



## THE ROLE OF LITERATURE IN LANGUAGE TEACHING

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<https://doi.org/10.5281/zenodo.14878949>

**Abstract.** In this article, the important role of literature in language teaching, recommended types of books and the interests of language learners are discussed in detail, taking into account the results of the survey. Also, some recommendations are given as a solution to problems in this area

**Аннотация.** В данной статье с учетом результатов опроса подробно обсуждается важная роль литературы в обучении языку, рекомендуемые типы книг и интересы изучающих язык. Также даны некоторые рекомендации по решению проблем в этой области.

**Annotatsiya.** Ushbu maqolada adabiyotning til o'qitishdagi muhim roli, tavsiya qilingan kitob turlari va til o'rganuvchilarning qiziqishlari so'rovnoma natijalarini hisobga olgan holda atroflicha muhokama qilinadi. Shuningdek bu sohadagi muammolar yechimi sifatida ba'zi tavsiyalar keltirib o'tilgan.

**Key words.** Survey method, language acquisition, storybooks, bilingual books, preferences, challenges, motivation.

**Ключевые слова.** Метод опроса, овладение языком, сборники рассказов, двуязычные книги, предпочтения, проблемы, мотивация.

**Kalit so'zlar.** So'rovnoma metodi, tilni o'zlashtirish, hikoya kitoblari, ikki tilli kitoblar, afzalliklar, qiyinchiliklar, motivatsiya.

### Introduction.

Literature is read not only for aesthetic pleasure but also for its numerous other benefits. Among these, literature significantly contributes to broadening our worldview, enhancing our life experiences, deepening our knowledge in various fields, and fostering our critical thinking abilities. Moreover, literature serves as an excellent resource for learning a new language.

Through literature, we encounter the complexities of language, sentence structures, and the contextual usage of words in their natural form. This provides a unique opportunity to witness the authentic application of linguistic elements, making literature an invaluable tool in mastering the intricacies of a language. In language teaching, literature provides language model. Language and thinking are so closely interrelated that the ability to think for one's self depends on one's mastery of the language (Kelly, 1996)<sup>1</sup>.

### Methods.

In order to learn about this topic in detail we use survey method and collected some important information from scientific books and articles.

### Results and analysis.

Despite the significant role literature plays in language acquisition, unfortunately, we do not utilize it to its full potential. Finding such books can also be challenging, particularly for beginners who are just starting to learn a language. Identifying leveled literature suitable for this level often proves especially difficult. As a teacher, I have personally struggled to find foreign-language materials that at least include short texts, as my students frequently request such resources. However, the lack of sufficient materials has left me puzzled.

In this context, several studies provide valuable insights. For instance, *Principles and Practice in Second Language Acquisition* (Krashen, S.) highlights the importance of comprehensible input, which aligns with the use of picture books and simple texts.<sup>2</sup> Similarly, the article "Four Good Reasons to Use Literature in Primary School ELT" emphasizes the role of literature, including storybooks, in language education.<sup>3</sup> Furthermore, *How Languages Are Learned* (Lightbown, P. M., & Spada, N., 2013) explores strategies for language acquisition, such as phonics and culturally relevant materials.<sup>4</sup>

Based on the information from these sources, the recommended types of books for young language learners can be categorized as follows:

<sup>1</sup> [https://www.researchgate.net/publication/284074316\\_LITERATURE\\_IN\\_LANGUAGE\\_TEACHING](https://www.researchgate.net/publication/284074316_LITERATURE_IN_LANGUAGE_TEACHING)

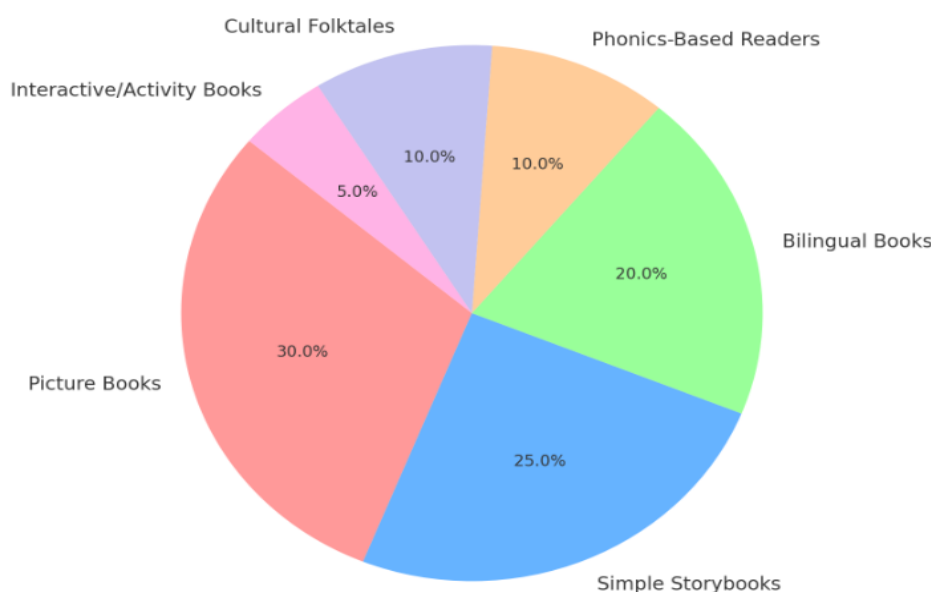
<sup>2</sup> Krashen, S. *Principles and Practice in Second Language Acquisition*, 1982.

<sup>3</sup> Ghosn, I. K. "Four Good Reasons to Use Literature in Primary School ELT" in *ELT Journal*, 2002.

<sup>4</sup> Lightbown, P. M., & Spada, N. *How Languages Are Learned* 2013.



### Types of Books Recommended for Young Language Learners



To be more specific you can get this data, here is a pie chart showing the recommended types of books for young language learners and their proportions:

- **Picture Books (30%)**: Engaging visuals to support comprehension and vocabulary building.
- **Simple Storybooks (25%)**: Easy-to-read texts with repetitive language patterns.
- **Bilingual Books (20%)**: Parallel texts in the learner's native and target languages.
- **Phonics-Based Readers (10%)**: Books focusing on phonetics and basic sounds.
- **Cultural Folktales (10%)**: Stories introducing cultural context and values.
- **Interactive/Activity Books (5%)**: Books with activities like puzzles or word games.

To summarize, the most recommended books for language learners are **picture books**, as they help beginners easily understand meanings through visual representation. The second category includes **simple storybooks**, which feature narratives on various topics and are generally accessible for new learners. The third category comprises **bilingual books**, allowing learners to engage with parallel texts in both the target language and their native language. Other categories collectively make up 25% of the recommendations.

The above percentages are drawn from scholarly sources and practical recommendations. To further explore the role of literature in language learning, I conducted a survey involving 70 participants aged 18–20. Half of the participants were A2-level learners, while the other half were at B2 level. The survey, comprising eight questions, sought to understand learners' attitudes toward using literature for language acquisition.



Survey Question	A2 Responses	B2 Responses	Total Average
1. Do you find literary texts (e.g., stories, novels) engaging for learning languages? (Yes/No)	Yes: 78%	Yes: 85%	Yes: 81.5%
2. Do you think literary texts increase your motivation to study foreign languages? (Yes/No)	Yes: 70%	Yes: 88%	Yes: 79%
3. Which is more effective for learning vocabulary? (Literature/Textbooks)	Literature: 62%	Literature: 76%	Literature: 69%
4. Which is more effective for understanding cultural context? (Literature/Textbooks)	Literature: 82%	Literature: 91%	Literature: 86.5%
5. Do you face difficulties with language level in literary texts? (Yes/No)	Yes: 65%	Yes: 40%	Yes: 52.5%
6. Do you prefer a mix of textbooks and literature in your language lessons? (Yes/No)	Yes: 90%	Yes: 95%	Yes: 92.5%
7. Rate your motivation to study using literature on a scale of 1–5 (5 = Highly Motivated)	Avg: 4.1	Avg: 4.5	Avg: 4.3
8. Rate your engagement with literary texts compared to traditional textbooks (5 = Highly Engaged)	Avg: 3.9	Avg: 4.4	Avg: 4.15

As you see here, we got this result

- **Engagement & Motivation:** Both A2 and B2 learners find literary texts highly engaging and motivating, with B2 learners showing a stronger preference due to their higher proficiency level.
- **Effectiveness:** Literature is perceived as more effective than textbooks for vocabulary building and cultural understanding, especially among B2 learners.
- **Challenges:** A2 learners report more difficulty with the language level in literary texts compared to B2 learners.
- **Preference:** A significant majority (92.5%) of respondents prefer a combination of textbooks and literary texts in their lessons.

Based on the information provided above, it can be concluded that a significant portion of language learners prefer to study languages through literature. They particularly emphasize the importance of literature in expanding vocabulary and understanding the cultures of other nations. The preference for literature as a tool for language acquisition is notably higher among learners at the B2 proficiency level, who tend to support its use more strongly.

#### Discussion and Recommendation.

The survey results reveal that many young people are interested in learning languages through literature. Unfortunately, such resources, particularly in Uzbekistan, remain scarce. We are often limited to studying brief texts provided in textbooks. If more graded materials were developed and published locally, it could greatly accelerate language acquisition among young learners.

In addition, incorporating tasks like reading short books and writing reviews into regular lessons could enrich the learning process. Such activities not only enhance students' knowledge but also allow them to acquire the language more naturally and effectively.

#### Conclusion.

Literature plays a crucial role in language acquisition, offering a rich resource for expanding vocabulary, understanding complex linguistic structures, and fostering cultural awareness. Despite its potential, literature is underutilized in language education, particularly due to the scarcity of accessible and appropriately graded materials for beginners. Studies emphasize the value of resources such as picture books, simple storybooks,



and bilingual texts, which cater to various levels of language learners and provide effective tools for vocabulary building and comprehension.

A survey conducted with 70 participants (A2 and B2 level learners) revealed strong engagement with literary texts, with B2 learners showing a higher preference due to their advanced proficiency. Most respondents (92.5%) preferred a combination of textbooks and literature for language lessons, highlighting literature's motivational and practical benefits.

The findings indicate a pressing need for more locally produced graded literary materials, particularly in Uzbekistan, to support young learners. Integrating literature into teaching through activities like book reviews and discussions can further enhance students' learning experiences, enabling more natural and effective language acquisition.

## References:

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