



Literature as a Tool of Teaching a Second Language in the Environment of CBC: An Example of English in Rwanda

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Abstract: Rwanda's education is facing the challenge of a language barrier, especially the instructional language of the students. Often the students fail to understand the lessons due to a lower level of understanding and communicating in English as an instructional language which is a second language to them. We realized that every teacher should be a language teacher as well. Therefore, the use of appropriate methods of teaching their subjects on the one hand, and language teaching on the other hand, is the appropriate way to understand instructional language. In this context, we investigated the best tool to fulfill the teaching of different subjects on the one hand and a second language on the other hand. So, this issue influenced the emergence of this article which was based on two specific research objectives. The first was to evaluate the effectiveness of literature in second language teaching in the context of a competency-based curriculum. The second was to determine how literature can be used in second language teaching in the context of a competency-based curriculum. The data collection methods used were interviews, observation, and literature review. The research participants were English teachers and students of senior three in selected secondary schools in Rwanda. The sample was the senior three teachers and students of English as well as the literary works. That sample was obtained using the purposive sampling method. The study results show that the literature contains the best examples of teaching a second language. This is due to the argument that we find examples of teaching grammar, vocabulary, and all language skills in literary works. In addition, the results showed that literature motivates students to practice the language in real life and helps them develop twenty-first-century skills as the main goal of a competency-based curriculum. Finally, the article has demonstrated the challenges of using literature as a language teaching tool and the strategies to be taken.

Keywords: Second Language Teaching, Literature, Literary Work, Competency-Based Curriculum Environment

1. Introduction

The language barrier is one of the biggest challenges facing the implementation of a competency-based curriculum in Rwanda. A large number of teachers and students do not understand the language of instruction [22]. However, they need to use the language of instruction in lesson preparation, teaching, and learning. On the side of teachers, we realize that this problem stems from the deficient learning of those teachers when they were students. This problem continues for future teachers as they learn a second language in an inappropriate way.

In language teaching and learning, the use of literature as a language-teaching tool was neglected for a long time. The neglect was mainly due to structural and functional

approaches to language teaching that emphasized the use of real communication and believed that literature does not include language examples of real communication [6]. From our point of view, the views of these approaches have no validity or truth because even the basics of communicative language teaching methods do not ignore the use of literature in language teaching and learning. Therefore, linguists and language experts have rethought and revived the interest in literature as one of the most important tools for teaching and learning languages.

The use of literature in language teaching and learning helps students learn literature and language at the same time [3, 20]. Furthermore, it helps students think about language and develop communicative competence. Therefore, literature is not only a subject but also a material for teaching language. From the thoughts of these experts, we see that

literature carries two important characteristics. First, is a characteristic of teaching language and literature. The second characteristic is to make the student overflow with criticism. This characteristic involves the ability to think critically which is the basis of other students' competencies [4, 5, 21].

In addition, Lazar [14] explains that the use of literature in second language teaching is not only aimed at teaching the language but also aims to educate a person in its entirety. This idea is closely related to explaining the importance of literature as a language teaching tool on the one hand and the implementation of a competency-based curriculum on the other hand. Literature in general (written literature and oral literature) focuses on the real life of people in all life contexts and thus makes society also pay attention to the field of literature [8]. Therefore, it is evident that the literature deals with real application and life competence development as competency-based curriculum objectives.

Therefore, this article focuses on dealing in detail with the issue of teaching a second language in a competency-based curriculum environment. The article addresses this issue by identifying the relationship between literature and four language skills development. In addition, the article evaluates the effectiveness of literature as a resource for teaching language skills and their application. By doing this, the article aims to explain how literature can be an effective tool for teaching a second language in an environment of a competency-based curriculum.

2. Literature Review

The entire 20th century was dominated by research on language teaching and learning methods in order to find one appropriate method for language teaching and learning [19]. However, various experts and researchers failed to find a suitable method for all language teaching environments. From these experts, it seems that there is no single approach or method that is sufficient for teaching a second language. This situation directly points to the idea that neglecting some methods of language teaching and learning is wrong. Therefore, it is better to investigate the different methods of teaching a second language in different teaching environments. This situation prompted us to investigate the use of literature in second-language teaching, especially in the context of a competency-based curriculum.

Literature is an art that uses language to give an accurate picture of human life in his life; his relationships with other creatures, conflicts with the environment, problems, pleasures, and hopes, and how he takes steps in his development [16, 18]. It is an art that uses language to convey an oral or written message. All experts who defined the term "literature" use terms like "art of language" and "human or society." This means that, for a certain art to be called literature, it must use language creatively to present human life or society. Therefore, we can say that literature is a type of craft that uses language to touch and show daily human life. From the information of these experts, we highlight two important points. First, we see that literature

and language are interrelated things that cannot be separated. Therefore, we are informed that it is easy to teach language through literature since any literature uses language. Second, from the idea that literature touches all corners of human life, it is obvious that it can be very helpful in implementing a competency-based curriculum while teaching a second language.

The use of literature in second language teaching and learning was neglected due to the believers in functional and structural approaches to language teaching [11]. These experts explain that the believers of functional and structural approaches accuse literature of not having examples or real contexts of language use. In our opinion, the believers of these approaches failed to connect the foundations of communicative language teaching methods with the foundations of language teaching approaches based on the structure and role of language. It should be noted that we do not oppose the idea that language teaching based on the communicative language teaching method focuses on the practical performance of ordinary language. But we also do not agree with the idea that literary language cannot be used in everyday communication. This is because language learning is not about making direct transcriptions of certain language patterns. Therefore, due to the language used in the literary works, the students can create the relevant language systems in their normal communication.

The idea of the existence of a special literary language was rejected by some language experts [14]. They claim that the language used in literary texts is a normal language with a large collection of linguistic features such as metaphors, similes, and poetic lexicons. In other words, reading literature is undoubtedly a communicative activity with literary texts that are real examples of language use [17]. Therefore, the very basics of the communicative language teaching method (which includes paying attention to interaction and real communication during language teaching) do not ignore the use of literature. The use of literature for language teaching has many benefits directly related to the acquisition and development of the target language [6].

It seems that there is a need to remove those flaws by relying on several ideas of various researchers and experts. [17] suggests that literature needs to be used as a language teaching tool due to its characteristics and the nature of a language in general. He says:

In the first place, the linguistic criterion defends that literature should be used in language teaching because it provides the learners with genuine, authentic samples of language, and also with real samples of a wide range of styles, text types, and registers. It is extremely important for foreign language learners to be trained in a variety of registers, styles, and genres and to be able to discern the function of each of them. The second criterion is methodological and refers to the fact that a literary text has multiple interpretations, these generate different opinions among the learners and this leads to real, motivating interaction with the text, with fellow students,

and with the teacher.

This text helps us avoid the misconception that literature cannot have a real communicative language. Based on this text, we should avoid the idea of accusing the communicative language teaching method of neglecting the use of literature in language teaching and learning. However, the gap of this text is that it ends up discussing the role of literature in the communicative language teaching method and does not touch on its place in the implementation of competency-based curriculum as a modern curriculum that goes hand in hand with the communicative language teaching method.

The knowledge gained while reading literary texts will help students become better people with the ability to evaluate the world they live in and encourage transformative learning that involves students learning by contributing and showing individuality as much as possible [7]. This idea is related to the development of some 21st-century skills that are expected to be developed in a competency-based curriculum such as; developing the capacity for critical thinking, creativity and innovation, research and problem-solving, communication in formal language, collaboration, self-management and life skills, and life-long learning. However, this expert's text does not show in practice how literature can develop these identified skills among students. From his point of view, putting away literature in language teaching is reducing the chance to "educate a person in full." They are many literary works that provide an opportunity to engage a student in getting some emotional experience, questioning some values, and encouraging him to give an idea about the culture manifested in those works. To some extent, this article touches a little on the importance of literature in achieving some of the goals of the competency-based curriculum through teaching a second language by examining and explaining how literature can be used as a tool for teaching a second language, especially for the environment of Rwanda where a competency-based curriculum is given a priority.

3. Research Methodology and Theory

Our study was qualitative. So the data was collected using the method of interview, observation, and text analysis. The sample of the research was English teachers and students of senior three of selected secondary schools in Rwanda along with selected literary texts from the students' textbooks. In addition, we used purposive sampling. The study used a sample of four (4) teachers and forty (40) students from four schools in senior three in Rusizi district. Data analysis and presentation used codes to differentiate our research respondents. For example, we used A1 to represent senior three English teachers at the first school. We used A2 to represent a senior three English student at the first school as well. B1 represents a senior three English teacher at the second school and B2 represents a senior three English student at that school. C1 is used to represent a senior three English teacher at a third school and C2 as a senior three English student at a third school as well. D1 represents a

senior three English teacher at the fourth school and D2 represents a senior three English student at that school.

Our research was guided by the Constructive Theory which was founded by the Swiss psychologist Piaget between the years (1896–1980). This theory explains how humans know what they know. According to this theory, the construction of learning is not only related to memorization but is involved in the process of building new knowledge through a high level of practical thinking skills such as comparing, interpreting, synthesizing, evaluating, and obtaining new knowledge from the previous knowledge that the student has himself [2]. It is obvious that this foundation emphasizes the development of the student's personal abilities as well as his performance in real life. This is the main goal of the competency-based curriculum that is expected to be achieved by each student. Therefore, the Constructive Theory and literature both consider the role of personal abilities as well as the contribution of the environment and community in the fulfillment of life activities.

This will help us in examining how students should be helped to develop their ability for building their own knowledge from what they have learned. In order to be able to build their own knowledge, the students must be helped to build and develop their critical thinking so that they are able to develop other skills like research and problem solving, creativity and innovation, interpersonal and self-management skills, and other 21st-century skills [21]. The 21st skills as mentioned above, are also emphasized in teaching based on the mastery curriculum which is used in Rwanda. This situation tells us that by relying on constructive theory, we can analyze issues related to teaching and learning a second language, especially in the context of a competency-based curriculum.

In addition, the Constructive Theory considers the different interactions that can emerge between the student and the learning materials in a way that is mediated by the social context. In other words, this theory addresses the issue of the tools that a person uses to learn, where the learning takes place, and why the person learns. The foundations of a competency-based curriculum also focus on learning objectives, the environment, and the role of learning materials in the achievement of learning objectives. Literature also covers the real human environment, its development, and materials that can help it in its development. Therefore, these foundations helped us to collect and analyze data related to the position of literature as a tool to help humans in their life development including communication by using a language.

This theory was chosen due to its two important characteristics. First is its characteristic of emphasizing individual learning, its contribution, and diversity in the learning process. This situation places emphasis on the development of individual skills, critical thinking, and creativity in learning a specific subject. Second, it is characterized by emphasizing the performance of knowledge in the environment and real social life. This attribute

prioritizes the use of the skills a person has in the success of life activities, especially communicative ones. Due to these two characteristics of the Constructive Theory, we found it appropriate to guide our research fully.

4. Research Findings and Discussions

Our data from the literature review, including the English syllabus, have enabled us to identify the main points emphasized in second language teaching in a competence-based curriculum context. For example, despite explaining four language skills, the syllabus states that the teacher should emphasize and motivate the student to practice those skills in real life. These skills include writing skills, reading skills, listening, and speaking skills [18]. Therefore, the results of our research that led to this article, are presented and discussed by explaining the effectiveness of literature in teaching and developing language skills toward their performance as the main goal of a Competency-Based Curriculum (CBC). In addition, this article discussed the challenges facing the use of literature in second language teaching and their solution.

4.1. The Effectiveness of Literature in Teaching a Second Language in the Competency-Based Curriculum Environment

Due to the idea that literature uses language to deal with human life [16], we think that literature can also be suitable for teaching language, especially where a competence-based curriculum is used. Therefore, it is better to evaluate the way in which literature can be suitable for teaching language elements such as real vocabulary and grammar as well as language skills. On the other hand, it is better to evaluate how literature should be used to teach a second language.

4.2. Literature in Teaching and Developing Grammar

According to the English summary of [18] in senior three which is being used today, there is a part of folktales and poems. This means that the part of literature is not considered as a teaching tool but as a unity. However, for every literary topic, there is a grammatical element. So, there is an opportunity to teach grammar through literature in the senior three class. Various experts also defend the usefulness of literature as material for teaching grammar. Below is an excerpt from [9].

Therefore, it is essential that language teachers bring literature into the language classroom, especially for teaching structures of grammar, morphology, phonology, and syntax of the target language, using their own imagination and developing the creativity of the students.

The interview and observation data collected by our research also show that the use of literature in English can help students learn various systems and structures of the English language such as word structures, sentence, and sentence structures, paragraph structures, and develop the ability to create their own work in English language. Below we have a quote from a B2 student when we asked him "How can literature in English helps you learn English grammar".

Literature in English can help me a lot to learn grammar. This is because literature uses many sentences that we can imitate to make our own. Also, in the literature, we find examples of the use of grammatical elements such as the use of word types (adjectives, adverbs, verbs, pronouns, etc.) and the use of nouns. All of these can be found in some literary works.

From the opinion of student B2, it seems that even the students see the opportunities available in the use of literature in teaching them the language. We realized that literature encourages the understanding of information and recognition of mental processes by emphasizing the uniqueness and diversity of people in thinking, decision-making, giving ideas, and analysis. Therefore, our data from interviews, observation, and text analysis about literature and grammar teaching, showed the following results:

- i. Literature can provide meaningful information that supports the learning of grammatical structures. Therefore, literature can lead to careful learning of grammar.
- ii. Students can be encouraged to communicate meaningfully.
- iii. Literature can provide concrete grammatical examples that can be imitated by the student in learning the grammar of the target language.
- iv. Students' ability to understand, analyze and interpret can be improved.
- v. The student's independence in learning grammar can be increased.
- vi. Students' reading and writing skills and strategies can be improved.

The results about the use of literature in language teaching were obtained by analyzing data about literary examples which can be found in literary works and the student's brain processing for understanding those examples. In the use of literature for teaching grammar, the language teacher should consider the grammar and language structures used by the writer. Finally, he should encourage students to find creative ideas and invite them to modify, expand, or add to the text based on the grammatical examples given in the relevant work [9].

4.2.1. The Effectiveness of Literature in Teaching and Developing Vocabulary

Vocabulary learning is an important part of the foreign language learning process as it enables learners to communicate [12]. Vocabulary focuses on explaining or understanding the meanings of new words. This part is often emphasized in language teaching and learning. Also, it is the center of language teaching and is very important for the language learner. The results of our study show that students understand the importance of this aspect of learning a second language. Also, they show how literature can contribute to the teaching of this aspect among the relevant students. Unfortunately, our observation showed that the teachers do neither consider nor use literature as a tool for teaching vocabulary. This is the opinion of student A2 answering the

question of how literature can help him to learn vocabulary.

Literature can help me learn vocabulary a lot because literary works contain several vocabulary words that are often used in our daily conversations. That vocabulary is important to us but sometimes we don't understand it. Therefore, from the literary work we are dealing with, we can learn and understand the vocabulary that it contains. The teacher also cannot teach us a dictionary and we are not interested in the dictionary due to the list of many words it contains. But, when we are interested in reading, we will be eager to find the vocabulary that bothers us to understand the whole meaning of the story that we are reading.

From the extract above it seems that the students know that the element of vocabulary is very important, especially in communicative mastery. Also, these students ensure the contribution of literature in their teaching by comparing it with a dictionary. For them, they find that the dictionary does not interest them to learn vocabulary as a literary work. This is due to the fact that the dictionary only includes a list of words without characters or funny and interesting narratives to motivate the student to learn the relevant vocabulary.

On the other hand, the results from the observation showed us that teachers do not use literature as a tool for teaching vocabulary. This is because when teaching Kiswahili vocabulary, all four teachers were using comprehension and dialogues and explained to the students by guiding them to find the vocabulary in the dictionary. In this situation, students were trying to focus on vocabulary without the joy, motivation, or attractiveness of reading and listening. Therefore, we realized that literature has its own distinctive feature of attracting and making students have a personal desire to understand the full meaning of the story they are dealing with. This situation makes them search for the meaning of the vocabulary it contains without being forced.

By relying on a particular work of literature, students can be taught strategies to identify vocabulary important to them and learn the use of that vocabulary in different contexts depending on the literature being addressed. This procedure and conditional knowledge about the choice of keywords and the decision to use them, help the student to gain a better understanding of literary works.

4.2.2. Literature in Teaching and Developing Reading Skills

Reading skill is a cognitive ability that a person can use when interacting with written text [10]. The use of literature in the teaching of reading skills is one of the methods of teaching basic skills in the target language and knowledge of the whole language at the same time [15]. It is an excellent method for teachers who want to make the transition of students from basic skills to a more general language.

The benefits of using literature in teaching reading skills are as follows. "The first is to facilitate language development. Second, it is to increase the success of reading and strengthen the knowledge and strategies of reading among students. The third is to develop writing skills and

styles. Fourth, it is to encourage advanced thinking. The fifth is to strengthen the integration of the four language skills. The sixth is to motivate students to study. And seven is to encourage student participation in the lesson" [15].

From the interview data that occurred between the researcher and English teachers, literature helps teachers to teach reading skills as explained by teacher D1.

Literature helps us a lot to develop students' ability to read. Due to the sweetness and motivation present in reading literary works, students like to read literary works more than other writings. We often translate narrative works of Kinyarwanda literature into English. The students like these kinds of works very much because they read them with a desire to know English of the things that they know in Kinyarwanda. However, students are attracted to reading literary works due to the desire to know what will happen next, especially due to the conflicts between the characters in the respective works.

This extract shows us that teachers see the opportunity that exists in the literature for teaching reading skills. They understand the reason for using the opportunity to teach students reading skills. The opportunity that exists in literary works is the sweetness and motivation for students.

Students also confirm the idea that literature motivates them and makes them very happy while reading. This is the opinion of student C2.

Often literature has interesting and funny characters. Their actions fascinate one while reading. The other thing is that when the teacher or our classmate is reading it to us, we follow quietly in order to hear and understand every piece of information.

From the comments of student C2, it seems that students enjoy literary stories due to the characters and conflicts between them. Therefore, it is better to use this opportunity to teach them reading skills and encourage them to love reading habits and values. Even during the observation period, the researcher saw that in the classes that used literary stories, the students were sharp and happy, unlike the classes that used non-literary works. Every student wanted to get in front of his peers to read the story being addressed. Others were following well when their colleagues were reading.

In teaching and learning a second language in the environment of a competency-based curriculum, the teacher and students would have a type of vocabulary they hope to cover and then choose a literary work that includes examples of the use of that vocabulary. At this time, the vocabulary mentioned by the students themselves becomes easier for them to understand its meaning and use through examples given in the literary work. Therefore, it is better to give the student the opportunity to suggest the type of vocabulary he needs to learn. This is because, in the Twenty-First Century, people learn languages for the purpose of using them to fulfill their activities successfully. This is why when a student learns the vocabulary he wants to learn, it makes him understand and use it a lot.

4.2.3. Literature as a Tool for Teaching and Improving Writing Skills

Several experts have discussed the effectiveness of literature in teaching writing skills [1] say:

Literature is a valuable and reliable source for developing writing skills in foreign language classes. Literature provides the learners with a model that provokes them to write like the original work in content, theme, style, and organization. Also, literature embodies a variety of themes to write on. Thus, it can give enough ideas to the learners to start their writing.

The opinions of the respondents of our research do not differ from the thoughts of the above experts. The interview data showed that the respondents ensure that literature plays a significant role in the development of writing skills; whether they are normal writing or academic writing. The study has the extract of student B2. He said:

When we read works of literature, we often make our own summaries so that we can understand them better. While creating our summaries, we learn a lot about writing. We get used to the correct writing of certain letters but we also learn how to write professionally through literature by making an introduction, a development with various ideas, and a conclusion.

This quote confirms the thoughts of various experts such as [23] saying that in the past ten years, studies show that it is better to put more effort into the teaching of writing skills than other language skills. This situation is due to the fact that a student who knows how to write a certain word or letter becomes easy for him to know how to read it and use it in a conversation and even listen to it when it is used in a certain communication. It is true that the skill of writing should be strengthened more than all the other skills because it is the pillar and foundation of any language. Therefore, language teachers are expected to emphasize this skill by using various theories, approaches, methods, and strategies that make students master this skill and we recommend the use of literature as a tool.

Therefore, the teacher is expected to build the meaning of a given writing form in the student's brain which helps him to create his own text and process his memories to read, listen and speak as we have seen that the skill of writing is the basis of other language skills. The language teacher is expected to understand and consider the types and works of literature that please and interest their students. Then, use them to create learning tasks for them. In the process of teaching writing skills through literature, the teacher should prepare and provide students with writing tasks after reading a certain literary work. This situation helps them improve some of the language skills in their writing essays, understand the content of the relevant work, and gain some linguistic knowledge.

4.2.4. The Role of Literature in Teaching and Improving Speaking Skills

We have no doubt that dramatic activities such as acting are important for second language students as they enable

them to accelerate the development of oral skills when speaking, and encourage students to gain a clear and deep understanding of influential works through the ears and brain [13].

In the collection of interview data, students showed us that literature can help them develop their communication skills, especially through the performance of literary works in conversational contexts. This is the opinion of student C2 when he answered the question "How can literature help you develop the ability to communicate in a certain language?":

In order for a person to develop his language, he must use it as much as possible. Literature can help us get used to this situation as we can play literary games such as theaters, comedies, and plays. This situation can help us imitate the behavior of certain characters and try to create our own language by presenting their behavior and actions in the games. I have no doubt that this time I will be promoting the language used.

This contribution of literature in facilitating speaking among students is confirmed by teachers as explained by teacher B1.

The time to deal with a certain literary work is different from other times to deal with other topics such as grammar, essays, and so on. This is because, when reading and reviewing a certain work of literature, especially a story, the students are very careful and sharp, they speak at the level that you see that the situation is not normal. When we are reading, they are very attentive and quiet. They respond when asked and give feedback where is necessary.

The above extract shows us that the teaching of grammar topics and essays is separated from that of literature. However, teachers are sure that the literature section, especially the reading and review of literary works, is different from other sections. The difference they describe is the creation of an environment and the motivation of students in speaking which is nice on the literature side. Another important factor is the attraction that makes the students listen attentively and talk. That calmness and attentiveness are not normal but the one that comes from the authority of the sweetness of literary works. The authority pushes the audience to follow step by step so that not a single thing is missed in the flow of cases and events contained in the relevant work.

To make reading more enjoyable and useful, the following three steps should be followed when choosing a reading assignment. The teacher is expected to conduct an investigation and analysis of the work that is going to be used, focusing more on the language level of the students, the academic benefits of the students, and the literature and culture of the students [14]. When learning a language, the teacher can read a literary work to the students for the first time and then ask them to read it one by one. It is better for the teacher to give students the opportunity and freedom to read often, to give them homework and class work that involves reading many stories so that they can be familiar with reading.

4.2.5. The Effectiveness of Literature in Teaching and Developing Listening Skills

There is joy in hearing and listening to the strong voices of characters in literary works [4]. This is due to the fact that often those voices evoke in detail the places and sights that a person has never been to or seen. It also makes one enjoy how the sound and power of language as phrases and images resonate in memory.

Undoubtedly, this situation motivates the student and makes him interested in listening to the voices in various literary works. Those voices can be heard or seen. For instance, the teacher's voice while reading a certain literary work, another person's voice, or the voice played through technological devices.

During the discussion in data collection, student B2 said:

When reading literary stories, we listen to them carefully, for me I try to process in my mind the meanings of what is read. Even though I have a limited vocabulary I try to hear many things from the story being dealt with.

From the student's explanation, it is clear that there is sweetness and appeal in literary works, especially stories. This sweetness and appeal are what make students pay attention to listening while reading a short story, novel, or novella. From our investigation, we see that this situation results from conflicts and tensions caused by the characters, the author's style, as well as the inspiration of cases and events (plot). This situation also causes the student to have a desire to understand everything that is said in the whole story so that he can tell it to other people. Therefore, we highlight that literary works can help us capture students and guide them in our direction. In the context of teaching and learning a second language, literature can give us the ability to guide students in the right corner of learning and language acquisition.

4.2.6. Literature as a Tool for Teaching and Developing Speaking and Listening Skills at the Same Time

The skills of listening and speaking are important tools in a student's daily life, at home, in his society, in the community, and even at work. This situation is due to the fact that these skills are the main goals of language teaching and learning, especially in this era of globalization and the wide use of ICT. These goals of language teaching and learning are not others but, communication. In addition, the effectiveness of communication is achieved when speaking and listening are successful. In fact, students are often given or take unstable foundations in learning listening and speaking skills. This situation leads them to negative results in language performance.

However, teaching a second language through literature helps students develop their listening and speaking skills [24]. In addition, the observation of this study showed us that students are influenced and attracted by stories and dramatic games in conversation. These literary works cause them to give their opinions on the work, especially by comparing and contrasting the characters and predicting the things that can be discussed in the next part of the story. They are also

influenced to predict the results and resolutions to the conflicts between the characters. These stories and plays also cause the students to feel themselves in the role of the characters and play as them using the target language. Therefore, it is obvious that literary works can be an effective tool for teaching and developing listening and speaking skills among students.

In the process of teaching listening and speaking skills, the provision of different semantic levels of literary texts provides opportunities to develop the meaning-making and interpretation skills that students need. This situation helps students understand all kinds of representational materials in the language, become more familiar with the target language, develop skills and strategies that they can use in many different situations and contexts, increase their interests and conversational motivation, and make language learning a fun and enjoyable experience and more suitable for them [7].

Interview and observational data of this study showed us that the teaching of English speaking skills requires more strength and adjustments among the English teachers and students. This is because many teachers are lax and do not have the right strategies to improve and develop speaking skills among students. During the interview, we talked to A1 teachers about how they teach listening and speaking skills. He said:

Students have the same problem of being silent during the English lesson. We see that the problem they have is fear because some students often laugh at their colleagues when they use the wrong language. Therefore, they are afraid to speak so as not to be laughed at. We try to punish students who laugh at their colleagues but the problem does not end. We warn all students to use the language they have despite its deficiency but they do not accept it.

Teacher A1's comments emphasized the issue of fear among students, as was evident even during the observation. The teachers explain that this problem stems from the foundations or background of their education which forces them to speak when they are sure that what they are going to say is correct. This background is what makes them laugh at each other. To eliminate this problem, the teacher is advised to use literary works with characters who agree to learn regardless of other people's laughter. It is better that this character achieves his goals and reaps the sweet fruits from the knowledge he has gathered. On the other hand, it is better that those who laughed at him regret and ask for his forgiveness and advice so that they follow his strategies and get what he learned when they were laughing at him. In addition, activities of reading aloud, acting, drama, discussion, and group activities are effective ways for language teachers to improve students' listening and speaking skills [1].

However, there is a big gap among teachers regarding the participation and use of strategies that promote the ability to speak among students. Below is a teacher's quote from teacher B1 about how they help students develop their speaking skills during the teaching and learning of literature.

Often students follow and listen carefully when we read a

story in class because they are waiting for the development or the end of the story and the solution to the conflicts of the characters. However, the biggest problem we have is their silence when I ask them to speak. This situation makes me use the command for a certain student to speak unfortunately, he can finish about ten minutes without saying anything. Therefore, I decided not to ask them because I may not be able to finish the content that I was supposed to teach.

The teacher's above comments show us that he teaches with the aim of finishing the lesson and not developing the student's skills. In addition, teachers force students to speak when they have not created opportunities and examples that encourage them to speak. For example, the teacher reads a story to the students and asks them to comment on something that they have not helped to understand. Teachers request the students without even giving them the opportunity to share ideas through groups so that they have something to say. Therefore, we were informed that teachers still have little knowledge of developing the mastery of speaking and listening through literature.

The students also commented on how literature should be used to teach and develop speaking and listening skills to them. Student B2 says:

The teacher should read many stories to us in class. When he reads to us for the first time, we read to ourselves. When he finishes reading to us, he should put us in groups so that we can discuss and make summaries of the things we listened to from the story. Here, it is better to discuss in groups but each student should write his own summary. After everyone has a summary of the story, the teacher should give us a chance to present what we have written. After the student has presented his work, it is better for him to have time to discuss with the whole class by trying to answer all the questions asked about his presentation. During this time the student will practice the language and practice speaking in front of other people without fear.

From the student's comments above, we get a picture of how students need to be taught languages, especially listening and speaking skills. In our opinion, we see neither a disadvantage nor difficulty in implementing the process described by this student. This is because we have no doubt that if this process is implemented step by step, it can contribute a lot to the development of communication among students using the target language.

5. Challenges of Using Literature in Second Language Teaching

Some teachers who teach literature face the challenge of looking at literature as just a subject. These teachers forget that literature has its value in providing examples of teaching language elements and skills. Therefore, it is better that the teacher does not focus only on explaining the background of the relevant literary work but should make sure that the students are taught the target language and that the literature

becomes a resource. This will help students build their ideas, be creative in the target language, and put the language into practice based on the literary work being addressed.

In order to encourage the growth of vocabulary, grammar, and language skills among students, teachers are expected to do the following: First, know the various types of literary works and know about their ease and difficulty. Second, teachers should know the level of their students. Due to this situation, teachers can choose literary works that are understandable for their students. Third, teachers should choose literary works that can be related to the student's real-life situations so that they can contain effective examples of real societal issues and students' real-life practice.

The last challenge is related to the claim that literary resources such as textbooks even in electronic format are scarce and expensive. In order to avoid this problem, we suggest to literary experts increase their efforts to write literary books (poems, novels, plays, short stories, and non-fiction) in abundance. In addition, it should be remembered that even works of oral literature can be preserved in writing. If literary works are available in abundance, teachers will succeed in finding works that match the different levels of their students.

6. Conclusion

This article focused on discussing how literature should not be viewed only as a subject but also as a tool for teaching a second language. Therefore, the article has shown that literature is an important tool for developing all abilities that are expected to be developed in language teaching, especially in the modern era where a competency-based curriculum is given priority.

However, we have shown how literature is suitable for teaching a second language due to two important points: First, it is to develop the student's level in vocabulary and grammar. Our data has determined that the quality of literature in the teaching and development of these elements is that it helps students to develop them of their own free will. Second, it is to provide an opportunity to demonstrate the application of the skills and knowledge students learn in the environment of their communities and societies. Due to this situation, the article has shown how the use of appropriate literary works in second language teaching for students will put an end to the existing problem in the implementation of a competency-based curriculum in Rwanda. In addition, the correct teaching of a second language using literature should consider the following points. Teaching grammar and vocabulary as well as all language skills such as reading, writing, listening, and speaking. Furthermore, the teacher must emphasize and create an environment for the performance of those elements and skills in real life. In addition, this article has also discussed some of the challenges of the use of literature in second language teaching and offers suggestions on what should be done to solve the identified challenges.

7. Recommendation and Declaration

The study recommended that teachers and students increase their efforts to use literature in teaching and learning all four language skills. This is because literature not only helps to acquire the target language but also helps to develop the student's ability to use it in real-life contexts. On the other side, the authors of works related to literature whether oral or written, should continue to compose more works. This will help users of literature, especially teachers and students, to find all kinds of work according to goals, standards, needs, time, and learning environment. Based on the opinions of teachers and students of this study, the research recommended the government and curriculum developers consider the following points: collaborate by including literary works in language syllabi and students' books as a tool for teaching and learning the language. To, support and encourage authors of literary works so that they can compose as many works as possible and emphasize the use of literature in second language teaching and learning.

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