



Teaching Literature for Aesthetic Purpose: University Level English Language Teachers' Lived Experiences

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DOI: <https://doi.org/10.36892/ijlls.v8i3.2594>

APA Citation: Regmi, L. R. (2026). Teaching Literature for Aesthetic Purpose: University Level English Language Teachers' Lived Experiences. *International Journal of Language and Literary Studies*. 8(3).125-134. <https://doi.org/10.36892/ijlls.v8i3.2594>

Received:

20/02/2026

Accepted:

30/03/2026

Keywords:

Teaching literature, aesthetic purpose, English language teachers, university level, criticality and creativity, critical lenses

Abstract

Literature is a fertile discipline of multiple models of creative language use and aesthetics. Aesthetics in literary texts is an internally rooted quality that is embedded in contexts, plots and themes. Such aesthetics manifested in the literary texts draws the emotional attachment of the readers and it becomes the matter of discussion in classroom from the pedagogic purpose. The present study aimed to explore the experiences of university level English language teachers in teaching literature for aesthetic purpose. For this, five English language teachers teaching at M. Ed. Level were purposively selected and interviewed to collect data. The collected information was codified and analyzed under different qualitative themes. The findings showed that teaching literature for aesthetic purpose is an advanced level pedagogic practice that requires teachers' and students' intellectual exercise and their involvement in cognitive process. Teaching literature for aesthetic purpose is not a separate pedagogical practice from teaching literature for language enhancement and it regards language development as base. Under this pedagogical practice, as students' interaction occurs with their peers, group, and their teachers, they get opportunities to put forward their arguments, share their views using aesthetic experiences, evaluate their analysis using the tools of judgement and move to logical conclusion on particular issues of the literary texts. For this, they analyze the texts subjectively or objectively using different critical lenses. Likewise, students have close attachment with the emotional elements of the literary texts and the analysis of these emotional elements lead them to the sense of empathy. The teacher initiated or free discussions on the themes or issues of literary texts under this pedagogical practice enhance students' criticality, creativity and inference. However, teaching literature for aesthetic purpose is not free of challenges.

1. INTRODUCTION

Literature occupies an important space in the English language syllabuses at university level. The literary texts are linguistically rich and aesthetically loaded. Such texts at this level are treated as materials to teach content, stylistics and cognitive skills. From pedagogic point of view, the literary texts at university level are employed to teach extensive reading and aesthetic reading. In line with this statement, Alvstad and Castro (2009) argue that the reason of teaching literature in university level English language classroom is to engage students in different activities to develop their criticality and inference through the substance of the texts. Aesthetics embedded in literature is an inherent quality related to beauty and it appears as the value of human life in literary texts. Aesthetics as value is manifested through the issues in the literary texts. Aesthetics in literary texts is an intrinsic beauty that draws the students' attention emotionally. The teaching of literature for aesthetic purpose emphasizes the appreciation of literary texts for their beauty, emotional impact, and artistic expression rather than solely for

their informational or moral content. Teaching literature for aesthetic purpose fosters students' ability to appreciate the literary texts from linguistic and other critical perspectives, promotes students' emotional and sensory engagement with the texts, and fosters their creativity and inference. Analyzing aesthetics of literary texts is a part of classroom pedagogy of literature at university level and such aesthetics in the form of issue is analyzed adopting different critical perspectives, for example, gender, social background, character, textual, readers' response, and cultural lenses.

Literature as content rich material continues to solidify its contribution to language teaching and the need and space of teaching literature for aesthetic purpose is further widened and justified. The literary texts in classroom do not merely serve the issues such as cross culture, gender, human condition, environment, language minority but also provide students with abundant opportunities to hold discussion on these topics. Teaching literature for aesthetic purpose enables students to express their emotion, to come up with their commentary and appreciation, and to foster their criticality and inference; however, the teaching literature for aesthetic purpose can lead students to the verge of pitfalls (Regmi, 2022a). Following the same spirit, Attard (2018) claims that the readers perceive aesthetics of the literary texts when these texts are appreciated subjectively on the basis of textual elements or objectively employing different critical approaches. It provides students with the wider space to generate diverse meaning through transaction with the texts. Teaching literature for aesthetic purpose provides students with opportunities to interact with the context and to anticipate the message of the text so that students will be able to decipher the implied meaning of the text. In addition, teaching literature for aesthetic purpose involves students in collaboration, encourages them to share their experiences, constructing their own meaning through assimilating the themes of the texts with their life experiences (Sacasan & Gomez, 2024). Teaching literature for extensive reading or for aesthetic purpose allows students to take part in various interactive activities like discussion, commentary on the crucial themes, for example, realism, romance, love, conflict, justice, and identity. Students can have interaction with these themes as literary texts can have a series of such social discourse. As a result, students express their opinion, engage with multiple viewpoints and draw their own interpretation of the literary texts (Hossain, 2024).

The English language teachers at university level in our context teach literature for aesthetic purpose; however, a few of them still have the hangover of the model developed by Alan Maley (2001) which focuses on the two separate modes of pedagogical practices of teaching literature such as literature as a resource and literature as a study (Regmi, 2022b). As a further development in the field of the pedagogy of literature, Carter (2007) added that literature is loaded with aesthetics and embedded with culture along with the language features. His study provides the language teachers with the insights to teach literature for aesthetic purpose along with treating it as resource. The literary texts — poetry, drama, fiction, and prose — are loaded with aesthetics and such beauty creates the value of the texts. These texts are full of crucial themes or issues of human life. It shows that English language teachers at university level should be aware of the two visible sides of literary texts that portrait multiple models of creative language use and the sources of issues of human life. Moreover, they ought to be updated to the existing practice of teaching literature which focuses language development and aesthetic purpose integrating them in a balanced way. At this juncture, the present study aims to explore the lived experiences of Tribhuvan University English language teachers in teaching literature for aesthetic purpose.

2. THEORETICAL AND CONCEPTUAL FRAMEWORK

This section discusses the concepts related to teaching literature for aesthetic purpose and presents the basics of the related theories contributing to the study.

Aesthetics in Literary Texts

The literary texts are linguistically and aesthetically enriched materials. They are loaded with era- or movement-related and context-related issues and themes at the center of them. The issues existed in the literary texts directly or indirectly reflect the meaning of life. And such value of life manifested in literary texts represents the beauty of the text as well (Mikkonen, 2008). Such beauty or aesthetics is created by the elements of the literary texts, mainly, by their themes. And it enables the readers (here students) to respond with their emotion either in a subjective way or in an objective mode. Students as recipients of aesthetics analyze the issues of literary texts adopting diverse perspectives such as gender, social background, language and textual, reader response, characters and culture.

Teaching Literature for Aesthetic Purpose

Literature is taught for students' language development and aesthetic purpose either as two separate pedagogical practices or in integration. Here, teaching literature for aesthetic purpose includes the close reading of the literary texts — for example, poem, drama, fiction, prose — and holding discussions and reflections on the key issues of the texts under teacher guided practice or free interaction. It allows students' analysis and interpretation from diverse perspectives using different critical lenses. This mode of pedagogical practice leads students to creative writing and they produce their own literary work. However, teaching literature for aesthetic purpose is not free of challenge and risk. While dealing with literary texts for aesthetic purpose, both instructors and students employ their aesthetic experience, and their responses using such experience are vulnerable but not constant and consistent (Calderwood, 2005).

Sociocultural Theory

This theory of cognitive development was coined by Vygotsky (1978) and it emphasizes the role of social interaction and culture in learning. It assumes that students learn through guided participations, collaboration and proximal interaction with peers and teachers who have better knowledge. Learning takes place or becomes successful because of students' guidance or with the support of others and such learning through interaction/engagement builds their thought. This theory holds similarities in many respects to Rosenblatt's readers' response theory. In learning aesthetics of literary texts and analyzing it from diverse perspectives, such teacher guidance or peer interaction help students navigate challenging language and themes. This theory offers a valuable framework for understanding how literature can create space for students' linguistic and cognitive development. For this purpose, literary texts facilitate as dynamic material for social interaction to promote students' critical thinking and intercultural competence (Hossain, 2024).

Reader Response Theory

This theory was developed by Rosenblatt (1978) and it assumes readers (here students) as active recipients in reading and meaning making process of the literary texts. Students play the role of active participants in deciphering the meaning and such meaning of the literary texts is the result of employing students' aesthetic experiences. Moreover, this theory believes that the meaning is determined with the help of transaction between students and the literary texts. This theory is closer to learner centered approach and allows students to utter wide range of expressions through collaboration, sharing ideas and leads to the critical interpretation of the literary texts through social engagement/interaction. This theory is closer to sociocultural theory developed by Vygotsky with reference to the process of learning.

The above theoretical framework shows that the interplay occurs between Rosenblatt's reader response theory and Vygotsky's constructivism views. It resonates with Rees who argues that learning in the form of response evolves from social interactions and collaboration and such response is driven by social need to share those responses with others. As learning takes place

in social context, classroom can facilitate students to generate their own meaning in collaboration with their peers' and/or teachers' critical inputs (cited in Said, 2013).

3. REVIEW OF EMPIRICAL LITERATURE

Lida (2013) studied the use of literature in language teaching from both theoretical and empirical perspectives. The study found that literature is taught at different levels of academic studies for different purposes. The teaching and learning of literature enable students to foster their linguistic abilities, communicative competence, cultural awareness, and provide opportunities for emotional engagement. Such engagement encourages them to express their own thoughts, make them able to respond to the issues, negotiate for the meaning and construct meaning of their own. However, it is not free of challenges. Likewise, the study of Verheyen (2015) confirmed that aesthetics in literary texts is the result of the interplay between form and contents. Such aesthetics as a distinct property of the literary texts provides students/readers with wider space for discussions and collaboration. Literature in this respect appears as a fertile material to use among students to foster their criticality and creativity. The study of Mart (2018) justified that the literary texts provide fertile ground to carry out language related and critical reading related activities in classroom. Literature has potential contribution to students' language development, particularly for language skills and proficiency. In addition, literature contributes to cultivating students' argumentations, inferences and criticality. Cuthbert (2019) reported the implementation of aesthetic knowledge in curriculum designing and educating the English language learners in literature in language teaching context. The study analyzed the role of readers' aesthetic knowledge in teaching literature for aesthetic purpose situation and concluded that aesthetic knowledge as subjective experience of the readers negotiates with the texts to elicit meaning. Wintersparv (2021) examined how language teachers relate their experiences to literature studies. The study found that the language teachers' experience had important space in reading literature and the teachers were aware of identifying the aesthetic aspect, mainly, in fiction. The study concluded that the reading of literature relating teachers' experiences was significant to expand the teachers' horizon of knowledge and skills.

The study of Ashrafuzzaman (2021) reported that literature as a source of authentic materials facilitates the English language teaching and learning. It enhances students' language skills and widens their vocabulary. The exploitation of literature in language teaching provides opportunities to carry out ample activities to promote the communicative competence of students and enables them to foster their interpretative abilities. The wisely selected texts of literature provide students with arrays of creative language use and the students develop language awareness through reading such multiple models of language use. However, the study revealed that the exploitation of literature in language teaching is not free of challenges. The study of Baba (2022) showed that the English language teachers and students had positive attitude towards the use of literature in language teaching as literature contributes to their language achievement and intercultural understanding. The study affirmed that literature provides them with motivating materials and promotes their confidence. The study further showed that the selection of literary texts is important in such academic achievements of the learners in literature course. The study concluded that the use of literature in language teaching is not free of challenges. The learners expected to have the guidance and support of their instructors to minimize those challenges and ease the teaching learning of literature.

The status of literature teaching, with the invent and adoption of modern English language teaching technology, has been more advanced now than in the era of using the traditional methods. The study of Caramay et al. (2023) was to explore the English literature teachers' experiences and challenges of using literature in digitalized classrooms. The study found that the teachers have created their own digitalized classrooms which, according to them, was a paradigm shift in the field of teaching and learning literature. Such shift from tradition to innovation has created the challenge of adjustment and preparation; however, it provided the

teachers with opportunity to enrich their pedagogical skills and strategies. The study further revealed that the use of digital materials has made the literature classroom atmosphere more conducive, more interactive, and more exciting. The digitalized classroom offers students with variety of experiences that can increase students' motivation, criticality, creativity, and active engagement. Likewise, Patel (2024) explored that the integration of digital platforms had impact on the teaching and learning of literature. Moreover, the rise of diverse thoughts, ideologies, identities in society have been the new areas of study in literature and they should be analyzed using different critical lenses.

The study of Sacasan and Gomez (2024) was to explore the lived experiences of English teachers in teaching literature during COVID-19 period. The study reported that there had been limited interaction between the literature teachers and students during the pandemic. It further showed that the teachers confronted challenges of using new technology and faced difficulties in making relevant interpretation of the literary texts in the lack of adequate interaction with students. Likewise, it resulted into incomplete task of unresponsive students; however, the participants utilized the pandemic as an opportunity to be acquainted with the new technology, explored new techniques of teaching literature, and found students' engagement on written tasks. The study of Sui (2025) reported the English teachers' strategies of teaching literature in digitalized era. Literature teaching and learning has been more effective by using innovative approaches, technologies and by integrating interdisciplinary knowledge and perspectives from visual materials. Integrating such interdisciplinary knowledge in classroom discussions enables students to critically examine the values, worldviews, and philosophies of life embedded in literary texts through multiple aesthetic perspectives.

The above reviewed works on different aspects of literature teaching had given much attention to the role of literature in language teaching, contribution of literature to language development, role of aesthetics in developing students' communicative ability, relationship between reading literature and aesthetic experiences, challenges of teaching literature, integrating digital platforms in literature teaching, new and innovative approaches to teaching literature. They have given less attention to the teaching of literature for aesthetic purpose and exploring the lived experiences of English teachers at university level. At this juncture, the present study aims to fulfil this gap.

4. METHODS AND PROCEDURES OF THE STUDY

The present study is based on qualitative research approach. Five English language teachers teaching the literature course at M. Ed. Level in Tribhuvan University were purposively selected as informants. And they were interviewed to collect data. The information collected using interviews was codified and the qualitative themes were developed. These themes were: English language teachers' understanding of teaching literature for aesthetic purpose, their personal experiences with literature, pedagogical approaches for aesthetic engagement in classroom, impact of teaching literature for aesthetic purpose on students, and challenges in teaching literature for aesthetic purpose. Likewise, the data was analyzed under these qualitative themes. The findings were derived on the basis of the analysis of data. The findings were meaningfully interpreted to draw conclusion.

5. RESULTS AND DISCUSSION

This section presents the data and their analysis under different qualitative themes. The findings have been drawn on the basis of the result and are linked with the related previous studies and discussed here in this section. Such results are discussed under the themes: university level English language teachers' conceptions of teaching literature for aesthetic purpose, their personal experiences with literature, pedagogical approaches for aesthetic engagement, classroom atmosphere and student engagement, impact of teaching literature for aesthetic

purpose on students, and challenges (limitations and pitfalls) of teaching literature for aesthetic purpose.

University Level English Language Teachers' Conceptions of Teaching Literature for Aesthetic Purpose

How the English language teachers handling the courses of literature understand teaching literature aesthetically was the first item to discuss in this section. Literature as a resource provides useful materials to teach language skills; and elements: vocabulary, pronunciation, and language functions. Literature as content rich material contributes to teach contents, and literary skills. While conceptualizing teaching literature for aesthetic purpose, one of the informants expressed:

"Teaching literature for aesthetic purpose is different from teaching literature for language development. The literary texts are used to teach cognitive skills. In this mode, the teacher asks students to have close reading of them for informative purpose at one level and for high order thinking purpose and aesthetic purpose. It is teaching literature aesthetically in which teachers engage students in different intellectual, cognitive process."

According to the informant, teaching literature aesthetically is a bit more intellectual pedagogical practice that occurs after students' conceptualizing the facts existed in the literary texts. It is beyond the teaching of factual information of the texts; it is beyond literature for language development. Teaching literature for aesthetic purpose enhances students' expressive perceptions, students become more proximal with the issues existed in literary texts, and can develop ability for cognitive elaboration. Regarding this item, next informant further added:

"This is an advanced pedagogical practice in which English language teachers should consult extra materials to teach the literary texts. The literal comprehension of the texts is not enough at university level. In this process, teacher engages students in intellectual, critical, imaginative-creative tasks. Students become more active with their roles, they become more interactive to make rich textual understanding and personal construction of meaning."

This information leads to the discussion that teaching literature aesthetically is not separate from teaching literature for language development. It is the next pedagogical practice that occurs simultaneously with literal comprehension or after it. Here, the teacher asks students to explain the figures of speech used in literary texts and connect them with the meaning or generate the meaning. S/he asks them to identify the themes or issues of the texts and analyze them subjectively or objectively employing critical lenses. While analyzing the literary texts, students become active recipients, use their aesthetic experience to analyze the literary texts. At this juncture, the other informants added: "All students do not participate in discussion and other activities equally and actively and if the texts are complex, they do not enjoy in meaning making process." This discussion leads to the finding that teaching literature for aesthetic purpose is a pedagogical practice that is beyond using literature for language development but it is not a separate practice from literature for language enhancement. Teaching literature aesthetically enables students in developing their literary and aesthetic competence. Students use their aesthetic experience while interacting with the literary texts when teacher teaches literature for aesthetic purpose. But students' active engagement depends upon the nature of the literary texts. This finding resonates with Abdelaaziz (2025) who synthesized that teaching literature aesthetically leads students to appreciate the emotional elements of the texts, to in-depth understanding of them, and to analyze the texts with criticality and creativity. Students can use series of actions and interactions and synthesize, interpret the texts using their own spectacles. However, students' engagement in different learning activities depends upon the nature of the literary texts.

University Level English Language Teachers' Personal Experiences with Literature

The English language teachers can have their own personal experiences with literary texts from their college life. They can have their own impression and understanding of literature while studying at university and working there as instructors. They can be influenced by the background information of the authors, their contribution, the literary age they belong to and the emotional attachment, themes or issues existed in the literary texts. There can be some literary texts the teachers studied as students and shaped their world views. At this juncture, one of the informants shared:

"I am really influenced by reading some literary works, for example, *To His Coy Mistress* by Andrew Marvell, particularly, the use of wit and humour; the theme expressed in *Mill on the Floss* by George Eliot, mainly, the message of this novel, likewise, Harper Lee's novel *To Kill a Mockingbird* and the aesthetics reflected in this novel."

The English teachers had remarkable influence of some literary works they studied at campus and university. These teachers were influenced by the language, figures of speech, dialogues, themes, human condition and issues expressed in these literary texts. It means that the aesthetics of these literary texts connected the English teachers with emotion. The next informant added:

"I am not only influenced by some of the literary texts but also have made world views on the basis of the message of these texts. While teaching the concepts, for example, simile, metaphor, feminism, aesthetics of segregation, symbol and imagery, I remember the texts I read, my teachers taught me, for example, *My Love is Like a Red, Red Rose* by Robert Burns; *A Farewell to Arms* by Hemingway to teach symbol and imagery; and *A Raisin in the Sun* to teach aesthetics of segregation; John Donne's poem *Song* for exaggeration or hyperbole; and *Death of a Salesman* as modern tragedy."

The data shows that the university level English teachers' experiences they built as readers/students at campus and university level had great influence in their present teaching. They use such experiences in classroom while dealing with the specific concepts and references. They remember how their teachers taught these texts and now they make plan how such knowledge is applicable in their classroom teaching. It leads to the interpretation that the literary texts the English language teachers read/studied at campuses and universities provided them with the insights to build up their world views and to use them as reference at their present teaching in classroom. This interpretation is similar to Yusmanita and Adani (2024) who concluded that past experience of learning in higher education has significant impact to present teaching and teacher professional development.

Pedagogical Approaches for Aesthetic Engagement in Classroom

The university level English language teachers make interactive engagement of students by providing the students with specific tasks, for example, read and discuss, identify the theme of this text or the issue existed in this text, discuss in your group and peers. Teacher can observe students' discussion on their emotional attachment with the issues of the texts and their creative responses as reader response (Rosenblatt, 1978) as outcomes of their aesthetic experiences. In this context, one of the informants said:

"Teacher should adopt different strategies to make students engaged in aesthetic activities. Teacher always asks them to make their own group and allocate them the task for aesthetic engagement, for example, identifying the language features existed in the texts, the themes of the texts, the memorable character/s, and the analysis of the issue subjectively or objectively using different critical approaches."

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According to the data, the English teacher can adopt multiple strategies to engage students aesthetically in classroom such as interaction on a particular theme and the issue that leads them to aesthetic responses — for example, while discussing Harper Lee's 'To Kill a Mockingbird', students can discuss on aesthetics of segregation in the text. Students exchange their opinions, they learn through active engagement, social interaction as Vygotsky's (1978) sociocultural theory claims. Moreover, the teacher can engage them in other aesthetic activities, for example, story-telling, dramatization and creative writing. The next informant added:

"Teachers can encourage students to emotional and creative engagement, can initiate the discussion and draw conclusion assembling students' opinions, teacher can observe their responses to the issue of the text, and can see how students interpret, relate and react to the literary text."

The teacher, while teaching literature for aesthetic purpose, encourages students to engage in more critical and creative tasks, for example, critical analysis of the text and interpretation on the basis of the discussion and drawing conclusion assembling students' critical views. This discussion leads to the interpretation that teacher engages students in different aesthetic activities and the adopted strategy is discussion or interaction. The students remain active recipient and the teacher stands as critical input provider not a sole meaning maker. The teacher assigns them the tasks, observes their emotional attachment and responses to the text or to the issues, and how students relate the themes with their life experiences. Here, the students analyze the literary texts subjectively or objectively using different critical lenses.

Impact of Teaching Literature for Aesthetic Purpose on Students

Teaching literature for aesthetic purpose is a pedagogical practice beyond teaching literature for language development; however, they are interconnected. Teaching literature aesthetically involves a series of intellectual activities of teachers and students. It allows teachers' involvement in designing different learning-centered tasks and seeks for achievements among students. Regarding the impact of teaching literature for aesthetic purpose on students, one of the informants expressed:

"In this mode of teaching literature in language classroom, teacher comes with preparation for intellectual presentation of the literary texts and attempts to prepare students accordingly by engaging them in different interactive activities. One remarkable thing is that most of the literary texts portray series of social interaction and they draw students' emotional attachment, their responses. As students involve in different interactive activities, have attachment with social issues and discuss them among their peers or friends, listen to their teachers' critical input, the students come with the feeling of empathy, critical appreciation of the literary texts."

The data leads to the discussion that students while consulting literary texts aesthetically along with their teacher-initiated discussion or free discussion with their peers learn to view the world from others' perspectives, develop the skill of assimilation, critical commentary and critical appreciation. Likewise, the next informant added:

"Students present their views logically and critically after they are taught the texts for aesthetic purpose. They can present the substance of the texts, can infer the ideas, synthesize them and interpret accordingly using different critical lenses. This process leads students to the stage of critical thinking, creative thinking and ultimately to creative writing."

Students read the literary texts closely and critically. They attempt to find how a particular issue of a literary text values the significance of human life and how it is connected to human existence. They analyze the theme of the literary text, evaluate the tools used to analyze and develop the substance and finally draw the interpretation of the literary texts. This discussion leads to the finding that teaching literature aesthetically develops the sense of empathy, literary

skills: commenting, appraising, appreciating; and criticality as well as inference among students. Moreover, this mode of teaching literature cultivates students' creative thinking and creative writing skills. This finding is in line with the interpretation of Aziz et al. (2022) whose study concluded that literature (poetry) is a useful and effective source for developing critical thinking skills among students.

Challenges in Teaching Literature for Aesthetic Purpose

Literature is an artistic expression of language on a particular topic. It can have the rearranged patterns of language. Literature uses the indirect way of expression employing the figures of speech and other additional devices. Literature is treated as a discipline which allows the special use of language. As literature has indirect mode of expression and special use of language, students may encounter challenges while reading literature. In this context, one of the informants told:

"Teaching literature aesthetically is a bit advanced level pedagogic practice that requires teachers' knowledge and skills to handle the classroom. Some literary texts can be complex from language point of view, others can have unfamiliar historical political context, some texts have different cultural settings that students have not expected."

The teaching of literature aesthetically is a pedagogical practice that is more advanced than teaching literature for language development. It requires teachers' ample knowledge of the subject matter of the literary texts and the skill to critically analyze the issues existing in these texts from diverse perspectives or the critical lenses. The complex language structure, implied meaning, indirect mode of expression and unfamiliar cultural setting can create challenge in the effective teaching and learning of literature for aesthetic purpose. This discussion leads to the interpretation that teaching literature is challenging linguistically, cognitively, and culturally. Teaching literature for aesthetic purpose is not free of pitfalls and such pitfalls are related to the contexts of the literary texts, limited proficiency of students and time-consuming procedure.

6. CONCLUSION

Aesthetics, the internally rooted quality of literary texts, is prolific in teaching literature for aesthetic purpose. Teaching literature aesthetically is a bit advanced pedagogical practice that is interconnected with using literature for language development. Teaching literature for aesthetic purpose leads students to the appreciation of the emotional elements of the texts, to in-depth understanding of the message of the texts, and to the analysis of the themes or the issues of the texts using different critical lenses. While dealing with the literary texts for aesthetic purpose, the English language teachers share their previous knowledge and experiences as readers or students and encourage students to respond to the texts on the basis of their experiences and the perspectives they have owned. For this, students take part in the discussion either teacher initiated or free to share their own views, arguments, evaluate their tools used to analyze the texts and finally move to logical conclusion. Interaction is the main mode of classroom pedagogy and students' aesthetic experience works as catalyst in this mode of practice. As teaching literature for aesthetic purpose allows the interaction between students' minds and the emotional elements of the literary texts, students get opportunities to promote the feeling of empathy. Moreover, teaching literature for aesthetic purpose enables students to take part in the interaction, share their ideas and such practice develops criticality, inference and creativity among students. Teaching literature for aesthetic purpose is pertinent in language classroom as it offers ample opportunities to carry out activities related to high order thinking abilities, particularly the skill to analyze from multiple perspectives and constructing their own meaning. However, teaching literature for aesthetic purpose is not free of textual, contextual and cultural challenges. It is a time-consuming process and it requires students' advanced

performance to critically analyze the literary texts using critical lenses. Here, this conclusion is based on the findings of the discussion drawn from the experiences of the English language teachers of Tribhuvan University.

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