

Critical Thinking Skills Teaching Language through Literature

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Abstract

As teachers who should train and motivate their children, teaching languages has become a demanding task. The ability to grasp a language is essential in today's world since languages is a strong tool of communication. Most of us will not concentrate on the languages used in the literature section since our minds are preoccupied with grammar. This has caused both the instructor and the pupils to disregard the literature component of language learning and instead focus solely on the grammar component. The motivation for including literary works into language education is to suggest that current efforts to incorporate literary work into language instruction undoubtedly increase students' serious thinking in such a way that they may easily grasp a specific language. This paper explains that Learning literary work in a classroom not only teaches students about a tale but also teaches them about how languages are formed and how that structure affects meaning. A literary work allows a pupil to see the languages of real-life situations. They absorb linguistics components' thoughts, ideas, and experiences, which provide realistic touches and assist them in holistically learning languages. It has also been discovered that incorporating literary works into the teaching knowledge process can help students improve their micro-and macro-linguistic abilities for future growth.

Keywords: critical thinking, language, literature, skills, teaching language

1. Introduction

Even though much has been published on critical thinking abilities, college freshmen are still unable to examine a topic and provide coherent reasoning to support an opinion on that subject. How can we assist our kids in honing their cognitive abilities so that they can come up with well-thought-out answers to both academic and daily problems? We'll try to address that issue by outlining the goals of critical thinking in foreign languages classrooms, defining critical thinking abilities, and illustrating their use in the college-level reading of literal foreign language literature. It describes critical thought as "any mental action that aids in the formulation or solution of a problem, the making of a choice, or the fulfilment of a wish to comprehend; it is a search for answers, a search for meaning." Critical thinking is not just determining the meaning of a work but also substantiating an interpretation by careful interpretation and assessing all "indications" in the texts, logically analysing that evidence, and making well-reasoned conclusions from it. Critical thinking is defined as a procedure that prioritises the analysis and assessment of information to determine its trustworthiness or worth, among other things. The reconciliation of opposites and the interplay of knowledge are also part of critical thinking.

An author may encounter information that seems to be inconsistent while analysing the relationship between distinct components in a text, and it will be a necessity to reunite these disparities in their interpretative frameworks (F. I. N. Abida 2016). This method will aid readers in coping with the linguistic challenges of a foreign-language literary work as well as interpreting the text. This methodological transition from outdated teaching, in which scholars are typically indifferent listeners to active applicants in the classrooms, is required for this rational approach (Halimah, Sumiyadi, Y. Mulyati, and V. S. Damaianti 2020). This transition entails moving away from a moralistic pattern in which students are passive users of information and toward a critically thoughtful paradigm in which scholars actively examine and assess knowledge through a procedure of inquiry and evaluation? Socrates' penetrating inquiry

four hundred years ago proved pupils' failure to substantiate their views with reasonable reasons (M. A. Rahman, M. N. L. Azmi, Z. B. Wahab, A. T. H. Bin Abdullah, and N. J. B. Azmi 2016). The author taught pupils to think for themselves by asking probing questions. In the twenty-first century, Socrates' worries are still pertinent. The scientist Jean Piaget proposed fifty years ago that genuine learning involves the construction of knowledge rather than the memorising of facts. Critical thinking was rapidly developed at both the high school and university levels during the 1980s. Critical thinking programmes had grown in popularity by the mid-1980s, despite being sparse in the late 1970s. The National Institute of Education conducted a two-volume study that chronicles the significant expansion of the "thinking skill movement" in 1985. The dispute over whether critical thought will be trained as a distinct topic or as part of the core curriculum has raged on for years (J. Bobkina and S. Stefanova 2016).

Instructors, the author feel, can help students develop critical thinking abilities so that they can examine the material of certain disciplines. The thinking method learnt in this technique may also be applied to other courses and everyday circumstances, allowing for "maximised transfer". Several academics have advocated that critical thinking skills should be used when reading literature. Discuss how to apply critical thinking to a literary work. In its place of looking for one "right" meaning in a book, students are taught to use the critical method to uncover a variety of meanings. Students' previous knowledge is built and activated for them to comprehend a text.

Literature's position as a fundamental component and source of real text in the educational procedure has gained traction in recent years. In times of crisis, adult learners are frequently confronted with complicated and dynamic situations that need self-efficacy of intuition and quick decision-making. As a result, the teaching and the learning process has to be modified crucially and fundamentally. The abilities to assess arguments, form conclusions, evaluate, and make judgments are all intimately tied to critical thinking. Literary texts, on the other hand, include several characteristics that necessitate in-depth reading and critical thought. Literature provides the language student with numerous linguistic chances and depicts the language of real-life situations. Learners are uncovered to authentic language tasters from real-life situations and must deal with the text's envisioned meaning. They have grown familiar with a variety of language forms, communication functions, and meanings through chance (M. M. Alameddine and H. W. Ahwal 2016).

The most popular teaching technique typically considerably aids learners in achieving more competence by making the learning procedure more efficient, easier, and more self-directed, however, the majority of students frequently fail to properly elicit strategic behaviours. As a result, they overlook their capacity to think critically and creatively (B. Zakarneh and M. Mahmoud 2021). As a result, the necessity to develop a plan to assist students in their learning has become even more critical, as globalisation necessitates individuals who are communicatively competent and can function in a variety of situations. The approaches to using literary works in language instruction are founded on the idea that language and literature are inextricably linked, and that their courses should be complementary. Literary works provide rich linguistic information, the excellent stimulus for scholars to rapid themselves in another language, and maybe a source of inspiration for learners. Literature provides the language student with several linguistic chances and allows the instructor to create exercises based on the material capable of eliciting greater interest and participation than numerous other non-literary materials (V. N. Tarrayo, R. R. Potestades, and M. B. Ulla 2021).

Nobody can deny that literature and language are inextricably linked. Literature, whether canonical or not, may contribute positively to a language lesson by encouraging and stimulating thought. There are 4 key reasons for a language instructor to employ literature in classrooms. Authentic material, language enrichment, personal participation and cultural enrichment, are all valuable (M. F. M. Gintings 2020). Other elements that need the use of literature as a potent resource in the classrooms include universality, personal relevance, non-triviality, diversity, economy, interest, and suggestive force and ambiguity, in addition to these four primary reasons (E. Mehmood, A. Abid, M. S. Farooq, and N. A. Nawaz 2020). As a result, it is compatible with the 21st-century learning style, resulting in professional alumnae who are internationally competitive. The purpose of this article is to highlight the relevance of languages instruction via literature, as well as how the art of storytelling may aid students' learning and play a significant part in their daily lives.

1.1 The Importance of Teaching Language through Literature

The many language learners, adopting how native speakers use their language in everyday settings is the best method to improve their grasp of verbal and nonverbal parts of communication. Because literary works aren't usually written to teach a language, they often contain numerous actual examples of language in real-life situations. Literary works provide rich language input, are good stimulants for scholars to precise themselves in another language, and maybe a source of inspiration for learners. Literature and language are inextricably linked since literature is made up of languages and is one of the most common uses of languages. Furthermore, reading literature is undeniably a

communication action that corresponds to genuine, true communicative circumstances. Because of the personal commitment, it develops in the reader, literature can be beneficial in the language acquisition process. When a pupil reads a literary piece, he becomes immersed in it.

This might have a positive impact on the entire language acquisition procedure. Reading a literary work for the first time can be difficult because pupils must cope with metaphor, symbolism, and a variety of difficult vocabulary. Reading literature is pleasurable because it explores ideas and subjects that are innately appealing (R. A. Kuiper and D. J. Pesut 2004). It claims that literature read for its pure worth and enjoyment is a potent educational instrument for instilling morals, linguistic style, and a variety of other key learning substances in the brains of students. Literature is a setting for language usage as well as an example of language in use. As a result, studying the language of literary works as languages in action is thought to improve learners' understanding of various systems of languages structure. As a result, teaching languages via literature provides cultural enhancement and familiarises the student with how communications occur in their environment. It engages students both cognitively and physically, making language learning more engaging and entertaining (A. Algryani and S. Syahrin 2021, M. S. Overby 2018). There is no storyline, mystery, or character; everything happens as if communication was never a problem in the first place. Learners merely mouth the phrases of there to keep them interested in what they are doing (M. W. Osmani, N. Hindi, R. Al-Esmail, and V. Weerakkody 2017).

1.2 Roles of Literature in the Learning Process and Critical Teaching

The author explains all experienced the joy that prose will bring to the classroom and learning environment. In most societies, literature plays an essential part in the lives of students. They attract people of all ages and deliver a rich amount of linguistic and inventive input, making them perfect classroom teaching aids. Literature exhibits a thorough understanding of the language's linguistic and cultural characteristics. Using literature as a teaching tool may extend beyond language acquisition to critical thinking, a skill that is more important in today's environment. Literature is extremely beneficial since it expresses prior information that is necessary for pupils to display critical thinking abilities. Literature exposes students to a wide variety of terminology, dialogues, and prose. Teaching literature not only improves students' linguistic abilities, but also stimulates their creativity and fosters cultural development (Komarudin, A. T. Alkhudri, Ubedilah, Syaifudin, and A. R. Casmana 2019).

1.3 Framework for Understanding Critical Thinking

Within the literature, it identifies three main viewpoints on critical thinking. Even though these ideas have been frequently countered, they overlap and intermingle significantly. It is partially because of these interpenetrations that idea of critical thinking is perplexing and sometimes intimidating for EAP teachers. Figure 1 shows the critical thinking model of Paul Elder.

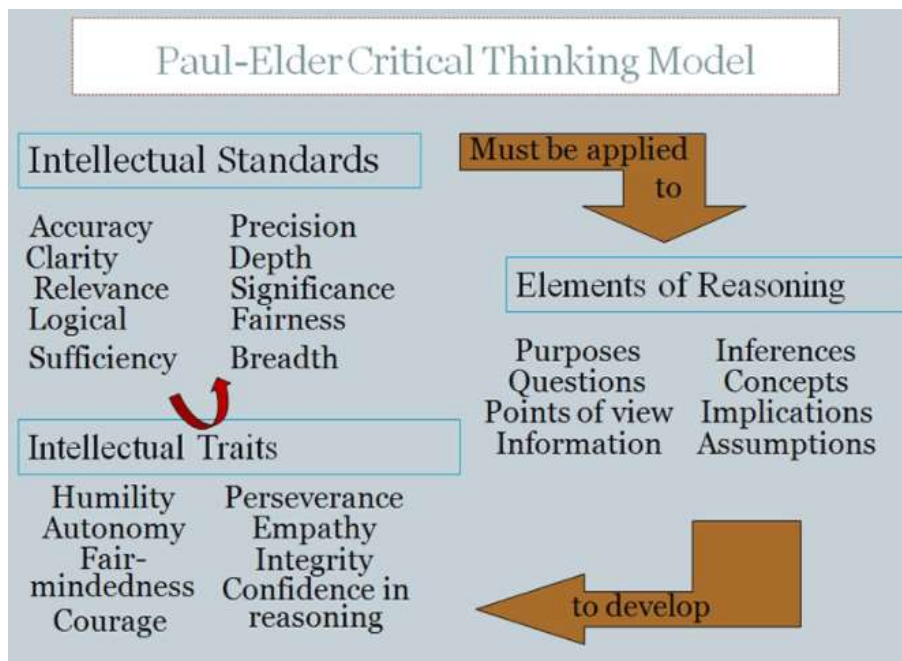


Figure 1. This will show the critical thinking model of Paul Elder (T. K. Santhi 2012)

1.4 Skills Viewpoint on Critical Thinking

Critical thinking has always been taught in the modern west in terms of logic and reasoning, extending at least to the teaching of Ancient philosophy. Interpreting, identifying logical fallacies, evaluating cause and effect, synthesising statements, creating inferences, appraising, and problem-solving have all been recently characterised as part of it. This perspective has been particularly influential in academic writing, which emphasises the development of logical arguments, but it has also been widely adopted in academic reading instruction (R. Kuiper Anne and D. Pesut J 2016). Employee aid program (EAP) teachers were given tools to aid their pupils in the 1980s, such as inventories of reading methods including skimming, looking for important ideas, detecting subject sentences, reading for gist, anticipating contextual clues, and so on. The more sophisticated higher-order strategies included detecting preconceptions, detecting bias, comparing texts, and confirming the author and date of the text. Teachers have something solid and useful to teach their pupils with these standardised skills and tactics.

Furthermore, many of the abilities and methods were highly tested, and the newly developed and extremely important International English Language Testing System embraced them (IELTS). The criticality viewpoint is a second wide perspective on critical thinking, and it is the one that the criticality movement most strongly advocates. This notion of criticality is built on students becoming autonomous and curious searchers of information, therefore self-regulation and self-reflection are crucial.

Criticality, he goes on to say, isn't only a method of thinking; it's also a way of being and behaving. It entails interacting with the world responsibly, ethically, and energetically in ways that indicate care and concern for people and the planet on which human lives. The literature on reading education, particularly the work of social constructivist theorists, echoes this approach to criticality. Rather than portraying readers as passive consumers of texts and text as impersonal stores of unquestionable truths, social constructivist pedagogy supports teaching reading as a conversation. To recognise that reading entails more than only listening for assertions presented in text, but also acknowledging that these statements are written.

While readers should respect the author's viewpoint and endeavour to listen to it with an open mind, they should also engage in a deep and dynamic conversation with the text producing meaning slightly than merely absorbing it. The critical pedagogy movement has found a third way to critical thinking. This movement promotes active participation in civil society and political debate, as well as a criticism of propaganda and hegemonic institutions, as well as an emphasis on oppression and hidden power systems. It addresses societal ideas like racism, capitalism, and neoliberalism. Critical Discourse Analysis, established by, is one such technique for critiquing textual ideology and the ways discourses operate to favour people in positions of power. Critical pedagogy has taken longer to find its way into mainstream EAP classes. However, who explains how she put in place such a strategy to critical reading with a small group of foreign students in England who met on a routine basis to read and start debating newspaper articles that were relevant to their circumstances is a great example of how the method has been implemented. Davies and Barnett defined three critical thinking viewpoints that cross and conflict.

2. Discussion

Critical thinking includes analysing arguments, drawing conclusions using inductive reasoning, judging or assessing, and making judgments or solving problems. For critical thinking to be viable within a certain subject, a knowledge base is necessary but not sufficient. Both cognitive ability and personality attributes are required for critical thinking. These traits, which might be called attitudes or habits of mind, include openness and fairness, inquisitiveness, flexibility, a predisposition to seek reason, a drive being well, and a respect for and willingness to entertain diverse viewpoints. Both general and domain-specific traits characterise critical thinking.

People begin acquiring critical thinking skills at an early age, according to empirical study. Even though adults usually lack critical thinking abilities, anyone may potentially be taught to think critically. Instructors are urged to provide specific critical thinking instruction, teach students to apply their knowledge with new contexts, and use pair work learning methods and social constructivism that enable learners at the centre of the process. Critical thinking tests should incorporate open-ended exercises, real-world or "real" issue settings and sick issues that require learners to go further than memorising or reiterating previously taught content. There should be more than one defensible answer for such activities, as well as enough collateral resources to support alternative viewpoints. Finally, such assessment activities should require students to present indications or logical arguments in support of judgements, claims, choices, or statements, making student thinking transparent.

Furthermore, the recently developed Common Core State Standards recognise critical thinking as a cross-disciplinary talent that is essential for success in college and in the workplace. Despite the universal acceptance of critical

thinking's value, there is a remarkable lack of agreement on how to define it. The goals of this literature review are to look at how academics have characterised critical thinking and to look at how critical thinking develops. Learn how instructors may help students build critical thinking skills and explore best practices for measuring critical thinking skills and abilities. Figure 2 depicts multiple ways to issue solving for critical thinking.

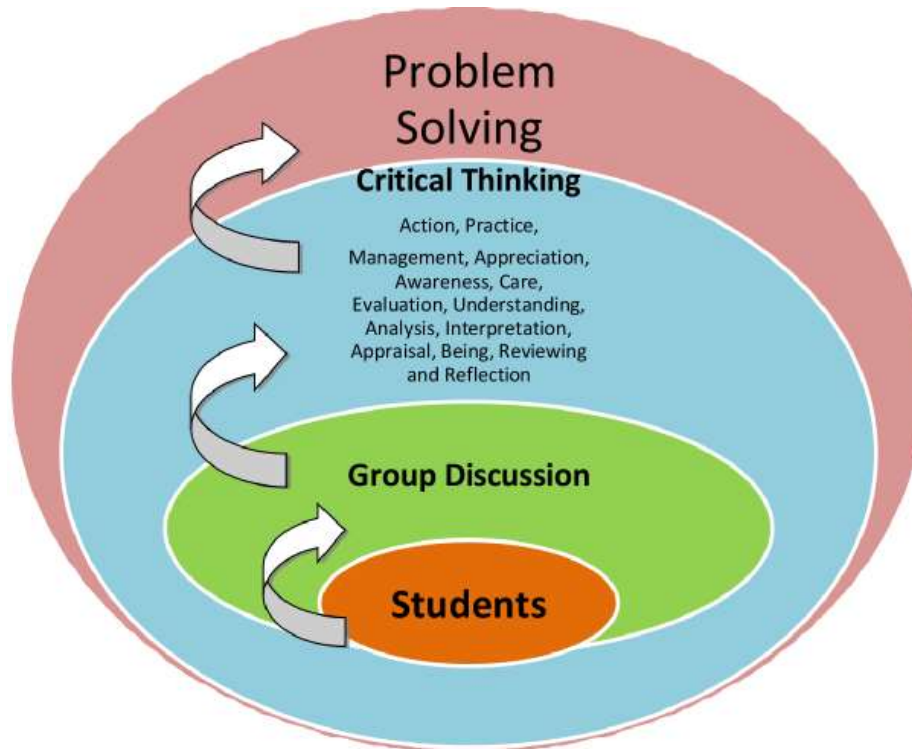


Figure 2. This will show the problem solving for critical Thinking with different approaches (F. I. N. Abida 2016)

Conducting English Literature as a language teaching method could be efficient and exciting because the storey sense in it having shared the ground with the existence of a life in flux demonstrates to them that dialect only generates narratives, and life's intricacies can only be explained through organised trends of the language system of communities and people all over the world. Literature is an essential element and resource of language instruction, and it is increasing in popularity. For the advantage of students and instructors, literature and language can collaborate and interact. It will result in a flourishing of fascinating ideas, learning, and better education for everyone. Many educators think that including literature in language training is beneficial. In the has been, the advantages of a variety of literary art forms to language education, why should English teachers use written works in the language class, exactly what sort of literature should teacher educators use with ESL students, literary works and the teaching of linguistic skills, and literary works and the teaching of language skills will all be debated.

The major focus of English instruction nowadays is on its usefulness as a communication skill for obtaining employment, promoting commercial interests, and providing various sorts of entertainment. Today's world requires English for Special Purposes to comprehend scientific or technical language relevant to a variety of topics of interest to the learners. We have a lot of opportunities to learn how to utilise words properly in diverse settings thanks to literary works. As instructors, our first objective is not to educate about language, but to build learners' capacities so that they can use the language for a range of communicative reasons. There is a distinction to be made between educating about languages and communicating in them. Numerous teachers feel that educating about the languages will enable students to communicate well in it. Indeed, there is frequently a significant gap between information and the capacity to use that information in rappers of communications and manipulation. The goal of this essay is to inform language instructors about the benefits of utilising short tales in the English classroom.

3. Conclusion

The process of independently examining, synthesising, and evaluating knowledge as a guide to conduct and beliefs is known as critical thinking. Critical writing is the practice of employing critical thinking to inform writing. Critical thinking necessitates the capacity to study, assess, and synthesise problems. It is said to be one of the abilities that

should be taught in elementary schools so that students can profit from it when they enter higher education. Fifth-graders must grasp the many critical thinking abilities that arise and fade during the learning process. One of the instructional approaches employed in this study to detect the appearance of scholars' critical thinking abilities is group discussion. The researchers watched and videotaped the group discussion process, which was supported by classroom teachers. The results revealed that eleven critical thinking ideas practice, action, appreciation, awareness, management, care, evaluation, analysis, appraisal, understanding, and interpretation were present in fifth-grade children, whereas three were absent (being, reviewing, reflection). It might be argued that the student's capacity to think critically grew as a result of their learning experiences in groups. Teachers' engagement, on the other hand, was a crucial component in strengthening students' critical thinking abilities. Critical thinking assists pupils in developing confidence in their ability to interpret literary texts. This may be accomplished by allowing students to come to their judgments based on their reasoning abilities, which will aid them in the future.

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