



Turning Pages, Facing Challenges: Students' Attitudes, Preferences, and Difficulties in Learning English Through World Literature

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Abstract

Background and Aim: This study investigated the key learner factors—attitudes, preferences, and perceived difficulties of Grade 10 students toward World Literature as a component of English language learning. Conducted during the second semester of the 2022 academic year at a public high school in San Miguel, Zamboanga del Sur, the study aimed to examine how these factors interact in shaping students' engagement with World Literature.

Materials and Methods: A quantitative descriptive survey was administered to 50 randomly selected Grade 10 students from a population of 138. Data were analyzed using Kendall's tau correlation to examine relationships among variables.

Results: Students exhibited generally positive attitudes and strong preferences for learning English through World Literature, but also reported significant difficulties in comprehension and engagement. Statistical tests revealed no significant correlations ($\tau = .389$, $p = .144$), indicating that attitudes, preferences, and difficulties operate independently.

Conclusion: The findings suggest that positive dispositions alone do not reduce the challenges students encounter. This highlights the need for pedagogical interventions that address specific difficulties in text complexity, cultural unfamiliarity, and time constraints, rather than assuming motivation and interest are sufficient.

Keywords: Attitude, Learning English, Perceived Difficulties, Preferences, World literature

Introduction

The Philippine Department of Education integrates literature at all levels of the English curriculum to foster both linguistic competence and cultural awareness. In secondary school, the progression includes Philippine Literature in Grade 7, Afro-Asian Literature in Grade 8, English and American Literature in Grade 9, and World Literature in Grade 10. Through this integration, students are expected to develop proficiency in reading, writing, and speaking while also gaining cultural sensitivity, global awareness, and appreciation of diverse worldviews.

Research consistently highlights the role of attitude in second language acquisition, with positive attitudes supporting learning and negative ones hindering progress unless addressed through instructional strategies (Rodrigo, Krashen, & Gribbons, 2004). Likewise, integrating literature into second language (L2) instruction has been shown to enhance motivation and reduce affective barriers (Martino & Sabado, 2014). World Literature, in particular, exposes learners to multifaceted cultural, political, and ethical perspectives (Hadaway, 2010; Uysal, 2016; Bernstein, 2013), broadening their global outlook. More recent studies advocate for incorporating literature from diverse English contexts to represent global cultures (Tajeddin & Pakzadian, 2020).

Despite its acknowledged pedagogical value, research examining World Literature in the Philippine secondary context remains limited. Much of the scholarship has emphasized theoretical advantages or cross-cultural benefits but has offered little empirical evidence of students' actual



experiences. Questions persist regarding the accessibility, relevance, and motivational impact of World Literature on ESL learners in Philippine classrooms.

This gap underscores the importance of the present study, which examines Grade 10 students' attitudes, preferences, and perceived difficulties in learning English through World Literature. The study aims to contribute insights that may inform instructional design, guide text selection, and support learner-centered pedagogy. Beyond classroom practice, the findings also hold significance for curriculum developers and policymakers, offering evidence-based input for refining the integration of World Literature in the secondary English curriculum.

Objectives

This study aimed to examine the relationship among Grade 10 students' attitudes, preferences, and perceived difficulties in learning English through World Literature.

Specifically, it sought to answer the following questions:

1. What is the level of students' attitudes toward learning English through World Literature?
2. What is the level of students' preferences toward learning English through World Literature?
3. What is the perceived level of students' difficulties in learning English through World Literature?
4. Is there a significant relationship among students' attitudes, preferences, and perceived difficulties in learning World Literature?

Literature Review

The use of literature in language education has long been viewed as a means to raise students' English proficiency while fostering cultural awareness. Taharuddin (2018) argued that English learning should not be confined to exam preparation but should also globalize literary knowledge and contribute to the development of English language experts. Similarly, Sivapalan and Subramaniam (2008) emphasized that integrating literature ensures language learning remains contextual and relevant across subjects. Supporting this, Hall (2015) and Choudhary (2016) noted that literature supports both linguistic development and emotional engagement by exposing students to authentic, practical uses of language.

A recurring concern in the literature is text selection. Tevdovska (2016) suggested that texts should be slightly above learners' proficiency level to encourage growth, but not so complex or culturally distant that they discourage participation. Overly demanding texts may lower motivation and negatively shape attitudes. Similarly, Marissa and Mustafa (2013) stressed that reading materials should align with learners' interests and preferences, highlighting that variety and relevance sustain motivation and comprehension.

The Affective Filter Hypothesis

This study adopts Krashen's Affective Filter Hypothesis as its central theoretical lens, given its emphasis on learners' attitudes and motivation. According to Krashen (2009), language learning is shaped by affective variables such as motivation, anxiety, and self-confidence. When learners experience fear, boredom, or shame, their "affective filter" rises, blocking input and lowering output quality. Conversely, positive dispositions lower the filter and facilitate acquisition.

Research further distinguishes language acquisition in informal, natural contexts—where learners benefit from a "silent period" of observation and input (Krashen, 2009; Gass & Selinker, 2008)—from classroom contexts that often demand premature output. Such pressures may raise anxiety, especially when learners lack sufficient syntactic competence to express their ideas, reinforcing the importance of affective variables in formal settings. In the context of World Literature, this framework highlights why attitudes and preferences are critical to sustaining engagement and reducing the difficulties associated with complex or unfamiliar texts.

Students' Attitudes Toward Literature

Student attitudes have been widely recognized as central to language acquisition. Positive dispositions motivate engagement, while negative ones hinder progress (Abu-Snoubar, 2017; Abidin et al, 2012). Across contexts, students generally display favorable views toward literature in English learning. For example, Tahan, Yuksel, and Inan (2015) reported positive student attitudes in Turkey, while Babaee and Yahya (2014) found that Malaysian learners valued literature for its emotional relevance and linguistic utility. Literature is also adaptable to diverse learning styles (Lakshmi & Jayachandran, 2012) and supports multimodal development (Paesani, 2011). Teacher influence is critical in sustaining these attitudes (Popham, 2011; Dehbozorgi, 2012).



Attitudes directly shape student behavior, influencing book choices, preferred methods of study, and willingness to participate (Eshginrjad, 2016; Anwar & Abdullah, 2021). This underscores their relevance to the current study, which explores how attitudes interact with preferences and perceived challenges in World Literature.

Preferences in Learning Literature

Learners' preferences significantly influence engagement. Ungarn (2008) emphasized that effective children's texts should be level-appropriate, relatable, and easy to comprehend. Instructionally, Carter and Long (1991) proposed three approaches: cultural, language-based, and personal growth. Later work suggested integrated methods that combine linguistic development with enjoyment (Savvidou, 2004).

Students often favor interactive and multimodal strategies, such as group work, audiovisual materials, and contextualized background information (National Council of Teachers of English, 2014; Ahmadi, 2018; Fentari, 2025). Empirical surveys confirm these preferences: learners value contextual explanations, collaborative activities, and opportunities to share interpretations. Such findings highlight the contrast between students' desire for varied, dynamic lessons and the reality of translation-heavy or monotonous classroom practices observed in some contexts (Celly, 2009; Hanauer, 2012).

Difficulties in Learning Literature

Despite its benefits, literature often poses challenges. Krishnasamy (2015) cautioned that mismatches between text complexity and student proficiency lead to disengagement. While some scholars argue that only advanced learners should study literature (Kapinga, cited in Mwape, 1984), others insist it should remain accessible at all levels, provided materials are carefully selected (Mwape, 1984). Learners frequently report difficulties with archaic language, lengthy texts, and culturally unfamiliar themes (Pardede, 2011; Hussein & Al-Emami, 2016). In addition, weak reading habits and low motivation exacerbate these barriers.

From an affective perspective, such challenges are closely linked to Krashen's hypothesis: when texts induce frustration or cultural alienation, students' affective filters rise, diminishing their ability to process and acquire language effectively.

Conceptual Framework

This study is anchored on the assumption that students' attitudes, preferences, and perceived difficulties interact to shape their learning outcomes in World Literature. Attitudes reflect learners' positive or negative dispositions, which influence their motivation and willingness to engage with texts. Preferences denote the instructional methods, strategies, and materials that students find most effective or enjoyable. Perceived difficulties encompass the linguistic and cultural barriers, time constraints, and motivational challenges that hinder comprehension and engagement.

The framework draws from Krashen's Affective Filter Hypothesis (1982), which explains how affective variables such as motivation, self-confidence, and anxiety either facilitate or block language acquisition. In this context, positive attitudes and supportive learning preferences are expected to lower the affective filter, while unresolved difficulties may raise it, reducing input and output quality. Complementing this, Gardner's Socio-Educational Model (1985) highlights the role of social and cultural integration in language learning, suggesting that learners' engagement with World Literature is influenced not only by linguistic proficiency but also by cultural relevance and integrativeness.

As illustrated in Figure 1, the study hypothesizes that attitudes, preferences, and perceived difficulties are interrelated variables that shape students' experiences and outcomes in learning World Literature. By clarifying these relationships, the framework provides a theoretical grounding for identifying which factors most strongly influence learner engagement and for developing pedagogical strategies that respond to these needs.

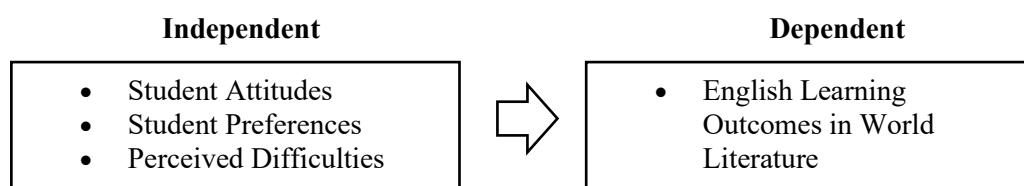


Figure 1. Conceptual Flow of the Study

Methodology

Research Design

This study employed a quantitative descriptive survey design, which was deemed appropriate for examining students' attitudes, preferences, and perceived difficulties in learning English through World Literature. The design allowed for the systematic collection of numerical data from a representative sample, enabling the identification of patterns and relationships among variables. The chosen approach will best suit the study since it aims to find out and analyze the level of students' attitudes, preferences, and difficulties encountered in learning English in World Literature.

Research Environment

The study was conducted in a public secondary school in San Miguel, Zamboanga del Sur. The school serves over 1,000 students, from whom Grade 10 learners were selected as respondents because World Literature is formally taught at this level under the Philippine secondary English curriculum.

Sampling Design

A simple random sampling technique was employed to ensure equal representation of participants. From a population of 138 Grade 10 students, 50 respondents were randomly selected. Although modest in size, this sample was considered sufficient for preliminary analysis, providing a reliable snapshot of learner experiences while maintaining internal validity through randomization.

Research Respondents

The respondents and participants of this study were Grade 10 students. Since the method used in this study is a quantitative research design, the researchers took 50 students as the respondents of this study. Among many students of the school, the grade 10 learners were the respondents because our main goal is to see how useful and relevant learning literature is in learning the English language, and as reflected in our Philippine Educational System, World Literature is taught to the grade 10 learners; therefore, the respondents of this study are 50 students from grade 10.

Research Instrument

The primary data-gathering tool was a five-point Likert-scale questionnaire designed to measure attitudes, preferences, and difficulties in learning World Literature. The instrument was divided into three sections: (1) Attitudes – 11 items adopted from Wahyuni, Oktavia, and Marlina's study on students' attitudes toward literature in English. (2) Preferences – adapted from Tevdovska (2016), measuring favored approaches and strategies in literature learning. (3) Difficulties – six items assessing linguistic, cultural, and motivational challenges.

Responses ranged from Strongly Agree (5) to Strongly Disagree (1). Content validity was ensured through adaptation of existing instruments previously applied in ESL and EFL contexts.

Data Gathering Procedure

The researchers obtained permission from the school principal before administering the survey. Students were contacted and asked to respond to the questionnaire through Google Forms. Ethical considerations were observed, including voluntary participation and confidentiality of responses.

Statistical Process

Data were encoded and analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics were used to determine the levels of attitudes, preferences, and difficulties. Kendall's tau correlation was applied to test the relationship among the three variables, aligning with the fourth research question.

Results

The results were obtained in a methodological manner where the discussion was outlined per research questions. To establish statistical rigor, the internal consistency of the Likert-scale questionnaire was tested. **Cronbach's alpha values demonstrated acceptable reliability** across the three constructs: attitudes ($\alpha = .82$), preferences ($\alpha = .79$), and difficulties ($\alpha = .76$).

Table 1. Level of students' attitude towards learning English in World Literature.

Statements	WM	DI
1. I like reading English literature books in English	3.6	Positive
2. I think it is necessary to learn literature in English.	4.4	Very Positive
3. I think literature lessons are enjoyable.	4	Positive

Statements	WM	DI
4. I am interested in learning literature in the English language	4	Positive
5. I think I can improve my proficiency in the English language through literature lessons.	4.3	Very Positive
6. I like to read literary text that uses simple English.	4.1	Positive
7. Studying English literature is a lot of fun.	3.9	Positive
8. I feel excited when I'm on my way to a literary class.	3.6	Positive
9. I like analyzing English literary works.	3.5	Positive
10. I feel happy when I study English literature at home.	3.5	Positive
11. Studying English literature makes me feel proud.	3.8	Positive
General Weighted Mean	3.9	POSITIVE

Table 1 shows the students' attitudes towards learning English in World Literature. Overall, the data suggest a generally positive attitude among students toward learning English through World Literature. Respondents agreed that literature could enhance vocabulary, comprehension, and cultural awareness. For instance, students indicated that stories and texts exposed them to new perspectives and strengthened language learning. However, the variation in responses highlights that not all students share this enthusiasm. A small but notable proportion expressed neutrality or uncertainty, which suggests that while literature is broadly accepted as a useful tool, its perceived value differs depending on individual experiences and motivations. This aligns with previous studies indicating that attitudes are often shaped by context, teaching approach, and text selection.

Table 2. *Level of students' preferences towards learning English in World Literature*

Statements	WM	DI
12. I prefer understanding literature when the teacher provides background information (culture, history, politics, and author) related to the text.	4.2	Mostly Preferred
13. I prefer exploring literature when the teacher introduces different language activities, group work, and pair work when working on the literary text.	4.2	Mostly Preferred
14. I prefer learning literature when the teacher provides information related to the topic, theme, plot, and characters in the literary text.	4.3	Highly Preferred
15. I prefer to read literary texts on my own and work individually.	3.4	Preferred
16. I prefer analyzing literature when the topics in the literary texts are related to and relevant to my personal life.	4.1	Mostly Preferred

Statements	WM	DI
17. I prefer learning literature when the text introduces cultural aspects that are familiar to me.	4	Mostly Preferred
18. I accept literary texts that introduce topics and cultural aspects that differ from my values and culture.	4.1	Mostly Preferred
19. I prefer exploring literature when I watch a film or a video related to the text.	4	Mostly Preferred
20. When reading or working with literary texts, I mostly enjoyed reading graded readers and simplified texts.	3.9	Mostly Preferred
General Weighted Mean	4	Mostly Preferred

Legends: WM = Weighted Mean; DI= Descriptive Interpretation Scale: 5.00-4.21= Very Often (Highly Preferred); 4.20-3.41= Often (Mostly Preferred); 3.40-2.61= Sometimes (Preferred); 2.60-1.81 = Rarely (Needed); 1.80-1.00 = Never (Not Needed)

Table 2 shows the students' preferences towards learning English in World Literature. Analysis of preferences revealed a **strong tendency toward interactive, collaborative, and multimodal approaches**. The majority of students preferred activities such as group discussions, drama, audiovisual materials, and opportunities to share personal interpretations of texts. These strategies were perceived as more engaging than teacher-centered methods, particularly those focused on translation or rote explanation. Importantly, this indicates a **disconnect between students' stated preferences and the classroom reality**, where instruction often emphasizes traditional teacher-led reading and word-for-word translation. Such findings highlight the importance of aligning instructional methods with learner expectations to sustain motivation and engagement.

Table 3. Perceived level of students' difficulties in learning English in World literature

Statements	WM	DI
21. Most of the difficulties were due to the complex and archaic(old) language used in the text.	4	Mostly Encountered
22. Most of the difficulties were due to the difficult or unknown cultural aspects described in the texts (beliefs, relationships, values, traditions).	3.8	Mostly Encountered
23. Most of the difficulties were due to the length of the literary texts.	3.7	Mostly Encountered
24. Most of the difficulties were due to a lack of time to read literary texts.	4	Mostly Encountered
25. Most of the difficulties were due to a lack of habit/willingness to read literary texts.	3.9	Mostly Encountered
26. I lack the motivation and the interest to engage actively with literary texts.	3.3	Encountered
General Weighted Mean	3.8	MOSTLY ENCOUNTERED

Legends: WM = Weighted Mean; DI= Descriptive Interpretation Scale: 5.00-4.21= Strongly Agree (Always Encountered); 4.20-3.41= Agree (Mostly Encountered); 3.40-2.61= Neutral (Encountered); 2.60-1.81 = Disagree (Rarely Encountered); 1.80-1.00 = Strongly Disagree (Never Encountered)

Table 3 shows the perceived level of difficulties encountered by the students in learning World literature. Despite positive attitudes and clear preferences, students also reported several persistent difficulties. Linguistic barriers, including complex vocabulary and unfamiliar expressions, were among the most frequently cited challenges. Cultural references embedded in texts also posed obstacles, particularly when students lacked background knowledge. Additionally, long and dense readings were described as time-consuming and discouraging, with some students struggling to sustain focus. These findings indicate that engagement with literature is not purely a matter of motivation or preference but is constrained by structural and linguistic challenges. The data suggest that unless materials are carefully selected and supported with scaffolding strategies, difficulties may continue to hinder comprehension and enjoyment.

Table 4. *The significant relationship among students' attitudes, preferences, and difficulties towards learning in World Literature.*

Correlations			C1	C2	C3
Kendall's tau b	C1	Correlation Coefficient	1.000	.389	-.333
		Sig. (2-tailed)	.	.144	.348
		N	11	9	6
	C2	Correlation Coefficient	.389	1.000	-.333
		Sig. (2-tailed)	.144	.	.348
		N	9	9	6
	C3	Correlation Coefficient	-.333	-.333	1.000
		Sig. (2-tailed)	.348	.348	.
		N	6	6	6

The table above shows the relationship among students' attitudes and student preferences, between students' attitudes and student difficulties, and between student preferences and student difficulties learning in World Literature.

Correlation analysis using Kendall's tau revealed no statistically significant relationships among attitudes, preferences, and perceived difficulties ($\tau = .389$, $p = .144$). This suggests that students' positive attitudes and strong preferences did not necessarily translate into fewer difficulties. For example, learners who expressed enthusiasm for literature or preferred interactive approaches still reported challenges with vocabulary and cultural content. This finding is noteworthy, as it implies that affective and preference-based factors, while important for motivation, may not directly reduce barriers without corresponding pedagogical support. Instead, the results point to the need for comprehensive interventions that address difficulties explicitly rather than assuming that positive dispositions alone are sufficient for success.

Discussion

The present study set out to examine students' attitudes, preferences, and perceived difficulties in learning English through World Literature. Overall, the findings highlight both encouraging and challenging dimensions of literature integration at the secondary level.

Positive Attitudes but Uneven Engagement

The results indicate that students hold generally positive attitudes toward World Literature, perceiving it as valuable for expanding vocabulary, comprehension, and cultural awareness. This aligns with earlier studies in Turkey (Tehan, Yuksel, & Inan, 2015) and Malaysia (Babaei & Yahya, 2014), which also documented favorable learner attitudes toward literature. However, the variability of



responses suggests that positive dispositions are not universal. For some students, enthusiasm was tempered by perceived irrelevance or difficulty, echoing Abu-Snoubar's (2017) finding that attitudes are highly context-dependent.

From the perspective of Krashen's Affective Filter Hypothesis (1982), these results indicate that many students approach literature with a lowered filter, open to input. Yet the persistence of neutral or less enthusiastic responses suggests that for certain learners, motivational or affective barriers remain.

Preferences and the Pedagogical Gap

Students' strong preference for interactive and multimodal strategies—such as group work, audiovisual materials, and interpretive discussions—reinforces Carter and Long's (1991) framework, particularly the personal growth and language-based approaches. Similarly, Paesani (2011) argued that multimodal engagement enhances motivation and language development, a claim supported by the present findings.

The clear contrast between preferences and actual classroom practices is critical. Students often reported conventional, teacher-centered methods (translation, note-taking) despite desiring collaborative and creative approaches. This misalignment resonates with Hanauer (2012), who emphasized the demotivating effect of monotonous literature instruction. The findings, therefore, underscore the need for pedagogical adjustments that respond to learner preferences to sustain engagement.

Persistent Difficulties Despite Positive Attitudes

Despite overall positivity, students reported linguistic, cultural, and time-related difficulties in engaging with literature. Complex vocabulary and culturally unfamiliar references were common obstacles, echoing Krishnasamy's (2015) caution about mismatched text selection. Similarly, Hussein and Al-Emami (2016) noted that cultural unfamiliarity often leads to disengagement among EFL learners.

From a theoretical standpoint, these challenges can be understood through the Affective Filter Hypothesis: when texts are perceived as too difficult or alien, anxiety increases and the filter rises, restricting acquisition. The findings also resonate with Gardner's socio-educational model (1985), which stresses that integration and cultural openness are crucial in sustaining motivation. When students view texts as inaccessible or irrelevant, their integrativeness—and consequently their motivation—declines.

Non-significant Relationships Among Variables

A notable outcome of this study is the lack of significant correlation among attitudes, preferences, and difficulties. This suggests that positive dispositions do not automatically mitigate barriers, and favored learning strategies do not necessarily reduce perceived difficulties. This divergence highlights the complexity of literature learning: motivation and preference are necessary but not sufficient conditions for successful engagement.

This finding challenges simplified assumptions in earlier works that positive attitudes directly predict improved performance (Abidin et al, 2012). Instead, it supports the view that structural and instructional interventions are required to address difficulties directly. For instance, scaffolding strategies, explicit vocabulary instruction, and culturally contextualized teaching may be needed alongside cultivating positive attitudes.

Limitations of the Study

While the results provide valuable insights, several limitations must be acknowledged. The sample size was modest (50 students) and drawn from a single school, limiting generalizability. Self-reported survey data may also be subject to social desirability bias, with students potentially overstating positive attitudes. Finally, the study did not triangulate findings with qualitative data (e.g., classroom observations or interviews), which might have provided deeper insights into learners' experiences.

Implications

Despite these limitations, the findings carry important implications for curriculum and pedagogy. Teachers should not assume that positive attitudes alone ensure success; rather, instructional strategies



must actively address difficulties through scaffolding and contextualization. At the policy level, DepEd may consider reinforcing multimodal and student-centered literature approaches in the secondary English curriculum to better align with learner needs.

Knowledge Contribution

This study contributes to the growing body of research on literature in English language teaching by providing empirical evidence from the underexplored context of Philippine secondary schools. While much of the existing scholarship on attitudes, preferences, and difficulties in literature learning comes from Turkish, Malaysian, and Middle Eastern contexts, this research offers insights specific to Filipino learners navigating World Literature in Grade 10.

The findings advance knowledge in three ways. First, they demonstrate that students generally approach literature with positive attitudes, yet such dispositions are not uniform and do not automatically reduce learning difficulties. This nuance challenges assumptions in earlier studies that equate favorable attitudes with smoother learning outcomes. Second, the results highlight a significant mismatch between students' preferred learning methods and prevailing classroom practices. By surfacing this gap, the study underscores the importance of pedagogical reform toward more interactive and multimodal approaches. Third, the lack of significant correlation among attitudes, preferences, and difficulties indicates that these factors operate more independently than often assumed. This suggests that addressing one dimension in isolation—such as improving attitudes—may not suffice without simultaneously tackling perceived difficulties.

Beyond these contributions, the study also reinforces the relevance of Krashen's Affective Filter Hypothesis and Gardner's socio-educational model in interpreting the Philippine context. It shows that while affective variables and integrative motivation are central, they must be supported by instructional strategies that directly address linguistic and cultural barriers.

In sum, the study adds to Philippine ESL research by illuminating the interplay of learner attitudes, preferences, and challenges in World Literature, providing a knowledge base for teachers, curriculum developers, and policymakers seeking to design interventions that move beyond assumptions of student positivity and toward evidence-based, learner-centered pedagogy.

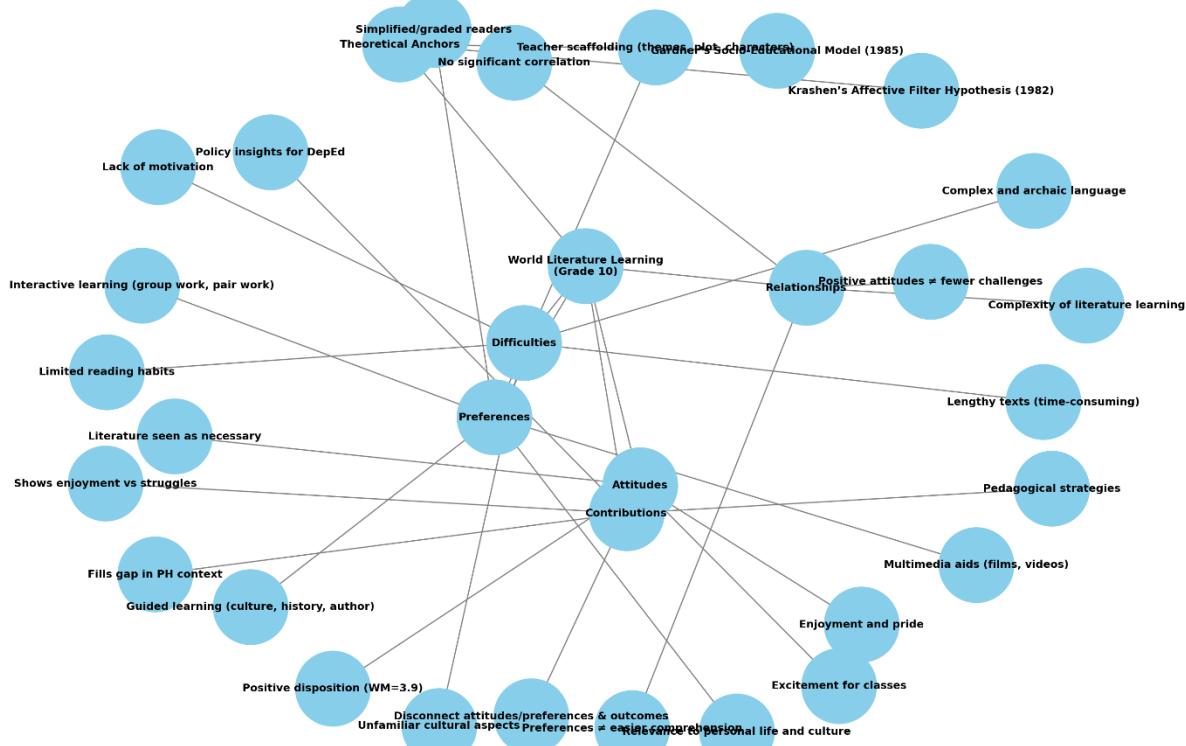




Figure 2. Knowledge Contribution

Conclusion

This study investigated Grade 10 students' attitudes, preferences, and perceived difficulties in learning English through World Literature. The findings demonstrated that students generally hold positive attitudes toward literature as an essential and motivating component in language learning, recognizing its role in enhancing English proficiency and cultural appreciation. Preferences for contextualized instruction, such as the inclusion of cultural and historical background, interactive group activities, and multimodal learning aids, were evident and suggest a strong learner desire for scaffolding and engagement.

Despite these positive dispositions, students frequently encountered significant challenges, including difficulties comprehending complex and archaic language, unfamiliar cultural concepts, and lengthy texts, compounded by limited instructional time and reading habits. Notably, the correlations among attitudes, preferences, and difficulties were statistically insignificant, indicating these factors operate independently and highlighting the complex dynamics affecting literature learning. The significance of these results underscores the need for balanced pedagogical strategies that do not solely rely on fostering positive attitudes but also address practical barriers through targeted instructional design. Specifically, adopting level-appropriate textual materials, incorporating simplified versions of classic works, and integrating culturally relevant, multimodal resources can enhance both accessibility and motivation.

The findings have vital implications for educators, curriculum developers, and policymakers. For teachers, the insights emphasize the importance of tailored scaffolding, learner-centered approaches, and varied multimodal engagement to optimize student outcomes. For curriculum planners and the Department of Education, the study provides evidence-based guidance to refine the World Literature component in the secondary English curriculum to better meet learners' needs and maximize the subject's pedagogical efficacy.

In summary, this study contributes to the limited empirical research on World Literature learning in the Philippine secondary context, offering a comprehensive understanding of students' experiences and pointing toward more inclusive, responsive, and effective teaching practices in literature-based language instruction.

Recommendation

Based on the findings of the study, several recommendations may be considered to enhance the teaching and learning of World Literature in Philippine secondary schools:

Text Selection and Adaptation

Findings suggest that perceived difficulties often stem from linguistic complexity and cultural unfamiliarity. Teachers and curriculum developers should therefore select texts that balance accessibility and challenge, scaffolding students' comprehension while still exposing them to authentic literary forms. Supplemental materials, such as glossaries or cultural background notes, may help reduce anxiety and lower students' affective filters.

Multimodal and Interactive Teaching Approaches

The study revealed strong student preferences for collaborative and dynamic strategies over translation-heavy instruction. Teachers are encouraged to incorporate group work, drama, audiovisual materials, and student-led discussions to sustain motivation and align instruction with learners' interests. Such methods are consistent with Carter and Long's (1991) personal growth approach and with Krashen's principle of providing comprehensible input in a low-anxiety environment.

Addressing Student Difficulties Explicitly

Since difficulties persisted despite positive attitudes, interventions should directly target barriers such as vocabulary, cultural knowledge, and lengthy texts. This may include explicit vocabulary instruction, pre-reading cultural activities, and chunking long texts into manageable segments. These

strategies not only address immediate comprehension issues but also prevent the rise of students' affective filters.

Teacher Professional Development

The gap between students' preferences and classroom practices indicates the need for professional development opportunities. Training may focus on learner-centered methods, multimodal instruction, and scaffolding strategies for teaching literature. Aligning teacher practices with student needs is essential to ensure that positive attitudes and preferences translate into meaningful engagement.

Policy and Curriculum Implications

At a broader level, the Department of Education may consider revisiting curriculum guidelines to ensure that World Literature is taught in ways that integrate linguistic, cultural, and affective dimensions. Policy support for resource development, teacher training, and multimodal integration can help institutionalize more effective approaches across schools.

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