Original Research Article

Exploration of the Promoting Role of Language and Literature in College English Teaching

Ujisguleng[*]

Hohhot Minzu College, Hohhot, Inner Mongolia, 010000, China

*Correspondence to: Ujisguleng, Hohhot Minzu College, Hohhot, Inner Mongolia, 010000, China

Abstract: In today's rapidly developing globalization, English, as an international lingua franca, has become an indispensable part of university education. College English teaching needs to not only cultivate students' language proficiency but also enhance their cross-cultural communication competence and literary literacy. As an important discipline, language and literature play a vital role in promoting college English teaching. Through the study of language and literature, students can better understand and utilize English, broaden their horizons, and improve their humanistic quality and thinking abilities. This paper explores the promoting role of language and literature in college English teaching to provide references for English teaching reform and practice.

Keywords: Language and Literature; College English; English Teaching; Teaching Promotion

Introduction

With deepening globalization, college English teaching is no longer just about imparting linguistic knowledge; it is an important way to cultivate students' cross-cultural communication abilities. As a crucial component of language learning, language and literature have a profound promoting effect on college English teaching. Through the reading and analysis of literary works, students can improve their language application skills and gain a deeper understanding of the thoughts and values under different cultural backgrounds, thereby enhancing cross-cultural communication and critical thinking.

I. The Promoting Role of Language and Literature in College English Teaching

(I) Enhancing Language Application Ability

Language and literature significantly promote the English language application abilities of college students. This is mainly reflected in the fact that through the study and appreciation of literary works, students are exposed to diverse, authentic, and elegant English expressions, thereby improving their language proficiency imperceptibly. First, literary works provide models for language use. Excellent literary works are the essence of linguistic art, and the meticulously crafted language of authors can serve as objects for student imitation. By analyzing how writers choose

words, construct sentences, and organize paragraphs and chapters, students can improve their linguistic sensitivity and expressive ability. For instance, when studying Hemingway's works, students can feel his concise and powerful writing style and learn how to express complex ideas with simple words. This imitation and internalization of excellent language can gradually improve students' language application levels. Furthermore, the study of literary works can stimulate students' interest and motivation in using the language. Compared to dry grammar exercises and vocabulary memorization, the vivid plots, rich emotional expressions, and profound ideological connotations in literary works are more likely to attract students' attention and stimulate their desire to explore the language. When a student is attracted by a story or moved by a poem, they naturally want to understand every word and feel the charm of the language. This intrinsic motivation drives students to actively explore and apply the language. Additionally, the study of literary works can improve the accuracy and appropriateness of students' language use. Different types of literary works reflect various linguistic styles and stylistic features; by studying these works, students can learn how to use language appropriately in different occasions and contexts. For example, by comparing formal academic papers with colloquial short stories, students can learn how to choose suitable expressions based on different communication scenarios. Moreover, the study of literary works can improve students' cross-cultural communication competence. Language and culture are inseparable, and literary works often contain rich cultural information. By reading English literary works from different periods and regions, students can understand the cultural backgrounds, social customs, and ways of thinking of English-speaking countries, which helps them use language more appropriately and effectively in actual communication. In addition, language and literature works include a wealth of linguistic forms—from vocabulary and sentence patterns to rhetorical devices—showcasing the diversity and flexibility of the language. Through the study of these works, students can be exposed to authentic English expressions, enrich their vocabulary, and master various structural forms. For example, by reading Shakespeare's plays, students can not only learn unique Old English expressions but also experience the rhythm

and cadence of dramatic language, which greatly enhances their linguistic perception. Furthermore, the dialogue and narrative parts of literary works provide numerous daily communication scenarios and real examples of language use. Through imitation and role-playing, students can improve their oral expression and listening comprehension. For example, by performing dialogues from classic literary works, students can practice pronunciation and intonation while mastering language use in context, thereby improving oral communication skills. Language and literature also help students understand and use language at a deeper level through their unique cultural backgrounds and ideological connotations. Cultural elements in literary works, such as customs, historical events, and social backgrounds, can broaden students' cultural horizons, enabling them to understand and respect cultural diversity during language learning. This improvement in cultural understanding helps students use English more confidently and appropriately in cross-cultural communication, enhancing the accuracy and decency of language use. Overall, the application of language and literature in college English teaching enhances students' language application abilities through rich expressions, real application scenarios, profound cultural connotations, and strong emotional resonance. This comprehensive language learning method not only improves language skills but also cultivates cultural literacy and aesthetic ability, laying a solid foundation for students to become high-quality talents with cross-cultural communication competence in the context of globalization.

(II) Enriching Cultural Knowledge
Language and literature play a unique and important role in enriching the English cultural knowledge of college students. As carriers of culture, literary works not only reflect the appearance of specific periods and societies but also contain deep cultural connotations, providing students with a window to explore the cultures of English-speaking countries. By studying language and literature, students can obtain cultural knowledge that is richer, more vivid, and more in-depth than that in traditional textbooks, thereby enhancing their cross-cultural understanding and communication abilities. First, language and literature works contain rich cultural elements such as history, society, customs,

and thoughts. By studying these works, students can deeply understand the cultural background and social reality of English-speaking countries, enhancing their understanding and identification with foreign cultures. This understanding is not limited to surface-level cultural symbols and customs but includes the deep historical background and social changes behind the culture, broadening students' cultural horizons and strengthening their globalized way of thinking. Second, through delicate plots and character descriptions, language and literature works showcase the humanistic spirit and values in different cultures. Characters and plots not only provide materials for language learning but also enlighten students' minds and cultivate their critical thinking and cultural appreciation through profound ideological connotations. This understanding of humanistic spirit and values helps students form a correct worldview, outlook on life, and values during language learning, enhancing their sense of social responsibility and cultural awareness. Furthermore, the rich cultural symbols and symbolic meanings in literary works allow students to better understand and apply cultural knowledge during language learning. These symbols and meanings gradually penetrate students' consciousness through narrative and description, allowing them to master a large amount of cultural information unconsciously. This "teaching through fun" method not only increases the interest of learning but also improves students' acceptance and memory of cultural knowledge. Language and literature works also demonstrate the diversity and uniqueness of different cultures through various themes and styles, allowing students to experience the richness of different cultures during language learning. This cross-cultural learning experience broadens students' cultural horizons and enhances their cultural tolerance and cross-cultural communication competence. In a diversified cultural environment, students can better understand and respect cultural differences, thereby improving their international perspective. Finally, classic masterpieces and modern works in language and literature provide rich cultural knowledge and ideological resources, allowing students to receive cultural nourishment and spiritual growth while learning the language. These works stimulate students' reading interest and learning motivation through their unique artistic charm and ideological depth. Through the study of classic and modern works, students can not only improve their English reading and writing abilities but also enhance their depth of thought and cultural cultivation through philosophical reflections and explorations of human nature.

(III) Cultivating Critical Thinking

As one of the core goals of higher education, critical thinking is not only the basis of academic research but also an essential quality for citizens in modern society. Through the study of language and literature, students can gradually cultivate and improve their critical thinking abilities in the process of analysis, interpretation, evaluation, and reflection. First, the interpretation and analysis of literary works is itself a process of cultivating critical thinking. When faced with a complex literary work, students need to think deeply about various aspects such as the theme, structure, characterization, and writing techniques. This process requires students not only to understand surface-level plots and language but also to gain insight into the deep meanings and the author's intentions. Second, literary works often contain complex moral and philosophical issues, providing excellent materials for cultivating students' judgment abilities. When reading and discussing these works, students need to weigh different perspectives, evaluate characters' behaviors and decisions, and form their own insights. In addition, the study of the historical and cultural background of literary works can cultivate students' contextual thinking abilities. Excellent literary works are often products of their times, reflecting specific historical and social conditions. To truly understand these works, students need to consider them within a broader historical and cultural context. For example, when studying George Orwell's 1984, students need to understand the background of 20th-century totalitarianism and reflect on the relationship between the novel's allegory and the real world. This way of thinking, which connects literary works to their backgrounds, can develop students' contextual analysis skills, enabling them to consider problems within a wider perspective.

II. Promoting Measures of Language and Literature for College English Teaching

(I) Integrating Multimedia Teaching
Integrating multimedia teaching is one of the

important measures to effectively incorporate language and literature into college English teaching. This method utilizes modern information technology and multimedia resources to create a richer, more vivid, and interactive environment for learning, greatly enhancing teaching effects. Multimedia teaching can break the time and space constraints of traditional teaching, provide students with more diverse learning resources, and stimulate interest and efficiency through the combination of audio and visual elements. First, multimedia technology can provide rich audio-visual materials. For example, when studying Shakespeare's plays, teachers can use high-quality film adaptations or stage recordings to let students intuitively feel the artistic charm of the works. This combination of audio and visual elements not only helps students better understand the plot and characters but also allows them to feel the rhythm of the language and the art of performance. Similarly, when studying poetry, teachers can use audio materials to let students hear the recitation, experiencing the beauty and rhythm of the English language. This multi-sensory learning experience can greatly enhance students' understanding and feeling of literary works. Second, multimedia technology makes it possible to create an interactive learning environment. Teachers can use various educational software and online platforms to design interactive learning tasks. For example, online discussion boards or social media platforms can be used to let students engage in discussions on literary themes and share their insights. This not only extends classroom learning but also cultivates critical thinking and expressive abilities. Furthermore, teachers can use Virtual Reality (VR) technology to create immersive literary experiences. For example, VR can be used to recreate Victorian London in Dickens' novels, making students feel as if they are in the scenes of the novel, thereby gaining a deeper understanding of the background and atmosphere. Moreover, multimedia technology supports personalized learning. By using adaptive learning software, teachers can recommend suitable literary works and learning materials based on students' progress and interests. For students with a weaker language foundation, simplified versions or more linguistic assistance can be recommended; for high-level students, original works or more challenging analysis tasks can be provided. This

personalized approach allows every student to obtain the best learning experience within their capabilities. Additionally, multimedia technology can support collaborative learning. Teachers can use online collaboration tools to organize group projects, such as creating a digital story based on a literary work or building a literary-themed website. This cultivates teamwork skills while allowing students to interpret literary works from different angles.

(II) Organizing Reading Discussion Groups

By holding regular reading discussion groups, a platform can be created for students to explore English literary works in depth, which not only improves reading comprehension but also cultivates critical thinking and oral expression. In these groups, students can engage in deep communication and analysis of the works they have read, sharing insights and feelings. This interactive learning method stimulates interest and encourages students to participate more actively in English learning. When organizing these groups, teachers can choose works of different themes, periods, and genres to expose students to diverse literary materials. This broadens their literary horizons and helps them understand the socio-cultural backgrounds of different eras. By reading and discussing these works, students can improve their linguistic perception, learn authentic English expressions, and enhance their sensitivity to the language. Meanwhile, the humanistic thoughts and values contained in literary works also promote the improvement of students' humanistic quality. During the discussion, teachers should encourage students to analyze works from multiple perspectives, such as themes, characterization, and linguistic features. This deep analysis develops critical thinking, enabling students to examine problems from different viewpoints. Furthermore, teachers can guide students to connect literary works with real life, exploring social issues and human nature reflected in the works, thereby enhancing social responsibility and humanistic concern. To make the discussion groups more vivid and interesting, various forms such as role-playing, debates, and small group discussions can be adopted. These diverse activities can mobilize students' enthusiasm and encourage them to be more involved. At the same time, this provides opportunities to practice oral expression, helping to improve their

spoken English.

Conclusion

The promoting role of language and literature in college English teaching is multi-faceted. Through the study of language and literature, students can enhance their language application abilities, enrich cultural knowledge, and cultivate critical thinking and creativity. College English teaching should fully utilize the resource of language and literature, integrating literary works into teaching content to stimulate students' interest and initiative, promoting the comprehensive development of their overall quality. In the future, with the continuous updating of educational concepts and the further advancement of teaching practice, the role of language and literature in college English teaching will become more prominent, providing a solid foundation for students' holistic development and the cultivation of an international perspective.

References

[1] Yu Tingting. Exploration of the Promoting Role of Literary Language in College English Teaching [J]. Campus English, 2020(39): 73-74.

[2] Cao Lijuan. College English Teaching for Chinese Language and Literature Majors from the Perspective of Cultural Comparison [J]. Journal of Mudanjiang College of Education, 2017(Z2): 5.

[3] Wang Hongxia. Exploration of College English Teaching Strategies from the Perspective of Language and Culture—Review of "Research on Foreign Language and Literature and Foreign Language Teaching" [J]. Journal of the Chinese Society of Education, 2020(8): 1.

[4] Luo Linya. Penetration of Culture and Literature in College English Teaching [J]. 2021.