Integration Between Language and Literature Over Teaching of Foreign Languages[1]

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ABSTRACT

Over the past century, psychological, linguistic, political, and pedagogical views obtained from "a mixture of assertion, theory, observation, and experiment" have influenced the adoption of newer teaching ideas in language education. Literature has been considered as a significant tool in foreign language instruction over the last few decades. It is an essential component of language acquisition and education. However, there are some challenges in integrating literature and language. The first challenge is the lack of appropriate pedagogical tools for instructing language using literature. The second challenge is insufficient literary preparation for teaching language. Lack of enough objectives to identify the importance of literature in learning language is the third issue. Several academics have attempted to incorporate literature in teaching language, but they are unable to completely achieve their objectives due to the inexperience in respective field. As a result, to bridge research gaps, we are combining language and literature by defining the purpose of language education depending on the expectations of learners and desires. Second, we must select an appropriate language teaching strategy. Third, we need to choose literary materials that are related to the educational objectives. Finally, the teaching effectiveness can be analyzed using the statistical Likert scale. The performance effectiveness of the suggested methodology from the results confirmed that the literary works assist the students in improving their linguistic abilities, as well as their creativity and emotional development.

Keywords: language teaching; Literature; Likert scale

INTRODUCTION

One of the most significant aspects of society's cultural structure is education. And today, the educational system is experiencing significant changes. Scholars and academics, especially young scholars, are now debating the improvements in the area of second language acquisition (SLA). The "multilingual shift" in applied linguistics has been characterized by the problem related to the viewpoints of monolingualism, as well as the growth and rising variety in the area of SLA (Larsen-Freeman 2018). In many nations, teaching foreign languages (FL) for communication reasons is seen as a priority in upgrading higher education. The ability to interact in other languages has become an increasingly important aspect of any specialist's professional competency. Hence, multilingualism is one of the demands of recent times. The English language is becoming more important. German and other foreign languages taking a completely new position and is in second place after English (Al-Juboury and Saedi 2018).

In the twentieth century, there have been dramatic changes in the methodology of teaching an FL. The conventional methods of teaching FL were the method of grammatical knowledge and the method of translation and the audio-language method of learning foreign languages. Conventional language learning mainly involved memorization (Najeeb and Rezqallah, 2023). The four language abilities namely hearing, reading, speaking, and writing was imparted in FL schools through exercises and memorization of phrase patterns (Liao et al. 2018). Literature was a major component of FL training at all levels. Literary texts have been integrated into language instruction for more than two decades to facilitate the structure of FL. In the early 1970s, the communicative approach to learning a foreign language became important. The utility of literature in the classroom was downgraded with the

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development of communicative language teaching. Recently, the integration of literature into FL is gaining importance.

The educational process' efficacy is critical. Prior research in the area of FL education has revealed that effective SLA is based on personal psychological elements such as creativity and motivation, as well as an adequate learning environment. Today it is ensured through the creation of a pedagogical environment in educational institutions (Ajjawi and Boud2023). The efficacy of the educational process is dependent on the teacher's professional training, which includes extensive pedagogical experience, and the synchronization of students' knowledge and abilities. Students' attention is a prerequisite for successful learning (Al-Waili and Khudha2018). The simplest reasons for inattention are a lack of interest in the subject, science, dryness and ambiguity in the presentation of the material, and the fatigue of the students. The main means of stimulating students' attention is the dynamic conduct of lessons using a variety of methods, increasing the activity of students, the vitality of the narrative, the transition from one type of activity to another, distracting. The different factors that influence the teaching and learning of FL are depicted in figure 1.
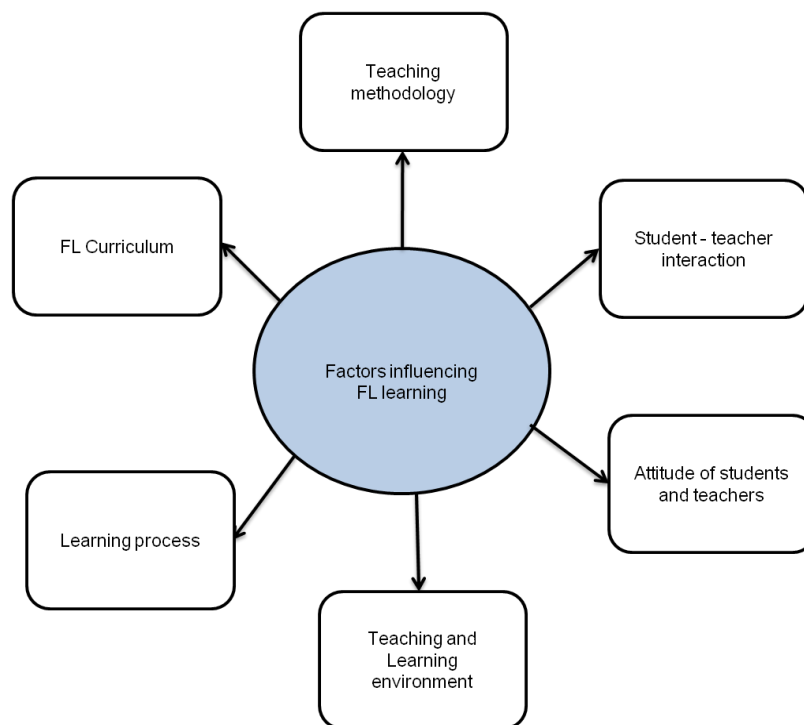

Figure 1: Factors influencing the effectiveness of FL learning

To meet the requirements of learning in the current technological age, FL instructors need to apply innovative methodologies. There are so many exciting alternatives for utilizing technology to improve FL learning ability that it may be overwhelming for language instructors today. Even for individuals who like experimenting with new technology, determining which tools, materials, or Web sites are better suited to a given activity, lesson, or objective may be difficult. To enhance students' learning, improve grasp of course material, and promote higher-order thinking abilities, new approaches must be included in FL learning. (Keesler 2018)

In this paper, we integrated the language and literature in the FL learning curriculum and analyzed the effectiveness of the designed curriculum plan using the Likert scale. The further proceedings of the paper are organized as shown. Section II shows the related literature and the problem statement. Section III provides the materials and methods. Performance evaluation is given in section IV. Section V provides the conclusion of the proposed article.

LITERATURE SURVEY

Mart 2018 aimed at developing the potential benefits of literature in language learning. He attempts to unveil the attitudes of pre-service language teachers towards incorporating literature in the language classroom. Rahimipour 2020 investigated the application of literature in language teaching (LT), particularly the status of drama and poetry as potential literary genres in the field of LT and learning. They attempted to incorporate them into their lectures and construct English language teaching (ELT) textbooks from a theoretical standpoint, paving the path for curriculum developers and practitioners to administer and deploy them in their classrooms. Reyes-Torres (2018) developed a method for using literature in LT that is based on the establishment of literary competence. The constitutional and cognitive aspects, the performance dimension linked with language and literary expertise, and the socio-cultural and aesthetic components are all part of this approach. Teachers integrate the literature in LT by taking into consideration these characteristics, as well as the learning environment and students' needs. Smith et al. 2019 studied the association between students' views of instructors' feedback practices and their self-efficacy, perceived external goal orientation, self-regulation, and ELT. The perceptions of instructor feedback were investigated using multiple regression and path analysis.

When nursery children learn English as an FL (EFL), Albaladejo et al. 2018 evaluated the impact of hearing to tales, songs, and a mixture of both on the vocabulary acquisition. The impact of positive orientation of learners, teachers, and emotional stability of students on FL classroom was investigated by Jin et al. in 2018. The relevance of trainable intercultural personality characteristics in the generally believed relationship between acquisition of second language by the learners and cultural integrity was investigated by Van Niejenhuis et al. in 2018. Teng et al. 2020 studied the impact of writing intervention based on self-regulated learning (SRL) methodologies on writing competency of students and academic self-efficacy. Cruz (2018) presented findings from large-scale research of secondary-level students' perceptions of the advantages of literature in FL education, as expressed in short stories and poems, and songs in their EFL classes.

The goal of Atabekova et al. 2021 was to look at how students' multi-literacy abilities and pragmatic awareness developed throughout their university-based FL acquisition. The study is centered on the growing relevance of multidisciplinary education, as well as university graduates' talents and skills to maintain effective multilingual communication in a variety of situations. Arafah 2018 made a concerted attempt to include literature in LT. As a result, language teachers must be aware of some key concepts, such as the different literature categories utilized for teaching purposes, the strategies for applying literature in LT, the valuable reasons for utilizing literature in LT, and how to apply literature into practice in language classrooms. The advantages of drama in LT were shown by Altun 2019. They wanted to show how role-playing and simulation exercises may help people build communication skills by allowing them to engage in conversational material. To bridge the gap between literature and LT methods, Gonen 2018 presented a framework for teaching poetry for language instructors. The framework is targeted at assisting future instructors in incorporating poetry into language education while also providing numerous resources and activities to be utilized in future teaching.

Raees (2018) and Zhang, Y. (2021) investigated the obstacles and limits faced by FL instructors in elementary, secondary, and higher education while incorporating literature in their lectures. The study provides educational administrators and policymakers with details about the structural issues that might prevent FL instructors from effective integration of literature into the lessons, and the recommendations that may assist them in developing strategies and policies to overcome these issues. According to Porto et al. 2020, FL instructions should include topics such as human suffering, empathy, solidarity, hospitality, and inclusiveness. They demonstrated how this concept was put into practice in higher education with student instructors and English translators who used pedagogies of empathy, discomfort, and solidarity to deal with challenging subjects via the arts and literature Chang (2023). The goal of Wang et al. 2018 was to introduce the key concepts of positive attitude and its application in the research of L2 education to academicians, instructors, practitioners, and students. Sun et al. 2020 studied the association of writing self-efficacy and writing SRL techniques with writing competency among EFL students in colleges. Li et al. 2018 used a mixed-methods approach to evaluate the psychometric features of the Chinese Version of the FL Enjoyment Scale (Nashmi, and Mehdi (2022). The goal of Shaleha et al. 2019 was to demonstrate the benefits of using literary works as LT materials for character education. In respect to the acquisition and teaching of FL, Zhang et al. 2019 and Lewandowska-Tomaszczyk &Trojszczak (2022). sought to elucidate the link between the disparate conceptions of metacognition and self-regulated learning. Raithby et al. 2019 investigated the impact of literature in the contemporary

language classroom, considering issues such as how to approach the assignment and how to maximize the value to students. The efficiency of adopting descriptive techniques in English classrooms and professional-oriented teaching FL at a non-linguistic institution was shown by Khasanova et al. 2020. Hasan et al. 2019 looked at students' perspectives on literary integration in LT in university English Language Departments.

Problem Statement

One of the most current needs in upgrading higher education in many nations is to teach FL for communication reasons. Literature is a rich source of input for assuring reading competence, vocabulary enrichment, enhancing FL fluency, developing critical thinking abilities, and increasing cultural understanding. But the usage of literature in the LT was downgraded with the development of communicative language teaching. Several academics have attempted to incorporate literature in LT, but they are unable to completely achieve their objectives due to the inexperience in respective field. Hence, this paper aimed at integrating the literature into language teaching.

MATERIALS AND METHODS

This paper focused on incorporating literature into the language curriculum for teaching a foreign language. The teaching effectiveness can be analyzed using the statistical Likert scale. Figure 2 depicted the flow of the suggested methodology. A detailed explanation of the flow is given in this section.
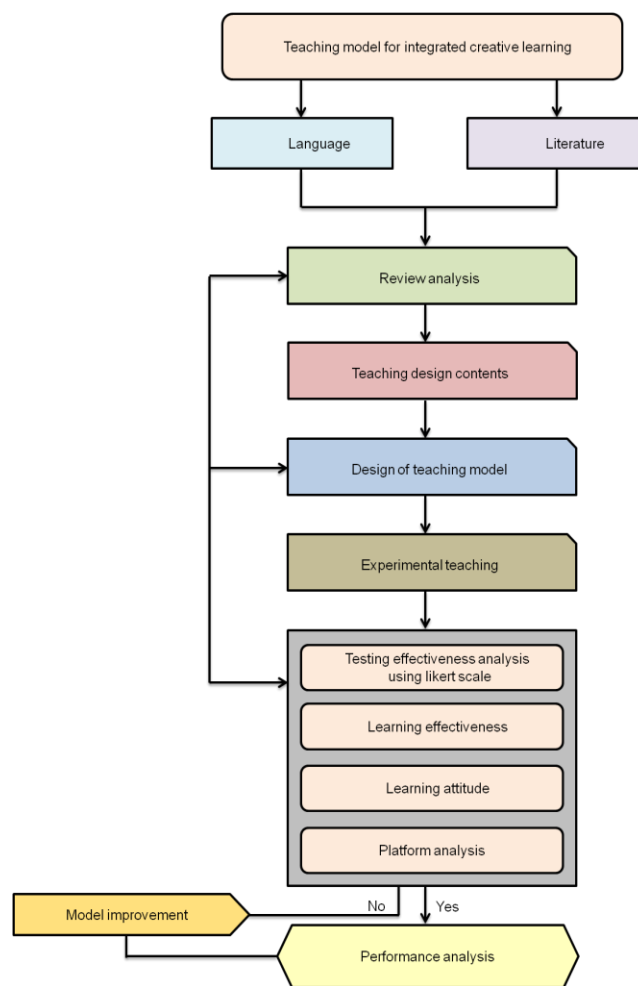

Figure 2: Schematic representation of the suggested methodology

a) Teaching model for integrated creative teaching

The recommended teaching approach blends literary instruction with language mastery, including vocabulary and grammar instruction. Fictional literature includes genres such as novels, short tales, plays, and poetry. Language and literature are complementary. In other words, the technique combines the instruction of language, culture, and personal skills through literature. So, it is termed as a multidisciplinary approach. The instructor uses a range of educational methods, strategies, and technological gadgets in this approach. The integrated approach assists students in making connections, generalizing, and applying their knowledge to a range of real-world problem-solving scenarios. Furthermore, the learning process is more complete and engaging in this manner, making the classroom setting more pleasurable and thought-provoking. Furthermore, an integrated approach may help students become autonomous problem solvers and enable collaborative learning.

b) Review Analysis

Based on review analysis, we studied the benefits and drawbacks associated with literature in language learning and teaching. The use of literary materials leads to the reinforcement of the four main English languages, namely listening, speaking, reading, and writing. Literature has a language that is utilized in a broad variety of situations and discourses, allowing students to improve their language skills and passionately convey their feelings and views. It also teaches you how to master vocabulary, grammar, and language abilities. Literature can educate the full person academically and intellectually, as it stimulates learners' imaginations, which in turn enhances their critical skills and emotional awareness. It also aids in the development of critical thinking abilities and mature judgments. It also improves learners' speaking abilities and their capacity to solve problems on their own. Reading literature may be a lot of fun and can help you learn more about the world. Though the literature has many potential benefits in improving learners' efficiency, it has some drawbacks. It may be challenging for learners to grasp the literature since it comprises new terminology and syntactically complicated patterns. It is very culturally laden, and EFL learners find it weird, making it difficult for them to comprehend the mental conceptions that literature contains. It takes a long time to teach literary works.

c) Design of Teaching contents and model

Short tales, poetry, and other genres of literature are used to improve the introduction to literature, advanced grammar, and composition courses because they give engaging subjects for class discussion and writing tasks. The teaching model includes three categories such as literature for language proficiency, literature for cultural development, and literature for personal development.

i) Literature for language proficiency

Literary texts provide learners with the opportunity to improve their listening abilities or even read aloud, allowing them to master proper accents and pronunciations. They provide more chances to practice speaking and writing in the target language, as well as to utilize the structures and vocabulary learned. They're also useful since they give settings for examining linguistic structures for the crucial message they communicate. Literary materials, through the four skills, develop the vocabulary of the learners. Students are given phrases or chapters that are lacking words. They must complete the gaps with the appropriate vocabulary or grammatical items. For example, a teacher may assign a student to pre-determined assignments such as matching acronyms and words or putting unique words into full phrases. Learners are required to respond in the target language to questions based on the reading material. These activities force learners to develop their reading comprehension skills. The teachers must train the learners to improve their oral communication. Some activities for improving speaking skills are group discussion, role-playing, free discussion, and games. The teacher may also ask students to role-play in front of their friends, which improves their speaking abilities. Teachers may provide a subject to students and ask them to write a composition about it in the target language, resulting in the development of writing abilities.

ii) Literature for personal development

Some of the influential factors in learning a FL is motivation and attitude. Notably, the structure and content of literary texts might help to trigger and install this important factor in students. Teachers must establish a safe, non-threatening, and learner-centered atmosphere, according to our approach. This instructional atmosphere will

encourage students to participate actively in the cooperative activities given to their group. It must allow the learners to express their own emotions and thoughts. To improve FL learners' language acquisition skills in the classroom, instructors should use unique teaching methods to encourage students to participate in the learning process. The creative-teaching method includes tasked-based LT. Learners are allowed to analyze the content of the stories and think critically, which impacts developing higher-order thinking skills. Students may use their thinking abilities to make judgments, make evaluations, apply knowledge, come up with new ideas, and organize information. Learners may also attempt to work alone, which is crucial for gaining self-reliance in learning an FL.

iii) Literature for Cultural Development

Language and culture are inseparable. The literary texts are also used to make students learn about the target culture. Students are educated about the cultural components of the literary text namely political, social, historical context of literature. Students' knowledge of various cultures and ideas is increased when literature is taught using a cultural approach. The method bridges cultures and fosters a feeling of acceptance, discipline, and empathy for others. The introduction to literary texts will allow the learners to know more about the world and become acquainted with various lifestyle aspects namely customs and possessions, portraying important human issues, which makes the process of learning more beneficial and effective.

d) Experimental Teaching

This survey included 330 undergraduate students from seven entire classes enrolling in English courses at two prominent institutions in northwest China (Sun et al. 2020). The students belong to the first two years of under-graduation. The designed English Course (Language integrated with Literature) was offered to the students at college to increase the language proficiency of students. The students for the study are selected based on certain criteria. The first important criterion is that their willingness in the participation of the study must be confirmed. They must have good physical and mental health. The parental confirmation of allowing their children to participate in the study must be collected.

e) Testing Effectiveness using Likert Scale

Likert scale (LS) is applied here to analyze how better to use our suggested teaching model for developing language skills and attitude in students. The LS is a psychometric scale that is commonly used to analyze questionnaires in a variety of research fields. The LS formula is used to grade questionnaires on an n-point scale (generally, a 5-point scale). Respondents are asked to answer the questionnaire to study the effectiveness of the teaching model at the beginning and end of the English course. Questions designed using the LS must either be in agreement or disagreement. The multiple choices available for a question in LS strongly disagree, disagree, neutral, agree, and strongly disagree. This method is reliable at obtaining valid measurements of training effectiveness.

RESULTS AND DISCUSSION

This section discusses the perceptions of students on incorporating literature into language learning, which is the paper's proposed teaching paradigm. The questionnaire based on the Likert scale was used to analyze the impact of the suggested teaching model on language and non-language skills. The language skills include majorly the four basic skills namely writing, speaking, reading, and listening skills. Non-language skills include thinking, creativity, problem-solving skills, and so on. The comparison graphs were generated using MATLAB. Table 1 shows the statistical analysis of responses for different language skills. It was discovered that the majority of answers to the recommended teaching model are above the scale's midway (2.5), indicating that students viewed the method favorably. Improvement in learners' reading skills using literature classes gets the greatest mean score (4.5) compared to other language skills. Improvement in learner's other language skills also attained good mean score. The students are highly satisfied with the suggested teaching model. It is obvious from the comments that literature lessons are seen favorably by students in terms of language competency growth. This might be because literary works are dense with words and phrases, as well as linguistic aspects.

Table 1: Descriptive statistics to analyze various language skills

No.	Question		Number of responses					Mean score	Standard deviation (S.D)
			Strongly disagree	Disagree	Neutral	Agree	Strongly agree		
	Learning language through Literature improves the learner's								
1.	Writing skills		5	10	30	185	100	3.9	0.79
2.	Reading skills		10	12	25	200	83	4.5	0.83
3.	Listening skills		5	12	20	211	82	3.9	0.94
4.	Speaking skills	Vocabulary	8	23	15	194	90	4	0.63
		Grammatical accuracy	4	18	24	205	79	3.8	0.73
		Fluency	9	12	21	220	68	4.3	0.88
		Interactive communication	10	5	30	100	185	4.2	0.74
		Pronunciation	12	10	25	83	200	4.1	0.92
5.	Overall Language proficiency		12	5	20	82	211	3.8	0.93
6.	Interest to learn the language		18	4	24	79	205	4.2	0.85
7.	Confidence in using the English language		23	8	15	90	194	3.6	0.88
8.	Ability to understand the meaning of language texts		5	12	20	211	82	3.8	0.95
9.	Learning satisfaction		10	5	30	100	185	3.6	0.84

Table 2 shows the statistical analysis of responses for different non-language skills. It showed that the majority of the responses to the suggested teaching model is above the scale midpoint (2.5) which means that the non-language skills are significantly improved by the teaching model. Improvement in learners' thinking and problem-solving skills through learning literature gets the maximum mean (4.3) compared to other non-language skills. Improvement in learner's other non-language skills also attained good mean score. The research demonstrates that learners have gained a feeling of self-awareness regarding their development as a result of studying literature.

Table 2: Descriptive statistics to analyze various non-language skills

No.	Question	Number of responses					Mean Score	S.D
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree		
	Learning language through Literature improves the learner's							
10.	General Knowledge	6	11	31	182	100	4	0.79
12.	Knowledge about English culture	9	11	24	203	83	4.2	0.83
13.	Thinking skills	4	11	19	211	85	4.3	0.94
14.	Problem-solving ability	7	17	29	166	111	4.3	0.8

15.	Creative skills	11	6	31	103	185	3.9	0.85
16.	Positive attitude	13	6	21	85	211	4.1	0.91
17.	Motivation to learn in general	6	13	21	214	82	3.7	0.95
18.	Personal development	19	5	24	81	205	3.9	0.94
19.	Emotional stability	10	5	30	100	185	3.7	0.84
20.	Understanding about life	12	5	20	82	211	4	0.93
21.	Ability to interpret from the given context	23	8	15	90	194	4.1	0.85
22.	Ability to learn about other's experience	18	4	24	79	205	3.9	0.88
23.	Work planning skills	5	12	20	211	82	4.2	0.95

Figure 3 compares students' responses before and after being exposed to the recommended teaching strategy to see whether studying literary materials provided them with opportunities to improve their language ability. The responses of students before and after the exposure to the suggested teaching model were termed initial and final responses. The results show that speaking (88%), reading (87%), writing (84%), and listening skills (90%) are mostly improved through studying literature. Figure 4 depicts a comparison of students' initial and final replies to assess if studying literary texts has a good impact on different speaking skills such as fluency (the capacity to communicate naturally and eloquently, with no forced pauses and no distracting hesitation marks), pronunciation (the ability to accurately produce and perceive the important sounds of a language), vocabulary (Knowledge of different words), interactive communication (communicating actively with others in a manner that is effective and consistent with the provided objectives), and grammatical proficiency(the correct usage of sentence structure during speaking and writing). The results show that fluency (93%), pronunciation (90%), vocabulary (88%), grammatical accuracy (89%), and interactive communication skills (94%) are significantly improved through studying literature. Figure 5 illustrates the comparisons of students' initial and final replies to see whether using literature in language lessons helps students improve non-language abilities such as problem-solving, thinking, motivation, creativity skills. The results illustrated that problem-solving (90%), motivation (90%), creativity (91%), thinking skills (90%) are highly developed by the suggested teaching model. Table 3 depicted that the language and non-language skills possessed by the students before the exposure to the teaching model were less compared to those possessed after the exposure to the teaching model.
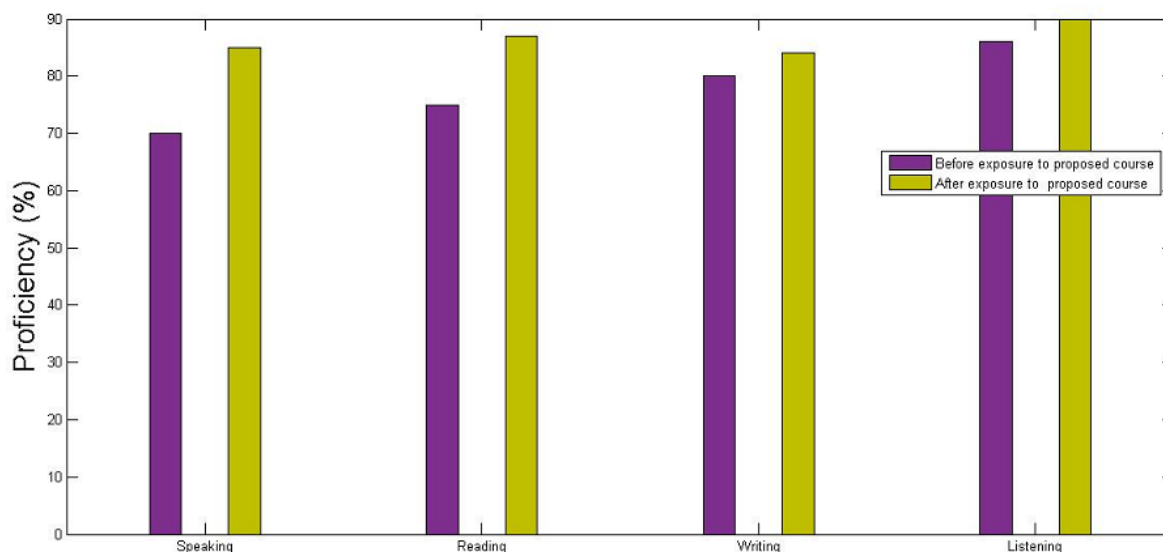

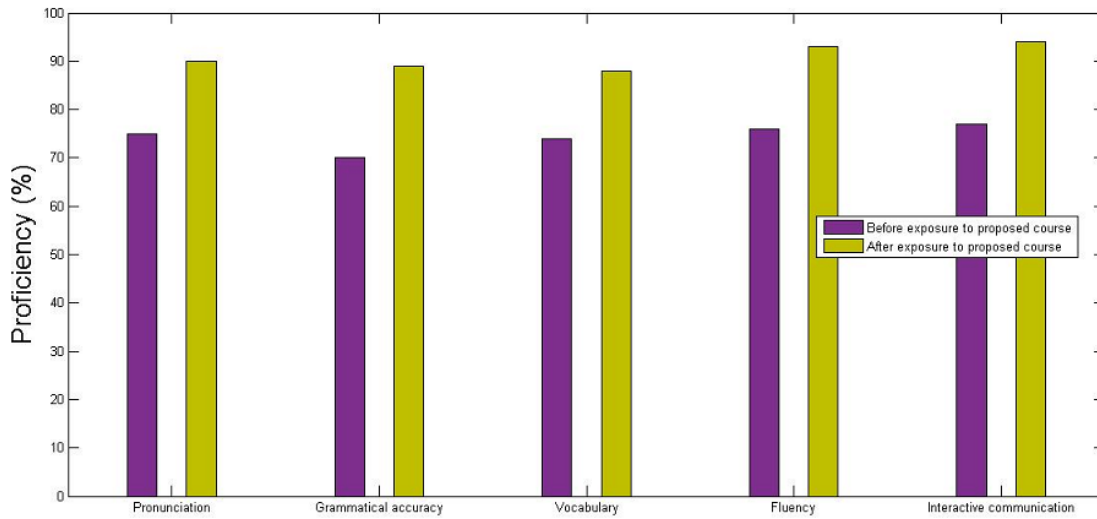**Figure 3: Language Proficiency achieved by the suggested teaching model**

Figure 4: Proficiency of different speaking skills achieved by the suggested teaching model
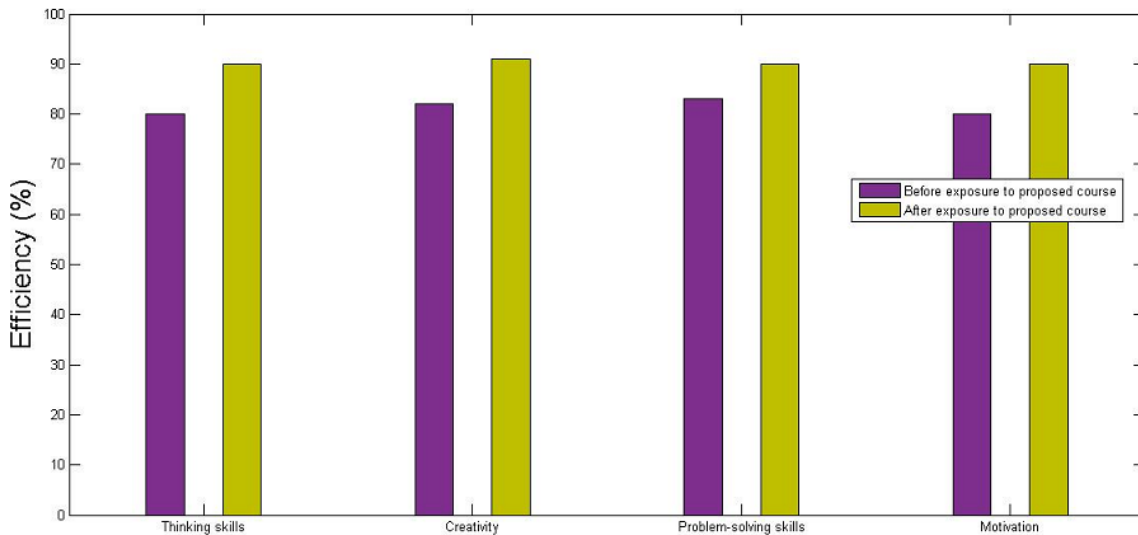

Figure 5: Efficiency of Non-language skills achieved by the suggested model

Table 3: Comparison of the proficiency level of various skills before and after exposure to the proposed course

Language and non-language skills		Proficiency level (%)	
		Before exposure to the proposed course	After exposure to the proposed course
Reading skills		84	87
Writing skills		80	84
Listening skills		75	90
Speaking skills	Vocabulary	74	88
	Pronunciation	75	90

	Fluency	76	93
	Interactive communication skills	77	94
	Grammatical accuracy	70	89
Thinking skills		80	90
Problem-solving skills		83	90
Creativity		82	91
Motivation		80	90

CONCLUSION

Individuals' linguistic skills may be improved by reading literature. The integration of literature in learning language was examined in this article in terms of student views of this integration. The findings show that students have positive reviews about literary integration, which benefits learners' language progress, cultural awareness, and overall personal growth. Studying literature improves speaking, writing, listening, and reading abilities, according to this research. The benefits of learners exposed to the suggested teaching model are learning more about life, growing personally, intellectually, and emotionally, and understanding their own and others' experiences. The findings demonstrate that literature is an excellent resource for improving their language skills and broadening their cultural knowledge. This research aids academicians, educational policymakers, and language instructors in comprehending the value of literature in FL learning. More participants should be included in future investigations. Undergraduate students are used to test this strategy. This strategy should be tried at several levels of education, including elementary, secondary, and higher education, in both rural and urban locations.

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