

EDITAL Nº 41/2023 - PRPPG
XXV ENCONTRO DE INICIAÇÃO CIENTÍFICA
XVIII ENCONTRO DE PESQUISA E PÓS-GRADUAÇÃO

**EXPLORING THE PEDAGOGICAL POTENTIAL OF LITERATURE IN
HIGH SCHOOL ENGLISH LANGUAGE TEACHING**

Antonio Rildery De Souza Braga¹, Jamille Diniz Macedo², José Charles Bezerra de
Sousa³, Júlia Araújo Gomes⁴

Universidade Estadual Vale do Acaraú, Sobral, CE¹, Universidade Estadual Vale do Acaraú, Sobral, CE²,
Universidade Estadual Vale do Acaraú, Sobral, CE³, Orientadora, Bacharel em Direito, Professora na
Universidade Estadual Vale do Acaraú⁴.

In the realm of language education, the pursuit of effective methodologies for teaching English as a second language remains a perennial challenge. The endeavor to develop language proficiency, foster cultural understanding, and ignite a passion for communication in students often leads educators to explore innovative approaches. One such approach, often overlooked yet profoundly impactful, involves the integration of literature into the high school English language curriculum. This article delves into the application of literature as a powerful tool for English language teaching in high schools, illuminating the pedagogical benefits, and providing valuable insights into its implementation. High school marks a pivotal stage in the educational journey where students transition from the basics of language acquisition to the nuanced art of linguistic expression and comprehension. Literature, as a repository of language and culture, offers a compelling medium through which these objectives can be met. The inclusion of literary texts in high school English language teaching is, therefore, a logical progression towards a more holistic and engaging language learning experience. This article contends that literature is a potent catalyst for enhancing English language acquisition in high school settings. It argues that by integrating literary works into the curriculum, educators can foster language proficiency, cultural awareness, critical thinking, and a lasting love for the language. Moreover, the utilization of literature as a pedagogical tool has the potential to create a dynamic and immersive learning environment, ultimately leading to more effective language education. During this article, we will explore three main areas to support the thesis statement: Literature Content in the BNCC (Base Nacional Comum Curricular): We will examine how literature aligns with the educational standards outlined in the BNCC and its potential to fulfill the desired learning outcomes in high school English language education. Articles that Prove the Idea of Teaching English with Literature drawing upon empirical evidence to reinforce our argument. Ideas on How to Work with Literature in the Classroom: We will provide practical strategies and pedagogical approaches for integrating literature into high school English language classrooms, offering educators a toolkit for effective implementation. By delving into these areas, we aim to shed light on the transformative potential of literature in high school English language teaching, paving the way for educators to harness its benefits and enrich the language learning experience for their students.

Palavras-chave: English Literature; Literature in BNCC; English Language Teaching.