The Study of the Influence of Comparative Literary and Cultural Studies on English Language Acquisition

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Abstract

Today many representatives of the educational and psychological fields try to find new methods to make language acquisition more interesting, involving, and interactive. Rote memorization is not an option anymore. Reading books, listening to music, watching movies, and observing artworks have positively determined the language acquisition process. Since all these activities help students learn a foreign language, there is a question, of whether a comparison between literary and cultural works can also influence English language learning. As many foreign universities offer courses in Comparative Literary and Cultural Studies (CLCS), my interest was to find out what kind of influence they have on language acquisition. In my investigation, I intended to explore the connection between making comparisons and improvement in language proficiency. To achieve this a 4-week experiment with 8 students majoring in English Philology was conducted. The students compared two literary trends, literary works on similar themes but written in different languages, literary and cultural works on the same topic and literary and cultural created on the same motives. The purpose of this study was to explore how the comparison between literary and cultural works influences lexis enrichment, grammar development, listening, writing, speaking and reading skills improvement. After the experiment was conducted, a self-developed questionnaire was sent to participant students. The analysis of the answers revealed that the majority of the students were engaged in language learning through CLCS, as they viewed the learning process as both interesting and useful. Questionnaire results revealed that the participants' language skills level improved.

Keywords: CLCS, Teaching English, Literary Works, Cultural Works

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Introduction

The ways to acquire language have changed a lot over the past century because of linguistic, psychological, educational, and political events that have happened during this time (Hall & Cook, 2012). Today many representatives of the educational and psychological fields try to find new methods to make language acquisition more interesting, involving, and interactive. To force students to sit and learn words and/or texts by heart is not an option anymore.

Nowadays language learning is not a highly demanding process. According to Pang et al. (2003), lexis should be acquired in two ways - directly by finding definitions before/after reading a text and indirectly by doing different activities like projects. Besides vocabulary, language learning consists of acquiring grammar rules and improving speaking, writing, and listening skills. As a student, I remember when my class was taught grammar rules from English course books by translating them. Today it is not an option any more. Today content and language-integrated learning (CLIL) method exists which make language learning more authentic and motivating. CLIL is a motivating approach which arose in the 1990s. In CLIL "both language and subject have a joint role' (Coyle, 2006, p. 2). De Smet et al. (2023) state that CLIL positively impacts language proficiency as well as attitudes towards and motivation of language learning. According to Taylor (2022), CLIL increases learners' cultural competence. Teaching English Literature by a CLIL approach at an English Philology program would mean discussing the literary works under study (read in the original) using the corresponding literary terminology, doing comparison between the target literary works and culture. This is possible through a course called Comparative Literary and Cultural Studies, which is not a language course, however, it can contribute to language skills development as well as to deeper understanding of the target culture (Arens, 2005).

As many foreign universities offer courses in Comparative Literary and Cultural Studies, my interest was to find out what kind of influence it may have on language and literature learning. In my investigation, with my thesis, I intend to explore the connection between making comparisons and improvement in language proficiency and between making comparisons and literature comprehension. I think it was worth investigating, as, if CLCS have a positive influence on English language and literacy acquisition, it should be considered as one of the progressive methods for language acquisition and should be introduced to learners and be implemented in Georgian educational institutions.

Research Questions

1. How do CLCS influence English as a second language acquisition?
2. How do CLCS influence the improvement of language skills (speaking, writing, listening, and reading)?
3. How do CLCS influence the comprehension of the literature?

Reading Literature and Language Acquisition

According to Cambridge Dictionary (n.d., b), to 'speak' means "to say words, to use the voice, or to have a conversation with someone", however, every foreign language learner knows that it takes a lot more than just 'saying words'. By some people speaking is taken for granted. Learners put a lot of effort to develop speaking skills - to express themselves

spontaneously, share their opinion on different topics, speak with grammatical accuracy, and use rich lexis. One way to reach this is by reading literature, as it enriches one's vocabulary and offers exemplary language. Acquisition of vocabulary, in particular, its collocations, happens naturally and incidentally (Pellicer-Sánchez, 2017). Obeidat (1997) in his research offers the finding that through literature his students have learned idiomatic expressions, which is part of native-like competence. "Many studies have shown that good readers have good vocabulary knowledge" (Pang et al., 2003, p. 12). Besides enriching the lexis, we, readers, meet grammatical structures and memorize them, mostly without even noticing (Aka, 2020). According to Aka, while reading, learners do not concentrate on intentionally learning L2 linguistic, instead, they focus on comprehension. However, being relaxed and not fearing that their language skills will be assessed, learners demonstrate incidental gains in vocabulary, grammar, and reading speed.

Hişmanoğlu (2005) states that reading literature helps students to comprehend it by analyzing the plot, characters, and themes. Via literature, students learn comprehension, which is a very important component is language exams. Not only English language exams, but also very many other language exams are compiled with the tasks on reading comprehension (FCE exam, TOEFL exam for the English language, Test-DAF, Goethe Institute examinations for the German language, and DELF for the French language). Reading comprehension is considered one of the major components of language learners' language proficiency. One reason for it is that literature makes students "creative, critical and analytical learners" (Obeidat, 1997, p. 32) Besides, Lao and Krashen (2000) state that using literature as an acquisition tool (comprehensible input) benefits vocabulary acquisition and improves reading speed. Depending on them, we can suggest that people who abundantly read literature are more likely to pass their language exam with better grades, as they manage to finish reading the text in the specific time that is offered, and also they can analyze the text and answer more questions correctly.

Both reading and listening are receptive/perceptive skills, therefore, the development of reading skills comprehension helps develop listening comprehension strategies as well and thus increases its quality. For many learners, it is hard to understand the native speakers or distinguish different accents and dialects. Scholars like Goh (2000) think that a strategy for students to improve listening comprehension is to have pre-knowledge in vocabulary, grammar, and phonology. The unfamiliarity of the words or words having more than one meaning can confuse the listener (Bingol et al., 2014). That is why learners should practice daily, directly (listening) or indirectly (reading) to develop their comprehension skills. There is no richer source for vocabulary besides literature, which indirectly, and unconsciously helps us to enrich our ark of lexis.

Reading literature has a direct positive relationship with the improvement of writing skills. This can be proven by Hiverla's study, where he examined almost 200 students. He divided students into two groups. Both of them read a short novel, the difference was that the first group wrote a response paper in a formal, academic way, and another group in a non-formal style. According to his study more than half were positive towards reading literature in English and 2/3 of the group thought that literature-based writing is a useful tool (Hirvela, 2005). Graham and Hebert (2011) state that reading provides the topics and ideas for writing, vocabulary and structures to be used, while writing about the literature read improves reading comprehension skills and critical reasoning.

Artworks and Language Acquisition

At the first sight, art is very explicit, on the other hand, every artwork carries huge meaning and messages implicitly. It is saturated by personal "values and philosophy of life" (Setyawan & Dopo, 2020, p. 39). The same can be said about literature. The difference is that, while reading, we use our imagination to create images, however when we look at the artwork, we do not need to create an image, that is already there, but we need our cognitive abilities to see what is hidden implicitly in it, to see the wide spectrum behind the artwork.

Art benefits a person in two ways. First, perceiving it is a cognitively demanding process (part of aesthetic education) and second, to watching works of art lets people experience pleasure - to entertain and to have fun (Houghton, 2017). Unfortunately, art does not occupy a significant place (if at all) in curricula not majoring in arts, while it could be very useful to include it in some humanities and social studies.

As art can be useful in many ways, it is reasonable to think that it can influence the development of our language skills, too. Bowkett and Hitchman (2012) believe that comic art can be very useful for kids to improve their reading, writing, and speaking skills. They give quite logical reasons for that. Children draw all the time, besides they get visually literate via paintings in books or the internet, and this is something they feel confident in. Although expressing their opinion about visual images can be quite challenging for them, comic art frees them from tension and makes verbal expression easier for them, as this is like a hook. First, they are interesting and involving, and second, they are easy to follow.

According to Sears (2012), the visual arts might be useful for learners who have trouble with reading and writing to express their thoughts. Through art, they can build their understanding depending on what they see. Bayri in his research dedicates a subchapter to *"Language as a product of culture"* and states that students, who participated in his research believed that a language is a product of a culture and acquiring it is the most effective way is to dive into and explore cultural heritage (Bayri, 2010, p. 171). This is why incorporating art into language teaching / learning is so beneficial.

Describing various pieces of art requires certain vocabulary, which is very useful for language learner. They need to speak about various colours, shapes, objects, landscapes, portraits, etc. Kim et al. (2022) offer different concepts for different principles and elements of art. For instance, a line unites the following vocabulary "blurred, broken, controlled, curved, diagonal, horizontal vertical, thick, thin, active, straight" or the texture can be "bumpy, flat, smooth gestural, rough", we can talk about colors by using a wide variety of adjectives such as calm, cool, chromatic monochromatic, muted, warm, transparent" (p. 2). Through such wide range of vocabulary, students can understand texts not only about art, but also nature, weather, mathematics, and even recipes.

Besides, enriching lexis, visual aids help learners to comprehend the discourse (Deasy et al., 2002 as cited in Thulasivanthana, 2020). Sometimes it is hard for language learners to catch up with the plot, however, hints like images and paintings may help them to follow up.

Music, both with and without lyrics, is useful for language teaching and learning. Due to creating a relaxing atmosphere, songs can be an effective tool in language acquisition (Degrave, 2019), but more specifically in listening skills improvement. Filling the gaps in music lyrics is a very popular technique nowadays. In this way, language learners have to

concentrate and try to 'catch' words, through background noise that musical instruments are creating. Besides, pre-listening activities, or song-oriented activities followed after pre-listening activities such as jumble, provoke interest towards language learning (Scrivener, 2005 as cited in Hadi, 2019) and help language learners get acquainted do the listening exercises and be able to understand native and non-native speakers better.

Research Method

The goal of the research was to study the impact of comparative literary and cultural studies on English language acquisition. As I needed to obtain objective results in order to test the hypothesis, a quantitative – experimental – research design would be best suitable for the research objectives of this study. "Experimental research has had a long tradition in psychology and education…" (Ross & Morrison, 2013, p. 1021) and in education "it might be used to determine if a certain material is fire-resistant or if a new teaching method achieves better results" (Goddard, Melville, 2004. p. 8). Since the current research focuses on language acquisition through a new model, it was interesting to test and observe how students feel about CLCS, and whether they think that their language proficiency can be improved through the course. However, due to time and resource limitations, it was not possible to apply a true experiment with a control and experimental group. The course of comparative literary and cultural studies is not delivered within the program of English Philology at IBSU, so the control group could not be formed. Therefore, a pre-experimental research design (before the true experiment) called 'efficacy study' of a 'post-test only study' type. Efficacy studies "are used to demonstrate if a given treatment can produce positive results under ideal conditions" (Thyer, 2012).

After four weeks of treatment sessions, a self-developed questionnaire was sent to students. Questionnaires are one of primary data collection methods which can be used in quantitative studies, both descriptive and experimental. "The questionnaire is one of the common devices for collecting information and a form or instrument including a set of questions and secure answers that respondents (from a specific population) fill to give the researcher information needed for the study" (Taherdoost, 2021, p. 14). The questionnaire included multiple choice, 5-point Likert scale and open-ended items. While the former permits to assess the percentage of the participants supporting a particular opinion, the latter provides more refined information concerning the degree to which they share the given opinion. "Multiple choice test items can be written to assess various levels of learning outcomes, from basic recall to application, analysis, and evaluation" (Brame, 2013). "The Likert scale is a five (or seven) point scale that is used to allow an individual to express how much they agree or disagree with a particular statement… Likert scales have the advantage that they do not expect a simple yes / no answer from the respondent but rather allow for degrees of opinion and even no opinion at all." (Evans, 2023).

Participants

The population of the study involved IBSU students from School of Education, Humanities and Social Sciences, at English Philology program, more exactly, 33 senior students of this program, as comparative literary and cultural studies can be taught only to a high stage of Bachelor's studies so that students have sufficient field knowledge to do the comparison. The selection method was purposive and convenience. Those students who got interested in the research were asked to contact me directly and were added to the messenger group where they could see who were the other participants. Information about the date and place of the

meetings was spread via Messenger. According to the research ethics requirements, the participants were voluntary; they were informed that the results would be anonymous and that they would be permitted to quit any moment if they thought the research was in some way harmful for them.

For the study, 8 university students who major in English philology were gathered. The level of their English skills was B2+, which enabled them to do deep analysis of the literary work under study. They had taken various literary and culture-related courses before the study, so they had the skills needed to participate in the research. All participants were female students (81.81% of the population are females). They all were volunteers (the participation in the study was voluntary). They were warned that research results would be anonymous and confidential and that they could quit the study at any stage if they wanted. However, none of them did. They were all very motivated to learn something new, to develop new skills and participated actively, despite their busy schedule.

Procedure

The participants attended four-week sessions (the duration of one session was 2 hours and a half). As homework they read the required literary works and in class they compared them to other literary or cultural works. The students compared two literary trends (Realism and Modernism), literary works on similar themes but written in different languages (English and Georgian), literary and cultural (short movie) works on common objectives and literary and cultural (artwork) created on the same themes.

Besides analyzing and comparing those works, the participants focused on the development of communication and linguistic skills. While reading skills were developed in all classes, each week they focused on a particular language skill and were fulfilling relevant exercises, regarding the material they were covering. The first and second weeks were dedicated to the development of speaking skills, especially its vocabulary sub-skill, in the third week students focused on listening skills and its grammatical sub-skills, and the last week was devoted to the development of writing skills and their grammatical sub-skills. Students were engaged in debates in the first and second week, they listened to recordings in the third week, while in the fourth week they wrote comparative essays. They did some matching, multiple choice and gap-filling exercises regarding new vocabulary and grammar. Table 1 reflects the literary and cultural works that the students applied.

Week	Works to be compared	Communicative skills to be developed	Activities held	Sub-skills to be developed	Exercises done
1	• *A short digest of a long novel by* Budd Schulberg • *Indian camp* by Ernest Hemingway	Reading and speaking	Question-answer, oral analysis, debates	Vocabulary	Grouping (synonyms, antonyms; thematic grouping via brainstorming), matching the words and the definitions, brainstorming the vocabulary on the topic, gap-filling and multiple choice
2	• *The model Bernard* Malamud (American) • *Gandegili* Ilia Chavchavadze (Georgian)				
3	*Miss Brill* by Katherine Mansfield *Miss Brill* - a film by Simon Lewis	Reading and listening	Listening to recordings, watching videos	Grammar	Gap-filling, matching, multiple choice
4	*Lamb* with artwork- by William Blake *Tiger* with artwork- by William Blake	Reading and writing	Group work (developing a draft), individual writing, pair work (assessing each other's writing), essays read aloud	writing	Tips to write comparative analysis (via brainstorming, bullet points, collaborative work) Writing a comparison essay

Table 1. Research Design

The questionnaire was held in the fifth week and later its results were analyzed. Some of the exercises were taken from the book *A world of fiction* (Marcus, 2006), but many of the exercises were self-made (see Appendices 1, 2, 3). One of the tasks was to work in pairs and in group of three and to find words connected to certain semantic field. One pair of students had to identify lexis regarding nature, another pair - vocabulary connected to religion, and the group of three had to identify the adjectives describing the appearance of a person. Later on words that they have found and were stuck on a big poster (Appendix 2), where all students could read and ask the meanings of the words if they did not know.

Results

The data revealed that all participants (87.5%), except one (with a randomly given letter as a name-#A) believe that their language skills have improved in some way (see Figure 1.) #A states that she is not sure whether her skills have improved, however, later on the participant in the following sections wrote that her speaking (on a scale from 1-5 where 5 is the highest she chose 4) has improved, which means she does not totally deny the approval. Since the student #A later indicated that some of her language skills have improved, taken together, the results demonstrate that all participants agree on some improvement of their language skills.

Do you think after the 4 sessions your language skills have improved in any way?

8 responses
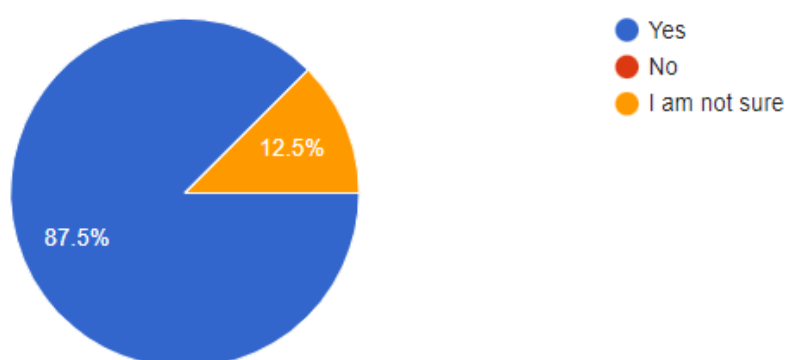
Figure 1. Students' Opinions of Language Skills' Improvement

Further questions narrowing down to each particular language skill, the first of which was *speaking* (see Figure 2). Since students analyzed literary and cultural works orally, it was expected that they would improve their oral competency. Seven volunteers (87.5 %) also think that their speaking skills have developed, and only 1 participant is unsure about it. The majority of the students (62.5%) assess the improvement as a fair one, while 37.5% as an average one (which is normal, taking into consideration the short time span of the treatment).

Analogous results were revealed regarding *listening* skills. Here one participant (12.5%) out of 8 rejects her listening skills development (see Figure 3). What else distinguishes those two data is that 62.5% think that their listening has improved fairly, for 25% of the participants it was developed greatly, as for the student #A, sessions were not enough for listening skills development, as she evaluated her development as minor ("2").

Concerning *reading* skills (Figure 4), 75% of the respondents answered that their reading skills developed during the treatment and 25% answered "maybe". However, 12.5% responded that they developed greatly and 12.5% that they developed fairly, while 75% that the development was average.

Concerning *writing* skills (Figure 5), again, 62.5% of the respondents answered that their reading skills developed during the treatment. However, 25% of them responded "maybe" and 12.5% (Student A) - "no". Only 12.5% responded that they developed greatly and 12.5% that they developed fairly. The majority (75%) responded that their development was average.

Do you think your **speaking** skills have improved?

8 responses

Copy

- Yes
- No
- Maybe

87.5%

12.5%
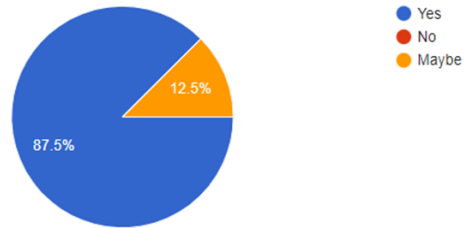
To what extent do you think your **speaking** skills have improved?

8 responses

Copy

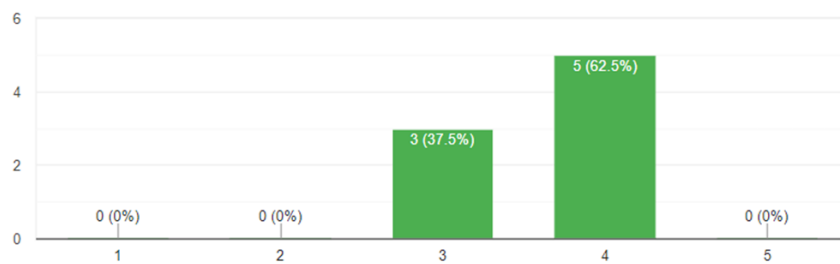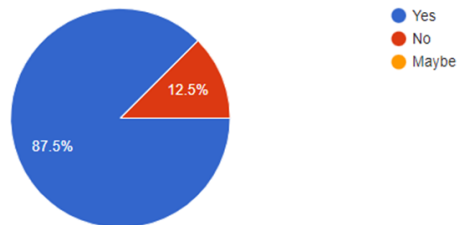0 (0%)   0 (0%)   3 (37.5%)   5 (62.5%)   0 (0%)

1   2   3   4   5

Figure 2. Students' Opinions of Speaking Skills' Improvement

Do you think your **listening** skills have improved?

8 responses

Copy

- Yes
- No
- Maybe

87.5%

12.5%

To what extent do you think your **listening** skills have improved?

8 responses

Copy

0 (0%)   1 (12.5%)   0 (0%)   5 (62.5%)   2 (25%)

1   2   3   4   5
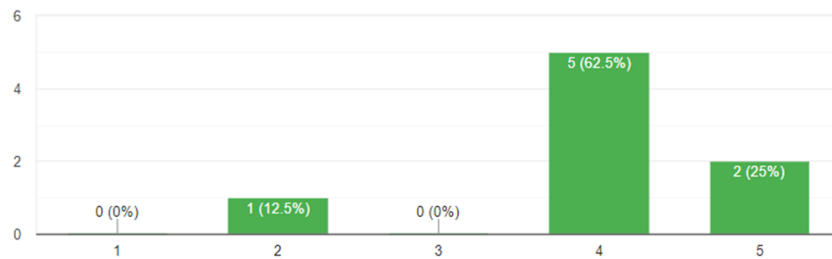
Figure 3. Students' Opinions of Speaking Skills' Improvement

Do you think your **reading** skills have developed?

8 responses

- Yes
- No
- Maybe

25%

75%
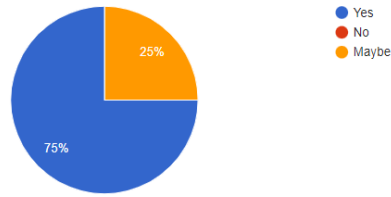
To what extent do you think your *reading* skills have improved?

8 responses

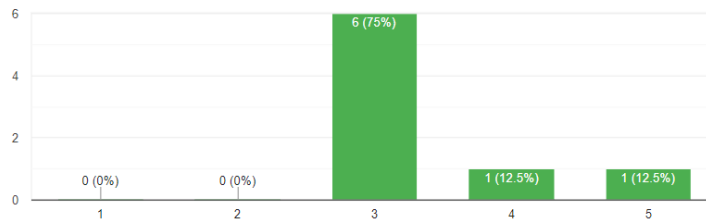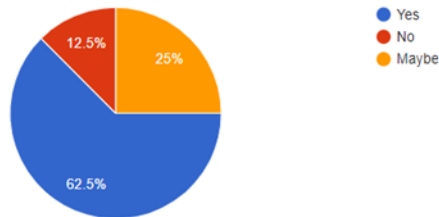|				
0 (0%)	0 (0%)	6 (75%)	1 (12.5%)	1 (12.5%)
1	2	3	4	5

Figure 4. Students' Opinions of Reading Skills' Improvement

Do you think that your **writing** skills have improved?

8 responses

- Yes
- No
- Maybe

12.5%

25%

62.5%

To what extent do you think your **writing** skills have improved?

8 responses

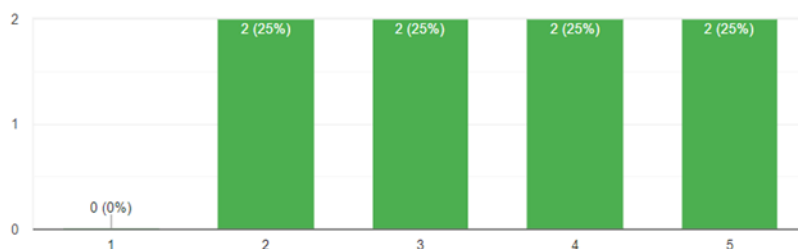|				
0 (0%)	2 (25%)	2 (25%)	2 (25%)	2 (25%)
1	2	3	4	5

Figure 5. Students' Opinions of Writing Skills' Improvement

Positive answers were revealed regarding vocabulary (see Figure 6). 87.5% of the respondents consider that their vocabulary has been enriched after CLCS application, while 12.5% responded "I am not sure". The degree to which the vocabulary increased was assessed as average by 12.5% of the respondents, while the majority assessed the enrichment of vocabulary as "fair" (50%) or great (37.5%).
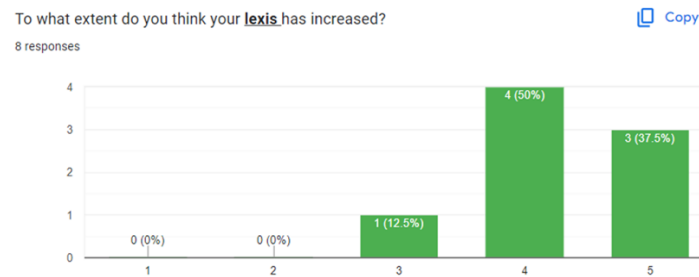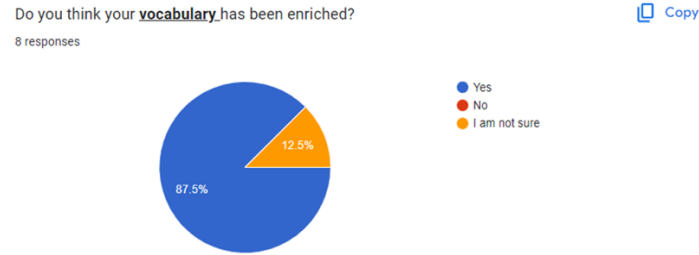
Figure 6. Students' Opinions of Vocabulary Enrichment

The findings (Figure 7) imply an impact of CLCS on the development of grammar skills. Likewise other skills, 62.6% of the respondents agree that their grammar skills have improved, 25% said "maybe" and 12.5% - "no." The degree of the impact was not so high: 12.5% assessed it as minor, 37.5% ad average, while half of them more positively (25% as fair and 25% as great).
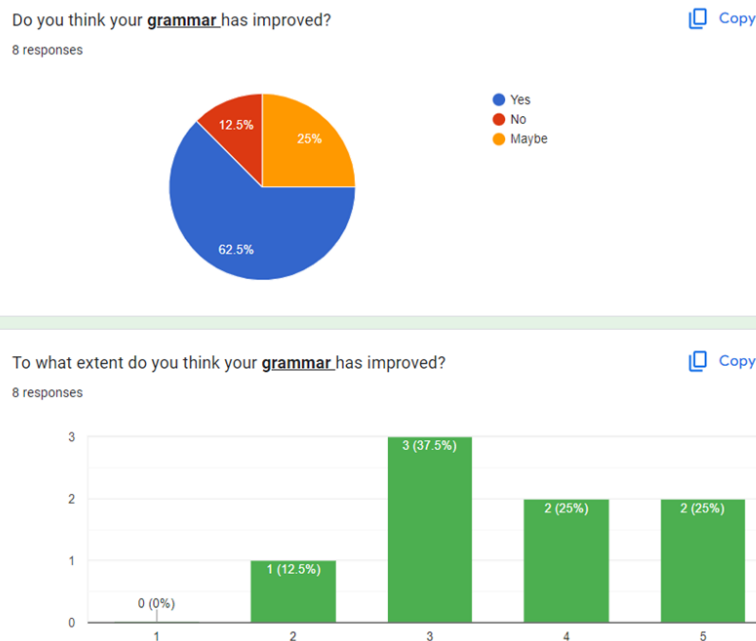

Figure 7. Students' Opinions of Grammar Skills' Improvement

All participants enjoyed the process and evaluated it with the highest score, except student #1 (who selected "4", which is also a very positive assessment). After observation, several reasons appeared why there might be discordance in student #1 answers:
- She did not feel comfortable during the sessions.
- The level of her language skills were higher than those of other students.

- She did not take into consideration that she should have compared CLCS sessions to usual language classes.
- Obviously, only four sessions of CLCS cannot condition an impressive language skills development, but the extent had to be compared to 4 sessions of a traditional language lesson.

Overall, the research has revealed that all of the participants think that their language skills have improved to a certain degree (especially vocabulary and listening skills, least results were shown for grammar skills; surprisingly – as all sessions involved reading – reading skills did not exercise great improvement). What is important that for all of them the process was enjoyable and not difficult.

The participants also support the effectiveness of CLCS in the classroom, as around 90% agree that it was easier to acquire each language skill via the CLCS method rather than the traditional one. (for complete students' answers visit Appendices 4-6).

The results of the experiment indicate that CLCS establishes a baseline for an easy language acquisition process and a positive environment. Because of that, it is suggestible that the CLCS plays a role in the language acquisition process, as for successful language acquisition, motivation plays a huge role (Gardner & Symthe, 1975; Dörnyei & Schmidt, 2001; Norris-Holt, 2001). The data mentioned above leads the study further, as positive environment as a motivation is a positive reinforcement in language acquisition process.

Discussion

The findings of that study provided valuable insights into the connection between making comparisons and improvement in language proficiency, as all of the participants agree that their language skills have improved in some way. Since only four sessions were held, it is difficult to interpret the very precise result, however, this study, in light of the results obtained, supports the idea that further study on the issue of the efficiency of comparative literary and cultural studies is worth holding.

Since comparative literary and cultural studies is a new approach to language acquisition, especially in Georgia, there is a gap and knowledge deficit in the existing literature that studies the influence of these studies on language acquisition, however, there are some researches and studies which in some way overlap current research objectives.

Lsitualy and Serpara (2021) in their paper state that comparative literary studies help educators to create more and more teaching materials, which will help students to develop all language skills (reading, writing, listening and speaking). Moreover, they state that through this method students can learn the language better, as they concentrate on authentic tasks and language acquisition occurs incidentally (language anxiety is removed). "Learners are trained to listen to dialogues in plays or poetry arrays through video recorders, imitate or repeat them through speaking skills, record them (write) in notebooks, and then read them according to the rhythm and intonation they listen to appropriately" (p. 19). In conclusion, Litualy and Serpara (2021) declare that "comparative literary works can be functioned and used as one of the bases in the learning of language skills through diction, language style, writing style, and expressions used as a medium of literary work" (p. 22). Their conclusion is in line with the findings of the current research.

We can say that reading literary discourse and analyzing cultural work helps language learners to acquire the target language, to improve language skills, and to comprehend the plot better, however, a study conducted for this research paper has shown that it not only helped the students to improve their language skills, but also increased their motivation, as CLCS was more or less easier for them than traditional language learning classes. Moreover, students in open-ended questions named some transferable skills (such as team-working, critical analysis, and social skills) that developed as result of the treatment. This corresponds to Tötösy de Zepetnek (1999) study saying that the comparative perspective and approach have shown to be vital in numerous fields, establishing themselves both cognitively and institutionally. Boroditsky (2007) conducted four experiments that proposed the idea that comparison can play a crucial role in knowledge expansion as people group similar things together, which later aids them to recall one according to another's resemblance. This cognitive function of the learner's brain could assist language learning.

Limitations of the Study

Despite its contributions, it is important to acknowledge that this study has several limitations. One limitation of this study is its narrow scope, which focused solely on the students at the International Black Sea University, more specifically on senior English philology students. Since all of the students major in English and their instruction language is the target language and not Georgian, as it is in the majority of universities in Georgia, it covered the entire spectrum. The results might have been different if students from different universities and different faculties have been mixed for the experiment. One more potential limitation of this study is the small sample size, it was difficult to find more than 8 volunteers who would participate in the experiment, and this may affect the generalizability of the findings. A limitation to be also acknowledged an exclusive emphasis on female participants. Many researchers (Viriy & Sapsirin, 2014; Zoghi et al., 2013; Akram & Ghani, 2013) believe that female and male students acquire language differently, in this case, this study needs a future overview. This research is also limited to a specific nationality, as all of the participants of the study were Georgian, it limits its globalism.

For more generalized results, it would have been better if students from different nationalities, universities, faculties and sex have been mixed.

Conclusion

To conclude, it is important to once again overview the paper. The paper chapter goes through the importance of language acquisition and different ways of it (including reading literature, and analyzing artwork). Through the literature review, it has been uncovered that many researchers have studied those activities independently and they found a positive link between them and language acquisition or/and language skills improvement. For instance, Povey (1979) even in the previous century and Zakarneh and Mahmoud (2021) in this century stated that reading literature plays a huge role in language acquisition. Hirvela's (2005) study proved that reading literature has a direct positive relationship with the improvement of writing skills. Bowkett and Hitchman (2012) believe that comic art can be very useful for kids to improve their reading, writing, and speaking skills. According to Sears (2012), the visual arts might be useful for learners who have trouble with reading and writing to express their thoughts. The second subchapter deals with comparative studies, their definition and role in education. Since the first sub-chapter of the first chapter proved that all those alone standing ways of acquisition help, it was interesting for the current research to

find out whether the combination of these approaches could also influence the learning process. The second chapter concentrates on the process of the research. The questions posed in the research were answered as follows:

How do CLCS influence English as a second language acquisition? –As the study process took place during authentic (communicative) activities, the native-like acquisition of language occurred.

How do CLCS influence the improvement of language skills (speaking, writing, listening, and reading)? - The application of CLCS have a positive impact of the development of all language skills.

How do CLCS influence the comprehension of the literature? – Due to analysis done, the comprehension is deeper.

Acknowledgements

Appendices

Appendix 1.   Students discussing new vocabulary

Appendix 2.   Sample of new vocabulary grouped by students

Nature	*Religion*	*Appearance*
• Rays • Sun • Eagle • Vulture • Mountain • Ice-bound wall • Fire • Sky • Clouds • Thunder • Earth • Wind	• Monks • Woe • God • Praise • Saints • Divine • Holy • Sinful • Satan • Faithlessness • Evil • Devil	• Wondering eyes • Youthful maiden • Noble mien • Meek • Graceful • Beauty shed • Fair maid • Divine • Adorned in beauty • Beauty soul

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