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LITERATURE AND INTEGRATIVE MOTIVATION IN THE LANGUAGE CLASSROOM

Abstract

In the language classroom, motivating students using learning materials is one of the best pathways for helping students obtain a positive outcome during the language learning process. Literary materials play an important role when teaching a foreign language. Language learning is tied up with integrative motivation, which enhances better and long term learning.

This analysis of current research looks at the positive contributions of literary materials in a language classroom and found that students taught with the aid of literary materials were likely to show integrative motivation, resulting in a more long-term and deeper learning of the target language.

This analysis demonstrates that students in language classrooms benefit from literature because literature improves their vocabulary, their ability to structure sentences, and their ability to organize various ideas and thoughts. Moreover, it reveals that literary materials and integrative motivation affect each other reciprocally.

Key words: *literature, integrative motivation, culture, literary material, language classroom, people, target language.*

1.INTRODUCTION

The continuous and increasing spread of English language teaching all over the world has made it necessary for teachers in this field to deal with literature in English language teaching. Literature started to be treated as classical rhetoric aiming to enhance learner's skills of communication and discovery states (Spack; 1985). Literature is the added value of language learning and it is considered as an opportunity to approach cultural diversity of societies and to help people be more flexible towards the acceptance of environmental and cultural changes.

Literary texts used in teaching English language are of significant importance because they serve as a guideline toward communication in real life and in real situations. Teachers are responsible for guiding students to develop their own capacities and to understand the proper usage of foreign language and literacy. For this reason, the selection of proper literature is important as it serves as a pathway toward the proper usage of language in real life situations. However, before selecting material, teachers should make sure they have a variety of choices and have made the selections based on both the students' interests and proficiency level.

From a historical perspective, Lima (2010) argues that "English language teaching has been through a series of historical phases and so have teachers who try to apply in the classrooms the

methodological principles that are promoted by linguists, researchers, and material writers.” Years ago, English language teaching focused more on practical goals, such as communication, rather than teaching creativity and literature. However, the twenty-first century was witness to the transition of teaching English for the purpose of language development (Lima; 2010).

In order for this transition to continue being successful, teachers must play their part in choosing material that is appropriate for students. Lima (2010) states that teachers must select texts which (a) engage affectively, (b) challenge cognitively, (c) promote language awareness, and (d) help learners to reflect critically about and respond imaginatively to the world where they live. Simultaneously, the teacher has to consider the students’ needs, motivation, interests, cultural background and language level of the students. In order to achieve these results, the teacher must not choose texts that do not interest or benefit the students. In other words, texts must have value both for the teacher and students. They must provoke thought and analysis, make students ask and answer questions, and allow students to react to what they are reading. It is imperative to choose books that students can connect to. Thus, books that are based on true-stories or real-life experiences, realistic emotions, and/or dreams are good sources of literature and likely to be more appealing to students. Collie and Slater (1996) argue that providing enjoyment in learning ensures that learners remain motivated to surpass linguistic obstacles. If the

vocabulary, sentence length, plot, character or cultural aspects are easy to understand, the reader will be attracted to and start utilizing what they've learned. Renate A. Schulz (1981, p.43) mentions that, through careful selection of literary works according to learners' linguistic difficulty; it is possible to increase the comprehension, appreciation, and enjoyment of literature.

According to Collie and Slater (1987, p. 266) , literature itself presents a scope for awareness of the target language in terms of written and oral features of that particular language. Likewise, those materials may provide opportunities for recognizing the culture of that language. The more the students recognize the culture, the more they will demonstrate integrative motivation, which will help learning the target language more deeply.

2.INTEGRATIVE MOTIVATION

Coşkun and Öztürk (2013: 140) state that “motivations of students are quite important to enhance their learning in the classroom”. It can be argued that there is a strong relation between literature and integrative motivation because integrative motivation stems from students' enjoyment and desire of target language.

According to Gardner & Lambert (1972) there are two types of motivation while learning a language - integrative and instrumental motivation – and each student may possess one or both. Instrumental motivation is the result of practical reasons. On the other hand, integrative motivation stems from students' enjoyment

and desire towards the culture and literature of the target language. If students show integrative motivation, they demonstrate “positive attitudes towards the learning situation and exhibit aspects of motivated behavior such as effort, an expressed desire and enjoyment in the process of learning” (Lamb; 2004: 3).

Students have integrative motivation when they have “interest in foreign languages,” “desire to learn the target language,” positive “attitudes toward learning the target language, ”positive“ attitudes toward the learning situation,” “desire to interact with the target language community,” and positive “attitudes toward the target language community” (Gardner;1972) as cited in Dörnyei (1994: 45).

Wang (2014: 11) states that students “with strong integrative motivation admire the target culture, and are quite eager to learn its history, society, and are full of curiosity about the structure and expression of the target language”. For this reason, literature and literary material can improve student learning due to enthusiasm and enjoyment available within the students towards target language.

3.THE LITERATURE USAGE – INTEGRATIVE MOTIVATION CONNECTION

The benefits of literature in the language learning framework have been recognized by numerous researchers; Collie and Slater (1996); Lazar (1993); Chattopadhyay (1983); Long (2000); Burke

and Brumfit (2000); Littlewood (2000); Pettit (2000); Carter (2000). The inherent value of literature as a useful source in language teaching is strongly defended by many researchers. Additionally, literary materials pave the way for integrative motivation, which stems from personal desire and enjoyment.

Literature itself not only consists of valuable authentic materials but also inspires students to learn about cultures, which ultimately leads students to enrich their cultural knowledge (Carter & Long; 1991; Collie & Slater; 1987; at Yilmaz; 2012: 86). As a general rule, the more students know a particular culture, the more they are interested in learning that particular literature.

When teachers use literary materials in the language classroom, they provide opportunities for students to enhance their linguistic knowledge. However, teachers need to consider their literary materials, which contribute to language ability and increase students' motivation for positive outcomes, since students benefit most from materials that they enjoy and would like to engage in learning. The more literary works the students know, the more they will have the ability to make up their own work. Thus, literature opens new horizons in the minds of students through its enhancement of cultural knowledge, enrichment of language, and enrichment of language abilities.

Literary materials that present authentic real life situations for the good of the students in language classroom are really important. Moreover, authentic materials motivate students integrative. Thus,

students exposed to authentic materials start learning not only for enjoyment and interest but also because they wish to learn the target language deeply.

Integrative motivated students have a desire within themselves to learn a language, so that they are motivated by themselves. There is no need to motivate them to learn a target language. Their enjoyment and interest incentivize them to learn it. In short, learning a target language stems from students' integrative motivation and integrative motivation paves the way for better learning.

In addition to motivation, literary materials provide a rich source for teachers in terms of teaching the language, since those materials put forward a picture of the target language to some extent. Literary materials are generally known as being unique to the culture of the target language. On the other hand, teachers need to know how to select those materials for positive outcomes by considering students' desires, interests, and expectations in order to motivate them to learn the target language.

Literary materials can present opportunities not only in the classroom, but also in students' homes. After classes, student may have in their hands any literary materials they like to read, such as stories, poems, novels, etc. By doing so, they can continue their learning wherever they are and demonstrate an integrative motivation to learn a target language.

Finally, literary materials are known as a medium for learning language through which the respective teachers are likely to guide their students for positive outcomes. With the aid of those materials, teachers can encourage students to engage better in learning a target language. Consequently, literary materials allow students to make a very significant connection between literature and language.

4.LITERATURE IN LANGUAGE CLASSROOM

Many researchers have argued that literature has a number of benefits which include but are not limited to availability of unique material, stimulation of reader's development and contribution to reader's vocabulary and cultural enrichment. Along with the abovementioned benefits diversity, interest, and vagueness, and universality, could be named as other advantages. These advantages however are achieved and properly shaped if the instructors are able to select literary materials that make the students engage, thus increasing their interest, respond and draw a connection between literature and language.

Language enrichment is one of the positive results of using literature in teaching language. Through reading literature, students manage to enhance their abilities to structure sentences in various ways, organize thoughts and bodies of text in different formats, and use vocabulary that best depicts a thought or an action. Literature also provides a richer and deeper understanding of

English language. As Povey (1972: 187) mentions, "literature will increase all language skills because it will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage and complex and exact syntax". The exposure to different literary texts has its advantages not just in strengthening speaking skills but writing skills as well. This is especially evident in the structuring of a sentence. A successfully written sentence obtains both grammatical strength and ability to connect ideas. Thus, the more one reads the more they allow themselves to grow as writers because they are being exposed to different formations and functions of a sentence. Simultaneously, they are digging deeper into the roots of the English language and being able to comprehend it better. By doing this, readers are not merely ensuring that they are capable of learning syntax and differently vocabulary discriminations, but they are being exposed to a whole new culture and its literary works.

Cultural enrichment is another important benefit of using literature in language teaching. Language students can learn ideologies, customs, feelings and history of a country, language of which they study. Literature serves as a channel to a nations' culture as it entails experience of those people in particular frameworks and ideologies. Students have the possibility to learn about history, traditions and ways of life based on which the literary works have been written.

In order for the students to be able to fully embrace these advantage/benefits, the literary works selected should pertain to the student's knowledge and understanding level. Selecting difficult text for students may render ineffective in teaching the language. McKean (2004) states that, literature is part of a cultural heritage which is available to everyone, and which can enrich our lives in all kinds of ways. The students may have a chance to learn about history, customs and life styles of the country and nation through literary texts. Collie and Slater (1987) state that literature is perhaps best seen as a complement to other materials used to increase the foreign learner's insight into the country whose language is being learned.

Povey (1967) claims that language and culture are intertwined. The language is the product of the culture and they reinforce each other. He claims that the examples from literary works may encourage and guide students to be creative. Literature helps students to be aware of other cultures, which leads toward acceptance of cultural diversification. Students may increase their knowledge about the unfamiliar cultures that exist in the world and this will prevent future cultural shocks while they travel in different cultures and places.

To cap it all, literature has shown to have several benefits in EFL classes as it can be very beneficial in enhancing linguistic knowledge. However, these benefits are achieved if the students enjoy reading the selected pieces of literature which in turn

increase their motivation and participation as well as their language ability. Finally, getting to know a foreign culture through the means of literature results in an increase in understanding of that culture which subsequently enhances abilities to create their own work.

5.CONCLUSION

There are various sources of motivation for students who seek to learn a foreign language. According to Dörnyei and Csizér (2002: 453) as cited in Lamb (2004: 3) students “may have an ‘international posture’ that motivates them to learn and communicate in the language more than others”.

Wang (2014: 11), states that “integrative motivation may be an important requirement for successful language learning.” Students with integrative motivation demonstrate “positive attitudes towards the learning situation, and (exhibit) aspects of motivated behavior such as effort, an expressed desire, and enjoyment in the process of learning” Lamb (2004). As demonstrated in previous studies (Gardner;1972; Zanghar; 2012; at Jin 2014: 252), integrative motivation is more productive for students and leads to better outcomes in language learning process.

According to Warschauer (2000: 530), “as a result of changes in globalization, employment, and technology”, most students would like to demonstrate themselves to the world through language. While learning a foreign language, “literature can be used as a

positive stimulation to motivate students, and a good means to improve reading and writing skills” Vural (2013: 22).

Literary materials, especially that provide real life situations, are wonderful asset for teachers in language classrooms since “literature will increase all language skills because it will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage and complex and exact syntax” Povey (1972: 187). Additionally, “through literature, students not only see people they might never have encountered or spoken with in ordinary life, they see the world through the eyes of the characters portrayed in a story” Torres (2012: 12). Thus, teachers should consider literary materials as valuable authentic materials that lead to positive outcomes.

Literary materials motivate students integrative and create an active learning environment which paves the way for both teachers and students since “active learning through the study of literary works and the role of the teacher are thus key in the development of the students’ proficiency level in terms of gaining a better command of the target language. Torres, (2012, p. 14).

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