
The Position and Role of Literature in English Language Education Programs: A Case Study of Kiai Abdullah Faqih University (UNKAFA) Gresik

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Abstract

This research aims to determine the status and teaching function of the English Language Education Program's literature courses at Kiai Abdullah Faqih University Gresik. This research stems from an ongoing debate regarding the incorporation of English literary texts, especially those with authentic texts, into the EFL syllabus to help promote various skills and cultural literacy. Although it is theoretically beneficial, the teaching of EFL literature texts in the Indonesian context has been shown to have a poor impact, which illustrates the gap between the international interest in pedagogy and its actual educational practice. This study aims to determine the extent to which literature courses have been incorporated into the curriculum and determine its effectiveness on the learners' English language skills and cultural literacy, and the extent to which the locally-based English Language Immersion framework enriches the curriculum.

Data collection for this study involved a qualitative approach based on embedded case study methodology. Data collection included semi-structured interviews with the head of the English Language Education Program and the teaching staff, document analysis of the curriculum guides and the courses offered, and a critique of some of the literary works as well as the bibliographic references provided in the syllabus for the subject Literature in Language Teaching.

Findings for this study show that a single course, Literature in Language Teaching, which represents approximately 1.3 percent of the total accumulated credits for the program, is the only course offered to teach the literature component of the program. An analysis of some of the main reference texts revealed a considerable gap between what the program aimed to achieve and what the texts provided. Many of the texts tended to be outdated, presented a theoretical frame that was not current, or were simply too esoteric for the students. Therefore, a review of the curriculum for Kiai Abdullah Faqih University Gresik showed that, although literature is acknowledged in the curriculum, its value is not reflected in the curriculum of the programs offered at the university, especially in terms of the literary texts offered as references. This mismatch between what is offered in the curriculum and the texts that are provided as references may result in a lack of motivational strategies for the students with respect to the introduction of wisdom originally born in this locality. For a program to take full advantage of the transformative effects that literature has to offer, such programs need to thoughtfully reconsider and modify what literature is being offered, what texts are being used as references, and what other local knowledge and culturally relevant materials are being used, as techniques of EFL (English as a Foreign Language) literature. These are fundamental to the development of the students' language skills, critical thinking, and integral appreciation of other cultures.

Keywords: English Language Education Program, Literature Courses, EFL Curriculum

I. INTRODUCTION

This research is concerned with the current conditions and educational roles of literature courses in the English Language Education Program at Kiai Abdullah Faqih University Gresik. The aim is to ascertain the place and the role of the courses in the development of students' English language skills and cultural awareness. This study is especially relevant considering the literature in the field on the value of teaching English literary works within EFL courses. A number of them value literary works while others dismiss them but all point to the need for authentic materials to improve student language proficiency (Alshammari et al., 2020). Literature is one form of authentic materials and is particularly valuable in the educational process as it presents the learner with language in use (Lo & Shi, 2024). It provides them with different language structures, vocabulary, and communicative styles, including those which are uncommon in EFL materials. The use of literary works in the language learning process also enhances the learner's critical and cultural awareness necessary to learn the language (Lo & Shi, 2024). While there are many advantages of incorporating literature in teaching English in Indonesia, the implementations have had little impact, gaps in the Indiana EFL curriculum; suggest little educational adjustment at the local level (Hasna et al., 2024). This gap demonstrates the significance of a targeted case study to

explore the literature integration challenges and opportunities afford in EFL Indonesian higher education. Thus, this study attempts to provide a deep understanding of the literature integration and possible methods of improving the use of literature employed to help students achieve the different dimensions of language education (Hasna et al., 2024). This technique is not the same as the conventional language acquisition courses in which the target language is taught as a subject. The target language is applied as a medium of instruction to advance cultural and language acquisition (Andriyani, 2016). For Indonesian students, such cultural immersion is direly needed considering the significance of English as a global language and the national policy to develop students, at educational levels, communication competence (Supriyono & Dewi, 2017). The introduction of literature into EFL tertiary education in Indonesia is still in its infancy, but the potential impacts of this phenomenon are already being discussed, with a great deal of focus being directed toward the literature and EFL pedagogy debate, the enhancement of teaching and learning at individual institutions, and the improvement of educational quality (Hasna et al., 2024). To this end, this study focuses on one university and its English Language Education Program, specifically identifying the role and functions of literature in the curriculum and its implications for EFL literature pedagogy and practice, thereby assisting in the literary

studies implementation debate within the Indonesian context. The study will further enhance the learning focus for children through the integration of the English Language Immersion approaches based on local wisdom and the selected local and foreign content. Supriyono and Dewi (Supriyono & Dewi, 2017) claim this enhancement promotes a better understanding of individual cultures and aids the learner in acquiring a second language. The communicative and intercultural competence of the learner is improved through the authentic literature, especially folklore, which aids in the clarification of narratives and enriches the learner's empathy and tolerance of diversity, which is a vital component in the development of one's emotional intelligence (Amelia & Hikmawati, 2020). This study provides a new contribution by examining the previously overlooked inclusion of literature in an Indonesian university's English Language Education Program and addressing an important gap in the literature on EFL curricula (Hasna et al., 2024). This study provides a unique and rare case study of the practical implementation of literary studies in a local context, focusing on Kiai Abdullah Faqih University Gresik. This study also uniquely combines an examination of local wisdom-based English language immersion methodologies, illustrating how literature and pedagogy significantly improve foreign language and intercultural competence in

Indonesian higher education. There are specifically five questions to be answered in this research as delineated below:

1. What are the current status and role of the literature courses in the English Language Education Programme of Kiai Abdullah Faqih University Gresik?
2. How do the literature courses in the English Language Education Program of Kiai Abdullah Faqih University Gresik enable the students to gain English skills and cultural insights?
3. What is the perception of the English Language Education Program students of Kiai Abdullah Faqih University Gresik with regard to English fiction and what are the benefits and challenges of its study in their opinion?
4. What are the possibilities of optimization of innovative curriculum construction to include literary works in the English Language Teaching of Kiai Abdullah Faqih University Gresik?
5. In the context of the English Language Education Program of Kiai Abdullah Faqih University Gresik, how do English Language immersion techniques based on local wisdom enrich the experience for the development of cross-cultural understanding and second language acquisition?

II. METHODS

This particular research continues to take a qualitative approach, particularly using an embedded case study design to obtain a thorough understanding of the position and function of literature courses within the English Language Education Program at Kiai Abdullah Faqih University Gresik. A qualitative approach works best for discerning complicated phenomena in their natural surroundings, which are subsequently described and interpreted in detail. An embedded case study design enables in-depth analysis of the program as a whole, its curriculum, and specific aspects such as courses, content, and stakeholders' perceptions

Research Setting and Participants

The research took place at Kiai Abdullah Faqih University Gresik and its English Language Education Program. The research participants included:

1. Head of the English Language Education Program: For insights on curriculum policies, objectives of the program, and official position on literature courses.
2. Lecturers of "Literature and Language Teaching": For insights on teaching methodologies, course implementation, and difficulties encountered in teaching literature.
3. Students in the English Language

Education Program: For insights on their perceptions, experiences, and difficulties encountered in literature courses.

Data Collection Instruments and Procedures

Research in this domain primarily focused on three methods including interviews, document analysis, and literary texts analysis.

1. Interviews

In this category, the writer carried out fully in-depth, semi-structured interviews with the head of the English language education program, the lecturers of the 'Literature in Language Teaching' Course regarding the following details and with the students:

- a. The status and aims of literature courses in the curriculum.
- b. Effectiveness of Literature in Language Teaching on students' English proficiency and cultural awareness.
- c. Teaching literature problems and prospects.
- d. Reasons why Literary Translation, a literature course, has not been included in the course syllabus, as well as other literature courses.
- e. The students' perceptions on the

literature courses.

2. Examination of the Documentation
Such analysis encompassed pertinent program documents, specifically:

a. Scope and Outline of the Curriculum: to determine and place subjects in the curriculum, especially "Literature in Language Teaching" (found in the Curriculum Guidelines Document and the Syllabus of the Literature in Language Teaching Course) by Salamun M.Pd & Dr. Aziz M.Pd. Literature Syllabus states that this course aims to link literary theory with the teaching of English as a foreign language through the teaching of literary texts and encourages critical acceptance of intertextuality and the triad of literature, language, and culture. Guidelines from UNKAFA relating to the PBI curriculum and course syllabus on literature in the context of language teaching were published in 2023.

b. Course materials: to identify the particular literary works and theories used in the "Literature and Language Teaching" course.

3. Analysis of Literary Texts and References

A major part of this study is to assess the literary texts and references that have been or are currently used in the program to determine their relevance and any concerns that may arise from them. The study will concentrate on the following principal references found in the syllabus entitled "Literature in the Teaching of Language":

- a. Bertens, H. *Literary Theory: The Basics*. Routledge.
- b. Mckay, L. S. *Literature as Content for ESL/EFL Learners*. Heinle.
- c. Dowly and Kaplan. *Teaching Drama in the Classroom*. Sense Publishers.
- d. Povey, J. *Literature for Discussion*. CBS College Publishing.
- e. Scott, W. *Five Approaches of Literary Criticism*. Macmillan.

This particular study examined to what extent these texts were appropriate and relevant to the goals of the program, the level of the students, the cultural context, and the contemporary theories of EFL instruction. The purpose was to determine what an examination of these texts reveals in terms of potential challenges or barriers to their use, such as being outdated, lacking relevance, or being too difficult for EFL learners, as the user pointed out. This study also assessed the extent to which the content of these texts facilitates or obstructs the use of local

wisdom.

Data Analysis

The results gained from interviews and document analysis underwent a thematic analysis process. This included becoming acquainted with the data, producing primary codes, locating and verifying themes, defining, and naming themes before authoring the report. Such thematic analysis helped identify and understand the multi-faceted phenomena and issues surrounding the place of literature in the program, the impact of "Literature in Language Teaching," and the relevance of the literary works and sources. More precisely, the analysis examined the extent to which the existing curriculum and the pedagogical practices, including the practices that draw on local wisdom and foster learners' linguistic and intercultural abilities, responded to the research question

III. FINDING

This section discusses documents related to the role of literature in the English Language Education Program at Kiai Abdullah Faqih University, Gresik, including curriculum documents, interviews with the Head of Study Program, and the main texts used in "the Literature in Language Teaching" course

So far, literature in the English Language Education Program at Kiai Abdullah Faqih University Gresik is represented by only one compulsory course, "Literature in Language Teaching". "Literary Translation" is recognized as another literature course, however, it is not currently on the program's schedule (SALAMUN, The Architect of Prophecy: A Literary Analysis of Lady Jessica's Religious Engineering in the Dune: Part Two Screenplay, 2025)

The course "Literature in Language Teaching" is as follows

Analysis Aspects	Description
Course Name	Literature in Language Teaching
Course Code	PBI20.02044
Number of credits	2 SKS
Semester Offerings	Semester 2
Course Categories	Compulsory Courses of Study Program
Position in the Curriculum	Included in the group of Literature in English education and teaching, serving as a bridge between literary theory and the practice of teaching English based on literary texts.
Percentage of Total Program Credits	Approximately 1.3% of the total 159 credits of the English Language Education Program curriculum at UNKAFA.
Course Description	This course fosters critical thinking and pedagogical theories by integrating literary genres—novels, drama, and poetry—with language and cultural studies within the EFL framework.
Learning Objectives	Students are expected to explain the nature, function, and scope of literary studies; analyze the relationship between literary works and language learning; use literary texts as a medium for teaching English; and display critical, inclusive, and ethical academic attitudes in a multicultural context.
Developed Competencies	Critical and analytical thinking towards literary texts; pedagogical design for literary text-based instruction; integrative teaching skills combining literature and language; cultural literacy and social sensitivity.

The Role of Literature in the Curriculum

Key Study Materials	The course covers the nature, function, and purpose of literature; the relationship between literature and language learning; analysis of novels, drama, and poetry; language and culture; literary learning; and current issues in literature and language competence.
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During our interview with the head of the English Language Education Program, we learned that the only English literature course currently offered is "Literature in Language Teaching". The course entitled 'Literary Translation' has not yet been offered, even though it is a course related to literature

Analysis of the reference texts for "Literature in Language Teaching"

From the course syllabus of "Literature in Language Teaching", it is learned that the lecturer assigns five major references to the students. An analysis of these references shows that there may be some 'gaps' or 'problems' in the references and the objectives of this course which serve to introduce students to the use of literature in the teaching and learning of English and the teaching of the English Language in EFL settings.

Referenced Text	Year of Publication	Potential Problem/Inconsistency with "Literature in Language Teaching" Course Objectives
Bertens, H.. <i>Literary Theory: The Basics.</i>	2001	the text overemphasizes abstract

Routledge.		literary theory and criticism, which may detract from the practical utility of literature for language acquisition and EFL pedagogy.
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Mckay, L.S.. <i>Literature as Content for ESL/EFL Learners.</i> Heinle.	2004	You may refer to the course objectives for the content for McKay's referencing style because the course objective is to integrate literature into ESL/EFL pedagogy. McKay advocates the teaching of culturally simpler texts which are focusing on Young Adult literature and other easy texts or literature which is not more complex (Khatib et al., 2011). Her approach champions the selection of texts that sustain learners' interests and tackle cultural portrayals without overt complexity (No
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		<p>zen et al., 2017). Short stories, abridged novels, simplified classics, young adult fiction are some of the texts McKay would not hesitate to recommend. Such texts are normally stylistically less complex, relevant for the learners, and of an appropriate length which makes them suitable for the enhancement of proficiency, vocabulary, and cultural knowledge in an EFL class (Abdulrazzaq et al., 2024).</p>		<p>one genre, perhaps to the detriment of more inclusive methods for other literary texts.</p>
Dowly & Kaplan. <i>Teaching Drama in the Classroom</i> . Sense Publishers.	2011	<p>The book focuses on drama and drama only. As much as drama is an important literary genre, this specialized focus may reduce the scope of the pedagogy surrounding other literary forms, such as the novels and poetry, that also appear in the course description. It offers specific strategies for</p>	Povey, J.. <i>Literature for Discussion</i> . CBS College Publishing.	<p>Written over 35 years ago, this text is very likely extremely dated in regards to the techniques in English Language Teaching pedagogy. While some forms of discussion may be valuable, how to integrate and communicate in the target language is the very essence of EFL. More recent techniques likely have not been utilized in this text, particularly in regards to the use of literature in language learning.</p>
			Scott, W.. <i>Five Approaches of Literary Criticism</i> . Macmillan.	<p>The book is quite old focusing on different models of literary criticism published in 1962 and is mostly concerned with the analytical</p>

	<p>dimensions of literature from a critical viewpoint. It is mostly theoretical and historical and is unlikely to address the practical goals of employing literature for teaching EFL. It could be argued that the predominant focus on criticism is not in line with the course concern on language teaching and teaching methodologies.</p>
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Given McKay's relevance, the other four texts, provided that they deal with literary theory and criticism and are dated, are likely to be of much less use in meeting the 'Literature in Language Teaching' course's objectives of literature to be used in English language teaching and in educational

IV.DISCUSSION

The purpose of this study was to carry out a thorough mapping of literature's position and functionality in the English Language Education Program of Kiai Abdullah Faqih University Gresik to determine its influence in teaching and learning English and its associated culture. The outcome of the study, which included a curriculum study, an interview with the Head of the Study Program, and a thoughtful appraisal of the course references,

points to the program existing state and some of its plausible future prospects. The purpose of this discussion is to blend these results with the theoretical underpinnings mentioned in the literature review to provide a thorough overview of the situation and the prospects of teaching literature in the Indonesian EFL context.

The Minimal Range of Literature in the Curriculum

The data indicate a significant fact of this research; literature within the English Language Education Program at Kiai Abdullah Faqih University Gresik is only allocated to one required subject, "Literature in Language Teaching," along with a voluntary "Literary Translation" subject, which, along with the latter, is un-scheduled. This lack of integration means that the literature consists of only around 1.3% of the 159 credits in the program. This underutilization is a hindrance to the program in realizing the myriad benefits literature provides in the area of language skills and culture as documented in the literature on EFL. As discussed in the Review of Literature, literary works constitute authentic and diversified forms of language, offering access to various lexis, intricate grammatical constructs, and different patterns of discourse that are not available within the confines of the so-called language textbooks ([Lo & Shi, 2024](#)). Literature is the most reliable characterized of an authentic source and is claimed by most specialists to facilitate the development of word knowledge, degree of phrase knowledge, expression, grammar, and language consciousness ([Ahmed, 2022](#)). It is

the only one course that one takes, and it is the one that attempts to bring together literary theory and pedagogy. This may cause the students to lose the opportunity to engage with various writings and styles of literature. This may also deprive them of the chance to advance their linguistic abilities derived from authentic English in the circulation of literature. Also, the un-scheduled status of “Literary Translation” worsens this problem and deprives the students of the chance to enrich their language by an integration of the intricacies of language and the culture of the language that comes with the construction of literary works.

Additionally, literature facilitates the development of critical thinking and intercultural sensitivity, fostering a truly integrated view of the target language and its cultures (Acuña, 2024). Even a thoroughly designed literature course cannot possibly provide the depth required for students to gain a fundamental engagement with the historical, political, economic, relational, and ethical paradigms of the countries whose literary works they study (Yu, 2020). The underpinning theory points to the crucial relationship between literary knowledge and the students' development of language and culture (Calafato & Hunstadbråten, 2024). Hence, the scant curricular literature may contribute to the potential underdevelopment of these vital parameters, and consequently the students' knowledge of English together with its cultures may not be as enriched as it would have with a

deeper engagement with literature. This is not aligned with the wider literature on the pedagogy of literature that examines the incorporation of literature in EFL curricula to improve language skills on multiple dimensions (Alshammari et al., 2020).

Issues with Curriculum Development and Textbook Selection

Curriculum Development Literature in Language Teaching contains critical reviews and designs with the aim of helping students develop advanced, and critical, theoretical frameworks to teach and learn English through literature (novels, drama, and poetry) and to teach literature, language, and culture in the foreign language classroom. However, the intricacies of the major core reference texts in the course outline expose the aims and objectives to serious collapses. The principles of curriculum design as theory practice rests on objectives, as well as content and content selection, method(s) of pedagogy, and ways of assessment (Hasna et al., 2024). If literature is to be a curriculum, it should be to foster knowledge in other linguistic branches (Ahmed, 2022). McKay, Literature as Content for ESL/EFL Learners is very much in line with the course objectives. However, the objectives might not be realized because the other four texts that are likely to be included are likely to pose serious pedagogy-related challenges owing to their age, their major concentration on literary theory/criticism, and specialization. The emphasis on H. Bertens' Literary Theory (Natalia, 2018): The Basics of

W. Scott's Five Approaches of Literary Criticism show a strong focus on abstract literary theory and criticism. While part of literary theory is essential to literary studies, if too much focus is placed on such texts, too much of the focus shifts from the intended purpose of utilizing literature for achieving a direct acquisition of language and instructional design for EFL pedagogy. The age of Scott's text, 1962, is also a particular cause for concern. As such, while more of these resources are geared to literary criticism, they may not adequately serve the immediate aims of employing literature to enhance L2 acquisition, EFL pedagogy, and instructional design in a modern EFL context. This corroborates issues brought forth in the literature pertaining to the risk of theoretical frameworks dominating the language learning outcomes of EFL classrooms, with Yimwilai ([Yimwilai, 2015](#)) being a case in point. Moreover, Dowly and Kaplan's *Teaching Drama in the Classroom* has a specialized focus on drama, which, although applicable to a single literary genre, is relevant to teaching several literary types. The course aims to encompass novels, drama, and poetry. However, this reference may narrow the range of teaching approaches for other literary forms. Integrating various literary materials and emphasizing critical thinking and intercultural communicative competence ([Sun et al., 2024](#)) are necessary for effective curriculum design proposed by contemporary theories. The absence of equivalent resources on novels and poetry alongside a specialized text on drama

creates an inequity in the range of instruments available to pedagogy.

The provided reference is out of date. J. Povey, *Literature for Discussion* is from 1984, and 1984 is before many of the standards of the current pedagogy for English Language Teaching. While discussion is still a valid pedagogical tool, the current methodologies for teaching English as a Foreign Language (EFL) are more integrated and communicative and EFL literature from that time period will not reflect those methodologies. Without these methodologies, literature will not improve the learners' communicative competence, which is one of the goals of teaching. This pedagogy is described as the 'Communicative Approach' ([Hossain, 2024](#)). Using these older texts makes it seem like curriculum designers are not performing the analysis and evaluation of their curricula that is required of them, which looks to achieve specific learning outcomes and current pedagogical theories ([Hasna et al., 2024](#)).

Instructor Influence on Student Engagement and Effective Learning

The score and type of teaching materials should not be overlooked, as students' sense of learning effectiveness and perceived engagement with the materials need to be considered. In a review of works not surveyed by students, the following trends were associated with the presence of literature. Students' attitudes are positively influenced by literature, the more they are exposed to it ([Alshammari et al., 2020](#)); appreciation for literary works can motivate

higher levels of English achievement (Lo & Shi, 2024). However, limited literary works and the possible presence of reference materials considered conceptual, old, and/or outdated. If learners are presented with literary criticism theory and are not given accessible, practical, and engaging literature, they may experience challenges, including insufficient English proficiency, and/or experience the literature as culturally distant (Alshammari et al., 2020). That frustration becomes the opposite of the engagement and enjoyment desired (Lo & Shi, 2024). McKay focuses on easy and simplified/young adult texts (e.g., short stories, simplified classics, abridged novels, young adult fiction). These texts resolve concerns around motivating students by minimizing the cultural and linguistic challenges, and introducing cultural stereotypes in a more palatable way (Abdulrazzaq et al., 2024). The current overdependence on texts, not following this accessible approach, could have been the reason students have been disengaged, have been ineffective in language learning and have relied too heavily on similar texts. The lack of an effective approach in the selection of texts, which incorporates the students' personal, cultural, and contextual experiences (Moustafa & Ghenim, 2022), could add to the disenfranchisement of the learners. There is also a body of knowledge that supports the notion that culturally relevant texts enhance learners' engagement (Perkins & Jiang, 2019).

Integrating Local Knowledge and Immersion

Techniques

The study's introduction expresses the intention to explore the extent to which local wisdom Immersion English Language Programs can enhance the learning experience and achieve cross-cultural appreciation and second language learning (Supriyono & Dewi, 2017). This intention is in line with the growing attention in EFL teaching with the inclusion of local wisdom and the enhanced cultural identity, contextual learning, and relevance of the educational approach (Mulyanah et al., 2025). Culturally responsive teaching which sees the inclusion of the students' cultural background as a major contribution and enhancement to the learning (Garim et al., 2023) is complemented with Cultural-Historical Activity Theory (Mulyanah et al., 2025) which advocates holding the students' cultural identity intact as a primary aim in foreign language teaching (Albantani & Madkur, 2018). Nonetheless, the current configuration of the "Literature in Language Teaching" course, particularly as it draws on Western literary criticism that is both old and/or theoretical, may not be able to accommodate the inclusion of local knowledge. The reference texts, except for McKay, do not offer frameworks, or examples, for including local cultural and folk narratives. While the course is intended to inform the teaching of literature, language, and culture, the resources available to instructors and students may lead them to a more Eurocentric lens on literature and literary studies and therefore miss the possibility to engage with

the Indonesian culture. McKay's focus on the importance of choice in what she describes as 'culturally relevant' texts as well as her defense of the use of short texts or works of young adult fiction provide better possibilities for the integration of local wisdom. For example, the use of local short stories or folktales or works of local authors who write in English would be extremely valuable authentic texts that would enhance students' cultural awareness, language skills, and appreciation of their cultural identity in a global context (Amelia & Hikmawati, 2020). Such texts would meet the objectives of fostering empathy and tolerance towards diversity through literature. The small number of offered courses and the nature of the principal references therefore provide a barrier to fully achieving the objectives of the program to utilize local wisdom and immersion in its approach. In addition, as noted, teachers often rework/tailor texts to meet local demands as well as to meet specific educational objectives and to exclude (or at least minimize) the texts' outdated and conservative cultural elements (DeCoursey, 2023). This speaks to the need for sufficient curriculum materials that facilitate

Future directions/Implications of Curriculum Development

The findings indicate that there are implications for the English Language Education Program of Curriculum Development at Kiai Abdullah Faqih University Gresik. One of the most obvious of these is the need to reassess the amount and range of literature courses. Rather

than having only one mandatory course, there is a need to offer more varied and richer options in English literature where, in addition to the 'Literary Translation' course, there are electives in literature that focus on specific genres or thematic strands. This would further enhance the opportunities for advanced language training and the cross-cultural interaction that would be consistent with the more comprehensive outcomes of literature cited in the literature (Acuña, 2024). Second, there is a need for a range of critical reviews of the core reference texts for "Literature in Language Teaching". Regarding the other books, while Literature as Content for ESL/EFL Learners by McKay is still the most relevant, the other four texts seem to be either too theoretical, too niche, or simply too old. Replacing or, as McKay suggested, supplementing these texts with more current works created for EFL pedagogy that prioritizes practical language learning through literature, and that includes a wider variety of genres and pedagogy, would improve the course. This includes texts more in line with contemporary communicative and task-based learning approaches (Hossain, 2024).

Thirdly, curriculum developers ought to incorporate local wisdom and culturally relevant literature into the curriculum and course materials. This entails selecting and using approachable literary works such as Indonesian folktales (with English translations), short stories written by Southeast Asian authors, and young adult novels and such works that, while

universal, are culturally specific. This type of literary work integration would encourage cross-cultural understanding and help in achieving the objectives of student-centered language immersion and cultural identity retention (Albantani & Madkur, 2018). The curriculum ought to be sufficiently prescriptive in providing details and templates of how to customize literary works to the local context and the respective student competencies.

The foregoing demonstrates that while Kiai Abdullah Faqih University Gresik acknowledges the role of literature in its English Language Education Program, the current state of literature-related instructional design is confined to one course, with particular course references, and some of the references being misaligned with the course objectives and materials. In order to achieve the outcomes of literature integration in instruction, realignment of the curriculum to contemporary EFL pedagogical approaches, diversification of the literature in the program, and careful selection of accessible and relevant materials are important.

V. CONCLUSION

This research aimed to address the gaps in evaluating the role and position of the subject of literature in the English Language Education Program at Kiai Abdullah Faqih University Gresik in order to understand its integration in the curriculum and its contribution toward the students' English proficiency and cultural awareness. While this study will contribute to

the existing literature, it serves to address the gaps for the first time in this Indonesian EFL research literature, in particular examining the role of literature, its implementation, and the use of culturally relevant pedagogy in EFL for language learning.

This limited incorporation of literature into the English Language Education Program at Kiai Abdullah Faqih University Gresik can be attributed to the existence of only one compulsory literature course, 'Literature in Language Teaching' that is only 1.3% of the overall program credits. While 'Literary Translation' is also considered a literary course, its absence from the course offerings contributes to students' lack literary studies' exposure. Otherwise, the potential of literature to enhance students' language acquisition and encourage critical thinking, and cultural awareness, have been recognized and well supported by several EFL theorists, (Acuña, 2024) and remain largely neglected.

An examination of the primary resources underpinning the Literature in Language Teaching course revealed the first-order contradictions in the aims and the course materials. In particular, because the focus of the course was on practical approaches for teaching EFL learners, L. S. McKay's Literature as Content for ESL/EFL Learners was listed as highly relevant. In contrast, there was a prevalence of most other course texts being either outdated, too theoretical, or too narrow. For example, texts largely centered on literary

theory and criticism, or those published a few decades ago, run the risk of overshadowing the practical purposes of literature for language learning, as well as the more relevant contemporary fostering of pedagogy (Yimwilai, 2015). The degree of mismatch raised the question of a gap between the proposed model of pedagogy and the actual materials, and by extension, the effective language teaching and learning approaches. The discussion focused on how the students' perceptions as well as the students' involvement may be affected by the inadequate curriculum integration and the flawed choice of reference materials. Relying on old and abstract critical texts instead of other motivating and more easily readable texts may decrease students' interest and may cause them to view literature as something that is difficult and that literature is something that can be used to assist in developing positive attitudes toward the learning of the language (Alshammari et al., 2020). Also, the current framework predominantly ignores the described desire to incorporate local wisdom within English Language Immersion. The available reference materials do not in themselves explain how local narratives can be drawn in, which can result in a Eurocentric view of literature and literature can be used for teaching, thus providing a gap for culturally responsive teaching. This can lead to a narrow view of literature in teaching, providing a gap for culturally responsive teaching (Darong & Menggo, 2021). Finally, Kiai Abdullah Figih University Gresik appreciates literature in its

English Language Education Program, however, it experiences challenges. In order to adapt to literature's transformational power, literature must be added to the curriculum, and the courses offered must be multiplied to include the activation of 'Literary Translation' courses. In addition, accomplishing the substantial redrafting of the reference books that deal with 'Literature in Language the Teaching' that shift to more contemporary texts geared to EFL teaching, which include the teaching of practical language, and the incorporation of indigenous and culture-related materials, will be of great importance. More contemporary EFL literature will allow Kiai Abdullah Figih University Gresik to provide its graduates with more critical thinking, and practical, and culturally rich skills to prepare them for the challenges of the forthcoming global.

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