

The Role of English Literature in Developing Emotional Intelligence in Inclusive Education

Dr. Kiran Mani Tripathi^{1*}, Mr. Nand Kumar Dewangan², Dr. Shilpisudha Goswami³, Aparna Lakshmi⁴, Dr. Vichitra Sivaji⁵, Dr Shiva Prasad Mili⁶, Dr Swati Kiran⁷

¹Professor, Department of Humanities, Lakshmi Narain College of Technology, Bhopal

E-mail id: kirantripathi2011@gmail.com , ORCID ID: 0000-0002-4079-5691

²Assistant Professor Department of English, English Literature, Cultural Studies and Ecopsychology, Rani Rashmi devi Singh Government college, Khairagarh, Chhattisgarh, India,

E-mail id: kumarnd99@gmail.com , ORCID ID: 0000-0002-4354-1873

³Assistant Professor, English Program, Faculty of Humanities and Social Sciences, Assam down town University
Email id: Shilpisudha.goswami@adtu.in ORCID ID: 0009-0004-1603-7577

⁴Research Scholar, Department of English Women's Christian College Nagercoil –629 001 Tamilnadu, India,

E-mail id: aparnalakshmi94@gmail.com , ORCID ID: 0009-0000-0519-2249

⁵Professor & Head, Department of English, Sri Ramakrishna Engineering College, Coimbatore

E-mail id: vichitrasivajiresearch@gmail.com, ORCID ID: 0009-0009-2307-7901

⁶Associate Professor, Department of English, Sibsagar Girls' College, Sivasagar, Assam,

E-mail id: shibamili24@gmail.com, ORCID ID: 0009-0007-7193-1821

⁷Assistant Professor, Department of Assamese, Literature, Comparative literature, Indian literature, Gender Studies, Feminist Literary Criticism, Dibrugarh University,

E-mail id: swatikiran2014@gmail.com , ORCID ID: 0009-0008-4854-1347

HOW TO CITE:

Kiran Mani Tripathi, Nand Kumar Dewangan, Shilpisudha Goswami, Aparna Lakshmi, Vichitra Sivaji, Shiva Prasad Mili, Swati Kiran (2026). The Role of English Literature in Developing Emotional Intelligence in Inclusive Education. International Journal of Special Education, 41(16s), 60-70

ABSTRACT:

English literature has increasingly been recognized as an effective pedagogical tool for promoting students' cognitive and emotional development while supporting inclusive educational practices. However, empirical evidence integrating literary engagement, emotional development, and inclusive education remains limited. This study examined the role of English literature in fostering perceived emotional development within the context of inclusive education using a quantitative secondary data analysis. Data was obtained from publicly available datasets, with the primary analysis conducted on responses from 582 undergraduate students regarding their reading habits and engagement. Descriptive statistics and Chi-square tests of independence were employed to examine the relationships between reading engagement and perceived emotional outcomes. The findings revealed that most students engaged in reading primarily for academic purposes and reported improvements in creative thinking, academic performance, emotional relaxation, and problem-solving skills after reading. Reading frequency demonstrated a statistically significant but weak association with perceived emotional development ($\chi^2 = 23.55$, $p = .023$; Cramer's $V = .116$). In contrast, the type of books read showed a significant

COPYRIGHT STATEMENT:

Copyright: © 2026 Authors.
Open access publication under the
terms and conditions
of the Creative Commons Attribution
(CC BY)
license (<http://creativecommons.org/licenses/by/4.0/>).

moderate association with perceived emotional development ($\chi^2 = 97.42$, $p < .001$; Cramer's $V = .409$). These findings suggest that meaningful engagement with English literature contributes to students' cognitive and emotional growth and supports the promotion of inclusive learning environments. The study highlights the educational value of literature-based learning while recommending future research employing validated emotional intelligence measures and integrated primary datasets.

Keywords: English literature, reading engagement, perceived emotional development, inclusive education

1. Introduction

English literature now is not only a language tool but is also used as a pedagogical tool to develop students' cognitive, emotional and social development. Literary texts provide learners with a range of cultures, ideas, and human experiences and allow them to think critically, learn to be empathetic, and to be reflective. The frequent use of literary reading also fosters positive reading habits that have been correlated with academic success and lifelong learning (Balan et al., 2019). Furthermore, innovative teaching methods and digital technologies have enriched the students' reading of English literature, making it more interactive and meaningful in today's classroom (Hashim, 2019; Zhang et al., 2023).

Emotional intelligence (EI) has emerged as an important competency in twenty first century education as it helps to recognize, understand, and regulate emotions and develop interpersonal relations. Educational programs on emotional intelligence and social skills have been found to enhance students' empathy, classroom conduct, and social interaction (Vila et al., 2021). Literature has an important role to play in this; it allows readers to experience characters through narrative experiences, acquire different emotional viewpoints, and build empathy with fictional characters (Denham, 2024). Research has also shown that reading fiction in English, children's literature, and engaging in literary activities like role-playing and reading comics are effective in developing perspective-taking, empathy, and emotional awareness in learners (Wee et al., 2022; Bouali, 2025; Zagkotas, 2025).

These educational benefits are like the inclusive education principles which aim to create equal educational opportunities and to enable all students irrespective of their background and abilities to participate meaningfully. (Tonegawa, 2022) Most of previous studies, however, took English literature, emotional intelligence and inclusive education separately, with few studies presenting empirical evidence of the relationship between these fields. In addition, analyses with secondary data that explore these interrelated constructs are limited. Thus, the role of English literature in developing emotional intelligence in inclusive education is explored in this study, using secondary datasets to give insights that could help in the pedagogy of English literature and inclusive education.

Research Objectives

1. To examine English literature reading engagement among students.
2. To assess the relationship between English literature reading engagement and perceived emotional development.
3. To evaluate the role of English literature in promoting emotional development within the context of inclusive education.

2. Literature Review

2.1 English Literature in Education

English has moved from being a language learning subject to a pedagogical tool that encourages critical thinking, emotional reflection and social understanding. Meanwhile, Reader-Response Theory emphasizes that readers form

the meaning they derive from literary works through personal interaction with the work, allowing them to relate stories with their own experiences (Ginting, 2025). This interaction helps to increase literary engagement and emotional involvement. Moreover, the teaching of literature was revolutionized by technology, such as artificial intelligence, which enhances student engagement and interactive learning (Roy & Putatunda, 2023). Narrative transportation also elucidates how readers enter a story, allowing them to empathize and take on a perspective by identifying with fictional characters (Schwerin & Lenhart, 2025).

2.2 Emotional Intelligence

The term emotional intelligence (EI) has been identified as a key competency in today's education. Mayer and Salovey referred to the ability to perceive, understand, regulate and use emotions effectively, whereas Goleman focused on skills in practice: self-awareness, self-regulation, motivation, empathy and social skills. Bar-On also broadened EI to include emotional and social skills, which are linked to effective adaptation and well-being (Kanesan & Fauzan, 2019; Sfetcu, 2023). Emotional Intelligence is an important educational outcome because these dimensions play a part in students' academic performance, social relations, and emotional resilience.

2.3 Inclusive Education

The purpose of inclusive education is to provide fairness in education for every student based on their ability and background. Inclusive education aims at participation, equity and quality learning environments, in the spirit of UNESCO's vision and Sustainable Development Goal 4. Universal Design for Learning (UDL) can help achieve these objectives by promoting flexible teaching methods to address learner diversity (Diaz-Vega et al., 2020). Similarly, a holistic approach to education incorporates curriculum, policy and classroom practices into inclusive education systems (Kenny et al., 2023). These frameworks all highlight the need for structural support and responsive pedagogy to ensure that children with

additional needs are effectively included (Quirke & Galvin, 2025).

2.4 English Literature and Emotional Development

Empirical research shows literary engagement has a positive effect on emotion, with people asked to "feel with the text," "think about the text," and "perspective-take the text. Literary engagement has been suggested to be beneficial for emotional development through real-world studies that ask the reader to 'feel the text', 'think about the text', and 'perspective-take the text'. Readers learn to understand others and manage their own emotions as they experience various characters and emotions. Both Gibbons (2019) and Schwerin and Lenhart (2025) found improvements in emotional reflection and resilience from trauma literature and social-cognitive skills from narrative engagement, respectively. The results of this study suggest that literature has potential to be used for character education and SEL to raise emotional awareness and empathy.

2.5 English Literature in Inclusive Classrooms

English literature can be used to promote inclusive education by introducing learners to a variety of cultures, identities and experiences. Multicultural literary texts foster respect for diversity, eliminate stereotypes, and promote student engagement in class discussion and reflective learning. Positive teacher attitudes are still crucial to the success of implementing inclusive English language teaching (Cantos et al., 2022). Thus, reading in inclusive curricula offers chances to simultaneously improve emotional development, engagement of learners and inclusive education. However, previous studies have mostly dealt with literature, emotional intelligence, and inclusive education separately, and there is a need for complementary empirical research based on secondary data supplemented by other secondary data.

3. Methodology

3.1 Research Design

In this case, the research design used for the study was quantitative research through secondary data analysis. Secondary data analysis allows researchers to analyze existing data sets to answer new research questions by ensuring that the research is cost-effective and scientifically rigorous. A descriptive and correlational research design was used in the study in order to observe the relationships among the variables under study. The data was analyzed using the evidence generated from more than one secondary data source.

3.2 Data Sources

Three secondary sources of data that were publicly accessible for use in the study have been used. The secondary sources of data included data about the reading practices and literary engagement of the learners, the attitude of the educators towards inclusive education, and the data pertaining to literature-based education (Acosta-Vargas et al., 2024; Bharaskar, 2023; Apriliantara et al., 2026). These secondary sources of data have been chosen since they address the constructs of the study including the engagement in English literature, emotional development, and inclusive education.

3.3 Variables and Measures

The independent variable in this research was the engagement in English literature, which included the students' reading behavior, the frequency of reading, favorite literary genres of reading, the duration of reading, and reading motivation. The dependent variable, the perception of emotional development, was measured through some proxy measures that included emotional reflection, emotional relaxation after reading, creativity, and reading satisfaction. The context construct for this study was inclusive education, which was measured by teachers' perception about inclusive teaching and classroom inclusivity.

3.4 Data Analysis

Data Cleaning and Data Analysis

The gathered data was cleaned, screened and analyzed using Python. The descriptive statistics included frequencies, percentages, means and standard deviation of participants' attributes and variables. Reliability testing was done through Cronbach's Alpha where necessary. This was followed by the use of Pearson correlation and multiple linear regression analyses to determine the relationship between involvement in English Literature and Emotional Development whereas the perceptions about inclusive education were presented descriptively.

3.5 Ethical Considerations

In all respects, the research has made use of only public secondary datasets, which have already been anonymized by the original researchers before they have been made accessible to the public. As such, there was no engagement of any sort with the human subjects for the course of this research work, nor did the research work involve any acquisition of personal information from the human subjects involved. All the datasets have been used following the license terms applicable at the repositories, and credit has been duly acknowledged to the original data providers.

4. Results

4.1 Demographic Characteristics of the Respondents

Demographic data on the respondents are shown in Table 1. The number of respondents in this study was 582 undergraduate students. Male respondents accounted for 73.2% ($n = 426$), while females were 26.8% ($n = 156$) of the respondents. The age of the respondents ranged between 18 to 23 years, with an average age of 21.38 years ($SD = 1.12$). Respondents came from 13 different departments, with the most respondents coming from the CSE Department (37.8%), Electrical and Electronic Engineering (8.3%), and Business Administration (7.9%).

Table 1. Demographic characteristics of respondents (N = 582)

Variable	Category	Frequency	Percentage (%)
----------	----------	-----------	----------------

Gender	Male	426	73.2
	Female	156	26.8
Age	Mean $\pm$ SD	21.38 $\pm$ 1.12	—
Department	CSE	220	37.8
	EEE	48	8.3
	BBA	46	7.9
	English	43	7.4
	SWE	41	7.0
	Pharmacy	41	7.0
	Others	143	24.6

4.2 English Literature Reading Engagement

Table 2 gives an overview of the characteristics of reading engagement of the respondents. More than half of the respondents (56.4%) read books mostly to pursue their academics while 24.6%

read books to stay updated. While most of the students (61.7%) read academic books, 38.3% of the students read non-academic books. Moreover, 40.4% of respondents read books daily and 38.5% of the respondents read books several times a week.

Table 2. English literature reading engagement

Variable	Category	Frequency	Percentage (%)
Reason for reading	Academic purpose	328	56.4
	Keep informed	143	24.6
	Entertainment	59	10.1
	Improve English vocabulary	52	8.9
Book type	Academic	359	61.7
	Non-academic	223	38.3
Reading frequency	Everyday	235	40.4
	Few times/week	224	38.5
	Few times/month	83	14.3
	Rarely	40	6.9
Reading format	Both	326	56.0
	Printed	161	27.7
	E-books	95	16.3

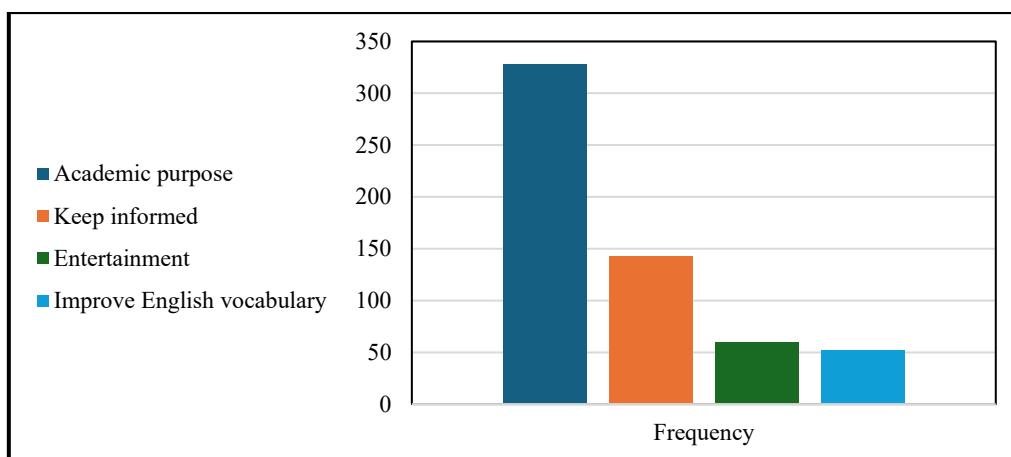


Figure 1. Primary Reasons for Reading Books Among Undergraduate Students

Figure 1 shows that most undergraduate students read books primarily for academic purposes ($n = 328$), followed by staying informed ($n = 143$). Comparatively fewer students read for entertainment ($n = 59$) or to improve English vocabulary ($n = 52$), highlighting the predominance of academic motivation.

4.3 Perceived Emotional Development

Table 3 represents the outcomes perceived by the students after reading books. Reading enhanced their creative thinking for the highest percentage of students (43.5%), followed by their performance in academics (23.2%). Relaxation and better problem-solving were other emotional effects mentioned by 16.8% and 16.5% of the respondents, respectively.

Table 3. Perceived emotional outcomes after reading books

Outcome	Frequency	Percentage (%)
Increase creative thinking	253	43.5
Increase academic performance	135	23.2
Feel relaxed	98	16.8
Increase problem-solving skill	96	16.5

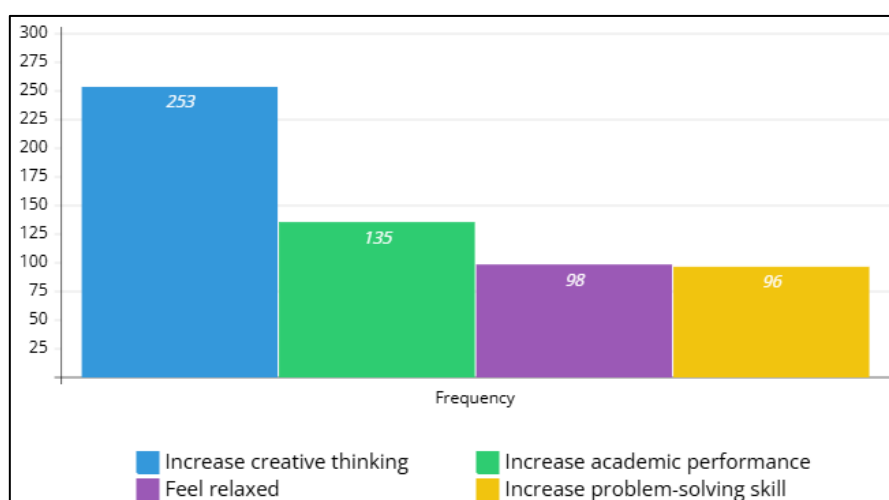


Figure 2. Perceived Emotional Outcomes of Reading Among Undergraduate Students

Figure 2 illustrates the perceived benefits of reading among undergraduate students. Most respondents reported that reading enhanced creative thinking ($n = 253$), followed by academic performance ($n = 135$), while comparatively fewer students indicated emotional relaxation ($n = 98$) and improved problem-solving skills ($n = 96$) as primary outcomes.

4.4 Association Between Reading Frequency and Perceived Emotional Development

Table 4. Chi-square analysis between reading frequency and perceived emotional development

Statistic	Value
Chi-square (χ^2)	23.55
Degrees of freedom	12
p-value	.023
Cramer's V	.116
Interpretation	Small effect

A Chi-square test was conducted to assess if there is an association between the frequency of reading and emotional development perceived by students. As presented in Table 4, there is a statistically significant association between the two variables ($\chi^2 = 23.55$, $df = 12$, $p = .023$); however, the strength of association between them is low (Cramer's $V = .116$).

4.5 Association Between Book Type and Perceived Emotional Development

The association between the kind of books one reads, and the emotional development has been analyzed through Chi-square. As can be seen from Table 5, there is an association between the

variables that is statistically significant ($\chi^2 = 97.42$, $df = 3$, $p < .001$). The value of the effect size (Cramer's $V = .409$) shows a moderate association. Those students who predominantly read academic books feel that their academic and creative performance has improved while those reading non-academic books feel relaxed.

Table 5. Chi-square analysis between book type and perceived emotional development

Statistic	Value
Chi-square (χ^2)	97.42
Degrees of freedom	3
p-value	< .001
Cramer's V	.409
Interpretation	Moderate effect

4.6 Summary of Findings

Based on the results obtained, it is clear that undergraduate students participate in English reading practices to improve their performance. There are many cognitive and emotional benefits gained through reading practices, including

improved creativity and academic performance. While there is a significant relationship between frequency of reading and perceived emotional development among the undergraduates, the genre of the books had a stronger relationship. It can be concluded that participation in English

reading practices leads to the development of emotions and cognition among undergraduates.

5. Discussion

The present study focused on the importance of English literature reading engagement as a means of promoting perceived emotional development in the context of inclusive education. The results show that students are actively reading during their undergraduate years and majority of the respondents were reading for academic reasons exceeding 50% of the respondents were motivated for academic purposes. In addition, most students expressed their preference for academic books, and students also actively read in the class regularly, reflecting that English literature and academic reading have always been important in higher education. The findings are in line with the previous studies that have found literature as a pedagogical tool which helps in the enhancement of critical thinking, learner engagement, and intellectual development (Zohrabi & Zarei, 2025; Alqahtani, 2024). Likewise, the growing use of literature in the teaching-learning process facilitates students' learning outcomes and promotes their reflective learning and lifelong reading.

One of the major research results of this study is that students felt that there were several developmental impacts associated with reading. Most have indicated that reading improved their creative thinking, while academic performance, emotional relaxation and problem-solving skills were reported to have improved. These outcomes are implicit rather than explicit measures of emotional intelligence in standardized measures but are excellent indicators of emotional and cognitive development. Theories of emotional intelligence include Emotional Awareness, Emotional Self-regulation, Emotional Problem-solving, and Adaptive Thinking, as all of these skills are essential to good emotional functioning (Kanesan & Fauzan, 2019; Sfetcu, 2023; Fiori & Vesely-Maillefer, 2018). Based on the above results, it can be inferred that frequent exposure to the English literature can help in the

development of these competencies as it provides learners with different stories, emotional encounters, and opportunities to think critically.

The inferential analysis also showed that reading frequency was significantly related to perceived emotional development, but not very strongly. The results indicate that raising the number of times students read a text is not likely to significantly impact their emotional responses if there is no purposeful interaction with the material itself. The type of books read, on the other hand, showed a much stronger correlation with the perception of emotional development. Students who read books, mainly referring to books of an academic nature, indicated greater improvement in their academic performance, while those who read more non-academic books indicated a feeling of relaxation. This discovery aligns with the earlier study, which has shown that the various genres of literature can activate different cognitive and emotional processes, including the interpretation of difficult emotions in literature, empathetic feelings and reflective thinking (Gibbons, 2019; Zohrabi & Zarei, 2025). Thus, the educational value of literature is not only determined by the frequency of reading, but also by the content and purpose of the reading material.

The results of these findings also have implications for inclusive education. Inclusive education aims to increase children's learning opportunities while fostering their social, emotional and intellectual growth through multiple teaching methods in an equitable way (Kenny et al., 2023). Literature is a readily available language in which learners can examine a variety of viewpoints, cultures and human life experiences to develop empathy, tolerance and respect for diversity. Universal Design for Learning also supports the need to utilize multiple teaching materials that meet the needs of students with different learning styles and engage all students in the learning process (Diaz-Vega et al., 2020; Quirke & Galvin, 2025). Furthermore, positive attitudes toward inclusive English language teaching highlight the value of literature integrated into the classroom to motivate

students to participate, to cooperate, and to understand the emotions of students in their diverse learning groups (Cantos et al., 2022). Even though this study was based on secondary data, the results provided support for this argument that English literature can be a resource in an emotionally supportive and inclusive educational approach.

The study proves that reading engagement in English literature has relationships to the perceived emotional and cognitive development of the undergraduate students. Even though emotional intelligence is not measured by standardized scales, but rather by proxy measures, the findings do provide empirical evidence that supports the use of literature in the education of creative thinking, reflection, and emotional development. The results confirm the incorporation of pedagogies based on literature in higher education curricula, and they offer a basis for further studies using emotional intelligence measurement tools validated in the educational context and datasets integrated with them in inclusive educational environments.

6. Conclusion

The study was a secondary data analysis focusing on the perceived emotional development in inclusive education and the role of reading engagement of English literature in it. The results suggest that reading is an active process for undergraduate students, the main purpose of which is to acquire knowledge for academic achievement, and that students feel reading will help them to increase their creativity, academic

achievement, problem-solving skills and emotional relaxation. Additionally, inferential analyses showed that there was a statistically significant but low correlation between reading frequency and perceived emotional development, whereas there was a strong correlation between book read and perceived emotional development. Differences in reading types were more likely to be linked to an increase in creative thinking and academic performance among students who mainly read academic materials as compared to those who mainly read non-academic materials, which were more closely related to emotional relaxation. The results of this research show that reading per se is not enough to affect students' cognitive and emotional development, but meaningful reading does. The study from an educational point of view reaffirms the importance of using English literature in the learning process, as it is an integral part of the process of reflective learning, empathy, and learning involvement of the learner, which are among the most essential elements of inclusive education. Despite the absence of standardised assessment tools, the results of the study offer empirical evidence of the educational value of literature as an indicator of emotional intelligence, for the creation of emotionally supportive learning environments. Further study should be conducted using validated instruments for measuring EI as well as primary data that are integrated to explore the relationship between English literature, EI and inclusive education in various educational environments in greater depth.

References

- Acosta-Vargas, Patricia; Andrango-Guerrón, Dilan (2024), "(Dataset) Perceptions of inclusive education", Mendeley Data, V1, doi: 10.17632/vrphcb46zx.1
- Alqahtani, R. B. (2024). Reading Engagement Levels and Enablers: Teacher Guide for Better Reading Instruction. *Insights into Learning Disabilities*, 21(2), 183-203.
- Apriliantara, A., Fauzi, A., Sabtana, F. I., & Ramadhanis, W. K. (2026). Data Set of the Manuscript Titled "Inclusive Education as a Pathway to Social-Emotional Development in Children with Special Educational Needs and Regular Students: A Systematic Literature Review" [Data set]. Zenodo. <https://doi.org/10.5281/zenodo.18208191>

-
- Balan, S., Katenga, J. E., & Simon, A. (2019, December). Reading habits and their influence on academic achievement among students at Asia Pacific International University. In *11th International Scholars Conference* (Vol. 7, No. 1, pp. 1490-1516).
- Bharaskar, A. (2023). *Reading habits of students* [Data set]. Kaggle. <https://www.kaggle.com/datasets/atharvbharaskar/reading-habits-of-students>
- Bouali, A. (2025). Using English Fiction as a Personal-Growth (PG) Catalyst for Empathy: The Role of Literature to Transplant Emotions between the Writer and the Learner. *Langues & Cultures*, 6(4), 149-177.
- Cantos, K. S., Martinez, R., & Giler, R. C. V. (2022). Attitudes towards inclusive education in teaching English as a foreign language: an academic review. *Latam: revista latinoamericana de Ciencias Sociales y Humanidades*, 3(2), 11.
- Denham, A. E. (2024). Empathy & literature. *Emotion Review*, 16(2), 84-95.
- Diaz-Vega, M., Moreno-Rodriguez, R., & Lopez-Bastias, J. L. (2020). Educational inclusion through the universal design for learning: Alternatives to teacher training. *Education Sciences*, 10(11), 303.
- Fiori, M., & Vesely-Maillefer, A. K. (2018). Emotional intelligence as an ability: Theory, challenges, and new directions. In *Emotional intelligence in education: Integrating research with practice* (pp. 23-47). Cham: Springer International Publishing.
- Gibbons, D. (2019). *Development through rupture: Trauma literature as emotional development tool. What effects does reading trauma literature have on the emotional development of A-level students?* (Doctoral dissertation, University of Oxford). English Literature in Inclusive Classrooms.
- Ginting, H. (2025). Applying Rosenblatt's Reader-Response Theory to The Yellow Wallpaper. *EXCELLENCE: Journal of English and English Education*, 5(1), 173-177.
- Hashim, H. (2019). The learning of English literature in Malaysia: A review of literature. *Religación: Revista de Ciencias Sociales y Humanidades*, 4(17), 68-74.
- Kanesan, P., & Fauzan, N. (2019). Models of emotional intelligence: A review. *e-Bangi*, 16, 1-9.
- Kenny, N., McCoy, S., & O'Higgins Norman, J. (2023). A whole education approach to inclusive education: An integrated model to guide planning, policy, and provision. *Education Sciences*, 13(9), 959.
- Quirke, M., & Galvin, T. (2025). Universal design for learning and the sustainable development goals: reimagining inclusive Education—An Alice in wonderland journey. *European Journal of Inclusive Education*, 4(1), 99-113.
- Roy, D., & Putatunda, T. (2023). From textbooks to chatbots: Integrating AI in English literature classrooms of India. *Journal of e-Learning and Knowledge Society*, 19(3), 65-73.
- Schwerin, J., & Lenhart, J. (2025). The effects of literariness on social-cognitive skills: Examining narrative engagement, transportation, and identification as moderators. *Psychology of Aesthetics, Creativity, and the Arts*, 19(2), 181.
- Sfetcu, N. (2023). Models of Emotional Intelligence in Research and Education. *Online Submission*, 2(2).
- Tonegawa, Y. (2022). Education in SDGs: what is inclusive and equitable quality education?. In *Sustainable development disciplines for humanity: Breaking down the 5ps—people, planet, prosperity, peace, and partnerships* (pp. 55-70). Singapore: Springer Nature Singapore.
- Vila, S., Gilar-Corbí, R., & Pozo-Rico, T. (2021). Effects of student training in social skills and emotional intelligence on the behaviour and coexistence of adolescents in the 21st century. *International journal of environmental research and public health*, 18(10), 5498.
- Wee, S. J., Kim, S. J., Chung, K., & Kim, M. (2022). Development of children's perspective-taking and empathy through bullying-themed books and role-playing. *Journal of Research in Childhood Education*, 36(1), 96-111.
- Zagkotas, V. (2025). Comics as Pedagogical Tools for Developing Emotional Intelligence in Primary Education: Theory, Practices, and Classroom Applications. *Journal of Integrated Social Sciences and Humanities*, 1-10.
-

-
- Zhang, X., Sun, J., & Deng, Y. (2023). Design and application of intelligent classroom for English language and literature based on artificial intelligence technology. *Applied Artificial Intelligence*, 37(1), 2216051.
- Zohrabi, M., & Zarei, P. (2025). The benefits of using literature in educational practices and boosting students' engagement. *Literary Arts*, 17(2), 1-10.