy, understanding, and motivation among students. Students' motivation towards literature pedagogy for English development is influenced by a myriad of factors, including

intrinsic and extrinsic motivators, social dynamics, teacher practices, and cultural relevance. By understanding these factors and their interplay, educators can design effective teaching strategies that inspire passion for literature and language learning. Moreover, fostering a supportive and inclusive classroom environment is essential for cultivating motivation and promoting student engagement. Further research in this area is warranted to explore emerging trends and best practices in motivating students in literature pedagogy for English language development.

5.3 Best practices toward literature pedagogy for English development

Literature pedagogy plays a crucial role in the development of English proficiency among learners. Through the strategic integration of literary works into language teaching, educators can create engaging and effective learning environments. Numerous studies have explored best practices in literature pedagogy, highlighting various approaches and techniques that facilitate English language development. Research suggests that choosing diverse and culturally relevant literature enhances students' engagement and comprehension. According to a study by Kaur et al., (2020), exposing learners to a variety of literary genres and authors fosters a deeper appreciation for language and literature. Additionally, incorporating texts that reflect students' backgrounds and experiences can promote a sense of belonging and relevance in the learning process.

Scaffolding techniques are essential in literature pedagogy to support learners at different proficiency levels. By providing pre-reading activities, guiding questions, and post-reading discussions, educators can scaffold students' understanding and facilitate language acquisition (Jabeen & Sarifa, 2022). Research by Viana & Zyngier, (2020) emphasizes the importance of scaffolding strategies in literature instruction, particularly for English language learners (ELLs), as it helps them access and comprehend complex

texts while developing language skills. Another effective practice in literature pedagogy is the integration of technology to enhance learning outcomes. Digital tools such as interactive e-books, online discussions, and multimedia resources offer opportunities for active engagement and personalized learning experiences (Gallagher & Savage, 2023). Studies by Munna & Kalam, (2021) highlight the benefits of integrating technology in literature instruction, including increased motivation, comprehension, and language development among students.

Moreover, fostering critical thinking skills is a fundamental goal of literature pedagogy. By encouraging students to analyze, interpret, and evaluate literary texts, educators promote higher-order thinking and metacognitive awareness (Lim et al., 2022). Research by Kaur et al., (2020) underscores the importance of teaching critical thinking skills in literature education, as it enhances students' ability to comprehend complex texts, engage in meaningful discussions, and express their ideas effectively in English. In addition to cognitive development, literature pedagogy also promotes socio-emotional learning and empathy. Through the exploration of diverse characters and narratives, students gain insight into different perspectives and cultures, fostering empathy and intercultural understanding (Jabeen & Sarifa, 2022). Studies by Viana & Zyngier, (2020) highlight the role of literature in promoting empathy and social awareness among learners, contributing to their holistic development as proficient English speakers.

Furthermore, integrating creative writing activities into literature pedagogy enhances language production and expression. By encouraging students to write their own stories, poems, or reflections inspired by literary texts, educators stimulate language use and creativity (Islam, 2021). Research by Çatalbaş & Solmaz, (2024) suggests that incorporating creative writing tasks in literature instruction promotes language fluency, vocabulary

expansion, and grammatical accuracy among learners. Fostering a supportive and inclusive classroom environment is essential for effective literature pedagogy. Creating opportunities for collaborative learning, peer feedback, and student-centered discussions promotes active participation and mutual respect among learners (Viana & Zyngier, 2020). According to Vygotsky's socio-cultural theory (cited in Kaur et al., 2020), learning occurs within social contexts, and interactions with peers and educators play a vital role in language development. Best practices in literature pedagogy for English development encompass a holistic approach that integrates diverse texts, scaffolding techniques, technology, critical thinking skills, socio-emotional learning, creative writing activities, and inclusive classroom practices. By implementing these strategies, educators can create enriching and effective learning experiences that foster English proficiency, critical literacy, and socio-cultural awareness among learners.

6. Conclusion

The study illuminated the strong preference for literature pedagogy among students. This preference underscores the inherent appeal of using literary texts as a means to engage learners and facilitate language acquisition. The diversity of genres and themes inherent in literature caters to varied interests and learning styles, making it a versatile tool in the language classroom. Moreover, the positive attitudes towards literature pedagogy suggest that students perceive it as an effective and enjoyable approach to language learning. The correlation between literature pedagogy and student motivation emerged as a central theme in the research. The findings revealed a significant relationship between the two, with literature pedagogy being identified as a motivating factor for students. This finding aligns with existing research indicating that meaningful and authentic content, such as literary texts, can enhance learner motivation by fostering intrinsic interest

and engagement. The study thus highlights the importance of incorporating literature pedagogy into English language teaching practices to sustain and enhance student motivation over time.

Furthermore, the identification of best practices for the implementation of literature pedagogy offers practical insights for educators. By understanding what approaches are most effective in engaging students and promoting language development, teachers can tailor their instruction to optimize learning outcomes. Strategies such as interactive discussions, creative assignments, and interdisciplinary connections emerged as effective methods for leveraging literature in the language classroom. These findings provide valuable guidance for educators seeking to integrate literature pedagogy into their teaching repertoire. Beyond its immediate implications for classroom practice, the study contributes to broader discussions within the field of language education.

Looking ahead, several avenues for future research emerge from this study. Firstly, further exploration of the specific mechanisms through which literature pedagogy influences language learning outcomes would provide deeper insights into its efficacy. Additionally, longitudinal studies tracking students' language proficiency and attitudes toward literature pedagogy over time could offer valuable data on its long-term impact. The investigation into literature pedagogy for English development has highlighted its potential to foster student engagement, motivation, and language proficiency. By recognizing and harnessing the power of literature in the language classroom, educators can create dynamic learning environments that inspire and empower students to become proficient and passionate language users. Ultimately, literature pedagogy represents not only a means to teach English but also a pathway to cultivate critical thinking, cultural awareness, and a lifelong love for literature and learning.

Conflict of interests

The authors declare that they have no conflict of interest.

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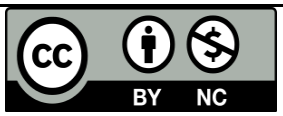

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