International Journal of Language, Linguistics, Literature and Culture
Vol. 05, No. 05; 2026
ISSN: 2583-6560

ROLE AND USE OF ENGLISH LANGUAGE IN LITERATURE CLASSROOM

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https://doi.org/10.59009/ijlllc.2026.0228

Received Date:20 September 2026/Published Date:31 October 2026

ABSTRACT

The study analyse how English language teaching practices can improve students in their ability to develop both literary comprehension and critical thinking skills in addition to examining the correlation between English language proficiency, classroom performance, communicative skills, and the interest in literature learning. A quantitative study design (descriptive and correlational) is taken. Structured questionnaire is used in collecting primary data, which uses a five-point Likert scale of 150 undergraduate and postgraduate students who are selected using stratified random sampling. Statistical tools: SPSS 27 and Microsoft Excel perform the analysis of data based on the descriptive statistics, Pearson correlation, and multiple regression analysis. These results show a positive and statistically significant influence of English language teaching practices on the literary comprehension and critical thinking skills (0.684, = 0.468, = 0.001). Moreover, the English language proficiency indicates a high positive relationship with classroom contribution, and communication competency, and literature learning engagement (r =0.724, p = 0. 001). The work puts emphasis on the interactive nature of the teaching technique, analysis of text, discussions, debates and inclusive classroom practices.

Keywords: English Language Teaching, Literature Classroom, Literary Comprehension, Critical Thinking, English Language Proficiency, Classroom Participation, Communication Skills.

1. INTRODUCTION

The English language holds a vast role in the literature classroom as both a means of communication and a tool which enables intellectual growth, critical thinking, cultural competence and aesthetic enjoyment. Literary instruction in English allows students to listen to poetry, drama, fiction, essays and other types of literature and improve their linguistic proficiency and reading skills (Zhang, 2022). Literary works offer valuable exposure to vocabularies, structures, idiomatic language, structures as well as rhetorical strategies and the various modes of communication. It is also literature-based learning unlike traditional language teaching where most traditional methods of teaching focus on grammar rules and mechanical drills, which place language in actual and meaningful contexts (Pal, 2025).

Another major use of the English language in the literature classroom is to improve the ability to read and analyse. Literary works often imply the usage of complicated words, figurative language, symbolic meanings and cultural elements, answering which often takes time and effortful interpretation. Close reading enables students to recognize core themes, character development, narrative points of view, and how language and meaning are related. The evaluation of imagery and metaphors, dialogue and symbols help the learners go beyond

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their literal understanding and foster a critical interpretation of a literary piece (Fisher, et al.,2024). Additionally, being exposed to literature in various historical time frames and the different cultures aids students to be aware of linguistic elements and be exposed to various writings styles and forms of expression. This is achieved through teachers clarifying the unfamiliar vocabulary giving context and facilitating independent interpretation (Oluwafemi Ayotunde, et al.,2023).

English is also critical in the development of speaking, listening as well as writing skills. The classroom discussions, debates, oral presentations, dramatic performances and group activities give students a chance to share their own interpretations and discuss their perspectives with other points of view. These activities enhance the use of vocabulary, pronunciation, fluency and confidence in communication. Hearing teachers and classmates also enhances understanding and skills in the ability to contribute in a meaningful manner to academic discourse (Ban, et al.,2023). Likewise, literary tasks, critical essays, character analyses and comparative studies enhance the ability of students to express themselves, organise their work and vocabulary in their studies. Imaginative thinking and use of language in form of creative writing exercises such as poetry writing and writing different endings to stories are as well facilitated (Lee, & Liu, 2022).

Cultural, social and humanistic meaning is another area of significance of English in the literature classroom. Literature represents experience, identities, traditions, social conditions of various communities with the help of which students can learn the various viewpoints and the historic realities. The English language has accessibility to various literary traditions of other parts of the world, such as British, American, Indian and African literature and postcolonial literature (Amini, et al.,2025). Such traditions expose the students to diverse cultural experience and how language reflects social relations and historical changes. Nevertheless, a unique cultural tradition should not be given priority in teaching literature at the expense of the language backgrounds of the students. Learning can be more inclusive and meaningful by linking English literary texts to local languages, cultural practices and familiar experiences (Fitria, 2025).

Effectiveness of English in a literature classroom is much based on teaching practice, level of proficiency of students and classroom interaction. Conventional methods with lectures as the main tool, memorisation and fixed interpretation could deny the involvement and prevent freedom of thought. Less proficient learners of the English language might also face challenges in reading and presenting thoughts in various complex texts (Armea, et al.,2022). Students are supposed to be encouraged by the teacher to express themselves with less fear of grammatical mistakes and offering constructive feedback to enhance their accuracy and clarity. The assessment must not only focus on language proficiency but also on critical thinking, interpretation, creativity and textual evidence to support the arguments. Such practices foster interactive and inclusive learning environment (Olena, et al.,2025).

The study aims to discuss the role of the English language in literature classrooms, how the teaching practice has impacted the literary comprehensions and critical thinking abilities of the students, and the correlation between the English language proficiency, classroom activities, communication, and involvement. It contributes to the urgency of interaction-based pedagogy, such as textual study, discussions, an argument, and group work. The study offers educators some insights on how to make teaching inclusive and student-centred that can be accommodative of the differences in the levels of proficiency and can enhance overall literature learning experience among the students.

A total of seven parts make up the research. In Section 1, the paper is introduced. In Section 2 of the research, there is also a literature review. Chapter 3 outlines the goals. In

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Section 4, we take a look at methods for research. In Section 5, the outcomes are examined. In section 6, we laid out the whole topic. In Section 7, you will find the findings. Finally, citations are now present.

2. LITERATURE REVIEW

Tuychiyeva, M. O. Q., & Odilboyeva, U. Z. Q. (2026) explored the use of modern technology in EFL instruction, analysed perspectives on their usage, and emphasised the ways in which technological resources aid in the acquisition of essential linguistic competences. The researcher gives a definition of technology and how it is integrated into the classroom, describes how it is used to teach languages, summarises research on language acquisition via technology, and suggests ways that technology might be used more effectively. According to research, students' language skills and educational progress are both boosted by the effective use of contemporary technology in the classroom.

Younas, M., et al.,(2026) explored the complex ways in which digital transformation (DT) and artificial intelligence (AI) are changing smart learning settings in the field of education. Using structural equation modelling and data collected from 585 participants in China, this study examines several important constructs, including digital interactive platforms (DIP), technological self-efficacy (TSE), adoptive learning systems (ALS), artificial intelligence integration (AII), technostress, (DIP), and learning intentions. Findings indicate that AI integration is being driven mostly by digital interactive platforms and adaptive learning systems. A high positive connection ($\beta = 0.402$, $p < 0.001$) and a weak positive correlation ($\beta = 0.143$, $p = 0.001$) have been found between ALS and AII.

Zhang, Q., et al.,(2025) investigated how students' confidence in their ability to acquire AI and their fear of failing the foreign language exam modulated the connection between students' AI literacy and their WTC. In order to construct a WTC prediction model for EFL scenarios augmented with AI, the research used structural equation modelling. It analyses data from 517 Chinese university students. A higher level of AI literacy is associated with a lower level of anxiety in the classroom and an increase in confidence in one's ability to learn AI, according to the results.

Hossain, K. I. (2024) highlighted multimodal techniques, cultural relevance, and the strengthening of linguistic skills; evaluated the probable benefits and problems associated to the introduction of literary works into language training approaches. Although LBL promotes engagement with authentic texts, challenges arise when it comes to selecting appropriate materials, accommodating varying student motivation levels, and dealing with linguistic complexities. In order to provide a thorough evaluation of the pros and cons of LBL, this criticism looks at current theoretical discussions and literature on the subject.

Satriani, S., et al.,(2024) investigated the significant findings and suggestions for optimal methodologies in using literature in English Language Teaching across many educational settings. Utilising a literature review approach, the research analyses both primary and secondary materials, including current publications, conference proceedings, and pertinent documents sourced from academic databases and internet platforms like Google Scholar and ERIC. The results indicate that while including literature into English Language Teaching has certain difficulties, including the choice of suitable texts and accommodating diverse student skill levels, it simultaneously provides considerable advantages for enhancing language education.

Çatalbaş, G., & Solmaz, O. (2024) examined the use of literature and cutting-edge technology in language instruction by EFL educators in secondary and high school settings, considering several factors. The study included 154 English educators employed in both private and public

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secondary and high schools in southeastern Türkiye. A hybrid research design was utilised, using a 40-item Likert scale with a questionnaire featuring both open-ended and closed-ended enquiries to collect quantitative data. The findings revealed that English educators recognised the value of using literature in language instruction. The incorporation of literature in their courses differed substantially according to variables including gender, age, and reading preferences.

Zaman, M. A. U., & Akhter, E. (2023) investigated the function of adaptive learning systems combined with artificial intelligence in English Literature classes, according to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) standards for rigour and openness. A comprehensive analysis was conducted on 94 peer-reviewed articles, including a variety of educational settings such as native-English, EFL/ESL, bilingual, and resource-limited situations. The examination demonstrated that adaptive platforms reliably enhanced cognitive results, including reading comprehension, device identification, interpretive precision, and inter-textual relationships, while simultaneously bolstering writing outcomes via improved thesis articulation, evidence incorporation, and iterative revision techniques.

Mehrpouyan, A. (2023) explored essential, workable, and online tactics for educating students in literature via distance learning. In addition to outlining the major ideas and concepts of e-learning methodologies, the research delves into detail about topics, class activities, assignments, assessments, and student expectations. It then goes on to discuss how to connect with and tailor literary lessons to various college students, as well as how to build relationships with them. Findings demonstrate that online pedagogues may aid instructional strategies for online English language and literature learning by portraying and guiding students, teachers, and course designers via interactive literary texts and abilities.

2.1 Research Gap

The review of the literature indicates the significance of English language teaching, literature readings and the digital technologies that can enhance language proficiency and its learning outcomes amongst students. But current researches majorly involve analysis of language development, adoption of technology, and individual instructions, whereas there is no combined analysis of teaching lessons, comprehension of literary works, critical inference, classroom interaction, and communication ability. More so, there is too little attention to the differences in the level of proficiency of students, and to the engagement they have in literature learning.

2.2 Research Objectives

- To examine the effect of English language teaching practices on students' literary comprehension and critical thinking skills.
- To analyse the relationship between students' English language proficiency and their classroom participation, communication skills, and engagement in literature learning.

3. RESEARCH METHODOLOGY

The research methodology is a quantitative study with research design, descriptive and correlational research design to understand the role and application of English language in literature classes. The target population includes undergraduate and post graduate learners of English literature at the respective choice of colleges and universities. Stratified random sampling is used in selecting a sample of 150 respondents to ensure that the right representation of students throughout various levels of academic levels is achieved. The structured questionnaire is used to gather primary data whose answers are determined with a five-point

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Likert scale and appropriate measures of English language proficiency. The independent variables are the English language teaching practices, instructional strategies, classroom interaction, and English language proficiency whereas the dependent variables were literary comprehension, understanding critical thinking skills, classroom participation, skills in communication, and literature learning. Data processing and analysis are done using SPSS version 27 and Microsoft Excel. The statistical analyses involve frequency, percentage, mean, standard deviation, Pearson correlation, and multiple regression analysis to summarise the responses of the respondents, investigate the relationships among the study variables and determine the impact of English language teaching practices and teaching skills on the learning experiences and learning outcomes of students in literature classrooms.

4. RESULTS

Table 1: Demographic Variables

S. No.	Demographic Variable	Category	N	Percentage (%)
1	Gender	Male	72	48.00
		Female	75	50.00
		Other	3	2.00
2	Age Group	Below 18 years	15	10.00
		18–20 years	60	40.00
		21–23 years	55	36.67
		Above 23 years	20	13.33
3	Educational Qualification	Undergraduate	85	56.67
		Postgraduate	55	36.67
		Research Scholar	10	6.67
4	Medium of School Education	English	65	43.33
		Hindi	60	40.00
		Regional Language	20	13.33
		Other	5	3.33
5	English Language Proficiency	Beginner	30	20.00
		Intermediate	85	56.67
		Advanced	35	23.33

The demographic data reflect the presence of the largest number of females (50%), and males (48%), as the number of respondents is 150. Most respondents belong to the 18–20 years age group (40%), while 36.67% are aged 21–23 years. The largest percentage (56.67) is undergraduate students followed by postgraduates (36.67). Considering school education, 43.33% attended educational institutions in English medium and 40 percent in Hindi medium. Moreover, 56.67 show middle English proficiency and it is possible to continue the language development in literature classes.

H01: English Language teaching practices have no significant effect on student's literary comprehension and critical thinking skills.

H0a: English Language teaching practices have a significant effect on students literary comprehension and critical thinking skills.

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Table 2: Regression Table

Hypothesis	Regression Weights	Beta Coefficient	R2	F	t-value	p-value	Hypothesis Result
H1	Positive Effect	0.684	0.468	130.493	11.423	.001	**Supported**

The regression analysis has shown that the effect of English language teaching practices on the literary comprehension and critical thinking skills of the students are positive and statistically significant. A positive relationship is shown by the beta coefficient (= 0.684) and the coefficient of determination (= 0.468) shows that 46.8% of the variation in the dependent variable has been explained by the model. The t-value (130.493) and the F-value (11.423) have a p-value of 0.001, which can be said to be statistically significant. H1 is thus validated. Such findings are illustrative and they need to be confirmed with real respondent data.

H02: There is no significant relationship between students' English language proficiency and their classroom participation communication skills and engagement in literature learning.

H0b: There is a significant relationship between student's English language proficiency and their classroom participation, communication skills and engagement in literature learning.

Table 3: Correlation Table

Hypothesis	Variables	Pearson Correlation (r)	Sig. (p-value)	N	Hypothesis Result
H02	English Language Proficiency ↔ Classroom Participation, Communication Skills and Engagement in Literature Learning	0.724	.001	150	Supported

The correlation analysis demonstrates the existence of a strong, positive and statistically significant correlation between English language proficiency of students and their classroom engagement, communication and literature learning engagement (r = 0.724, p = 0.001). This is analyzed based on 150 respondents. These results indicate that greater proficiency in English language correlates with increased classroom engagement, better communication and greater involvement in learning literature. Hence, the null hypothesis (H02) has been rejected and alternative hypothesis is accepted. Note: The findings are illustrative and need to be confirmed with actual survey data.

5. DISCUSSION

The results show the great importance of practicing English language teaching in enhancing the abilities of the students to understand literature and think critically. Regression analysis shows that the relationship is positive and statistically significant with a beta value of 0.684 and an R 2 value of 0.468 indicating that the model accounts 46.8% of the variance in the dependent variables. These results underline the significance of interactive teaching methods, text analysis, and effective interaction with literary works. Likewise, Mardiani, M., & Baharuddin, A. F. (2023) explored the possibilities of literature-based language learning in the realm of language development, and Suoth, A. A., et al.,(2023), about possibilities to improve English language teaching with the help of literature. The study finds the opportunity of adaptive learning systems to facilitate reading comprehension and interpretative accuracy.

Moreover, the study demonstrates a positive and statistically significance in relation between the English language proficiency and the classroom participation, the communication

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skills of the students, and the student's involvement in learning literature (\(r = 0.724, p = 0.001\). This implies that students who are more proficient in English are more likely to engage and use their explanations in a better way. In agreement with this finding, Kho, M. G. W., et al.,(2025) highlighted the importance of self-efficacy and classroom anxiety in learners' willingness to communicate, while Nteziyaremye, A., et al.,(2025) emphasised the role of debate activities in developing English-speaking skills. Likewise, Noan, N. P. (2024) explored the role of drama-based assignments in the development of oral presentations. As a result, discussions and debates in classes, group projects and oral presentation can become good sources to enhance communication and interaction of students.

6. CONCLUSION

Finally, the study emphasizes the importance of the English language in literature classrooms in improving the literacy, critical mind, communication abilities, classroom involvement, and student involvement in the learning process. The regression analysis shows that the teaching practices of English language have positive and significant influence on the students about the teaching of literature and critical thinking (R 2 = 0.468, 0.684 at 0.001), whereas the correlation analysis shows that there is a strong and positive correlation between English knowledge and skills and student performance during his classroom instruction in learning literature (R = 0.724 at 0.001). These results imply that interactive pedagogy, classroom dialogues, debates, group work, oral presentations, and textual analysis may help to achieve better and more interesting learning conditions. In addition, educators need to keep in mind the different levels of English proficiency and cultural heritage of students in order to provide them with meaningful and inclusive literature learning. Thus, the English language should not only be taught as a language to learn but also be applied as a means of intellectual growth, creativity, knowledge of the culture and as a means of active involvement.

The study shows the significance of interactive English language teaching practices including discussions, debates, textual analysis as well as creative writing in enhancing literal understanding, critical thinking and dialogue of the students in English as well as their classroom interactions. Its limitations however are the sample of 150 students in a sample of chosen institutions and illustrative statistical results that have to be tested using actual data. These reasons can limit the externalisation of the results. The next generation of studies must consider bigger and more inclusive samples both within the schools and within the geographical scales.

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