



# Masterworks of World Literature: A Contemporary Paradigm in Teaching

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## Abstract

*The study aims to explore the masterworks of world literature as a basis for contemporary paradigm in teaching.*

*It employs the Focus Group Discussion (FGD) which resulted in mixed-methods for both quantitative and qualitative research design. It uses the purposive non-probability sampling technique. The study comprised fifty (50) respondents only.*

*Results show that masterworks of world literature as a contemporary paradigm in teaching connects with passion, show that style of masterworks of world literature is based-instructional approach where students are exposed to real literature and authenticity, show that voice maintains the interest of students in masterworks of world literature to the ability of their critical and perception in the lesson of literature, show that quality explores literature which is essential in teaching masterworks of world literature on student engagement and reflection, and show richness of language is a tool in literature and art in expressing emotion, thoughts, feelings, and ideas.*

*Findings show that there is a significant agreement on the masterworks of world literature as a contemporary paradigm in teaching as observed by the respondents.*

**Keywords:** *Masterworks of World Literature and Contemporary Paradigm in Teaching*

## INTRODUCTION

Masterworks of world literature speak for the richness of language, voice, and style. It is a masterpiece of literature that provides answers to questions on the literary genre. It explores and refracts the literature that intervenes in the transformation of global work and cultural landscape at present. It provides great work on neighboring culture, connections, conflicts, innovation, ideas, and probe tensions (Mallillin, et al. 2022). It focuses on the literature genre and work experiences in a broader perspective. It explores the various modes and artistic situated writing in the global world. It intertwines the deep roots of understanding and helping the world cultures and processes. It introduces strategy and pedagogical approach in utilizing the interactive and resources in teaching masterworks of world literature (Mallillin, 2020, pp. 1-11). It explains the challenges and context in teaching and writing literary works in the global perspectives. It analyzes the articles and how students translate the mapping, documents, and other platforms (Alikulova, 2024, pp. 59-62). In addition, the masterworks of world literature mediates aesthetic passive reception in understanding the active norm and setting experiences of literary genre and process. It provides capability on the historical significance and implication of literary references and frames in standard works and convention genre, form, and style. It is a literary work that shatters the unusual

aesthetic expectation in the society. It increases the literary worthy disciplines in the masterworks of world literature that declines and describes the achievement of literary genre and crowning life works to the fullest. It represents the goal of individuality in the masterworks of the world literature process. It examines and maintains the masterworks of world literature curriculum and standards (Jauss, 2022, pp. 11-41).

On the other hand, the value of masterworks in world literature provides a significant role of cultural exchange. It delves with the various nations, profound insights, readers' gain, literary traditions into unique perspectives in the society, and community worldwide. It allows a person to learn and step back on earth who walked before us. The value has greater appreciation and better understanding in gathering the culture and genre in the approach of teaching and learning (Mallillin, n.d.). It provides insights in the recorded history, speech, and form of manuscripts. It deals with sentiments and semantic trajectory in the masterworks of world literature in various corpora or various languages and communication among students (Mallillin, &Caranguian, 2022). It consists of embedding ascertained languages that are chaotic in value and dimension in masterworks of world literature. It corroborates the utilization, characteristics, and development method of the original masterworks of world literature quality. It advances the language to be fully

understood based on the goals and objectives in teaching and learning (Gromov, & Dang, 2023). In addition, the value of masterworks in world literature systematizes to highlight the aims, trends, phenomenon, and various concepts in embracing the literary genre. It takes account of the standard genre in the masterpieces and different discourses. It suggests and defends the comparative masterpiece and work in the global literary genre. It interprets the expectation for the semantic and terminology masterpiece of world literature concept of literary genre process. It imposes a notion on the epistemology framework of masterworks for world literature (Zelenka, 2022, pp. 5-30).

Furthermore, the importance of masterworks in world literature allows inclusive understanding and broader information on the literary genre in the global world. It provides critique in overcoming and helping the existing canon of literary neglected works and inspiring inclusive genre in the future. It influences the academic field in the masterworks of world literature by different disciplines such as communication science, economics, sociology, anthropology that contributes to resistance, professional development system in quality of literary genre, and sense of theory (Mallillin, & Laurel, 2022). It offers and explores platforms in various ways in comparing and thinking about aesthetic literature in various parts of the global world. It aims to foster and explore the promotion and perspective of global understanding and cultural exchange. It explores contemporary masterworks in world literature such as the role of technology, literary value, identity, representation of instructional teaching to students (Mallillin, 2024, pp. 120-132). It examines the cultural appropriateness, demand for literature, marginalized voices, reflections, and the right to tell stories. It accounts for masterworks on contemporary world literature in the current era (Sevara, & Akhmadalieva, 2023, pp. 91-95). Nonetheless, the importance of masterworks in world literature reflects the concept of the genre in the global world. It provides critical analysis on the scholarly utilization in contemporary expression of world literature and masterworks. It conceives the masterworks of world literature concepts. It offers discoveries in literary history insights and sense in defining and introducing world literature masterpieces and works. It illustrates the expression and multiplicity assertion and formulation of world literature genre and masterpiece. It employs the idea of world literature and importance (Pettersson, 2022, pp. 12-23).

Moreover, the function of masterworks in world literature includes artistic conventions, teaching stylistics, motivating individuals, contemplating society's essence, presenting oneself, developing new ideas, and reflecting society. It provides teaching and learning intervention in the literary genre (Mallillin, 2022, pp. 99-121). It serves multiple functions in the masterworks of world literature. It is an act of conveying a message, reflection of reality, perseverance, patience, commitment, cultural and social value, teaching

history, and society. It provides pleasure in the field of education and views respectively in guiding the art of tools in the society to evoke emotion and aesthetic. It adopts a guide in teaching mechanism and management to explore understanding and knowledge in the function of masterworks in world literature (Mallillin, 2022). It is the key element in motivating creativity, understanding genre literature, and evaluating the artwork to the fullest. It allows individuals to think and develop new ideas critically about world literature and masterworks. Masterwork of world literature is a mirror of society interaction and function (Gurov, 2023). In addition, the function of masterworks in world literature facilitates the masterpiece and literary exchange in culture and language. It enables the preservation of literary works and masterpieces. It examines the contributions of the multidimensional global literary landscape. It highlights the ethical complexity involved in world literature and masterpiece in balancing the underscore delicate fidelity, creative interpretation, and source text of literary genre. It provides the birth of a masterpiece in world literature conceived in various ways. It is a fundamental masterwork of world literature in an aesthetic modern sense. It transforms the various significance of the modern literature genre in the concept of world literature. It introduces a constant new meaning in acquiring the masterworks of world literature (Hashimoto, 2022, pp. 425-433).

### STATEMENT OF THE PROBLEM

1. What are the masterworks of world literature as a contemporary paradigm in teaching?
2. What masterworks of world literature can be applied in a contemporary paradigm of teaching?
3. Is there a significant agreement on the masterworks of world literature as a contemporary paradigm in teaching as observed by the respondents?

### Hypothesis

There is a significant agreement on the masterworks of world literature as a contemporary paradigm in teaching as observed by the respondents.

### Research Design

The research employed mixed-methods which is a result of Focus Group Discussion (FGD) as introduced by Slovák et al. (2023, pp. 1-13). It established the focus group discussion through interview utilization in the method of literature. It emerges on the one to one interview to reflect and describe the masterworks of world literature as a contemporary paradigm in teaching.

On the other hand, quantitative is also applied as part of the interview to quantify the masterworks of world literature as a contemporary paradigm in teaching. Hence, a qualitative interview is used to analyze and evaluate how masterworks of world literature can be applied in a contemporary paradigm of teaching. It reflects the details and strategies to facilitate

interviews for data analysis of the study (Hirose, & Creswell, 2023, pp. 12-28).

### Sampling Techniques

The non-probability technique is used in which the purposive sampling is utilized in the selection of population size of the study. Purposive sampling is subjective, selective, and judgmental technique which is timely and relevant in the present research. It is a tool for the purposive sampling role and discourse for the masterworks of world literature as basis for teaching pedagogy to the fullest. It is the most appropriate approach in the sampling techniques and collection of data. The goal is to identify the procedures of

the sampling techniques. It is very crucial in the judgment of identifying the sample size and population to address the worth of an idea. The sampling technique is utilized based on the criteria and design of the study (Thomas, 2022, pp. 1-8).

### Subjects of the Study

The subjects of the study are the students of public Higher Education Institutions in the National Capital Region specifically in Metro Manila. They are officially enrolled in Masterworks of World Literature in the current school year 2023-2024. They are the best and reliable source of respondents because they are studying the subject where they can give a better result of the study.

## RESULTS

### On the Masterworks of World Literature as a Contemporary Paradigm in Teaching

**Table 1.** Masterworks of World Literature as a Contemporary Paradigm in Teaching

Indicators	WM	I	R
1. It connects with passion for the masterworks of world literature to imbue with the lesson accessibility and analysis among students.	4.23	SA	1.5
2. It is very crucial in the language of literature in various ways to create the plot, setting, and character.	3.90	A	10.5
3. It creates stories on literary text to act, think, and look on the constructed masterworks and literary genres.	3.86	A	12
4. It focuses on specific literature-based instruction authenticity and quality of style.	4.11	A	5.5
5. Richness of language is a tool in literature and art in expressing emotion, thoughts, feelings, and ideas.	3.74	A	14
6. It understands the critical compassion in masterworks of world literature in wisdom and analysis.	4.00	A	8
7. It is a literature-based instructional approach where students are exposed to real literature and authenticity.	3.81	A	13
8. It develops a theme and language used to create symbolism to engage the readers on their emotional level, mood, and particular tone.	3.38	MA	15.5
9. It provides an opportunity for teachers to practice in teaching masterworks of world literature, perceptions, and opinion in the lesson.	4.20	SA	3.5
10. It ensures a skill-based approach in instructional time that is dedicated for teaching and learning.	3.90	A	10.5
11. It increases the knowledge in masterworks of world literature in a globalized society, worldviews, cultures, and nation in a broader perspective.	4.23	SA	1.5
12. It maintains the interest of students in masterworks of world literature to the ability of their critical and perception in the lesson of literature.	3.38	MA	15.5
13. It develops a skill-based teaching style ability to express complex text and sophisticated ideas for heroism, adventure, love, power, and humanity.	4.03	A	7
14. It shapes and uses the manner of language that can be understood and interpreted by the readers' based on their experiences.	3.93	A	9
15. It explores the quality of literature which is essential in teaching masterworks of world literature on student engagement and reflection.	4.20	SA	3.5
16. The voice focuses on the literary genres that are incorporated on the interdisciplinary ideas in masterworks of world literature in a broader understanding.	4.11	A	5.5
<b>Average Weighted Mean</b>	<b>3.938</b>	<b>A</b>	
<b>Standard Deviation</b>	<b>0.267</b>		

Table 1 presents the weighted mean and the corresponding interpretation on the masterworks of world literature as a contemporary paradigm in teaching as observed among the respondents.

Is shows that rank 1 is shared by the two indicators which are “It connects with passion for the masterworks of world literature to imbue with the lesson accessibility and analysis among students”, and “It increases the knowledge in masterworks of world literature in a globalized society, worldviews, cultures, and nation in a broader perspectives”, with a weighted mean of 4.23 or Strongly Agree. Rank 2 is also shared by the two indicators which are “It focuses on specific literature-based instruction authenticity and quality of style”, and “It explores the quality of literature which is essential in teaching masterworks of world literature on student engagement and reflection”, with a weighted mean

of 4.20 or Strongly Agree. Rank 3 is also shared by the two indicators which are “It focuses on specific literature-based instruction authenticity and quality of style”, and “The voice focuses on the literary genres that is incorporated on the interdisciplinary ideas in masterworks of world literature in a broader understanding”, with a weighted mean of 4.11 or Agree. The least in rank is also shared by the two indicators which are “It develops a theme and language used to create symbolism to engage the readers on their emotional level, mood, and particular tone”, and “It maintains the interest of students in masterworks of world literature to the ability of their critical and perception in the lesson of literature”, with a weighted mean of 3.38 or Moderately Agree. The overall average weighted mean is 3.938 (SD=0.267) or Agree on the masterworks of world literature as a contemporary paradigm in teaching as observed among the respondents.

### On what Masterworks of World Literature can be Applied in a Contemporary Paradigm of Teaching

**Table 2.** Thematic Analysis on the Masterworks of World Literature

Presented here is the result of Focus Group Discussion as introduced by Slovák, Daněk, & Daněk, (2023, pp. 1-13). It established the focus group discussion through interview utilization in the method of literature. The result of the interview is done through thematic analysis category as follows: 5.00-4.20 is Strongly Agree (SA), 4.19-3.40 is Agree (A), 3.39-2.60 is Moderately Agree (MA), 2.59-1.80 is Disagree (D), and 1.79-1.00 is Strongly Disagree (SD). On the other hand, text verbatim is provided for theme analysis as follows:

Themes	Response	Core Ideas
1. Style	Agree	*exposed to real literature *instruction authenticity and quality of style *dedicated in teaching students *ideas for heroism and humanity
2. Voice	Agree	*perception lesson of literature *perception and opinion in the lesson *masterworks and literary genre. *interdisciplinary ideas in world literature
1. Quality	Agree	*connects with passion *wisdom and analysis. *knowledge in masterworks of world literature *student engagement and reflection.
4. Richness of Language	Agree	*tool in literature and art *manner of language and experiences *create the plot, setting, and character *theme and language utilization

#### Style

Style refers to the masterworks of world literature to speak for an ear of an author such as richness in language, voice, and style. It is a spoken written word and mastery of literary genre. Style is defined as the work of masterpiece in literature globally that is distributed and created for people to serve as a mirror of life. It is being circulated for purposes of sharing information regarding masterworks of world literature. The style of literary genre in world literature has been designed as part of a masterpiece in the world of literature. Masterworks of world literature as to style are written for discussion of humanity such as love, heroism, and power (Mykulanyets, et al. 2023). The participants say that:

*“It is a literature-based instructional approach where students are exposed to real literature and authenticity in the classroom”. T1, P44 & P2*

*“It focuses on specific literature-based instruction authenticity and quality of style”. T1, P40 & P 8*

*“It ensures a skill-based approach on instructional time dedicated to teaching students”. T, P38 & P9*

*“It develops a skill-based teaching style on the ability to express the complex text and sophisticated ideas for heroism, adventure, love, power, and humanity”. T1, P36 & P11*

**Voice**

A voice in masterworks of world literature to embark on the exploration in comprehensive literary pieces. It intricates on traversing the evolution of landscape text and content of literary genre. It is a foundation tradition of literary masterpieces in world literature. It unfolds and moves on masterworks of literary genre in world literature. The voice flourishes on the emergence of literary culture and tapestry. It transforms and enlightens the literary genre to reflect emotion, feelings, and ideas. It is characterized by realism and captures the voice in providing the social lens and human condition in the literary genre of world literature. The voice diverse the background of masterworks of world literature connecting the invitation and exploration of written words and limit possibilities from the past and present (Mirza, 2023, pp. 01-11). The participants say that:

*“It maintains the interest of students in masterworks of world literature to the ability of their critical and perception in the lesson of literary genre”. T2, P43 & P7*

*“It provides an opportunity for teachers to practice in teaching masterworks of world literature perception and opinion in the lesson”. T2, P41 & P 5*

*“It creates stories on literary text to act, think, and look at constructed masterworks and literary genre”. T2, P39 & P2*

*“The voice focuses on the literary genres that are incorporated on the interdisciplinary ideas in masterworks of world literature in a broader understanding”. T2, P36 & P9*

**Quality**

Quality in the masterworks of world literature provides philosophical novels and details in the concept of literary genre. It provides quality art and work of the masterpieces. It provides philosophical knowledge and quality metaphor and dimension in the novel or any kind of literary works and masterpieces to the fullest. It demonstrates a unique genre in the spirit of innovation in the masterworks of literary genre and sense of experimentation. It opens the minds of the readers in the field of poetic creation. It influences the works and culture in the global world of literature and masterworks. It employs techniques on the quality of masterworks in world literature. It allows the writers to explore the quality and art

of masterpiece in literary genre (Liu, 2024). The participants say that:

*“It connects with passion for the masterworks of world literature to imbue with the lesson accessibility and analysis among students”. T3, P45 & P2*

*“It understands the critical compassion in masterworks of world literature in wisdom and analysis”. T3, P42 & P6*

*“It increases the knowledge in masterworks of world literature in a globalized society, worldviews, cultures, and nation in a broader perspective”. T3, P38 & P10*

*“It explores the quality of literature which is essential in teaching masterworks of world literature on student engagement and reflections”. T3, P33 & P11*

**Richness of language**

Richness of language is necessary in the masterworks of world literature since it adopts the text based-needs of the audience and the culture of the readers as well. It is a cutting edge on the technology in the literary genre to achieve the standard process of writing the literary genre and modern masterworks especially in world literature. It is an approach to the modern trends in writing the novel, short stories, poetry, and the likes as to the richness of language to catch the attention of the readers to the fullest. Richness of language in masterworks of world literature provides innovation, creativity, skills, and knowledge in the newest technological advancement in the writing literary genre (Zairzhanovna, & Tulaboyevna, 2022). The participants say that:

*“Richness of language is a tool in literature and art in expressing emotion, thoughts, feelings, and ideas”. T4, P39 & P8*

*“It shapes and uses the manner of language that can be understood and interpreted by the readers based on their experiences”. T4, P33 & P11*

*“It is very crucial in the language of literature in various ways to create the plot, setting, and character”. T4, P29 & P12*

*“It develops a theme and language used to create symbolism to engage the readers on their emotional level, mood, and particular tone”. T4, P25 & P17*

**On the Test of Significant Agreement on the Masterworks of World Literature as a Contemporary Paradigm in Teaching as Observed by the Respondents**

**Table 3.** Test of significant agreement on the masterworks of world literature as a contemporary paradigm in teaching as observed by the respondents

Test of Variables	Computed z value	Decision	Hypothesis
Significant agreement for masterworks of world literature among the respondents	53.8896153	rejected	There is a significant agreement on the masterworks of world literature as a contemporary paradigm in teaching as observed by the respondents.
<b>Two-tailed test at 0.05 level of significant with critical z value of ± 1.96</b>			

Table 3 presents the test of significant agreement on the masterworks of world literature as a contemporary paradigm in teaching as observed by the respondents.

It shows in the table that when the variables are tested on the significant agreement for masterworks of world literature among the respondents, it reveals that the computed z value is 53.8896153 which is higher than the z critical value of  $\pm 1.96$ , two tailed test at 0.05 level of significant which resulted to rejection of the null hypothesis. Therefore, it is safe to say that there is a significant agreement on the masterworks of world literature as a contemporary paradigm in teaching as observed by the respondents.

### DISCUSSION

The masterworks of world literature as a contemporary paradigm in teaching as observed among the respondents connects with passion to imbue with the lesson accessibility and analysis among students. It increases the knowledge in masterworks of world literature in a globalized society, worldviews, cultures, and nation in a broader perspectives. It also focuses on specific literature-based instruction authenticity and quality of style and explores the quality of literature which is essential in teaching masterworks of world literature on student engagement and reflection. It examines the literary genre and innovation authenticity for students to analyze the literary piece to the fullest. It indicates the authenticity to open the minds of students to reality since the world literature genre is a mirror of one's life. It motivates students to bring the concept of life, student empowerment, connection, and humility (LaBelle, Johnson, & Journeay, 2023, pp. 61-80). In addition, it focuses on specific literature-based instruction authenticity and quality of style. The voice focuses on the literary genres that are incorporated on the interdisciplinary ideas in masterworks of world literature in a broader understanding. It develops a theme and language used to create symbolism to engage the readers' emotional level, mood, and particular tone. It maintains the interest of students in masterworks of world literature to the ability of their critical and perception in the lesson of literature. It focuses on the wide range of masterworks in world literature inspired by symbolism in the literary genre and features a distinctive literary movement (Somani, 2023).

Moreover, the style of the literary genre in masterpiece for literature-based instructional approach is exposed to real literature and authenticity in the classroom where it focuses on specific literature-based instruction authenticity and quality of style. It provides a reach level of learners ability in the style of the language and literary engagement either explicit or simplicity. It focuses on the content and embrace style of the literary genre in the world literature masterworks and features. It integrates the style content-based in the literary piece classroom for integration of effective pedagogy in teaching practice for world literature. The style of literary genre conducts discussion in literature to encourage substantive reaction and talks for developing the boundaries in the masterworks of world literature

possibilities. It develops a better interaction for students to develop critical thinking to learn and construct interactive interpretation on the genre learning process (Mart, 2019). Also, the style of the literary genre in masterpiece for literature ensures skill-based approach instructional time dedicated in teaching students where it develops skill-based teaching style on the ability to express the complex text and sophisticated ideas for heroism, adventure, love, power, and humanity. It is the analysis of the different masterworks of world literature that applies skill-based learning at present. This includes innovation, creativity, problem solving, critical thinking, collaboration, and communication. It provides better understanding for students based-learning process style of literary genre at present. It opens the learners' mind in the application to carry the skills and style of masterworks of world literature (Fitria, et al. 2023).

Furthermore, the voice of masterworks of world literature maintains the interest of students' ability with critical perception in the lesson. It also provides an opportunity for teachers to practice in teaching masterworks of world literature perceptions and opinion in the lesson. The voice in the literary genre provides a vital role in the critical thinking and decision sound in the analysis of the literary piece for learning. It produces innovative thinking to explore the voice in literary genre and developing creativity to the learning process where students appreciate the essence of literary piece and genre in world literature and masterworks. The voice provides better analysis in the literary genre to ascertain students' teaching ability in learning knowledge and development of thinking skills in the classroom learning literature process. It provides better implication literature classroom and development of skills in learning (Asraf, et al. 2023). Yet, voice in the masterworks of world literature creates stories on literary text to act, think, and look at constructed masterworks and literary genres. It is the voice that focuses on the literary genre that is incorporated on the interdisciplinary ideas in masterworks of world literature in a broader understanding. It is concerned with the concept of voice in the masterworks of world literature as reflected in the module course of learning among students. It analyzes the condition of the voice in literary genre that is paralleled to world literature (Pokrivčák, & Zelenka, 2023, pp. 805-817).

In contrast, quality in the masterwork of the world literature genre connects with passion to imbue lesson accessibility and analysis among students. It provides understanding of the critical compassion in masterworks of world literature in wisdom and analysis. It tracks the category for the quality of literature genre in wisdom. The wisdom of quality in the world literature piece categorizes the literary genre and masterworks in various languages for the readers to understand the rich culture and knowledge of the content to the fullest. It helps to entertain the readers to seek knowledge in the modern genre of literature and works in a distinct manner. It focuses on the analysis to describe the society, culture, tradition, and religion (Malette, 2022, pp.

215-233). In consequence, the quality of the literary genre in the masterworks of world literature increases the knowledge in a globalized society, worldviews, cultures, and nation in a broader perspective. It also explores the quality of literature which is essential in teaching masterworks of world literature on student engagement and reflection. It increases diverse learning knowledge for the literature genre. It demonstrates the framework and integration of instructional engagement of students to learn about the qualities of literary genre and outcome. It assesses the implementation of quality literary genre in the world literature masterworks and evaluation. It is a concept-based learning in the quality of literary genre and masterpiece foundation. It focuses on the model of engagement and perceived impact of the academic performance of students (Golly, 2023).

Lastly, the richness of language in the masterworks of world literature is a tool in literary piece and art in expressing emotion, thoughts, feelings, and ideas in the learning process. It shapes and uses the manner of language that can be understood and interpreted by the readers based on their experiences. It sustains the terrestrial world and the richness of language literary pieces for them to fully understand the text and applies to life situations. It provides lessons to the fullest. It synthesizes the richness of language in the literary genre to provide better appreciation of the masterworks among the readers. This can help them appreciate the literary work genre to the fullest. It identifies the pattern, trends, and process of world literature that influences the richness of the language for the literary genre to be appreciated with full potential and understanding. It exhibits positive influence in world literature as to the richness of the language genre (Muñoz-Pacheco, & Villaseñor, 2022, pp. 601-616). Nonetheless, the richness of language in the masterworks of world literature is very crucial in the language of literature in various ways to create the plot, setting, and character. It develops a theme and language used to create symbolism to engage the readers on their emotional level, mood, and particular tone. It contributes to the concept of rich language in writing the literary piece and genre to understand the value of masterpiece and work of an individual. The language used connects with culture and literature of the society, behavior, and performing arts. It manifests the respective culture in the world that represents conduct and customs (Musinovna, 2023, pp. 82-84).

### CONCLUSIONS

It shows that masterworks of world literature as a contemporary paradigm in teaching connects with passion and increases the knowledge in masterworks of world literature in a globalized society, worldviews, cultures, and nation in a broader perspective where it focuses on specific literature-based instruction authenticity and quality of style. This includes exploring the quality of literature which is essential in teaching masterworks of world literature on student engagement and reflection.

It shows that the style of masterworks of world literature is based on an instructional approach where students are

exposed to real literature and authenticity in the classroom. It ensures a skill-based approach on instructional time that is dedicated to teaching students where it develops skill-based teaching style on the ability to express the complex text and sophisticated ideas for heroism, adventure, love, power, and humanity.

It shows that voice maintains the interest of students in masterworks of world literature to the ability of their critical perception in the lesson of literature where it provides an opportunity for teachers to practice in teaching masterworks of world literature perception and opinion in the lesson. This includes creating stories on literary text to act, think, and look at constructed masterworks and literary genre.

It shows that quality explores literature which is essential in teaching masterworks of world literature on student engagement and reflection. It also shows how to understand the critical compassion in masterworks of world literature in wisdom and analysis where it increases the knowledge in masterworks of world literature in a globalized society, worldviews, cultures, and nation in a broader perspective.

It shows that richness of language is a tool in literature and art in expressing emotion, thoughts, feelings, and ideas where it shapes and uses the manner of language that can be understood and interpreted by the readers' based on their experiences which is very crucial in the language of literature in various ways to create the plot, setting, and character.

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