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Discuss the benefits of using literature with ESL students and the various approaches

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ABSTRACT


This study reviews literature on how literature can be used in EFL/ESL classes. First, it tracks the place of literature in language classes from the early grammar translation method to the Communicative Language Teaching era. The study distinguishes the causes of death and resurrects literature as a language input. After that, the reasons for and against the use of literature are discussed in EFL classes. The researchers do so using recent language theories. Pedagogy and theories of finally, this study explores the past and current approaches to literature in language classes. Five teaching methods for literature are proposed.


INTRODUCTION

In a globalised world in which English is used as a lingua franca and digital out-of-school exposure to this language is virtually everywhere, Smit, N., van Dijk, M., de Bot, K., & Lowie, W. (2021). The last twenty years have seen consistent growth in literary and educational philosophy, serving as a framework for further study. Another cultural paradigm that originated in the late 80s and continued into the 90s is that of lately, studies of literature and its role in the academic curriculum have been becoming more popular.

According to research, this is true; thus, many researchers believe that including literary texts in the second language classroom is critical (Kramsch, 2013). Teachers also talk of foreign language texts as having several layers of meaning: vocabulary, set expressions, and semantics (McKay, 2001). Also, stressing reading as a culturally authentic text has become a priority in EFL teacher training (Swaffar, 1999; Arens & Swaffar, 2000; Dupuy, 2000). It also suggests the latest advances in the study of text-based education, "in which language, literature, and culture form a unified whole" (Foreign Languages and Higher Education: New Structures for a Changed World, 2007), Bobkina, J., & Dominguez, E. (2014). Much of the recent research shows that literary texts have practical uses for English league courses, even if they can be difficult for teachers and their students to use (Lima, 2010; Van, 2009). To help students think about fascinating characters and important meanings, the reading of literature is necessary. Despite many instructors' belief in the importance of integrating literature into their classes, literature must win a place in traditional teaching materials (Lima, 2010).

Literature-related resources, both of which burden the teachers who attempt to enter the classroom with literature programme expectations (Lima, 2010; Khatib & Nourzadeh, 2011). Also, text collection and syllabus and curriculum creation are still the main issues nowadays, particularly in English as a

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multilingual language (Carter, 2007). And finally, one might ask if literature is best used to support students. If you want to look at ideas and analysis about how important literature is in the ESL classroom and what current methods are, these are some of the things you should look at.

LITERATURE

1. Why use literature in the language classroom?

Approximately 100 years, still included in the non-English literature syllabus (Stern, 1985). Learning a foreign language during the first half of the 20th century as proposed by Kramersch and Kramersch (2000). Thus, literature was one of the Grammar Translation Method's important elements. The formal language was seen as an example of "complicated writing and illustrative of the grammatical laws. The purpose of this approach was to promote comprehension of grammar systems and vocabulary. It had neither literature nor substance. Unfortunately, since the grammar-translation system dropped out of fashion in the second half of the 20th century, disrespect for literature has remained law in our language classes.

The class-oriented translation approach based on translating from classical texts was often ineffective when applied to modern languages and disregarded them. From the 1940s to the 1960s, literature was no longer part of the English language literacy programme (Carter, 2007). This is how language studies have shifted their focus. It's no coincidence that the first half of the 1960s saw the development of this phenomenon. The notion of teaching languages by literature originated in the King's University of Cambridge conference on education in 1963. Texts on the importance of the language teaching /learning process were highlighted during this meeting, and the conventional system was criticized for its failure to foster language skills and encourage communicative competence.

Despite these efforts, literary texts remain underutilized in the language classroom. There was virtually no study done on teaching literature as a language-learning aid from the late 1960s through the 1980s. (Llach, 2007). Hence thus argued that the literature should be excluded from the foreign language curriculum due to its ambiguity and non-standard grammar. Did the author claim that his/her statement that reading literature has nothing to do with proficiency in a foreign language (Topping, 1968). For a period of time, we think of it as lasting from about the middle of the 1980s to around the end of the decade, and the general population became aware of the lack of vocabulary and writing skills (Stern, 1985). This new necessity created a strong need to instil students with the strategy and reading comprehension they would require in their upper-level courses (Gilroy-Scott, 1983). Thus, communicative initiatives were tasked with the long-term goal of rediscovering literature as a result in the middle of the 1980s.

Thus, Gajduk (1988) argues that literature should be used more widely in foreign language classes, particularly for older students. In a somewhat similar way, Smith (1987) makes a significant distinction between literary analysis and ii) using literature as a medium for learning. According to the speaker, this second method, which asserts that literature is a tool for communication, can thus be used for language learning, stripped the lady of her lingerie to arouse her (Walker, R., 1989). The validity of reading literary texts in the "in the proper way" the appropriate way Literature can be described as a sort of ideal, and informative text that can't be the route to skill growth (Hess, 1999).

In the past, additional experiments are being undertaken to show the advantages of literature in various language instruction fields. There is a great deal of work being undertaken to revise the conception of language learning resources and lesson plans and explain the affective relationship between the learner and the target language (Kramersch, 2013). New avenues of investigation investigate the benefits of integrated language instruction as it applies to the study of literary texts (Carroli, 2008). The several benefits of reading books (means) have been discussed by Alderson (2000), Kern (2000) and Hur (2005) as well. Extensive research on literature application in the following statements would demonstrate that there is no agreement among those in the field of using it in their classrooms (Lima, 2005).

English literature has been the topic of research since the 18th century. Some students, who focus on reading and writing, fail to see the importance of learning English literature in college. However, this course will illustrate various facets of the English language and expose students to English culture. English literature incorporates several cultural components. This is evident in many authors, poets, and playwrights from the eighteenth and nineteenth centuries.

Studying English literature helps students to better understand well-known quotations and expressions. Studying literature does not confine students to the customs of England but exposes them to literature that is influenced by them and references from other contexts. Students must position themselves in the stories they're hearing, which gives them a sense of identity and excitement. These results will provide students with the chance to form a new curiosity in the text after they've finished their studies and begun their careers. They'll be brave enough to explore new genres because they were already made acquainted with them through their education. What can also be remembered is that literature research students can use the vocabulary they have studied for general word sense and learn new words. When students have experience with the principles of metre and pacing, they will become better authors. Finally, the study of literature offers students the opportunity to share their artistic abilities.

2. Advantages of using literature in the language classroom

Above, the quote notes: integrating literary works written in English into ESL systems has been controversial since the 1960s. More people have tried to defend literature as a second language learning by looking at debate and study. Moreover, reading literature sharpens our ability to express ourselves in language and understand humanity (Lazar 1993).

A. Difficulties of using literature in the language classroom

Even the benefits of using literature as previously discussed are significant challenges, including concerns surrounding the culture or the text itself that would need further consideration (Lima, 2005). Such though, we might find ourselves in the position of having to question some of our most cherished literary works if we took the time to read and analyse them (Lima, 2005). For the most part, the question is grammar and terminology. Literary vocabulary and grammatical forms are often seen as too difficult, so comprehension is challenging.

The language is criticized by McKay (2001) and Savvidou (2004) for missing a set of conventions for separate learners at various stages. That is why students seem to believe that "literary language doesn't follow norms, but uses new and diverse ones to perfection" (Lazar, 1993).

According to Lima, grade constructs usually direct ELT (or grammatical laws that conflicts with works of literature) (Lima, 2005). This means that it happens to unveil the same quandary: unregulated, inventive use of words could generate cases. While Widdowlandt (1982) says, use may be 'misleading' for native speakers, and it can be beneficial and re-invigorating for FL learners. In addition to using literary texts, cultural problems may arise about their appropriateness, conceiving readers would definitely be stymied by the proliferation of cultural ideas within literature. Cultural influences potentially limit the total number of sources shared by an outsider, for Duff and Maley (1990) explain.

Literary works that carry undesirable cultural associations can also be unable to find a home in another work genre. Even when there is no consensus among language teachers and materials designers about the subject—subjects that L1 students should be exposed to—, learning a second language is much more important for English learners as second language students. Some (Tomlinson 2001) believe that teaching topic and themes that are interesting to learners to be helpful, whilst others (Brown, 2007) believe that teaching topics and cultures important to international speakers are critical.

Formally, Lima (2005) claims that even though teachers choose to include L2 cultural elements in their EFL classes, they can give students an inaccurate image of the truth. Another challenging task for both teachers and students is choosing what text to use. A variety of different considerations, such as learners' awareness of "language level, gender, and age", should be considered when selecting an

appropriate text. These considerations are important because "teachers may wish to provide students with a literary experience while also offering a linguistic, literary, and cultural challenge" (Lima, 2005).

Many authors consider the length of the document to be a big problem. Some students find longer texts more challenging because they "need additional contextual help and increased repetition" (Duff & Maley, 1990). Language educators claim to have proposed a fifth alternative explanation as they contend that in higher learning environments where "literature has little or no need for learners (Derakhshan, 2011). Others contend that learners should use their interests in reading diverse genres while not following the EFL demands (Maley, 1989). Overall, according to these experts, content-based classes have had better results (Shang, 2006).

B. Examine the reasons for using literature in the ESL classroom

The importance of a fourth cultural criterion as a significant factor defending the implementation of literary texts in EFL is supported by Collie and Slater (1987). Literature is probably one of the best ways to understand the target language's culture and traditions, especially in those cases in which a visit or a stay is virtually impossible. This enables students "to understand and appreciate cultures and ideologies different from their own in time and space, and to come to perceive traditions of thought and feeling and artistic form in those cultures" (Carter, 1991).

The intercultural understanding evidenced by literary engagement remarks Tayipour (2009) states that globalization contributes to increasingly internationalized needs. They are clearly useful for learning the language's practical processes, including books, films, short stories, and the like. Though derived from the make-believe literature, these stories also paint imaginative settings and tell readers' characters and cultures. This way, students learn to see the world and make new ways of life from different points of view. People become well informed of society' and pay attention to its various socio-economic, political, historical, or cultural developments (Floris, 2004).

The four conditions listed above, plus a specific virtue for literature. The main characteristics are universality, triviality, non-triviality, attraction, and usefulness of variety. Oral or literary literature does not exist without universality. This term encompasses global themes, such as marriage, death, envy, and so on, widely discussed. It's widespread for conventional modes of language acquisition to happen in highly artificial contexts to be dismissed by the students. In the meantime, literature does not trivialize but provides authentic evidence. Relevance to the reader's experience: incidents, thoughts, feelings, and emotions often occur in literature. The use of personal or prior knowledge promotes their understanding of the reading experience. Literary texts are considered to discuss different subjects and include many diverse facets of language.

The themes and topics found in literary works are necessarily interesting for readers. One of literature's biggest assets is its suggestive, creative force. As a result, this gives literature an excellent starting point for class discussions. Ambiguity: subjectivity and the relationship between concepts are, therefore, available in the literature. New theories in sociolinguistics, semiotics, pragmatics, and discourse research continue to unveil a few advantages for literary texts. Ghosn (2002) notes that reading literary texts develops emotional intelligence. Writers (Derakhshan, Kib, Rez, 2013) although literature explores many human emotions, it is also looking at our power to regulate them.

Empirical research seems to regard literature as a vehicle for cognitive improvement in the language learner's process (Van, 2009). However, Lager (1997) asserts that literature offers students the opportunity to be self-reflective, view, interact, and discover). Not taking things for granted, Ghosn (2002) explores how literature will alter views towards the environment. To sum up, communicative and sociolinguistic competency can be realized by reading and studying literature. Thus, it can be concluded that literature can be an outstanding method for ascertaining the appropriateness of language characteristics. There should be clear reasons, ideological, educational, theoretical, etc., to discuss why people use literature in a classroom. What are the most compelling reasons?

Literature is the primary source material. Reading is excellent for teaching students to communicate with different and more difficult texts since the language skills they gain in the classroom can be applied outside of the curriculum. It's multifaceted and open to conversations and ideas and the exchange of feelings. Literature cultivates linguistic understanding examining a diverse range of language-sophisticated language examples enhancing their knowledge of linguistic norms (Lazar 1993). Literature teaches the whole individual. Librarians inspire learners by enabling them to uphold the ideals of literary texts. We learned that these beliefs and behaviours often extend to the outside world. Several countries and/cultures consider literature to be significant. As a result, students experience an enhanced sense of accomplishment after understanding a well-respected work of literature. Also, works of literature are far more compelling than the textbook materials (Lazar 1993).

3. What are the different approaches to using literature in the language classroom? Illustrate with clear examples

Trying to introduce this as a title into our English lessons has many goals. Graphic novels are less popular with students than chapters, comics, or novels. This, however, means there is a goal that is complementary to the overall goals in the ESL course, which include literature's pedagogical application. On the other hand, the characters and storyline of *V for Vendetta* promote critical thought, sociocultural, and socio-political dialogue of school. According to the LOMCE (2013), there are specific competencies required in every subject for each level of Secondary Education. Topic English students aim for Linguistic Correspondence competency (LCC).

Each curriculum and teaching methodology uses particular practises and didactic methods to teach. However, in English as a second language class, literature will allow us to acquire social and community competencies and cultural knowledge and voice. These competencies help the children learn about getting along with others, about otherness, about being curious about the world, about increasing their critical literacy and cultural sensitivity, and saying things that make sense. Languages in all stages of education are justified by the results of this achievement can produce: it develops essential skills in pupils, and that's why it should be included in all levels of ESL instruction. Further, we cannot use literature as a teaching device solely for knowledge and language skills; it should also include cultural and linguistic material in our course syllabi.

4. What conclusions can you arrive at about using literature in the ESL classroom for language learning and teaching?

Their master's thesis aimed to examine various theoretical approaches to teaching literature in ESL and which ones could be used in novel studies. The literature study reveals it to be new, in the sense that it is no longer only considered a means to learn vocabulary, but a teacher with new in that it provides students with alternative capacities to expand their minds. The theory of reception suggests that one approaches literature as a body of competencies based on the reading process and context training in social and historical intertextuality is essential to developing literary competence. Promoting cognitive literacy empowers students to be aware of their own construction while reading while connecting linguistic, critical, and sociocultural abilities while instilling. To come to mutual understanding, individual views must be combined with debate, synthesis, and study.

The previous study presented the criteria needed to set the analysis in motion, used in the following study as a specific goal. We modelled the rubric on the theoretical and pedagogical consequences of the novel to suit literature teaching strategies. This research has followed a sequence from general to specific, and the analyses have been thought from theoretical to apply. The conclusions drawn from each one have served to justify and design the other parts of this work. Therefore, the results of the evaluation of the two didactic proposals on *V for Vendetta* have been the basis of the didactic proposal designed, as indicated in the second specific objective in this research.

The didactic proposal on *V for Vendetta* includes tasks based on the reading process and readers' impressions of the novel. The exercises teach reflective and critical thinking, meaning discussions of

different events and works in socio-historical contexts as well as contrast with others' Both students and faculty work together to master the four linguistic skills of reading, listening, writing, communicating, and speaking while also pursuing personal and group sense. Finally, we might do further experiments to analyze and compare a real-world teaching situation's learning outcomes. Additionally, the rubric will be used to review this idea as well as concept and design enhancements.

5. Conclusions

The acquisition of a language also hinges on students' commitment and dedication to the subject and their willingness to focus on the job. Many of these students might take a strong personal approach to learn because of the instruction and content used in the classroom. This study attempted to demonstrate that reading and discussing literary works can be efficient in foreign language acquisition. We have also sought to demonstrate the multitude of advantages in the literature classroom. This requires one to readily dismiss the claims of those academics who oppose the use of literature as a teaching method. We do need further observational experiments to support certain approaches to integrating literature in a classroom and learners' responses to gain insight into the study of second languages. Such a study often requires a more rigorous assessment of various language courses, and a wider investigation of student background knowledge are equally essential. On the whole, however, there is plenty in the literature to contribute to the language learner. Evidence has shown that it offers a considerable driving force for language learning and teaching because of its exceptional characteristics.

However, if we accept that literature-as a method is a point of contention in the literature classroom, then it should be said that there is no single way to use it. Additionally, one teacher can follow different approaches and depend on his/her needs; we want these ideas to aid your understanding of literature in delivering successful English instruction in the classroom.

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