

ABSTRACT

Integrating Literature Studies and Language Learning at Japanese Universities

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The aim of this thesis is to seek to elucidate methodologies and activities for teachers wanting to incorporate literature into their language classes. Therefore, this paper discusses how literature material can be actively used to teach English, and introduces sample approaches and materials that can be used to include literature in an English language program. To examine the possibilities of the materials from many different angles, this paper also refers to previous studies on the use of literature in the classroom, and its associated benefits. Through language learning with literature, language learners can acquire not only skillful academic language abilities, but also enhance their thinking skills. In other words, well-balanced approaches for literature studies and language skills are suggested and several approaches based on literature genres introduced. In short, the purpose of this paper is to show the value and power literature and literary materials can have for English language learning and content studies.

Chapter One and especially section 1.1.1, the general introduction, outlines the main purpose of this paper: using literature in the language classroom and its possible applications. Then, the recent use of literature in language programs at Japanese universities is discussed. Section 1.2 clarifies how literature can be used in the language classroom for professors and lecturers at Japanese universities as well as all for all English language teachers unaware of the relationship between literature and English language education. Section 1.3 explains the outline of the paper. Chapter Two is focused on the literature review and Chapter Three suggests ten key points for integrating the references introduced in Chapter Two. Chapter Four examines actual and concrete methods for each literary genre, and suggests possible approaches to using literature in language lessons or language programs. Section 1.4.1 - The History of Using English and American Literature as the Text in English Classrooms in Japan-reviewed the history chronologically, and section 1.4.2 - Problems of Using Literature for English Studies in English Classrooms in Japan- discuss the current controversies related to the use of *yakudoku* for both teachers' and learners and possible evaluation issues. Section 1.4.3 - Current Situation of Using English and American

Literature in English Classrooms in Japan- overviews the new movement toward the use of literature in language programs, and introduced recent examples. Therefore, it is argued that there are many considerations when seeking to incorporate literature into English language education.

Chapter Two gives a restricted review of some relevant literature, in which the value of using literature in English language programs is elucidated. Many of specific publications reviews included concrete lesson activities to exemplify their use, while others give guidance on how to connect literature to education and/or EFL settings. The overview of 15 texts in Chapter Two, set the stage for the following chapters as clear guidance is given on the value and benefits of including literature in EFL programs.

In Chapter Three, the ideas raised in Chapter Two are integrated and categorized based on particular points and approaches. To highlight the important aspects of using literature, ten key points are chosen to demonstrate how literary works can be used as dynamic teaching materials in EFL programs instead of the traditional old style teaching methods such as *yakudoku*. The ten points are categorized under four big themes: “Motivation,” “Experiences,” “Language-based,” and “Approaches.” “Motivation,” to inspire learners to be involved; “Experiences,” so that learners can feel and find humanity, a connection to life, and empathy through literature; “Language-based,” to consider metaphoric thinking, understand authenticity, and acquire vocabulary; and “Approaches,” to emphasize the need for a wide range of activities to develop language and communication skills.

Chapter Four introduces usable methods for each literary genre: poetry, short stories, novels, and drama. As each genre requires a different approach, concrete methodologies are examined and practical approaches explained. This chapter gives teachers clear guidance for using the different genres in their English language lessons as well as suggestions for certain materials. Throughout this chapter, the importance of balancing literary input and language content is stressed as well-balanced approaches and activities for both language learning and literature are needed in language programs.

Chapter Five, the conclusion, reviews the discussion, looks ahead to the future of incorporating literature into the language classroom, and reviews what has been solved and what remains unsolved for teachers and learners. It offers suggestions for constructive compromises to develop a more fruitful method of using literature in English language education.