



## Exploring Effective Pedagogical Strategies for Teaching Literature in Foreign Languages in Colleges of Education in North Central States, Nigeria

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### Abstract

This study explored the pedagogical challenges and strategies involved in teaching literature in a foreign language within Nigerian tertiary institutions. The research aimed to identify both the obstacles students and educators face and the instructional approaches that enhance literary engagement and comprehension. Utilizing a descriptive survey design, data were collected through structured questionnaires administered to selected students and teachers of English, French, and Arabic literature. Quantitative analysis revealed key challenges such as complex literary genres, pronunciation difficulties, cultural barriers, and limited language proficiency. However, the findings also indicated strong educator support for multimedia tools, authentic texts, student-centered methods, and pre-reading activities. A one-way ANOVA revealed a statistically significant difference in current pedagogical practices among teachers across different colleges ( $F(2, 42) = 6.94, p = .002$ ). Post hoc Tukey HSD analysis showed that teachers in COE Ilorin (Group 3) reported significantly higher use of effective teaching practices compared to those in COE Minna (Group 1) and COE Akwanga (Group 2) ( $p = .007$  for both), while no significant difference was observed between Groups 1 and 2 ( $p = 1.000$ ). While students showed moderate engagement, they continued to face emotional and linguistic hurdles in interpreting texts. The study recommends integrating context-sensitive strategies, including culturally relevant materials, scaffold discussions, and enhanced teacher training in literary pedagogy, to improve both the accessibility and effectiveness of foreign-language literature instruction.

**KEY WORDS:** Pedagogical Challenges, Foreign Language Literature, Cultural Barriers, Instructional Strategies, Teacher Training

### I. INTRODUCTION

Teaching literature in foreign languages presents a unique set of challenges and opportunities, particularly in multicultural and multilingual contexts such as Nigeria. As a vital component of language education, literature fosters linguistic competence, cultural awareness, and critical thinking skills. However, the effective teaching of literature in foreign languages in Colleges of Education in Nigeria, especially within the North Central States, is often hindered by pedagogical, logistical, and contextual barriers. These challenges include a lack of appropriately trained educators, inadequate instructional resources, limited student motivation, and the complex interplay of linguistic and cultural differences.

The North Central States of Nigeria, characterized by their diverse linguistic and cultural landscape, provide a critical backdrop for examining how literature in foreign languages is taught at the tertiary level. Colleges of Education play a pivotal role in shaping future educators, making it essential to explore and implement teaching strategies that not only address current challenges but also empower both teachers and students to achieve educational objectives effectively.

This study aims to identify and analyze pedagogical strategies that enhance the teaching and learning of foreign language literature in this region. By investigating existing teaching methods, examining the challenges educators face, and evaluating the learning outcomes of students, the research seeks to bridge the gap between theory and practice. Moreover, the study emphasizes the importance of adopting innovative, learner-centered approaches that integrate technology, cultural



relevance, and interactive techniques to foster deeper engagement and understanding.

Ultimately, this research aspires to contribute to the growing discourse on educational reforms in Nigeria by providing actionable insights for educators, policymakers, and curriculum developers. By exploring effective pedagogical strategies, it seeks to enrich the teaching and learning experience of foreign language literature in Colleges of Education, equipping students with the skills and knowledge needed to navigate the complexities of a globalized world.

## II. PROBLEM OF THE STUDY

The teaching of literature in foreign languages in Colleges of Education in Nigeria, particularly in the North Central States, is confronted with significant challenges that hinder the achievement of desired educational outcomes. Despite its crucial role in fostering linguistic proficiency, cultural awareness, and critical thinking skills, literature in foreign languages is often taught using traditional, teacher-centered methods that fail to engage students effectively. Many educators lack access to appropriate training and resources, leaving them ill-equipped to implement innovative teaching strategies tailored to the needs of diverse learners.

Furthermore, students frequently encounter difficulties in understanding foreign literary texts due to linguistic barriers, cultural unfamiliarity, and a lack of motivation. Compounding these challenges is the limited integration of modern pedagogical tools, such as technology and interactive methodologies, which could otherwise enhance the learning experience. This disconnect between pedagogical practices and the realities of teaching in a multicultural and multilingual context undermines the overall effectiveness of literature instruction.

In the context of the North Central States, where Colleges of Education are tasked with preparing future educators, the persistence of these issues raises concerns about the quality of teacher training and its implications for the broader educational system. Without a systematic exploration of effective pedagogical strategies, educators risk perpetuating outdated methods that fail to equip students with the skills necessary to appreciate, analyze, and apply literature in foreign languages.

This research seeks to address these gaps by identifying, analyzing, and proposing innovative

and contextually relevant teaching strategies that can improve the quality of literature instruction in foreign languages. By doing so, it aims to enhance learning outcomes, enrich teacher training programs, and contribute to the advancement of education in the region.

## RESEARCH OBJECTIVES

The primary objectives of this research are as follows:

1. To examine the current pedagogical strategies employed by educators in teaching literature in foreign languages in Colleges of Education within the North Central States of Nigeria.
2. To identify the challenges faced by both educators and students in the teaching and learning of foreign language literature in this region.
3. To provide actionable recommendations for educators, curriculum developers, and policymakers on improving the teaching and learning of foreign language literature in Colleges of Education in the North Central States.

## RESEARCH QUESTIONS:

1. What pedagogical strategies are currently employed by educators in teaching literature in foreign languages in Colleges of Education within the North Central States of Nigeria?
2. What challenges do educators and students face in the teaching and learning of literature in foreign languages in this region?
3. What recommendations do educators suggest for improving the teaching and learning of foreign language literature in their institutions?

## $H_0$ (NULL HYPOTHESIS):

$H_{01}$ : There is no significant difference in teachers' reported pedagogical practices for teaching literature in foreign languages across Colleges of Education.

$H_{02}$ : There is no significant difference in teachers' perceptions of the effectiveness of instructional strategies for teaching literature in foreign languages across Colleges of Education.

$H_{03}$ : There is no significant difference in teachers' perceptions of challenges and enabling factors in teaching literature in foreign languages across Colleges of Education.



### III. LITERATURE REVIEW

Teaching literature in a foreign language is both a rewarding and demanding endeavor, especially within the institutional framework of Colleges of Education. In Nigeria's North Central region, known for its rich tapestry of languages and cultures, educators are faced with the task of nurturing learners' critical literacy, improving language proficiency, and cultivating an appreciation for foreign literary traditions. This literature review synthesizes contemporary research on the pedagogical strategies suited to this setting, particularly within Colleges of Education, and considers the contextual challenges and potential solutions relevant to this region.

#### The Pedagogical Value of Literature in Language Education

Literature has long been heralded as a potent tool in foreign language instruction. It provides not just exposure to authentic linguistic structures but also serves as a mirror into the cultural soul of the target language. According to Kramsch (2019), literary texts expose learners to natural and idiomatic language, allowing them to encounter complex grammatical structures, varied syntax, and figurative language in context. In this way, literature offers a rich linguistic environment that fosters both comprehension and production.

Carter and Long (2021) similarly argue that literature is more than a linguistic tool, it is a catalyst for critical thinking. Through analyzing character development, thematic structures, and stylistic devices, students refine their interpretive skills, develop empathy, and learn to evaluate multiple perspectives. These outcomes are crucial in foreign language learning, where the goal extends beyond mechanical language acquisition to intercultural competence and reflective understanding.

#### Cultural and Linguistic Gains from Literature Engagement

In the Nigerian educational context, particularly in teacher-training institutions, literature plays a critical role in promoting multilingual awareness and cultural understanding. Adejuyigbe (2020) emphasizes that engaging with literature in a second or foreign language allows students to explore new cultural paradigms while reflecting on their

indigenous identities. This dual reflection supports the development of students' global and local perspectives, an essential skill for future educators who will work in linguistically diverse classrooms.

#### Challenges in Teaching Foreign Literature: Structural and Pedagogical Barriers

Despite its advantages, teaching literature in foreign languages presents notable challenges, especially in resource-limited settings. Several studies have identified persistent barriers such as insufficient availability of literary texts that reflect diverse genres and cultures. Nwosu (2020) notes that many schools lack access to current, culturally relevant literary materials, which limits the breadth and depth of student engagement.

Another pressing issue is the lack of teacher preparedness. Olaniyan (2022) highlights a deficit in teacher training programs that focus on integrating literary analysis into language instruction. As a result, some educators lack the methodological expertise required to scaffold students' understanding of complex texts.

Furthermore, Adesina and Bello (2021) emphasize that low language proficiency among students significantly affects their ability to comprehend and appreciate literary works. Literary language, often marked by metaphor, ambiguity, and layered meanings, can be particularly daunting for learners with basic language skills.

In North Central Nigeria, these challenges are compounded by large classroom sizes, time constraints in language curricula, and insufficient institutional support systems. Addressing these multifaceted challenges requires a deliberate and context-sensitive pedagogical approach.

#### Approaches to Teaching Foreign Literature

Teaching foreign literature requires more than just language proficiency, it demands effective pedagogical strategies that can bridge linguistic, cultural, and cognitive gaps between the text and the learner. Literature in a foreign language often presents complex vocabulary, unfamiliar cultural references, and intricate literary styles that can challenge comprehension and engagement. To address these challenges, educators must adopt a range of pedagogical approaches that foster



language development, cultural understanding, and critical thinking. These strategies may include the use of contextualized reading, pre-teaching of cultural elements, interactive discussions, audiovisual materials, and differentiated instruction tailored to students' proficiency levels. By employing thoughtful and student-centered methods, teachers can make foreign literature more accessible, meaningful, and enjoyable for learners, thereby enhancing both language skills and literary appreciation.

### 1. Reader-Response Approach: Encouraging Personal Connection

One widely supported pedagogical method is the reader-response approach, which places emphasis on students' individual reactions and interpretations of texts. Rosenblatt's (2020) transactional theory underscores the dynamic relationship between the reader and the text, suggesting that meaning is not fixed but constructed during the reading process.

This approach fosters engagement through strategies such as reflective journaling, peer-led discussions, and creative reinterpretation of literary content. In North Central Nigeria, research by Umar and Danladi (2022) demonstrates that selecting texts that resonate with students' cultural and social experiences significantly enhances motivation and participation.

### 2. Task-Based Learning (TBL): Integrating Language Skills through Literature

Another effective methodology is task-based learning (TBL), which involves using literary texts as springboards for meaningful communicative tasks. Ellis (2023) advocates for this approach, where reading is not an isolated skill but part of an integrated set of linguistic activities, including speaking, writing, and listening.

Examples of TBL activities include dramatic role-plays, debates on moral or thematic questions, and student-led multimedia projects. According to Adegbite (2020), such practices enhance learners' linguistic competence, critical reasoning, and cooperative learning skills. Additionally, Eze (2022) finds that continuous professional development (CPD) initiatives like collaborative workshops and peer mentoring help teachers build the confidence

and competence needed to implement TBL effectively.

### 3. Culturally Responsive Pedagogy: Bridging Gaps with Hybrid Approaches

Given the rich cultural diversity in North Central Nigeria, culturally responsive teaching has been identified as a crucial strategy. Baba and Yakubu (2020) propose a hybrid model that combines local narratives with foreign texts to create a culturally inclusive classroom environment. This blending allows students to relate new information to familiar concepts, enhancing comprehension and cultural respect.

To support this model, adequate infrastructure, such as well-equipped libraries, digital databases, and multimedia tools, is necessary. Without access to relevant instructional materials, even the most innovative teaching approaches can fall short of their potential.

The successful teaching of literature in foreign languages within Nigerian Colleges of Education, particularly in the North Central states, requires a thoughtful combination of innovative pedagogical strategies, robust teacher training, and sensitivity to local educational contexts. While substantial progress has been made in identifying and implementing best practices, ongoing research is needed to explore long-term outcomes and adapt strategies to the evolving needs of learners.

## IV. RESEARCH METHODOLOGY

This study was designed to quantitatively investigate the effective pedagogical strategies employed in teaching literature in foreign languages across Colleges of Education in the North Central States of Nigeria. The methodology comprised several components, including the research design, population and sample, instrumentation, data collection procedures, methods of data analysis, validity and reliability.

### Research Design

The study adopted a descriptive survey research design, which had been deemed appropriate for gathering quantifiable data on teaching practices, challenges encountered, and perceived effectiveness of pedagogical strategies. This design allowed the



researcher to examine patterns and relationships within a large sample population. It also facilitated the systematic collection and statistical analysis of data, thereby enabling generalizable conclusions to be drawn regarding the state of literature instruction in foreign languages within the Colleges of Education in the selected region. By employing this design, the study aimed to provide an empirical foundation for understanding and improving instructional strategies in teacher education settings.

### **Population of the Study**

The population of this research consisted of two main groups: literature educators who had been actively engaged in teaching foreign languages, specifically English, Arabic and French, and students enrolled in literature-related courses. The study focused exclusively on accredited public Colleges of Education situated in the North Central geopolitical zone, which included Niger, Kwara, Kogi, Benue, Nasarawa, Plateau States, and the Federal Capital Territory (FCT). These institutions represented a wide range of cultural and linguistic contexts, thereby offering a diverse sample for the exploration of teaching practices and pedagogical outcomes.

### **Sampling Technique and Sample Size**

A multistage sampling technique had been employed to select the sample. In the first stage, purposive sampling was used to identify three Colleges of Education that reflected diversity in terms of geographic location, institutional size, and student demographics. These colleges included Niger, Kwara and Nasarawa state colleges of education. In the second stage, stratified random sampling was applied to select participants within these institutions, ensuring that various levels and departments were proportionally represented.

The final sample included between 45 and 50 literature educators, chosen based on their teaching experience and involvement in foreign language instruction. In addition, between 250 and 300 student-teachers were selected from different academic levels (NCE I to III), drawn primarily from departments related to language education. This sampling strategy allowed for a broad range of views and experiences to be captured.

### **Instrumentation**

The primary data collection instrument used in the study was a structured questionnaire. This questionnaire had been carefully designed to collect data on several variables, including the types of teaching strategies used, the challenges faced by educators, levels of student engagement, and the availability of instructional resources. The questionnaire was divided into three major sections: Section A gathered demographic data; Sections B,C,D and E employed a 5-point Likert scale to assess the frequency and perceived effectiveness of various pedagogical strategies and institutional factors, student performance, and educator perceptions.

### **Data Collection Procedures**

The data collection process was carried out over a period of two to four weeks. Questionnaires were distributed both physically and. Research assistants had been trained in advance to ensure uniformity in administering the questionnaires, answering participant queries, and maintaining ethical standards. During the fieldwork, participants were given adequate time to complete the instruments, and collection was done in coordination with department heads to minimize disruption to academic schedules.

### **Data Analysis Techniques**

Upon collection, the data were coded and entered into the Statistical Package for the Social Sciences (SPSS) for analysis. The analysis was conducted in two phases. First, descriptive statistics, such as frequencies, percentages, means, and standard deviations, were used to summarize responses and present general trends. In the second phase, inferential statistics were employed to examine relationships and differences among some variables. Specifically, ANOVA was applied to compare responses across different colleges and educator experience levels.

### **ANALYSIS OF RESULTS AND DISCUSSION**

This section presents and interprets the key findings from the study, offering a detailed analysis of the data in relation to existing literature and theoretical perspectives. It explores the challenges, strategies, and enabling conditions reported by educators in



teaching foreign literature, with a focus on statistical trends and contextual insights. Each subsection highlights not only the quantitative results but also their pedagogical implications, drawing connections to relevant research to provide a deeper understanding of the current instructional landscape. This discussion serves to bridge the gap between data and practice, offering informed

recommendations for improving literature instruction in foreign language settings.

### SECTION A: STUDENTS' QUESTIONNAIRE

This section presents the analysis of responses obtained from students regarding their experiences and perceptions of learning literature in a foreign language.

**Table 1: Analysis of the Students' Demographics**

Category	Subgroup	Frequency	(%)
Language used for learning literature	English	232	81.40%
	French	20	7.02%
	Arabic	33	11.58%
Class	NCE 1	75	26.32%
	NCE 2	102	35.79%
	NCE 3	108	37.89%
Age	18–21 years	120	42.11%
	22–25 years	141	49.47%
	26–29 years	20	7.02%
	30 and above	4	1.40%
Gender	Male	112	39.30%
	Female	173	60.70%

The demographic profile of the respondents reveals a youthful, predominantly female group largely instructed in English, reflecting broader educational trends in Nigeria. With over 90% aged 18–25, the sample aligns with the typical age range for pre-service teachers, suggesting that their views on literature learning stem from early-career experiences. A balanced academic-level representation, especially a concentration in NCE 3,

indicates that many participants have accumulated meaningful exposure to literature instruction. While English dominates as the language of instruction (81.40%), the presence of Arabic and French highlights multilingual diversity within the academic setting. The findings suggest that gender, age, and language background may collectively shape students' attitudes and engagement with literature in foreign languages.

**Table 2: Learning Experience and Perceptions**

No.	Item	Mean	SD	%
1	Use of foreign language by lecturers	3.36	1.40	61.75%
2	Confidence in literary discussions	3.47	1.23	60.70%
3	Encouragement to read extensively	3.57	1.20	60.35%
4	Cultural context support	3.46	1.24	57.19%
5	Pre-reading activity benefits	<b>3.62</b>	1.29	<b>66.32%</b>
6	Post-reading activity benefits	3.50	1.31	58.60%
7	Group/collaborative work	3.45	1.25	56.14%
8	Literary device support	3.33	1.20	55.09%
9	Use of technology	3.43	1.31	58.25%
10	Explanation of vocabulary and grammar	3.49	1.22	60.35%
11	Feedback on analysis	3.50	1.22	57.19%
12	Comfort in interpretation sharing	<b>3.31</b>	1.31	<b>53.33%</b>
13	Preference for authentic materials	3.51	1.23	58.95%
14	Literature and real-world relevance	3.55	1.23	61.05%
15	Motivation to read outside class	3.53	1.30	61.75%



The data indicate that pre-reading activities are viewed as the most effective strategy for enhancing students' understanding of literary texts ( $M = 3.62$ ), while other strategies, such as encouraging reading beyond the classroom and connecting literature to real-life issues, also received strong support ( $M \approx 3.53$ – $3.57$ ). However, students

felt least comfortable sharing their interpretations during discussions, as reflected by the lowest mean score ( $M = 3.31$ ) and lowest agreement rate (53.33%). The moderate variability in responses ( $SD = 1.20$ – $1.40$ ) suggests diverse student experiences and perceptions, especially concerning classroom interaction and post-reading engagement.

**Table 3: Difficulties faced by Students Learning Literature in a Foreign Language**

No.	Item	Mean	SD	%
1	Students struggle with limited vocabulary in the foreign language.	3.22	1.46	54.74%
2	Cultural differences hinder understanding of foreign literature.	3.45	1.29	61.40%
3	Grammatical structure differences make texts hard to understand.	3.33	1.35	54.04%
4	Figurative language is difficult to interpret accurately.	3.38	1.32	53.68%
5	Pronunciation issues hinder comprehension.	3.54	1.26	60.70%
6	Limited access to authentic texts affects engagement.	3.34	1.23	54.04%
7	Difficulty in higher-order analysis of literary texts.	3.44	1.27	55.79%
8	Lack of motivation affects deep engagement.	3.52	1.22	57.89%
9	Difficulty with complex genres like poetry.	3.62	1.34	61.40%
10	Time constraints hinder reading engagement.	3.40	1.36	55.79%

The findings reveal that students face moderate to high challenges when engaging with foreign-language literature, with the most significant difficulties stemming from complex literary genres ( $M = 3.62$ ) and pronunciation issues ( $M = 3.54$ ), highlighting the impact of linguistic complexity on comprehension. Cultural barriers also present substantial obstacles ( $M = 3.45$ ), indicating that unfamiliar contexts hinder understanding. Although vocabulary limitations were rated slightly lower ( $M = 3.22$ ), they remain a relevant concern. The relatively high standard deviations across all items suggest varied student experiences. These insights point to the need for curriculum designers to provide more accessible texts, integrate culturally relevant materials, and offer focused language support to improve students' literary engagement.

## V. DISCUSSION OF STUDENTS' RESPONSES

The findings highlight the significant role of pre-reading activities in teaching literature in a foreign language, as they help activate background knowledge, reduce cognitive overload, and enhance comprehension ( $M = 3.62$ ,  $SD = 1.29$ ). This is supported by Carrell and Eisterhold (1983), who emphasized schema theory and the importance of building prior knowledge for effective reading, and Graves (2004), who noted that previewing vocabulary and content improves student engagement. In addition, strategies such as

encouraging reading outside class and linking literature to real-life issues ( $M \approx 3.53$ – $3.57$ ) align with learner-centered approaches and support autonomous, meaningful engagement with texts, as advocated by Rosenblatt's (1978) reader-response theory and Krashen's (2004) emphasis on free voluntary reading. However, the lower rating for students' comfort in sharing interpretations ( $M = 3.31$ ) underscores a need for more supportive classroom environments. This affective dimension is often overlooked but is crucial, particularly in second language contexts where linguistic confidence may be limited. Therefore, creating psychologically safe classrooms through scaffolded discussions, peer collaboration, and cultural awareness is essential, as emphasized by Tomlinson (2001) and Kramsch (1993).

Furthermore, the findings reveal that students encounter several significant barriers in engaging with foreign-language literature, particularly due to complex literary genres ( $M = 3.62$ ) and pronunciation difficulties ( $M = 3.54$ ). These challenges emphasize the need for linguistic accessibility and targeted instructional strategies in literature teaching. As Lazar (1993) and Paran (2008) note, genres such as poetry and satire often contain symbolic language and intricate syntax that can overwhelm second-language learners without explicit support. Additionally, pronunciation issues further impact oral reading fluency and classroom participation, underscoring the importance of phonological awareness in literature instruction



(Gilakjani, 2016). Cultural barriers ( $M = 3.45$ ) also significantly hinder comprehension, as unfamiliar contexts can impede students' ability to relate to and interpret texts (Kramsch, 1993; Pulverness, 2003). Although vocabulary limitations scored slightly lower ( $M = 3.22$ ), the lexical complexity of literature still necessitates focused vocabulary instruction (Nation, 2001).

## SECTION B: TEACHERS QUESTIONNAIRE

This section presents the findings from the teachers' questionnaire, which aimed to examine instructors' perspectives on teaching literature in a foreign language.

**Table 4: Analysis of the Teachers Responses**

Category	Subgroup	Frequency	(%)
<b>Language used for teaching literature</b>	English	17	37.78%
	French	12	26.67%
	Arabic	16	35.56%
<b>Highest Qualification</b>	PhD	10	22.22%
	M.A	20	44.44%
	B.A	9	20.00%
	B.A Ed	6	13.33%
<b>Age</b>	25–34 years	9	20.00%
	35–44 years	20	44.44%
	45–54 years	11	24.44%
	55 and above	5	11.11%
<b>Teaching Experience (years)</b>	1–5	5	11.11%
	6–10	11	24.44%
	11–15	12	26.67%
	16 and above	17	37.78%
<b>Gender</b>	Male	24	53.33%
	Female	21	46.67%

The demographic data of teachers reveal a qualified, experienced, and multilingual workforce engaged in literature instruction across English, Arabic, and French, with English slightly more dominant. Most teachers hold postgraduate qualifications, particularly M.A and PhD degrees, indicating strong academic preparation, though a range of qualifications exists, suggesting diverse

teaching approaches. The workforce is largely middle-aged (35–44 years) and experienced, with the majority having over 10 years of teaching, reflecting a stable and knowledgeable teaching body. Gender distribution is relatively balanced, with a slight male majority. Altogether, these attributes suggest a capable and diverse teaching staff well-positioned to address the complexities of teaching literature in multilingual environments.

**Table 5: Current Pedagogical Practices**

No.	Item Summary	Mean	SD	%
1	Using authentic literary texts	3.45	1.43	63.64%
2	Employing simplified/adapted texts	3.62	1.08	72.73%
3	Integrating cultural context	3.67	1.44	72.73%
4	Encouraging critical thinking	3.74	1.43	74.29%
5	Student-led discussions/debates	3.74	1.30	74.29%
6	Group work/collaborative activities	3.56	1.36	70.59%
7	Role-playing or dramatic interpretation	3.56	1.24	77.14%
8	Using multimedia resources	3.97	1.02	88.57%
9	Using technology for research	3.49	1.25	58.82%
10	Relating literature to personal experiences	3.29	1.52	52.94%
11	Translation as a tool	3.68	1.31	66.67%
12	Grammar/vocabulary in context	<b>3.89</b>	<b>1.00</b>	<b>72.73%</b>
13	Creative writing tasks	3.49	1.41	63.64%
14	Literary analysis in target language	3.56	1.51	68.57%



15	Extensive reading outside class	3.45	1.39	63.64%
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The analysis shows that teachers widely favor the use of multimedia resources (M = 3.97) and contextual grammar and vocabulary instruction (M = 3.89) as highly effective strategies for teaching foreign-language literature, reflecting strong consensus and perceived effectiveness. Other interactive methods, such as critical thinking, student-led discussions, and role-playing, also received substantial support, highlighting a preference for active and learner-centered

approaches. In contrast, strategies like connecting literature to students' personal experiences and using technology for research were less strongly endorsed, indicating possible limitations in implementation or perceived relevance. The variability in responses (SD = 1.00–1.52) suggests that contextual factors, such as resource availability and student ability, influence teachers' strategy preferences.

**Table 6: Perceived Effectiveness of Strategies**

No.	Item	Mean	S D	%
1	Using authentic literary texts	3.45	1.43	63.64%
2	Employing simplified/adapted texts	3.62	1.08	72.73%
3	Integrating cultural context	3.67	1.44	72.73%
4	Encouraging critical thinking	3.74	1.43	74.29%
5	Student-led discussions/debates	3.74	1.30	74.29%
6	Group work/collaborative activities	3.56	1.36	70.59%
7	Role-playing or dramatic interpretation	3.56	1.24	77.14%
8	Using multimedia resources	3.97	1.02	88.57%
9	Using technology for research	3.49	1.25	58.82%
10	Relating literature to personal experiences	3.29	1.52	52.94%
11	Translation as a tool	3.68	1.31	66.67%
12	Grammar/vocabulary in context	3.89	1.00	72.73%
13	Creative writing tasks	3.49	1.41	63.64%
14	Literary analysis in target language	3.56	1.51	68.57%
15	Extensive reading outside class	3.45	1.39	63.64%

The data indicate strong support among respondents for integrating diverse literature-based instructional strategies in foreign language teaching, with a clear preference for student-centered and interactive methods. The highest-rated strategies included student-led discussions and debates (M = 4.28), the use of authentic literary texts (M = 4.27), and translation for comprehension (M = 4.20),

reflecting their high value in instructional contexts. In contrast, focusing on grammar and vocabulary in context received the lowest agreement (66.67%) and a relatively lower mean score (M = 3.82), suggesting it is seen as less central. Overall, the findings highlight a consistent preference for dynamic, engaging, and resource-rich approaches, with relatively low variability in responses

**Table 7: Challenges of teaching literature in foreign language**

No.	Item	Mean	SD	%
1	The lack of authentic literary materials hinders effective teaching.	3.91	1.28	75.56%
2	Students' limited foreign language proficiency makes it difficult to engage with literary texts.	4.09	0.94	80.00%
3	Students' lack of interest in literature is a significant challenge in my teaching.	3.87	1.15	66.67%
4	Large class sizes negatively impact the quality of literature discussions.	4.02	1.11	75.56%
5	Inadequate teaching resources (e.g., library, internet access) affect my ability to teach effectively.	3.64	1.35	68.89%
6	I feel I have limited training on effective pedagogical strategies.	4.09	1.05	77.78%
7	Time constraints in the curriculum prevent exploration of literature in depth.	3.60	1.42	64.44%
8	Assessing students' comprehension of literary texts in foreign languages is difficult.	3.73	1.51	71.11%
9	I receive insufficient support from college administration.	3.69	1.21	62.22%



The findings highlight several key challenges in teaching literature in foreign languages, with the most significant being students' limited language proficiency and inadequate pedagogical training, both scoring the highest mean (M = 4.09), followed closely by large class sizes (M = 4.02). Although time constraints in the curriculum had the lowest mean score (M = 3.60), it still

reflected a moderate concern among respondents. The variability in responses was moderate overall (SD = 0.94 to 1.51), with the greatest divergence seen in perceptions about assessing student comprehension. These results suggest that both linguistic and instructional limitations play a major role in hindering effective literature teaching.

**Table 8: Facilitators aiding teaching literature in foreign language**

No.	Item	Mean	SD	%
1	Access to literary resources that support my teaching.	3.56	1.35	62.22%
2	Students' motivation and interest enhance teaching effectiveness.	3.69	1.28	68.89%
3	Small class sizes allow personalized discussion of literature.	4.04	1.07	73.33%
4	Access to multimedia tools enhances my teaching.	4.13	0.93	77.78%
5	Opportunities for professional development improve teaching strategies.	3.53	1.43	64.44%
6	College administration positively supports my literature teaching.	3.91	1.05	73.33%
7	Curriculum flexibility helps adapt literature lessons to students.	3.93	1.03	73.33%
8	Collaboration with colleagues enhances teaching quality.	3.24	1.30	48.89%
9	Integrating language skills with literature enhances student experience.	3.69	1.21	60.00%

The findings indicate moderate to high agreement regarding the presence of enabling factors for teaching literature in foreign languages, with the strongest support for access to technology and multimedia tools (M = 4.13), suggesting teachers feel well-equipped in this area. Other positively rated factors include small class sizes (M = 4.04) and curriculum flexibility (M = 3.93), which support more effective and personalized instruction. However, collaboration with colleagues received the lowest rating (M = 3.24), highlighting a gap in departmental teamwork. Only two items exceeded 75% agreement, suggesting that while supportive conditions exist, they are not consistently strong across all areas. The range in standard deviations (0.93–1.43) points to varied experiences among

respondents, especially in professional collaboration and development.

**ANOVA Results on Teachers' Perspectives across Colleges**

Understanding how teachers' perspectives vary across different institutions provides valuable insight into the consistency and effectiveness of foreign language literature instruction. To investigate this, a one-way analysis of variance (ANOVA) was conducted to determine whether significant differences exist among teachers from various Colleges of Education in the North Central States of Nigeria

**Table 9: One-way ANOVA of teachers' ratings whether significant differences existed in teachers' perspectives across the sampled Colleges**

Questionnaire Sections	Sources of Variance	Sum of Squares	Df	Mean Square	F	Sig.
<b>Current Pedagogical Practices</b>	Between Groups	.496	2	.248	6.935	.002
	Within Groups	1.501	42	.036		
	Total	1.997	44			
<b>Perceived Effectiveness of Strategies</b>	Between Groups	1.060	2	.530	1.732	.189
	Within Groups	12.856	42	.306		
	Total	13.916	44			
<b>Challenges and Facilitators</b>	Between Groups	.229	2	.115	.221	.802
	Within Groups	21.771	42	.518		



Total 22.000 44

A one-way between-groups analysis of variance (ANOVA) was conducted to examine whether significant differences existed in teachers' perspectives across Colleges of Education in the North Central States of Nigeria with regard to three key areas: current pedagogical practices, perceived effectiveness of strategies, and challenges/facilitators in teaching literature in foreign languages.

### Current Pedagogical Practices

The results showed a statistically significant difference in the reported pedagogical practices across colleges,  $F(2, 42) = 6.94, p = .002$ , indicating that the teaching approaches employed by educators vary meaningfully between institutions. This suggests potential institutional or contextual factors influencing teaching methodology. We reject  $H_0$  in this section, because there is significant difference in DV among the IV groups.

### Perceived Effectiveness of Strategies

There was no statistically significant difference in teachers' perceptions of the effectiveness of

instructional strategies,  $F(2, 42) = 1.73, p = .189$ . Despite differences in applied pedagogical practices, educators generally shared similar views on the efficacy of their teaching methods for literature instruction. We failed to reject  $H_0$  in this section, because there is no significant difference in DV among the IV groups

### Challenges and Facilitators

Similarly, no statistically significant difference was found in the perceptions of challenges and enabling factors across colleges,  $F(2, 42) = 0.22, p = .802$ . This result implies that teachers experience relatively consistent challenges and support mechanisms regardless of their institutional affiliation. We failed to reject  $H_0$  in this section, because there is no significant difference in DV among the IV groups.

To determine the direction of the differences between the variables of the Current Pedagogical Practices, whose results showed statistical significance, the post hoc test was used, as shown in the following table

Table 10: Post hoc ANOVA (Tukey HSD) Analysis

(I) literature teachers	(J) literature teachers	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	Std. Error
1.00	2.00	.00000	.06904	1.000	-.1677	.1677
	3.00	-.22267*	.06904	.007	-.3904	-.0549
2.00	1.00	.00000	.06904	1.000	-.1677	.1677
	3.00	-.22267*	.06904	.007	-.3904	-.0549
3.00	1.00	.22267*	.06904	.007	.0549	.3904
	2.00	.22267*	.06904	.007	.0549	.3904

A Tukey HSD post hoc test indicated significant differences in current teaching practices between Group 3 and both Group 1 and Group 2, while no significant difference was found between Group 1 and Group 2. Specifically, Group 3 demonstrated significantly higher mean scores than Group 1 ( $p = .007$ ) and Group 2 ( $p = .007$ ), suggesting that literature teachers in Group 3 (COE, Ilorin) implemented more effective or frequent teaching practices compared to their counterparts in the other two groups. In contrast, the comparison between Group 1 (COE, Minna) and Group 2 (COE, Akwanga) showed no significant difference ( $p =$

1.000), indicating similar instructional practices between these two groups.

## VI. DISCUSSION OF TEACHERS' RESPONSES

The analysis reveals a strong preference among educators for using multimedia resources ( $M = 3.97, SD = 1.02$ ) and contextual grammar and vocabulary instruction ( $M = 3.89, SD = 1.00$ ) as effective strategies for teaching literature in a foreign language. These approaches are favored due to their ability to aid comprehension of complex linguistic and cultural material. Multimedia tools—such as videos and interactive applications—



enhance engagement and retention by providing multisensory input, aligning with dual coding theory (Paivio, 1991) and supporting diverse learning styles (Chapelle, 2003; Yang & Wilson, 2006). Similarly, contextual language instruction embeds grammar within literary texts, enabling learners to grasp stylistic and cultural nuances in line with communicative language teaching (Lazar, 1993). In addition, high ratings for strategies like critical thinking ( $M = 3.74$ ), student-led discussions ( $M = 3.74$ ), and role-playing ( $M = 3.56$ ) reflect a shift toward learner-centered approaches that foster interpretative skills and deeper literary engagement (Kramersch, 1993; Ladousse, 1987). However, lower agreement for connecting literature to students' personal experiences ( $M = 3.29$ ) and using technology for research ( $M = 3.49$ ) may reflect resource or training limitations (Rosenblatt, 1978). Therefore, the wide variability in responses suggests the need for context-sensitive adaptations to better align pedagogical strategies with institutional realities (Duff & Maley, 2007).

Furthermore, the data reflects a strong pedagogical shift toward student-centered and meaning-focused approaches in teaching literature in foreign languages. Strategies like student-led discussions and debates ( $M = 4.28$ ,  $SD = 1.11$ ) emerged as most favored, aligning with communicative and constructivist principles that emphasize active engagement, collaboration, and critical thinking (Ellis, 2008; Savignon, 2002). Similarly, the high rating of authentic literary texts ( $M = 4.27$ ) underscores their value in immersing learners in culturally rich and stylistically varied content, thus enhancing both linguistic competence and intercultural understanding (Gilmore, 2007). Interestingly, translation ( $M = 4.20$ ) was also highly rated, highlighting its strategic role in scaffolding comprehension, particularly in multilingual or lower-proficiency settings (Cook, 2010; Laviosa, 2014). In contrast, contextual grammar and vocabulary instruction received the lowest mean ( $M = 3.82$ ), suggesting a shift away from form-focused teaching toward interpretive engagement (Lazar, 1993; Paran, 2008). Taken together, the consistent preference for interactive methods supports constructivist theories of language learning, which advocate for authentic materials, learner autonomy, and socially contextualized pedagogy (Vygotsky, 1978; Richards & Rodgers, 2014).

Nevertheless, despite these strategic preferences, the findings also highlight several key challenges educators encounter in teaching literature in a foreign language, with students' limited language proficiency emerging as the most

significant barrier ( $M = 4.09$ ,  $SD = 0.94$ ). This aligns with Lazar (1993), who noted that foreign language learners often struggle with complex grammar, unfamiliar vocabulary, and culturally embedded content in literary texts. Equally pressing is the lack of specialized pedagogical training among teachers ( $M = 4.09$ ,  $SD = 1.05$ ), suggesting that many language instructors are not adequately prepared to use literature as an effective language-teaching tool—a concern echoed by Paran (2008) and Richards and Rodgers (2014), who call for more integrated training in language and literary pedagogy. Additionally, large class sizes ( $M = 4.02$ ,  $SD = 1.11$ ) further compound these issues by limiting interactive and personalized instructional approaches, which are vital in literature instruction (Savignon, 2002). Although time constraints ( $M = 3.60$ ,  $SD = 1.42$ ) were the least severe challenge, they still represent a noteworthy limitation. However, some educators may mitigate this by embedding literary instruction within broader language goals (Duff & Maley, 2007), indicating adaptive teaching practices amid structural constraints.

Finally, despite the noted obstacles, the findings reveal that educators generally operate within moderately to strongly supportive environments for teaching literature in a foreign language, especially in terms of access to technology, manageable class sizes, and curricular flexibility. The highest-rated enabler—adequate access to multimedia tools ( $M = 4.13$ ,  $SD = 0.93$ )—points to the increasing role of digital resources in supporting comprehension of complex texts through multimodal input, which aligns with Chapelle (2003) and Yang & Wilson (2006), who emphasize the value of technology in language learning. These tools assist in bridging linguistic and cultural gaps, enhancing vocabulary learning and contextual understanding (Lázaro-Ibarrola & Hidalgo, 2017). Similarly, small class sizes ( $M = 4.04$ ,  $SD = 1.07$ ) were seen as advantageous, supporting interactive discussions and closer teacher-student engagement, which is particularly effective for second-language readers (Lightbown & Spada, 2013). Moreover, curriculum flexibility ( $M = 3.93$ ,  $SD = 1.03$ ) enables educators to tailor materials and methods to suit students' linguistic and cultural backgrounds, as noted by Savvidou (2004). On the other hand, the relatively low support for collegial collaboration ( $M = 3.24$ ,  $SD = 1.30$ ) highlights a significant constraint, echoing concerns by Richards and Farrell (2005) and Borg (2015) about the isolating nature of teaching practices and the missed opportunities for



professional growth through peer exchange and co-planning.

These findings, according to ANOVA results, suggest that while pedagogical practices differ significantly among colleges, perceptions regarding instructional effectiveness and encountered challenges are largely uniform. This indicates the potential influence of localized teaching cultures or policies on instructional methods, while systemic factors such as training, class size, and curriculum design may contribute to common experiences in terms of teaching outcomes and difficulties.

## VII. RESEARCH FINDINGS:

- 1. Effective Use of Multimedia Tools:** Teachers showed a strong preference for multimedia and digital tools, which enhance student engagement and comprehension of complex texts through multisensory input.
- 2. Class Size and Curriculum Flexibility as Enablers:** Small class sizes and flexible curricula were rated highly, supporting more personalized instruction and culturally appropriate content selection.
- 3. Preferred Pedagogical Strategies:** Educators favored student-led discussions, use of authentic texts, and translation, aligning with communicative and constructivist teaching approaches.
- 4. Challenges Faced by Teachers:** Major challenges included students' low language proficiency, lack of pedagogical training in literature, and large class sizes.
- 5. Challenges Faced by Students:** Students reported difficulty with complex genres, pronunciation, cultural barriers, and vocabulary limitations, all of which hindered comprehension.
- 6. Role of Pre-Reading Activities:** Pre-reading strategies and encouraging reading outside the classroom were found effective in activating schema and enhancing student readiness, though students felt less confident sharing interpretations.
- 7. Limited Collegial Collaboration:** Collaboration among teachers was the lowest-rated enabler, suggesting isolation in teaching practices and limited professional dialogue.

## VIII. RECOMMENDATIONS

Based on the findings, the following research recommendations are proposed:

- 1. Enhance Teacher Training in Literary Pedagogy:** Institutions should provide targeted professional development programs to equip language teachers with effective methods for teaching literature, including strategies for integrating literary analysis with language skills.
- 2. Integrate Multimedia and Technology:** Given the effectiveness of multimedia tools, schools and colleges should invest in digital resources and provide training for teachers to incorporate technology into literature lessons to support diverse learners.
- 3. Promote Student-Centered Strategies:** Encourage the use of learner-centered approaches such as student-led discussions, debates, role-plays, and real-life text connections to improve critical thinking and interpretative skills in literature learning.
- 4. Support Vocabulary and Pronunciation Instruction:** Teachers should explicitly address vocabulary development and pronunciation practice, especially when dealing with complex literary genres, to enhance students' reading fluency and comprehension.
- 5. Address Cultural Barriers:** Curriculum designers should include culturally relevant or adapted texts and provide pre-reading cultural scaffolding to help students relate to unfamiliar content more easily.
- 6. Foster Collaborative Teaching Culture:** Promote collegial collaboration through peer observation, team teaching, and professional learning communities to reduce teacher isolation and encourage the exchange of effective practices.
- 7. Utilize Pre-Reading and Post-Reading Activities:** Teachers should incorporate structured pre-reading activities to activate background knowledge and post-reading discussions to build confidence in interpretation, especially in low-proficiency settings.
- 8. Maintain Manageable Class Sizes:** Efforts should be made to keep class sizes at levels that allow for interactive, student-centered engagement and individualized feedback, particularly in literature-focused language classes.
- 9. Encourage Independent Reading:** Schools should promote reading beyond the classroom by providing accessible literature materials and fostering a reading culture that aligns with students' interests and language levels.



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