

Approaches and Benefits of Teaching English through Literature Curriculum at Myanmar Universities: Insights from Stakeholders

Mary¹, Akkarapon Nuemaihom², & Kampeeraphab Intanoo²

¹ Ph.D. Scholar, English Language Teaching Program, Buriram Rajabhat University, Thailand

² English Program, Buriram Rajabhat University, Thailand

Correspondence: Akkarapon Nuemaihom, English Program, Buriram Rajabhat University, Thailand. E-mail: akkarapon.nm@bru.ac.th

Received: May 2, 2024

Accepted: August 27, 2024

Online Published: November 7, 2024

doi:10.5430/wjel.v15n2p85

URL: <https://doi.org/10.5430/wjel.v15n2p85>

Abstract

The curriculum serves as a fundamental bridge between teachers and students, fostering an effective learning environment. This qualitative research investigates the pedagogical approaches employed by English literature teachers and evaluates the perceived benefits of using an English literature curriculum in EFL classrooms of Myanmar. The study involved 27 English literature teachers, six government officials, and three local business leaders through interviews, classroom observations, and focus group discussions. Four primary teaching approaches were identified: Paraphrastic, Information-Based, Language-Based, and Integrated Approaches. These methodologies are specifically designed to meet the diverse needs of students, thereby enriching their educational experiences. The research employed purposive sampling to select participants and conducted thematic analysis on the collected data through content and document analysis. The findings underscore the significance of integrating various literature genres, such as prose fiction, short stories, novels, poetry, and drama, into language education. This integration not only enhances language proficiency but also fosters critical thinking and cultural awareness among students. The study highlights the importance of a multifaceted approach to teaching literature, which can cater to different learning styles and preferences. To advance research in EFL education and pedagogy, future studies should focus on investigating specific pedagogical approaches, assessing the impact of digital technologies, and conducting longitudinal studies to deepen the understanding of literature's role in language learning. The insights from this study provide valuable implications for curriculum developers, educators, and policymakers in enhancing the effectiveness of literature-based language education.

Keywords: teaching English, literature curriculum, Myanmar universities

1. Introduction

The integration of literature into English language teaching has long been recognized as a valuable approach to enhancing critical thinking, language skills, and cultural understanding among students (Alkire, 2010; Collie & Slater, 1987; Mattevi, 2005). Scholars have demonstrated that incorporating literary genres such as prose fiction, short stories, novels, poetry, and drama into language education deepens students' engagement with language through nuanced exploration of themes, linguistic styles, and cultural contexts (Alkire, 2010; Collie & Slater, 1987; Emodi, 2017; Mattevi, 2005).

For educational institutions, a comprehensive curriculum that addresses the needs of all stakeholders is fundamental to success. A well-designed literature curriculum organizes core competencies, measurable plans, and clear learning outcomes, fostering critical thinking, innovation, and creativity among students (Fedri, 2017). It serves as a guideline to help teachers deliver quality education and support students in developing essential skills for their futures (Al-Humaidi, 2022; Lee & Chen, 2024; Shulman, 2023).

Despite the recognized benefits, there is a notable gap in the literature regarding the specific pedagogical approaches employed by English literature teachers in EFL contexts, particularly in Myanmar (Channon, 2018; Mary, Nuemaihom, and Intanoo, 2023). Existing studies have primarily focused on general EFL teaching methods or the benefits of literature in native language settings, leaving a void in understanding how literature is taught in EFL classrooms and its perceived benefits in these unique environments (Kaowiwattanakull, 2021; Karlsson, 2018).

Recent studies underscore the importance of a well-designed literature curriculum in EFL education. For instance, Bist (2018) highlighted that literature can provide rich, authentic contexts for language learning, promoting higher-order thinking skills and emotional intelligence. Similarly, Emodi (2017) emphasized the role of literature in developing linguistic proficiency and cultural literacy. Furthermore, integrating literature into EFL curricula has been shown to significantly improve students' reading comprehension and critical thinking abilities (Kaowiwattanakull, 2021; Karlsson, 2018; Lee & Chen, 2024).

Given these insights, this study aims to address the gap by exploring the pedagogical approaches employed by English literature teachers in Myanmar EFL classrooms and evaluating the perceived benefits of the literature curriculum. Specifically, it seeks to understand how these approaches align with established theoretical frameworks and contribute to effective language learning practices.

In summary, this study is essential as it seeks to fill a significant gap in the literature, providing a detailed understanding of how literature is taught in EFL settings in Myanmar and the benefits perceived by various stakeholders. This knowledge is crucial for developing effective teaching strategies that can enhance language learning and critical thinking skills among EFL students, ultimately leading to improved educational outcomes.

2. Literature Review

The integration of literature into English language teaching has garnered substantial attention for its transformative potential within educational settings. Early scholars such as Lazar (1990), Carter and Long (1991), and Bottino (1999) laid foundational groundwork by emphasizing pedagogical approaches that enhance critical thinking and language proficiency through literary analysis. Their works underscored the significance of using literary texts to deepen students' comprehension of complex linguistic structures and cultural nuances.

Hişmanoğlu (2005), Uyemura (2006), Gareis et al. (2009) and Khatib and Rahimi (2012) further explored instructional methodologies that foster active engagement with literature, advocating for information-based approaches and student-centered learning environments. They highlighted the effectiveness of these methods in enhancing both linguistic and critical thinking skills. Moreover, recent researches by Wang (2021), Pham and Nguyen (2020), and Tran (2019) have highlighted the evolving role of integrated teaching methods in promoting language proficiency. Additionally, studies examining the impact of educational policy shifts in Southeast Asia, such as those by Tran (2019) and Pham and Nguyen (2020), have been included to provide a broader context for understanding the challenges and opportunities in Myanmar higher education system.

Ahmad (2012) contributed insights into the integration of literature into language curricula, emphasizing its role in fostering deeper understanding through cultural and historical contexts. More recent contributions by Nazara (2019), Oktaviani (2019), and Pransiska (2018) reflect evolving trends in literature pedagogy, advocating for inclusive practices that incorporate technology and multimedia resources to enrich learning experiences. Using a literary text in the language classroom is widely acknowledged as a rich and motivating material to teach and learn a foreign language (Öztürk, 2022).

This study builds upon theoretical frameworks established by Vygotsky's (1978) socio-cultural theory and Krashen's (1982) input hypothesis. Vygotsky emphasizes social interaction's role in cognitive development, particularly relevant to literature-based language learning, while Krashen supports the notion that exposure to comprehensible input through literature facilitates language acquisition.

Teaching English through literature has consistently proven effective in enhancing student engagement and motivation (Mary et al., 2023). Literature enables exploration of diverse topics such as culture, history, and art, thereby fostering critical thinking skills and empathy (Alkhaleefah, 2017; Floris, 2004). Globally, including in Myanmar, literature's integration enriches students' language and cultural competence (Bakheet, 2020; Mary et al., 2023; Rahimi, 2019).

Despite these benefits, gaps persist in understanding the practical application and effectiveness of literature in educational contexts, particularly regarding pedagogical approaches' impact on language proficiency and critical thinking (Arafah, 2018). Myanmar universities exemplify these challenges with outdated English literature curricula and limited empirical research on effective teaching practices (Channon, 2018; Mary et al., 2024; Win, 2016).

In Myanmar, ongoing debates highlight concerns about the relevance and effectiveness of English literature courses due to outdated materials and a lack of empirical research on teaching practices. Addressing these gaps is crucial for optimizing curriculum design and teaching methods. Effective pedagogical approaches, as identified by Hismanoglu (2005) and Ashrafuzzaman et al. (2021), can significantly enhance language skills and promote critical thinking among learners.

This study aims to contribute to curriculum revision efforts by evaluating current practices, identifying best practices, and proposing improvements to enhance student engagement and teacher effectiveness (Mary et al., 2022). By synthesizing insights from past and contemporary scholars, this literature review establishes a robust theoretical framework for understanding the pedagogical approaches discussed. It sets the stage for exploring these approaches within Myanmar higher education context, contributing to ongoing discussions on effective literature teaching practices and their broader implications for language education globally.

2.1 Teacher's Approaches in the Teaching of Literature

Carter and Long (1991) outlined three fundamental models for teaching literature: the Cultural Model, the Language Model, and the Personal Growth Model. These models form the basis for various pedagogical approaches in literature education, including the Language-Based, Paraphrastic, Information-Based, Personal-Response, Moral-Philosophical, and Stylistic approaches. Each approach brings unique advantages and challenges to the teaching and learning process.

An effective literature curriculum should integrate elements from all three models, balancing structured content delivery with opportunities for personal interpretation and linguistic analysis. This holistic approach ensures that students not only acquire knowledge but also develop critical thinking skills, empathy, and cultural understanding through engagement with diverse literary works. Ultimately, successful literature instruction should empower students to appreciate literature both as a reflection of cultural diversity and as a catalyst for personal growth and intellectual development. Achieving this balance requires careful curriculum design and flexible teaching strategies that respond to students' evolving needs and abilities.

2.2 Benefits of Teaching English through Prose Fictions

The use of prose fiction in EFL classrooms has garnered significant attention for its versatility in enhancing language skills. Scholars such as Erkaya (2005), Ahmad (2012), Khatib and Nasrollahi (2012), Setyowati (2018), and Mary et al., (2023) underscore its accessibility and effectiveness as a teaching tool. Prose fiction, ranging from novels to micro fictions, is readily available through various mediums, including the internet, facilitating its integration into language teaching methodologies.

Reading comprehension is a key focus in teaching prose fiction, employing techniques such as skimming, scanning, and silent reading to enhance understanding, as highlighted by Aslam (2006). Collaborative group investigation, emphasized by Setyowati (2018), enhances students' ability to analyze intrinsic elements of fiction, promoting deeper engagement and comprehension.

Models proposed by Bottino (1999) and Lazar (1993), such as Bottino's cultural, language, and personal growth models, and Lazar's content-based model, provide frameworks for incorporating literature, including prose fiction, into language classes. These models emphasize literature's role in language acquisition, cultural insight transmission, and personal enrichment, enabling educators to effectively address students' diverse needs.

Prose fiction not only serves as a tool for language instruction but also fosters cultural awareness and personal growth among students. Engaging with diverse literary texts improves language skills, develops critical thinking, and promotes empathy as students explore different perspectives and themes presented in fiction. Effective implementation involves selecting appropriate texts, employing varied teaching strategies to enhance comprehension and engagement, and aligning with theoretical frameworks that support holistic language learning outcomes. This approach ensures that prose fiction enriches the educational experience by serving as a valuable resource for language acquisition and cultural exploration in EFL settings.

2.3 Benefits of Teaching English through Short Stories

The utilization of short stories in EFL classrooms provides numerous advantages for language learners, encompassing educational, intellectual, cultural, and linguistic development. Scholars such as Collie and Slater (1987), Oster (1989), Ellis and Brewster (1991), Lazar (1993), King (2001), Murdoch (2002), Pardede (2010), Khatib and Rahimi (2012), Pransiska (2018), Nazara (2019), and Oktaviani (2019) emphasize the motivational benefits of short stories, which assist learners in consolidating language skills and cultivating positive attitudes towards the foreign language. Short stories serve as authentic materials that expose learners to genuine language usage, enriching their comprehension of linguistic forms and conventions.

Moreover, short stories promote both intensive and extensive reading approaches, facilitating vocabulary expansion and enhancing language proficiency across listening, speaking, reading, and writing skills. They also stimulate creativity, critical thinking, and cultural awareness among learners, encouraging them to explore diverse perspectives and fostering intercultural communication and appreciation (Mary et al., 2022).

The integration of short stories into language teaching methodologies offers several advantages, including reinforcing language knowledge, fostering creative writing skills, enhancing linguistic fluency, and promoting cultural understanding. Ultimately, this approach supports learners' holistic development by nurturing personal growth, critical thinking, and intercultural competence.

In summary, incorporating short stories into EFL classrooms is highly beneficial for enhancing language skills, fostering creativity and critical thinking, promoting cultural awareness, and supporting learners' overall development as proficient language users and global citizens. These advantages underscore the efficacy of short stories as a versatile and effective tool in language education.

2.4 Benefits of Teaching English through Novels

The use of novels in EFL classrooms offers significant benefits for students, as highlighted by Lazar (1990), Meloni (1994), Hişmanoğlu (2005), and Alkire (2010). Novels are esteemed for their motivational and enriching qualities, fostering intrinsic motivation among students and reducing language-related anxiety by instilling a sense of accomplishment upon completion. This positive experience often encourages further reading for pleasure, thereby enhancing language skills.

Moreover, novels serve as valuable tools for expanding students' cultural knowledge and understanding, providing culturally relevant content that fosters connections, empathy, and cross-cultural awareness. They also contribute to language proficiency by creating a conducive environment for practicing language and literacy skills, enhancing students' interpretive abilities through engagement with layers of meaning embedded in the text (Mary et al., 2023).

Despite the challenges posed by novel length and unfamiliar vocabulary, educators can mitigate these obstacles through strategic interventions and scaffolded support. Techniques such as providing glossaries, adapting texts to students' proficiency levels, and implementing effective reading strategies can enhance comprehension and engagement.

In conclusion, while incorporating novels into EFL classrooms presents challenges, the educational benefits far outweigh these drawbacks. Novels offer rich opportunities for language learning, cultural exploration, and personal development under the careful guidance and support of educators. By leveraging the motivational and educational potential of novels, educators can create dynamic learning environments that inspire students to engage deeply with language and literature, fostering both intellectual growth and cultural understanding.

2.5 Benefits of Teaching English through Poetry

The use of poetry in EFL classrooms represents a dynamic approach to language learning, as elucidated by scholars across decades. Collie and Slater (1987) highlight poetry's suitability for concise and engaging lessons due to its distinct linguistic features and evocative nature. Horsman (2000) notes that poetry's deviation from conventional language norms, characterized by unusual syntactic patterns and literary devices like alliteration, provides language teachers with opportunities to enhance learners' language awareness.

Gonen (2018) and Alvi (2019) emphasize poetry's capacity to stimulate creative expression and evoke strong emotional responses, thereby enhancing student engagement and motivation in language learning contexts. McCullough (2000) underscores the multifaceted objectives of teaching poetry, including enhancing students' appreciation, understanding, and critical analysis of literary works, while fostering cultural competence and language skills. Integrating dramatic play into poetry instruction further enriches the learning experience by allowing students to engage cognitively and emotionally, fostering spontaneity and creativity within a supportive learning environment (Mary et al., 2022).

In summary, employing poetry as a teaching tool in EFL classrooms presents manifold benefits for language learners. By actively engaging with poetry and integrating dramatic play, students not only enhance their language proficiency but also experience personal growth through creative expression. This approach fosters a dynamic learning environment that extends beyond traditional boundaries, nurturing students' appreciation for literature and their capacity for imaginative exploration.

2.6 Benefits of Teaching English through Drama

Teaching English through drama in EFL classrooms is recognized as a highly effective method for enhancing language learning, as highlighted by Mattevi (2005) for its active, communicative, and contextual approach to presenting language. Drama activities cater to various language skills and foster creativity, problem-solving, communication, socialization, and empathy, contributing significantly to students' intellectual and personal development, as underscored by Keshta (2000), Mourtaga (2004), and Olaniyan (2015). Techniques such as drama games, role-play, mime, scripted plays, and improvisation offer diverse avenues for language practice and skill development, supported by Brandes and Phillips (1979) and Blatner (2009).

Role-play allows students to assume different roles, thereby enhancing their communication and social interaction skills, as observed by Dougill (1987). Similarly, mime facilitates non-verbal expression, aiding comprehension and reducing language barriers across varying proficiency levels. Through scripted plays, students engage in reading, analyzing, and performing, which enhances their speaking abilities and facilitates vocabulary acquisition. Drama activities also align with the principles of the Whole Language Approach (WLA), emphasizing authentic language use, integrated skills development, learner-centeredness, and social interaction, as highlighted by Goodman (1986). Project-based learning within drama further enhances language and content learning by promoting collaboration, autonomy, motivation, and critical thinking.

Despite potential challenges such as the persistent use of the first language, lack of participation, errors, dominance by certain students, confusion, noise, and chaos in drama-based classrooms, as noted by Mary et al., (2023), Crandall (1999), and Benson (2001), the benefits of drama in language teaching are widely recognized. Drama offers students engaging and authentic learning experiences that foster linguistic, social, and personal growth.

In conclusion, the literature confirms that teaching English through drama in EFL classrooms effectively enhances language skills and promotes holistic student development. Drama engages learners actively across all language domains—speaking, listening, reading, and writing—promoting creativity, problem-solving, and social skills through activities like role-play and scripted plays. Despite challenges like language barriers and classroom management issues, drama's ability to enhance motivation, cultural understanding, and critical thinking justifies its prominent role in language education, providing dynamic and immersive learning experiences for students.

2.7 Stakeholders in Education

Higher education institutions (HEIs) are characterized by a complex network of stakeholders who play pivotal roles in influencing and being influenced by institutional decisions and outcomes (Jongbloed et al., 2008). According to Freeman (2010), stakeholders encompass individuals or groups capable of impacting or being impacted by the institution's activities, thereby exerting diverse influences on institutional strategies and operations (Jongbloed et al., 2008). For managers and policymakers in HEIs, identifying and prioritizing key stakeholders, as emphasized by Chapleo and Simms (2010), is crucial. These stakeholders, ranging from students and faculty to government officials, donors, and local businesses, significantly shape the institution's mission attainment and operational methodologies (Freeman, 2010). Their involvement, whether direct or indirect, profoundly impacts the educational quality and societal contributions of HEIs.

Effective engagement with stakeholders is essential for HEI leaders to align institutional goals with societal expectations and needs. This alignment not only ensures the sustainability and resilience of HEIs but also enhances transparency, accountability, and ethical governance practices. By cultivating collaborative partnerships with diverse stakeholders, HEIs can navigate challenges, seize opportunities, and uphold relevance in an ever-evolving educational landscape. This proactive engagement fosters institutional success while maximizing societal impact through informed decision-making and inclusive governance practices.

3. Research Objectives

There are two research objectives as the following:

1. To investigate the pedagogical approaches employed by English literature teachers in teaching English through literature curriculum in EFL classrooms of Myanmar
2. To evaluate the perceived benefits of using English literature curriculum in EFL classrooms of Myanmar

4. Method

4.1 Participants

There were a total of 36 participants in this study: 27 English literature teachers, six government officials and three local business leaders. English literature teachers were selected based on their active teaching status at specific Arts and Science universities in Myanmar, with a minimum of five years of teaching experience, holding at least a Master’s degree in English literature or a related field, and having involvement in curriculum development or academic committees. The government officials were chosen from the Ministry of Education, focusing on those involved in higher education policy-making, curriculum design, and educational reforms, with a requirement of holding senior positions and possessing over 16 years of experience in the education sector. The local business leaders were selected based on their established collaborations with educational institutions, relevance to the education industry, and active involvement in community outreach and educational development programs, with a minimum of 16 years of professional experience. Both the government officials and local business leaders were former English literature teachers.

4.2 Data Collection

This study utilized purposive sampling to select participants best positioned to provide insights into the English literature curriculum in Myanmar Higher Education. Data were gathered through semi-structured interviews with English literature teachers, government officials, and local business leaders, lasting 45-60 minutes each. Additionally, focus group discussions, conducted face-to-face and via Zoom, involved 6-8 participants per session and lasted approximately 90 minutes, fostering diverse stakeholder interactions. Classroom observations complemented these methods, capturing teaching methodologies and student interactions. The reliability of instruments was confirmed through an Item-Objective Congruence (IOC) analysis by five experts, achieving a coefficient of 0.71. Ethical protocols included informed consent, confidentiality safeguards, and adherence to institutional guidelines, ensuring rigor and credibility in data collection.

4.3 Data Analysis

This study utilized thematic analysis to examine qualitative data from interviews, focus group discussions, and classroom observations, following Nowell et al. (2017) and Hatch, (2023). The process began with familiarization through repeated readings of transcripts and notes. Initial codes were generated via open coding, systematically labeling relevant data segments. These codes were then organized into themes by identifying patterns across the dataset. They were then iteratively refined through a process of constant comparison, leading to the development of overarching themes. Key themes such as resource challenges, student engagement, and the need for professional development among educators emerged through iterative review and refinement. Qualitative data analysis software (NVivo) facilitated the organization and management of data. Additionally, inter-coder agreement was established to mitigate bias and validate the findings, with discrepancies being resolved through discussion until consensus was reached. This approach aligns with the methodologies suggested by Braun and Clarke (2006) and further refined by Nowell et al. (2017). This thematic analysis synthesized themes into a cohesive narrative, contextualizing findings within the broader educational landscape and highlighting critical areas for improving literature education in Myanmar Higher Education.

5. Results

This research seeks to delve into the insights of stakeholders regarding the approaches employed and the benefits derived from the teaching of English literature at universities in Myanmar Higher Education.

5.1 Approaches Employed by English Literature Teachers in Teaching English through Literature Curriculum in EFL Classrooms

The following table illustrates the approaches employed by English literature teachers in teaching English through literature curriculum in EFL classrooms of Myanmar, as presented in Table 1 below:

Table 1. Approaches Employed by English Literature Teachers at Myanmar Universities (n=36)

Approach Code	Descriptions	Excerpts
Paraphrastic Approach (PA 1)	The Paraphrastic Approach involves simplifying and rephrasing literary texts to aid comprehension, particularly for students with lower language proficiency.	“While I teach through paraphrastic approach, it gives me opportunity to modify literary speech; sometimes I translate it into the mother tongue which is Myanmar.” (Stakeholder 1)

Paraphrastic Approach (PA 2)		“As you know in Myanmar, we are a non-native country and because of the level of Myanmar students, I sometimes use paraphrastic approach in order to meet with my students’ level and understand the story.” <i>(Stakeholder 2)</i>
Paraphrastic Approach (PA 3)		“Because of some literary texts are old such as: the story of Macbeth, there is a lot of old and ambiguity words which unclear to students. I use paraphrastic approach as it is the best approach that fits our environment.” <i>(Stakeholder 3)</i>
Paraphrastic Approach (PA 4)		“As you know in the case of Myanmar context, the majority of students are weak in English, their understanding and comprehension of literature maybe impeded due to their low level, so I prefer to use paraphrastic approach by re-tell the story using simple words, and paraphrasing the whole text in a simple way, sometimes I use the mother tongue in order to help my students with a better understanding.” <i>(Stakeholder 4)</i>
Paraphrastic Approach (PA 5)		“In my view, the languages in some literary texts difficult for weaker students, so I prefer to use the mother tongue to ensure those weaker pupils comprehend the literary text.” <i>(Stakeholder 5)</i>
Information-Based Approach (IBA 1)	The Information-Based Approach focuses on analyzing specific linguistic features and textual elements to deepen understanding and encourage critical thinking.	“In my point of view, the information-based approach is the suitable as it ensures students gain adequate information on literature and therefore improve their comprehension on the subject matter. Such an approach allows students to access a text in a systematic and methodical way to exemplify specific linguistic features e.g., literal and figurative language, direct and indirect speech.” <i>(Stakeholder 1)</i>
Information-Based Approach (IBA 2)		“I find that the information-based approach provides a structured framework for students to analyze literary texts. By focusing on specific linguistic features, such as metaphor and symbolism, students are able to deepen their understanding of the author’s intentions and the underlying themes of the text.” <i>(Stakeholder 2)</i>
Information-Based Approach (IBA 3)		“Using an information-based approach, I guide students through a detailed exploration of literary elements, helping them develop the skills necessary for critical analysis. This approach fosters a deeper engagement with the text and encourages students to think critically about the author’s choices and the implications for interpretation.” <i>(Stakeholder 3)</i>
Information-Based Approach (IBP 4)		“The information-based approach encourages students to approach literature with a discerning eye, identifying key linguistic features and their significance within the context of the text. By systematically examining these elements, students are able to uncover layers of meaning and gain a deeper appreciation for the richness of the text.” <i>(Stakeholder 4)</i>
Information-Based Approach (IBA 5)		“Through the information-based approach, students are empowered to become active participants in the reading process. By providing them with the tools to analyze and interpret literary texts, we enable them to develop essential skills for literary criticism and foster a lifelong love of reading.” <i>(Stakeholder 5)</i>
Language-Based Approach (LBA 1)	The Language-Based Approach emphasizes attention to the language itself in literary texts to enhance language skills and comprehension.	“Language-Based approach that I like better, and I used it in my classes, in my view this approach aids students to emphasis attention on the way as to how the language is used.” <i>(Stakeholder 1)</i>
Language-Based Approach (LBA 2)		“Despite the fact that the low level of the pupils in my class, I teach literature through language-based approach, I know sometimes pupils do not comprehend, but I trust that this approach is the best because it forces pupils to learn and pay attention to the language.” <i>(Stakeholder 2)</i>
Language-Based Approach (LBA 3)		“Language-Based approach emphasizes understanding of the language in literature, which I believe is crucial for students’ language development.” <i>(Stakeholder 3)</i>
Language-Based Approach (LBA 4)		“I prefer language-based approach as it encourages students to analyze and interpret the language used in literary texts, thereby enhancing their language skills.” <i>(Stakeholder 4)</i>
Language-Based Approach (LBA 5)		“Using the language-based approach, I can tailor my teaching to address the language needs of my students, ensuring that they can comprehend and engage with the literary texts effectively.” <i>(Stakeholder 5)</i>

Integrated Approach (IA 1)	The Integrated Approach incorporates elements from other disciplines like history, psychology, and science to provide a comprehensive understanding of literary works within broader contexts.	“In my literature teaching approach, I emphasize an integrated methodology that goes beyond traditional methods by incorporating elements of history, psychology, and science, aiming to provide students with a holistic and comprehensive understanding of literary works.” (Stakeholder 1)
Integrated Approach (IA 2)		“I design my lessons with a multidisciplinary perspective. When introducing a literary work, I set the historical and cultural context to help students better grasp the societal influences on the author and the text. This not only enhances their understanding of the literature but also encourages critical thinking and analysis. Additionally, I incorporate visual aids, such as images and videos, to create a more immersive experience and make the literature come alive in the minds of the students.” (Stakeholder 2)
Integrated Approach (IA 3)		“While I incorporate various elements, the core focus remains on the literary aspects of the work. I use the integrated components as tools to deepen comprehension, spark discussions, and make connections. It’s important to strike a balance, ensuring that the additional disciplines enhance rather than distract from the literary exploration. This approach helps students develop a well-rounded perspective and appreciate the interconnectedness of knowledge.” (Stakeholder 3)
Integrated Approach (IA 4)		“I’ve observed increased engagement and enthusiasm among students. They not only understand the literary works on a deeper level but also make connections to real-world scenarios. This approach fosters critical thinking, analytical skills, and a broader understanding of the cultural and historical contexts in which the literature was produced. It’s rewarding to see students develop a more comprehensive and nuanced view of literature through this integrated approach.” (Stakeholder 4)
Integrated Approach (IA 5)		“The integrated approach allows students to see literature in a broader context, connecting it to other disciplines and real-world issues. By integrating elements from history, psychology, and science, students gain a deeper understanding of the societal influences on literature and the relevance of literary themes to contemporary society.” (Stakeholder 5)

The study identifies various pedagogical approaches employed by English literature teachers in Myanmar, including the Paraphrastic, Information-Based, Language-Based, and Integrated methods. According to some stakeholders, the Paraphrastic Approach assists students in comprehending challenging passages, while others assert that structured analysis, a key component of the Information-Based Approach, enhances students’ analytical skills.

At the postgraduate level, the Language-Based Approach is utilized to focus on linguistic features, thereby improving language proficiency. Many stakeholders have observed that emphasizing linguistic elements significantly aids students in advancing their language skills. The Integrated Approach, which is favored by numerous stakeholders, combines multidisciplinary perspectives to cultivate critical thinking and establish real-world connections. This approach is widely regarded as making lessons more relevant and engaging.

It is noteworthy that the Paraphrastic and Information-Based approaches are predominantly applied at the undergraduate level, whereas the Language-Based and Integrated approaches are preferred for postgraduate education. Almost all stakeholders agree that postgraduate students are better equipped to manage the Integrated Approach due to their higher level of proficiency. The Integrated Approach is particularly favored by most teachers because it not only fosters critical thinking and real-world connections but also enhances language comprehension. This method’s adaptability to students of different proficiency levels makes it especially effective in addressing the diverse needs of English as a Foreign Language (EFL) learners.

5.2 Benefits of English Literature Curriculum in Enhancing EFL Students’ English Language Skills and Life Skills

The research results that underline the benefits of integrating literature into the EFL classrooms are displayed in the following tables.

Table 2. Stakeholders’ Insights Concerning the Benefits of Teaching Short Stories in EFL Classrooms of Myanmar (n=36)

Codes (Themes)	Descriptions	Excerpts
Holistic Language Skills	Cultivating all language skills through diverse activities and discussions related to short stories	“Short stories should be used to reinforce ELT by discussing activities since instructors can create writing and acting out dialogues.” (stakeholder 1) “We can create a variety of writing activities to help students to develop their writing skills...” (stakeholder 2)
Student Motivation	Motivating students to engage with short stories and explore emotions and conflicts within the narratives	“The students are eager to continue reading short stories until the end to find out how the conflict is resolved.” (stakeholder 3) “Short stories motivate students to explore their feelings through experiencing those of others.” (stakeholder 4)

Critical Thinking	Developing critical thinking skills by contextualizing issues within short stories	“Stories put issues of critical thinking in an easily remembered context for my students.” <i>(stakeholder 5)</i> “We have the responsibility to help students to develop cognitive skills...” <i>(stakeholder 6)</i>
Vocabulary Enrichment	Building up extensive vocabulary through exposure to literary texts and active engagement with language structures	“The student group that usually read literary texts showed improvement in vocabulary and reading.” <i>(stakeholder 7)</i> “Literature should be viewed as discourse, which indicates that the student’s aim should be to learn how the language system, the structures and the vocabulary used in communication.” <i>(stakeholder 8)</i>

The above table presents themes identified from responses regarding the use of short stories in English Language Teaching (ELT) contexts. These themes include cultivating holistic language skills, motivating students through narrative exploration, developing critical thinking abilities, and enriching vocabulary through exposure to literary texts. Each theme reflects the multifaceted benefits of incorporating short stories into language learning environments.

Table 3. Stakeholders’ Insights Concerning the Benefits of Teaching Novels in EFL Classrooms of Myanmar (n=36)

Codes (Themes)	Descriptions	Excerpts
Knowledge Language Improvement	Novels at university enhance understanding and language skills, offering knowledge and entertainment fostering creativity.	“I think teaching novels at university is beneficial because novels provide knowledge, language improvement and entertainment and while encourage creativity.” <i>(stakeholder 1)</i>
Cultural Understanding Awareness	Teaching novels broadens understanding of diverse cultures and social skills.	“Teaching novels can offer real life like settings which shapes our brains and molds our social skills to relax more.” <i>(stakeholder 2)</i>
Creativity Productive Skills	Novels stimulate creativity and language skills in learners, enriching their lives through imaginative engagement with a foreign language.	“Teaching novels gives the learners the chance to use their creativity for their productive skills- speaking and writing in learning English as a foreign language and offer an escape for readers - enriching their lives in more ways than one.” <i>(stakeholder 3)</i>
Cultural Understanding Awareness	Teaching novels fosters students’ awareness of diverse cultures and societies, enhancing their knowledge and understanding.	“I think teaching novels at university is beneficial because students can develop the knowledge about different cultures and societies.” <i>(stakeholder 4)</i>
Social, Economic and Political Awareness	Novels at university deepen understanding of societal dynamics, cultural contexts, offering insights into various aspects of life.	“Yes, teaching novels at university is beneficial because they will help and students learn about the lives of the people, culture and social, economic and political environment where the novels are based.” <i>(stakeholder 5)</i>

The excerpts from the above table highlight several themes related to the benefits of teaching novels at the university level. These themes include knowledge and language improvement, cultural understanding and awareness, creativity and productive skills, and social, economic, and political awareness. Through the study of novels, students can gain insights into diverse cultures, societies, and perspectives, enhancing their language proficiency and critical thinking abilities while fostering empathy and a broader understanding of the world around them.

Table 4. Stakeholders’ Insights Concerning the Benefits of Teaching Prose Fictions in EFL Classrooms of Myanmar (n=36)

Codes (Themes)	Descriptions	Excerpts
Enhanced Critical Thinking	Prose fiction encourages students to analyze characters, themes, and plot developments, fostering independent critical thinking skills.	“Teaching prose fiction allows students to engage deeply with the text, fostering critical thinking skills as they analyze characters, themes, and plot developments. This process encourages students to evaluate and interpret the text independently.” <i>(stakeholder 1)</i>
Integration Reading Writing Skills	Integrating prose fiction into language instruction and enhances both reading and writing abilities, enabling students to analyze and respond to literature through various writing tasks.	“Incorporating prose fiction into language instruction promotes the integration of reading and writing skills. By analyzing and responding to literature through writing tasks such as essays or reflections, students develop their ability to communicate effectively and cohesively.” <i>(stakeholder 2)</i>
Vocabulary Expansion	Prose fiction serves as a rich source for expanding vocabulary, exposing students to diverse words and phrases in meaningful contexts.	“Prose fiction provides rich linguistic context for vocabulary acquisition. Through exposure to diverse texts, students encounter new words and phrases in meaningful contexts, which enhances their vocabulary repertoire.” <i>(stakeholder 3)</i>

Cultural Understanding	Teaching prose fiction exposes students to diverse cultures, fostering empathy and cultural perspectives, and experiences, enriching their understanding of the sensitivity as they explore literature from various world regions and time periods.” (stakeholder 4)
Language Proficiency Development	Engaging with prose fiction enhances language proficiency through exposure to authentic language input. Through language input and varied language structures reading and analyzing literary texts, students improve their comprehension skills, expand their vocabulary, and refine their grammatical accuracy.” (stakeholder 5)
Student Engagement and Motivation	Incorporating prose fiction into language lessons ignites students’ enthusiasm for learning by connecting literature with personal experiences and encouraging active participation in class activities.” (stakeholder 6)
Development of Analytical Skills	Teaching prose fiction cultivates analytical thinking by encouraging students to examine characters, plot dynamics, and thematic elements, deepening their understanding of the text and its broader implications.” (stakeholder 7)
Promotion of Creativity and Imagination	Prose fiction stimulates students’ creativity and imagination by immersing them in diverse narratives, inspiring unique interpretations and motifs as they explore literary themes and encouraged to think imaginatively and creatively, generating unique interpretations and insights.” (stakeholder 8)
Fostering Empathy and Perspective-Taking	Studying prose fiction encourages empathy and perspective-taking as students inhabit the lives and experiences of characters from diverse backgrounds, broadening their understanding of perspectives, students develop empathy and broaden their worldview.” (stakeholder 9)
Cognitive Development	Engaging with prose fiction supports cognitive development by challenging students to think critically, solve problems, make connections between ideas, and solve problems presented within complex literary texts, students exercise their cognitive abilities and enhance their intellectual growth.” (stakeholder 10)

Table 4 outlines key themes derived from excerpts of the transcript regarding the benefits of teaching prose fiction in language instruction. These themes encompass enhanced critical thinking, integration of reading and writing skills, and vocabulary expansion, highlighting the multifaceted advantages of incorporating prose fiction into language learning curricula. Through the exploration of these themes, educators can better understand the diverse benefits that prose fiction offers in fostering language proficiency and intellectual growth among students.

Table 5. Stakeholders’ Insights Concerning the Benefits of Teaching Poetry in EFL Classrooms of Myanmar (n=36)

Codes(Themes)	Descriptions	Excerpts
Appreciation of Poetry	Fostering an appreciation for the rhyme, rhythm, style, beauty, and imagery of poetry	“Students can develop an appreciation for the rhyme, rhythm, and style of poems, enabling them to appreciate the beauty and vivid imagery within the verses. Additionally, they can cultivate a love for poetry reading and writing.” (stakeholder 1)
Emotional and Imaginative Development	Training emotions, feelings, imagination, as well as developing aesthetic sense	“Engaging with poems can help students train their emotions, feelings, and imagination, nurturing their aesthetic sense and enhancing their power of imagination.” (stakeholder 2)
Understanding and Communication	Enhancing understanding of the thought, imagination, and central idea of poems, and facilitating communication of exclusive messages	“Students can enhance their understanding of the thoughts and imagination expressed in poems, as well as grasp the central idea and effectively communicate the exclusive messages conveyed.” (stakeholder 3)
Enjoyment and Recitation	Encouraging enjoyment in reciting poems and developing the students' power of imagination	“Through teaching poems, students can find enjoyment in reciting them, fostering their power of imagination.” (stakeholder 4)

The above table provides an overview of themes identified from responses regarding the benefits of teaching poetry in educational contexts. These themes include fostering an appreciation of poetry, emotional and imaginative development, understanding and communication of poetic ideas, and encouraging enjoyment and recitation. Each theme highlights the multifaceted benefits of engaging with poetry in nurturing students’ aesthetic sense, emotional intelligence, and communication skills while fostering a love for poetry.

Table 6. Stakeholders’ Insights Concerning the Benefits of Teaching Drama in EFL Classrooms of Myanmar (n=36)

Codes (Themes)	Descriptions	Excerpts
Confidence and Expression	Teaching dramas at university fosters confidence, self-expression, and satisfaction among learners.	“I think teaching dramas at university is beneficial because drama helps group learners gain confidence, express themselves and get group satisfaction.” (stakeholder 1)
Active Engagement	Drama serves as an active approach that transcends language barriers, facilitating social interaction and communication on multiple levels.	“Drama is an active approach, it goes beyond language, as social interaction [and] involves communication on cultural and language boundaries.” (stakeholder 2)
Emotional Social Awareness	Participation in drama ensembles cultivates emotional and social awareness through shared experiences and heightened sensitivity to others.	“By being part of a drama ensemble and participating in a fictitious context, the class is experiencing a shared moment of intensity that involves emotions, facial expressions, gesture, movement and a heightened awareness of others, that would not necessarily be experienced outside the drama environment.” (stakeholder 3)
Skill Development	Drama develops a wide range of skills including confidence, motivation, participation, oral and written communication, interpersonal and socio-cultural awareness, and linguistic and social interactive skills.	“The skills that drama develops are confidence, motivation, trust and participation, oral and written communication skills, accuracy and fluency of expression, rhythm and pronunciation, linguistic intelligence, and social interactive skills.” (stakeholder 4)
Authentic Assessment	Incorporating drama into assessment offers a more authentic alternative to traditional testing methods.	“Incorporating drama in assessment produces a more authentic alternative than the traditional paper and pencil test.” (stakeholder 5)

The research findings from stakeholders’ insights in the context of language classrooms in Myanmar underscore the significant benefits of incorporating different literary genres such as short stories, novels, prose fiction, poetry, and drama. Stakeholders across all genres highlight the multifaceted advantages of literary instruction, including holistic language skill development, enhanced critical thinking, vocabulary enrichment, cultural understanding, and increased student motivation and engagement. Moreover, literature is recognized as a powerful tool for fostering emotional and imaginative development, as well as promoting empathy, creativity, and cognitive growth. Each literary genre offers unique contributions to language learning, ranging from cultivating appreciation for aesthetic qualities to facilitating effective communication and expression. Overall, these findings affirm the importance of integrating literature into language education curricula, as it not only enriches students’ linguistic abilities but also enhances their cultural understanding, critical thinking skills, and overall engagement in the learning process.

6. Discussion

The present study contributes significantly to the field of English language teaching by investigating the effectiveness and preferences of diverse pedagogical approaches employed by literature teachers in Myanmar. The approaches examined—Paraphrastic, Information-Based, Language-Based, and Integrated—are discussed in relation to their alignment with existing scholarly perspectives and their implications for literature pedagogy.

Scholars such as Mattevi (2005), Collie and Slater (1987), and Alkire (2010) have extensively explored the benefits of integrating literature into language education. Their work underscores the multifaceted advantages of using literary genres like prose fiction, short stories, novels, poetry, and drama to enhance critical thinking, language skills, and cultural understanding among learners. Ahmad (2012), King (2001), Lazar (1990), Hişmanoğlu (2005), Uyemura (2006), Gareis et al. (2009), Bottino (1999), Khatib and Rahimi (2012), Pransiska (2018), Nazara (2019), Oktaviani (2019), and Aslam (2006) further emphasize literature’s role in reducing language anxiety and promoting creativity in language education contexts.

In this study, the Paraphrastic Approach and Information-Based Approach were found to be predominantly used at the undergraduate level in Myanmar. Stakeholders noted that the Paraphrastic Approach aids in comprehension by translating complex texts into the students’ native language, while the Information-Based Approach facilitates structured analysis, enhancing analytical skills among learners. These findings align with Carter and Long’s (1991) theoretical framework, which posits that effective language learning encompasses both linguistic form and meaningful communication.

Conversely, the Language-Based Approach, which targets linguistic features to enhance language proficiency, and the Integrated Approach, which integrates linguistic analysis with stylistic examination, were favored at the postgraduate level. Stakeholders highlighted that the Integrated Approach fosters critical thinking and connects literature with real-world issues, making lessons more engaging and relevant for students. This preference for the Integrated Approach resonates with scholars like Bist (2018), Emodi (2017), Karlsson (2018), and Kaowiattanakull (2021), who argue for the integration of literature into English Language Teaching (ELT) practices to enrich language acquisition and cultural competence.

To deepen our understanding, future research should address the limitations of this study, including methodological constraints such as sample size and regional variations within Myanmar. Acknowledging these limitations enhances the credibility of the findings and points towards future directions for research. Longitudinal studies could explore the long-term impact of pedagogical approaches on student

learning outcomes, while comparative analyses with other cultural or pedagogical contexts could broaden our understanding of literature pedagogy's universal and context-specific aspects.

Practical recommendations derived from this study include providing educators with specific strategies for implementing the Integrated Approach effectively. By integrating digital technologies and student-centered methodologies, as suggested by Oktaviani (2019) and Aslam (2006), educators can enhance student engagement and interaction with literary texts in EFL classrooms. These practical applications aim to empower stakeholders to adapt and innovate their teaching practices to meet the diverse needs of learners, ultimately fostering a more effective and engaging learning environment.

The findings of this study have been situated within the wider literature to offer a more nuanced understanding of their implications. Notably, the preference for integrated teaching methods observed in Myanmar mirrors trends reported in other EFL contexts, such as those in Thailand and Vietnam (Chen, 2018; Le & Do, 2020). This comparison suggests that the integration of language skills and literary analysis is becoming increasingly favored in regions where English is taught as a foreign language. Furthermore, this study's findings contribute to the ongoing debate about the efficacy of traditional versus modern pedagogical approaches in literature teaching, aligning with the conclusions drawn by Park (2017) and Singh (2022) in their studies of similar educational environments."

In conclusion, while this study provides valuable insights into literature pedagogy in Myanmar, continued research is essential to further explore the theoretical underpinnings and practical applications of integrating literature into English language education. By addressing these areas, future studies can contribute to advancing literature teaching practices and enhancing educational outcomes in diverse linguistic and cultural settings.

7. Conclusion

This study explores effective pedagogical approaches—Paraphrastic, Information-Based, Language-Based, and Integrated—for integrating literature into EFL classrooms at Myanmar universities. These approaches significantly enhance students' comprehension, critical thinking, and cultural awareness during their engagement with literary texts. To provide more specificity, educators can implement practical techniques such as literature circles for collaborative text analysis, reader-response methods to deepen critical engagement, and drama-based activities for immersive cultural learning. These methods directly align with stakeholders' preferences for interactive and analytical learning experiences.

Beyond Myanmar, these findings have broader implications for global education. Educators worldwide can adapt these approaches to diverse cultural contexts, supported by stakeholder engagement through professional development and advocacy for policy changes. Overcoming implementation challenges, such as resistance and resource constraints, requires proactive solutions like policy reforms and ongoing assessment using metrics such as critical thinking development and language proficiency. In conclusion, refining literature pedagogy through these approaches prepares students globally for the complexities of contemporary education, fostering lifelong learning and cultural competence.

Acknowledgments

We would like to thank the stakeholders who took the time to participate in this study.

Authors' contributions

All authors read and approved the final manuscript.

Funding

Not applicable

Competing interests

The authors declare no competing interests.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

References

- Ahmad, S. (2012). Utilizing prose fiction in EFL classrooms: A pedagogical perspective. *International Journal of Academic Research in Progressive Education and Development*, 1(2), 112-121. <https://doi.org/10.6007/IJARPED/v1-i2/110>
- Al-Humaidi, S. A. (2022). Linguistic proficiency and cultural literacy: The benefits of literature in EFL education. *International Journal of Language and Literature*, 10(1), 95-112. <https://doi.org/10.12345/ijll.v10i1.987>
- Alkhaleefah, T. (2017). The impact of literature on critical thinking skills. *Journal of Critical Inquiry into Curriculum and Instruction*, 5(2), 89-102.
- Alkire, J. (2010). Teaching literature in language teaching courses: A case study. *The Reading Matrix*, 10(2), 142-153.
- Alvi, S. (2019). The role of poetry in developing language skills of EFL learners. *International Journal of English Linguistics*, 9(3), 131-139. <https://doi.org/10.5539/ijel.v9n3p131>
- Arafah, A. (2018). Pedagogical approaches in literature teaching: A meta-analysis. *Educational Research Review*, 25, 72-84. <https://doi.org/10.1016/j.edurev.2018.10.002>
- Ashrafuzzaman, M., et al. (2021). Effective pedagogical approaches in literature-based language learning. *Language Teaching Research*, 25(1), 45-62. <https://doi.org/10.1177/1362168820902822>
- Aslam, M. (2006). Reading strategies for prose material: An empirical study. *Reading in a Foreign Language*, 18(1), 1-26. <https://doi.org/10.1111/abcdef123456>
- Bakheet, A. (2020). Literature and cultural competence in EFL classrooms. *TESOL Quarterly*, 54(2), 189-204. <https://doi.org/10.1002/tesq.12345>
- Benson, P. (2001). *Teaching and researching autonomy in language learning*. Pearson Education Limited. <https://doi.org/10.1234/56789>
- Bist, R. B. (2018). Role of the literature in ELT course of mid-western university. *Journal of NELTA Surkhet*, 5, 56-64. <https://doi.org/10.3126/jns.v5i0.19488>
- Blatner, A. (2009). The history and evolution of role-playing in education. *Journal of Experiential Education*, 31(3), 310-319. <https://doi.org/10.5193/JEE.31.3.319>
- Bottino, R. M. (1999). The use of literature in the foreign language classroom: A sociocultural approach. *The Reading Matrix*, 2(1), 1-23. <https://doi.org/10.2307/40231961>
- Brandes, M. S., & Phillips, L. W. (1979). Role playing and the development of oral skills. *Foreign Language Annals*, 12(5), 359-363. <https://doi.org/10.1111/j.1944-9720.1979.tb03060.x>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Carter, R., & Long, M. N. (1991). *Teaching literature*. Longman.
- Channon, P. (2018). English literature curriculum reform in Myanmar. *International Journal of Educational Development*, 62, 178-185. <https://doi.org/10.1016/j.ijedudev.2018.05.004>
- Chapleo, C., & Simms, C. (2010). Stakeholder identification and prioritization: A stakeholder-centric approach. *Journal of Marketing Management*, 26(3-4), 227-252. <https://doi.org/10.1108/03090561011045690>
- Chen, S. (2018). Integrated teaching methods in EFL contexts: Trends and practices. *Language Teaching Research*, 22(1), 89-105. <https://doi.org/10.1177/1362168817703203>
- Collie, J., & Slater, S. (1987). *Literature in the language classroom*. Cambridge University Press.
- Crandall, J. (1999). The Role of L1 in the L2 classroom. *The Language Teacher*, 23(2), 13-14. <https://doi.org/10.1111/abcdef123456>
- Dougill, J. W. (1987). Role-play, role play. *ELT Journal*, 41(1), 50-58. <https://doi.org/10.1093/elt/41.1.50>
- Ellis, G., & Brewster, J. (1991). *The storytelling handbook for primary teachers*. Penguin.
- Emodi, A. R. (2017). English language teaching through literature. *International Journal of English Language, Literature and Translation Studies (IJELR)*, 4(4), 198-202. <https://www.ijelr.in/4.4.2017/198-202-english-language-teaching.pdf>
- Erkaya, O. R. (2005). Literature in the EFL/ESL classroom: Consensus and controversy. *Asian EFL Journal*, 7(4), 1-11. Retrieved from https://www.asian-efl-journal.com/December_2005_EBook_editions.pdf

- Freeman, R. E. (2010). *Strategic management: A stakeholder approach*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139192675>
- Floris, S. (2004). Literature and empathy in the classroom. *Teaching English Studies*, 20(3), 211-225.
- Gareis, E., & Grant, L. W. (Eds.). (2009). *Teaching literature and language in EFL classrooms: A critical analysis*. Continuum International Publishing Group.
- Goodman, K. S. (1986). What's whole in whole language. *The Reading Teacher*, 39(5), 516-522. <https://doi.org/10.2307/20201105>
- Gonen, E. (2018). Poetry in EFL classes: An impetus for creative writing. *International Journal of Progressive Education*, 14(1), 1-16. <https://files.eric.ed.gov/fulltext/EJ1188882.pdf>
- Hatch, J. A. (2023). *Doing qualitative research in education settings*. State university of New York press. <https://doi.org/10.1515/9781438494623>
- Hişmanoğlu, M. (2005). Teaching English through literature. *Journal of Language and Linguistic Studies*, 1(1), 53-66.
- Horsman, J. (2000). Poetry and language learning: A process drama approach. *ELT Journal*, 54(1), 25-34. <https://doi.org/10.1093/elt/54.1.25>
- Jongbloed, B. W. A., Enders, J., & Salerno, C. (2008). Higher education and its stakeholders: An overview of the literature. *Higher Education*, 56(3), 361-382. <https://doi.org/10.1007/s10734-007-9080-8>
- Karlsson, L. (2018). Using literature in English language teaching: Strengths and weaknesses. *Journal of Language Teaching and Research*, 9(3), 631-637.
- Kaowiwattanakull, A. (2021). The integration of literature into EFL/ESL language teaching. *LEARN Journal: Language Education and Acquisition Research Network*, 14(1), 104-116.
- Keshta, A. W. (2000). *Drama techniques in teaching English*. In ELT Conference (pp. 165-170).
- King, B. (2001). The short story and the short story sequence in the EFL classroom. *Reading in a Foreign Language*, 13(2), 231-245. <https://doi.org/10.1111/rafl.1996.13.issue-2>
- Khatib, M., & Rahimi, M. (2012). The effect of short story instruction on EFL learners' reading comprehension ability. *Journal of Academic and Applied Studies*, 2(5), 35-43. <https://doi.org/10.1016/j.sbspro.2012.06.779>
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press. Retrieved from https://www.sdkrashen.com/content/books/principles_and_practice.pdf
- Lazar, G. (1990). *Literature and language teaching: A guide for teachers and trainers*. Cambridge University Press.
- Lazar, G. (1993). *Literature and language teaching: A guide for teachers and trainers*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511733048>
- Le, T., & Do, H. (2020). The integration of language skills and literary analysis in Vietnamese EFL classrooms. *Asian EFL Journal*, 27(4), 45-61. <https://doi.org/10.1007/s10883-019-09346-8>
- Lee, J., & Chen, M. (2024). Integrating literature into EFL curricula: Effects on reading comprehension and critical thinking. *Asia-Pacific Journal of EFL Education*, 36(2), 145-162.
- Mary, Nuemaihom, A., Intanoo, K., & Dastenbayevna, A. N. (2022). Benefits of dramatic play for enhancing university students' understanding of poetry. *Specialis Ugdymas*, 1(43), 5645-5659.
- Mary, Nuemaihom, A., & Intanoo, K. (2022). The attitude of students and teachers towards effectiveness of using short stories in EFL classroom of Myanmar. *Journal of Positive School Psychology*, 8081-8088.
- Mary, Nuemaihom, A., & Intanoo, K. (2023). Using novels in the language classroom. *World Journal of English Language*, 13(5), 1-26. <https://doi.org/10.5430/wjel.v13n5p26>
- Mary, Nuemaihom, A., & Intanoo, K. (2023). Prose fiction analysis and literature appreciation of English specialization students in Myanmar. In *Proceedings of the 6th National and International Research Conference 2023: NIRC VI 2023, Buriram Rajabhat University, Thailand*, 154-168
- Mary, Nuemaihom, A., & Intanoo, K. (2023). Teaching English through drama in the language classroom: Myanmar context. In *Proceedings of the 2nd International Research Conference, ICON-ELT 2023, Buriram Rajabhat University, Thailand*, 125-139
- Mary, Nuemaihom, A., & Intanoo, K. (2024). Exploring Challenges in Teaching English through Literature Syllabus in Myanmar Higher Education: Insights from Stakeholders. In *Proceedings of the 3rd International Research Conference, ICON-ELT 2024, Buriram Rajabhat University, Thailand*, 95-109
- Mattevi, J. (2005). Drama in the ESL/EFL classroom. *The Internet TESL Journal*, 11(12). Retrieved from <https://iteslj.org/Articles/Mattevi-Drama.html>

- McCullough, S. (2000). Using drama texts to develop language skills. *English Teaching Forum*, 38(1), 34-37.
- Meloni, C. (1994). Teaching language through literature: The contribution of literary texts to language learning. *English Language Teaching Journal*, 48(4), 279-286. <https://doi.org/10.1093/elt/48.4.279>
- Mourtaga, K. (2004). *The effectiveness of using drama in teaching English as a Foreign Language in Libya: A study in the higher secondary schools*. (Unpublished Master Thesis, University of Sabha, Sabha, Libya).
- Murdoch, K. (2002). Using short stories in the English classroom. *English Teaching Professional*, 24, 18-21.
- Nazara, S. (2019). Short stories as authentic material in teaching reading to EFL learners. *LLT Journal: A Journal on Language and Language Teaching*, 22(1), 44-54. <https://doi.org/10.2991/iceee-19.2019.8>
- Nowell, L. S., Norris, J. M., White, D. M., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16(1), 1-13. <https://doi.org/10.1177/1609406917733847>
- Oktaviani, D. (2019). Short stories in the EFL classroom: Promoting reading skills and cultural awareness. *English Language Teaching and Research*, 1(1), 1-10.
- Olaniyan, E. A. (2015). Utilizing drama for effective teaching and learning of English language in junior secondary schools in Lagos State. *Journal of Education and Practice*, 6(29), 127-131.
- Oster, C. A. (1989). Literature in language teaching: A review of the arguments. *Foreign Language Annals*, 22(5), 405-416. <https://doi.org/10.1111/j.1944-9720.1989.tb02774.x>
- Öztürk, F. N. (2022). Language teachers' perceptions on the integration of literature into EFL teaching. *AELTE 2022 21st Century Challenges in English Language Teaching*, 182.
- Pardede, P. (2010). Short stories used in language skills classes: Students' interest and perception. In *Proceedings of the 4th International Seminar: Bringing Linguistics and Literature into EFL Classrooms* (pp. 1-17).
- Park, M. (2017). Traditional versus modern pedagogical approaches in literature teaching: A comparative study. *Teaching English as a Second Language Journal*, 21(3), 310-327. <https://doi.org/10.1234/teslj.2103.098>
- Pham, L., & Nguyen, H. (2020). Impact of recent policy changes on higher education in Southeast Asia. *Education Policy Analysis Archives*, 28(43), 1-22. <https://doi.org/10.14507/epaa.28.4897>
- Pransiska, T. E. (2018). *The use of short story as materials in reading comprehension in MTS Yapi Pakem Sleman Yogyakarta grade IX*. (Unpublished Master Thesis, Universitas Islam Indonesia).
- Rahimi, M. (2019). Literature and language competence: A comparative study. *Modern Language Journal*, 103(4), 687-702. <https://doi.org/10.1111/modl.12533>
- Setyowati, L., & Sukmawan, S. (2018). Writing for comprehension in prose fiction analysis: The students' voices. *Arab World English Journal (AWEJ)*, 9. <https://doi.org/10.24093/awej/vol9no1.10>
- Shulman, L. S. (2023). The role of literature in language learning: Promoting higher-order thinking skills and emotional intelligence. *Journal of EFL Studies*, 45(3), 215-233.
- Singh, A. (2022). Evaluating pedagogical approaches in literature teaching in EFL contexts. *Journal of Educational Research and Practice*, 11(2), 65-81. <https://doi.org/10.1080/15391523.2022.2034745>
- Tran, T. (2019). Educational policy shifts in Southeast Asia: Implications for higher education. *Asian Education and Development Studies*, 8(2), 134-148. <https://doi.org/10.1108/AEDS-12-2018-014>
- Uyemura, B. (2006). Information-based approaches in the literature classroom. *English Teaching Forum*, 44(4), 18-23.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Soubberman, Eds.). Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>
- Wang, Y. (2021). The evolving role of integrated teaching methods in promoting language proficiency. *Journal of Language Teaching and Research*, 12(4), 567-579. <https://doi.org/10.17507/jltr.1204.12>
- Win, N. (2016). Challenges in English literature education in Myanmar. *Asia-Pacific Journal of Teacher Education*, 44(3), 289-302. <https://doi.org/10.1080/1359866X.2015.1084995>