

Tension Between Theory and Practice in Literature Courses at University-Based Educational Institutions: Strategies and Approaches

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Abstract—This study explored the tension that arises between the conceptual understanding of literature education and its practical implementation in the classroom. The aim of this study was to identify the underlying causes of this tension and propose strategies to bridge the gap between conception and practice. Using a qualitative research design, the study employed a multi-case study approach, involving four literature teachers (Elit) at four universities in Indonesia. Data collection methods included in-depth interviews, classroom observations, and document study. Thematic analysis was used to analyze the data and identify common themes related to the tension between conception and practice. The findings of this study shed light on the factors contributing to this tension, such as curriculum, time, assessment demands, and teachers' beliefs and experiences. Based on the findings, practical strategies and pedagogical approaches were proposed to address this tension, including professional development programs, collaborative planning and reflection, differentiated instruction, and technology integration. This research has implications for educational policymakers, curriculum designers, and literature educators because it provides insights into the complexities of translating theoretical frameworks into effective classroom practices. By addressing the tension between conception and practice, this study seeks to enhance literature education and foster student engagement, understanding, and appreciation in literary texts.

Index Terms—tension, conception, practice, literature course, pedagogical approaches

I. INTRODUCTION

In language education literature courses, teachers encounter challenges, conflicts, and stressors unique to this subject area. These factors—including the nature of the subject matter, student characteristics, institutional expectations, and personal beliefs or experiences—can create tension in teaching. Tension in teaching presents through conflicts in pedagogy, time management, juggling content coverage and student engagement, addressing cultural sensitivities, and catering to varying student abilities.

Balancing students' interests, abilities, and cultural backgrounds with curriculum requirements presents a challenge for literature teachers. Incorporating critical thinking and interpretation skills, student comprehension and engagement should not be overlooked. The time constraint of covering a wide range of literary genres, periods, or authors can cause tension in teachers as they aim for both depth and breadth in their analysis.

Addressing sensitive or controversial themes in literature can cause teaching tension. Managing respectful and inclusive discussions in the classroom can be a complex task for teachers. Teachers may encounter tension as they differentiate instruction for students with varying linguistic abilities, prior knowledge, and learning styles. Institutional expectations, like standardized testing and curriculum guidelines, foster challenge for teachers as they work to adhere while encouraging authentic learning and critical thinking. Teachers may struggle with integrating digital technologies and multimodal resources into literature instruction due to their lack of familiarity with these tools. In teaching literature courses, teachers face complexities and dilemmas as they strive to deliver effective and meaningful instruction. Effectively addressing challenges and improving pedagogy in language education necessitates acknowledging and comprehending the

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underlying tensions.

The various factors including subject matter, student traits, institutional norms, and personal biases can cause tensions in the classroom (Mohammed, 2017). Teachers are faced with the challenging task of integrating critical thinking and interpretation skills, promoting comprehension, engagement, and managing various literary genres, periods, or authors within a confined timeframe (Calafato, 2023; Hobbs, 2022). When choosing literature for teaching, educators face a dilemma balancing students' interests, abilities, and cultural backgrounds with required curriculum (Nawi & Nor, 2023). They may grapple with incorporating critical thinking and interpretation skills while ensuring comprehension and engagement among students (Hobbs, 2022). Additionally, the pressure to cover a wide range of literary genres, periods, or authors within a limited timeframe can create tension, as teachers strive to strike a balance between the depth of analysis and breadth of coverage (Calafato, 2024).

Addressing sensitive or controversial themes in literature can lead to teaching tension. Bolton et al. (2019) suggest ways teachers can foster open discussions while maintaining respectful and inclusive learning environments. Teachers encounter tension when striving to differentiate instruction effectively for students with varying linguistic abilities, prior knowledge, and learning styles (Mohammed, 2017). Institutional expectations, such as standardized testing and curriculum guidelines, along with the rapid integration of digital technologies and multimodal resources, create tension for teachers as they try to integrate both authentic engagement and critical thinking skills and adapt to new tools (Mohammed, 2017; Nawi & Nor, 2023).

In teaching literature courses, teachers face intricate challenges and dilemmas in their quest to provide effective and significant instruction. Understanding and recognizing the underlying tensions in language education is crucial for empowering teachers to manage challenges and employ effective teaching methods.

II. LITERATURE REVIEW

A. *Tension Between Conception and Practice in Literature Courses*

Educational research has shown that translating theoretical frameworks and pedagogical approaches into effective literature classroom practices is a major challenge for educators. In this section, essential themes and findings from prior literature on the tension at hand are presented and analyzed. A persistent issue in literature education is the disparity between theoretical principles and their application in teaching environments. Many literature teachers, according to Darling-Hammond et al. (2020), struggle to bridge this gap, resulting in tension and frustration. The factors contributing to this tension include limited instructional time, pressing deadlines, and insufficient support and resources (Aveyard & Bradbury-Jones, 2019).

Teacher beliefs and experiences significantly influence the discrepancy between theoretical knowledge and practical application. A teacher's literary beliefs and teaching philosophy shape their instructional decisions and methods (Deneen & Brown, 2016). While some teachers focus on close reading and analysis, others prioritize student-centered activities and discussions. These divergent approaches can help educators navigate resistance and challenges when implementing their preferred methods.

Curriculum constraints significantly contributed to the tension between conception and practice. According to Purvis et al. (2018), teachers' conceptions of literature education often don't align with the detailed learning objectives and assessment standards mandated by the curriculum. The misalignment between curriculum demands and pedagogical goals can cause tension for teachers. In the literature, various strategies have been suggested to alleviate this tension. Collaborative professional development programs, as shown by Deneen and Brown (2016), are effective in assisting teachers in implementing literature education amidst challenges. These programs facilitate teacher engagement, experience sharing, and collaborative strategy development for improving conceptual-practical alignment.

Proposing differentiated instruction has been suggested to effectively address conflicts in literature classes (Fawns, 2022). Customizing instruction to cater to students' diverse interests and abilities fosters a more inclusive and engaging classroom. By implementing strategies like choice-based assignments, literature circles, and project-based learning, students are enabled to examine texts in a manner that corresponds to their distinctive learning styles. The intricacy of the disparity between literature course concepts and actual practices necessitates thorough examination. This tension in teaching stems from time constraints, curriculum demands, teacher beliefs, and instructional decisions. Collaboratively developing professionals and customizing instruction are suggested methods to address the conflict. To fully grasp the intricacies of literature education and devise effective methodologies for implementing concepts in practice, more investigation is warranted.

TABLE 1
DEMOGRAPHIC DATA OF THE PARTICIPANTS

Participant code	background	Current Position	Course Taught	Institution	Teaching Experience (Years)
Elit#1	English Literature	Lecturer	Introduction to literature, prose, and drama	Unmul	6
Elit#2	American Studies	Lecturer	Introduction to literature, prose, drama, and poetry	Unmul	6
Elit#3	English Literature	Lecturer	Drama and Prose	UBT	6
Elit#4	English Literature	Lecturer	Prose, poetry, and drama	UNM	7

Remarks: *Elit: English literature teacher;*

B. Sources of Tension in Teaching Literature

In literature education, teachers frequently face contrasting opinions. The disjunction between the literature curriculum and its classroom instruction causes significant tension in academic settings (Darling-Hammond et al., 2020). Balancing adherence to curriculum guidelines with effective teaching methods poses a challenge for literature educators (Aveyard & Bradbury-Jones, 2019). The rigid curriculum may hinder the effective catering to students' diverse needs, interests, and teachers' preferred teaching methods due to its fixed learning outcomes, content requirements, and assessment criteria (Darling-Hammond et al., 2020). Prioritizing diverse literary texts within a time-restricted curriculum might hinder teachers from fostering deeper analysis and critical thinking (Aveyard & Bradbury-Jones, 2019; Deneen & Brown, 2016). Limited understanding of texts may prevent students from forging meaningful relationships with literature (Deneen & Brown, 2016).

Teachers might question if the set curriculum effectively encompasses a wide array of voices, perspectives, and literary traditions (Fawns, 2022). Incorporating texts from their students' cultures, social backgrounds, and histories might generate tensions (Fawns, 2022). Balancing curriculum requirements with promoting inclusivity, relevance, and student engagement poses a challenge (Fawns, 2022). Instructional method and strategy selection can reveal misalignments between curriculum expectations and instructional practices (Calafato, 2022). According to Calafato (2022), teachers have their preferred methods for teaching literature, including reader response, inquiry-based, and culturally responsive techniques. Despite adhering to recommended curricula and standardized assessments, misalignments may occur, leading to tension between teachers' preferred methods and external requirements (Calafato, 2022). Effective resolution of this tension necessitates dialogue and collaboration between teachers and those responsible for the curriculum. This involves advocating for instructional methods that match curriculum goals and promote meaningful literature interaction (Bolton et al., 2019). By recognizing and addressing misaligned expectations and instructional practices, literature educators can provide students with more enriching and relevant learning experiences (Bolton et al., 2019).

C. Impact of Tensions on Teachers and Students

Literature lecturers' tensions can significantly affect both teachers and students. Teaching literature courses can put substantial pressure on both teachers and students. Learning literature can significantly affect the dynamics between teachers and students. Balancing curriculum expectations and instructional practices can lead to feelings of frustration, stress, and burnout among teachers (Miller, 2019). These tensions may adversely affect teachers' job satisfaction, professional well-being, and classroom effectiveness. Pressure to adhere to prescribed methods and prioritize content coverage can impair teachers' ability to engage students meaningfully (Brown, 2020). Reading effectively can significantly impact student motivation, interest, and enjoyment of literature. Students may recognize the discord between their teachers' challenges and their personal interests and motivations.

These tensions affect students in various ways. According to Clark (2017), students can lose interest, motivation, and feel disconnected from the literature being taught. Misalignment between teaching methods and students' learning needs and preferences could hinder the development of critical thinking skills, analytical abilities, and a deep appreciation for literature. Tensions in literature courses can hinder open dialogue, creative exploration, and intellectual curiosity (Johnson, 2019). Fear of not meeting the requirements may prevent students from sharing their interpretations and participating in in-depth discussions. Addressing and resolving tensions in literature education, as demonstrated by teachers' and students' experiences, is crucial. Providing a supportive and empowering work environment for teachers enhances their job satisfaction, overall well-being, and teaching effectiveness. Instructional practices that cater to students' unique needs, interests, and diverse perspectives can encourage their appreciation for literature and commitment to lifelong learning.

D. Empirical Studies on Addressing Tensions

Various research studies have explored methods for reconciling theory and practice in literature classes. Smith and Johnson (2018) conducted a qualitative study examining student-centered pedagogies in literature classrooms. Utilizing student choice, collaboration, and inquiry-based methods, they effectively bridged the divide between theory and practice. Students reported significant improvements in engagement, understanding, and analytical abilities. Brown and Davis (2019) studied how teacher professional development influences literature education's tension resolution in different

research. Literature teachers who completed a year-long professional development program took part in a mixed-methods study. The program enabled teachers to reflect, collaborate, and redesign instruction. Teachers improved instructional practices resulted in increased student engagement and positive changes in learning outcomes.

In addition, a quantitative study by Garcia and Martinez (2020) examined the efficacy of integrating digital technologies into literature instruction as a means of addressing tension. They discovered that incorporating digital tools such as online discussion forums, multimedia resources, and interactive storytelling platforms enhanced the learning experiences of students. Students exhibited improved digital literacy, increased motivation, and deeper engagement with literary texts. Moreover, Jones and Smith (2017) conducted a comparative study that investigated the impact of culturally responsive pedagogy on tensions between conception and practices. Incorporating culturally relevant texts, perspectives, and discussions resulted in a more inclusive and supportive learning environment, according to the researchers. Students from diverse backgrounds reported a greater sense of belonging, cultural awareness, and academic achievement. These empirical studies shed light on effective strategies for addressing the tension between theory and practice in literature classes. They emphasize the significance of student-centered approaches, teacher professional development, digital technology integration, and culturally responsive pedagogy. The implementation of these strategies can increase student engagement, literature comprehension, and learning outcomes.

E. Strategies and Approaches to Manage Tensions

Managing tension between theory and practice in literature courses can be achieved via different methods. These methods optimize literature instruction for teachers. The effectiveness of the literature teacher's professional development is proven. These programs empower teachers with enhanced pedagogy, content knowledge, and teaching skills. Bridging the gap between theory and practice (Jones & Thompson, 2017), effectively developing professionals can improve instructional effectiveness and student engagement. Collaborative planning and curriculum development among literature teachers reduces tension. Collaborating on effective teaching strategies amongst educators ensures a consistent educational journey for learners (Anderson & Collins, 2019). Through collaborative planning, teachers can exchange ideas, consider diverse perspectives, and bridge the gap between theoretical knowledge and practical application in the classroom. Technology helps reduce tension. Digital tools such as websites and online resources facilitate in-depth discussions about literary texts for both teachers and students (Smith & Johnson, 2020). In literature classes, technology improves access, collaboration, and critical thinking abilities.

Inquiry-based, project-based learning, and literature circles comprise student-centered teaching approaches. Student engagement and reduced tension result from connecting theoretical concepts to real-life situations through student-centered pedagogies. In literature classes, implementing culturally responsive practices (Brown et al., 2018) eases students' stress. Through diverse and inclusive literature, multicultural perspectives, and an inclusive classroom, teachers effectively connect students' experiences to the texts they teach (Garcia & Martinez, 2021). In such environments, students' motivation, belief in their abilities, and academic success significantly enhance. These methods reduce the tensions in literature courses. Through ongoing professional development, collaboration, technology integration, student-focused teaching methods, and culturally relevant practices, teachers can deepen students' literary comprehension.

F. Research Questions

The research questions that guide the investigation of teacher tension in language education teaching literature courses at the university level are as follows:

1. What causes tensions among university-level literature teachers?
2. How do literary teachers address diverse student needs and abilities and how does this approach affect tension?
3. How do teachers balance teaching students to understand and analyze several literary genres, periods, and authors?
4. How can teacher education programs help teachers manage tension during literature classes?

III. METHODOLOGY

The goal was to assemble a multifaceted group of research subjects offering unique insights into the conflict between ideas and application in literature pedagogy. Implementing this strategy ensured a thorough grasp of the topic and heightened the credibility and reliability of the research findings.

A. Research Design

The study investigates the discrepancy between the theoretical and practical aspects of literature instruction. Using a case study methodology, the research design aimed for a comprehensive and contextualized understanding of the phenomenon. The study offered unique perspectives on the disparity between the theoretical and practical aspects of literature education. Using a case study method, the researchers detailed the intricacies of a phenomenon in particular educational settings. The study enriches the current scholarly discourse and offers practical recommendations for literacy education.

B. Participants

The study took place at four universities, involving four literature instructors and their respective classrooms. The cases were carefully chosen based on differences in teachers' experience, educational settings, and teaching methods.

Participants were chosen based on pre-set criteria to maintain data quality and relevance. These factors - teaching experience, literature education expertise, instructional variations, and educational context - were considered (Smith et al., 2020). A priority consideration for selection is teaching experience. We aimed to recruit teachers with diverse experience levels, from novices to veterans. The tension between conceptual understanding and practical application was thoroughly explored, considering the unique perspectives and methods of individual teachers.

The participants were selected for their expertise in literature education. Teachers needed to be well-versed in literary theories, effective teaching strategies, and appropriate instructional methods. Understanding their knowledge reveals potential inconsistencies between theory and practice and offers unique insights into the tension. It was crucial that the teaching methods of the participants differed. The instructors used a range of teaching techniques, including traditional lectures, discussions, and project-based learning. Through a comprehensive analysis of various instructional practices and their alignment with theoretical frameworks, underlying tensions were exposed.

The participant selection criteria were influenced using established qualitative research methodology guidelines that emphasize the significance of purposive sampling (Smith et al., 2020). Purposeful sampling ensures that participants are selected based on relevance to the research targets and their ability to provide rich, insightful data.

C. Data Collection

Classroom observations and semi-structured interviews were used to gather primary data from teachers. The researcher observed teachers' instructional strategies and teaching practices in their classrooms. Insights were gained into the classroom negotiation between literature's conceptual and practical aspects by this observation. The study protocol emphasized key indicators of tension, instructional methods, and student engagement during observations. We conducted classroom observations and semi-structured interviews with the participating teachers. The interviews probed teachers' perspectives, experiences, and techniques for reconciling theory and practice in literature education. The interviews were transcribed from audio recordings.

D. Data Analysis

Through thematic analysis, the study identified and analyzed themes and patterns related to the tension between literature conception and practice in education. The data was methodically coded and categorized into meaningful themes. The researcher further confirmed the study's results through member checking and peer debriefing. The study was grounded in a review of existing literature and documents on literature education. The text encompasses scholarly articles, textbooks, curriculum documents, and educational policies.

IV. RESULTS AND DISCUSSION

A. Results

(a). Causes of Tensions in Teaching Literature

In the interviews, experienced literature teachers identified several recurring sources of tension.

1. Curriculum Constraints

Teachers found that following a set curriculum and fostering literary engagement were conflicting demands. Covering a vast range of literary texts and concepts within a limited time constrained their capacity to cultivate critical thinking and analysis in students. Elit 1's quote highlights the challenge of handling the extensive curriculum expectations.

One Elit stated, "The curriculum expectations are vast, and it is difficult to give each text the attention it deserves. There's always a sense of rushing through certain works to meet the curriculum requirements". (Elit 1, p. 82)

2. The Complexity of Literary Works

The intricacy and richness of literary pieces present considerable hurdles for teachers. Navigating complex themes, symbols, language, critical analysis, and interpretation posed challenges for me as a guide for students. While ensuring a high level of academic rigor, teachers facilitated students' understanding and appreciation of literature. In Elit 3, tension between challenging students and not overwhelming them was emphasized.

One teacher explained, "Sometimes, the literature we teach can be quite challenging, especially for students who are not accustomed to analyzing complex texts. It can be a struggle to strike a balance between pushing students to think critically and overwhelming them with the complexity of the material". (Elit3, p. 123)

3. Assessment Pressures

Teachers underscored the challenge of assessing students' skills in comprehending and analyzing literature. Evaluating subjective work like essay grading and literary analysis requires ensuring fairness, consistency, and alignment with learning objectives (Elit-1, Elit-2, Elit-3, p. 63).

Most teachers shared, "Assessing literature is a delicate task. It is not just about correct or incorrect answers; it is about encouraging students to think critically, support their interpretations, and engage with the text. Balancing subjectivity and objectivity in grading can be a source of tension". (Elit-1, Elit-2, Elit-3, p. 63)

4. Student Engagement and Interpretations

Tensions emerged from student engagement and diverse interpretations of literary texts. Encouraging student interest and initiating profound literature discussions is a formidable task for teachers. Carefully managing conflicting viewpoints maintains respect and inclusivity in the learning environment.

One teacher reflected, "Students bring their unique backgrounds, experiences, and perspectives to the literature. It is both enriching and difficult for teachers to navigate these diverse interpretations and encourage respectful dialog. The goal is to create an inclusive space where multiple perspectives can coexist and enrich our understanding of the text". (Elit-1, p. 49)

5. Preparation and Workload

Teaching literature generates tension due to its heavy workload and preparation. Teachers invest extensive time and resources in selecting texts, planning lessons, creating materials, and keeping up-to-date with new literary trends and theories (Elit-2 & Elit-4).

One teacher shared, "Teaching literature requires extensive preparation. From researching texts to creating engaging activities, it can be overwhelming at times. The constant need to stay current with literary trends and theories adds to the workload, leaving little room for downtime". (Elit-2 & Elit-4, p. 89)

6. External Pressures

The external pressures, including standardized testing, parental expectations, and institutional demands, created tension in teaching literature. Balancing academic rigor with external expectations affected teachers' instructional decisions and classroom dynamics (Elit-1 & Elit-4).

One teacher stated, "There is pressure to ensure that students perform well on standardized tests and meet external expectations. It can sometimes create tension between sticking to a more traditional approach and incorporating innovative teaching methods that promote critical thinking and creativity". (Elit-1 & Elit-4, p. 65)

To effectively manage and navigate literary tension sources, teachers must first identify and understand them. Creating a supportive and enriching learning environment is facilitated by this action. For literature teachers, professional development and advancement introduce further stressors. They must keep abreast of the latest theories, methods, and teaching techniques in education. Balancing other responsibilities with the goal of continually improving their teaching practices creates professional development tension. Institutional support significantly influences literature teachers' perception of tension. Limited resources hinder their ability to teach effectively. Beginning literature teachers may feel increased tension due to a lack of mentoring or guidance. Interpersonal dynamics and communication further aggravate teacher tension. Literature instruction negotiations among teachers, administrators, and stakeholders may lead to occasional conflicts, misunderstandings, and differing viewpoints. The management of interpersonal relationships contributes to their professional stress.

Literature teachers grapple with a multitude of challenges, which include heavy workloads and time constraints, curriculum responsibilities, student conduct and interest, assessment expectations, professional development needs, institutional assistance, and interpersonal complexities. Understanding and addressing these sources of tension is crucial for creating a productive literature classroom. The causes of teaching literature tension among teachers fluctuate greatly depending on their distinctive teaching styles, students' traits, institutional influences, and personal situations.

7. The Individual Teacher's Background and Experience

A teacher's background and experience significantly contribute to classroom tension. A teacher's educational and cultural background influences their perspectives, teaching methods, and anticipations. Different factors can influence an individual's perception and response to situations, resulting in varying sources of tension. A teacher's professional background can fuel the disputes they experience. Novice and experienced teachers encounter different challenges: novices struggle with the demands of teaching literature, while veterans deal with maintaining enthusiasm or managing burnout.

Teachers with a history of conflicts or negative interactions may feel heightened sensitivity, contributing to increased tensions. Personal beliefs, values, and teaching philosophies of teachers add to the conflicts they face. Teachers emphasizing student-centered methods can encounter challenges when implementing mandatory curricula or confronting student opposition. Newer pedagogical trends may impose challenges for teachers who rely on conventional instructional methods.

Considering the diverse backgrounds and experiences of individual teachers is crucial in understanding the complexities within literature education. An educator's unique perspectives and professional experiences shape their approach to resolving conflicts.

(b). The Influence of Teachers' Personal Skills and Classroom Management Abilities

A teacher's expertise in personal teaching methods and class management significantly reduces literature instruction tensions (Johnson, 2015). A teacher's mastery in handling classroom dynamics and conflict resolution significantly contributes to maintaining a positive and productive learning environment (Smith, 2018; Jones, 2017). Reducing tension-inducing situations increases the likelihood of a learning-conducive environment (Brown, 2019).

The ability to adapt while teaching literature significantly influences the level of class tension. Adaptable and flexible teachers are more prepared to handle unexpected issues in the classroom (Elit-4, 2024). Effective communication and conflict resolution are essential for managing tension. Empathetic and communicatively skilled teachers, by employing constructive conflict resolution strategies, can effectively address and reduce potential classroom tensions (Johnson, 2018; Davis, 2019).

A teacher's personal teaching skills and classroom management significantly impact the level of tension felt during literature instruction. Effective teaching, strong classroom management, adaptability, communication, conflict resolution, and emotional intelligence build a favorable learning environment, reducing tension (Marzano et al., 2003).

(c). Addressing Teachers' and Students' Diverse Needs and Abilities and the Impact of Tensions

In the field of literature education, it is essential to meet the diverse requirements of both teachers and students. Addressing class tensions is crucial. In a single classroom, teachers must cater to students with diverse learning preferences, abilities, and backgrounds. To effectively teach all students, strategies and the learning environment must be tailored to their individual needs. In their study, Chu and Koo (2019, p. 411) underscore the importance of teachers catering to individual needs and employing varied teaching methods for students with varying abilities and backgrounds. By catering to diverse learning styles and making literature accessible to all students, this approach emphasizes their ability to effectively engage with the texts.

The disconnect between conceptual understanding and practical application can affect both teachers and students, leading to tensions. Teachers may feel frustrated, stressed, and professionally dissatisfied when their pedagogical beliefs and methodologies clash with educational system limitations. Neglecting literature instruction could lessen its impact. If literature doesn't reflect students' experiences and interests, it may cause them to lose interest or feel disconnected. Elit-2 finds it challenging to forge a personal connection with the given literature. Addressing and resolving textual tensions is essential for effectively engaging students in literature. Catering to teachers' and students' individual requirements enhances the literature community's interactivity and inclusivity. Tailoring teaching methods to cater to diverse students and promoting teamwork and inclusive education (Rooney, 2017).

(d). Teachers Strategies and Approaches for Managing Tensions

"To effectively manage tensions between the theoretical and practical aspects of literature education, educators employ a variety of strategies and techniques. These strategies are designed to address the challenges faced by teachers and foster a harmonious and productive classroom environment for students. In order to engage all learners effectively, instruction must be tailored to accommodate individual learning styles and preferences. As noted by Elit 1, "To meet the diverse interests and capabilities of my students, I offer a range of activities and resources." Opportunities for collaborative planning and professional development help manage tensions. Through professional development workshops and seminars, teachers can expand their literature instruction expertise. Teachers also use reflective practice to identify the causes of stress and their own responses. Through reflecting on their teaching experiences, teachers can effectively adapt their instructional methods. Effective tension management involves open communication and a supportive classroom atmosphere. Discussing personal insights about literature deepens the connection between theoretical knowledge and real-world application. By using these methods, teachers facilitate students' profound experiences with literature, skillfully managing potential conflicts.

(e). Preparing Pre-Service Teachers for Managing Classroom Tensions

Effective teacher training must include preparation for handling classroom tensions. Equipped with the necessary knowledge, skills, and strategies, they can effectively manage classroom tensions. Pre-service teachers can be prepared through intensive coursework and training programs. Pre-service teachers are equipped with theoretical frameworks and practical strategies for managing classroom tensions through courses in classroom management, pedagogy, and educational psychology. Pre-service teachers should be introduced to classroom management theories and offered chances to apply strategies in both simulated and real environments (Smith & Johnson, 2018, p. 152). Incorporating reflective practices into pre-service teacher education boosts teachers' self-awareness and ability to manage tensions. Through guided reflections, journaling, and critical discussions, pre-service teachers can identify potential sources of tension from their experiences and contemplate alternative approaches (DeFranco & Juchniewicz, 2020).

Offering practical experience and observation opportunities is crucial for effective pre-service teacher preparation. During supervised teaching placements and mentorship programs, pre-service teachers observe experienced educators, learn from their classroom management techniques, and practice those strategies in real-world settings. Encouraging collaboration and the formation of professional learning communities among pre-service teachers helps them effectively manage classroom tensions. Collaborative discussions, peer feedback, and shared experiences offer pre-service teachers a network of support and a venue for exchanging ideas and strategies. Pre-service teachers can be better prepared for managing classroom tensions by integrating comprehensive coursework, reflective practices, practical experiences, and collaborative learning opportunities. Providing them the essential skills and tactics during their teacher training prepares them for future success as educators.

B. Discussion

This study conforms with previous literature and research on the discrepancy between theory and practice in literature classes. The study pinpoints curriculum-practice disparities, diverse student needs challenges, and their collective impact on educators and learners as primary sources of tension in literature teaching. According to previous studies by Johnson (2015) and Thompson et al. (2019), these elements have been identified as major tension generators in literature education. In literature courses, the dissonance between curriculum requirements and teaching practices persists. Previous research stresses the importance of a comprehensive and uniform curriculum for literature education that aligns with its goals and objectives (Smith, 2017; Williams, 2018). Findings from existing research underscore the challenge educators face in converting intended curricula into engaging lessons.

In literature education, catering to the diverse needs and capabilities of students remains a crucial issue. The current research aligns with previous studies that underscore the significance of varied instruction and customized methods to cater to students' varying interests, backgrounds, and learning styles (Brown & Jones, 2016; Martinez & Wilson, 2020).

Managing the diverse needs in the classroom adds to the tensions teachers face. The impact of tensions on teachers and students was a significant finding in the study. According to Henderson et al. (2018) and Johnson and Smith (2019), the emotional and psychological consequences of tension for teachers, as well as its potential negative impact on student engagement and learning, have been documented previously. Addressing and managing tension effectively in literature courses is crucial, considering its far-reaching implications. The study sheds light on teachers' strategies and methods for managing tensions in literature classes, expanding on the current knowledge base. The study's results align with previous research emphasizing differentiated instruction, collaborative planning, reflective practice, and a welcoming classroom environment (Clark & Peterson, 2014; Hargreaves et al., 2016). These strategies effectively manage tensions stemming from the gap between theory and practice. This discussion integrates the study's findings with the existing literature on tension in literature education. The current research findings confirm prior research and emphasize the importance of addressing the identified tension sources through specific interventions.

V. CONCLUSION

The study wraps up by delving into a detailed examination of the main findings and their consequences regarding the confrontation between theory and practice in literature classes. The research pinpoints issues of contention in literature instruction, including discrepancies between curriculum requirements and teaching methods, accommodating various student learning levels, and the effects on teachers and learners. The research highlights the importance of actively addressing the discrepancy between literature education theory and classroom application.

The study highlights the importance of synchronizing curriculum goals and instructional methods. To effectively implement the curriculum, literature teachers need adequate resources and support. This alignment can improve instructional effectiveness, coherence, and ease potential conflicts.

This study emphasizes the importance of catering to students' varying requirements and capabilities. Teachers should tailor their instruction strategies and approaches to accommodate students' individual interests, backgrounds, and learning styles. Addressing these differences supports an inclusive learning environment, reduces tension, and enhances student engagement and achievement.

The impact of tensions on both teachers and students can be substantial. The study underscores the importance of equipping teachers with sufficient resources and backup to counteract the detrimental influence of stress on their health and teaching performance. Supporting student well-being and fostering a positive classroom climate are crucial to minimizing the negative impact on student motivation and academic success due to tension.

This study exposes the conflict between theory and practice in literature classes. The study highlights the significance of addressing identified tensions and implementing effective strategies for harmonious integration of theoretical knowledge and practical application in literature education. Closing the gap between teachers and students fosters an effective learning atmosphere for everyone involved. This research impacts curriculum developers, teacher educators, and policymakers. The findings can be utilized to create literature curricula, offer professional development programs for teachers, and influence policies promoting effective literature instruction. Recognizing and resolving the discrepancy between theory and practice enhances the educational journey for both instructors and pupils.

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