IMPROVING STUDENTS' LANGUAGE PROFICIENCY VIA LITERATURE IN THE EFL CLASSROOM

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English is the language of the world, which has existed until the most ancient times to this day, called the most controversial. And this case has its flaws that are suitable for every person, for every level of conditions. English in any view is multifaceted and crucial. It serves as a global lingua, enabling communication and collaboration across borders. Additionally, it provides access to a wealth of information and resources, as much of the world's knowledge is available in English. English proficiency also enhances opportunities for higher education, employment, and participation in the global economy. Moreover, it fosters critical thinking, creativity, and cultural exchange, preparing students for success in an interconnected world.

Recall that there are also settings where the language is available to be dominant officially, while somewhere it is a secondary language. Looking for examples, we can immediately say that countries such as Australia or the USA compensate for English at the dominant level, since their history from their colonization is closely related to those stories on history. We can also count on other countries where there is a great demand for English and the choice where immigrants and students fall on this. It is somewhere in the USA, Canada, Australia, and New Zealand as well as other countries where English is a subject of high importance. Such countries learn a language often referred to as ESL, and it teaches TESL. And some countries such as Egypt, Kazakhstan, Venezuela, and Saudi Arabia the language is referred to as EFL, and the teaching is TEFL. It makes sense because

English is the primary language of international communication in various fields such as science, technology, business, and diplomacy. Its prominence enables individuals from diverse linguistic backgrounds to exchange ideas, collaborate on projects, and engage in cross-cultural dialogue. In this case, TEFL frequently relies on theories of language acquisition to design effective lesson plans and teaching strategies tailored to the needs and proficiency levels of their students. In the context of enhancing students' language proficiency through literature in the English as a Foreign Language (EFL) classroom, it is imperative to align with evolving educational paradigms. The renewed content of English language educational programs emphasizes the application of knowledge, emphasizing not just memorization but engaging in meaningful activities. This approach is essential for preparing students to address both educational and everyday challenges, aligning with the societal requirements for highly educated individuals capable of solving complex issues.

Understanding theories such as communicative language teaching or the input hypothesis helps instructors create immersive learning environments that promote language acquisition. TEFL intersects with literature in several meaningful ways, enriching language learning experiences and fostering a deeper understanding of both language and culture. The use of literature in EFL classrooms encompasses a wide range of purposes and benefits across various domains, including education, entertainment, cultural preservation, and personal enrichment. Literature serves as a valuable educational tool across academic disciplines, from language arts and literature classes to history, social studies, and even science. Analyzing literary works helps students develop critical thinking skills, enhance their reading comprehension abilities, and deepen their understanding of complex themes and human experiences. Literature preserves and conveys cultural heritage, traditions, values, and historical perspectives from different societies and periods. By studying literary texts, readers gain insights into the customs, beliefs, and social dynamics of diverse cultures, contributing to cultural preservation and intergenerational transmission of knowledge. According to Kramsch [4,3], learners can become actively involved in creating

meaning through the effective utilization of communicative language approaches. The conversational aspect of literary texts can significantly facilitate this engagement.

The theoretical framework comprises concepts and scholarly references relevant to the dissertation topic, demonstrating a thorough understanding of the subject matter and its broader academic context [R.Rogers, 5,1708]. Moreover, the framework facilitates comprehension of ideas and variables through defined definitions, while also contributing to the generation of new knowledge by validating or challenging theoretical assumptions [A.Andersson &A.Grönlund, 2,1-16]. Literature fosters empathy and understanding by immersing readers in the lives, emotions, and perspectives of fictional characters or real-life individuals portrayed in biographies and memoirs. Literature serves as a platform for social commentary, critique, and exploration of contemporary issues and societal challenges. Indeed, not only S.Krashen[3,120], but other renowned educators and language experts also emphasize the critical role of selecting appropriate texts in language instruction. Authors use their literary works to address themes such as inequality, injustice, prejudice, and political oppression, prompting readers to reflect on social dynamics and advocate for positive change. Furthermore, reading enhances cognitive skills, as supported by Agustín Llach [1,8] and K.Swaffar and K.Arens, who advocate for the use of literary texts to cultivate strong readers with advanced cognitive abilities, enabling learners to effectively tackle real-world challenges in society.

There is one story related to reading literature. One day I asked a student about literature and how he feels about reading, whether he reads in English in his spare time. Then he replied that he was reading, but due to a lack of knowledge about some dictionaries, understanding texts is very difficult. Therefore, he said that he would read it again in Russian or in the Kazakh language. From this, we understand only one whole aspiration of the students. He reads books in English and his goal is to understand the meaning. Although it is difficult, the student tries to read. From the words «I prefer to read in Kazakh and Russian» it may seem that the students have no mood or little effect from reading in English. However, his goal is already decided in

state. He is going to understand the meaning and it brings a lot of work. At this moment, the students' brains are brainstormed and thinking critically and at ease. A word or context that he does not understand gradually turns into an idea, while at the same time developing logic.

Despite the initial challenges faced by the student in understanding English texts, his determination to persevere and comprehend the meaning highlights a commendable attitude towards reading literature. The student's decision to resort to reading in Russian or Kazakh when encountering difficulties demonstrates resourcefulness rather than a lack of motivation. It indicates a willingness to engage with the text through alternative means to grasp its essence. Moreover, the student's commitment to understanding the meaning of English literature reflects a deeper desire for knowledge and intellectual growth. By persisting through linguistic barriers and actively seeking comprehension, the student engages in a process of cognitive development and critical thinking. Each encounter with unfamiliar words or contexts becomes an opportunity for learning and expansion of understanding. Additionally, the student's willingness to engage with literature in multiple languages underscores the importance of cultural and linguistic diversity in education. While English may present challenges, the student's ability to draw upon their native languages as resources for understanding demonstrates the interconnectedness of language learning and cultural identity. In essence, the student's approach to reading literature in English exemplifies resilience, determination, and a thirst for knowledge.

To sum up, by incorporating these literature-based techniques into language instruction, educators can effectively enhance students' reading skills, promote deeper engagement with texts, and foster a lifelong appreciation for literature and language learning. Understanding theories such as communicative language teaching or the input hypothesis helps instructors create immersive learning environments that promote language acquisition. TEFL intersects with literature in several meaningful ways, enriching language learning experiences and fostering a deeper understanding of both language and culture. The use of literature in EFL classrooms encompasses a

wide range of purposes and benefits across various domains, including education, entertainment, cultural preservation, and personal enrichment. Literature serves as a valuable educational tool across academic disciplines, from language arts and literature classes to history, social studies, and even science. Analyzing literary works helps students develop critical thinking skills, enhance their reading comprehension abilities, and deepen their understanding of complex themes and human experiences.

Literature

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