
RESEARCH ARTICLE

The Impact of Literature on the English Language Teaching and Learning Process: A Comprehensive Study

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ABSTRACT

The teaching of English via literature has garnered the attention of a significant number of English teachers all around the globe due to the multiple benefits that it offers to both teachers and students. Literature can effectively communicate language, social conventions, and cultural values. The purpose of this research is to investigate the advantageous aspects of teaching English via literature and to provide suggestions for the use of literature in educational settings. In addition to offering a variety of ways and methods for incorporating literature into the English language curriculum, this article underlines the potential advantages of literature in terms of encouraging critical thinking, cultural awareness, creativity, linguistic competence, and other abilities. This research explores how literature can be conducive to effective English language learning. The research findings indicate that teaching English through literature is an effective teaching technique that can enhance students' enthusiasm and interest in language and literature, ultimately leading to improved learning outcomes and increased language competence.

KEYWORDS

English language, communication, literature, critical analysis, imagination, intercultural consciousness, coursework, competence

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1. Introduction

Literature plays an important role in teaching and learning English language, broadly defined as written works such as essays, poems, novels, and other imaginative works that are distinguished by issues of timeless or universal relevance as well as by expression and stylistic perfection. According to some academics, including literature in foreign language classes enables instructors to use relevant material to pique students' attention, give them something to talk about in class, and spark their imaginations. Daskalovska & Dimova (2012). According to some scholars (e.g., Starja 2015), certain literary genres, including theater, may support foreign language learners in developing their capacity for autonomous and critical thought as well as their ability to contribute and voice their perspectives. According to studies, teaching literature to language learners helps foster their critical thinking abilities and increases their creativity.

Nguyen (2016) asserts that creativity and imagination are closely linked to higher-order thinking abilities and that literature stimulates the imagination by illustrating and broadening the infinite range of human imagination in language learners as well as by extending readers' and learners' own personal visions of possibilities. Literature both stimulates and expands students' imaginations by supporting their creative process and offering fresh insights and knowledge that help them see new possibilities and develop unique concepts. In this sense, literature is thought to help language learners express their creativity

via words and pictures. Furthermore, it was said that literature stimulates language learners to envision engaging and conversing with peers, making judgments, evaluating advertisements, and scrutinizing news items.

Similarly, Rahayu (2011) contended that literature functions as a linguistic model in language instruction, demonstrating the intrinsic connection between mind and language, and suggesting that learners' capacity for independent thinking is largely contingent upon their proficiency in language. Literature provides a comprehensive framework for language since writers often use ornate vocabulary and complex sentence structures. Rahayu (2011) stated that literature enables instructors to attune to language learners as they use a language learned from engaging narratives. Literature facilitates language learners' exploration of imagination and creativity by engaging with various literary roles and interacting with the text. Literature necessitates that learners engage with roles as genuine work. This approach necessitates that learners identify various learning styles by engaging with the materials.

Işıklı and Tarakcioglu (2017) believed that language learners can engage with literature by immersing themselves in different personas and eras within a play, asserting that literature enables learners to comprehend the historical narratives that have shaped contemporary Western culture. Moreover, literature may enable language learners to expand their vocabulary via the reading of new phrases and words. Gönen (2018) contends that literature enables language learners to enhance literacy, engage with language reading, share culture, acquire writing skills, foster independence and autonomy, infer unfamiliar words and formulate hypotheses, and utilize actual literary works to relate to real-world issues and assimilate values for their lives. According to several academics, including literature in second language classes provides educational benefits. For instance, instructors may help students learn English as a second language by letting them concentrate on assignments that foster independence and the freedom to express their thoughts (Muhammad,2013).

Reading literature helps students become more linguistically aware, educates them, improves their ability to interpret, encourages them to study a second language, and inspires them to do so. Other academics suggest incorporating literature into foreign language classes for two reasons: firstly, it provides a tangible example for learning a foreign language, aiding students in gaining language awareness and knowledge, and secondly, it serves as a reliable source of vocabulary and grammar instruction (Mainland, 2013). This research investigates how literature affects English language learning outcomes for students and teachers worldwide.

2. Literature review

Numerous studies have shown the impact of literature on English language instruction. Studies on the impact of literature on teaching English have often shown the following major themes: cultural variety; information and knowledge sources; imagination, creativity, and critical thinking; and the source of historical and significant information. Language possibilities, improving speaking, writing, and listening abilities; comprehending controlled writing; empowering students to manage expressive function; and improving students' writing abilities and comprehension of literary texts were additional topics.

Işıklı and Tarakcioglu (2017) declared that language learners may read and experience literature by immersing themselves in a new character and period in a play. They also claimed that literature enables students to comprehend the evolution of modern Western society into what it is now via the history it presents. Additionally, by reading new words and phrases, literature may help language learners expand their vocabulary. According to Gönen (2018), language learners can learn a variety of skills through literature, including how to read the language, share culture and write, become more independent and self-reliant, guess unknown words and form hypotheses, and use real literary texts to relate to issues in the real world and acquire values for their lives. In a related research, Cimermanova (2015) examined how graphic novels may be used to teach foreign languages and found that frequent usage of creative writing exercises, narratives, and illustrations.

Literature develops the student, broadens their understanding of the world, and awakens them to a variety of human struggles and circumstances. Debreli, et al. (2019) provided evidence in favor of this theory, arguing that literature improves students' speaking, listening, and reading abilities while also expanding their linguistic knowledge. In related research, Babaee and Yahya (2014) contended that literature uses language as its raw material and that literary works tell tales about human experience, demonstrating the beauty and adaptability of language. Additionally, they maintained that the incorporation of literary texts in foreign language curricula enables students to provide extensive experiences with the English language as well as outstanding examples of

literary writing and works. Language learners may learn to write by using literary works as a model or source.

According to Arias (2017), the use of literary texts in language classes provides instructors with unbiased data on how well students have learned. The instructor may also utilize the students' texts to gauge their level of text analysis proficiency. Tasneen (2010) asserts that literature offers additional benefits for language acquisition. These benefits include enhancing the skills that everyday life offers and demands, explaining reality and giving life meaning, and allowing language learners to gain knowledge of English culture and allusions through its references. Tasneen (2010) also asserted that literature provides language learners with a fresh and inventive outlook on life and education, potentially enhancing their language skills and vocabulary. Literature serves as an exemplary medium for language acquisition, fostering critical thinking via text analysis, theme and motif identification, and connections between the book and students' lives. Literary texts include substantial elements of language, content, culture, form, structure, emotive values, critical thinking, and interaction (Weber-Feve, 2009, p. 456).

Additionally, literature often calls for a greater degree of critical thinking and analysis than other types of language learning materials since it is rich in language. Literary works often include several levels of symbolism and meaning, and for readers to fully comprehend them, they must be able to decipher the text's underlying themes and messages. For language learners who may not yet have a firm grasp of the target language or a thorough awareness of the culture and environment in which the work was produced, this can be particularly difficult. Along with these difficulties, literature may also be time-consuming, needing a substantial time and energy commitment to comprehend and enjoy the book completely. For language learners, this may be disappointing since they might think that their efforts are not being recognized or that they are not progressing fast enough. Put another way, literature may be a fulfilling and important part of learning a language, but it can also be quite difficult for pupils (Mart, 2017)

Learners can develop their ability to interpret and analyze a variety of language forms by analyzing and interpreting a range of literary works. This ability can help them in other language learning contexts, like comprehending news articles, business reports, and documents (Lazar, 2003; Carter, 2002)

3. Methodology

The purpose of this research study was to evaluate how literature can be used effectively as a teaching material for English. Both the qualitative research technique and the secondary data research approach were used in the context of the investigation. This study employs library research. In library research, scholars depend significantly on acquiring extensive material, establishing a robust knowledge base, accessing diverse views, and refining their critical thinking skills. (Fitria, 2023).

4. Findings and Discussion

4.1 Benefits of Teaching English Through Literature

Literature is a fundamental and widely used teaching method in language schools all around the globe. The majority of school curricula that teach foreign languages also include literature as a crucial component. In order to better illustrate their grammatical structures or other linguistic arguments, teachers often employ literary examples in their lessons. However, teachers in translation departments or classes typically assign literary texts for their students to translate into their native tongues. These texts may include short stories, novel chapters, epistles, or any other literary genres that provide ample opportunity for learners to accurately recognize all the grammatical, lexical, semantic, pragmatic, or other linguistic skills they have acquired in other classes. Hirvela states some ideas about the benefits of using "literature as a resource in ELT (2001: 117). He believes that reading literature is one of the best ways to inspire the writer in the learners. He asserted that literature creates a longing for learning the language". Using literary resources in English instruction provides a number of benefits. For instance, the following benefits warrant mention:

4.2 Gaining more fluency in the language

The genuine environment that literature offers for language acquisition improves comprehension and internalization of language rules, structures, and ideas. Students read and analyze literary works to acquire new vocabulary, idiomatic phrases, grammatical structures, and literary strategies. They also improve their speaking and writing abilities by creating original works of literature in reaction to the books they read. Hişmanoğlu (2005, p.54) asserts that literature serves as an effective teaching tool for vocabulary, grammar, pronunciation, and language skills such as reading, writing, speaking, and listening. Moreover, both Zyngier (1994) and Povey (1972) assert that literature enhances learners' linguistic awareness and enables them to construct unfamiliar worlds, which they develop via the language of authors or literary works.

4.3 Developing a deeper appreciation for pieces of literature

Literature educates children about the beauty and power of words via the writing style, the substance, the tone, and the imagery that it contains. Students learn to appreciate the many different types of writing, such as poetry, plays, short stories, and novels, via an educational program. In addition, literature is a reflection of cultural diversity, which enables pupils to grasp and respect the beliefs, values, and perspectives of a wide range of civilizations. Reading long works of literature, such as plays, poems, and stories, is a more effective method for students to learn foreign languages than depending just on pamphlets, vocabulary lists, or other reference materials. Language, literature, and history intertwine in various ways; without a fundamental understanding of literature, pupils cannot fully comprehend the language (MacCabe, 1985).

4.4 Building critical and analytical thinking skills.

The act of evaluating and understanding literary works helps students strengthen their analytical skills and critical thinking. They learn to identify and assess literary devices, including alliteration, metaphor, symbolism, and foreshadowing. They also enhance their ability to express their ideas and opinions both in writing and verbally in a convincing way. Brunfit (1986) asserts that reading literary texts inevitably exposes students to a variety of linguistic components and their uses. As they progress, they will inevitably become familiar with these new linguistic expressions, which will ultimately broaden their linguistic horizons and knowledge; in this sense, literature facilitates learners' quicker and more effective assimilation of novel language marvels. According to studies, teaching literature to language learners helps foster their critical thinking abilities and increase their creativity. Nguyen (2016) asserts that higher-order thinking abilities closely link creativity and imagination, and literature stimulates the imagination by illustrating and broadening the infinite range of human imagination in language learners, as well as by expanding readers' and learners' personal visions of possibilities. According to Chnara and Mariwan (2016), literature both stimulates and expands students' imaginations by supporting their creative process and offering fresh insights and knowledge that help them see new possibilities and develop unique concepts. Language learners use literature to express their imagination through words and pictures. According to Yadav (2014), reading a literary book may help students develop their critical and analytical thinking skills, their ability to make decisions on their own, and their ability to support their claims with logical evidence.

4.5 Literature Pre- reading and post-reading

Teachers may improve their students' comprehension and enjoyment of the literary works by implementing pre- and post-reading exercises. Brainstorming, prediction, and previous knowledge activation are examples of pre-reading exercises. Post-reading exercises may include debates, discussions, and creative writing assignments. Pre-reading exercises help students get ready for the literary material and draw on their existing knowledge. According to Lazar (1993), these exercises may include brainstorming, content prediction, or discussion of relevant subjects. Pre-reading exercises improve comprehension, build pupils' prior knowledge, and pique their interest in the material. Reading activities aim to promote language development, critical thinking, and comprehension. Instructors may use a variety of strategies to promote students' active involvement with the material, including role-plays, group discussions, and guided reading (Maley & Duff, 2005). These exercises enhance students' language proficiency, deepen their understanding of the book, and motivate them to assess literary elements. Postreading exercises strengthen students' comprehension of the material and foster introspection and creativity. According to Savvidou, (2004). these exercises may include summarizing, coming up with other endings, or participating in discussions and presentations. Students may express their ideas, hone their critical thinking abilities, and improve their language output via post-reading exercises.

4.6 Integrating Technology and Multimedia Methods into One Concept

To improve the teaching and learning of literature, educators should use multimedia materials and technology in their lesson plans. They may introduce children to real-world language usage and cultural context by using online literary resources like e-books, audiobooks, and films. However, teaching literature in language classrooms enhances pupils' language awareness. Literary examples teach students the assembly of vocabulary into sentences and the meaningful relationship between words. Furthermore, literature offers unique and authentic examples that, over time, unquestionably improve learners' linguistic correctness and result in efficiency and effectiveness in language acquisition. The use of multimedia tools, especially games, in the classroom is the main topic of Mark Prensky's book *Digital Game-Based Learning*. This method offers a fresh way to teaching that may be modified for use in literary classes (Prensky, 2007). Multimedia has several benefits as it efficiently promotes the dissemination of information. The results of Turku's study demonstrate how multimedia tools, namely the YouTube platform, enhance the caliber of literature analysis and make the process more interesting (Turku, 2024).

4.7 Utilization of Literature to Enhance Speaking and Listening Proficiencies

The use of literary works as educational material is becoming more prevalent. Literary works facilitate the development of pupils' linguistic abilities. Wahya et al. (2023) assert that literature may enhance students' motivation to read, write, and talk well, hence facilitating academic success. The instructor will use the narrative technique in addition to audio-visual techniques to provide a clear illustration of how to conduct good speaking. Teachers can identify and improve new words and phrases by exposing students to a range of languages and engaging, everyday scenarios. This also helps students think more critically and gets them ready for the possibility of speaking on their own (Rahasya, 2017). Educators may use literature as an excellent resource for efficiently teaching listening and speaking abilities. Teachers should assign students the task of preparing solo or group presentations on various themes to improve their proficiency in the target language through continuous practice. Literary books may function as valuable resources for panel discussions or debates in the classroom, enhancing students' speaking, listening abilities. There are a number of benefits to presenting stories to students in the classroom, including decreasing their emotional filter, increasing their creativity and teamwork, and enhancing their listening and speaking comprehension (Atta-Alla, 2012).

4.8 Literature components such as short story to enhance ELT

One of the most popular methods that most language instructors use to effectively teach the language is the use of short tales in the classroom. According to Gomez (2010), including short tales in language lessons fosters students' creativity while also improving their linguistic abilities, including grammar, morphology, phonology, and/or syntax. It is an indisputable truth that short tales are often brief and straightforward, which helps pupils grasp the core concept or topic more quickly and easily. In other contexts, Bobkina and Dominguez (2014) proposed that by introducing students to figurative elements, the use of literary works like plays, tales, novels, and poetry in foreign language instruction makes learning the language easier. Saka (2014) asserts that the use of literary texts in foreign language classes accomplishes the following goals: it enriches language by offering written language characteristics; it serves as authentic material; it allows learners to become more involved by allowing them to imagine stories; and it helps learners comprehend other cultures. The use of narrative texts in English Language Teaching (ELT) is crucial since they provide an engaging context for language acquisition. The purpose of narrative text is to provide engaging materials that capture students' attention, leading to a more enjoyable and effective learning experience. Narrative texts facilitate the enhancement of linguistic skills, including vocabulary expansion, comprehension, and the ability to understand and create cohesive tales. Another role of narrative text is to enhance the reader's real or fictitious experience in many ways, characterized by a general structure including orientation, complication, resolution, and reorientation (Setiyaningsih, 2013). Through the study of numerous tales, students not only improve their language abilities but also gain knowledge of other writing styles and cultural oddities. Narrative texts are essentially used to teach students reading strategies and skills or to provide them the chance to create their own narrative texts, which influences their writing abilities. However, the researcher discovered while conducting observations for this work that instructors are increasingly using narrative texts to teach speaking and listening abilities. One of the integrated skills junior high school students should possess is the capacity to listen to ESL (Kirana, 2016).

4.9 The role of plays and drama as a part of literature

Plays often embody acting, regardless of their initial intended performance. Therefore, the performers almost always engage in direct exchanges or lengthy soliloquies where the protagonist or another actor addresses the audience. However, situations where the audience directly encounters the performers' spoken words on stage tend to favor the former. Therefore, by incorporating play excerpts or scenes where actors are actively conversing with one another, foreign language instructors provide their students with ample opportunity to acquire everyday language expressions while also utilizing both creative and receptive abilities (Maley, 2001). Therefore, we encourage teachers to incorporate plays into their language lessons, as they are crucial and significantly enhance students' language proficiency. Drama and dramatic activities are used in English language teaching (ELT). Its first section examines some of the ideas behind the use of drama with English language learners and attempts to provide answers to problems like what drama is, who needs it, and when it should be utilized. (Davies, 1990).

4.10 How Poetry impact ELT

Generally, poetry employs a delicate and unique vocabulary distinct from everyday English, and its language by its very nature, and charming. As a result of its fundamental qualities, poetry is a particularly distinctive literary genre. According to Kayintu (2011), poetry is a genre that is unique from all other forms of literary expression and has a completely different shape. He argues that this uniqueness makes the languages we encounter in poetry highly distinctive and improbable to find elsewhere. Teachers can ask students to rewrite the poems in their own words and discuss different interpretations of them to maximize their practical benefits. This will allow students to practice their spoken language skills and further enlighten and enable their mental activities. Utilizing literature in English instruction has enhanced motivation, provided a deeper understanding of many

cultures, and promoted creative language development. Poetry pieces are often more concise than novels or short tales. Although there are occasional non-standard usages of words or structures, these texts are more accessible, facilitating the analysis and comprehension of new vocabulary, grammatical constructions, and patterns of rhythm and intonation. (Robles, 2022).

5. Conclusion

The ideal venue and platform for this is literature. The paper found that learning about literature is crucial for interpreting all language components, leading to efficient and competent language learning. Including literature in ELT classes offers several advantages for language learners. Using literature-based activities, teachers may improve students' language learning, critical thinking abilities, cultural awareness, and motivation. This study paper emphasizes the importance of incorporating literature into teaching English as a second or foreign language and provides implementation techniques for these activities. Students get several advantages from using literature in ELT, including increased language competency, enhanced literary appreciation, a deeper comprehension of other cultures, and the development of analytical and critical thinking abilities. Using various literary genres and selecting appropriate texts are two crucial rules for incorporating literature into an English language education. Teachers may create intriguing and innovative lesson plans that meet the diverse requirements of their students and utilize literature as a helpful teaching tool for English. In the end, literature may be a useful instrument for language acquisition and should be part of the ELT curriculum.

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