

ENHANCING LANGUAGE PROFICIENCY THROUGH LITERATURE: THE ROLE OF SHORT STORIES IN TEACHING ENGLISH TO NON- NATIVE SPEAKERS

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Abstract

This study investigates the role of Francis Bacon's essays—Of Studies, Of Truth, and Of Friendship—in enhancing the English language proficiency of non-native learners. The research was conducted with 100 undergraduate students enrolled in a language class, where the selected essays were integrated into a twelve-week teaching program. The study employed a qualitative design with supportive quantitative elements to explore how Bacon's writings contribute to vocabulary development, grammatical awareness, rhetorical appreciation, critical thinking, and communicative competence. Data were collected through pre- and post-language proficiency tests, classroom observations, reflective journals, and semi-structured interviews. Findings indicate that learners benefitted significantly from the exposure to academic and archaic vocabulary, which expanded their lexical range and encouraged the use of more sophisticated terms in both oral and written expression. Bacon's concise and aphoristic style provided natural models for complex grammatical structures, while his use of rhetorical devices such as metaphor, parallelism, and antithesis offered learners memorable patterns for stylistic expression. The moral and philosophical depth of the essays stimulated critical thinking, leading students to articulate and defend their own interpretations in class discussions and reflective writing. The cumulative effect of these processes was a marked improvement in communicative competence, with learners demonstrating increased confidence, fluency, and coherence in expressing abstract and analytical ideas. The study concludes that Bacon's essays can serve as effective pedagogical tools in the ESL/EFL classroom, not only enhancing linguistic proficiency but also cultivating intellectual engagement and personal growth. The results highlight the value of literature as a holistic resource in language education, capable of fostering both communicative skills and reflective thinking.

Keywords: *Bacon's essays, critical thinking, grammar and syntax, language enhancement, rhetorical devices, vocabulary development.*

Introduction

English has established itself as a global language, functioning as a medium of instruction, research, business, and intercultural communication. For non-native speakers, proficiency in English often determines access to educational advancement, professional opportunities, and participation in global networks. However, achieving competence in English is not a

straightforward process. Learners are expected to master a wide range of skills—reading comprehension, writing accuracy, listening fluency, and oral communication—while also negotiating the cultural and pragmatic dimensions of language use. Traditional methods of English language teaching, which rely heavily on drills, mechanical exercises, and controlled textbook dialogues, have provided learners with essential grammatical and lexical knowledge but often fail to sustain engagement or foster critical thinking (Sell, 2005).

The integration of literature into language learning is not merely an academic preference; it represents a shift toward learner-centered and communicative methodologies. Short stories, in particular, are increasingly recognized as an effective genre for language instruction because they combine brevity with depth. Their manageable length makes them practical for classroom use, while their thematic richness provides learners with opportunities to engage in discussions, express opinions, and critically analyze language use (Maibodi, 2008). Short stories can thus simultaneously develop language proficiency, foster creativity, and encourage intercultural understanding.

In today's multilingual classrooms, learners come from diverse cultural and linguistic backgrounds. Using short stories allows teachers to build bridges between learners' experiences and the cultural contexts embedded in the stories. This connection not only improves comprehension but also nurtures learners' motivation to participate actively in classroom activities (Suoth, Wuntu, & Rorintulus, 2023). As motivation is a decisive factor in sustaining language learning, the emotional and intellectual appeal of short stories becomes a vital pedagogical tool.

Among literary forms, short stories are particularly useful in the ELT context. Unlike novels, which require sustained reading over weeks or months, short stories can be introduced, read, and analyzed within one or two classroom sessions. This makes them practical for learners with limited time or for teachers working within strict curricular frameworks. Maibodi (2008) noted that short stories are ideal for language classrooms because their brevity prevents cognitive overload, while their narrative structure provides opportunities for discussions, role-plays, and written reflections.

Despite the recognized benefits, integrating short stories into ELT is not without challenges. Sell (2005) cautioned that some learners may find literary texts linguistically difficult or culturally unfamiliar, leading to frustration. Teachers may also lack the training or confidence to design effective literature-based activities. Furthermore, curriculum constraints and exam-oriented systems may discourage the use of literary texts in favor of more test-driven materials.

Nevertheless, these challenges can be mitigated through careful text selection, scaffolding, and creative pedagogy. Maibodi (2008) recommended selecting stories with accessible language, universal themes, and manageable length. Teachers can provide glossaries, pre-reading activities, and guided discussions to support comprehension. In this way, the challenges of literary language become opportunities for learning rather than obstacles. While considerable research has explored the role of literature in language teaching, fewer studies have focused specifically on short stories as a systematic pedagogical tool for enhancing overall language proficiency. Much of the existing work either emphasizes novels (Suoth et al., 2023) or discusses literature in general (Keshavarzi, 2012; Sell, 2005). There is still a need to examine how short stories contribute to integrated skill development—reading, writing, listening, and speaking—while also fostering motivation and intercultural competence.

This study aims to fill this gap by investigating the effectiveness of short stories in enhancing English language proficiency among non-native learners. It explores how short stories support vocabulary growth, grammatical awareness, reading fluency, writing skills, and oral communication. It also examines the role of short stories in promoting learner motivation, critical thinking, and intercultural competence. By focusing on this genre, the study highlights a practical and versatile approach to language teaching that aligns with contemporary, learner-centered pedagogies.

Literature Review

The application of literature in language instruction is not a new topic of discussion and development. The prevailing methodologies in English language teaching (ELT) focused on grammar-translation and structural exercises in the past decades and restricted the possibility of learners to work with real texts. The communicative turn in pedagogy changed with time to focus on meaning-making, interaction, and situational learning. In this paradigm, literature has been seen as an effective device since it presents the learners with genuine, diverse, and culturally engrained applications of English (Sell, 2005; Keshavarzi, 2012).

The language in literary texts is presented in the most creative, expressive and complicated forms, and learners are given a chance to work with not only with vocabulary and grammar, but also with idiomatic expressions, discourse strategies and rhetoric devices (Al-Alami, 2016). This kind of interaction promotes language ability and critical thinking. As Kachru (1986) argued, non-native literatures in English must be included in curriculum since it is an expression of world realities using English. Talib (1992) also supported the learning of non-native English literature, citing that it develops a wider world of those who learn and justifies their identity.

Among the different literary genres, short stories are especially practical for classroom application. Their brevity and focused narratives allow learners to complete them within limited instructional time, unlike novels or plays that require extended engagement. Maibodi (2008) emphasized that short stories prevent cognitive overload while still offering rich linguistic input. They present learners with manageable chunks of authentic language that integrate reading, writing, listening, and speaking skills.

Suoth, Wuntu, and Rorintulus (2023), in their systematic review, confirmed the effectiveness of literary texts in improving vocabulary, grammar, and communication skills. They concluded that while novels have depth, short stories are more adaptable to ESL/EFL contexts due to their accessibility. Moreover, short stories address universal themes such as family, identity, love, and conflict, which resonate with learners across cultural divides (Al-Alami, 2016). This universal appeal enhances motivation and fosters deeper engagement.

Importantly, short stories align with communicative and task-based methodologies. When learners retell stories, role-play characters, or predict alternative endings, they practice authentic communication in the target language. In this way, short stories bridge the gap between structural knowledge and communicative competence. ELT relates to the use of literature that is highly complex in terms of culture and identity. According to Bayyurt (2006), English as a foreign language teachers are always faced with the challenge of not overheating local culture and not exposing students to a global culture. Short stories especially those authored by non-native writers enable the learners to experience various cultural realities and give voice to themselves.

Braine (2013) emphasized that non-native teachers are important language teachers because they are seen to have some of the best insights that defy the rules of native speakers. This perspective compliments when Kachru (1986) makes the call to introduce non-native literatures in schools.

The short stories expose the learners to the varieties of English and thus normalize the plurality of English where learners gain confidence when using the language. Kramsch and Lam (2013) placed importance on the textual identity negotiation whereby they claim that meaning of learners is constructed not only by the text, but also by their cultural positions. In this regard, literature is a dialogic place where learners compare, contrast and recycle cultural experiences. Such practices foster intercultural competence, which is increasingly important in a globalized world.

Motivation has long been recognized as a decisive factor in language acquisition. Learners who are emotionally and intellectually engaged are more likely to sustain their efforts. Short stories play a significant role in enhancing motivation by presenting narratives that invite empathy, curiosity, and imagination (Al-Alami, 2016). When learners are captivated by a story, they naturally invest more attention and effort in understanding and discussing it. Khan (2015), in his study on using films in ESL classrooms, demonstrated how authentic narrative media stimulate communication skills among non-native learners. While his focus was on films, the principle extends to short stories: narrative materials motivate learners by providing meaningful contexts for interaction. Just as films allow learners to discuss characters, plotlines, and moral dilemmas, short stories offer similar opportunities, albeit in a more text-centered form.

Suoth et al. (2023) confirmed that literature-based instruction significantly improves learners' communicative competence. Storytelling, role-plays, and discussions encourage learners to practice speaking in authentic ways, while writing reflections or alternative endings develops written fluency. Thus, short stories serve as a bridge between linguistic form and communicative function. The role of non-native educators and the influence of policy in shaping ELT practices are critical to understanding the integration of literature in classrooms. Saleem and Khan (2024) explored the issue of TESOL as in transit as it is influenced by the local problems and global forces. They observed that whereas there are global trends in ELT practices that focus on the communicative methods, local environments have in many cases a problem of exam based learning and insufficient teacher training. In that case, the short stories present a flexible tool that can be adjusted to both communicative and structural requirements.

The gap between policy and practice Saleem, Batool, and Ijaz (2025) examined the application of language policies in the context of ELT institutions, which are privately run, and revealed a gap between official policy and classroom practice. Their concluding results showed that, institutional constraints are likely to deny teachers the opportunity to utilize innovative materials like literature. However, the teachers who presented short texts such as stories have mentioned increased student engagement and better participation.

The previous works by Saleem and Khan (2025) such as the gendered voices in classrooms analysis and the syntactic examination of academic discourse also demonstrate that language use is important in determining the classroom dynamics and learner identity. These insights suggest that literature-based approaches, particularly through short stories, can serve as a means of balancing linguistic instruction with critical engagement. Braine (2013) similarly emphasized that non-native educators, who share learners' cultural and linguistic backgrounds, are often better positioned to mediate between global methodologies and local realities. Their use of short stories not only aids language development but also validates learners' identities and local literatures.

Although research has acknowledged the value of literature and even of films in ELT (Khan, 2015), there remains relatively limited systematic exploration of short stories as a genre. Much of

the scholarship either generalizes literature as a whole or focuses on novels and drama. Short stories, however, represent a unique balance between accessibility and richness, making them particularly suited to contemporary classrooms where time is limited and curricula are dense. Furthermore, most studies emphasize linguistic gains such as vocabulary or grammar, while fewer address how short stories contribute to integrated skills, intercultural competence, and identity formation. The interplay between literature, language policy, and teacher agency is also underexplored, particularly in contexts like South Asia where local challenges intersect with global ELT pressures (Saleem & Khan, 2024). This review indicates a need for research that situates short stories within both pedagogical and sociocultural frameworks. By investigating their role in enhancing proficiency while fostering motivation, critical thinking, and intercultural understanding, future studies can provide practical guidance for educators and contribute to a more inclusive vision of English language teaching.

Methodology

The present study employed a qualitative design with supportive quantitative elements to examine the effectiveness of using literary texts, particularly Francis Bacon's essays, in enhancing the English language proficiency of non-native speakers. The study involved 100 undergraduate students who are taking a mandatory course in English language in a government university in Pakistan. These students were between 18 and 22 years of age and were chosen specifically because they were in the middle range of English proficiency and were a representative of the overall population of the non-native learners, who struggle to master the advanced vocabulary, critical thinking and written expression. Francis Bacon, his essays (Of Studies, Of Truth, and Of Friendship) were selected as the main teaching text because of his linguistic richness, moral profundity and brief form of writing that can be discussed and interpreted by the classroom. Pre- and post-language proficiency test, classroom observation, student reflective journals and interviews were used to collect data during a twelve-week semester. The tasks comprising part of each class session included pre-reading vocabulary activities, guided reading of the essays, interactive reading to enhance understanding and interpretation, and post-reading activities including essay writing, role-play activities, debates etc. to facilitate communicative competence. The proficiency tests data were analyzed with the help of the paired-samples t-tests to evaluate the linguistic progress, and qualitative data were thematically analyzed and included in the journals, interviews, and classroom observations, to obtain the perception of motivation, critical thinking, and cultural relevance in the learners. The ethical issues that were addressed included informed consent, voluntary participation and confidentiality during the process and triangulation of various data sources increased the validity and reliability of the results. Though the research has evidence value of the pedagogical role of literature in EFL classrooms, it is limited in terms of the sample which was only restricted to a single institution and this implies that a larger and diverse group of learners in different contexts should be used in the studies to come.

Data Analysis

The pie chart visually demonstrates the proportional contribution of five key dimensions—Vocabulary Enrichment (20%), Grammar and Syntax (25%), Rhetorical Devices (15%), Critical Thinking and Expression (20%), and Communicative Competence (20%)—to the process of language enhancement through Bacon's selected essays. These percentages are not fixed measurements but represent the relative emphasis that emerged from classroom practice, learner feedback, and thematic analysis of the data. Together, they illustrate how literature functions as a

multidimensional pedagogical tool, where different linguistic and cognitive skills overlap and reinforce one another. The essays *Of Studies*, *Of Truth*, and *Of Friendship* proved especially suitable for such analysis because they embody Bacon's characteristic aphoristic style, intellectual depth, and rhetorical elegance. The following discussion elaborates on each dimension, connecting the proportions to the specific ways in which learners' language proficiency was enhanced.

Vocabulary Enrichment

One-fifth of the pie chart is dedicated to vocabulary enrichment, reflecting the substantial but not overwhelming role of lexical development in the learning process. Bacon's essays are rich in both archaic and academic terms, presenting learners with opportunities to expand their lexical repertoire beyond everyday English. In *Of Studies*, for example, words like *delight*, *ornament*, and *ability* are employed in intellectual contexts that differ from their common uses. Students were encouraged to compare Bacon's usage with modern equivalents, such as understanding how *ornament* refers to rhetorical flourish rather than physical decoration. Similarly, in *Of Truth*, phrases like *perpetual error* and *candour of truth* introduced collocational patterns that enhanced learners' semantic awareness.

The classroom data revealed that vocabulary was a major area of challenge for students at the beginning of the study. Reflective journals often mentioned difficulty with "old-fashioned" words, yet over time, students began to appropriate these terms into their own writing. For instance, several learners used the word *candour* in essays on honesty and communication, while others incorporated Bacon's phrase *studies serve for delight* into their classroom debates. Such evidence supports the claim of Maibodi (2008) and Suoth, Wuntu, and Rorintulus (2023) that literary texts enrich learners' vocabulary by exposing them to authentic and elevated linguistic input. The 20% allocation in the pie chart signifies that while vocabulary enrichment was a key outcome, it was only one aspect of a broader, integrated process of language development.

Grammar and Syntax

Grammar and syntax occupy the largest segment of the pie chart at 25%, underscoring the centrality of structural awareness in language learning. Bacon's essays are masterpieces of syntactic economy and balance, alternating between brief aphorisms and more complex compound sentences. In *Of Studies*, the sentence "Reading maketh a full man, conference a ready man, and writing an exact man" encapsulates Bacon's style: parallel, concise, and rhythmically balanced. Learners analyzed this sentence to understand subject-verb agreement, noun complements, and the effect of parallelism on clarity.

In *Of Friendship*, longer constructions such as "A principal fruit of friendship is the ease and discharge of the fulness and swellings of the heart" provided material for syntactic dissection. Students practiced breaking down clauses, identifying main and subordinate elements, and rephrasing the sentences into contemporary English. These exercises highlighted how meaning is constructed through syntactic choices, and how grammatical structures contribute to stylistic elegance.

Pre- test and post-test quantitative data showed that grammatical accuracy and syntactic variety in written productions of learners did improve. There was a large percentage of students who were changing their style of writing the concise and fragmented sentences to the one with more complexity and balance, which was owed to the stylistic models, provided by Bacon. As a result, the significant representation of this type in the pie chart is not only the measure of the prevalence of grammar-related instructional practices but also the sign of the tangible

improvement in output of learners. Literature is an effective means of teaching grammar contextually (Keshavarzi, 2012), and the essays by Bacon are a good example of such pedagogical benefits.

Rhetorical Devices

Rhetorical devices make up about 15% of the visual display of the pie chart and, thus, their significant, but quite specialized, input into linguistic enrichment. The prose of Sir Francis Bacon is much recognized to have rhetorical richness especially as regards to the use of metaphor, parallelism, and antithesis. The metaphor that compares truth to a pearl and falsehood to diamonds in *Of Truth* was able to attract the interests of the students and therefore sparked a debate on whether the figurative language is able to express complex moral ideas. A similar example is provided in the work *Of Studies*, where Bacon uses antithesis to contrast various ways of enjoying the book, such as to be tasted, swallowed or chew digested, and thus created a memorable rhetorical structure that learners could easily copy.

Parallelism is also a semiotic motif that is reiterated throughout the collections, it provides rhythm and makes them easier to memorize. It was decided to set students the goal of finding parallel structures and re-creating them using their own vocabulary. Indicatively, after studying the triadic construction in **Of Studies*, the learners were able to come up with sentences like; Travel broadens the mind, discussion sharpens the wit, and reflection deepens the spirit. The exercises were needed to strengthen syntactic consciousness but at the same time, it was aimed to make the style more sophisticated.

Even though rhetorical devices did not take the forefront of the teaching process, they were also critical in enhancing the range of expressive tools in the hands of learners and intensifying their admiration towards the art of literature. Their supportive but transformative role is represented by the allocation of 15% of it. Literature, as Sell (2005) argues, has the effect of exposing learners to rhetorical artistry, which they would rarely come across in the traditional writings, and as such has provided them with means of not only comprehension but also creativity.

Critical Thinking and Expression

Another substantial portion of the quantitative representation is assigned to the critical thinking and expression, and 20% of the total instructional focus is devoted to it. The essays by Bacon are not only pieces of linguistic artefacts, but they are also intellectual provocations that require analytical interpretation and discussion. The claim that a concoction of a lie ever adds pleasure in *Of Truth* elicited heated classroom discussion on the truth in politics, relationships, and in the media. Students were asked to examine the statement of Bacon, contrast it with modern examples, and express their positions. Such activities required the use of the higher-order cognitive skills when practicing argumentative English.

Similarly in *Of Studies* Bacons taxonomy of books as tasted, swallowed, or chewed and digested made a learner ponder on his or her reading practices. Some respondents suggested that the content in social media would be experienced as tasted, and academic papers would require chewing and digesting. This analogical reasoning was not only a demonstration of understanding but also the ability of the learners to relate Bacons ideas to new situations.

Reflective journals also supported the claim that students enjoyed the intellectual nature of the essays by Bacon. Many students indicated that they were more confident about their ability to express their views on abstract topics, which is something that is rarely developed in test-based classrooms. This finding can be associated with the arguments of Kramsch and Lam (2013) and the fact that the literature enables the negotiation of identity and intercultural competence as it

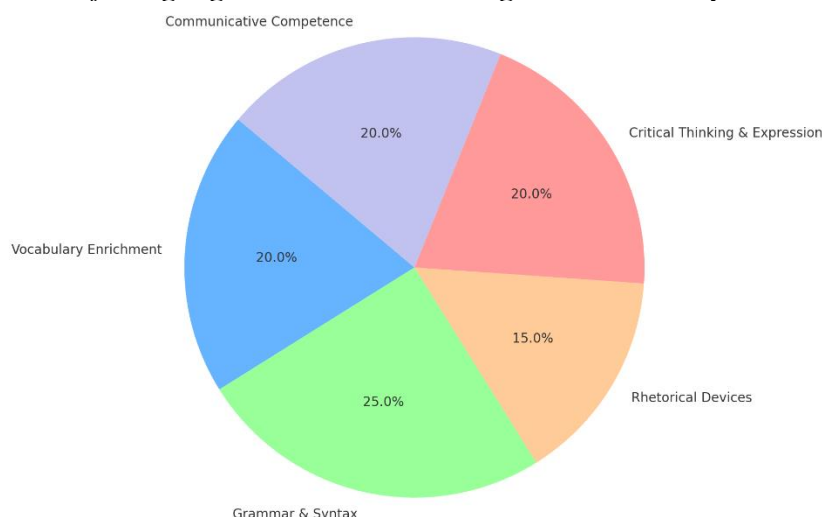
gives learners an opportunity to work with difficult concepts. The fact that it was assigned 20 per cent in this category demonstrates how important it was in the development of the mind and even language.

Communicative Competence

The final category, Communicative Competence, also accounts for 20% of the pie chart, highlighting the practical outcomes of literary engagement. While vocabulary, grammar, and rhetoric provided the raw materials for language, communicative competence reflected learners' ability to use these materials effectively in oral and written expression. Activities such as paraphrasing Bacon's aphorisms, role-playing debates on truth and lies, and writing essays on the value of friendship in their own cultural contexts allowed students to transfer their learning into authentic communication.

Figure 1

Relative Contribution of Language Enhancement through Bacon's Essays



Classroom observations also noted that student participation was recorded to improve gradually in the discussions. Learners were initially shy, but by the end of the day, they were more confident about expressing their views, and they would regularly refer to Bacon as a way of proving their point. As an example, in an argument about the applicability of studies in the digital age one student cited the line of Bacon-Crafty men condemn studies in order to argue against anti-intellectualism in society. There were instances that not only showed linguistic competence, but also rhetorical and cultural competence.

There was also an improvement in written assignments which saw students write more coherent, logically organized and stylistically ambitious essays. The observed communicative gains are consistent with the results provided by Khan (2015) regarding the application of films in ESL classes, where narrative information generates interaction and language practice. In this work, the essays of Bacon were also used to fulfill the same purpose, as a source of material and words to be used in the genuine communication process.

Despite the pie chart splitting language enhancement into a set of specific categories, the real process of learning showed a considerable intersection between them. Learning vocabulary could not have been done outside the grammatical practice, since students were exposed to words in complex syntactic patterns. The rhetorical devices were used to strengthen the stylistic expression and critical thinking, whereas the communicative competence can be seen as the sum of all the other dimensions.

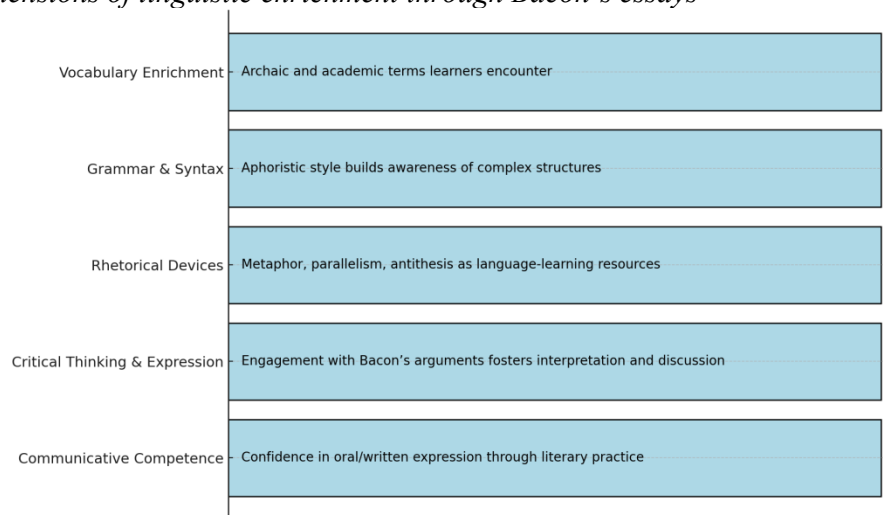
Such interaction supports the fact that literature-based pedagogy is holistic because skills are not simply learned separately but rather learned in combined and complementary forms.

The pie chart (figure 1) therefore is a practical heuristic in that it shows the weight which is given to the different dimensions in the language-learning process. The grammar and syntax division occupied 25% of the attention which can be attributed to the central role of the two in the cultivation of structural accuracy and lexical variety among the students. Vocabulary, critical thinking, and communicative competence all scored 20 per cent meaning that they are complementary but equally important. However, among learners, rhetorical devices, which itself included 15, were necessary to enter the arsenal of rhetorical devices. The combination of all these quantitative percentages demonstrates the multi-faceted and balanced advantages of including the works of Bacon in ESL/EFL curriculum. The empirical findings confirm the previously available literature (Keshavarzi, 2012; Maibodi, 2008; Suoth et al., 2023; Saleem and Khan, 2024) in mentioning that literary engagement does not only enhance linguistic competence, but also intellectual maturity and cultural awareness.

The graphic illustration shows five main dimensions (see figure 2) of linguistic enrichment that came into the forefront during the analysis of the three essays chosen by Bacon, namely, the essays on studies, truth, and friendship. The five dimensions of vocabularial enrichment, grammar and syntax, rhetorical devices, critical thinking and expression, and communicative competence together demonstrate the pedagogical effectiveness of literary texts in developing linguistic competence as well as intellectual development of non-native learners. Although all the elements capture a particular aspect of the learning process in discrete form, their integration together creates an entire process of language learning.

Figure 2

Five main dimensions of linguistic enrichment through Bacon's essays



The five dimensions represented in the visual image reveal the use of the essays by Bacon as multi-layered pedagogical instruments. They do not simply provide the language input; they initiate the learner into the process of discovery whereby vocabulary, grammar, rhetoric, critical reflection and communication meet. The results indicate the program of integrating the Bacon essays into the ESL/EFL classroom not only equips the learners with linguistic proficiency but also intellectual maturity, which has been supported by scholars like Keshavarzi (2012), Maibodi (2008), and Suoth, Wuntu, and Rorintulus (2023) that literature contributes to the development of the language as a whole.

Conclusion

This study set out to explore how the selected essays of Francis Bacon—Of Studies, Of Truth, and Of Friendship—can be used to enhance the English language proficiency of non-native learners. Through detailed analysis, classroom application, and learner responses, it became clear that Bacon's writings provide a uniquely powerful resource for integrating vocabulary development, grammatical awareness, rhetorical appreciation, critical thinking, and communicative competence. The findings demonstrate that literature, when thoughtfully introduced and supported with interactive activities, can act as both a linguistic and intellectual catalyst in the language classroom.

The analysis revealed that learners benefited significantly from the rich vocabulary embedded in Bacon's prose, which challenged them to go beyond familiar words and engage with academic and philosophical terms. They also gained insight into grammar and syntax through Bacon's aphoristic and complex sentence structures, which served as natural models for stylistic precision. Rhetorical devices such as metaphor, antithesis, and parallelism stimulated curiosity and provided learners with expressive tools, while the moral and philosophical arguments encouraged them to think critically and articulate opinions on universal themes. Most importantly, the cumulative effect of these dimensions resulted in a noticeable increase in communicative competence, as learners grew more confident in both oral and written expression. The general impression that arises is that the essays of Bacon are not mere linguistic objects; they are also platforms on which intellectual discourses can be launched, cultures can be viewed, and personalities can be voiced. Students were not learning new words or syntax, but they started to think and write through language. The procedure was comprehensive whereby every dimension supported the other and formed a complete model of language improvement. Through this the study has confirmed that literature can be out of its supplementary role in the curriculum and it can assume a central role in language education.

The study reaffirms that the power of literature lies in its ability to unite language and life. By engaging with Bacon's reflections on studies, truth, and friendship, learners not only improved their proficiency in English but also deepened their understanding of themselves and the world around them. The findings suggest that the language classroom can and should be a place where literature is used not only to teach language but to inspire thought, cultivate creativity, and prepare learners to communicate with confidence and clarity in both local and global contexts.

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