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FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS  
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THE PIVOTAL ROLE OF ENGLISH LITERATURE IN THE  
ACQUISITION OF ENGLISH AND ITS INFLUENCE ON STUDENTS'  
SOCIAL DEVELOPMENT

SEMINARIO DE TESIS PARA OPTAR AL TÍTULO DE  
LICENCIADO(A) EN EDUCACIÓN CON MENCIÓN EN INGLÉS Y  
PEDAGOGÍA EN INGLÉS

AUTORES

JAVIERA ARAYA  
ALAN MARTÍNEZ  
VALERIA MORALES  
SOFÍA MUÑOZ  
MARIANELA QUEMEL  
CATALINA SAAVEDRA

PROFESORA GUÍA  
ANDREA VALENZUELA

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## **Autorización**

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JAVIERA ARAYA, ALAN MARTÍNEZ, VALERIA MORALES, SOFÍA MUÑOZ,  
MARIANELA QUEMEL & CATALINA SAAVEDRA

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## **Abstract**

The learning of a second language is an area that, in time, has been evolving and adapting to the generational advancement of society. Because of this, different approaches and methodologies have gained popularity, only to become obsolete when a new and functional method appears. This study aims to recognize the importance and potential of the use of English literature in the acquisition of English as a second language, as well as to observe what role this learning plays in the student's perception of life.

For this research, the methodology consisted of the implementation of semi-structured interviews with a group of 60 learners between 15 and 18 years old, and a group of 5 English teachers. The results showed that, due to the strong educational crisis in the country, the development of innovative practices is not effectively carried out, even though their use is recognized by members of the community as fundamental when implemented in a pertinent manner.

*Keywords:* English literature, Language acquisition, Perception, Education, Second language acquisition

## **Resumen**

El aprendizaje de un segundo idioma es un área que a lo largo de los años ha ido evolucionando y acoplándose al avance generacional de la sociedad. Debido a esto distintos enfoques y metodologías se han popularizado, para luego volverse obsoletas cuando un nuevo y funcional método aparece. Este estudio tiene como objetivo reconocer la importancia y el potencial del uso de la literatura inglesa en la adquisición del inglés como segunda lengua,

además de observar qué rol juega este aprendizaje en la percepción que forman sobre la vida los estudiantes.

Para la realización de este estudio, la metodología realizada consistió en la implementación de entrevistas semi estructuradas en un grupo de 60 estudiantes de entre 15 y 18 años y un grupo de 5 profesores de inglés. Los resultados demostraron que debido a la fuerte crisis educacional que se vive en el país, el desarrollo de prácticas innovadoras no se logra llevar a cabo de forma efectiva, a pesar de que su uso es reconocido por miembros de la comunidad como fundamental cuando se implementa de manera pertinente.

*Palabras clave:* Literatura inglesa, Adquisición de idioma, Percepción, Educación, Segundo idioma



## **Introduction**

Throughout history, the need for domination of some human groups over others, in the fight to survive, gave place to a series of gradual transformations in the world community that shaped the societies that came about in the different regions of the planet. As societies became more complex and influenced by their political organization, colonialism emerged as a form of oppressive expansion of one country over another, which later, after centuries of development and accommodation to the ruling countries' will and the acceptance or resignation of this logic by part of the international community, globalization emerged as a consequence of the need of the countries to interconnect and work together for surviving. Globalization requires one language in common to work fluently, and historical events have placed English as the main global language during the last century. Undoubtedly, there are plenty of things worthy of mentioning regarding the past of human history, but more of these historical facts will be discussed forward in the present study.

Nowadays, learning English has become a need for many people and countries, which have implemented different policies and strategies to increase and encourage its learning and acquisition, being aware of the fact that "As countries in Latin America seek to enhance their competitiveness and prospects for economic growth, skills gaps of various types emerge that represent potentially serious bottlenecks (Fiszbein, Cosentino, & Cumsille, 2016 as cited in Cronquist, K., & Fiszbein, A. 2017). Therefore, English has become an indispensable skill to have. Indeed, this language has arrived in the most distant corners of the world, where one could think it is impossible that it could have such importance. Chile's case is, perhaps, one of the most curious ones in which English is considered fundamental for most activities. If we take a look at the region, Portuguese should be the most important foreign language of the

region due to Brazil's proximity, but it is not. Nevertheless, this topic will also be developed further during the course of this investigation.

Certainly, as a result of this huge relevance given to the English language, the process of teaching and learning it as a second language is constantly changing, not just for the tools or methods we have at our disposal, but also for our perception of it. Especially during these days, having acquired more than one language is considered an important achievement since it allows us to communicate and socialize with the rest of the world.

Thinking merely about Chile's educational system, but more specifically about the processes of teaching and learning English as a second language, we can say that there are a wide variety of practices that allow teachers and students to have a better approach to the language and, thus, the process of acquisition and familiarization can be more efficient and meaningful for learners. At this moment, it is important to become aware and think of the methods, tasks, and devices most used by English teachers within our context. Are Chilean educators using all the resources given by English-speaking countries? If you are part of the educational system, perhaps you already know the answer.

Among all the resources provided by English-speaking countries, English Literature has caught our attention due to its uncountable features and advantages. Over time, the role of literature in the SLA classroom has been re-assessed by many experts, and now many of them view literary texts as providing rich linguistic input, in addition to effective stimuli for pupils to express themselves in other languages. In this way, literature itself can be a potential source of learners' motivation.

Within the many contributions of English literature that we could mention, there is one that, in our opinion, excels the most, this being how these writings influence or have influenced our development as human beings and the creation of societies. We know that, when reading a piece of literature, we immerse ourselves in a different reality in which we

can create our own opinions, reformulate points of view, and develop our critical thinking. That is why we firmly believe it is impossible not to integrate these new perspectives into our daily lives, and as a result of that, create a new viewpoint of our own surroundings, allowing us to compare and contrast it with the inputs of literature.

This study, in particular, will attempt to recognize the role of English literature in the acquisition of this language as a second one and how it might influence learners' social development during the language learning process. The research is fragmented into different sections which deepen and break down the different points that will be discussed during the investigation.



## **Chapter I:**

### **Problem statement**

The perception that each individual has of the world has been the subject of study and research over the years by different fields of study such as psychology, philosophy, and sciences in general. Thanks to this, today it is concretely accepted that the insight and interpretation of the world varies according to the experiences and their significance, that each human being has to go through (Vargas, 1994, p. 48), especially considering how we are increasingly inserted in a more globalized world, which generates different social connections with other cultures in the world. Nowadays, the influence of the internet and social networks in people's daily life have affected their perception.

There are different aspects present in reality that are related and interfere with the perception that individuals might have of the world, and it is precisely through language that we can obtain a representation of these aspects that are part of the insight that each human being develops. In this way, language, which is an essential instrument for every living person used daily, is a connecting bridge that provides us with a concrete representation of this perception.

Besides being a bridge for communication, the use of language by every single person allows delivering to others meaning and, subsequently, a value judgment of the experiences through its use. Humans are the builders of it and of the components that form the language. It is essential to understand the power of the word in its multiple dimensions of life, as an ally of thoughts and as a civilizing weapon (Lejarraga, 2017).

Taking into consideration what was mentioned above, related to the importance of the use of language to communicate the perception of the world that people develop thanks to their accumulated experiences, the following question arises: what happens if a person speaks

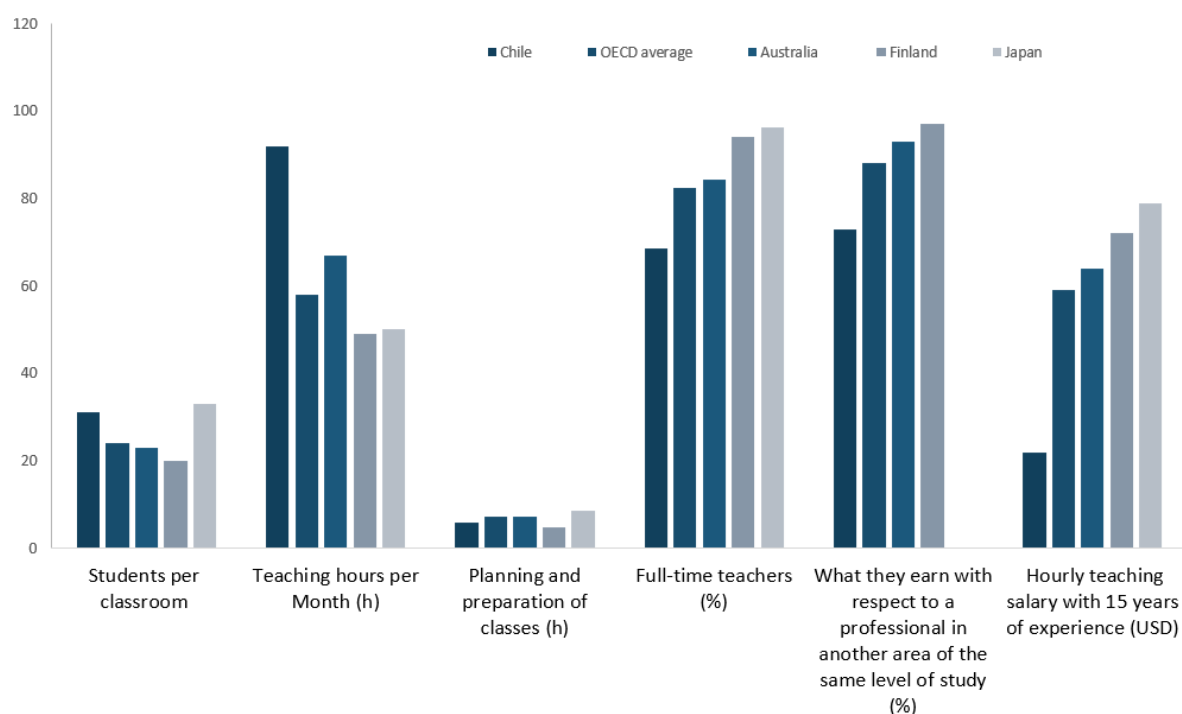
more than one language through which they can communicate the vision of the world that they have been able to form? The acquisition of a second language allows us to use a wide and new variety of vocabulary and expressions to communicate a message in a way that might not have been feasible with only one language. In other words, the expansion of forms of communication, such as the use of different languages, lets you interpret and express your experiences through these different languages.

However, several problems affect the optimal development related to the effects of the perception on the individual during the process of acquisition of a second language. Taking this into the Chilean reality, and more precisely into the Chilean educational system, students are allowed to expand their own worldview. They are provided with tools in most years of schooling rendered before higher education to understand and gain a perception of society as agents immersed in it. Moreover, the reality of Chilean classrooms when learning a second language, is that there is a deficit in the pupils at the moment of developing communicatively in English. A constant education crisis can be recognized in Chilean schools, and concerning the acquisition of English, it is observed that learning is an arduous task even though the language is taught from the earliest levels. Even so, it does not seem to be enough to use the language to communicate with others, express ideas, or understand concepts, considering that every learner in Chile studies English as a second language for around 8 to 12 years of schooling, depending on the program the school follows, since the implementation of this subject is mandatory in 8 years of schooling; however, there are some others where it is implemented from the 1st grade. Therefore, the years of learning English as a second language increase. This situation is alarming since it is a great difficulty for most of the students to use simple grammatical structures, such as the verb “to be” or the present simple, despite reviewing the content every year. In other words, there is a great deficit in vocabulary, pronunciation, grammar, and listening skills. According to a study by Poliglota, which was

conducted in different Latin-American countries (As cited in Gallardo, 2021), Chile has one of the lowest levels of English proficiency among its population. The figures showed that 72% of people have an A1 and A2 level of English, which in practice translates into the production of simple sentences in English and the inability to maintain a conversation in which complex ideas can be shared (Gallardo, 2021).

### Graph 1

#### *Education in Chile and OECD countries*



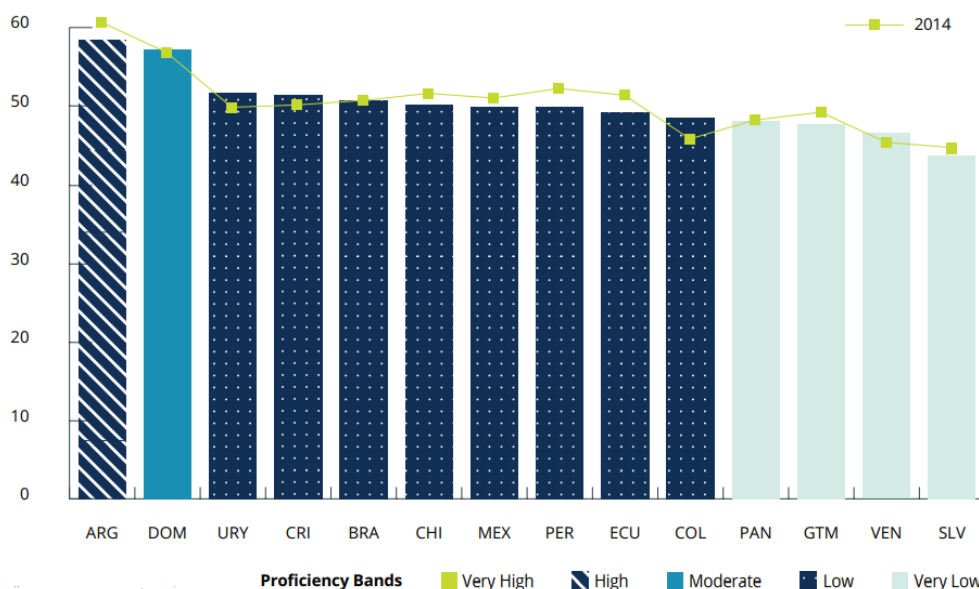
**Source: OECD**

This comparative graph points directly to the educational crisis in Chile. In the first instance, it is the second country in having more learners per classroom exceeding the average established by the OECD, as appears in the graph 1, having a much lower average in the preparation of classes, and the lowest average in terms of salary per hour at 15 years of experience. These issues affect teachers' performance in Chile as there is an overpopulation in

the classrooms affecting the educators' work, besides of not having the necessary hours and preparation for lesson plans. On the other hand, the profession is highly undervalued in terms of salary. Only 68.5% of teachers have a full-time job, which means that many of them must resort to a second or third job to support themselves economically. Overwork is a huge issue since it exposes educators to high levels of stress, low productivity and professional performance, which negatively affects the Chilean educational system. Finally, Chile is the country with more teaching hours compared to the rest of the countries, even compared to others closer to our region, such as Colombia and México, which have 1,720 and 1,696 statutory working hours respectively, lower than the figures reported in Chile, which make a total of 1.998 hours worked. If analyzed the level of English in schools and the population, concerning the hours of instruction, there is no connection since favorable results are expected with the number of hours in which the language is taught, which allows this study to understand that there is a great inefficiency in its realization, and this is reflected in the low level and academic performance of the second language.

**Graph 2**

*English Proficiency in Latin America (2014 - 2015)*



*Source: EF English First, 2016.*

According to a study conducted by English First (EF) in 2016, it is possible to make an analysis and comparison of the different English language levels in Latin America. To begin with it, in general, what predominates is a low command of the English language among Latin American countries, in which the only one where a high level of English is reached above the average would be Argentina, with a score of 58.40. This scoring is very similar to the ones obtained by countries such as Germany, where their score was 61.58, which allows one to think that there is a development of the English language in the professional and personal areas. On the other hand, countries like Brazil, Mexico, Perú, and Chile belong to the countries where there is a low command of English, obtaining an improvement of up to 2.00 points, which is considered a low progress in a year, without taking into account the countries that are at the end of the graph as Panamá and Venezuela, where the level of English

is low and deficient, without signs of significant improvements. In this way, we can conclude that the level of English in most Latin American countries is extremely poor, and it generates complexity in the globalized world in which we are located, where communication and development of skills are crucial to allow social mobility. This demonstrates an eventual educational crisis in Latin America, in terms of education, where the English language is an important part of the National Curriculum, and it is a mandatory subject in schools, as it happens in Chile. The low levels of English proficiency only reflect and show a severe educational deficiency in language teaching that does not lead to significant progress for most of the students.

Due to this educational crisis, different problems are encountered. Even when teachers develop a diagnosis of the level of English that every pupil handles, the vacuum that was generated in previous years becomes imminent. There is a great gap between learners and knowledge, and educators do not have the necessary tools to be able to perform their teaching role effectively, affecting the level and quality of the process of learning a subject. In the case of a second language such as English, the use of materials and strategies in the classroom is essential, but in this way, without those elements, the practice and the use of the English language are not effective and reflect the result in a low level in the population. However, a solution that appears to face this problem could be the implementation of the different elements and strategies provided by English-speaking countries to generate significant improvement. When it comes to learning the mother tongue in-depth, a strategy used in the classroom is the use of children's literature to understand concepts, words and various elements of discourse as simple reading promotes learning in young learners. For this reason, English literature is an alternative to improve the teaching of English since it presents several aspects that, when enhanced in the right way, provide us with several benefits.

As mentioned above, the implementation of English literature could be useful as a resource for teachers to work on the different skills and competencies related to the language and, at the same time, establish an engagement with the students and their learning by generating interest in them. In this way, if a lesson works with a classic of English literature such as *Romeo and Juliet*, for example, pupils already recognize aspects of this play and this could generate a greater understanding of the subject; then, vocabulary could be learned. Listening resources could be used for learners to chorally repeat sentences, and even be able to act together with their classmates and develop dialogues in English, thus opening a world of possibilities to be conducted when there is a significant variety of methodologies, in this case, through the use of English literature too. It is relevant to consider that these resources from English culture influence the social development of the individuals because they can explore different topics in depth and see the world with different eyes, especially when the students have an understanding of a second language. Besides, it is important to highlight other possible benefits that can be observed due to the consequences of acquiring a second language with literature as the main tool, as a wide variety of literary genres that are most optimally suited to the learners' personal tastes. For example, poetry serves as a genre which could motivate the pupils, due to its different characteristics, but also to take advantage of the versatility of the genre to acquire lexical input and new expressions, as well as the development of interpretation and critical analysis, among others. The potential benefits from the implementation of literature in an ESL classroom context are diverse.

It is due to all of the above that the need of recognizing the importance of English literature in the process of acquiring a second language arises, since it is a versatile instrument that presents diverse teaching opportunities in Chilean education. In addition, it is not only a means by which learning can be encouraged, but it also contributes to a cultural paradigm from which more benefits could be obtained than what is being observed today in

Chilean classrooms. That is to say, it is possible not only to acquire a second language but also the culture that comes with it, which can mingle with the reality that Chilean students are experiencing.

In conjunction with the previously stated, it is also important to point out the relevance of the possibilities of access to education and how the quality of education varies depending on the purchasing power of the educational establishment. The breach that exists in this area is a determining factor in the possible results in terms of the training of people who leave these establishments. The development of a second language is fundamental since it gives people the possibility to expand professionally and to communicate with any other human being in the world, especially the English language, which is spoken in a significant amount of countries, not only where it is considered the official language, for example, United Kingdom, Australia or New Zealand but also where it is widely spread as a second language, as happens in the nordic countries of Europe and different countries from Asia and Africa. In this way, it is necessary to promote the learning of a second language such as English, thinking mostly in the learners' integral skills growth.

## **Chapter II:**

### **Objectives of the research**

Taking into consideration that Chile has one of the lowest levels of English among its population, this study aims to recognize the importance and potential of the different literary resources in English acquisition as a second language in the Chilean context. Besides, this project will attempt to mention the essential role of literature and its several expressions in human social development, considering people's active role within their societies, as they are constantly changing. Likewise, this research intends to demonstrate an understanding of how literature can prompt, develop and modify the perception of the world, the surrounding society, and other daily situations that human beings face every day.

In order to achieve these goals, this research will attempt to reach the following objectives:

#### ***General objective***

Recognize the essential role of English literature, not only in English acquisition as a second language in the Chilean context but also in its influence on how it might change the perception of the society people belong to. This research considers studying literature or using it as a vessel to achieve second language acquisition:

“(...) allows us to understand the philosophical movements and ideas that permeated a particular culture at a particular time. Literature has had a major impact on the development of society. It has shaped civilizations, changed political systems, and exposed injustice. Literature gives us a detailed preview of human experiences, allowing us to connect on basic levels of desire and emotion.” (Karnik, B., 2015)

In other words, literature is a mirror of society. Certainly, depending on the writers' writing decisions and the societies that they are part of, each piece of literature represents society at a certain point in time, whether it is stating facts or allowing fiction to tell what could happen given certain circumstances. With this idea in mind, then it is possible to say that reading a representation of a certain society empowers comparison with the reader's society, giving the chance to want or promote a change for better or worse.

In addition to what was mentioned before, this study is aware that different types of literature carry diverse contexts and realities depending on the place they come from. Whether it is coming from an English-speaking country or not, all kinds of literature reflect and shape the identity of the society and its perception of different topics regarding their surroundings. All of these ideas lead to the following specific objectives that this research intends to aim for.

### ***Specific objectives***

- 1) To establish a relationship between English teaching and diverse resources from English-speaking cultures.
- 2) To determine the use of several resources from English-speaking countries in learning English.
- 3) To identify the relevance of English literature in English lessons.
- 4) To determine the relationship between English acquisition and the social development of a person immersed in society through the use of literature as a teaching tool.
- 5) To identify the importance of literature in human beings and the conformation of societies.
- 6) To obtain conclusions on English literature's contribution to English teaching in Chile.

## **Justification of the research**

It becomes relevant for the goals of this research to contextualize why Chile's lowest level of English in its population has become a problem. Thus, it is essential to begin this justification by mentioning that, between the years 1998 and 2005, English lessons at Chilean schools were mandatory from 5th grade to 12th grade (Biblioteca del Congreso Nacional, 1999). This requirement was established in decree 634, in which the government offered a series of possibilities in case schools could not provide the human and material resources necessary to do proper English lessons. A few years later, it was abolished, but the obligatoriness of English classes in the mentioned grades was maintained in the curriculum. Almost at the end of 2012, Sebastian Piñera's government dealt with this situation again by prompting a pilot plan to incorporate English lessons from 1st grade to 12th grade (La Tercera, 2012), and increase the level of English instruction among Chilean students as an attempt to improve the level of the target language.

Even though the pilot plan created by Sebastian Piñera's government did not end up with positive outcomes since it did not reach its goal, it is possible to assume that, due to the number of years receiving knowledge in the English area, learners - at least those in upper grades in schools - would be able to provide great analysis of different and more complex material; in the same way, English teachers would be able to apply different teaching strategies and resources to achieve a holistic acquisition of English i.e. English educators should be able to provide more than accurate grammar structures.

However, it is not the Chilean reality. What truly happens in Chile is that the classes focus on teaching grammar rather than using the target language, which means that pupils have a considerable amount of awareness regarding the writing area, leaving the remaining

skills out of the spotlight. This situation is not purely a decision based on the educators' preferences, but a consequence of what the National Curriculum established.

Going in-depth into this last point, the material provided by the Ministry of Education includes elements that are mostly age-appropriate to each grade, so pupils might encounter texts, audio tracks, or exercises they are familiar with. Even though familiarity with the material is essential to generate an engagement in the lesson (McKay, 2003), it is causing teachers almost to be forced not to use other types of resources that might not be related to the students and their preferences.

The excessive focus on grammar is becoming a very serious issue since it is leading to the lack of the use of meaningful material to enhance the learners' abilities to improve their cognitive analysis as well as their social development. In this sense, it is possible to add that one of the materials completely ignored is English literature. Although the material of the government includes writing and reading items related to real-life situations, they only consider the ideal or superficial aspects that can occur daily. But what happens with the fact that schools should be the place for pupils' safe improvement of their social development, thinking of the learners as human beings that belong to an active society under constant change? (Curriculum and Evaluation Unit, 2020).

Thanks to globalization, pupils are more exposed to the English language through the use of the internet. Here, they can find different types of media from movies to literature in other formats and apps. When this exposure is constant, students may acquire the English language by learning new vocabulary or daily expressions easily. Since “television, special-effects movies, highly stimulating music, gossip magazines, comics, fashion, computer games, and the internet form a major psychological part of the lifestyles of youngsters” (Cheung, 2001, as cited in Brodoric, 2015) learners are constantly being immersed in different types of English media. This, in a way, works as the total immersion

approach in which pupils explore media and literature content fully immersed in the target language.

In addition to what was previously mentioned, it is said that “there seems to be a general agreement regarding the fact that children who are extensively exposed to a foreign language are more likely to understand and use it correctly than the ones who are not” (Brodaric, 2015). As educators are mostly focusing on the Grammar approach, the exposure to media and literature in the target language is barely used in the lessons, meaning students are not having enough exposure to the English language during class time. In this sense, learners who often participate and seem to enjoy the English lessons have already acquired complex knowledge related to how to grammatically speak and, as a consequence of being aware of the theory of this target language, they have some basic notions on how to express themselves in real-life, but little to no instances to practice the real-life language. However, the limitations that learners have are a result of the lack of use of the different media coming from English-speaking countries, which impedes providing pupils with the required tools to increase their proficiency in the second language being taught.

Talking about literature specifically, it is essential to see it as something whose boundaries are constantly crossing all the aspects of one’s life, such as traditions, culture, social relations, and national unity, among others (Ahmed, 2017). Besides recognizing the existence of literature in all aspects of human life, it must be seen as a tool that lets people know the reality they are immersed in from a different perspective since literature can provide knowledge, awareness, and insight into several topics that might be in contact with human beings. According to Ahmed, literature:

“... enables the people to see through the lenses of others, and sometimes even inanimate objects; therefore it becomes a looking glass into the world as others view it. It is a journey that is inscribed in pages and powered by the imagination of the

reader. Ultimately, literature has provided a gateway to teach the reader about life experiences from even the saddest stories to the most joyful ones that will touch their hearts.” (2017)

In terms of education, literature is an essential part of most courses. In schools, the use of reading material not only works as a way of evaluating reading skills but also “is reliable to the reader and may teach them morals and encourage them to practice good judgment” (Ahmed, 2017). In the school system “the books that are emphasized the most tend to have a moral-teaching purpose behind the story” (Ahmed, 2017).

Therefore, this research has attempted to deal with the use of English literature in the Chilean context because it expects to understand the reasons behind the lack of implementation of this resource and other media similar to it, and for ignoring its benefits. The importance of literature, in general, has been widely stated, but it is fundamental to be aware that:

“Reading material that is reliable to the reader may teach them morals and encourage them to practice good judgment. This can be proven through public school systems, where the books that are emphasized the most tend to have a moral-teaching purpose behind the story” (Ahmed, 2017).

Even when literature appears to be a solution to the emerging problems that students and teachers face in the acquisition of English as a second language, as well as appearing to improve Chile's lowest level of this language in its population, and the limited availability of materials and resources in teaching, as well as the lack of exposure to the English language during classes, it is necessary to do an in-depth analysis of literature itself on this matter to reach an accurate agreement for the Chilean context.

### **Chapter III:**

#### **Literature review**

When people learn a new language, far beyond learning endless vocabulary and grammatical rules, implicitly they also study the culture where the target language is spoken or performed: it is an experience that leads them to know a language, but also the ideas, traditions, and customs that shape and give life to a country, nation, community, among others. The implementation of teaching English in Chile presents severe imperfections and has a significant background problem, which refers to the fact that the methodologies and the approaches used by educational centers to address the language are not effective enough and do not produce or develop significant learning outcomes. This research would like to emphasize the standing according to how important literature is considered as a device, approach, or path for education and for second language acquisition, which allows the familiarization and connection with the language, so it can be used to achieve a better teaching and learning process. There is a large number of authors who support and promote the use of literary texts as an effective instrument for learning English, as well as those who disagree and oppose the idea. Therefore, this review aims to mention both points of view, highlighting mainly the reasons, theories, historical facts, and foundations for the claim that the use of literary texts in English class develops and promotes successful learning.

The use of literature in language teaching and second language acquisition is fundamental, especially in the process of learning and understanding a foreign language, as it could be of enormous benefit and advancement to implement the use of literary texts since, by utilizing them, we can develop a deeper awareness of the usage of language. And, at the same time, it provides the possibility of acquiring new vocabulary. Extensive discussions of

how literature and ESL / EFL instruction can work together and interact for the benefit of students and teachers have led to the flourishing of a set of engaging ideas and points of view. In the same way, it has brought some contrary positions that do not support the use of literature. Both points of view will be discussed next.

## **I. Historical context**

When talking about English literature, we cannot avoid considering the fact of being immersed or simply touched by the cultural hegemony of English culture. However, before getting into that topic, it should be mentioned that our notion of English written literature embraces a set of historical facts and social phenomena that started during the British colonization of the XIVth century, especially over European and Asian territories, which consequently led to the American and African conquest to expand influences and, of course, mercantilist benefits. These facts, principally the American and Oceania-African colonization, which led to the birth of the Commonwealth, were the ones that catapulted the worldwide spreading of the English language (Crystal, 2008), resulting in these historical facts as the pioneer movements in the proliferation of the English culture as a dominant civilization.

Making a considerable leap in the historical process, where the first hegemonic essential steps were leveled by the British Empire, it is also fundamental to mention that, after the years that framed and configured the great European Empire's territories, the beginning of the inception of North American culture and its language has its foundations in post-Second World War events, which provoked the expansion of United States hegemony over most South American countries.

The advance in the use of the English language as the most important and primary language for international communication has been spreading over the years. The constant evolution of societies and the consequences of the unstable world economy and international policies after the past, present, and probably future clashes, of the big world powers, have configured the world in such a way that the main dominating hegemony has not only divulged its ideals, economy, and political structure but its culture, which carries the fundamental element of transmitting information and ideas: an exchange that takes place in its language. Considering the historical, political, economic, and ideological reasons, the first reason mentioned refers to the war context in the old continent. It intends to expose the imposition of a language product of the colonizing dynamics of the British Empire and the emergence of the United States in the scenario of world powers after World War II. (Graddol, 2006).

The position of the United States, consistently behind the movements of the European countries, was always accurate because the weakening of Europe led to the ascent of the North American country in terms of economic power and world influence. Crystal (2003) states that the USA inherited the power bastion from the British Empire but also expanded the predominance of the English language in the era when modernization, transportation, expansion, and the unstoppable development of information technologies expanded widely. Everything made a reappearance with the proliferation of the dollar in the economies of the world and the same dollar's language. In addition to that, Robert Phillipson (1992) points to a phenomenon called *Linguistic Imperialism*, that is supported by the facts of the British colonization over the Indian, African, and Hong Kong territories, among others, between the XVI and XX centuries, where those countries were drastically intervened and culturally stripped away from their enlightenment, having later as one of the most significant consequences the adoption of the English language as their second official language.

The English language in this brave modern world has taken a global status (Boyle, 2002) and, like other transnational entities, has its defenders and critics. Its defenders see English as a positive force for international understanding in a divided and polarized world. On the other hand, critics take it as a neo-imperialist tool of the multinational organizations that overwhelms minor languages and local cultures. This last idea is supported by Phillipson's *Linguistic Imperialism*, which answers mostly, to the relationship between the English language and the business and military Anglo American power, followed by its implacable world expansion.

Considering the historical fact previously mentioned, it is necessary to take the topic to the local scenario i.e. the American case. As stated before, the North American global political and linguistic hegemony had its origins in the years of the recession of the European continent during the XXth century, where the economic power acquired by the USA meant the expansion of the dollar and, with it, the culture. Latin American countries were, and have been, highly influenced by this global power in almost every aspect in terms of domination due to the role acquired in the globalized world, where these nations accomplish a subordinate function of providing raw materials to the superpowers and multinational entities (Cardoso & Faletto, 1971), opening in this way the gates to USA's hegemony. Probably, one of the most iconic facts that support the USA's hegemonic advancement is the dictatorships that took place all along the region.

Besides the traumatic events for the people and for Chile's governmental organization, Augusto Pinochet's regime also carried a paradigm shift in educational policy, which led to a transformation in the National Curriculum of the time. The education policies, previously centered on the training of civilians according to the needs of the Southern continent, were drastically swept away by the imposition of a model based on the requirements of the USA

for the replication of a system to keep the logic of domination. The referents in liberal (economically speaking) and conservative opinion thought that the imposition of neoliberal ideas was necessary to chart the Chilean path for the new political, economic, and cultural reforms. Thus, the USA's education model was, apparently, oriented on practical and utilitarian principles, and also a producer of business instinct on civilians, always presented and promoted positively in the local crisis scenario, as a solution for the uncertain future, and backed up by the “miraculous” political measures to “save” the country from Marxism (Rinke, 2013).

To reinforce the previous idea, the promulgation of a new Constitution under the hegemonic guidelines of the military regime is probably the most iconic example of the cultural and linguistic shift in Chilean society. The 1980 Chilean Constitution portrayed the dominant class's interests, supported by the most significant economic powers of the nation and the bourgeois class. Heiss (2018) quotes a symbolic instance, stating that in Augusto Pinochet's speech at Cerro Chacarillas in 1977, the guidelines for the 1980 Constitution and the objectives to prevent democracy, as it had existed until then in Chile, were announced. The purpose was to establish a different regime, with a protected and authoritarian democracy, and with a corporate orientation, principally in the most important institution of the nation.

As years have passed, the logic of the educational model has deepened, but in a very different context in comparison to the times of the imposition of the hegemonic educational system, which has led to constant problems and issues due to the incongruity of the requirements of Chilean society and what the model promotes. The North American paradigm and its hegemonic influence on the South American region have shaped the cultures in such a way that people have always looked up to the North to find there the example of modernity

and success. Even though both regions do not speak the same language, the smooth but strategic intromission of English either through different expressions from that culture and its language, such as music, movies, television series, digital content, and even literary texts, has had a significant impact on South American people's daily routine, to the point of restructuring the culture that has developed over time across the South American continent.

As English eventually became the world's dominant language for the reasons outlined above, its introduction into the way societies interact and converge created the need to resist against a powerful foreign language. English literature has helped a lot and played a highlighted role in the spreading of the language, showing people new ways of understanding the world and, of course, a new and different perspective of the world with its social phenomena. These facts show the determinant role that the English language adopted at a stage of history where the world was culturally shaped by it due to, principally, the universal consensus in the use of the dollar as an international currency and English as the official language for the world scientific academy.

Even though the sovereignty and influence that the United States has particularly had over the world and in our country has been authoritarian and almost imposed, the importance given to its culture, and mainly to its style of English, is that for Latin America and specifically for Chile, it is considered as a role model in many aspects and, above all, in the political sphere. We aspire to have similarities with them, and for the same reason, we have adopted and acquired several of their traditions, their lifestyles, among others.

Now, if we stop to think about what is the real reason and motive for our interest in English culture and language, it is probably related to the fact that, as a society immersed in a globalized world, we think that we must know. We need it. People tend to believe it is

essential to know and understand English since it can bring many benefits, such as economic, social, or even cultural status. But is it necessary to learn English? In his book “The Pedagogy of the Oppressed” Paulo Freire (1968) states that there is an intrinsic relationship between two groups, one economically dependent on the other. This economic dependence leads to psychological consequences, so the dependent group tends to underestimate itself and admire and even praise the group on which it depends. Therefore, it could be said that a particular moment in the existential experience of the oppressed develops an irresistible attraction in the oppressor. This situation is reflected in the aspiration to constantly try to resemble the United States (or the United Kingdom, in its most glorious years) and adapt its traditions and culture, as it has been mentioned previously.

The above may be the principal reason why generally, in Latin America, there is a tendency to the need to learn English and what provokes the interest in that culture, besides the usual job needs or requirements, which we can notice in the current Chilean society and culture, and which might explain the enormous investment in wanting to learn this language.

Consequently, English language proficiency is fundamental for many cultural, labor, and social aspects of individuals in the world, so it is needed to be taught in schools hopefully from an early age and to as many people as possible because English has, undoubtedly, become the universal language, and through it, we are able to know and understand what happens far beyond the frontiers of our country, as well as, through the use of it, being able to express and share our thoughts, feelings, and ideas with the world. English lets us cry out our joys and sorrows to people that might not understand our native language. Considering the historical facts that led to the hegemonic domination of the English language, we believe that it is not possible to be exempt from this overwhelming linguistic sovereignty and its culture, as the faculty of the same hegemony is supported by historic, economic, and political events

which justify the supremacy that it has over the different regions in the world. Due to this, we hold that, as individuals, we cannot challenge or go against a hegemony that possesses that legitimacy, amount of power, centuries of expansion and development. That is why we maintain that the most practical way of handling this phenomenon is to bring people closer to the language, to make them realize and understand that the acquisition of ESL means access to new sources of information, which implies that making use of it allows to broaden the perception and create new opinions and points of view on different topics or situations of daily life, since accessing new information leads to the development and expansion of knowledge in all areas. That is the main motive why knowing this language not only implies opting for better possibilities or being able to communicate with native speakers, but learning English allows us to have a wider or double vision of the world. We speak the language, we know its culture and traditions from within, but at the same time, we can observe and criticize this hegemonic culture as a non-native speaker who is part of it.

## **II. The use of literature in an SLA context**

According to Povey (1972), interaction with literature, either reading or writing, helps students to familiarize themselves with subtle vocabulary employment and new complex syntax, which grants the expansion of language usage and linguistic knowledge. Another advantage related to the use of literature in language classes is the promotion of language use or communication, especially in EFL settings. That means that learners must use the language to establish communication with others in situations in which they have to leave their comfort zone to be able to interact and relate with others in a language that is not their mother tongue. On the other hand, McKay (1982) mentions that in the settings of literary works, role relationships are predetermined and social context is taken into consideration, which means that the awareness of the students about language use might increase or develop.

Other contributions provided by literature are the affective and motivational aspects, as well as the experiential factors, which might influence the effectiveness or competence of learners. If we perceive reading as the interaction between readers and the text, the reader should be willing and motivated to read and the literature can be considered a tool for providing the motivation. The improvement of reading proficiency leads to achievement in academic and occupational goals.

Maley (2001) points out the reasons for the suitability of literature as a resource in EFL and ESL settings, which will be pointed out next. 1. *Universality*: All known languages have literature, and the themes that they transmit through them, such as love, death, and nature, among others, are common to all cultures. Generally, literature follows conventions or particular patterns of similar literary genres. 2. *Non-triviality*: Literature is characterized by offering genuine and authentic contributions in the different expressions and genres within it, which are not trivialized or directed negatively. 3. *Personal Relevance*: The ideas, events, and things expressed in literature are experienced by learners, or can be imagined by them; therefore, they can find relevance between it and their own experiences. 4. *Variety*: There is a wide variety of languages and topics covered in literature. Students can enjoy a non-monotonous and versatile selection of various themes and literary texts according to their interests or preferences. 5. *Interest*: Concerning the previous point, literature is, by nature, intrinsically engaging, since it deals with topics with which we can relate or identify attractively and interestingly. 6. *Economy and suggestive power*: One of the distinctive features of literature is the evocative meaning that words and sentences recall. Literature goes beyond what is said, and many ideas can be expressed with few words. 7. *Ambiguity*: An exceptionally unique characteristic of literature is that within it, can be found different interpretations. Two readers rarely interpret or have the same perception of a text. This

diversity of approaches and interpretations creates an opportunity for a genuine exchange of ideas and triggers interaction.

To continue with this idea, according to Collie & Slater (1987), language teachers base their decision to utilize literary texts in their lessons on four main reasons to sustain their decision. Among them, it is necessary to highlight valuable authentic material, cultural enrichment, language enrichment, and personal involvement. These concepts will be explained in the following pages.

### **1. Valuable Authentic Material**

In general terms, literature is not aimed to be used as a source for teaching language, but recently course materials have incorporated many authentic samples of the language, such as advertisements, the newspaper, travel schedules, and even cartoons. Therefore, learners are constantly in contact with real-life examples of situations in which the language is used in its purest structure. This means that pupils must learn how to manage that new information within the context of the class. Furthermore, when students read literary texts, they also have to cope with language intended for native speakers, which implies that they might familiarize themselves or relate with a wide variety of linguistic forms and expressions that are unknown to them.

### **2. Cultural Enrichment**

People tend to think that the most practical way to increase and develop their understanding of verbal and non-verbal aspects related to communication can only be achieved through real-life experience, this means being in contact with native speakers from the country of the language in question, but actually, that is not the only path. Literature has a

significant role at the moment in acquiring not just the grammatical or lexical aspects yet also the cultural ones through literary works. Whether it is as novels, short stories, plays, or essays, someone can sense and realize how the characters inside of those pieces of writing feel and perceive the world. As readers, one can discover their thoughts, feelings, beliefs, fears, among others. This imaginative world can give the reader a feel for the situations, contexts, codes, and cultural expressions that structure and shape that other society. Reading about historical events or contexts, for example, enables readers to create a perception or an image of how civilization was and behaved in that period.

### **3. Language Enrichment**

It was previously stated that literary works expose the learners to an extensive amount of functions related to the written language, but also provide practical instruments related to linguistic advantages. Literature gives pupils a wide range of individual lexical or syntactic items. In this way, students become familiar with many features of the written language, reading a substantial and contextualized body of text. Learners can know in-depth about discourse functions, syntax, the variety of structures, and how to connect ideas, and all of these help the development and enrichment of their writing skills. Another positive aspect is that, once learners are aware of their progress, they become more productive at the moment of learning the language they are trying to learn, as now they can perceive it differently. That is why they begin to make use of that potential themselves.

### **4. Personal Involvement**

Concerning the points stated, literature can also be helpful in the language learning process because of the personal implication that it fosters in learners. This point refers to the involvement that readers develop when they read any literary work. That is to say, once a

student reads, he or she is immersed in the text. While reading, the pupil begins to feel interested in the events happening in the story. Attention is mainly focused on the text, to the point that he or she can feel close or represented by the characters and can come to share their sensations and emotions. This situation can have beneficial and positive effects on the language learning process since, at this point, the role of selecting a literary text concerning the needs, expectations, interests, and language level of the students is evident.

In addition to the reasons mentioned above, which support the use of literature when learning and knowing a language, one of the main features of literature is its sociolinguistic richness. The use of language changes from one social group to another. This means that people make different uses of language depending on the social context, for example, a person at his or her workplace speaks and communicates differently than he or she does at home or with friends.

Considering literary manifestations as means of sharing perspectives and ideas that later might become part of the set of sociolinguistic forms of expression in a society, Chomsky (1975) affirms that language is not essentially an instrument for communication but the human creation of realities. He supports the idea of a fundamentally biological nature that identifies us as human beings when we configure universal mental capacities that enable the acquisition of language, ethics, and culture, among others. This nature, supported by Chomsky's Universal Grammar theory, finds in literature an abstract natural habitat for its conservation, development, and evolution through history, according to how humans configure their cultural features. In this way, literature becomes the main way by which a civilization or a society can reflect and reproduce its essence or *arche*, considering, of course, every social, linguistic, and cultural expression. Hence, incorporating literature to an SLA teaching program as a powerful source for reflecting the sociolinguistic aspects of the target

language gains relevance, as long as students draw from different literary sources and consequently get more interested in the enrichment of their reading comprehension and second language acquisition. Oster (1989) pointed out some advantages of using literary texts in ESL and EFL contexts. The first one is that literature expands learners' vision. This points to literature developing different perspectives in readers, as once they read a piece of literature, they can make varied interpretations and discuss the events of the text and its characters. The second advantage she mentions is that literature fosters critical thinking, which is related to the other point, as now students understand that their peers might have seen or interpreted what they read in another way. Therefore, pupils learn to read differently and understand that there are more visions for a text than just the one they attributed to it. Finally, Oster also refers to the benefits of literature in writing skills, such as increasing vocabulary, encouraging creativity, developing new techniques for telling stories and describing characters, among others. All the points previously mentioned make the writing more effective.

On the contrary, some authors do not approve of the use of literature as a resource for teaching English. Although literature can create an L2 acquiring environment in a non-native language class, both learners and teachers might face some challenges while using literature as a tool for teaching-learning language. According to Krishnasamy (2015), if the course program does not precisely reflect the actual pupil's level of proficiency, there is a high percentage of discrepancies between the students' language ability and the texts selected, which would inevitably have a negative impact on the course implementation. Learners usually tend to read and translate words, but they find it arduous to interpret and understand the ideas since they find literature unfamiliar. Parkinson and Thomas (2000) believe that the remoteness of a particular text and the use of eccentric language can be challenging for EFL

pupils. However, learners' proficiency level may not be the only reason leading them to avoid studying literature. Krishnasamy (2015) discovered that EFL learners were not interested in the literature on the target language, which can be represented in the researcher's observations, which also indicates that many EFL pupils misperceive English literature, considering that it contradicts their own culture, values, and beliefs. Others generally dislike studying literature, whether written in the first language or the target one. A point that might complicate the situation and calls for the need to reconstruct their motives and appreciation of literature. In addition, Hussein & Al-Emami (2016) found that the source of the difficulties that EFL students encounter when studying English literature is mainly attributed to the complexity of the texts, the cultural familiarity, and once more, the deficient proficiency level. Adding that the cultural barriers prevent EFL learners from studying literature of the target language and discourage the inclusion of literary texts in the EFL curriculum may be unreasonable. However, it would be conceivable that the EFL student finds it difficult to study and understand profound literary texts, which mostly demand specific requirements such as that pupils must have at least a good foundation of understanding English vocabulary and its usage.

### **III. The role of English literature in Chilean classrooms**

When referring to any teaching-learning process, it is expected that this process contemplates human and cultural components that must be dialectically related. Therefore, to achieve that objective, it is not enough that, inside the classroom, the educator builds a learning process at the service of the needs and interests of the learners. But it is also required that the teachers of all the subsectors, with the support and help of the Ministry of Education, share the theoretical foundations of a teaching-learning process built-in post the development of learners' personalities. Thus, it is more feasible to contribute to the integral formation of

individuals willing to become better citizens. However, the immersion of Chilean society in the globalized world has imposed on the teaching-learning process of the English language the requirement to achieve the communicative competence of the pupils in that target language, as it is the predominant language in the world. Due to this, in Chilean schools, English is implemented as a compulsory subject from 5th to 12th grade. The emphasis is given to grammar structures acquisition, with scarce interest in working in the learners' integral development within the four main skills, listening and reading comprehension, as well as oral and written production, with the purpose that students finally manage to develop themselves, establish relationships and communicate fluently in that language. Due to the lowest level of English proficiency in Chile, it tends to occur that the pupils do not successfully achieve oral and written expertise.

In several countries where English is the primary language, the use of English literature in that same language is a fundamental component within their education curriculum since, through it, learners can achieve proficiency and eloquence in their own language. Literature also plays an essential part in increasing cultural awareness related to the countries in which this target language predominates. As it has been mentioned, another significant function that literature has is to develop critical and creative thinking in pupils, as well as broadening their perspectives and world vision. Despite this, learning English programs in Chile tend to give a secondary role to literature, a fact that could have a significant negative repercussion on how students perceive and understand the relevance of the use of literary texts as a means to learn a second language. At the same time, it could affect their development and performance in the target language, for the reasons stated in the previous paragraphs. Therefore, one can concretely say that literature is an exceptionally comprehensive tool that has many positive qualities through which readers can acquire,

become familiar with, comprehend, and develop the English language, not only in the academic field or at work, but in life. The use of literature gives way to the reinforcement, development, and discovery of a varied set of skills and qualities that enrich the language, the culture, and life of people.

Despite there being some authors such as Savvidou (2004), who considers the excessive use of creative and abstract language in poetry or old texts as well as the discordance between the meaning of a text and the pupil's social context as reasons for which teachers often regard literature as inappropriate for a language classroom, we think statements like these or also Robson's (1989), who contends that many literary texts contain a vast quantity of obsolete and outdated words, such as *thee* and *thou*, which are not commonly seen in Standard English that would contribute to aversion in the learning process, are necessary to be considered to oppose our standing, although we do not share their visions. According to our work and the position we aim to convey through it, we do not consider the arguments of these critics who oppose the use of literature. As English teachers, we do contemplate and believe that literature is a practical and beneficial resource through which we can work and, at the same time, develop a wide variety of skills and qualities in students. In addition, as we mentioned in previous sections, literature possesses a great deal of benefits, as well as positive aspects in the process of acquiring and learning a second language, among others. Although the reasons mentioned by these authors have a point that can be taken into account, they are not enough and do not manage to counterbalance the hypotheses provided by the authors in favor of the use and employment of English literature as a resource in the classroom. Following a research made by Rodríguez Mejía & Silva Puerta (2013), in Colegio Colombo-Hebreo de Bogotá and Fundación Gimnasio Los Portales, whose purpose was to identify and contrast the integration of the use of literature in SLA lessons, we find that the

inclusion of literature in those schools was successful, as it demonstrated an improvement in students' learning process, besides it promoting and supporting critical thinking through activities that focus on the development of their skills and abilities in the target language. We rely on these authors for the evolution of our beliefs and with whom we share the same point of view and opinion regarding the use of literature. Nevertheless, we evaluate that these standings are meaningful to us as, in this way, we can oppose them and illustrate that, on the contrary, there are sources that support the use of literature for learning purposes.

Now the question is, how to introduce literature as a method of teaching and acquiring English as a second language? According to Campbell (2007), within the planning and methodology of literature courses, used as a resource for teaching language, it should be considered a way in which teachers manage to engage learners in the language learning process instead of engaging them to appreciate the literary value of the texts. To learn the rules and socio-semantic system of a foreign language as well as how to deal and cope with the language in the psychological aspects, Carter and Long (1991) establish some models that, applied proficiently, can be effective. They suggest three models for reading literature in ELT classes, which are the following ones: *Language model*, *cultural model*, and *personal growth model*.

The *language model* refers to literature as an instrument of multiple linguistic features, which captures learners' attention and makes them interested in lexical, grammatical, and semantic aspects of literary texts. The *cultural model* conceives literature as a source of multiple pieces of information related to the culture of the society represented in literature. This is mainly because having knowledge of the culture and being familiarized with the language studied is necessary at the moment of learning. So, this approach can be practical for students to develop a complete understanding of the idiom. Last but not least, the

*personal growth model* relates to the critical thinking of the pupils, i.e. how their minds develop and widen so they can recognize different points of view and interpretations, which helps them to be actively involved in learning the language of each text.

However, referring to the use of literature in English lessons here in Chile, one can point out that the implementation of it, as a source of acquiring knowledge and learning a second language, is quite deficient. As in most Chilean Schools, and even universities or institutes, the use of literature is not prioritized or emphasized even in the mother tongue, a situation that is quite worrying and can even have unfavorable effects on pupils' learning process for reasons already mentioned in the previous paragraphs. According to Yilorm and Acosta (2016), English teachers, especially those who work in public schools with learners whose social development situation is precarious, have not been able to respond significantly to, first of all, the requirements of the Ministry of Education, nor the needs or interests of learners. Everything indicates that Chilean educators have opted for traditionalist tendencies. Ginoris, Addine, and Turcaz (2009: 163-164) state that some of the manifestations of these tendencies in the process of education are the passive internalization of content, mechanical reproduction, rote learning, and curricular criteria that do not meet the needs of the development of all students and/or the course group. The focus is on the process of teaching over the quality of learning, the teacher as possessor and transmitter of knowledge, unidirectional communication, books as practically exclusive content and insignificant educational materials. In conclusion, Ginoris, Addine and Turcaz (2009) observe a null development of metacognitive processes. This might be one of the factors that benefits or promotes the lack of literature in SLA lessons, as the main objective is focused on working on so-called technical aspects rather than using literature as a source of extensive content and knowledge, which would allow for the covering and strengthening of the different learning

areas, thus reinforcing and expanding reading, writing, grammar, oral production skills, and even fostering critical thinking and generating diverse opinions and perspectives, not only related to the text but also applying them in life.

Other aspects that must be taken into account are teaching strategies or approaches used to make pupils interested in using literature as a source or tool when learning English. One of the fundamental points is the appropriate selection of the material, in this case, the selection of literary texts that will be used in classes. In this sense, motivation is a relevant factor in learning, and language teaching materials are among the factors that can affect motivation positively or negatively, as Picken (2007) well remarks. Dornyei (2001) suggests that materials developed according to learners' needs, goals, and interests, besides everyday experiences and backgrounds, could motivate them. Collie & Slater (1987) and Picken (2007) state that learners can relate fundamental human issues to their own lives and experiences through literature. That is to say, the appropriate selection of literary texts, used as a source of language teaching material, is motivational in language lessons. Subsequently, the teacher must do a detailed search to understand and choose textbooks of the students' interest so that they can relate to the plot or even the characters. Otherwise, they will read the texts only because they have to do it, not because they like, enjoy, and want to read.

Therefore, when selecting, it is relevant to consider texts that enhance the practice of the different fundamental skills in English. Most literary texts do not provide this possibility, so, in this case, the essential point is how the teacher works with the textbooks during the lessons to put all these skills into practice. This procedure aims to create circumstances where learners can communicate and use the language in real situations making use of their abilities. In addition, a teacher should encourage pupils' participation without being too judgemental; they must be tolerant, especially with different interpretations that are relevant when reading a

text. Moreover, an educator should expose students to different types of materials, such as art, films, TV series, and poetry, among others, so in this way being able to ask them to make connections between these inputs. Besides, to motivate learners and create diverse approaches, educators can improvise different strategies in the classroom to mentally prepare them to be engaged in the language learning process. The strategies should be designed to make the pupils feel and think that the language used in the classes is just the other language they know apart from their native language. In this way, students will feel confident at the moment of using the language to communicate, as if it was their native tongue, and once the language is slightly familiar to them, pupils can communicate during the whole class hour in that language with ease and comfort.

At the same time, regarding English teaching methodologies, many teachers in this country do not continue studying once they get their Bachelor's degree, and some of them are primary educators with no specializations who have been chosen to be English teachers because they have had some experience with English, such as having visited an English-speaking country or having done an English course. According to the interview given by Andrew Sheehan (2009), it is common in Chile to find teachers who teach English making excessive use of Spanish. They employ the Grammar-Translation method, which is mainly based on extensive explanations about the grammatical aspects of the language, instead of teaching the language itself through communicative practices. The first objective of the Grammar-Translation method was to teach languages and pieces of literature which are no longer spoken, and even though it was related to reading, the exercises this method considered were not focused on content but on the grammatical analysis of reading passages and translation from one language to another. As reading is one of the receptive skills that students need to develop while acquiring a second language, and given that, it is from this

skill as a starting point that students can learn almost every aspect of the target language, it is essential to look for new ways to help them develop it. This purpose could be achieved by presenting materials and activities that are engaging to them and applying teaching methodologies, which have communication as a target.

For a foreign language learner, the objective of literature is not the analysis of work but its comprehension in the first instance is to understand the plot, topic, and characters, among others. In this way, readers can be more related and invested in the text and the story that the author wrote, which at the same time enables them to develop a better understanding and interpretation of what they are reading.

The fact that students can share or disagree with the author's point of view enables them to appreciate and value reading and literature in a different way. Since being able to share ideas, give an opinion or think differently from the author makes readers develop their critical thinking, they can express how they feel about the text, what they think after reading, and state their position on what the text is saying. That is why developing better reading comprehension and becoming acquainted with the content of a text makes reading more enriching and valuable for readers.

Acquiring intercultural competencies, during the foreign language learning process, is essential to achieving fluent and correct communication inside the context where the studied and practiced language flows. Literature is a means that can be used to achieve the previously mentioned competencies. On the one hand, it is an authentic document. It was created and destined for natives of the target language. In that sense, literature is a way of knowing the cultural features of the nation or context where the plot of the work is developed, but what if, besides studying the topics presented in a text, we could share or debate reflections, thoughts,

and ideas with the author? That is why acquiring intercultural competencies while learning a foreign language is crucial for obtaining the correct communication in the context where the target language is spoken.

Literary texts enrich the language input in the classroom and stimulate language acquisition by providing meaningful and memorable contexts for processing and interpreting new language (Lazar, 1993). The use of literature inside the classrooms can make learners more aware of the language they are acquiring, help them to develop strategies and skills they can apply in different situations, increase their interest, and make the learning process a more enjoyable and worthwhile experience. For example, the teacher might use a literary text for activities related to the lesson, such as group readings, the recreation of scenes from some text, debates, among other devices, always considering that the text and expressions used must have an appropriate language and vocabulary according to the student's age and level. In such a way, learners can apply the language and its rules as it is commonly applied. On the other hand, the text and its reading are a way of knowing and understanding cultural features derived from the topics covered in the class curriculum. Duff and Maley (1990) stated and formulated three types of justification for the use of literary texts: *linguistic*, *methodological*, and *motivational*. First, linguistically speaking, literary texts offer authentic pieces of samples of varied styles and text types at many levels of difficulty. Methodologically, they offer chances for genuine interaction between learners because texts can be interpreted in many ways according to the readers' points of view. At last, the motivational justification says texts deal with matters that help to engage students in a personal response from their own experiences.

Finally, we can determine that there are diverse positions and thoughts regarding the use of literature in English classrooms or scenarios related to education and learning

processes. There are those in favor, who present various arguments and points of view that provide support and evidence proving that it is an effective and valid instrument, which has many positive aspects. On the contrary, of course, there are opponents to the idea, who categorically state their reasons and visions disagreeing with the implementation of the use of literature in English lessons. However, what is unquestionably relevant to highlight is the fact that, despite the different positions, for us and this project, literature itself is a fundamental mechanism that we, as English teachers, consider that it is possible to work with and should be gradually incorporated inside classrooms. In this way, it can be used as an advantageous source of knowledge and necessary resources for the appropriate acquisition and learning of a second language.

## **Contextual frame**

During the time carrying out this research, it was observed that, in Chile, there is a significant lack of information regarding the use of literature in the acquisition of English as a second language. Therefore, considering the situation, it is pertinent and perhaps inevitable to consider different perspectives and sociocultural contexts, in which maybe more importance is given to learning another language, especially in SLA classrooms.

As it has been previously stated, literature is a fundamental component when learning another language, as it provides a broad amount of benefits such as strengthening cultural enrichment between different languages. English is a language spoken in most countries of the world and, in many of them, it is the mother tongue (Central Intelligence Agency (CIA), 2009), while in others, it is learned as a second language. Even though literature might play an important role in SLA lessons because, through it, learners can develop different qualities and skills that allow them to learn the language effectively, researchers concerned with this phenomenon do not offer a specific perspective toward the use or role of literature in language learning environments, and they rather focus on English teaching as a general situation instead of narrowing it down. Despite the fact that this study intends to both show and understand the importance of using literature as a tool for second language acquisition, this research will now review and investigate the methodology used in two countries, which have similarities to Chile's reality despite the geographical distance, and it will analyze their context and point out the way English lessons are delivered i.e. the devices used for language acquisition. Even when no direct lines can be drawn towards literature and its uses in SLA classes, the context of how much importance is given to English might serve as a glimpse into the decision to use or disregard literature as a key element for English acquisition. Making this comparison is necessary to see if there exists any kind of relationship or pattern between

nations regarding the devices used for the teaching-learning process, or not. Indeed, it would be marvelous to do this contrast with realities similar to the Chilean one, as it would be to compare what occurs in other Latin American countries, since this study is aware that even the fact of being placed in the same region might influence the behavior and route of the policies implemented by the governments. However, there exists too little useful information regarding this matter in Latin America, which forces this research to compare the Chilean reality with those far from this region, knowing that it might be inaccurate in the sense that all the continents and countries work towards different goals depending on their characteristics and the places they are located on. From that point, it is also important to start considering geopolitical closeness with the most nearby English-speaking country; cultural contexts, differences, and similarities to the English ones; and the economical situation of each country.

In the case of Albania, for example, the implementation of English as a school subject is fairly similar to the Chilean case. English is taught from the age of nine or ten, and in most private schools, they start teaching English in kindergarten or the first year of primary school. In contrast with Chile, English is an elementary subject in secondary schools, which means that it is compulsory until the final exams at the end of the educational program, regardless of the type of school. Thus, if compared with the mentioned characteristics, in Albania, English is considered a fundamental subject (Ferati, 2019), which means that the time they devote to learning this target language is considerably higher than in most Chilean schools, as the number of classes increases, for example, from three lessons per week in primary school to four in secondary school and five in high school. Although English is taught in higher education, only five universities offer degrees in English. The courses in these universities focus on grammar and its related areas, such as morphology, syntax, phonetics, lexicology, linguistics, academic writing, and the history of the language. There is also a focus on the literature: British and American Literature are taught for two semesters each, and further

courses focus on English through poetry and fiction. In addition, a great relevance is attributed to the culture of the target language through courses such as British and American history and Sociolinguistics. Further non-compulsory subjects are study skills in English and spoken English. In other faculties, English is taught only in the first year of university studies; to study for a Master's program learners must take IELTS or TOEFL to graduate.

Concerning the training of English teachers, they must complete a Bachelor's degree in English and undertake a two-year Master's program. It is an educator training program where some of the courses taught impart methods, critical thinking, curriculum development, class management, and practice of teaching EFL in middle and high schools, among others. During three semesters, students learn about teaching, and when the program finishes, they are assigned to a school to observe classes, and then practice teaching English. A rather curious aspect, which is different for Chilean teachers, is that in Albania, an English teacher cannot be employed if she or he has not finished the Master's program, as having just a Bachelor's degree is not enough to work officially as an educator.

A different scenario regarding teaching English as a second language can be found in Poland. Due to its access to the European Union (EU) in the year 2004, Poland has suffered different changes in its pre-EU lifestyles, such as an increase in economic indicators and the modernization of the country or the restructuring of the Polish economy, as well as modifications in the area of education and social culture (Nazaruk, Klim-Klimaszewska & Tokarewicz, 2017). But what does it mean to be part of an association composed of most of the countries from the same continent? How do countries communicate with each other? Indeed, the answer to these questions can lead to several areas and aspects, but this research will only focus on the language and the English teaching components. It is now relevant to mention that the European Union did not establish an official language for its meetings or

relatives; however, it should be noted that English, German and French are the most popular and widely used languages in the EU (Kutyłowska, 2013, p. 82).

Around the year 2008, Poland was one of the EU members ensuring an early start in the acquisition of a second language, which meant that students had to learn a foreign language from their first grade of primary school. Once they reach lower secondary school, third foreign language instruction is introduced to the learners and its years of teaching can last three or four years depending on the type of upper secondary school. If one starts to consider where Poland is located, then it should be assumed that the most popular foreign languages among its population would be those belonging to the most nearby countries, yet English was the most popular foreign language being taught as a compulsory subject in Polish schools, and its teaching can be found even at pre-school stages among the years 2005 and 2011. If one goes by logic, then you will assume that the most popular foreign language will be the closest one spoken around the borders of Poland, as is the case exposed, yet one never ceases to be surprised when it comes to English-speaking countries and their unstoppable hegemony in all aspects of life. Above all factors coming from English cultures, the English language has found a way to overcome the issue of geographical distance for its teaching and acquisition as a second language in Poland and its fellow countries of the European Union. Taking into consideration this idea opens the door to wondering why English remains the official language of the EU and why it is so popular among its members, especially after the United Kingdom left it in the year 2020. Besides those questions, now the most relevant inquiry, and focus of this research, should be how English is taught in Poland in order to be able to cope accurately with the different challenges that the distance to English-speaking countries might imply.

The study carried out by Nazaruk, Klim-Klimaszewska & Tokarewicz (2017) also states that the Educational Research Institute in Warsaw, which included the opinion of 5.000

students, concluded that most learners had acquired a good mastery of basic listening and reading skills; in the same way, the pupils reported lessons to be monotonous and teachers over-relying on textbooks.

In the case of Poland's reasons to prefer English over the languages of its bordering countries, Nazaruk, Klim-Klimaszewska & Tokarewicz (2017) found several advantages in learning English, such as countless opportunities for Polish citizens to find jobs abroad as well as in prestigious companies in Poland since they mostly employ people who are fluent in this language. Besides those advantages related to the professional area, Nazaruk, Klim-Klimaszewska & Tokarewicz (2017) also reported that thousands of students were given a chance to study abroad due to their English proficiency

Even when the main difference between Chile and Poland's instruction of English as a second language remains in the number of years of education received by the learners in this subject, both countries share the perhaps excessive reliance on specific tasks provided by the typical textbooks for English acquisition, and its popularity as a second language even when no nearby countries are English speakers. In addition, it is necessary to mention that this study was not able to uncover further information regarding Chile's reasons to prefer English as a foreign language to be taught as a mandatory subject rather than Portuguese, for example, due to Brazil's close proximity. However, it is possible to infer that Chile pursues similar purposes to those of Poland to favor English over other languages as an attempt to increase the citizens' opportunities to work or study abroad, and also to have a prepared population to immerse themselves in a constantly changing economical international market. At this point, English is the official language for most of the exchanges between countries, whether it was established as the main language or as an implicit pact of giving this language such recognition and position as a consequence of the United States of America's influence over the world.

Another difference that appears as a collateral one lies in the economic characteristics of Poland and Chile. On the one hand, Poland is considered to be a developed country, which allows it to provide very high standards of living, safety, and economic freedom, as well as free university education, among others as reported by Emerging Europe in 2018. In the same way, it can be assumed that every citizen can access different resources to increase their knowledge and expand their ways of thinking due to Poland's high standards of living. On the other hand, Chile is still a developing country, in which there is a huge difference between public and private services due to the unequal amount of resources that each one of them receives. As a domino effect, then it is possible to say that as a consequence of Chile's inequality, only a few people have access to the acquisition of other devices to change their perspectives towards the society they belong to.

Even though several assumptions can be made after noticing the economic characteristics of both Albania and Poland compared to those of Chile, there are almost no hard facts regarding the use of English literature to improve second language acquisition in any of these countries. Instead, researchers seem to offer a whole context of why and when English is taught rather than dealing with the teaching material used yet giving no time to explain the reason behind such focus. Regardless of not mentioning literature as a device for English teaching and its acquisition, having a whole context of how SLA classrooms work and behave allows presumptions to take place as an attempt of clearing this path, especially after the previous chapters where the uncountable features and advantages of using literature were stated. It now becomes clear that literature is in fact a good tool to be used in the classrooms due to its characteristics, so why does it lack importance? Certainly, before applying literature as a teaching tool, it is necessary to know the learners' preferences about it, whether they are interested in literature or not, and what genres they prefer, for the sake of creating an appropriate classroom and learning environment. But, is knowing the students'

preferences in terms of literature genres a time-consuming practice for teachers, in a world where time is a precious treasure? Is time prioritization - for the teaching and learning processes - then enough of an excuse to avoid the use of literature and rely on the material provided by the Ministry of Education?

For sure, this study understands both the boundaries of using literature and the struggles it brings with it, yet the more this problem becomes a matter for thought, the more unsolved questions appear. Therefore, it is now time to go in-depth into this issue and try to solve some of the questions that have cropped up during the time of revising the literature, by asking those involved directly in the teaching and learning processes what their thoughts are on this issue.

## **Chapter IV:**

### **Methodology**

According to the questions that we present in this research and which we intend to answer, the most relevant methodological aspects will be presented in the following section. This section exposes the framework in which this research will be conducted, considering its features, the research design, data collection and analysis, and the main stages of research development.

#### **1. Research Design**

To carry out this study, the method that best represents and encompasses the objectives and issues is the qualitative method, specifically through the use of semi-structured interviews. This method gives a holistic and deeper approximation of the facts we want to address in this research. Through the use of this method, we can get truthful and spontaneous information, which enables more reliability in the collected data. As reported by Denzin and Lincoln in “The Sage Handbook of Qualitative Research”(2000), qualitative research focuses on multiple methods involving an interpretive approach. This means that qualitative researchers study things in their natural settings, trying to make sense of or interpret phenomena in terms of the meanings that people give them. Qualitative research involves the use and collection studied from a variety of empirical materials: case studies, personal experience, insight, life history, interviews, observational, historical, interactional, and visual texts, which describe significant moments in the lives of the individuals studied.

As mentioned in the last paragraph, concerning the method for collecting information, we decided to use interviews because they are an approach to data collection based on the interaction between two or more people through a conversation or a set of questions as the

main aspect, where the context conditions allow for a fluid flow of information for compilation (Abarca, Alpízar, Rojas & Sibaja, 2012). Now, referring to the use of semi-structured interviews, Díaz, Torruco, Martínez & Varela (2013) state that these interviews present a higher level of flexibility than structured ones, as they work from planned questions, which might be adapted to the interviewed people, which is an advantage that makes possible the fluency between the interlocutors, besides the identification of ambiguities as well as the reduction of formalisms.

Concerning the specific use of semi-structured interviews over others, the first thing to mention is that this type of interview is focused on the problem and aims to emphasize to the interviewee the themes or contents that are more relevant, according to the research problem, which is exceptionally convenient and beneficial to complement different types of qualitative research design strategies. Semi-structured in-depth interviews are the most widely used interviewing format for qualitative research and can occur either with an individual or in groups. Indeed, Flick (2007) indicates that it is possible to collect biographical data on a given problem using an interview guide that incorporates questions and narrative stimuli. This interview is characterized by three main criteria: *focusing on the problem*, *the orientation to the object*, which means that the methods are developed or modified concerning an object of investigation, and, finally, *the direction to the process during the investigation work* and in the way of understanding the object of study (pp. 100 -101)

Thus, the semi-structured interview focused on the problem responds directly to the elaboration or construction of the object of study, which is fundamental for planning the conversation situation and, mainly, for the design of the interview. In this sense, the structuring of the problem-centered interview relies on the question guide, which will lead the conversation, to obtain information effectively related to the study problem.

Besides all the supporting reasons given above, explaining why it is useful and a good approach to apply the qualitative method in research as well as the interview as a tool, it becomes necessary to point out the reasons behind the decision for this particular study to be undertaken under a qualitative approach and the use of semi-structured interviews as the main instrument for gathering information.

In the first instance, and considering that this research wants to highlight the use of English literature as a device for English acquisition as a second language, a fully objective method cannot be applied as it emphasizes statistical measurements, rather than taking into account the participants' points of view and reasons to decide on specific issues they might be asked about. Even when the same instruments can be used throughout both qualitative and quantitative approaches, for this study, it is fundamental to be aware of the different ideas and opinions that several people, from unrelated groups and backgrounds, have on the use of English literature and the teaching-learning processes in the English area. In the same ways, these different lenses that each person can provide are the main goal of this research as these several varied ideas can be used to establish, perhaps, a starting point for a particular phenomenon or the understanding of it. Facts are quantifiable, but not their meanings. However, both fact and meaning are sides of the same coin and dimensions of reality that we can only approach from the proper perspective: the facts quantitatively, and their meanings qualitatively. In this sense, paraphrasing Ortega & Gasset (1957), the only wrong perspective is the unique perspective.

Another reason to use this method is that carrying out qualitative research allows the information collected to be more reliable and spontaneous since it comes from the first source without second thoughts i.e. when answering the questions of an interview, the interviewees provide answers that are not predetermined or premeditated in advance as the response arises

at the moment and naturally, so the information collected is somehow faithful and can prove what the interviewees truly believe and may also provide a genuine opinion or perspective concerning what they are being asked about, which at the same time lets us know the appreciation of each individual concerning their realities, depending on each of their contexts.

For this study, conducting semi-structured interviews allows for first source information that lets researchers develop a deep knowledge of the subject to be investigated, and to obtain information from a particular context. Mainly, the entities involved in the context permit the researchers to record reliable qualitative data, which allows the instance of comparing the results obtained from different sources, generating contrast and vision with the rest of the answers of the participants of the research. In addition, doing interviews is a way to ensure the interviewees' freedom to express their ideas spontaneously, characterizing the information received by the researcher to follow different directions, so that the data received is not limited, but is a more extensive way of making a record that allows for the approach towards new paths in their research.

Finally, it is also important to emphasize the human factor that we find when conducting an interview of this type, since the fact of being present with the research participants allows for an interpersonal interaction, which opens up the possibility of receiving a different caliber of responses, unlike other data collection instruments.

Due to all these reasons, we decided to apply this method to collect the information that is essential to the development of our project and principally to solve the questions that we have presented, which are the principal motive for which this research is being carried out.

## **2. Data collection**

### **2.1. Context**

After almost two years of having online lessons due to the policies of emergency remote teaching implemented as a consequence of Covid-19, this year (2022) was the first with face-to-face classes. In order to prevent an increase in the number of people infected with the virus, the interviews done for this research were conducted under the guidelines indicated by the government and the ones specified by the six schools that accepted to participate in this study.

Among the different prevention methods used, it is necessary to highlight the use of face masks and social distance between the interviewees. In addition, it can be mentioned that instead of applying the questionnaire face-to-face, it was adapted to a Google Form open questionnaire in which the participants were able to answer as freely as they wanted, to keep the main objective of a semi-structured interview. In the same way, some of the interviews were done through previously scheduled Zoom sessions.

### **2.2. Participants**

The total universe of participants was comprised of 65 people, which can be divided into 60 students from six different schools, from grades 8th to 12th. The five remaining participants are English teachers, at one of the educational institutions. Regarding the location of these institutions, they are all located in Región Metropolitana, Chile.

## **2.3. Instruments**

### **2.3.1. Semi-structured interviews**

As previously mentioned, this research decided to apply semi-structured interviews because they can be modified during the application process to reach and answer the objectives of the study.

In this specific case, there were two questionnaires: one for the learners and one for the educators. Both include eight open-ended questions, giving the space necessary for the question to guide towards a deepening of the inquiries. In addition to the number of questions, these questionnaires were applied in the native language (i.e. Spanish) of the participants, in an attempt to avoid language barriers, especially for the students.

## **3. Data analysis**

Depending on how the interviews were conducted, the instruments that were analyzed for this part of the study were the transcriptions of such discussions and the written answers of the participants in their Google Form responses. These results include both the learners' and the teachers' opinions regarding using English literature as a device for improving second language acquisition and influencing the perspective towards the society in which the participants are immersed. When carrying out the interviews, they were applied and answered in the interview's mother tongue (i.e. Spanish), and the analysis of such materials was also in Spanish in an attempt to avoid mistranslations of the responses received.

### 3.1. Content analysis

Due to the nature of the questions asked to the participants, and also considering the intentions of this study, each question was analyzed individually under its categories given by the responses obtained.

### 3.2. Figures and tables

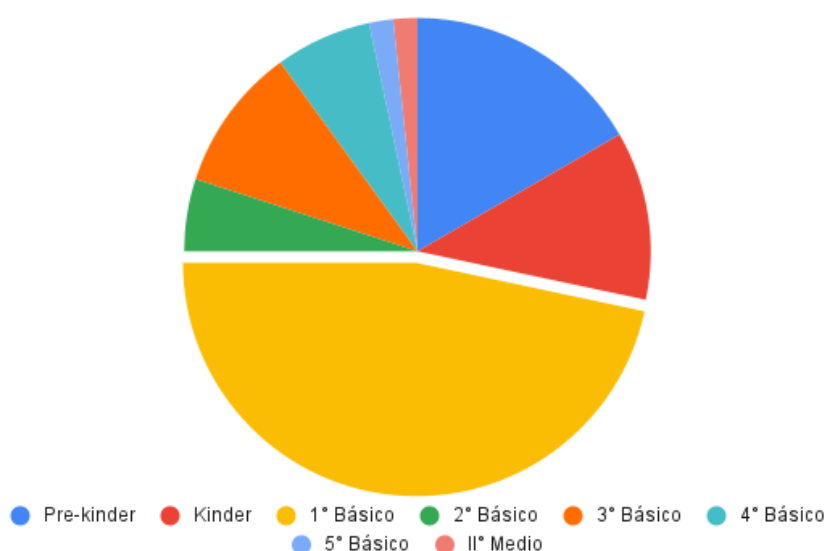
The following section will contain the main analysis of the information collected through the semi-structured interviews, including visual representations to deliver the results clearly. In addition, this part of the study will be divided in two to avoid misunderstandings between the instruments applied to both groups of participants.

#### 3.2.1. Analysis of the learners' responses in semi-structured interviews

The first question applied to the participants was about the first grade in which they have had English as a second language as subject in their schools, only for general context for this research. Figure 1 will serve as a visual representation of the responses obtained.

**Figure 1**

*Initial experiences learning English as a second language*

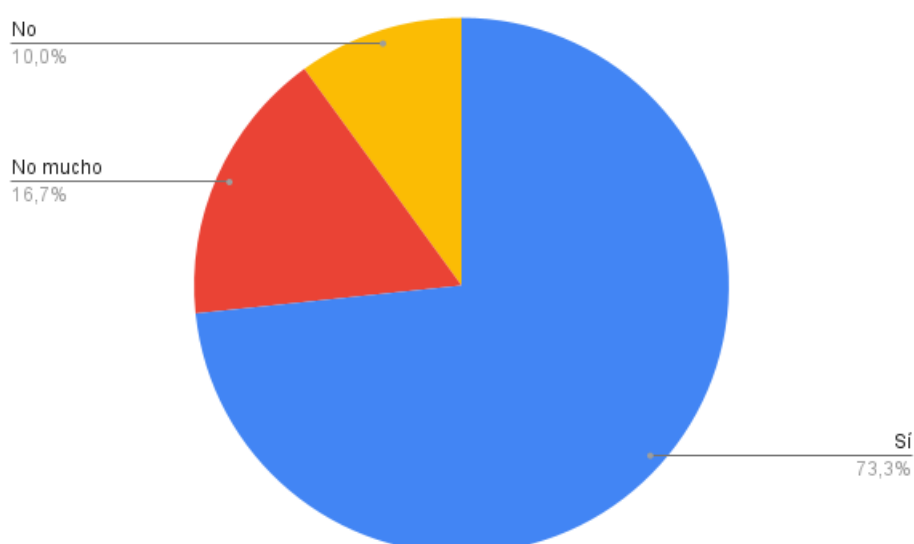


In this case, figure 1 is showing that 46,7% of the participants, which corresponds to 28 of the total universe of learners interviewed, answered that they have had English as a subject since their first grade of school, adding on some occasions that those years of instruction were not graded until they reached 5th grade. Moreover, at least 16,7% (i.e. 10 students) and 11,7% (i.e. 7 people) of all the participants recalled receiving English instruction at pre-school stages. Meanwhile, the rest of the answers fluctuate within the spectrum from second to fifth grade, the latter being the established one for starting mandatory English lessons. The most worrying aspect portrayed by this figure is that one of the students interviewed mentioned that this was her first year having English as a subject in the school, which makes the content gap incredibly huge among her classmates as she is currently in 10th grade.

Moving on to the second question, which dealt with the amount of progress the participants perceive themselves as having achieved in their English proficiency. These results will be portrayed in figure 2.

**Figure 2**

*Progress in the acquisition of English as a second language*

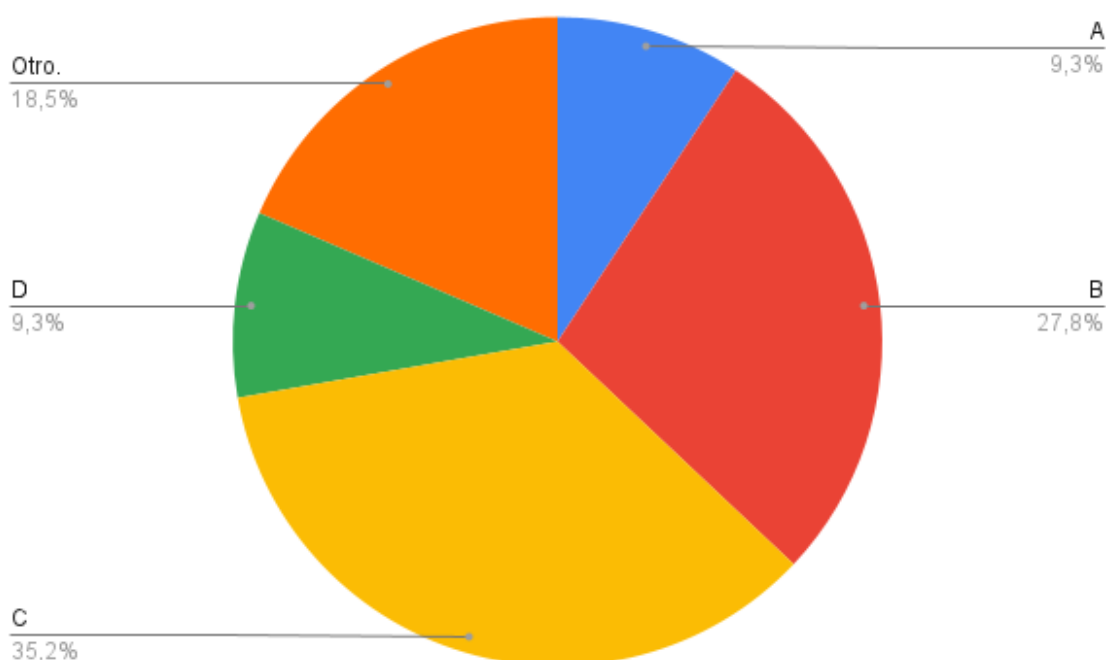


According to figure 2, 73,3% of the students interviewed (i.e. 44 of them) reported noticing a lot of progress in their English skills, meanwhile, 16,7% (i.e. 10 learners) were unsure about whether they have progressed or not. Only 10,0% of the responses (i.e. 6) were that they have not seen any progress in these years of receiving English instruction as a second language.

When asked about how they noticed such progress, the most remarkable and repeated reasons will be shown in figure 3, in which A stands for “I consume a lot of English multimedia, without any subtitles in Spanish”; B stands for “My fluency has improved, I can talk with native speakers without any difficulty”; C stands for “I have increased my vocabulary”; and D stands for “My pronunciation and/or grammar have improved”.

**Figure 3**

*Measurement of progress*

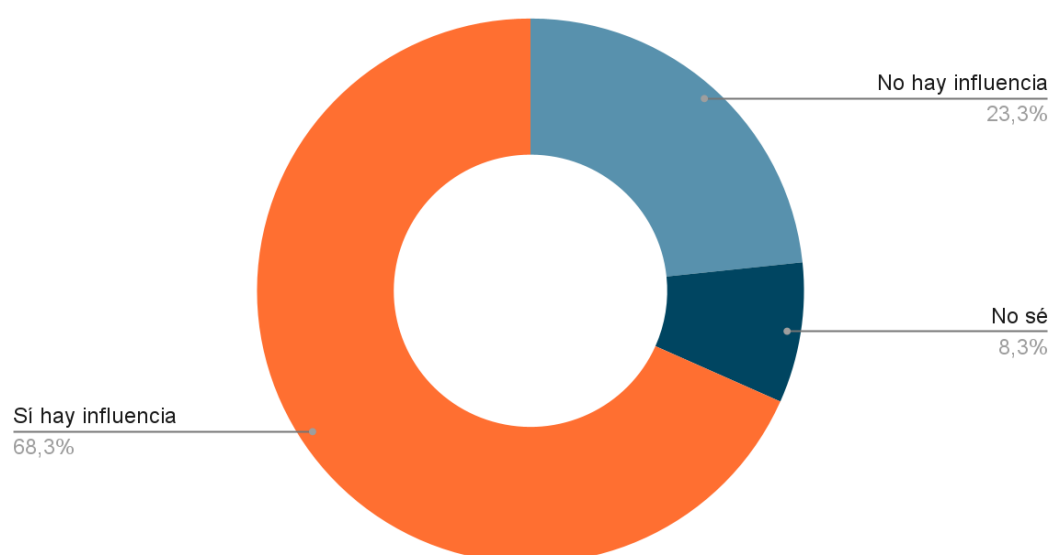


Reason A (I consume a lot of English multimedia, without any subtitles in Spanish) was repeated at least 5 times throughout the responses given; reason B (My fluency has improved, I can talk with native speakers without any difficulty) was mentioned 15 times; reason C (I have increased my vocabulary) was stated 19 times, while reason D (My pronunciation and grammar have improved) was said 5 times. Under the concept “Other” fell arguments such as *“Siento que he progresado 3% de todo el idioma Inglés, pues, en los colegios públicos no hay tanta enseñanza de Inglés y es por eso que a los estudiantes les cuesta más, en comparación a los colegios privados que ahí les enseñan más fluido el Inglés”* or *“Considero que he avanzado, pero no lo suficiente. Los profesores de inglés no siempre tienen paciencia con los alumnos que les cuesta más entender. Muchas veces tú dices que no entiendes y no se desgastan en explicar las veces necesarias”*.

Regarding the third question of the questionnaire applied, which asked the participants about their perception of the existence of some type of influence of English culture when learning the language, the results shown are portrayed in figure 4.

**Figure 4**

*The influence of English Culture during the learning process*



It can be observed that 14 students (23% of the group) stated that there is no influence of English culture when learning the language. There are 5 learners (8%) who stated that they are not sure about whether English cultures have influenced them when learning the language or not. Finally, 41 participants (i.e. 68% of the group) answered “Sí”, meaning that they think there is influence of English culture when learning the language, and regarding the reasons they gave for that answer, the details can be observed on table 1.

**Table 1**

*Reasons why students think there is an influence of English culture on the language learning process*

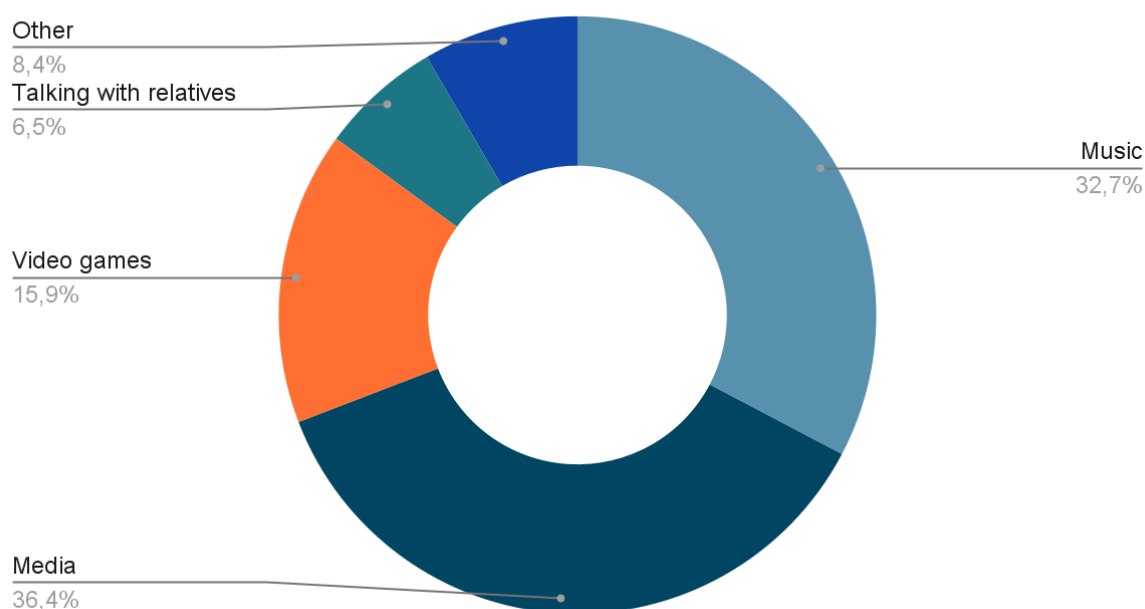
| Reasons given                                  | Times it was mentioned |
|------------------------------------------------|------------------------|
| Vocabulary                                     | 13 times (22%)         |
| Culture itself, presented in different formats | 7 times (12%)          |
| Accents and grammar                            | 6 times (10%)          |
| Songs and music in general                     | 2 times (3%)           |
| Other                                          | 7 times (12%)          |

Among the justifications, 13 students (22%) pointed out that English idioms and vocabulary from that language, without literal translation into Spanish, are the main source of influence that they can notice. There are 7 learners (12%) who said that the influence they perceive, at the moment of learning the language, is precisely the culture itself presented in the form of texts or videos that are used as support material by the teachers in the English classes. That is, through this approach to English culture, students perceive the influence of their customs, traditions, and beliefs, among others, which are transmitted through the language. In the same way, there are 6 pupils interviewed (10%) who stated that accents and grammar are a significant source of influence on English culture when learning the language. Moreover, there are 2 pupils (3%) who mentioned songs and music in this language as the main source of influence they receive about English culture. Finally, among the appreciations given by the participants of this research, we can highlight that there are 7 students (12%) who responded to the question by highlighting the importance of learning this language because it is considered, in their own words, as a *"lengua universal"* and, therefore, the management of this language brings as a consequence multiple benefits, such as *"Poder ir a estudiar a otro país"* or *"Relacionarse con personas de otro habla"*, among others.

Moving on to question 4 of the applied questionnaire, which was related to the use of entertainment media in English outside of class hours, 57 of the participants, that is to say, 95% responded that they frequently use various means of entertainment in English, while the other 5% of the learners indicated that, outside of class hours, they do not use any type of entertainment in English. With respect to the most frequently mentioned means of entertainment among the students, they are organized in figure 5.

**Figure 5**

*Entertainment media in English used by students in their recreational time*



According to figure 5, 35 pupils indicated that they use music as their main source of entertainment in English, which corresponds to 58% of the group. 65% (i.e. 39 participants) mentioned that multimedia content, such as videos, series, and/or movies, is the principal source of entertainment they use in English outside of class time. Also, among the most repeated categories, it is possible to observe that 7 learners (12%) said that they communicate in English with a close relative on a daily basis as a way to entertain themselves outside school hours. In addition, 28% of the participating group responded that video games were their main source of entertainment in the English language. This figure corresponds to a total of 17 students.

Finally, within the other category, which corresponds to 15%, there were named different forms of entertainment used by the participants, such as: memes (1), reading either

books, news, or comics (7), and finally international shopping (1). It is also worth mentioning that, within this same question, there was a second part in which the participants were asked if they considered that the fact that these activities were in English was a limitation for them at the time of carrying them out. The results are presented in the following table.

**Table 2**

*Limitations when carrying out activities in English*

| “It is a limitation” | “It is not a limitation” |
|----------------------|--------------------------|
| 12 students          | 14 students              |

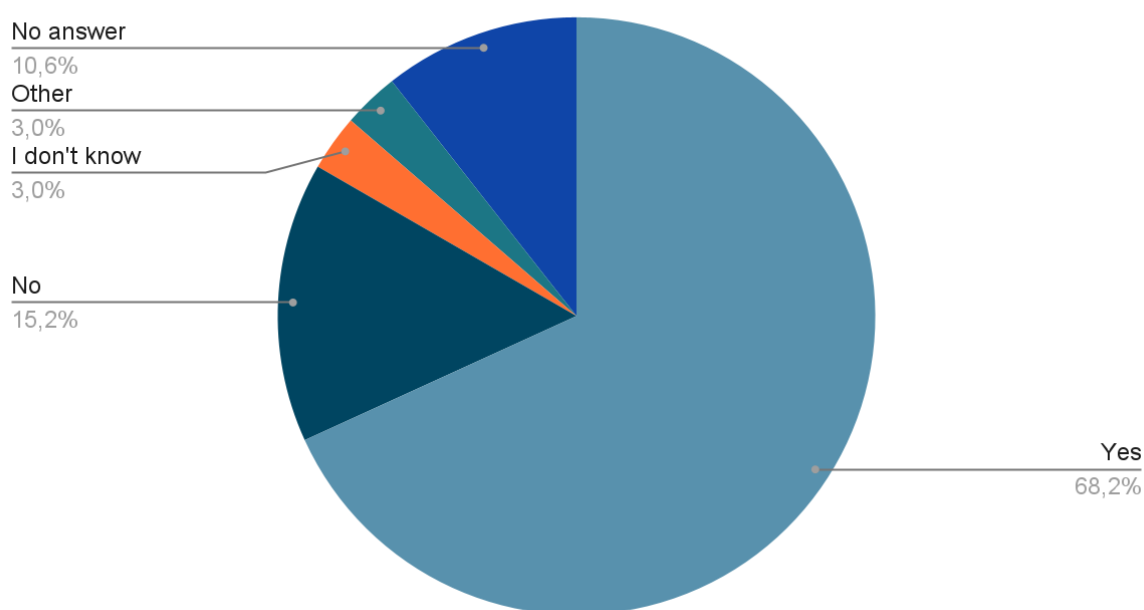
As it can be observed, 12 students stated that it was a limitation to find these activities in a different language, in this case, English, while 14 of the participants commented that it was not a limitation for them to develop these activities.

The first part of question number five was connected with the previous question about whether the participants were involved in using any type of media in English for their entertainment outside of school. It is relevant to mention that in this question, along with question number six, some pupils interviewed did not have an answer to share, so we did the analysis with the questions that we did receive from the rest of the participants. With that being said, depending on their answer, we wanted to know if the English content that learners stated they consumed outside of school time influenced or motivated them in their learning process of the language. Regarding the students’ answers, we were able to see that there is not

much difference between whether they think that the English content they consume outside of school helps them with their process of learning this language, or not. In fact, out of 59 answers that we got to this question, 68,2% of them, that being 45 of the people interviewed, stated that their consumption of English content has indeed positively affected their motivation in learning the language. Only 15.2% of them (10 students) stated that the use of English media outside the school did not affect their motivation to learn the language in school.

**Figure 6**

*The influence of the entertainment media on English language learning motivation*



As for the second part of the question about how this consumption of English media affected their motivation in the learning process, students had more varied answers. Regarding their understanding of the language, many of them talked about the use of social

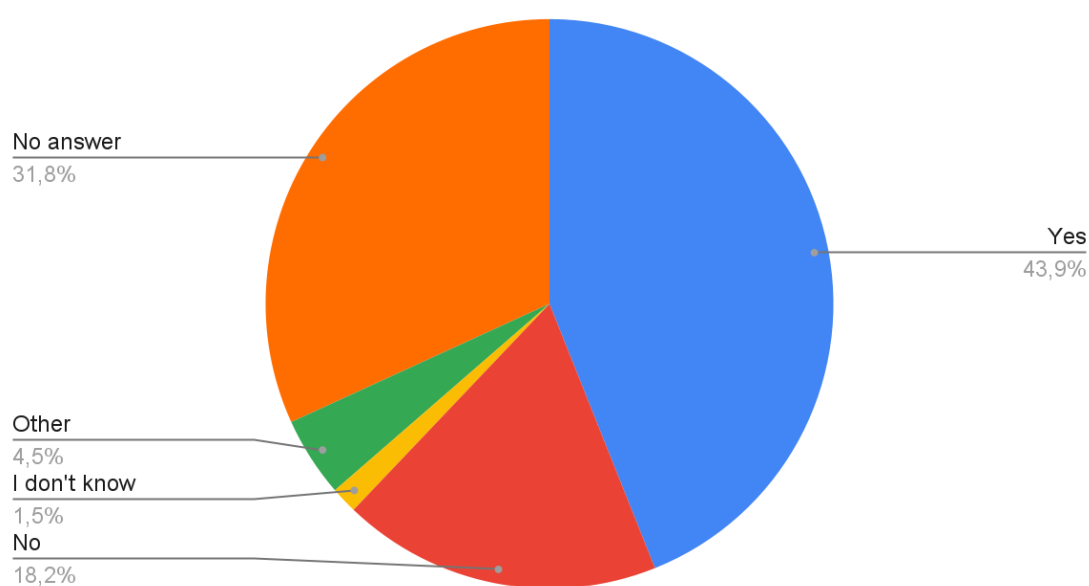
media, such as Instagram and YouTube, where they consumed the language. One of them mentioned that *“Yo antes trataba de ver los videos y entendía menos de la mitad de lo que hablaban, pero he tratado como de esforzarme a tratar de entender para ahora ser capaz de entender esos videos”*. Other pupils interviewed mentioned that one of the things they had noticed about the motivation for learning English outside of school was to know the meaning of some words in the songs or tv series they listened to or watched, also they realized that *“A veces producían cosas que no eran exactamente igual, me daba curiosidad porque por ejemplo; chistes que en español no se entienden o no tienen sentido, en inglés sí.”*. Finally, the answer that most repeated itself was knowing the meaning of different words and using the language for their future, whether that would be a job or living abroad.

As for the first part of question number six, we wanted to know in which form these literal resources were being used to practice reading comprehension. Regarding this question, learners' answers did not vary that much, since the way of teaching reading comprehension according to the Chilean curriculum is standard, and the activities and evaluations that Language teachers end up doing are pretty common between different schools. According to participants, the way these literal resources are used for reading comprehension usually includes reading a text, analyzing it alongside looking for the meaning of words they might not know, answering questions about said piece of literature, and finally having an evaluation about it. Whether that is once a month or once every two months, students have different opinions on whether or not it is a good strategy too, as they mentioned that they consider that *“(...) se podrían usar distintas formas porque a veces se hace como muy repetitivo”*. In addition to this idea, the learners also mentioned that the compulsory reading they have to do is not very motivating for them to improve their reading skills, saying they read them *“(...) solo para la prueba”*.

As for the second part of the question, about whether they thought that these methods of using literature were effective to improve their reading comprehension, out of the 53 answers that we got in this question, 43.9% (28 of the learners' answers) stated that these strategies were indeed effective to promote reading comprehension, as can be seen in the figure below.

**Figure 7**

*The use of literary works and its effectiveness in the development of reading comprehension in the native language*



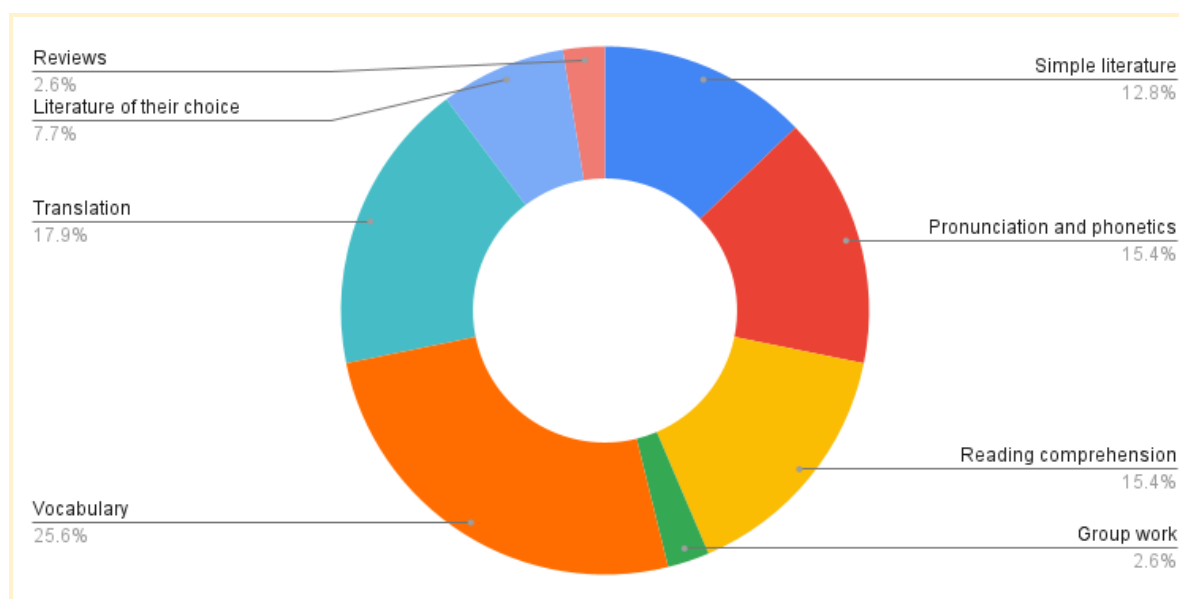
Learners mentioned that it was effective since it helps them understand the texts better, develop their critical thinking, learn new vocabulary, and recognize the main idea of a written piece. A number of them stated that it works as long as they are reading something that they like. As for the 18,2% of students that mentioned that these methods were not effective, they explained that, for them, sometimes the compulsory books were in most cases

too boring, explaining that they read the books that are interesting for them, so “*Si es algo muy aburrido no me atrae y entonces no aprendo, (...) si no me gusta no voy a leer con ganas y no voy a mejorar mi comprensión lectora*”. Besides, it is important to mention that not every one of them learns the same way, making these strategies not helpful to promote reading comprehension in their classes.

Question number seven referred to the use of literature as a direct source for learning and acquiring the language. From the interviewees, we were able to obtain the following results based on their own criteria.

**Figure 8**

*Literature as a direct source for learning and acquiring the language*



To begin with it, 25.6% of the interviewees mentioned that vocabulary is crucial in the process of learning English, so they suggested the use of literature to learn new vocabulary and complement new words with previous knowledge as the classes progressed. 17.9% of the

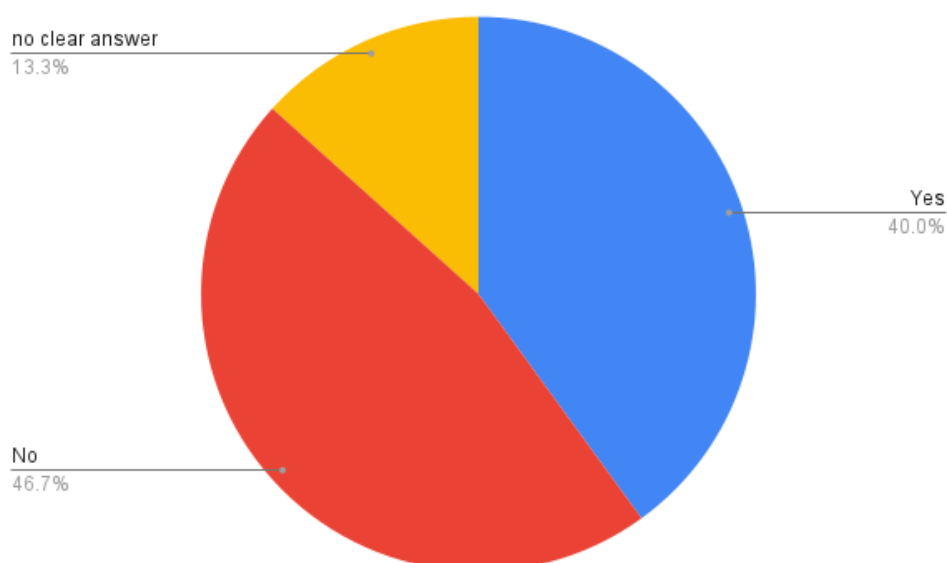
pupils interviewed considered that translating could generate significant results in the acquisition of English, especially if Spanish texts were used and then translated, producing a relationship between both languages, thus contributing to the acquisition of vocabulary and helping learners who struggle with the English language by having the Spanish version of the respective written piece. 15.4% considered that literary texts should be used for reading comprehension exercises since, in this way, both languages would be enhanced, so asking questions based on the text presented in class would be a tool to improve the student's comprehension levels of a text in English or Spanish. 15.4% mentioned that emphasis should be given to pronunciation and phonetics to obtain positive results when practicing oral English in class because it allows working on reading, writing, and also the correct pronunciation of words, which favors addressing more than one area of learning English. Furthermore, 12.8% of the interviewees made a connection between learning the native language with the acquisition of a second language, considering how children learn at an early age. In this case, the learners said to prefer the use of children's English literature to make the first approach to literature as such, or the use of simpler texts in terms of vocabulary and grammar to later approach those of greater complexity in all aspects. 7.7% of the interviewees pointed out that literary resources to be used should be chosen by each student according to his or her level of English and reading interests since this would encourage self-taught learning. Finally, 2.6% of the interviewees suggested reviewing the literary resources to be able to use writing, listening, and reading in a better way. The remaining 2.6% indicated that working in class using literary resources would be more profitable if done in groups as a way to practice oral English and learn with the rest of their classmates.

Concerning question number eight, when asked whether they considered that knowing English has influenced their perception of Chilean society or not, and the reason of such

answer, the response “No” was predominant within 46.7% of the answers. The interviewees concluded that knowing a second language, such as English, did not affect their perception of Chilean society because they consider that there is no direct relationship between the impact of the culture or language with their perception of society. The interviewees mentioned that *"No, yo diría que no, porque no noto que mi pensamiento haya cambiado, yo sigo viendo las cosas igual que siempre, con o sin el idioma"*. They also added that *"Por mi parte no, pero creo que hay gente que le gusta el inglés que quizás si le influye y que vive acá en Chile, quizás mezclan ambos mundos y para ellos sí, pero para mí no"*. The majority of the interviewed students stated that they considered the answer given was seen according to their point of view and not as absolute truth. In general, the interviewees concluded that there is no impact as English is not a language of official use in Chile, nor of recurrent use, and they mentioned that a language cannot change their perception of society. The summary of the given results can be found below in figure 9.

**Figure 9**

*English knowledge and its intervention in the perception of Chilean society for individuals*



On the other hand, and also according to Figure 9, 40% of the interviewees stated that the acquisition of a second language, such as English, has indeed intervened in their perception of Chilean society. Most of this percentage mentioned that learning English, as a second language, gives them tools and allows them to compare the reality in which they are immersed with that of other countries, so their perception of Chilean society changes towards a more critical look at a social and educational level. One of our interviewees assured that *"El hecho de conocer otra cultura, a través del inglés que es prácticamente una lengua universal, cambia la percepción que se tiene de la propia cultura ya que te cuestionas cosas que quizás considerabas normales"*. It is essential to emphasize that learning a second language such as English, which is considered to be a universal language, allows us to know other realities and contrast them respectively. In this sense, some interviewees mentioned that *"Creo que sí, porque me ha hecho investigar un poco más sobre otras formas de vivir en el extranjero, y me ha mostrado cuán diferentes somos todos"*. They also pointed out that *"Probablemente, porque al saber inglés podrías hablar con personas de otros continentes, o hablantes de otro idioma, y ellos te darán su percepción, esto podría hacer cambiar la tuya o podrías encontrarte con diferentes referencias que pueden cambiar tú perspectiva"*, which lets the interviewees to reflect on their reality and the perception of the society where they are inserted. Finally, 13.3% of the respondents did not provide a clear answer to this question.

### **3.2.2. Analysis of the teachers' responses in semi-structured interviews**

To continue with this analysis, it is now time to focus on the questionnaire applied to the teachers to understand the reasons and pedagogical decisions behind the material used in the English lessons of all the grades rather than just concentrating on a particular course. In

this case, the total universe of participants is composed of 5 educators from different schools but all of them are located in the Metropolitan Region, Chile.

With that being said then, the first question was meant to elucidate if there exists or not a bond between English teaching and the use of different resources coming from English-speaking countries.

In this matter, 4 out of 5 participants said that there exists a bond between English teaching and the material used, arguing that such a bond can be appreciated in the fact that the students are surrounded by English from all types of technological devices, which allow them to access different and varied resources coming from English speaking countries. As opposed to the majority, the educator who said that such a bond does not exist explained that, in his opinion, there is no ingrained bond, whether in society or in the educational system.

The second part of question number 1 had to do with the resources the teachers used during their lessons, which will be displayed in table 3.

**Table 3**

*Different resources used by the teachers in their lessons*

| English resource category                                                                                                                                                                                                                                 | Times it was mentioned                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| Authentic material ( <i>audio tracks, videos, and texts under the idea of real-life English i.e. the elements evidenced by the use of the English language in daily life so the learners could see how it was applied under different circumstances</i> ) | 2 times (28.6% of the total universe of teachers asked) |
| Music                                                                                                                                                                                                                                                     | 2 times (28.6%)                                         |
| Material provided by the government                                                                                                                                                                                                                       | 1 time (14.3%)                                          |
| Visual elements                                                                                                                                                                                                                                           | 1 time (14.3%)                                          |
| Other ( <i>textbooks</i> )                                                                                                                                                                                                                                | 1 time (14.3%)                                          |

As shown in table 3, among the most repeated resources used by teachers, the concept of authentic material was mentioned by two of them, meaning that 28.6% of the participants

use it in their lessons. Similarly, 28.6% of them stated that music of the learners' interest was applied in listening activities. 14.3% of the participants (i.e. one educator) mentioned that she also used the material provided by the government, as she did not always have the time to look up her own. In the same way, another interviewee said visual elements were useful. Under the concept of "Other" it can be stated that the school used different textbooks, adding that *"los recursos estos a veces no están en contexto con la realidad cultural de nuestros estudiantes y muchas veces los ejercicios o temas les parecen fuera de lugar ya que no se relaciona con el contexto social, cultural y de edad."*

The second question of this questionnaire was meant to know how, according to the interviewees' opinions, the media content boosts or promotes English acquisition.

**Figure 10**

*Influence of English media content regarding learners' language acquisition*

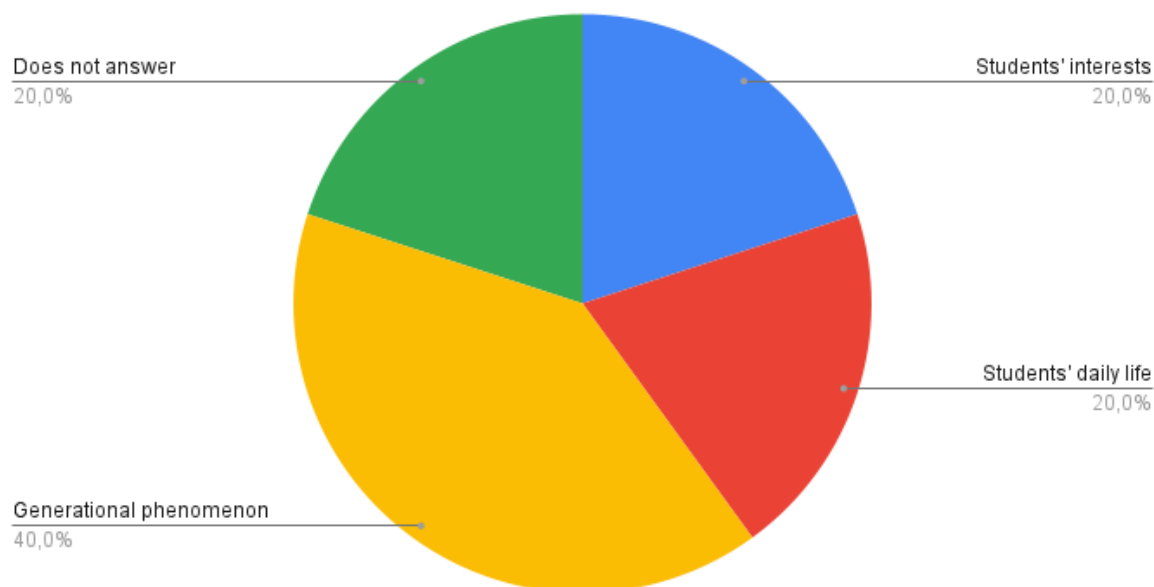


Figure 10 shows that 20.0% of all the teachers interviewed (i.e. one of them) said that the English acquisition boost will depend on the interests the students have, while another 20.0% expressed that it will depend on the learners' daily life because *“el contenido multimedia cumple una función sumamente importante al momento de planificar una clase ya que es un elemento que encontramos en la vida de los estudiantes cotidianamente, y que ayuda a representar lo que se quiere enseñar, a su vez, motivando, y comprometiéndose con el proceso”*. Moreover, 40.0% of the interviewees (i.e. two of them) agreed that it was a generational phenomenon as the pupils are constantly surrounded by technological devices, so they want to access different media content all the time. Also, one of them added that the use of media content increases engagement in the class. One of the educators did not answer how the media content promotes English acquisition but said that, indeed, it does.

When asked about what media content they specifically use, the answers were grouped as shown in table 4 below.

**Table 4**

*Media content students specifically use and frequency*

| English resource category                                                                                                                                                                                                           | Times it was mentioned                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| Authentic material ( <i>audio tracks, videos, texts, music, TED talks, BBC video extracts, and movie scenes under the idea of real-life English i.e. the elements evidenced by the use of the English language in daily life so</i> | 4 times (57.1% of the total universe of teachers asked) |

|                                                                                 |                |
|---------------------------------------------------------------------------------|----------------|
| <i>the learners could see how it was applied under different circumstances)</i> |                |
| Games ( <i>Kahoot!</i> )                                                        | 1 time (14.3%) |
| Material provided by the government                                             | 1 time (14.3%) |
| Avoids the use of media content                                                 | 1 time (14.3%) |

On this occasion, authentic material was mentioned 57.1% times (i.e. four teachers mentioned at least one of all the elements previously listed) and, among the reasons behind the preference of one of those elements above others, it was possible to find that “(...) *el colegio no cuenta como con datas por salas (...) hay que estarlos pidiendo con anticipación, por ende, quita tiempo de la clase y la verdad es que quiero como contar con cada minuto y aprovecharlos, así que por eso no uso vídeos.*” To continue with this analysis, 14.3% (i.e. one of the interviewees) answered to have used games, such as Kahoot! Another 14.3% said that textbooks’ complementary resources were also a good source of media content. Under the idea of avoiding the use of media content, the teacher representing 14.3% of all the participants said that, in his opinion, as a consequence of the constant exposure of the learners to technological devices, “(...) *he recurrido a hacer el método de clase un poco tradicionalista con plumones quizás como para que ellos también vean que hay cierta complejidad al momento de hacer una clase.*” This interviewee also added that students are

so used to being surrounded by technology that they do not find it engaging and interesting anymore when applied during lesson time.

Moving on to question number three, on this occasion, the group was asked about the influence of English culture they received at the time of learning the language, and in this case, 5 out of 5 of the teachers mentioned that, at some point of their learning process, they noticed the influence of the English culture. However, the means through which they received such influence varies from person to person. The different answers are portrayed in the following table.

**Table 5**

*Influence of English cultures on the educators during their years of training*

| <b>Channels of influence</b> | <b>Times it was mentioned</b> |
|------------------------------|-------------------------------|
| Music                        | 3 out 5                       |
| Textbooks at school          | 1 out 5                       |
| Movies/series/internet       | 1 out 5                       |
| Customer service             | 1 out 5                       |

According to the table shown, the most frequently mentioned medium through which the teachers interviewed reported being influenced by English culture was English music, where 3 out of 5 of them are represented by 60%. A different alternative given were the textbooks and the culture shown in them as a way of introducing the culture from native speaker countries, an idea that represents 20% of the total of the universe of teacher interviewees. Movies, series and the use of the internet were also portrayed by the group as a source of input of English culture when learning the language, and this is represented by 20% which corresponds to 1 out of 5 answers. Finally, there was an educator who used to work in a café where he usually dealt with foreigners and had conversations with them. It is because of this that he mentions this situation as an event in which he faced directly the English culture. He also mentioned that “*darte cuenta que le puedes cambiar el día a una persona tan solo cambiando el idioma, es una experiencia muy rica*” as a way of implying that communication with native speakers was one of his main means of influence.

With respect to the fourth question applied in the teachers' questionnaire, where the group was asked about what they think about implementing literature in the classroom, the total number of educator interviewees agreed with the idea that it is something necessary and positive for the students' development, however, the challenges they mentioned vary. Some of them were “*la escala de comprensión por ejemplo de lectura, de una temática, de lo que sea que podamos estar hablando, les cuesta*”. Also, it was noted the difficulty of “*encontrar una obra que sea seductora para todos*”, since tastes are very varied in the classroom. Finally, it is important to mention that one of the challenges most mentioned in the responses, in 3 out of 5 answers, was to be able to resume the rhythm in the classroom, especially after having spent 2 years of classes in emergency remote teaching. According to teachers, it affected the learners' cognitive comprehension, and as a solution to this, among the responses, 1

participant mentioned the importance that this implementation should be carried out progressively in order to be effective.

Regarding question number five, we wanted to ask educators if they were able to identify the contributions of English literature in the teaching of the language, to which some of them stated that, foremost, the use of English literature itself is not such a viable option in the Chilean context. As we mentioned before, the English level that students have in Chile is not the most appropriate for the school year they are in, even though the subject is taught from earlier years of education, such as kindergarten in some cases. Concerning that, one of the interviewed mentioned “(...) *yo no he utilizado mucha literatura y más que nada porque he visto que el nivel de los chiquillos igual es muy variado*”. To give a proper solution to that, the educators expressed that they have been trying to counterbalance the English level among the students. They also mentioned that it was already challenging to make pupils read an entire book in their mother tongue, so making them read a piece of English literature would not be the best idea.

In addition to this thought, it was also mentioned that sometimes when we think of English literature, we tend to envision the classical kind of literature, which is not very appealing to the majority of learners, as one of the teachers said “*cuando uno habla así de obra literaria como que, generalmente, se me viene a la mente muchas como obras muy clásicas, por ende, como... No sé (...) frases que hoy en día ya no se utilizan. (...) claro, yo entiendo que es importante el conocerlo y todo, pero yo no sé si eso va a ser 100% efectivo dentro del aprendizaje*”. Literature in English classes has to be engaging to students.

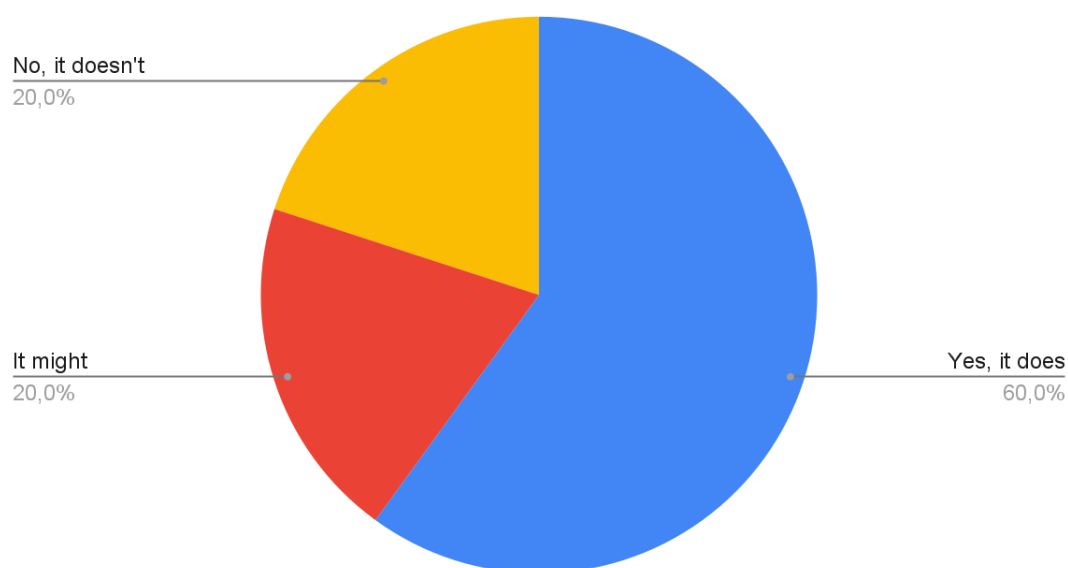
As for the rest of the interviewees, we could realize that their thoughts on the contributions of English literature in the teaching itself were somewhat similar between them, in which they mentioned “*aprender vocabulario y elementos netamente relacionados al*

*idioma, conocer un poco sobre las culturas de los países donde se habla este idioma, lo que también nos conlleva a generar mayor interés por saber más sobre estos.”*

In question number six, we wanted to dig into the teachers’ opinions on whether English literature influences or has influenced our development as humans. Regarding this, the answers were almost all positive. The majority of them fully agreed with this statement, while one says it might do it, as only one person said it does not.

**Figure 11**

*Perception of English literature as an influencing factor of the social and cultural development*



As shown in figure 11, out of 5 teachers interviewed, 2 of them (60%) stated that, indeed, it influences us along with our cultural richness and even ourselves as citizens of a society, highlighting that literature in general, not just in English, “*ya que nos permite situarnos en el momento en que se escribió la historia y nos hace tomar una visión en tercer*

*persona*” In addition to this, English literature also has a transversal nature, and as teachers “(...) tenemos la misión de culturizar en el colegio por medio de los distintos espectros que hay en la literatura (...)”. One educator mentioned that it might influence our development as human beings (20% of the interviewees) and stated that English literature “*Es un recurso que se ha ido perdiendo debido al poco alcance o el poco interés de la juventud de interesarse por la literatura en general*”.

Finally, one teacher (20% of the interviewed) mentioned that English literature “(...) no va a hacer que tú como persona tengas una mirada diferente a menos que para ti sea algo importante, creo yo. Creo que es algo muy subjetivo a la persona”, idea that strictly relates to what was mentioned before regarding people or learners being interested in the topics discussed. Educators also mentioned that they do not know if literature “*es algo relevante para los estudiantes*”

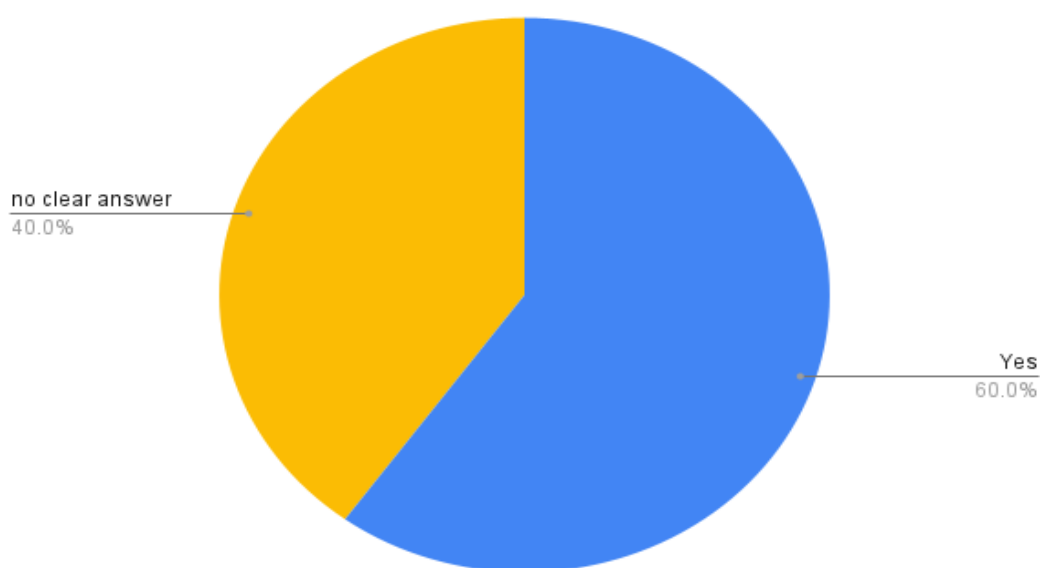
By these statements, we can conclude that for some educators, literature can allow us to have different perspectives regarding varied events and can make it possible to develop our critical thinking as well as our personal opinions, but we have to make clear that, in the end, it all depends on whether the literature used is meaningful to the students involved. Even though the majority of educators interviewed agreed with this statement, there was one of them who did not. We have to be aware that there will always be some people that will have some sort of resistance on this topic. It is clearly shown that this is a problem that has to be addressed in the future.

In question number seven, the point of view of the interviewed teachers was related to whether they think that English literature has had any impact or repercussion in Chilean society over time or not, and also to know in what way it did if that was the case. In the same way, the question then inquired if this thinking intervened in how they develop the subject.

60% of the interviewed people indicated that there is an impact on Chilean society, considering the certainty of the existence of a cultural mixture in our nature as human beings inserted in a globalized world, so they pointed out that there is an emphasis on the appropriation of an external culture whose repercussion is manifested in terms of identity, behavior, and beliefs. The educators also considered that this impact on society influences the development of classes because teachers are exposed to using resources corresponding to English culture and English literature and, at the same time, develop as individuals in this globalized society. The interviewees also agreed with the fact that there is a lack of interest, particularly in classic English literature, since nowadays students prefer literary texts whose plot is more related to the themes in which they are involved or identify themselves daily, and in which they identify a basic level of vocabulary and extension. Two of the interviewees indicated that they could not classify their answer as affirmative or negative, which corresponds to the 40% as shown in figure 12.

**Figure 12**

*The impact of English literature in Chilean society*

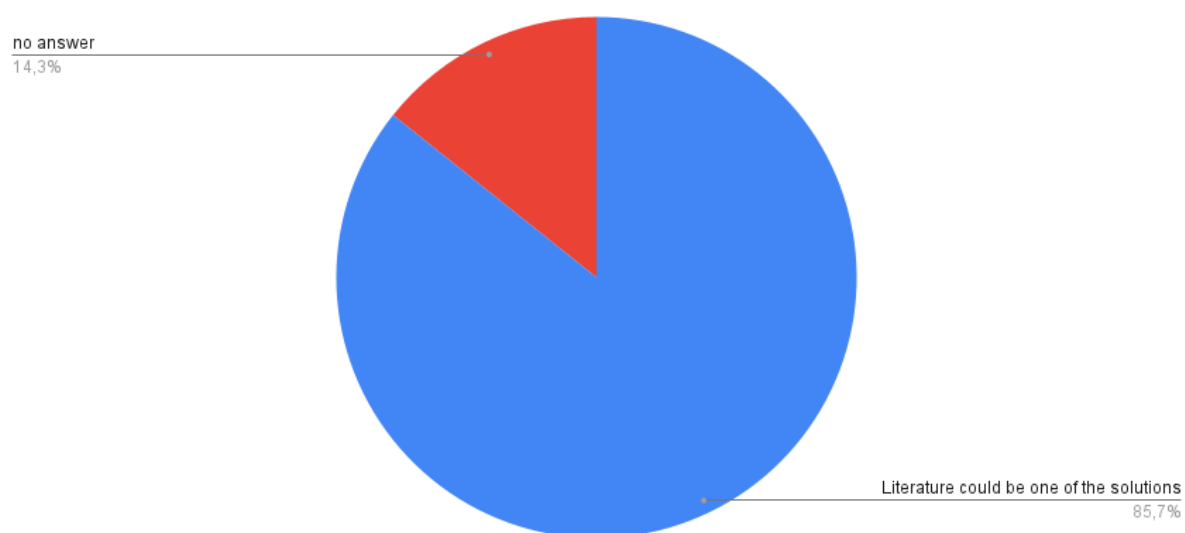


The purpose of question number eight was to know the educators' opinions considering the socioeconomic inequality of the country and, therefore, the access to education and training in a second language as English. The main focus of the question was whether they think literature could become a means to bring students closer to knowledge or not. It also intended to know their thoughts on the idea of literature being a tool to reduce the social gap.

All the interviewees concluded that literature is, indeed, a way of approaching knowledge that could be a solution to reducing the existing social gap since education is a fundamental tool for the development of individuals. In addition, the teachers who were interviewed agreed that it is fundamental that each individual can understand the importance of education, especially when English literature is used in classes, students can analyze and reflect by applying what they have learned for their personal development. It is fundamental to study and access literature in a self-taught way since learning is more meaningful when it is sought voluntarily, thus facilitating the approach to knowledge and establishing a base that could reduce the gap of a particular socioeconomic stratum for pupils. For sure, it is necessary being aware that literature is not the definitive solution to end the social gap in our country, yet it serves as a contribution that must be approached consciously by learners and be considered as a challenge for all subjects involved in the educational system when it comes to promoting this resource in the most vulnerable places. Only one interviewee did not answer the question, representing 14.3%.

**Figure 13**

*Literature as a means of approaching knowledge and reducing the social gap*



## **Chapter V:**

### **Discussion**

This research aimed to isolate the role of English literature during English language acquisition in classrooms and its influence on students' social development, taking into special consideration the perspectives and points of view of pupils and teachers according to their reality and social role. Also, it was possible to identify factors outside the classroom that learners and educators considered relevant to their personal development on the subject. Next, the main findings of this research will be discussed, as well as the discrepancies that it brought to light.

The results obtained from the investigation reveal, roughly, that students and teachers perceive an important influence of English culture during the learning and teaching process respectively as well as the personal and social advantages and skills that the acquisition of a second language gives. Pointing out the social features and purposes of learning English, it is important to remember that the main cause of the predominance of the English language over other foreign languages is a consequence of different economic, political, and war phenomena that propitiated and deepened globalization hand in hand with western cultural hegemony.

In the following lines, the discussion will be developed according to the product of our research and our data collection methods, as well as the literature reviewed by authors who have paved the way for beginner researchers such as us.

#### **1. Answering the objectives**

It is now time to start discussing the answers obtained and draw some lines to have an insight into the reality of English lessons within the Chilean context. It is worth mentioning

that, although the law says English should be a mandatory subject from 5th grade, most of the learners who participated in this study and interviews recalled receiving English instruction from pre-school stages or from 1st grade onwards, which is quite curious, considering there is no relationship between the schools involved.

In addition, when the pupils were asked about their progress in this subject, which was exemplified by comparing their achievement in listening, reading, writing, and speaking tasks from the first time they had English lessons up to today, 44 of them, representing 73.3% of the total universe of students interviewed, said they noticed a lot of progress while the rest of them (i.e. 16 pupils) expressed that they were not sure about progressing or, directly, they said they had seen no progress at all. Even when this last number can be considered small or acceptable within the total universe, it never ceases to be striking that they were not able to mention a basic grammar structure as something they have acquired through the years, which makes one think about what is going on there. If one thinks about another subject, such as mathematics, for example, the learners can solve addition and subtraction tasks despite struggling with harder and more complex exercises such as factoring.

Regarding the goals of this study, it can be pointed out that the main objective was to recognize the essential role of English literature, not only in English acquisition as a second language in the Chilean context but also in its influence on how it changes the perception of the society people belong to because our research considers studying literature or using it as a vessel to achieve second language acquisition, in addition to how English literature itself plays a role in the development of societies.

The first part of this objective aimed to acknowledge the role of English literature in the acquisition of the language. The research showed that 25.6% of students believe that the use of literature is crucial in the process of learning new vocabulary. Along with this

information, many interviews mentioned that literature should be used to help with their reading comprehension to improve their learning of the language. Now, the second part of this objective discusses the role of English literature in our perception of society. Regarding the information collected during the investigation, we were able to recognize that 68.3% of learners interviewed, i.e. 41 of them, ultimately agreed that there is an influence of English literature when learning the language. The reasoning behind these answers was that students felt some sort of closeness with the culture of the different English-speaking countries, which is most of the time presented in classes, alongside some similarities they could find within their interests.

A few points could be made when thinking about the specific objectives this research attempted to reach. Regarding establishing a relationship between English and diverse resources from English-speaking countries, and as the learners well pointed out when asked if there existed any influence coming from English-speaking cultures when learning the language, 68.3% of them, that being 41 of the interviewed, agreed that influence from such cultures existed, and the examples they provided included aspects such as vocabulary, culture itself and on its different formats too, accents, grammar, and music in general. In the same way, when the educators were asked whether there existed a bond between English and the diverse resources, 4 out of 5 said that such a bond was undeniable, as the learners are constantly surrounded by technology itself, a tool that allows them to have access to different and varied sources of information. For example, in regards to those students who named *accents* as one of the aspects that influenced their second language learning process, it can be assumed that they said so because they were able, through the use of the Internet, to compare the British accent to the American and to the Irish one, and that is the reason for their awareness of how accents can influence their English acquisition. As previously stated in the

justification of this research, Chilean pupils have more exposure to this foreign language through the use of the Internet and they are constantly exposed to it, and they can also be immersed in different types of English media and the benefits it has.

When thinking about determining the use of several resources from English-speaking countries in learning English and taking into account the analysis of the teachers' responses when asked about the material they used, it could be noted that, indeed, there exists a relationship between English as a second language subject and the diversity of resources available from English-speaking countries. As mentioned in the previous chapter when analyzing the answers from the questionnaires, 2 out of the 5 educators interviewed stated that they use several resources that fall within the idea of authentic materials, i.e. elements characterized by their use of real-life English, as in audio tracks, videos, TED talks, BBC video extracts, movie scenes, and texts. Meanwhile, music was recalled to be used by at least two teachers as well. Although it could be seen that educators use a wide range of resources to implement engaging activities and improve the learning environment, there still exists an excessive focus on grammar as the National Curriculum establishes so.

The third specific objective of our research addressed the relevance of English literature in the lessons. According to the educators involved in this part of the investigation, the use of literature that comes from English-speaking countries is fundamental for the development of the lessons but, in our context, it was a bit more arduous since, as we mentioned earlier, students have problems not only with the comprehension of texts but also with the motivation for reading something they are not interested in. Even though most of the answers mentioned that, indeed, English literature could be used in class time, the educators emphasized that it has to be in the learners' interests so it could ensure effective learning to occur.

Moving onto the fourth specific objective, which talked about determining the relationship between English acquisition and the social development of a person immersed in society through the use of literature as a teaching tool, it could be stated that the learners' answers were not that categorical, as 46.7% said that knowing English has not influenced the way they perceive Chilean society. Meanwhile, 40% of the respondents agreed that English has, somehow, made them more critical of Chilean society. It is important to mention that the main idea of this question for the pupils was oriented to talk about the English language solely. However, the question for educators was aimed at English literature. Due to the lack of use of English literature as a teaching tool, we had to inquire from a different perspective when it came to the learners' opinions, and we could not offer the same lens for both actors of the teaching-learning process.

Now, indeed, this language has allowed the students to develop their critical thinking regarding our society, making them even more aware of their surroundings and their particular characteristics. As remarked above, since we could not talk directly about English literature, we scrutinized the idea of how the English language has influenced the pupils, hence this insight has its root in the thought of seeing English as a language alone, as the question addressed to them stated, and not relating it to the different formats in which one can find the language, such as movies, literary pieces of work, music, among others. But, why does opening ourselves to different cultures make us reflect on our own culture? We could say that this phenomenon exists because, when learning the English language, it is impossible to not be in close contact with the culture of English-speaking countries, as it happens through cinematographic resources, music, and of course literature, making people, in general, more open to different points of view, and more open-minded to questioning, among other things.

Even though there is not a considerable distance between both percentages when it comes to the student's responses, the ideas that still dominate are the ones that hold that knowing English is insufficient to influence something so rooted in the society people are immersed in. Undoubtedly, it is curious that these thoughts stated above co-exist so easily, yet at the same time, it is an obvious phenomenon. Independently of the answers obtained from the learners, they usually added that English is just a language, so why would it be so huge to change the perception of their society?

Certainly, it is not a wrong thought but perhaps a misguided one. At this point, it is worth remembering that we shared a whole semester with the students interviewed, which let us witness the different English resources they used inside and outside the classroom, or in other words, the devices they were exposed to. Without being aware of it, all the media the pupils consumed influenced their way of seeing the reality they are immersed in, even when they just thought of it as simple and plain language acquisition rather than an enrichment of several aspects. In the specific case of English literature and its influence, it is necessary to go back to the idea of the lack of use of literature within the Chilean English lessons, which provokes this distancing and unrecognition of the contribution of English literature among the learners. If we consider the educators' opinions on this matter as well, 3 out of the 5 teachers interviewed agreed on this, as they considered the existence of a cultural mixture within a globalized society and world, so indeed there exists the need for appropriating certain aspects coming from English cultures, which can influence directly on the learners' identities, behaviors, and beliefs, creating new ones with mixed components, which proves our thought previously exposed.

When talking about identifying the importance of literature in human beings and the conformation of societies, we could observe that the educators pointed out that the acquisition

of the English language influences us by giving us cultural richness, along with allowing us to put ourselves in the moment history was written, giving us a third-person perspective. On the other hand, learners did not see a relationship between learning the language, its literature, and the perception of society 46.7% of the interviewees came to a similar conclusion.

Finally, the last specific objective of this investigation talked about obtaining conclusions on English literature's contribution to English teaching in Chile. Thinking specifically about literature's contribution to English teaching, the teachers highlighted that it can be seen in those literary texts which fall within the learners' preferences of genres, themes, and plots, as the students could relate to and represent their daily lives. Regarding the most remarkable pupils' opinions on this matter, 25.6% of them considered that the use of English literature could contribute to expanding their vocabulary; 15.4% of the learners interviewed said that English literary pieces of work should be used similarly to the way Spanish texts are used, so they could apply the techniques they know in their mother tongue and create a bond between both languages. Another 15.4% suggested that the contribution of English literature could be seen in pronunciation and phonetics when using the texts to practice their oral skills, but at the same time also training their reading and writing skills.

These analyses of the obtained responses could allow drawing infinite conclusions and crossed lines toward the objectives of this research, yet the ones that were made remain the most accurate for this study. Undoubtedly, now that the analyses are done, more questions have been raised after meaningful insights on Chilean classes have been provided by both teachers and pupils; although they are of great value for this research, they could be the motive for another study. Indeed, it is undeniable that English literature is a great device for delivering English instruction, but it does not mean it can be freely applied to the Chilean context. As many of the students and the educators said when answering the questionnaire, if

the teachers are going to use literary pieces of work, those should fall under the learners' interests so the lesson is engaging and appealing to them. However, it is not so simple to find a piece of text that works in a certain context. In Chile's education system, time is a valuable treasure and cannot be wasted in trial and error, forcing educators to overuse the same and easiest resources coming from English-speaking countries, such as music, to name one.

There is no intention of criticizing the teachers' pedagogical decisions regarding the material used in their lessons but to understand the reasoning behind them. It is fair to assume that one of the reasons these types of answers were given not only by the students but also by the educators is because, in the Chilean context, the lessons are planned under the curriculum given by the Ministry of Education, which mainly states that the purpose of this subject is to provide tools so the learners can acquire the language and use it in situations of simple communication. In other words, it could be said that, in Chile, learning the English language does not have as a priority allowing the learners to express themselves in real-life circumstances. Besides the main purpose of the subject, it is necessary to be aware that, in most schools, English is taught for four pedagogical hours, which also restricts teachers from extending their options for teaching resources. Having so little time to try to ensure second language acquisition, without a doubt, represents a huge challenge for educators, which ends up in the exploitation of the same elements due to their good outcomes over the years.

When thinking about English, it is necessary to mention that the instruction starts with basic notions and commands so the learners can understand as far as possible as in any other subject; probably, one of the first things that English teachers teach has to be the verb "to be" along with family members concepts. However, relying on the experience we had while doing our final placements in the schools that were part of this research, we noticed that some of the learners cannot identify the correct form of the verb "to be" when the exercise is talking about

a mother, brother, dad, baby, and so on, instead of a personal pronoun. There is something that is impeding the effective and significant learning of basic skills of the English language. By no means this last idea is intended to say that all the pupils, despite their differences, should have an outstanding performance in this subject but, certainly, they should be able to identify those basic aspects that are meant to set a basis for their understanding.

Consequently, if English instruction begins with basic commands and educators employ similar trustworthy resources over the years, why is there such a low level of this language among the learners? In the same line of thought, one could start wondering why teachers constantly reject the use of new devices, such as literature. Especially considering the students' willingness to use it in their English lessons because it represents one of their hobbies, or they find it an attractive task to do. Upon this point, it is necessary to start to broaden the horizons and take into account other perspectives to draw more conclusions.

## **2. Comparing with the literature reviewed**

Considering a more theoretical approach, in the first instance, we wanted to contrast and compare the points of view and arguments raised by the authors on whom we based our research and the results obtained by the data analysis. In this way, we can recognize if the ideas or principles stated by these authors are related or not to the data obtained in our study.

To begin, one of the questions in our interview pointed to whether students consider that the consumption of different content in English has influenced their intention or interest in learning the language or not, where more than half of the answers demonstrated that it does have a positive impact. If we observe this answer, we can notice that it is related to what the authors Povey, Collie & Slater, and Duff & Maley stated, which is directly associated with the personal and social enrichment that learners of a second language, in this case, English, by

having contact with it and being able to use it in various aspects of life, not just to communicate with someone, but also to be able to carry out different daily activities, such as buying a product, watching a movie, or reading an article on the Internet. The authors mentioned above clearly declare that the use of English resources, especially literature in all its forms, has a wide variety of benefits as well as positive aspects for our learning and development as human beings since being in contact with the language and interacting with it expands our use of language in all its areas, which at the same time benefits and reinforces the language learning processes.

Other questions that exposed meaningful data were related to literary resources being used to practice reading comprehension, whether these methods of using literature were effective to improve reading comprehension or not, and also the use of literature as a direct source for learning and acquiring the language. In this case, 43.9 % of participants said that it was effective and that it did influence the learning of English. However, it was manifested that different methods could be used or applied because, generally, it is the same practice that becomes repetitive and boring. It was also mentioned that obligatorily reading is not motivating or engaging since, in most cases, the texts are not of students' interest. The reasons stated above are quite similar and associated with the argument raised by the authors Collie & Slater, and Picken, who argue that the selection of literary texts is a fundamental point to consider for teaching purposes. In that sense, it would be a mistake to select texts that are far from learners' interests and preferences because they will not be motivated or interested in what they are reading; consequently, there will not be any metacognitive development. Besides, Picken utters that motivation is an essential factor when learning a second language stating that, if the pupils are motivated and invested in what they are learning, they would acquire and process the information or content in a better way because there is interest in learning, which will be reflected in their learning process. In addition, Ginoris, Addine &

Turcaz mention that passively internalizing the content and avoiding critical thinking do not allow a metacognitive and significant learning process for pupils, mainly because the focus is on the teaching process over the quality of learning. This implies that the teacher is generally seen as an authority, who conveys knowledge and information, rather than as a facilitator who helps students and supports learning. In this way, learners are unable to identify the relevance of learning or acquiring a second language. Therefore, they cannot observe any progress in classes or do not find it interesting or appealing since, for them, the language is not perceived as something that might or might not influence their learning, and they do not feel familiar or connected with it, which makes English a non-relevant subject for personal and social purposes.

As mentioned in the previous paragraph, motivation becomes a key factor to reach metacognition during learning development. However, Krishnasamy put the issue of social conditions on the table to consider it as another fundamental point to contemplate when analyzing learning and teaching conditions. The author highlights the discrepancies between the students' language abilities and the texts selected, considering the relation between the social issues of the context where the school might be placed or where learners do live and the pupils' level of English proficiency, evidencing that those factors are directly proportional. Krishnasamy also points out that many EFL pupils, specifically those whose social and economic conditions are deficient, manifest the repercussions of their conditions through dislike or misperception of English literature because it contradicts the environment of their culture and their English proficiency level according to their reality. This previous indication is also shared by Yilorm & Acosta, as they stated that the precarious social development situation of the students becomes a fundamental component to consider, which needs to find a balance between the demands of the Ministry of Education in the objectives of the English program, and the competences that pupils acquire when learning the language

according to their economic and social situation. Finally, we could consider that Krishnasamy's contribution, in addition to providing an interesting social point of view, also manages to support and represent the percentage of students who responded with negative indicators in the questionnaire.

As we analyzed and compared our experiences immersed in the school environment with what the intellectuals and different authors quoted all along this document, we matched our thoughts with the notion of a lack of pedagogical resources, derived from inefficient programs embodied in the English curriculum and socioeconomic factors, harmed, moreover, by the brutal historic inequality that plagues the Latin American region. All of these are important pillars that hold up the dramatic consequences in terms of academic performance and second language acquisition. The unfortunate rates of English level and proficiency in the Chilean population reveal that the issue goes far beyond a pedagogical problem. Nevertheless, educational policies try to solve the issue from a trench that does not attack the problem from its inception. In this case, the concern that deals with the implementation of English instruction in Chilean classrooms lies in the methods and approaches that teachers employ today. Nowadays, such practices are archaic and quite far from the reality in which we are immersed as a society and, even more, procedures disconnected from students' interests as well as educators' competence, which is seriously affected by a National Curriculum that seems to have lost its focus and has remained under traditional and old-fashioned tendencies.

Finally, it is relevant to remind after having mentioned and exposed all of the above, that the results of this research, the conclusions derived from the discussion, and the relation between the evidence collected and the authors' standings should not be attributed to the population in general or the school one at all. Although the sample studied in this research is

representative to a certain degree, it excludes school levels and realities that might contribute different indicators to our investigation.

Even though it is hard to provide an exact and accurate solution to the issue of the lack of use of English literature during English lessons, this research has attempted to grant visibility to the Chilean reality on this matter, and it has begun to delve into this worrying situation, which could be observed as a significant factor of why learning a second language in Chile presents so many shortcomings.

Thus, we hope to have contributed to the first part of this problem, and hopefully, the search for more profound and comprehensive certainties will continue as it remains a highly unexplored educational area, which needs to be urgently uncovered to improve the English instruction that is currently given in Chilean schools.

## **Conclusion**

This research aimed to recognize the pivotal role of English literature in the acquisition of this language as a second one, in the Chilean context, among other ideas directed at the same main goal that was expressed in the form of several specific objectives. But, to understand in a better way the main focus we had for this investigation and some of the decisions that we had to take while carrying out this study, we find it pertinent to begin mentioning the different limitations we faced, so the upcoming conclusions and final thoughts can be clear enough.

For those who would like to continue exploring the same path we have already started, it is necessary to bear in mind some aspects that, if we knew beforehand they would appear, would have made this particular research more complete as we would have been able to prepare in optimum conditions for the application and elaboration of the inquiry instruments.

With this idea in mind, then, one of the limitations we dealt with was the extra limited amount of time to settle, arrange and apply the questionnaires due to the early winter vacations announced by the Chilean government. Remembering that we continued facing the COVID-19 pandemic and its consequences on daily routines, the Ministry of Education together with the Ministry of Health decided to end the first semester of the year 2022 in June instead of July because of the worrying increase in respiratory viruses, mainly affecting children and elderly people. As we all did our final placements during the first semester, we all had our experiences shortened by a few weeks, which directly affected our original planning when it came to this study.

The initial idea was to apply the questionnaires during the final weeks of our practicums, i.e. the last weeks of June and the first of July, considering that those represented

the end of the first semester so the students would not be taking any important exam, and we would have a wide range of options when scheduling the interviews, but we could not do so. Although most of the schools let us go back in the second semester to settle and arrange the interviews, it was not as fast and expedited as they promised. There were delays and last-minute changes in the planning of the application of the questionnaires to fit the new requirements of the schools.

Since the idea was to not create problems or affect the normal rhythm of the establishments, we proposed that the learners could answer an open-ended Google Form during their free time instead of having them out of their lessons to answer in a face-to-face interview. Besides, we also offered to have online sessions with the pupils at a time that best fitted their schedules. In the end, the questionnaire directed at the students was applied in three formats: face-to-face, through Google Forms, and through online interviews. Indeed, those that were carried out face-to-face and through online meeting platforms had similar outcomes as we, in our roles as interviewers, were able to inquire more when the answer we obtained was considered too vague, unlike those that were received through Google Forms. Even when we explicitly gave the space for the learners to write as much as they wanted, and we wrote prompts such as “Explain your answer” or “Why?”, some learners simply ignored them and provided indistinct responses, which became another limitation in this study.

Clearly, we were not expecting complicated and elaborate responses, as this field of English literature might be less familiar to young people, yet we hoped the students would provide simple but meaningful thoughts on certain matters we found relevant for this study. However, in several cases, the pupils limited their answers to monosyllabic utterances such as “Yes” or “No” plainly, even when they were given the space and opportunity to explain such inclination. Taking into account that our target interviewees were around 15 to 18 years old,

we knew that they are currently going through different personal and inner processes of development, which inherently make people behave indifferently towards other people that do not belong to their close circle, such as us in our roles as pre-service teachers or interviewers, despite the fact they had volunteered to participate in this study. Rather than complicated, it became a little bit more challenging to decipher the students' unspoken thoughts based on their answers yet, given the time we shared with them while doing our placements, we could infer and think of a general hint that allowed us to categorize their responses.

Leaving aside the limitations we faced in the inquiry stage of this research, we also went through different challenges and complications in the theoretical phase of this study because there exists a lack of information regarding the use of English literature in second language acquisition classes, not only in Chile but in the whole Latin American region. It is relevant to mention that sources of information are one of the fundamental and transcendental aspects of any research, as they allow them to find data and resources that contribute to different processes, such as analysis, discovery, and approaches, among others. In this way, it is possible to establish a clear focus according to our context, position, and respective approach. Besides, the use of sources of information is crucial to provide total reliability to studies, thus allowing a backup of the origin of the content used and also allowing its eventual verification.

The search for reliable sources on the use of literature in the acquisition of a second language, such as English in Chile, was very scarce, since most of the content we were able to find was, mostly, focused on the reality of other countries, far from Latin America. It became necessary to find common points and shared features with countries geographically distanced from Chile. In the same way, when searching for academic articles on the role of literature in English language teaching, the main focus was directed to the English language over the use

of literature, which generated an important but not substantial contribution to this study. Despite this difficulty, we were able to find several authors and their positions or points of view regarding the use of literature in the process of learning a second language such as English.

Even when all of these complications appeared on the road, it was possible to reach and fulfill all the objectives of this study to a certain degree. It has to be mentioned that, in some cases, the objectives were not reached as expected due to external factors in this study, which are related to the core of the educational system in Chile. It has been stated several times throughout this research that the principal target was focused on perceiving the value and potential of different English literary resources as a means of language acquisition in the Chilean educational context. Considering this as one of the main guidelines that were forming the direction of this research, it is impossible not to take it into account once again when this investigation is concluding. The same happens with the six different specific objectives that aimed to deal with the importance of the use of literature in English lessons and the development of people and societies.

Regarding the principal objective of this study, throughout the development of this investigation, it was possible to find positions that acknowledged the importance and defended the implementation of literature as a meaningful tool in ESL/EFL classrooms. Likewise, there were also found positions against it. When taking all of this knowledge into the Chilean school system, it could be observed that even among the students and teachers' appreciations collected throughout the interviews conducted, some answers revealed a certain degree of recognition of the benefits of the implementation of English literature in the classroom. Even when the inclination of responses pointed to a widely accepted idea of using English literature in the classroom, the value judgment given by the interviewees in this

investigation does not reflect the depth and seriousness it was expected to receive when this project idea was formed, which could be seen as a point to continue working on and developing in the future.

After this year of research, we could recognize the accomplishment of some of the specific goals we set at the beginning of the investigation, as is the case of the relationship between English teaching and the use of diverse literary resources coming from English-speaking countries along with its relevance in English lessons. During our inquest, we were able to identify a large number of authors that supported this idea of using literature as an instrument for second language acquisition. Their ideas aimed at having better learning of the use of said language in real-life situations, alongside the different contributions of literature use such as motivation, for example. Authors like Povey (1972) mentioned that the use of said literary resources helps students learn new vocabulary, and complex syntax, among other factors, giving them an expansion of linguistic knowledge, something that we believe would not be as achieved without the use of English literature in the classrooms.

Theoretically speaking, this objective was accomplished because the authors and their positions provided a strong and convincing theoretical framework, which was put into practice through our experience and observations while collecting data, as well as compared with some other authors' ideas that seek to refute what we gathered. However, the reality of the Chilean educational system and its society falls behind what was discussed in the research. Regarding the use of several resources in the learning of the language, we were able to recognize little to no use of literature on the English programs at all in the different schools. Most of the educators interviewed agreed on the importance of the use of this type of resource in the acquisition of the language, as well as established that they hardly ever used it in their lessons due to the level of English that their students possessed, making it a difficult task to implement in the planning of the classes.

One of the main points of importance for our investigation was the relationship between English acquisition through the use of literature in said language, and how it can influence human beings' development alongside the conformations of societies. These objectives were accomplished since, as we mentioned before, literary resources have an important role in the learning of a foreign language, but also in the way learners can be immersed in the story that develops during the reading process, allowing them to release different opinions and perspectives regarding the point of view they take while reading, letting them develop their critical thinking more extensively. Now, taking our context into account, we were able to identify that most educators agreed that there is a relationship between literature and how we expand our perspectives. There was also some disagreement among the teachers interviewed, but they all concluded that, when the literature used is meaningful for the students, then it will have an impact on their personal development. This dichotomic situation emerged like it was the incarnation of the opposition of perspectives previously exposed in the literature review, which proves that normally, not in the majority but in a few cases, the nature of the different realities are conditioned by factors that we had considered in the problem statement section.

As we pointed out before, some factors condition and determine how institutions and society function nowadays. During our investigation, we could face how reality sometimes tends to be far from what theory states. Having looked at the research, we have checked that it shows the consequences of an educational system with significant shortcomings, which translate into low or inefficient academic and learning levels, in this case, in the English language. It became evident that the powerful educational crisis and the curricular approach of the English subject in Chilean schools do not allow for the profitable development of innovative practices, such as the use of English literature resources, to demonstrate the scope they could have in students' learning levels on the language.

Finally, regarding the projections of our research, it seems relevant to mention that carrying out this project has allowed us to acknowledge the impact and importance of realizing a work of this magnitude. Throughout this process, we have realized how important it is for us, as English teachers, to be able to immerse ourselves in a topic directly related to our work as educators, and how the use of different resources can help us develop and promote better learning in the students. During this period, we were working and researching the role of English literature in language learning, acquisition, and teaching, and from this, we were able to observe through many authors such as McKay, Collie & Slater, and Maley, among others, that literature does have a fundamental role in learning English and has many positive qualities through which readers can acquire, become familiar with, comprehend, and develop the English language, not only in the academic area but also in their development as human beings. However, as previously stated, the existing information on the use and implementation of English literature inside classrooms is very insufficient in the Latin American region, which is why after having investigated and worked on this research, we consider this particular study as the first contextualization and precedents related to this field in our educational context.

This research is a small glimpse and approximation into what this topic implies. It establishes the initial antecedents of the use of English literature as a resource to acquire and teach the language in Chile. We expect our investigation to be the starting point for the expansion of this topic, and from here, to raise a greater interest and inclination to develop and deepen the theme. Literature is a concept that by itself brings substantial elements worthy of being studied to understand how they influence people. Besides, literature is an interesting and significant subject, especially for those who are immersed in the educational area of the English language in Chile.

Concerning our perspective and the conclusions of this investigation, we can say that after having delved into the main problem of our thesis, that is, recognizing the pivotal role of English literature in the acquisition of this language as a second one in Chile, we can state that the implementation of literature as a source for learning English is, indeed, a practical and beneficial resource. In fact, numerous authors promote and support the use of this teaching device as an instrument that contributes positively to the learning and teaching of English. Besides, it can even be advantageous for the development of learners' skills and abilities.

In summary, we were able to verify and appreciate that literature has a pivotal role in the acquisition of English. However, we noticed that, unfortunately, here in Chile, neither emphasis nor priority is given to the implementation and use of this resource due to the educational system and the socioeconomic context of the country. All of these factors have, undoubtedly, impacted how English is taught in Chile, and what its real purpose is within the actual National Curriculum, which nowadays points towards and considers mostly the grammatical aspect of the language, as if only acquiring grammatical structures were enough to maintain real communication with other people. Also, the National Curriculum leaves aside other aspects of the English language, such as reading and listening comprehension, oral production, and writing skills in-depth, which automatically causes learners to not be able to fully understand or develop them as a group of skills, and this, in turn, implies that teachers cannot expand and cover more aspects as they are not considered relevant within the English program and the National Curriculum, the root of the whole system.

Taking into account the previously mentioned idea, as English teachers, we believe that literature, itself, is a fundamental mechanism that is possible to work with, and it should be gradually incorporated inside classrooms as soon as possible. In this way, it can be used as

a beneficial source of knowledge and as a necessary resource for the appropriate acquisition and learning of a second language.

Through our role as educators, we aspire to have the opportunity of making changes that reflect our interest in including different methods and approaches that allow us to enclose and incorporate the various branches of the English language. In this way, the learners' processes of acquisition and learning, in terms of a second language, can be developed in an integral rather than isolated way, giving priority and dedication to all aspects and skills that the language contains.

We cannot continue enduring the idea of English being a secondary subject, which has little to no real influence on the learners aside from those who enjoy this class. English is as important as mathematics for the students' integral development since knowing a language truly opens you to a new world of possibilities for seeing and understanding things, as plenty of authors mentioned in this research have highlighted and remarked. Therefore, we aim to enable pupils to develop themselves in all their capacities through the acquisition of English and, above all, to encourage and expand their perception and vision of the world, becoming active agents of their knowledge and their personal and intellectual development, as well as being constant participants in the changes of the society they are immersed in.

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## **Appendices**

### **Appendix A: Learners' questionnaire sample**

1. ¿Desde qué curso has tenido Inglés?
2. Desde que empezaste a aprender Inglés, ¿sientes que has progresado desde el punto de inicio hasta ahora? ¿De qué manera?
3. Según tu punto de vista, ¿crees que hay alguna influencia de la cultura Inglesa al momento de aprender el idioma? ¿Cuál(es)?
4. Fuera del colegio, ¿utilizas medios en Inglés para tu entretenimiento? Por ejemplo, ver películas y series, escuchar música o podcasts. De no ser así, ¿tienes algún otro pasatiempo que involucre este idioma? ¿Existen situaciones, dentro de tu vida diaria, en donde utilices el Inglés? Como por ejemplo cuando compras un producto y tienes que leer la etiqueta que está en este idioma en particular. ¿Sientes que el Inglés es una limitante para desarrollar tales actividades?
5. ¿Crees que este contenido ha influido o te ha motivado en tu aprendizaje del Inglés? Si la respuesta es sí, ¿en qué aspectos?
6. ¿Cómo utilizan las obras literarias para practicar la comprensión de lectura en las clases de Lenguaje? ¿Consideras que la manera en la cual se utilizan obras literarias es realmente eficaz para fomentar y desarrollar la comprensión lectora en tu idioma nativo?
7. En relación a las obras literarias en Inglés, ¿cómo consideras tú que estas podrían ser utilizadas como fuente directa para aprender y adquirir el idioma?
8. ¿Consideras que el saber Inglés ha intervenido en tu percepción de la sociedad Chilena? ¿Por qué?

### **Appendix B: Teachers' questionnaire sample**

1. ¿Existe un vínculo entre la enseñanza del Inglés y el uso de distintos recursos provenientes de los países anglo parlantes? ¿Cuáles? ¿Cuáles utiliza usted?

2. En su opinión, ¿de qué manera el contenido multimedia impulsa o promueve la adquisición del Inglés? ¿Qué tipo de multimedia prefiere usar dentro de sus clases?
3. En sus años de aprendizaje, ¿existió algún tipo de influencia proveniente de la cultura Inglesa al momento de aprender el idioma?
4. De acuerdo al nivel de inglés que sus estudiantes han manejado durante sus años de docencia, ¿cree usted que es apropiado emplear obras literarias con un nivel de complejidad adecuado al nivel de inglés de los estudiantes?
5. ¿Cuál es la contribución de la literatura inglesa que usted puede identificar en la enseñanza de este idioma?
6. ¿Le parece que la literatura, en términos generales, ha influido o influye en nuestro desarrollo o crecimiento como seres humanos y a su vez en la conformación de las sociedades?
7. Con respecto a la pregunta anterior y según su punto de vista, ¿cree que la literatura inglesa ha tenido algún impacto o repercusión en la sociedad Chilena durante el transcurso del tiempo? ¿De qué forma? ¿Este pensamiento interviene en la manera en que usted desarrolla la asignatura de Inglés actualmente?
8. En su opinión, y considerando la desigualdad socioeconómica y social del país y, por ende, el acceso a la educación y a la formación en un segundo idioma, ¿cree usted que la literatura podría convertirse en un medio de acercamiento de los estudiantes al conocimiento, y/o que podría contribuir a una reducción de la amplia brecha social?