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What Research Says About Using Literature for English Language Learning and Teaching

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This study aims to review and analyze the articles focused on using literature for English Language Learning and Teaching (ELLT) in the primary Korean journals. A total of 38 literature-related articles out of 2,183 have been published in the 7 prominent Korean journals from 1998 to 2007. The researcher investigated these articles based on various external dimensions—number and percentage of the literature-related articles published, year of publication, participants of study, research methodology, type of study, and type of literature genre used. In addition, the articles were classified under the two subject domains—(a) three elements involved in the transaction with literature (i.e., reader, literary text, and context) and (b) language development through literature experiences. The study revealed that although the interest in using literature for ELLT has become more amplified in recent years, the remarkably small number of the literature-related articles (1.74%) was published during 1998-2007. The genre of literature investigated in the reviewed studies or appeared in English textbooks was mainly fiction; in contrast, relatively little attention was paid to nonfiction. Such unbalanced exposure to literature genre could keep English language learners from developing the awareness of two contrasting, but underlying, texts—narrative and expository texts. In addition, the reviewed studies of the past decade were devoted to mainly explore how using literature is associated with reader, literary text, and context and assure that literature experiences help English language learners attain reading achievement, vocabulary growth, and improvement in listening and speaking.

[literature/English language learning and teaching/literature study]

I. INTRODUCTION

In the 1990s, children's and young adult literature has emerged as an integral material of

English language programs, leading to the increasing interest in literature-based instruction for English language learners (ELLs). The reconceptualization of the role of literature for English learning and teaching has generated more interaction of ELLs with literature. The widespread use of literature materials for English learning can be also readily acknowledged when we encounter the availability of tons of imported children's and young adult literature at bookstores.

With the growing interest in language learning through literature, many researchers have advocated for a balanced approach to reading and writing instruction (Baumann & Ivey, 1997; Fitzgerald, 1999; McIntyre & Pressley, 1996; Weaver, 1998). A balanced language and literacy instruction is balanced in that authentic reading and writing experiences through high quality literature are integrated with explicit instruction of basic literacy skills and strategies of reading and writing.

Morrow's (1992) study examined the treatment of the literature-based reading and writing program integrated with skill-oriented instruction, concluding that the combination of literature-based instruction with traditional basal reading instruction is more powerful than traditional instruction alone. Likewise, McIntyre and Pressley (1996) stated that what works in elementary reading instruction is an interweaving of explicit strategy and skill instruction with rich reading and writing experiences. Tompkins (2003) also suggested that a balanced approach is proper and effective for English language learners in that they receive both skill-based instruction and authentic, meaningful reading and writing experiences.

For effective English language learning and teaching, reading materials need to be balanced by using both basals and high quality literature because each type of reading gives different advantages to literacy development. For example, skill-based instruction using basals helps learners foster skill attainment such as phonics, word recognition, or comprehension skills. Differently, literature-based instruction using high quality literature helps learners develop a lifelong love of reading, provide authentic and meaningful reading experiences, and support cognitive, social, and moral development.

Some scholars have pointed out the importance of balanced genre knowledge development through exposure to high quality literature experiences, questioning the narrative as primary hypothesis and arguing for incorporating more expository texts in reading programs (Caswell & Duke, 1998; Donovan, 2001; Duke, 2000). They have concerned that children's extreme exposure to narrative texts or story genre may cause a barrier to children's full access to literacy. Even in early grades, the awareness of text structure is imperative in that each text structure involves its own unique structure or organization and that learners can be more effective readers and writers when they are familiar with both story elements and expository text structures. One of the ways of keeping the balance of genres in classroom practices is to use a text set of related reading

materials on a certain topic, including various genres of readings such as stories, informational books, and poems (Camp, 2000; Yopp & Yopp, 2000). For example, the use of a twin text that pairs a fiction and a non-fiction text on the same or a related topic can increase learners' awareness of genres and promote the development of their genre knowledge.

With the current trend of more reliance on literature as an important part of language instruction, this study aims to investigate what a body of past research says about using literature for English language learning and teaching (ELLT). The literature-related articles published from 1998 to 2007 in the seven primary Korean journals in the English education field were thoroughly reviewed and analyzed from various scholastic perspectives.

The external dimensions were applied for analysis, including number and percentage of the literature-related articles published, year of publication, participants of study, research methodology, type of study, and type of literature genre. In addition, the reviewed articles were classified in terms of the two subject themes—(a) three elements involved in the transaction with literature (i.e., reader, literary text, and context) and (b) language development through literature experiences. As for the sub-conceptual categories of the three elements, the reader section involved views and experiences of literature-based approach, reading comprehension behaviors and strategies, and improvement in affective aspects; in the literary text section, the nature of using literature in the English textbooks was discussed; in the context section, instructional methods and activities associated with using literature were discussed. With regards to the second subject theme, language development through literature experiences, it involved discussion about the relationships of using literature with reading achievement, vocabulary growth, and improvement in listening and speaking.

This study has significance in that it presents a comprehensive overview of the studies in relation to literature for ELLT during the past decade. Furthermore, the analysis of the previous studies from various scholastic perspectives can pave the way for valuable suggestions and directions for future research.

II. METHODOLOGY

1. Selection of the Articles

The researcher searched for and selected articles which focus on literature and ELLT, especially the ones that were published during the past decade from the year of 1998 to 2007, which is the seventh national curriculum period. Included for the literature search

were a range of the prominent journals in the English education field registered in Korea Research Foundation. The literature search was limited to the journals in the English education field, excluding the ones in the English literature field, which came to the following journals selected for review—*English Language Teaching, Foreign Languages Education, Primary English Education, Journal of the Korea English Education Society, English Language & Literature Teaching, English Teaching,* and *The Journal of English Education*. Table 1 indicates the names of the reviewed journals and the affiliated associations from which each journal is published, and the number of literature-related articles appeared in each journal. Journals were listed in the order of the number of articles selected for review. That is, a journal that contains more number of literature-related studies was listed first. Plus, for further convenience, each journal was assigned a number from 1 to 7.

TABLE 1
Name of Journal and Association

Journal number	Name of journal	Name of association	Number of articles
1	English Language Teaching	Pan-Korea English Teachers Association	10
2	Foreign Languages Education	The Korea Association of Foreign Languages Education	7
3	Primary English Education	The Korea Association of Primary English Education	6
4	Journal of the Korea English Education Society	The Korea English Education Society	5
5	English Language & Literature Teaching	The English Teachers Association in Korea	4
6	English Teaching	The Korea Association of Teachers of English	3
7	The Journal of English Education	The Society of English Education in Korea	3

Through one of the main search engines, DBPIA, the researcher looked for all of the articles published from each journal within the period of the last decade and then conducted the limited keyword search within each of the journal. For the keyword search, it was examined if specific keywords were included in titles, table of contents, and abstracts in articles. The keywords used included terms in English such as *literature, literature-based, story, storytelling, poem, chapter book, nonfiction, informational book,* or *informational text*, and these corresponding terms in Korean. Next, the researcher looked over the search result limited by these key words and eliminated articles irrelevant to the topic of the literature review, thereby obtaining the total of 38 articles adequate for this literature study (see Appendix A for the list of the 38 reviewed articles by year).

2. Data Analysis

First, the researcher sorted out the 38 articles by the year of publication from the oldest to the latest. As for the second sorting among the articles published in the same year, they were rearranged by the name of the author in an alphabetical order of English. Third, the articles written by the same author were sorted out by the title of the article in an alphabetical order of English. Then each article was assigned a number from 1 to 38 for conveniently keeping records of varied information.

The researcher used the Microsoft Excel program to record a range of information about each individual article based on the following external dimensions: author(s), year of publication, name of the journal in which the article was published, volume and number of the journal, page numbers, title of the article, level of participants, research methodology, type of study, and type of literature genre used. Then the articles were sorted out separately by each of the following dimensions—year of publication, level of participants, research methodology, type of study, and type of literature genre used.

In details, the level of participants was categorized as five levels, including kindergarten, elementary, secondary, university, and none. The last category, none, was reserved for articles for literature study which do not take participants into account. If more than one level of participants were used for a study, for example, studying two levels of participants, both elementary and secondary students, then the researcher considered the level of participants that takes up the larger number as that of participants of the study.

As for the dimension of research methodology, it was divided into five categories, including theoretical, quantitative, qualitative, mixed studies, and none. Theoretical studies refer to the ones that mainly review a body of literature with specific themes. The research methodology of studies that utilize both quantitative and qualitative methods was categorized as mixed studies. If there is no methodology involved in a study, for example, a study that talks about ideas of creating a lesson plan, it was categorized as none.

Next, the types of study employed were made up of five categories, which included literature study, case study, experimental study, analytic study, and developmental study. Furthermore, it was noted which type of literature genre was examined or discussed in each study in an attempt to investigate if researchers have paid attention to various genres of literature, achieving some extent of balance in this dimension. Specifically, the researcher looked over if there is any balance in studying two big branches of the literature genre between fiction (i.e., narrative texts) and nonfiction (i.e., expository texts) at large.

In addition to examining such external features of the reviewed articles, subject-oriented investigation was followed to take an inside look at what kinds of themes were involved for research or discussion in each article. To do so, the researcher categorized the articles according to the three main factors of transaction with literature drawn from Rosenblatt's

(1978) transactional theory of literary work—reader, literary text, and context. Plus, the studies which deal with any relationships between experience with literature and the development of language skills were categorized in a separate subject domain.

III. ANALYSIS OF THE LITERATURE-RELATED ARTICLES ACCORDING TO THE EXTERNAL DIMENSIONS

1. By Number and Percentage of the Literature-Related Articles

The researcher counted the total number of articles published in each journal during 1998-2007. Next, the number of articles on the theme of literature and ELLT published in each journal, which were reviewed for this study, was calculated in order to examine how much percentage the literature-related articles appear in each journal. Table 2 indicates the total number of articles published in each journal during 1998-2007, and the number and percentage of articles regarding literature and ELLT in each journal. As a result, it could tell us how much attention researchers have paid to this theme of literature and ELLT during the last decade.

TABLE 2
Studies Focused on Literature and ELLT
Appearing in Each Journal from 1998 through 2007

Journal number	Total number of articles	Studies focused on literature and ELLT	
	N	N	%
1	344	10	2.9
2	514	7	1.4
3	192	6	3.1
4	81	5	6.2
5	283	4	1.4
6	552	3	0.5
7	217	3	1.4
Total	2183	38	
Average			1.74

As seen from Table 2, the number of articles regarding literature and ELLT published in the journals is extremely small, compared with the total number of articles published in the same journals. Looking at the totals, the number of articles published from the seven reviewed journals during 1998-2007 accounts for 2183. Among them, the remarkably small number of, or 38, articles include studies related to the theme of literature and ELLT. If expressed in percentages, those of articles regarding the theme of literature and ELLT published in each journal range from the least percentage, or 0.5%, to the most, or 6.2%.

Taken as a whole, only 1.74% of the articles published in the seven reviewed journals are concerning about the topic of literature and ELLT. In short, little attention has been paid to the use of literature for ELLT as an area of research, considering that a very limited number of studies of the theme have been conducted during the last decade.

2. By Year of Publication

The 38 reviewed articles were sorted out by the year of publication in order to explore the extent of interest in studying the theme—using literature for ELLT—across the past decade. Table 3 shows the number of the literature-related articles published every two years from 1998 to 2007.

TABLE 3
Literature-Related Studies in Every Two Years from 1998 to 2007

	Studies focused on literature and ELLT
Year	N
1998-1999	3
2000-2001	4
2002-2003	9
2004-2005	11
2006-2007	11

As indicated in Table 3, there is a tendency for researchers' concern with this theme to increase drastically as the time goes by. It can be proved by the notable contrast between the number of the literature-related articles published during the first two years from 1998 to 1999 and that of the literature-related articles published during the last two years from 2006 to 2007. In other words, during 1998-1999, only three articles regarding the theme of literature and ELLT were published, whereas eleven articles were published during 2006-2007, which is almost four times increase. In short, the interest in using literature for ELLT has become more amplified in recent years, at least compared to in the past.

3. By Participants of Study

The researcher arranged the 38 reviewed articles by the level of participants using the Excel program and calculated the number of articles in which each level of participants was employed. The level of participants entailed five categories, including kindergarten, elementary, secondary, university, and none. The last level, none, was reserved for literature studies which do not contain any participants. Table 4 illustrates the number and percentage of the literature-related articles which employ each level of participants.

TABLE 4
Classification of Literature-Related Studies According to Level of Participants

Level of participants	Studies focused on literature and ELLT	
	N	%
Kindergarten	3	7.9
Elementary	17	44.7
Secondary	6	15.8
University	2	5.3
None	10	26.3
Total	38	100.0

As seen from Table 4, the greatest number of articles, approximately 44.7% of the total reviewed articles, were devoted to the study of students at the elementary level. The second most number of articles, which accounts for 26.3%, did not consider any specific participants because the articles at this none level were written for literature study. Subsequently, 15.8% of the reviewed articles involved studies at the secondary level; 7.9%, at the kindergarten level; and lastly 5.3%, at the university level. As a result, the findings show that the researchers' interest was mainly in research at the elementary and secondary levels of students.

4. By Research Methodology

The researcher sorted out the 38 reviewed articles by the types of research methodology, of which the categories include theoretical, quantitative, qualitative, mixed, and none. Table 5 illustrates which research methodology was used from most frequently to least.

As indicated in Table 5, qualitative methodology was employed most frequently, in about 31.6% of the reviewed articles. The next most frequently used methodology was theoretical with 23.7%; mixed, 18.4%; and quantitative, 15.8%. If theoretical methodology was not taken into account because it is employed for literature study, the findings show that researchers tend to make more use of qualitative and mixed methodology than quantitative.

TABLE 5
Classification of Literature-Related Studies According to Type of Research Methodology

Type of methodology	Studies focused on literature and ELLT	
	N	%
Theoretical	9	23.7
Quantitative	6	15.8
Qualitative	12	31.6
Mixed	7	18.4
None	4	10.5
Total	38	100.0

5. By Type of Study

The 38 reviewed articles were reorganized by the type of study employed. The types of study used for analysis include literature study, case study, experimental study, analytic study, and developmental study. Table 6 illustrates what type of study researchers conducted frequently in their studies.

As shown in Table 6, 42.1% of the total reviewed studies employed case study. The next frequently used type of study was literature study (23.7%), followed by experimental study (18.4%), developmental study (10.5%), and analytic study (5.3%).

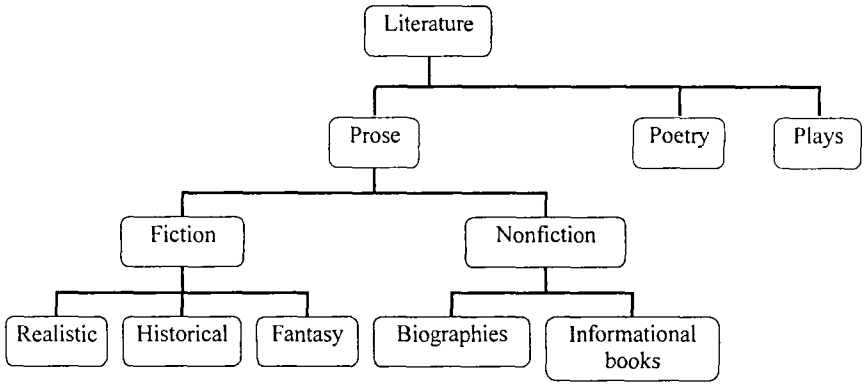
TABLE 6
Classification of Literature-Related Studies According to Type of Study

Type of study	Studies focused on literature and ELLT	
	N	%
Literature study	9	23.7
Case study	16	42.1
Experimental study	7	18.4
Analytic study	2	5.3
Developmental study	4	10.5
Total	38	100.0

6. By Type of Literature Genre

The researcher investigated the 38 reviewed articles to examine which category of literature was studied or used as materials. Figure 1 shows the overview of genres of literature. At large, the genres of literature encompass prose, poetry, and plays. Again, prose is divided into fiction and nonfiction along with smaller subcategories of each. In other words, fiction comprises realistic fiction, historical fiction, and fantasy; nonfiction consists of biographies and informational books.

FIGURE 1
Genres of Literature



Note. Modified from Tomlinson & Lynch-Brown (2002), p. 35.

Table 7 indicates the frequency and percentage of each genre of literature used in the reviewed studies. Most of the studies, about 59.1% of the total reviewed articles, included fiction as an aspect of study or used it as teaching materials. For example, picture storybooks, short stories, novels, folktales, chapter books were used as fiction materials in these studies. The genre of literature that was used second most was poetry with much smaller percentage or 13.6%. As for nonfiction, it was used in the studies least frequently, or in 6.8% of the reviewed articles. If only fiction and nonfiction are compared, it can be said that fiction has taken up over eight times far more attention than nonfiction.

Six of all reviewed studies included two different genres of literature as materials—fiction and poetry in four studies and fiction and nonfiction in two studies. In this case, each of the literature genres was calculated separately, whereby the total number of articles did not come to 38. In addition, four articles did not include any specific information on the genre of literature but used the general term, literature, throughout the studies. Five articles were not applicable because there was no mention about literature genre at all.

TABLE 7
Classification of Literature-Related Studies According to Genre of Literature

Genre of literature	Studies focused on literature and ELLT	
	N	%
Fiction	26	59.1
Nonfiction	3	6.8
Poetry	6	13.6
Literature in general	4	9.1
N/A	5	11.4

For the balanced development of genre knowledge, students need to be exposed to the various genres of literature from an early age. Especially, the genre of literature that English language learners would encounter ultimately in the future is nonfiction (i.e., expository texts) instead of fiction (i.e., narrative texts). However, the findings show that extremely predominant attention has been put into one genre of literature or fiction. It is imperative for English language learners to have exposure to both fiction and nonfiction because each of the genres encompasses its own written text feature, that is, narrative and expository text features respectively, whereby they should have opportunities to experience these two different, contrasting texts for their balanced development of genre knowledge or awareness of both text features.

IV. CLASSIFICATION OF THE LITERATURE-RELATED ARTICLES ACCORDING TO THE SUBJECT THEMES

The literature-related articles were categorized according to the two subject themes—(a) three elements involved in the transaction with literature (i.e., reader, literary text, and context) and (b) language development through literature experiences. Regarding to the first subject theme, the researcher organized the reviewed studies which attend to each factor and sub-conceptual categories within each factor. In other words, the reader factor included discussion about views and experiences of literature-based approach, reading comprehension behaviors and strategies, and improvement in affective aspects; the literary text factor entailed discussion about the nature of using literature in the English textbooks; the context factor involved discussion about instructional methods and activities associated with using literature. In addition, because the ultimate purpose of using literature is to develop language skills, the researcher also organized a separate section for the studies which deal with any relationships between exposure to varied genres of literature and development of language skills.

1. Three Elements Involved in the Transaction with Literature

1) Reader

(1) Views and Experiences of Literature-based Approach

Students' perspectives and experiences of literature-based approach were investigated through Hae-Ri Kim's qualitative studies at elementary and middle school levels (Hae-Ri Kim, 2003a, 2007) and university level (Hae-Ri Kim, 2004). In Kim's studies, students had positive perspectives on the new transactional experience with literature, stating that

literature is new, unique, and enjoyable. They recognized literature as authentic and had opportunities to learn real-life language; they reflected this approach as enjoyable learning experience with their favorite activities. Moreover, students acknowledged a new way of language learning through literature-based instruction, in a sense that it involves student-centered learning, collaboration between students and teacher in constructing meaning, integrated learning of different language skills through the engagement in diverse activities, and transaction with literature through the connection to the self or to the world when they construct meaning from a text. More significantly, such students' positive views and experiences of literature-based instruction changed their learning behavior and attitude toward English learning, whereby language learning became more enjoyable process to them.

(2) Reading Comprehension Behaviors and Strategies

Kyeong-Hee Rha (2001a, 2001b) examined what kind of reading comprehension behaviors or strategies are employed when learners read and discuss about literature in order to attain the comprehension of a literary text. She explored how fourth-grade elementary students negotiated each other's meaning construction during the stages of pre-reading, reading, discussion, and sharing writing in a literature study setting. According to Kyeong-Hee Rha's (2001b) study, children explored each other's understandings of the text by raising questions, reconsidering text meanings, or looking back the text for information, in order to clarify the text that was not clear to them. Second, they extended each other's questions, comments, and opinions by rephrasing, adding to, or restating others' ideas. Third, they explored new vocabulary through discussion with other students to clarify word meaning. Furthermore, Kyeong-Hee Rha (2001a) found that children made use of metacognitive, discourse, syntactic, decoding, and vocabulary knowledge as their reading strategies during a small-group literature study.

In the meaning construction processes for the comprehension of a literary text, there can exist factors that influence readers' understanding of three levels—*intelligibility, comprehensibility,* and *interpretability*. Su Jung Min (1998) examined how two fluent English speakers of a Korean and an American achieved understanding of six stories, three written by Singaporean and three by American English-using writers. The results revealed that understanding of stories depended on readers. There were few problems associated with intelligibility for both readers; most of the intelligibility problem stemmed from non-English words. Rather than linguistic forms written in stories, more critical factor that affected comprehensibility of the stories was whether they were familiar with the sociocultural context represented in the stories. For example, the Korean reader was able to fully understand both the Singaporean and the American stories because the reader had familiarity with the sociocultural contexts in which both stories were written. In contrast,

the American reader who was unfamiliar with the Asian sociocultural context had difficulty in comprehending and interpreting the Singaporean stories.

In the process of reading, readers connect multiple texts they had read before in various ways in order to accomplish understanding of a text. Dong-Ho Kang (2004) investigated how primary school readers performed intertextual processes among the multiple or five stories through think-aloud procedure. Such intertextual links were made in three ways—*primary endogenous, secondary endogenous,* and *exogenous*. Primary and secondary endogenous mean whether a reader's reference is within the text they read or not. The terms, endogenous and exogenous, mean whether a reader refers to the five stories, or to their personal experiences or other texts outside of the preassigned five stories. As Dong-Ho Kang stressed, English language learners should be encouraged to read a large number of literature and understand the intertextual links among multiple literary texts beyond just a single text, which in turn helps them enhance the understanding and interpretation of a text.

(3) Improvement in Affective Aspects

Experiences with literature contribute to improve affective aspects in English learning. Four studies investigated if there would be significant changes in elementary learners' affective aspects after having exposure to literature (Su-Jeong Choi & Gil-Ju Woo, 2006; Kyung-Seok Ko & Hyang-Ran Ju, 2004; Hye-Won Lee, 2007; Seong-Soo Park & Ki-Jin Lee, 2007).

Two experimental studies (Su-Jeong Choi & Gil-Ju Woo, 2006; Kyung-Seok Ko & Hyang-Ran Ju, 2004) examined the effect of story-based language instruction on affective areas such as interest, participation, and self-confidence in English learning based on students' self-evaluation through survey, their reflection, and teachers' observation. The story-based language instruction was made up of pre-reading, during-reading, and after-reading stages, along with a variety of activities employed in each stage. Kyung-Seok Ko and Hyang-Ran Ju's (2004) study indicated statistically significant differences between control and experiment groups, confirming that the story-based instruction helped students with increasing their interest and participation in English learning.

In particular, certain activities in connection with storyreading contributed to improve learners' affective aspects. For example, book-making activity after reading storybooks helped improve students' participation, interest, and confidence in learning English (Seong-Soo Park & Ki-Jin Lee, 2007). Similarly, according to the pre- and post-survey results in Hye-Won Lee's (2007) study, using creative drama after reading stories decreased students' English language anxiety. Parents also considered the use of creative drama beneficial to students because their motivation level was highly increased.

2) Literary Text

Several scholars investigated the nature of literary texts used for English learning and teaching by analyzing English textbooks and literature appearing in them (Sang-Taek Han, 2001; Jae-Keun Lee & Eunjeong Lee, 2007; Sung-Soo Park & Wan-Hee Kang, 2004). They mainly examined title of literary texts, author, genre, origin of literature, percentage of literature appearing in textbooks, and instructional activities or strategies in connection to literary texts.

Middle school English textbooks contained a paucity of literary texts. The genre of literature in the textbooks was mainly fiction (e.g., fables, tales, stories, short novels) along with a little use of poetry or play. In contrast, there was almost no use of nonfiction (e.g., biographies, informational books). Sung-Soo Park and Wan-Hee Kang (2004) examined 29 middle school English textbooks that were created from the first to the seventh curriculum period. According to the study, 9 textbooks (31%) contained no literary texts at all; likewise, 13 textbooks (44.8%) did not include any literary texts except for poetry. This meant that almost half of the textbooks completely excluded literature materials as reading materials for English learning and teaching. When it comes to the ratio of literature appearing in the textbooks to the total number of pages of the textbooks, it was very little or 2.7%, which was put in another way that on average 3.9 pages of literary texts appeared in a textbook.

In the meanwhile, the more recent curriculum it was, the less literary texts were used in the textbooks. For example, during the seventh curriculum period, only 1% of literary texts were shown in the textbooks, which was probably derived from the current predominant focus on communicative functions or processes in curriculum. Instead of the appearance of literary texts, an array of functions and expressions for communicating everyday matters and exercises for practicing English were mainly dominated in the textbooks.

In contrast to the paucity of literature use in the middle school English textbooks, more amount of literary texts appeared in the high school English textbooks. As Sung-Soo Park and Wan-Hee Kang (2004) stated, among the total of 25 English textbooks in analysis, 2 textbooks (8%) had no literary texts; 3 textbooks (12%) did not contain any literary texts except for poetry, which were greatly distinguished from 31% and 44.8% respectively, the results of the middle school level presented previously.

Likewise, Sang-Taek Han (2001) analyzed high school English textbooks published during the sixth curriculum period in an attempt to examine the nature of literary texts appearing in these textbooks. Speaking of the percentage of literature appearance, among the total of 187 chapters appearing in 16 different English textbooks, literary texts were used in 24 chapters, which accounts for the percentage of 12.83%. Furthermore, the majority of the category of literature appearing in textbooks was short stories (73.44%),

followed by other genres such as play (17.19%), fables (6.25%), myth (4.69%), poetry (3.16%), novel (1.56%), and detective story (1.56%).

When it comes to the elementary level, using literary texts was not properly implemented. Jae-Keun Lee and Eunjeong Lee (2007) investigated how children's stories were used in the fifth- and sixth-grade elementary textbooks. They concluded that it was hard to say that literary texts were appropriately used. The majority of stories were utilized for role-play activities, but what students were asked to do was to simply replace the name of the characters in a given dialogue they had learned in order to practice the dialogue again. Even sentences of the stories were not presented at all; thus, it was difficult to say that stories were effectively used for English language instruction.

One study (Seong-Soo Park, 2002) reviewed a body of literature-related studies to call for the use of literature as texts for English learning and teaching. As an alternative of non-authentic English textbooks with an excessive focus on teaching language accuracy and function, Seong-Soo Park suggested using literature as effective teaching materials in the EFL setting and underscored three clear objectives to use literature—(a) to develop language skills, (b) to teach a variety of foreign culture, and (c) to help emotional, mental growth through continuing reading and thinking processes. In other words, educational value of using literature entails exposure to natural, authentic language instead of limited language use for mechanic practice, experience with multi-cultural contents, and enjoyment and interest from reading literature.

3) Context

(1) Instructional Methods

Some studies illustrated lesson plans and detailed procedures to use literary texts. Introducing literature discussion study, Kyeong-Hee Rha (2002a) provided the background and related researches and discussed effective ways of applying it into Korean EFL classrooms. Young-Sil Kim (2005) presented various ways to select short stories and sample lesson plans to utilize them in high school EFL settings. Similarly, Jin-Seok Kim (1999) discussed criteria for selecting storybooks and lesson plans of storytelling method for elementary school teachers.

In particular, Hee-Sook Lee and Sunhee Choi (2007) modified a storytelling method by integrating the focus on form approach into a storytelling-based instructional model. The focus on form approach draws learners' attention to linguistic forms or grammar in meaningful context while its main focus is still on meaning and communication, thereby making it possible for learners to develop both accuracy and fluency. In their study, they presented lesson plans and sample learning activities based on this modified storytelling method. For example, the focus on form approach-based activities such as visual input

enhancement, consciousness raising task, and dictogloss could be used in different stages of storytelling as during-reading, after-reading, and synthesizing activity, respectively.

As an alternative of exclusive use of English textbooks, Jae-Keun Lee and Eunjeong Lee (2007) suggested a way of integrating English stories with the textbooks. They developed a learning material by selecting English stories that were connected to the content and communicative functions of a text appearing in English textbooks. Then they reconstructed the English stories in aspects of vocabulary, grammar, tense of verbs, storyline, and so on, in order to make them appropriate to the learners' level of English ability. Such restructured stories could be used as effective supplementary materials for elementary school students.

On the other hand, the story-based instruction was not always effective, according to Jae-Young Choi's (2007) case study of two kindergarteners. Jae-Young Choi identified three factors that intervene with learners' attention to English input. The first interfering factor was the fact that the teacher mainly used Korean as an instructional medium when talking about the content of a storybook and used English at the word level as checking its content, whereby learners did not have an opportunity to deal with English structures as a whole. Second, the main instruction was to have learners practice certain words or word patterns. Third, learners' excessive attention to self-explanatory illustrations and the storyline of a storybook prevented them from having chances to be exposed to natural language input. As solutions to these three interfering factors, Jae-Young Choi suggested that the teacher should use the target language in classrooms and provide learners with language input beyond the word level and opportunities to process language on their own.

(2) Instructional Activities

Three studies investigated how the use of literature was integrated with diverse types of writing activities, such as collaborative writing (Sei-Chan Oh, 2005), dialogue journal writing (Hae-Ri Kim, 2003b), and email writing (Hae-Ri Kim, 2004). Sei-Chan Oh (2005) presented three kinds of learning models, in which students expand the source text through collaborative composition processes to create hypertext literature, while they generate and connect sub-texts. Sharing what each group wrote for each sub-text could show other students how various and different thinking and imagination can be. In Hae-Ri Kim's (2003b) study, dialogue journal writing, in which the teacher responds to elementary and secondary students' writing, was beneficial to promote written communication, enable them to learn language and develop writing by writing, and provide opportunities to extend their experience by connecting the content of the stories or the events of the text to their own life experience.

Learners engage in a variety of activities before and while they read or listen to literary texts, thereby establishing full understanding of the texts. Afterwards, an opportunity for personalizing can be provided as after-reading strategy. Personalizing learners' own

emotion or experience by the engagement of activities would be one of the effective ways of responding to the literary texts they have read. The kinds of activities being used to implement this personalization strategy can vary, including book-making activity after reading stories (Seong-Soo Park & Ki-Jin Lee, 2007), dramatization after storytelling (Seung-Ryul Lee & Young-Sook Hong, 2005), creative drama after reading stories (Hye-Won Lee, 2007), connection to one's own experience and reader's theater (Jae Young Choi, 2005).

As Seung-Ryul Lee and Young-Sook Hong's (2005) study illustrated, in even dramatization that was made up of very simple dialogue, students showed interest and active participation, which in turn linked to their willingness to speak up. In Jae Young Choi's (2005) study, kindergarteners were offered an opportunity to connect the content of a picture storybook to their own experience and express their response through drawing a picture or speaking. Plus, reader's theater involved children in oral reading through reading dialogues in a story.

Instructional activities related to using poems in order to teach English and have learners appreciate poems at the same time were illustrated in two literature studies (Hae-Seong Jeong, 2006; Finch, 2003). Hae-Seong Jeong (2006) suggested employing pre-reading, during-reading, and after-reading activities associated with poems. In addition, he also introduced extensive reading (i.e., reading other materials related to a poem), intensive reading (i.e., reading a poem to understand the meaning of the poem itself), and presentation/discussion about the opinion of a poem. Finch's (2003) literature study emphasized many benefits from using poems and poetry-related activities to enhance English learning and teaching, introducing a variety of poems such as picture poems, pictographic poems, and pattern poems (e.g., acrostic poems, phrase poems, alphabet poems).

2. Language Development Through Literature Experiences

1) Reading Achievement

Exposure to literature offers an array of benefits for improvement in reading skills. Kyeong-Hee Rha (2002b) reviewed a body of literature with regards to the role of literature for reading achievement and a wide range of instructional strategies to employ for teaching reading. The author presented various instructional strategies for facilitating reading in the framework of literature-based instruction. They include reading aloud, rereading or retelling, independent reading, study of literature, creating information-sharing group about books, using thinking guide, writing response journals to literature, and building interpretations of a story.

Sung-Soo Park and Wan-Hee Kang (2004) conducted an experimental study to verify the effectiveness and the availability of extensive literature reading in high school English classes. In their study, a group of 35 high school students had experienced four-month extensive reading of literature they selected among 150 story books, in which they came to read an average of 5.7 books. Although they did not have an opportunity to read loads of books, the results of pre- and post-tests for reading and vocabulary skills were statistically significant, which assures that extensive reading has an effect on improvement in reading and vocabulary skills. In addition, Seong-Soo Park and Ki-Jin Lee (2007) confirmed that reading books along with the engagement of book-making activity helped to improve reading skills of 24 fifth-grade elementary students.

2) Vocabulary Growth

Reading literature can promote word learning more effectively than decontextualized mechanical memorization, according to two experimental studies (Hye-Ryun Kim, 2003; Jin Sook Yi, 2000). Jin Sook Yi's (2000) study showed the effectiveness of three different conditions—story reading through interaction, self-reading, vocabulary memorization—on vocabulary learning for elementary students. After the treatment, the word retention rate was tested twice, on the next day of the experiment and in one week after. The results indicated that there was no significant difference between story reading through interaction and self-reading in word learning, accounting for 60% and 56% of the retention rate, respectively. On the other hand, mechanical word learning with 40% of the retention rate generated was not so effective in word learning compared to two former methods.

Similar results can be found in the other experimental study (Hye-Ryun Kim, 2003), in which two conditions—using storybooks and workbooks—were compared to examine the effectiveness of word learning at the kindergarten level. Learning words in context through reading storybooks presented more effectiveness than learning words through workbooks. In particular, the words and expressions learned in the storybooks also became useful resource of oral language; in contrast, words learned through workbooks were less likely to be used in context.

Literature-based reading instruction, which accompanies three stages of pre-, during-, and after-reading with diverse activities employed at each stage, can be positively influential for growth in vocabulary through exposure to extensive story reading. For example, Su-Jeong Choi and Gil-Ju Woo (2006) implemented enriching/supplementary differentiated teaching method using storytelling, which was a story-based lesson with three different ability levels (i.e., high, intermediate, and low) of elementary students taught differently for each level. This leveled reading instruction made a significant effect on improving an ability to read and write words, and this was true for the intermediate and

low level of students. Likewise, Seong-Soo Park and Ki-Jin Lee (2007) found that reading books and engaging in book-making activity positively influenced vocabulary growth to the intermediate level of elementary students rather than the high and low level of students, or to female than male students.

3) Improvement in Listening and Speaking

One study of all reviewed ones, Seung-Ryul Lee and Young-Sook Hong's (2005) study, investigated the effects of teaching English through storytelling along with dramatization activity on children's speaking and listening skills. An experiment group of 44 third-grade elementary students had instruction of storytelling with dramatization once a week over 11 months. Then they were tested for listening and speaking skills before and after the treatment. The findings proved that the experiment group yielded more improvement in the listening and speaking post-tests than the control group; in conclusion, the use of storytelling with dramatization was influential to improve children's aural-oral competence.

V. CONCLUSION AND SUGGESTIONS

This study examined the articles regarding literature and English language learning and teaching (ELLT) published in the seven primary Korean journals during the past decade, 1998-2007. A total of 38 literature-related articles out of 2,183 have been published and selected for this study.

As the study revealed, there was a paucity of literature-related articles published during 1998-2007, which implies that researchers have not paid much attention to the topic of literature for ELLT as an area of research. However, the research interest in this topic has dramatically increased, considering that the number of literature-related articles published in 2006-2007 is four times bigger than in 1998-1999.

The majority of the reviewed articles were devoted to investigate the elementary and secondary levels of students. As for the research methodology, qualitative methodology was most frequently employed in 31.6% of the reviewed articles, compared to mixed and quantitative methodology. When it comes to the type of study, case study was most often used in 42.1% of the reviewed articles; next frequently used were literature study, experimental study, and developmental study.

The researcher also investigated the genre of literature focused in the reviewed studies. As the study indicated, extremely predominant attention has been paid to one genre of literature, or fiction. 59.1% of the reviewed articles involved fiction as the focal literature materials; the genre of literature appeared in English textbooks was mainly fiction (Sang-

Taek Han, 2001; Sung-Soo Park & Wan-Hee Kang, 2004). In contrast, little attention was paid to other genres of literature, including poetry and nonfiction.

There has been a common, longstanding, but unexamined assumption that narrative texts are primary in literacy development. However, many researchers started to question the "preponderance of narrative texts" (Caswell & Duke, 1998, p. 114) and call for more attention to expository or informational texts in early literacy development, concerning that extreme exposure to narrative texts or story genre may lead to their unbalanced genre knowledge development (Donovan, 2001; Duke & Kays, 1998; Papas, 1993).

For the balanced language development, English language learners need to be exposed to the various genres of literature from an early age. Interacting with nonfiction or informational book genre in early schooling would help them overcome their challenging tasks when they newly encounter expository or informational text in later schooling. Therefore, it is imperative to provide English language learners with balanced literature experience by including fiction and nonfiction books in order to encourage their balanced written language and genre development.

In spite of the expanding interest in literature, the findings of the study indicated that there was a paucity of literary texts included in the English textbooks. For a better balanced language and literacy instruction which emphasizes authentic reading and writing experiences through high quality literature integrated with explicit instruction of basic literacy skills and strategies, it would be desirable to use literature as supplementary materials to the English textbooks.

Employing literature in their instruction, one of the critical issues teachers should consider would be how to integrate literature with textbooks while still accomplishing instructional objectives. As Jae-Keun Lee and Eunjeong Lee (2007) suggested, literature selection can be carefully made to be aligned with the content and language forms to teach which are embedded in a text of English textbooks. In addition, as Hee-Sook Lee and Sunhee Choi (2007) suggested, focus-on-form approach can be another way of using literature and drawing learners' attention to both linguistic forms and meaning.

In addition to know effective ways of incorporating literature into language instruction, it is also imperative that teachers should be familiar with various sorts of instructional activities and strategies to facilitate learner's transaction with literature. Moreover, given that the reviewed studies confirmed the role of literature experiences on fostering language development, teachers should be aware that language skills can be taught, either directly or indirectly, by using literature. Bearing such knowledge in mind, teachers should be able to create lesson plans to employ effective instructional activities and teach language skills, which are linked to extensive literature experiences.

Although previous studies provided valuable insights on using literature for ELLT and confirmed that experience with literature can be linked to language development, further

elaborated investigations are inevitable in this research area. Still, what is ultimately missing is a theoretical rationale for why English learning and teaching requires literature. This theory must take us beyond arguing about the advantages of using literature in language instruction based on its accessibility, authenticity, enjoyment of reading, connection to integrated language teaching, and so on. What ultimately must be more fully developed is a theory that presents a fundamental rationale or framework for why and how literature should be used for English learning and teaching.

Another significant aspect in need of more research would be teachers, in a sense that the effective use of literature for ELLT really depends on what they know about and how they plan or organize their literature-based instruction. In other words, teachers would incorporate what they know is best for their students into generating curriculum design, instructional practices, ways of interacting with students, and so on. Thus, it would be critical to examine if teachers have professional knowledge related to using literature for ELLT and evaluate if their literature-based instruction has been effectively implemented in their classrooms.

In addition, there are a number of instructional activities or strategies that can be applied for literature-based instruction, serving as scaffolding for language development and transactional processes with literature. What researchers should take into account is to establish opportunities to introduce these pedagogical activities or strategies to educators and testify if they really work for English language learners in EFL settings through classroom-based research. Further research on a variety of ways of scaffolding would assure the use of literature as effective materials for successful ELLT.

With continuous research and interest in the topic of literature and ELLT, we are confident that theory, instructional practices, and children's and young adult literature will continue to evolve in the near future, allowing literature to remain in its current central role in English language learning and instruction.

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APPENDIX A

List of the Reviewed Articles by Year

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Examples in: English
Applicable Language: English
Applicable Levels: Elementary/Secondary/College

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