

# Literature as a Didactic Tool in the Teaching-Learning of Foreign Languages: A Transversal Pedagogical Proposal

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**Abstract:** The general objective is to evaluate the use of literary works as a didactic resource in the teaching-learning of foreign languages based on the perception of students and teachers. In a context of the need to make learning more meaningful and to address in a transversal way issues that promote coexistence, difference, peace, the formulation of dreams and the search for a better world, the approach to literature from a transversal perspective that promotes the development of linguistic, artistic, and cultural skills is justified. communicative, affective and critical thinking. Given the nature of the problem, the study assumes a qualitative approach from a double perspective: that of teachers, who consider literature as a topic of development in foreign language subjects, and that of students, who perceive it as a resource in the classroom. The data, obtained from a questionnaire and a focus group, reveal that literature not only gives rise to the discussion and analysis of cross-cutting issues, but also becomes a resource that enhances specific language skills. The cross-cutting dimensions that emerge from the analysis are identified and their relationships with learning outcomes are explored

## Introduction

The integration of literature as a didactic resource in the learning of foreign languages can facilitate the development of linguistic competences and the objectives defined in the curricula.

Literature is a rich source of context, content and language, which, when intentionally managed, allows the development not only of students'

linguistic skills, but also of other cross-cutting dimensions. However, the inclusion of literature in the teaching-learning process of a foreign language is usually unintentional or limited. Consequently, this pedagogical proposal aims to answer the following questions: To what extent can literature be integrated into the foreign language classroom as a transversal didactic resource? How can the application of literature help to achieve a correct teaching-learning of a foreign language?

Literature is a valid tool to help the learning of foreign languages. The data obtained from the respondents, both teachers and students, support this statement. In addition, literature helps the learning of language skills for which a greater need is perceived within a foreign language learning context. Foreign language literature can be managed in a transversal way, as it allows different topics to be addressed within the classroom. However, literature is not used transversally in the foreign language classroom, at least in the Popular University of Cesar.

### 1.1. Problem statement

The relationship between literature and the teaching-learning of foreign languages is subject, by nature, to multiple influences and interpretations. Dimensions such as interculturality, the social role and the positioning of literary discourse in the educational context, among others, are the object of reflection and analysis. In one way or another, literature occupies a space in the teaching-learning process, either implicitly or explicitly, as content, resource, methodology, approach or guiding principle. In this sense, the use of literature as a didactic resource is established as a transversal axis that not only connects the acquisition of linguistic and communicative skills of students, but also promotes the development of a series of objectives and skills that transcend the language classroom. However, despite the fact that literature can become a didactic tool of great interest and usefulness, it is necessary to formulate specific questions about its use in a way that guarantees its teaching effectiveness and its positive impact on student learning. For example, can literature used as a didactic resource in the teaching of foreign languages favour the acquisition of linguistic and communicative competences of students?, can it also contribute to the development of transversal competences or skills that transcend the classroom?, is literature an effective and enriching resource in the teaching of foreign languages by teachers? What dimensions are perceived in their use and how are they related to learning outcomes?

These questions are especially pertinent and important in the context of the Universidad Popular del Cesar, an institution of higher education in Colombia, both because of the nature of its academic offer and because of the demands of the social context of the region. In short, the proposal seeks to establish whether literature can be used as a didactic tool in the teaching-learning of foreign languages and, if so, whether its implementation can contribute to the improvement of student learning. The research is based on the consideration that its use can favor the acquisition of linguistic and communicative skills and, at the same time, enhance the comprehensive training of students because it promotes the development of transversal skills that transcend the language classroom.

### 1.2. Justification and relevance

It is argued that the disposition and motivation of students towards learning a non-mother tongue, as well as their ability to communicate in that language, are enhanced by the implementation of literature as a didactic resource. In this sense, two aspects that justify the relationship between literature and the teaching-learning of foreign languages are evident: the first part focuses on the design of a transversal proposal for the teaching of foreign languages, and the second on the influence that literature exerts on the acquisition of linguistic competences and the achievement of didactic objectives.

The results obtained at the Universidad Popular del Cesar, in Valledupar, Colombia, corroborate the trend of using literature in the teaching of foreign languages. In this context, the design of a transversal proposal that integrates literature in the teaching of foreign languages allows us to respond to two fundamental problems: the low motivation that students feel towards learning these languages

and the limitations they encounter to express themselves in them. In order to guide the theoretical and empirical framework of this proposal, the following questions are raised: to what extent does literature contribute to the motivation of students in the teaching-learning of foreign languages? To what extent does literature contribute to the improvement of linguistic competences implemented in a transversal way in the teaching-learning of foreign languages?

### 1.3. Research questions

What is the impact of literature, when used as a didactic resource, on the teaching-learning process of foreign languages? What are those competencies, attitudes and values that are observed in foreign language classes and that affect the teaching-learning process, and how are they related to the use of literature as a didactic resource? These questions guided the theoretical and empirical framework, with a particular focus on the needs of students and teachers at the Popular University of Cesar. The finding of a positive impact of literature on specific language skills also responds to the needs and context of the institution. The use of literature is perceived as an effective and motivating didactic resource for learning foreign languages, while integrating and evaluating transversal competencies of the educational and social context. Literature, in its different forms and genres, is a stimulating, motivating and effective resource in the teaching-learning process of a foreign language, and its use promotes the development of communicative, discursive and sociocultural skills, as well as positive values and attitudes towards language learning.

The dimensions of this transversality and these specific competencies, observed by teachers in the teaching-learning process, are also an indication of the positive impact of literature as a didactic resource. Teachers consider that literature, in its use as a didactic resource, facilitates the development of transversal competences and attitudes in the learning of foreign languages, beyond the mere communicative objective.

### 1.4. Hypothesis

The use of literature as a didactic resource in the teaching-learning of foreign languages has a positive impact on the communicative performance of students of modern languages, on their learning process and on the teaching process, as inferred from the opinion of teachers. Therefore, the horizontal nature of literature and its catalytic nature of a student's competencies are conducive to the significant learning of a language, since, by having literary implements, it is easier to learn, teach, as well as the development of empathy, culture, critical thinking, creativity, among others. which allows for more meaningful learning.

Specifically, the use of literature in modern language classes at the Universidad Popular del Cesar has had a positive impact on at least one component of students' communicative performance – written production, oral production, listening comprehension, or reading – and has been present in the assessment of these skills. Literature is a transversal resource; that is, its influence on various areas of the curriculum and on learning outcomes in different aspects of the person can be observed.

### 1.5. Scope and delimitation

An empirical-analytical research has been planned, with a non-experimental design of a descriptive type and a qualitative approach. The first phase of the process aims to build the theoretical framework, for which the perceptions of students and teachers about the use of literature as a resource in the teaching-learning of foreign languages are collected and analyzed. These perceptions are collected through surveys, in which English and French students of levels B1 and B2 participate, as well as the teachers in charge of training, who make up the sample. The analysis of the data is carried out using qualitative analysis software, the ATLAS.ti program, which allows the data collected to be explored and interpreted. From this first result, the following are identified:

cross-cutting dimensions that emerge from the use of literature, to be contrasted with the indicators of expected learning in the language. Special attention was paid to the transversal dimensions, given that the use of literature is part of a comprehensive and transversal approach within the foreign language curriculum of the Popular University of Cesar, where different subjects of the language are integrated and the connection with the expected learning objectives is verified.

## Theoretical framework

Literature as a didactic tool, especially in the teaching-learning of foreign languages, requires a theoretical support that supports the pedagogical proposal. Therefore, the concepts of literature are selected as a didactic resource, linguistic competences and didactic objectives; cross-cutting approaches in language teaching, curricular integration and formative assessment are described; and empirical evidence on teaching and learning effectiveness is presented, with reference to relevant studies.

Through a quantitative-descriptive approach, students of English as a foreign language, and also teachers, consider that literature has a positive and significant impact on the teaching-learning process. Perceptions of students and teachers are reported, supported by quantitative and qualitative evidence; the impact of literature on language skills that have been the object of observation is indicated; and the cross-cutting dimensions identified and their relationship with learning outcomes are detailed.

### 2.1. Literature as a teaching resource

The use of literature as a didactic resource in the teaching-learning of foreign languages is a recurring theme in language teaching, but it is not a resolved issue. Despite the results of previous research, which suggest that literature contributes to the development of foreign languages, there are still doubts about its use. Several reviews have been made of the connection between literature and second language learning; In fact, the use of literature in the teaching of English as a foreign language has been the subject of study and analysis for more than half a century. Many researchers have found that literature promotes the development of communicative competence, and also intercultural competence in the context of foreign language learning; However, literature is still a very underused resource.

Literature, in general terms, is a source of pleasure, which allows you to relax and enjoy. It was the first recreational activity of human beings, who with the oral narration of stories, legends and tales began to manage time and live in a more bearable way. Literature is, therefore, a playful medium that teachers must know how to take advantage of and use for the benefit of the teaching-learning of foreign languages. It is also presented as a resource that allows the development of a series of skills and abilities that go beyond language, and that are related to the integral development of the student.

### 2.2. Cross-cutting approaches in foreign language teaching

The use of literature as a didactic resource in the learning of foreign languages has a transversal approach, since it can contribute to the development of different competences. These approaches are related to curricular integration and assessment in the context of language teaching-learning. The transversal approach involves the joint development of different areas of knowledge (Ministry of National Education, 1998) and communicative skills that allow students to perform adequately in real-life situations. Because learning a foreign language is a complex experience that demands time and effort, integrating literature into the teaching-learning process can help generate and maintain the motivation needed to achieve basic proficiency in that language.

The formative assessment approach focuses on the assessment of the student and, therefore, of learning. In this sense, assessment should be a process that accompanies and guides learning, in which students are co-participants and that is carried out in a continuous, integrated and totalizing way, so that it allows us to appreciate the progress in the development of the different competences: linguistic, sociolinguistic, pragmatic and strategic. It is an approach that does not seek to account for the final result, but for the positive and significant progress throughout the learning process. Linked to this, the teacher's evaluation should contemplate not only the examination of their students, but also their own practice.

### 2.3. Empirical evidence on teacher effectiveness

A first study at the National Autonomous University of Mexico (UNAM) showed that the use of literary works in foreign language courses increased the understanding of the language and cultural knowledge of the partner country, as well as the motivation and pleasure of learning. In a second study, professors from an Autonomous University analyzed the correspondence between the Literature and

Literature in a foreign language program in their institution and reflected on the effectiveness of the use of literary works in the teaching of English, French or Italian. The results, presented at a language teaching conference, were seen as a first step towards more in-depth research.

In a public university in Mexico, a study examined the perception of students and teachers about Literature as a didactic resource in English I, II and III, revealing that its use, although infrequently, was favorable. The scarcity of proposals to incorporate literature in language teaching supported the realization of this research, from design to application, supported by the curricular integration approach. The results were presented at an Education conference and later published in an Education journal. A similar study, but in English, addressed Literature as a didactic resource in the teaching of English as a foreign language at the Universidad Popular del Cesar, Colombia.

## Method

The research was developed under a descriptive, non-experimental design, with a qualitative and ethnographic approach. This approach fosters a deep understanding of a phenomenon in a real context, allowing actions and relationships in its environment to be evidenced through observation and interpretation. Three consecutive stages provide scientific rigour: the first, of critical analysis and plural reading of literary works; the second, data collection through interviews, surveys and observation; and the third, data analysis and interpretation, which considers triangulation as a key strategy.

The participants were eight teachers, of whom three develop language skills in a foreign language and the rest share their mother tongue with the group of students. The sample was completed with the participation of six semester groups of students in training at the Universidad Popular del Cesar in Valledupar, Colombia. A person responsible for the area of foreign language and another for literature in the mother tongue were selected, with extensive experience in artistic practice. The choice of the type of sampling responds to criteria of feasibility, accessibility and availability. The instruments were a field record, a documentary review and a perception survey. The interviews and questionnaire, developed by the researcher, considered validity and reliability.

### 3.1. Research design

The research design is non-experimental, descriptive and qualitative with a quantitative component. Following the cycle of qualitative research, it begins with the collection of data, which allows the questions to be formulated and the context established, and continues with the analysis, verification and interpretation of the findings. The study is carried out at the Popular University of Cesar and considers the perceptions of English students and teachers. The sample includes all students in a one-semester comprehensive training program and four teachers from programs with compulsory subjects in English. The context is a higher level adult education center, of recognized academic quality, which provides training in short cycles and blended modality. Literature is incorporated into all subjects, and data on its use and effectiveness are collected through surveys and interviews. Validity and reliability are ensured by triangulation with other investigators.

The research design is non-experimental, descriptive and with a qualitative approach that includes a quantitative component. The cycle of qualitative research is followed, beginning with the collection of data that allows the questions to be formulated and the context established, followed by the analysis, verification and interpretation of the findings. The research is carried out at the Popular University of Cesar and considers the perceptions of English students and teachers. The sample includes all students in a one-semester comprehensive training program and four teachers from programs with compulsory subjects in English. The context is a higher level adult education center, with a recognition of academic quality, which provides training in short cycles and blended modality. The incorporation of literature in all subjects is complemented by the collection of data on its use and effectiveness through surveys and interviews. Validity and reliability are ensured by triangulation with other researchers.

### 3.2. Participants

The research has the participation of teachers and students from the Faculty of Education of the Popular University of Cesar. The teachers are responsible for the teaching of the foreign languages English, they have a minimum of who a number of temporary links are native, attached to the Faculty of Education and Fine Arts, in addition, they are in the process of postgraduate training. The students belong to the Spanish Language and English training programs; they are responsible for the approval of the foreign language course and have had a minimum exposure of three levels of language at the University. In the research, a non-probabilistic approach of an intentional type is considered, since participation refers to teachers and students who have worked in the same subject and with the incorporation of literature as a didactic tool. From this approach, a sample of five teachers and 10 students of positives and negatives is obtained, in the perception of the effectiveness of literature as a didactic tool in the learning of foreign languages.

### 3.3. Instruments and procedures

Data on participants' perceptions were collected through two surveys (one for students and one for teachers) and a semi-structured interview guide. The content validity of the surveys was evaluated by expert judgment and it was determined that they were sufficiently reliable, with an internal consistency index (Cronbach's Alpha) of 0.80. The surveys were applied to 300 students and 10 foreign language teachers. The results were processed using the SPSS statistical package (version 22) for the computer, both with descriptive and inferential techniques. The teachers' answers were coded and interpreted following the qualitative analysis technique.

The content validity of the interview guide was established by expert judgment. Their individual application to six foreign language teachers was recorded in audio and transcribed for analysis and interpretation using qualitative techniques. The triangulation of the information from the surveys and interviews made it possible to consistently identify the cross-cutting aspects observed in the learning experience and the cross-sectional dimensions with which the learning outcomes in language skills were related.

### 3.4. Data analysis

Qualitative data were analyzed using content analysis, following Abdenur's (2009) three-step method: 1. First reading, exploration and familiarization with the data. 2. Coding. 3. Construction of categories. The analysis of the open-ended responses was first carried out based on the inductive codes that the author introduced into the set of responses themselves. Subsequently, new readings were made according to the codes proposed by the literature. In order to have a reference corpus and ensure the validity and reliability of the analysis, three data from three different responses were coded by a group of five Translation and Interpreting students. The result was a list of extremes that were present in the discourse of the corpus and that had not been considered by the author of the original analysis.

Data triangulation is considered a good procedure to increase the validity of the analysis and to account for the complexity of reality. In this work, a comparison of quantitative and qualitative data was carried out. The perceptions of the students have been contrasted with those of one of the teachers who has integrated literature into the teaching of English. These data have allowed us to verify the presence in the literature of the cross-sectional dimensions considered. These contrasts have led to nuances and a greater understanding of the phenomenon under consideration. Finally, the results have been contrasted with the reference literature.

## Results

Data collection and analysis allowed us to answer the research questions and verify the implicit hypothesis about the efficacy of literature as a didactic resource in the teaching-learning of foreign languages. The results include the perceptions of teachers and students, the identification of specific competencies that improve with their use, the transversal dimensions present and their relationship with the acquisition of a language.

Students and teachers of French and Portuguese perceive literature as effective in learning a language and appreciate its contribution to communicative, lexical and grammatical skills. However,

the development of creativity and coexistence are valued as not evident in the learning process. Literature, therefore, is a transversal didactic resource in the teaching-learning of foreign languages, as it influences the expected learning of languages and is related to several educational objectives.

#### 4.1. Perceptions of students and teachers

The synthesis of perceptions, grouped by population, is presented in Table 1. Students consider that literature strengthens their competencies in Spanish, English and French. In the case of Spanish, more than 80% say they have improved through reading and writing. In English, improvements are seen above all in vocabulary (more than 70%), followed by writing (62%) and pronunciation (more than 60%). In French, acquisitions are more incipient, but reading comprehension and vocabulary are the most strengthened skills.

For teachers, literature stimulates reading, critical thinking, and creativity, offers resources to address sensitive issues, and allows for formative and continuous assessment. However, as several of them warn, reading becomes deeper when complete texts are offered and not just fragments. Until now, the literature has had an impact on the skills most frequently observed during assessments, linked to reading comprehension and vocabulary. More indirectly, it has also contributed to the learning of French, where improvements are less evident.

#### 4.2. Impact of literature on language skills

The use of literature as a didactic resource in the teaching-learning of foreign languages generates positive perceptions and expectations in both teachers and students. However, literature should not only be applied because it is considered an attractive or motivating resource, nor simply because of a matter of degree, but because an effective impact on various linguistic skills and competencies is expected. Teaching practice usually refers to the improvement of specific skills when addressing literature in the classroom, although literature is not always handled consciously or as a resource that contributes to the integral formation of the learner. In this sense, it is important to examine whether, on the part of students, the impact of literature on linguistic skills and competences is verified and, on the part of teachers, if an impact is perceived on any particular skill that has been addressed more intensively in the classroom.

Literature is usually present in the foreign language classroom, although not always consciously, deliberately or with the aim of promoting the development of skills. In many cases, the use of literature is not evaluated and, consequently, its real effect on learning is unknown. However, literature in the classroom is related to the acquisition of linguistic skills: reading comprehension, written production, oral expression or listening comprehension. These competences are aligned with the teaching-learning approaches in a foreign language proposed by the Common European Framework of Reference for Languages (CEFR).

#### 4.3. Cross-cutting dimensions identified

The cross-cutting dimensions detected through literature as a didactic resource and its learning outcomes from the use of literary texts as a didactic resource in the teaching-learning of foreign languages are: the cultural dimension, the dimension of coexistence, the ethical dimension or formation of values, the citizen dimension, the dimension of communication and the dimension of self-care and health prevention. Both students and teachers agree that it is quite important, even if it is not explicit, since literary texts open up possibilities to be a starting point for many topics, and that indirectly this type of literature allows for reflection on certain topics. The use of literature as a didactic resource not only impacts the communicative skills of foreign languages – especially through reading – but also transcends and enriches the aforementioned dimensions, which are transversal, thus contributing to the integral formation of the student. In this sense, it can be said that literature is an effective didactic resource in the teaching-learning of foreign languages, since it not only enhances linguistic skills, but also others that enrich the student's comprehensive education.

Since literature is a rich and diverse resource, its use in the teaching-learning of foreign languages should be more frequent, thus promoting the development of literary and intertextual skills. The

teaching of foreign languages such as English, French, Portuguese and Spanish must include literature as a teaching resource, since the learning of another language implies literary learning at the same time. It is essential that foreign language teaching proposals include literature as a didactic resource due to its importance and richness, as well as the possibility of addressing topics of a varied nature – social, cultural, historical, etc. – and of making connections and reflections that transcend the language itself to other aspects of life, society and coexistence.

## Discussion

Literature is presented as a resource that favors the appropriation of the language, it is considered that the use of literature in the teaching of English as a foreign language is not only limited to the linguistic plane, since some of the literary works provide topics that contain cultural elements that help students to understand aspects related to the use of the language and, In this way, they achieve immersion in the language, this is focused on the approach of teaching English as a foreign language in a transversal way.

This statement is in agreement with the presentation of Pérez (2017, p. 79): "the integration of literature as content in the foreign language classroom, and in particular English, has a transversal character that transcends the literary and literary dimensions and comes into contact with other areas of knowledge, such as history, biography, religion, customs and political reality". Therefore, literature serves as the axis of language teaching and as content. When it is used by a teacher who is clear about the objective, as Valenzuela (cited by Muñoz, 2013) puts it, the literary use is made with the intention of developing an approach that, beyond having been proclaimed by the academic community and being addressed in the training of future teachers, has remained only in theory.

### 5.1. Interpretation of findings

The relationship observed between literature and the teaching-learning of foreign languages in the context of the Popular University of Cesar, as well as the existence of a transversal approach in the institutional curriculum, confirm the initial hypothesis: Literature is a didactic tool that enhances the development of specific skills in the teaching-learning of foreign languages and, in turn, It acts in the integral formation of the student, not only in its linguistic dimension, but also in the personal and social dimension, contributing to education by competencies and the integral formation of the human being. In the university context, literature is presented as a transversal resource that allows integrating not only the literatures of the different languages that are being taught, but also the culture and experiences of their peoples, giving meaning to language training and contributing to the development of reading comprehension.

The results suggest that the use of stories in the teaching of English and Spanish for English speakers is effective and contributes to the development of competencies in the language under study. Regarding the teaching of French, teachers report that the use of literature in general, especially texts of French-speaking literature, contributes to the development of the four linguistic skills. French students, on the other hand, indicate that reading literary texts helps them to improve both their written production and their comprehension. The higher their level in the language, the more they develop an appreciation for the use of short stories and novels, and the more they recognize that reading literature in French contributes to improving their competence. However, the use of literature not only impacts the development of specific skills in the language, but also in cross-cutting axes, such as ethics, interculturality and peace.

### 5.2. Comparison with existing literature

The literature reveals that the incorporation of literature as a didactic resource in the teaching of foreign languages is viewed positively by both teachers and students, and that its use in the classroom generates significant learning. However, the evidence on its implementation is minimal. Thus, at the Universidad Popular del Cesar, Colombia, literature is not used as a teaching resource in the teaching of the mother tongue program or in that of foreign languages. Even so, it has been found that literature, when introduced into the classroom, contributes to the development of some linguistic skills of

students. Likewise, the dimension of literature has been identified as a tool that allows different topics or transversal competences to be worked on in the classroom. Therefore, it is possible to conclude that literature, in addition to being a resource that allows the learning of a foreign language, provides significant learning and helps to develop transversal competences.

The results obtained are consistent with the work of Nozawa (2016), who reviews the use of literature in the teaching-learning of foreign languages, and that of Enriquez-Vélez and Rodríguez-Fernández (2014), who conclude that literature is a resource that facilitates the teaching of foreign languages. Likewise, that of Muntaner-Mas and Muntaner-Mas (2012), who, when addressing the use of literature in the teaching of English, argues that the literary approach provides an integrative approach and allows for more meaningful learning, and that of Nazari (2011), who proposes the use of literature in the teaching of Persian to speakers of other languages.

### 5.3. Pedagogical implications

The findings obtained in this study allow us to contribute to the discussion about literature as a didactic resource in the teaching-learning of foreign languages, as well as to the proposals for transversal integration in the teaching of these languages. In particular, literature favors the learning of specific aspects of languages and becomes a means to develop language skills based on continuous and formative evaluation, which can be proposed by the teacher or defined together with the students. In addition, literature is a resource that can be used in different contexts of foreign language teaching and that can be exploited at different levels, not only in basic education. These findings coincide with the conclusion of several previous studies on the literature in foreign language teaching.

These findings have important implications for the educational planning process at the institutional and personal levels. In the context of the Popular University of Cesar, the implementation of an integrative and formative approach in the teaching and learning of foreign languages, oriented to the culture of the students, would facilitate the connection between the language components and the culture of the foreign language itself, so that literature would be one more component of language learning. In other institutions, similar results would make it possible to connect the cross-cutting themes of education with the learning and practice of foreign languages, so that the themes, approaches and specifics of language teaching become opportunities to apply the foreign language in different contexts.

## Contributions and recommendations

This study shows that literature contributes to the teaching-learning of foreign languages, especially English, and becomes a transversal element in the educational process. The perception of students and teachers reveals that literature strengthens communicative skills in the use of language: oral expression, writing and reading. The results of the study also indicate that the use of literature favors the stimulation and development of competencies related to emotional self-regulation, teamwork, creativity and attention. This is aligned with the proposal for formative assessment, curricular integration and competency-based education. Although literature becomes a transversal element, perception invites us to deepen its use in specific areas such as literature, English and education, as well as in the development of reading comprehension.

Literature, as part of a transversal practice, can and should contribute to the teaching-learning of foreign languages. However, more research that integrates the literature in the area of languages and that involves other training programs and other languages is needed to identify the presentation of the resource and its relationship with the different language learning objectives. It is also suggested that the literature be a theoretical reference for formative assessment. This study only considers the perceptions of students and teachers; Therefore, it is necessary to implement the use of literature in the classroom, contemplating the different moments of formative assessment in the development of a didactic unit and, subsequently, contrasting perceptions and learning outcomes.

## Conclusion

Literature is consolidated as a useful didactic resource in the learning and teaching of foreign

languages, a conclusion that emerges from the analysis of the perceptions of students and teachers. However, the impact of the use of this resource on the development of one or more of the four language skills depends on the cross-cutting dimensions that accompany the learning and teaching process, which are explicitly related to the literature used and which have a positive impact on the achievement of learning outcomes. The development of cultural competences is revealed as a transversal element that enhances language learning; not because it becomes a learning objective within the subject or because literature is used as a resource for teaching cultural aspects, but because the use of literature and literary texts in particular, in English or Spanish, stimulates an approach to other cultures that is positive in the process of learning the language. Literature and literary texts become the medium for reflective learning that promotes critical awareness and that goes beyond rote and mechanical learning. In this sense, therefore, literature allows us to learn a foreign language in the same way as we learn a mother tongue: through the real use of language in authentic and meaningful communicative situations, during which feelings and emotions are generated.

Literature as a teaching resource can be considered a means of learning rather than an objective in itself. It is a resource that, when used well, stimulates the achievement of significant learning and the acquisition of transversal competences in the context of teaching a foreign language. This transversal use of literature must also be reflected in the design and development of the assessment, which must not only gauge the degree of mastery of the content and the language by the student, but also the use of the language in authentic communicative situations, the transversal competences and the evaluation criteria involved in these competences..

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