Integrating Literary Texts in Language Education: A Pedagogical Framework for Enhancing Linguistic Competence

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ABSTRACT:
Literature-based language teaching has become a topic of interest because literary texts provide linguistically, culturally and affectively rich language input. While literary texts have traditionally been employed in English language education, their teaching is often ad hoc, text-focused or literary in nature. In this article, we offer a conceptual pedagogical approach to the integration of literary texts in language education that is aimed at the development of linguistic competence. The article draws on communicative language teaching, reader-response, sociocultural, intercultural language education and literature-based pedagogy to propose the LITERA framework, which involves six interrelated steps: learner and context analysis, setting of linguistic goals, text selection and adaptation, engagement through sequenced tasks, response and production, and assessment and reflection. Literary texts, the article argues, can enhance lexical, grammatical, reading, writing, oral, discourse, pragmatic, strategic, and intercultural competence if they are carefully chosen and taught using scaffolded, interactive and language-focused procedures. The article is a conceptual study and does not draw on empirical classroom research; instead, it draws from existing theoretical and pedagogical literature to create a practical model for teachers, curriculum designers and researchers. The framework adds to the

field of language education by elevating the role of literary texts from decorative to resourceful in language classrooms.

Keywords: literary texts, language education, linguistic competence, literature-based language learning, pedagogical framework.

1. Introduction

The goal of language education is to equip learners with the skills to comprehend, interpret and use language accurately, fluently and appropriately in communicative settings. Historically this goal has been achieved through the teaching of grammar, vocabulary, reading, writing, speaking and communicative classroom tasks. In this wide field of pedagogic practice, the role of literary texts has been ambiguous. In some language teaching traditions, literature has been seen as a source of cultural content and a means to develop language refinement, whereas in other traditions it has been dismissed as too complex, too aesthetic, or too impractical for language learning. Hall (2015) argues that literature in language education should be understood as an interdisciplinary field where literary reading, applied linguistics, pedagogy, and classroom practice intersect.

This ambiguous status has led to a misconception of a disconnect between language and literature. Literary texts are not isolated from language; they are highly structured instances of language. Poems, short stories, plays, novels, autobiographical narratives, folk tales, and contemporary literary extracts provide learners with vocabulary, grammar, syntax, discourse structures, figurative language, tone, register, pragmatic (contextual) meaning, and cultural references. Literature thus offers students contextualized, expressive, cultural and communicative language. Richards and Rodgers (2014) emphasize that contemporary language teaching approaches increasingly value meaningful language use, interaction, fluency, and contextualized communication.

The educational value of literary texts is their ability to contribute to language competence in general. Literature can support language learners' lexical and grammatical competence, reading, writing, speaking, discourse, pragmatic and intercultural competence. Literary texts offer language in context of human experience, emotions, identity, conflict and social interactions. Bobkina and Dominguez (2014) note that the use of literary texts in EFL classrooms has generated both consensus and controversy, particularly because literature can be pedagogically valuable but also challenging if not carefully mediated.

Response-based and learner-centered pedagogy are also supported by literary texts. Students engage in the use of language when they make sense of a poem, analyze a character decision, enact a scene, rewrite a story ending, or relate a story to their own experience. These activities convert reading to speaking, writing, interpretation, argumentation and reflection. Paran and Robinson (2016) present literature as a flexible resource for language learning because it can be used to promote both textual engagement and language development.

Despite this potential, there is still inconsistency in the use of literary texts in the classroom. Teachers can shun literature due to their beliefs that it is linguistically difficult, culturally alien, time consuming or unable to be assessed. In other instances, there is literature in the curriculum, but it is taught by summarizing the plot, by author biography, by explaining the themes or by interpreting the text in a fixed manner. These activities can build up literary knowledge and may not always improve linguistic competence. Tsang et al. (2023) show that learners recognize both language and non-language benefits of literature in foreign language education, suggesting that literature-based teaching should be designed to capture these broader developmental possibilities.

Recent scholarship also indicates that literature-based language education has expanded beyond

printed texts and traditional literary instruction to include younger learners, digital literature, critical literacy, intercultural learning, and learner voice (Bland, 2015). This paper responds to the necessity of a systematic framework by introducing a conceptual pedagogical model of applying literary texts to language learning, which is called LITERA framework. The framework includes six phases: analysis of the learner and the context, setting linguistic goals, text selection and adaptation, interaction, using staged tasks, response and production, evaluation and reflection. The article presents a thesis that literary texts can develop linguistic competence when they are chosen based on the needs of the learner, in accordance with the specific language goals, taught based on the scaffolding interaction, and evaluated based on the language-oriented formative activities.

2. Literature review

2.1 Literature and Language Teaching

The correlation between literature and language teaching has transformed in many ways throughout the years. Traditional language classrooms used to correlate literary texts with cultural knowledge, moral teaching, and high-level reading. In more communicative methods, however, literature was occasionally substituted by functional texts, conversations and material of everyday language. This change rendered language education to be more practical though it also led to less use of literature in most of the classrooms. Bland (2018) argues that literary texts can offer challenging and meaningful reading experiences for language learners when they are selected and mediated appropriately. Recent scholarships have questioned the belief that literature is inappropriate in the process of language learning. Literary texts offer genuine and substantial language input in that they convey vocabulary, grammar, discourse and culture under human contexts. They enable learners to see the way language creates character, setting, emotion, conflict, identity and social relationship. Calafato and Paran (2019) show that teacher attitudes toward literature in language education are shaped by factors such as age, experience, and pedagogical beliefs, which indicate that successful literature integration depends partly on teacher orientation.

Learner perspectives are also important in understanding the role of literature in language education. Literature may be valuable not only because teachers consider it linguistically rich, but also because learners experience it as meaningful, engaging, and developmentally useful. Tsang et al. (2021) found that learners' views of literature are influenced by curricular and assessment conditions, suggesting that literature-based pedagogy must be supported by appropriate classroom expectations and evaluation systems.

2.2 Literary Texts as Contextualized Language Input

Language in context is found in literary texts. A short story can exhibit narrative tense, sequencing, unity, dialogue, descriptive words and connotative meaning. A poem can preempt rhythm, sound, imagery, metaphor and lexical density. Examples of intonation, turn-taking, interpersonal meaning, politeness, conflict and pragmatic inference may be found in a drama extract. Bobkina and Stefanova (2016) argue that literary texts can support critical literacy in EFL classrooms by encouraging learners to interpret, reflect, and evaluate meaning. Such rich contextuality distinguishes literary texts and textbook isolates. Grammar and vocabulary are presented in the context of meaningful communicative situations in literature. Students not only get exposed to the meaning of linguistic forms, but also the way they work in the discourse. Literary texts can thus facilitate language awareness as they assist learners to observe lexical decisions, sentence structure, dialogue and organization of the narrative form meaning. Khan and Alasmari (2018) emphasize that literary texts can be used through varied pedagogical approaches to connect textual interpretation with vocabulary development, communicative practice, and broader language-learning outcomes.

The possibilities of literature-based language learning have also increased with the digital and multimodal developments. Literary texts have ceased to be confined to printed poems, short stories, and novels. They can consist of digital stories, online literary texts, audio performances, visual storytelling, and interactive texts. Stadler-Heer and Paran (2022) demonstrate that the transfer of literature and language learning online opens up new opportunities in teaching, research, and technology-mediated interaction.

Research on digitalization and literature similarly shows that foreign-language learning can be enriched when literary reading is combined with multimodal, technological, and interactive resources (Lütge et al., 2019).

2.3 Literature, Communication, and Language Competence

The application of literature-based language teaching can help to promote communicative competence in case the texts serve as a prompt to interact, interpret, and produce. Students can talk about the motivation of a character, argue over a moral question, enact a scene, write an alternative ending, or write a reflective essay. These activities involve meaningful use of language by the learners. Lütge (2022) highlights the fact that learning foreign languages in the digital era needs pedagogies that build various literacies such as textual, cultural, and digital meaning-making. Vocabulary development, grammar awareness, discourse competence and pragmatic sensitivity can also be supported with the help of literary texts. Learners are exposed to sequencing, tense, cohesion, and point of view in narrative texts. Drama promotes oral fluency, intonation, interaction, and role-sensitive language. Poetry evolves rhythm, pronunciation, image, metaphor, and lexical sensitivity. As Ghosn (2013) shows, literature about children could facilitate second language literacy by relating stories, language building, and meaningful classroom interactions.

Language and intercultural knowledge can also be part of the language skills and language learning in school-based setting when literature is integrated with intentional pedagogical design, and it is not considered a separate reading experience (Duncan and Paran, 2017).

Motivation is also important to literature contribution in language learning. In case learners find literature irrelevant or excessively challenging, the pedagogical value of literature can be undermined. On the other hand, when literary texts are available, interesting, and related to significant activities, they can facilitate more extensive language engagement. Bloemert et al. (2019) discovered that the type of classroom engagement and the design of instruction affect student motivation during EFL literature lessons.

Learner voice is especially important because students' responses to literature can reveal how literary texts are experienced as language-learning resources, cultural materials, and classroom tasks (Bloemert et al., 2020).

2.4 Genre-Specific Contributions of Literary Texts

The various genres have different contributions to the learning of languages. Poetry has the potential to aid in pronunciation, rhythm, sound patterning, imagery, metaphor and awareness of lexicon. Vocabulary inference, narrative grammar, reading comprehension, sequencing and writing can be supported by short stories. Speaking, listening, intonation, turn-taking and pragmatic awareness may be developed in drama. Novel extracts have the potential to encourage extensive reading, description, characterization and awareness of discourse. The oral retelling, cultural comparison, sequencing, and formulaic language may be supported with the help of folk tales. Genre should thus be chosen according to the purpose of language and not literature status. A poem can be more appropriate to sound, rhythm and figurative language; a drama extract can be more applicable to oral fluency and pragmatic competence, and a short story can be more effective for narrative grammar and writing growth. Bloemert et al. (2016) demonstrate that various literature pedagogies in EFL classrooms can influence the way students interact with the

texts and the role of literature in language education.

The use of textbooks also determines the use of literature in language classes. When literary passages are delivered in form of comprehension passages or cultural decorations their language-learning potential might not be fully developed. Calafato and Gudim (2022) show that the content, readability, and pedagogical focal point of literature in foreign language textbooks can differ, and thus it is necessary to carefully select and adapt it.

Genres differ in their contribution to language skills. As outlined in Table 1, poetry, short stories, drama, novel extracts, folk tales, and autobiographical texts have different pedagogical benefits for language learning.

Table 1. Genre-Specific Contributions of Literary Texts to Linguistic Competence

Literary genre	Main linguistic contribution	Sample classroom use
Poetry	Pronunciation, rhythm, imagery, metaphor, lexical sensitivity	Choral reading, metaphor analysis, vocabulary exploration
Short story	Narrative grammar, sequencing, vocabulary inference, comprehension	Plot mapping, summary writing, alternative ending
Drama	Speaking, listening, intonation, turn-taking, pragmatic awareness	Role play, scene performance, dialogue rewriting
Novel extract	Extended reading, descriptive language, characterization, discourse awareness	Character analysis, paragraph writing, discussion
Folk tale	Oral retelling, cultural understanding, narrative sequencing	Retelling, sequencing tasks, cultural comparison
Autobiographical text	Personal writing, narrative voice, identity expression, reflection	Memoir paragraph, diary entry, reflective writing

Table 1 shows that literary genres should be selected according to pedagogical purpose. A poem, for instance, may be more useful for rhythm and metaphor, while drama may be more suitable for oral fluency and pragmatic competence.

2.5 Intercultural, Critical, and Reflective Dimensions

The contribution of literature to intercultural language education is that it exposes learners to a variety of social worlds, identities, histories, values and perspectives. Literature enables the students to analyze the way language conveys cultural suppositions, emotional sense, social associations and moral dilemmas. Bland (2020) argues that literature can support intercultural language education by enabling learners to interpret cultural perspectives, identities, values, and social experiences through structured classroom engagement.

Literature based intercultural learning is more than merely providing cultural information. Students must have time to contrast views, challenge assumptions, give responses to characters, and analyze the ways in which language is a marker of identity and social experience. Bland (2020) underlines that intercultural learning can be facilitated with the help of literature as teachers can build reflection, interpretation, and dialogue with the help of literary texts.

Global education and critical awareness can also be supported with the help of literary texts. Using literary narratives, students can be exposed to the problems of migration, inequality, environment, identity, conflict, gender, and belonging. Digitalized literary learning can connect foreign-language education with broader social and cultural concerns by combining literary interpretation with multimodal and technology-mediated engagement (Lütge et al., 2019).

Critical engagement with literature also has linguistic value. When learners analyze how a text constructs power, identity, ideology, or social conflict, they must use language for explanation, evaluation, argumentation, and interpretation.

Pedagogical stylistics can strengthen this process by helping learners examine how textual choices produce meaning, thereby linking literary awareness with linguistic analysis (Zyngier & Fialho, 2010).

2.6 Challenges and Research Gap

Even though literature has a great pedagogical potential, it is still difficult to incorporate it into language education. Difficult vocabulary, complex syntax, cultural allusions, use of figurative language and ambiguity may be present in literary texts. There is also the possibility of teachers being confused about how to balance the teaching of literature and language. According to Duncan and Paran (2018), when teaching literature, teachers must negotiate issues regarding text difficulty, classroom practice, and learner engagement. It is also applicable to reader-centered literary pedagogy as the teaching of literature in the twenty-first century is increasingly focused on the reader-text interaction instead of passive consumption of predetermined interpretations (Yaqoob, 2011). The current literature scholarship on EFL has also highlighted that literature and language learning need to be viewed as interrelated and not as two distinct pedagogical fields. Current EFL scholarship highlights that literature and language learning should be viewed as interrelated rather than as separate pedagogical fields. Saito (2019) argues that pedagogical stylistics can bridge literary studies and English language teaching by directing learners' attention to the relationship between textual form, meaning, and language use. The reviewed literature establishes that literary texts can support contextualized input, communicative competence, learner response, intercultural understanding, critical reflection, genre-based learning, and language production. However, a practical gap remains teachers need a structured model that connects literary text selection with linguistic objectives, staged classroom tasks, learner production, and assessment. The present article addresses this gap through the LITERA framework, which offers a systematic process for transforming literary texts into resources for linguistic competence development.

3. Methodology

3.1 Research Design

This article uses a conceptual pedagogical research design. It does not involve intervention, statistical analysis, classroom observation, coding implementation, or computer analysis. Rather, it proposes a conceptual model of integration of literary texts into language education that is theoretically and pedagogically relevant. This is because the aim of the article is not to assess the impact of a classroom intervention but to develop a systematic model that can be used to inform teaching practice and empirical research. Conceptual research focuses on clarifying concepts, integrating research, identifying gaps in research and practice, and developing models that integrate theory and practice. In this article, the key concepts are literary texts, language education and language competence. Literary texts are defined broadly as imaginative and culturally embedded language forms, such as poetry, short stories, drama, novels, folk tales, autobiographies and contemporary literary excerpts. Language education is defined as formal or semi-formal contexts where learners learn English or another language. Linguistic competence is defined in an extended pedagogical sense, including lexical, grammatical, reading, writing, discourse, pragmatic, strategic and intercultural competence.

3.2 Problem Identification

The identification of the problem initiated the methodological process. Current literature suggests that literary texts can be of great pedagogical importance, but their application in the classroom is often informal or limited to literary appreciation. Teachers might choose texts due to the canonicity, the content of the syllabus, or their own inclination and fail to make a clear link to the language-learning outcomes. This issue gave justification to come up with a framework that connects the integration of literary texts and linguistic competence.

3.3 Theoretical Synthesis

Theory synthesis was the second step. The paper is based on five key fields of recent research. To begin with, literature-based language pedagogy offers practical guidance on using literary texts for language development, classroom interaction, and learner response. Khan and Alasmari (2018) show that literary texts can be integrated into EFL classrooms through varied pedagogical approaches that connect textual engagement, language awareness, and communicative learning outcomes. Second, modern research in the field of language teaching describes language acquisition as a process that incorporates interaction, meaningful communication, engagement of learners and the use of language contextually. The description of the current methods of language-teaching offered by Richards and Rodgers (2014) helps to justify the inclusion of literary texts in the communicative and learner-centered pedagogy.

Third, reader-focused methods of literature focus on the active engagement of learners in creating meaning of texts. The authors Paran and Robinson (2016) introduce literature as a versatile tool in language learning since it can stimulate interpretation, discussion, response, and language production. Fourth, the sociocultural and classroom-based approaches highlight the significance of interaction, mediation, collaboration, and scaffolding in language learning. Duncan and Paran (2018) emphasize that practical challenges that must be negotiated by teachers using literature are text difficulty, engagement of learners, and mediation in the classroom. Fifth, intercultural and critical approaches highlight that literary texts can be used to make learners interact with culture, identity, values and social meaning. Bland (2020) emphasizes that intercultural engagement should be meaningfully incorporated into literature-based language education through interpretation, comparison, reflection, and classroom dialogue. Second, modern research in language teaching describes language acquisition as a process that incorporates interaction, meaningful communication, learner engagement, and contextualized language use. Major theories of second-language acquisition similarly emphasize the roles of input, learner processing, interaction, and instructional conditions in language development (VanPatten & Williams, 2014). The description of contemporary language-teaching methods offered by Richards and Rodgers (2014) further supports the inclusion of literary texts in communicative and learner-centred pedagogy.

The theoretical foundations used to construct the framework are summarized in **Table 2**, which shows how each perspective contributes to literature-based language pedagogy.

Table 2. Theoretical Foundations of the LITERA Framework

Theoretical foundation	Key idea	Relevance to the framework
Literature-based language pedagogy	Literary texts can support language learning, interpretation, and classroom engagement	Supports the use of literature as a practical language-teaching resource
Communicative language pedagogy	Language learning requires meaningful interaction, contextualized use, and learner engagement	Supports the framework's focus on communication and production
Reader-oriented literature pedagogy	Learners actively construct meaning through engagement with texts	Supports learner response, interpretation, and personal meaning-making
Sociocultural classroom mediation	Learning is supported through interaction, scaffolding, and collaborative tasks	Supports staged reading, group work, and guided interpretation
Intercultural and critical pedagogy	Language learning involves culture, identity, values, and social perspectives	Supports intercultural awareness and critical engagement with literary texts

Table 2 clarifies the theoretical logic of the study. The LITERA framework is not based on a single theory; rather, it synthesizes recent scholarship on literature-based pedagogy, communicative language teaching, reader response, classroom mediation, and intercultural learning.

3.4 Pedagogical Mapping

The third stage was pedagogical mapping. This process mapped the use of different genres of literature to different aspects of language competence. Poetry was mapped onto pronunciation, rhythm, imagery, metaphor and vocabulary awareness. Short stories/novels were mapped onto narrative grammar, sequencing, vocabulary inference, reading comprehension and writing. Drama was mapped onto vocal performance, auditory comprehension, intonation, turn taking and pragmatics. Novel extracts were mapped onto reading comprehension, discourse, characters and description. Folk tales were mapped onto cultural awareness, storytelling, sequencing and narrative. Autobiographical stories were mapped onto reflective writing, personal narration, voice and identity.

3.5 Framework Construction

The fourth stage was framework construction. Through the synthesis and pedagogical mapping, six common teaching needs were discerned. First, teachers need to understand learners and contexts prior to choosing texts. Second, lessons based on literature must relate to language learning goals. Third, texts need to be chosen and modified based on learners, language, culture and task potential. Fourth, language must be engaged in the classroom as pre-reading, while-reading and post-reading activities. Fifth, learners must respond, interact, perform, discuss and write. Sixth, learning must be assessed for their language learning as well as their literary comprehension.

These six requirements were organized into the LITERA framework: Learner and context analysis, Identification of linguistic objectives, Text selection and adaptation, Engagement through staged tasks, Response and production, and Assessment and reflection. The methodological sequence followed in constructing the framework is presented in **Figure 1**.

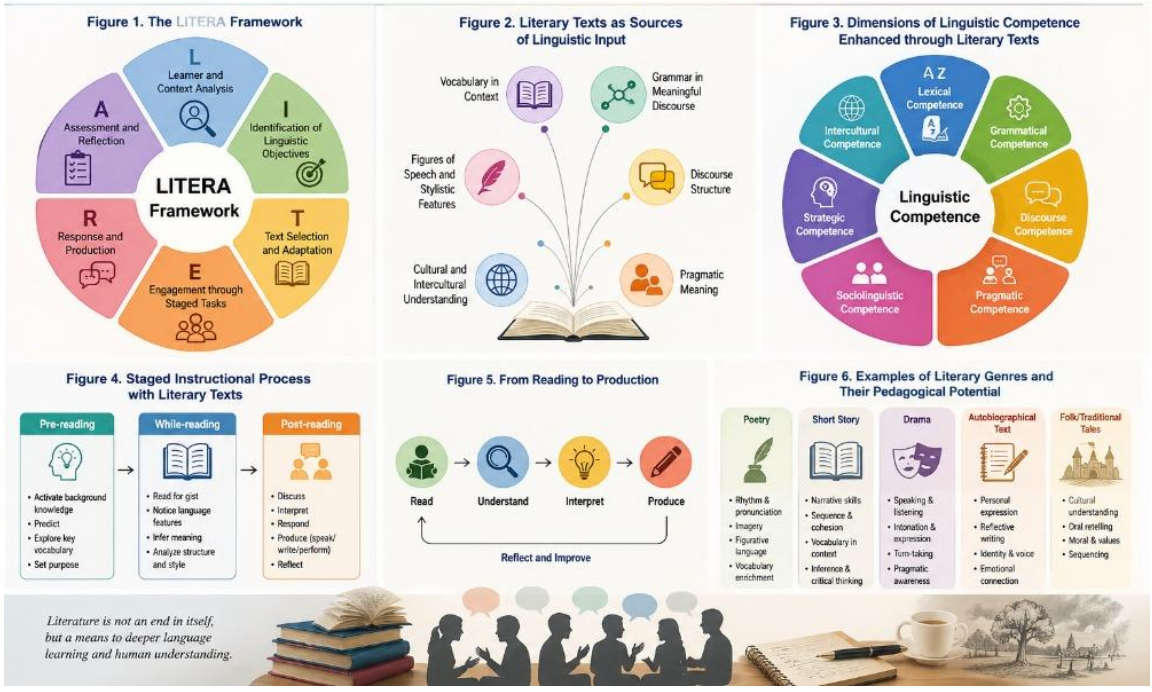

Figure 1. Methodological Process for Developing the LITERA Framework

Figure 1 shows the process through which the conceptual framework was developed. It begins with identifying the pedagogical problem and moves through theoretical synthesis and genre-skill mapping before producing the LITERA framework and its expected conceptual outcomes.

3.6 Scope and Delimitations

The process is more circular than linear. Assessment and reflection inform teachers' analysis of learners, and future text and task selection, goal setting and design. The conceptual resources of this study include seminal publications in the fields of language pedagogy, literature teaching, communicative competence, vocabulary learning, sociocultural theory, reader-response theory, and intercultural education. The article does not report empirical findings of learner progress. It does, however, offer a theoretically underpinned pedagogical framework for possible classroom research. The research deals with the pedagogic use of literary texts in language learning. It does not offer a literary curriculum or focus on a particular level, country or proficiency level. The model is designed to be flexible for ESL, EFL, and multilingual classrooms, particularly at secondary, tertiary and adult level. It can also be applied to children with age-appropriate texts and media, oral storytelling, and tasks.

3.7 Methodological Limitation

The major weakness of methodology is its conceptual nature. As such, the findings are conceptual rather than statistical. The methodology needs to be tested in the future through classroom intervention studies, teacher perceptions research, learner responses, mixed methods, and longitudinal studies of language development. However, the development of conceptual frameworks is important to provide a foundation for practice and research. The methodology clarifies the connections between literary texts and language competence to inform a more systematic approach to literature-based language education.

4. Results

4.1 Overview of the Conceptual Result

The conceptual result of this article is the development of the LITERA framework for integrating literary texts into language education. The framework positions literary texts as structured pedagogical resources for enhancing linguistic competence through learner-sensitive planning, explicit objective-setting, appropriate text selection, staged engagement, communicative production, and reflective assessment.

4.2 Learner and Context Analysis

The first step is Learner and Context Analysis. Literature-based language teaching should start with a consideration of learners' proficiency, age, interests, culture, prior reading experiences, motivation, curriculum demands, and the time allotted for teaching. Literature suitable for advanced university learners may not be suitable for lower-intermediate secondary school learners. Or a culturally rich poem may need more support than a modern short story. This component ensures that texts are selected in response to learners' needs. This stage should result in a fit between the learners, text, tasks and goals.

4.3 Identification of Linguistic Objectives

The second component is Identification of Linguistic Objectives. Literary texts should not be used only for vague goals such as appreciation or enjoyment. Each literature-based lesson should identify clear language-learning outcomes. A short story may be used to teach past tense narration, cohesive devices, vocabulary inference, and oral summary. A poem may be used to develop pronunciation, rhythm, metaphorical language, and interpretive speaking. A drama extract may support intonation, turn-taking, politeness, and pragmatic awareness. This stage ensures that literature is connected to measurable dimensions of linguistic competence.

4.4 Text Selection and Adaptation

The third component is Text Selection and Adaptation. Literary texts should be selected according to linguistic accessibility, thematic relevance, cultural appropriateness, genre suitability, length, language richness, and task potential. A text may be literary valuable but pedagogically unsuitable if it is too long, archaic, culturally inaccessible, or unrelated to the intended language objectives. Adaptation may include selecting extracts, preparing glossaries, providing background information, designing guiding questions, adding visual prompts, dividing the text into sections, or creating collaborative tasks. Adaptation should not remove literary value; rather, it should make literary language accessible for pedagogical use.

4.5 Engagement Through Staged Tasks

The fourth component is Engagement Through Staged Tasks. The framework proposes a three-part teaching sequence: before, during and after reading. Pre-reading tasks engage learners in activating schemata, previewing new vocabulary, talking about themes or cultural backgrounds. While reading, tasks prompt comprehension and language awareness. Students can highlight unknown words, grammar structures, narrative sequence, dialogue, tone or inferential questions. Post-reading tasks support the transfer of comprehension into language production through discussion, role play, summary, creative rewriting, debate, performance and reflective response.

4.6 Response and Production

The fifth component is Response and Production. Literature-based instruction becomes linguistically productive when learners move beyond passive reading. They should be encouraged to speak, write, perform, question, negotiate, and create. Response tasks may include writing a diary entry from a character's perspective, performing a dramatic scene, rewriting an ending, interviewing a character, debating a moral issue, comparing two characters, transforming a narrative into dialogue, or writing a personal reflection. These activities require learners to use vocabulary, grammar, discourse markers, pragmatic strategies, and rhetorical organization in meaningful contexts.

4.7 Assessment and Reflection

Assessment and Reflection is the sixth component. This should be assessed based on both linguistic and literary comprehension. Conventional methods of literature evaluation tend to be plot, theme, symbolism, or authorial intent. Vocabulary range, grammatical accuracy, reading comprehension, oral fluency, written coherence, discourse organization, pragmatic awareness and interpretive response are other aspects of assessment which should be taken into account in language education. Appropriate tools are vocabulary journals, reading response logs, oral presentations, role-play rubrics, creative writing tasks, peer feedback, reflective paragraphs and portfolios.

The six stages of the framework and their expected outcomes are summarized in **Table 3**.

Table 3. The LITERA Framework for Integrating Literary Texts in Language Education

Stage	Pedagogical focus	Teacher role	Learner role	Expected linguistic outcome
L: Learner and context analysis	Understanding learners and instructional conditions	Analyze proficiency, interests, needs, culture, syllabus, and time	Shares experiences, needs, and interests	Appropriate text-task alignment
I: Identification of linguistic objectives	Defining language-learning outcomes	Set vocabulary, grammar, reading, speaking, writing, discourse, or pragmatic goals	Understand learning targets	Clear linguistic focus

T: Text selection and adaptation	Choosing suitable literary materials	Select, adapt, scaffold, and contextualize texts	Engage with accessible literary input	Rich and manageable language exposure
E: Engagement through staged tasks	Guiding comprehension and language noticing	Design pre-reading, while-reading, and post-reading tasks	Read, infer, notice, discuss, and interpret	Reading development and language awareness
R: Response and production	Transforming interpretation into language use	Facilitate discussion, performance, writing, and creative response	Speak, write, perform, debate, and reflect	Productive language development
A: Assessment and reflection	Evaluating learning and improving practice	Use rubrics, journals, feedback, and reflection	Demonstrate learning and revise output	Measurable linguistic growth

Table 3 presents the operational structure of the LITERA framework. It shows how each stage connects teacher action, learner activity, and expected language-learning outcomes.

4.8 Conceptual Outcomes of the Framework

The framework generates several conceptual outcomes. These outcomes are summarized in **Table 4**, which links dimensions of linguistic competence with the ways literary texts can support them.

Table 4. Conceptual Outcomes of Literature-Based Language Instruction

Dimension of linguistic competence	**Contribution of literary texts**
Lexical competence	Learners encounter vocabulary in meaningful contexts, infer meanings, notice collocations, and reuse words in speech and writing
Grammatical competence	Learners observe grammar in authentic discourse, including tense, modality, sentence patterns, and reported speech
Reading competence	Learners interpret explicit meaning, implied meaning, tone, point of view, and textual organization
Writing competence	Learners produce summaries, diary entries, alternative endings, reflective paragraphs, and analytical responses
Oral competence	Learners discuss, debate, perform, present, and negotiate interpretations
Discourse competence	Learners analyze cohesion, sequencing, dialogue, voice, and narrative structure
Pragmatic competence	Learners interpret tone, politeness, irony, implication, and role-sensitive language
Intercultural competence	Learners engage with diverse identities, values, cultures, and perspectives

Table 4 indicates that the value of literary texts extends beyond reading comprehension. Literary texts can support multiple dimensions of linguistic competence when they are connected to carefully designed classroom activities.

4.9 Genre-Specific Pedagogical Affordances

The pedagogical role of the various genres is also explained within the framework. Poetry may aid pronunciation, rhythm, imagery, metaphor and lexical awareness. Short stories may be used to help with narrative grammar, vocabulary inference, reading comprehension, sequencing, and writing. Drama may aid speaking, listening, intonation, turn-taking and pragmatic competence. Extracts of novels can facilitate longer reading, characterization, description and awareness of discourse. Oral retelling, cultural knowledge and narrative sequencing can be supported by folk tales. Autobiographical writing can assist with reflective writing, identity expression and voice.

4.10 Summary of Conceptual Results

Thus, the conceptual result of this article is both a framework and a set of expected pedagogical

outcomes. The LITERA framework offers teachers a practical model for planning literature-based language lessons, curriculum designers a structure for integrating literary texts progressively, and researchers a basis for future empirical testing.

5. Discussion

The LITERA framework offers language educators a novel perspective on the role of literature in language education. It matters because it doesn't assert that literature per se enhances language learning, but it does explain the pedagogic conditions in which literary texts can improve learners' language skills. These include the selective use of literature (with consideration of learner needs), explicit language learning goals, classroom scaffolding, student production and formative assessment. First, it reintegrates literature and language. Too often literature is marginalized in classrooms as an advanced literary subject or as reading, or as an "add-on" to language instruction. By revealing the language features that literary texts contain, the LITERA framework argues that literature is an example of language use. They are rich in elements of grammar, vocabulary, discourse, pragmatic meaning, voice, tone, culture and interaction. Teachers can develop their students' awareness of these features and their use and use literature as a resource in language learning.

Second, the approach is in line with communicative language teaching. Communicative language teaching focuses on interaction, fluency and use of language in context. Literature can be used to meet these objectives when learners talk about interpretations, role play, argue with characters, rewrite the ending and respond with a reflective essay. These activities turn literature from a passive to communicative experience. Students communicate interpretations, questions, judgements, agreements and meanings. Third, it enhances a learner-centered approach. Reader-response theory stresses the importance of learners making meaning from texts. In the LITERA framework, learner response is not an optional, but integral part of language production. In responding critically or personally to literature, learners engage in argumentation, narration, explanation, comparison and reflection. This helps to build language skills and interpretative skills. Fourth, the framework is related to classroom issues. Literature may be challenging due to difficult vocabulary, syntax, figurative language and/or cultural allusions. The framework addresses this through analysis of the learner, text selection, adaptation, pre-reading, guided reading and interpretation. It also responds to challenges of assessment by suggesting language-focused assessment responses like vocabulary journals, presentations, creative writing, response logs and rubrics. The implications of the framework are summarized in **Table 5**.

Table 5. Pedagogical Implications of the LITERA Framework

Stakeholder	Practical implication
Teachers	Select literary texts according to learner's needs, proficiency level, and language objectives
Learners	Engage with literature through interpretation, discussion, writing, performance, and reflection
Curriculum designers	Integrate literary texts progressively across proficiency levels and skill areas
Assessment designers	Use formative and performance-based tools to assess language growth
Researchers	Test the framework empirically across ESL, EFL, and multilingual classrooms

Table 5 shows that the framework has implications beyond individual lessons. It can inform classroom practice, curriculum planning, assessment design, and future research.

Fifth, the framework has curriculum implications. Literature should not just be an occasional "icing on the cake". It can be progressively embedded in the curriculum. Beginning students can work with short poems, traditional stories, graphic narratives, and basic dialogues. Middle-level learners can study short stories, contemporary poetry, autobiographical passages and drama scenes. Upper-level learners may explore complex poetry, novel chapters, plays and critical reviews. This enables literature to be used to build language skills over time.

But the scheme is not without flaws. It is theoretical and needs to be tested. It may depend on teacher and learner ability, institutional and assessment practices and cultural factors. Teachers need training to balance literary analysis and language teaching. Explaining literature without engaging it may not lead to language use. If it is not chosen about the students' level, it may demotivate them.

In general, the LITERA model adds to a planned and flexible approach to teaching language through literature. It extends the debate beyond the value of literature and offers a way to transform literary texts into tools for language learning.

6. Conclusion

This article outlined a conceptual pedagogic framework for using literary texts in language teaching to improve language proficiency. It proposed that literary texts should not be viewed simply as works of art, cultural add-ons, or complex reading texts. Instead, they should be recognized as linguistically, culturally, and pedagogically valuable materials for language learning. The article proposed the LITERA framework, which involves six steps: analysis of learner and context, linguistic objectives, text selection and adaptation, tasks with a staged approach, response and production, and assessment and reflection. This approach offers a process for converting literary texts into language learning resources. It highlights that literature-based teaching must start with learners and their needs, continue with objectives, select or adapt texts, engage learners through progressive tasks, encourage production (spoken or written), and evaluate language development through formative assessment. The conceptual findings indicate that literary texts can develop lexical, grammatical, reading, writing, oral, discourse, pragmatic, strategic and intercultural competence. Poetry may develop rhythm, pronunciation, imagery, and lexical sensitivity. Short stories may strengthen narrative grammar, vocabulary inference, comprehension and writing. Drama may develop speaking, listening, intonation and pragmatics. Reflective and autobiographical texts may foster personal writing, identity and voice. Research should test the LITERA framework in ESL, EFL and multilingual classrooms. Research on intervention, teacher attitude, student response, classroom discourse and mixed methods could study its effects on vocabulary, writing, oral fluency, reading comprehension, motivation, and intercultural understanding. These studies would help us to improve the framework and establish its efficacy. Overall, the use of literary texts in language teaching is not a revival of literary teaching. It is a modern-day teaching opportunity to enhance language learning through meaningful, contextual and human texts

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