

Study of the Stimulating Role of Literary Creation in English Language Learning

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Abstract: In recent years, China's science, technology and economy have developed greatly, and its status in the world has been greatly improved. English is one of the major languages in the world, which plays a pivotal role in cultural exchange and economic exchange among different countries. Therefore, the development of China also requires more and more excellent English talents, and these excellent talents are cultivated through the training of English. However, it can be seen from the survey that most schools tend to combine the teaching objectives with English scores in English teaching, while neglecting the cultivation of English cultural quality, resulting in the overall low cultural quality of most students. In addition, not enough attention has been paid to teaching practice. Teachers only impart theoretical knowledge to students, while students do not carry out the corresponding practical operation. This has deviated from the purpose of education. English language and literature is also one of the many cultures, we should inherit, develop and absorb these "nutrients". To sum up, teaching should pay attention to the creative study of English language and literature, and the article mainly elaborates on its role in cultivating students' language, in order to maximize the positive role of English language and literature. Through the survey of this article, it can be found that 52.20% of the students think that literary creation can improve the ability of English writing, which means that literary creation can help college students to learn the language.

Keywords: English Language Learning, Literary Creation, Exciting Effect, Language Communication Skills.

1. Introduction

Language proficiency refers to the fact that learners have mastered and learned a certain language knowledge and developed their language skills on the basis of it, and then they can express their inner feelings and communicate with others. Therefore, in the process of English teaching, teachers should seize the important role of English culture and give full play to its superiority so that students can gain greater development in the learning process.

There has been a great deal of research on English language learning. Bai B explored the roles of growth mindset, self-efficacy and intrinsic value in self-regulated learning and English language learning achievement among primary school students in Hong Kong. 690 fourth-grade students participated in the study. The results indicated that students' levels of use of self-regulated learning strategies (i.e., monitoring, effort regulation, and goal setting and planning) were driven by different motivational beliefs (i.e., growth mindset, self-efficacy, and intrinsic value). In turn, monitoring and effort regulation significantly contributed to participants' English learning achievement, but goal setting and planning did not predict their English learning achievement [1]. Soland J used multivariate modeling to jointly estimate growth in achievement and self-efficacy of English language learners in middle school to understand the relationship between the underlying developmental processes of English language learners. The results indicated that despite increases in math and reading skills, self-efficacy trended downward for all students, while achievement and self-efficacy were much lower for English language learners. In addition, there is evidence that slower growth in math and reading among ELLs is associated with their low self-efficacy in early middle school (self-efficacy mediates the relationship between ELL identity and achievement growth) [2]. The

global pandemic caused by the COVID-19 virus has had a devastating and far-reaching impact on ELLs. To minimize the spread of the virus, teachers and learners had to suspend face-to-face teaching and learning. This led to the widespread adoption of synchronous and asynchronous online teaching and learning. Clearly, this period posed great challenges for teachers and students alike, but it also provided a unique opportunity to understand the potential of online teaching in ELT. Moorhouse B L presents a systematic thematic review of empirical research on ELT and the COVID-19 pandemic, identifying and analyzing the key knowledge generated in the ELT community during the pandemic. It concludes with a discussion of lessons learned from the pandemic and suggests potential areas for further research [3]. Although the above studies were able to contribute to some extent to the merit of language learning, they were not effective.

The creation of language and literature to improve personal quality is an important factor in building a learning society. Language and literature have undergone historical development and spread, producing many excellent works. These works allow us to understand the national culture, make us feel the development and changes of history, human emotions, personal cultural qualities and morals are constantly sublimated in the process of language and literature creation. Language and literature creation also inspires people's language learning. A large number of excellent literary works can improve people's overall quality, knowledge level and cognition of things. Learning Chinese language and literature can understand the profound national culture, which plays an important role in building a learning society.

2. English Language Learning

2.1. Composition of Students' Language Skills

Students' language competence includes the basic knowledge of language, language communication skills, the art of language rhetoric and taboos in the process of language use. The next is also mainly introduced and analyzed from these aspects [4].

(1) Basic knowledge of language.

The basic knowledge of a language plays a vital role in a person's development, and it contains two major aspects: words and grammar. Vocabulary is the basis for people to learn language and the prerequisite for proper and meaningful communication [5]. Grammar is the combination of vocabulary and it plays a vital role in learners. Verbal communication must follow certain rules in order to be understood by the communicator. For example, "The red light has just turned green, and the bluesports car passes.". This means that the red light has come on, and the bluesports car passes. The grammatical information contained in the sentence is not only lexical, but also syntactical and some other information. Syntactically, this phrase links the preceding and following sentences and is a Type I causal clause, which can be analyzed to help in the understanding of its meaning and the learning of English [6].

(2) Language communication skills in different contexts.

Students can improve their English by using various languages better. In different language environments, people's expressions of the same sentence have great differences but great similarities [7]. Usually, people with higher language proficiency use certain rhetorical devices to make their expressions more precise. They also often employ specific words to enhance the elegance of this language [8]. In linguistic communication, the use of euphemisms as well as the choice of direct expressions are highly dependent on the context in which they are used. As a result of different language skills, two types of "speaking" and "writing" are created [9].

In order to be able to use both oral and written language flexibly in the actual communication process, learners must master certain language communication skills and develop their own language ability, so that they can have a better understanding and use of the basic language skills.

2.2. The Role of English Language and Literature in Developing Students' Language Proficiency

(1) Enhance students' English learning ability

Creative English writing can effectively improve students' language skills, and the Chinese translation of English knowledge clearly mentions that "literature is the best way to learn a language" [10]. For this reason, the teachers concerned should train students' creative writing in English teaching, aiming at improving students' language skills, starting from both the pragmatic and rhetorical aspects of English syntax, so as to maximize students' language skills. Therefore, in English teaching, we should pay attention to the creation of English literature for students to maximize the development of their language skills, and fully utilize the pragmatic and rhetorical functions of English syntax to make them better use of their language skills. For example: In Victor Hugo's "Les Miserables", there is such a sentence "There are some people in the world, like shrimps, who are constantly retreating towards the darkness. They are not so much going forward on

the road of life, but rather going backwards. They are constantly using their life experiences to do bad things and getting worse and darker". This sentence not only uses English vocabulary and sentence patterns, but also rhetoric. After studying similar English sentence patterns, students will be able to better understand the meanings embedded in the English language and literature and, based on this, gradually improve their language expression skills [11].

(2) English language and literature can expand students' knowledge

In English written literature, regardless of the genre of written works in English, if the teacher repeats the knowledge of grammar, grammatical knowledge, English language skills and the use of English rhetorical devices to explain every day, the more complex knowledge makes it difficult for students to understand the complexity of the English language, and even sometimes the students need to understand not only the basics of the English language presented in the English language works in the English language literature, but also need to understand the The use of lexical syntax and other related knowledge, thus expanding the students' knowledge [12]. For example, in Victor Hugo's *Les Misérables* Victor Hugo's *Les Misérables* has this sentence "Life is a mysterious Stone, and it is futile for us to try hard to carve it. The black vein of fate will always come out waiting for an opportunity". Therefore, by cultivating students' English language and literature, students can not only learn a series of knowledge such as English grammar and syntax, but also be inspired spiritually, thus broadening their knowledge.

2.3. The Specific Use of English Language and Literature to Cultivate Students' Language Proficiency

(1) Integration into English Language and Literature Teaching

In daily English teaching, it is necessary to focus on cultivating students' language expression ability and combine English cultural knowledge with English grammar knowledge so that the teaching of English cultural knowledge can reach a new height. In the process of English teaching, teachers should combine English literature with practice, make students realize the importance of learning English literature, explain English literature in detail, so that students can comprehensively understand the connotation of English literature and master the specific content to be expressed in English literature, so as to make their language ability develop comprehensively [13].

(2) Choosing the appropriate content of English language literature creation.

In English literature courses, the correct selection of teaching content can receive better teaching effect. When English teachers carry out English culture courses, they should select English culture teaching materials reasonably according to the requirements of the new curriculum standards and according to the needs of the students, so as to achieve the purpose of improving the students' comprehensive English ability [14]. In addition, English teachers can also use multimedia software in teaching to visualize the English knowledge they have learned in front of the students, so as to put them in a real situation, thus stimulating their interest in learning and thus gradually improving their English proficiency.

(3) Increase the teaching of extracurricular reading.

English literature courses should not only be taught in the

classroom, but also read more books after class. In English teaching, teachers should fully mobilize students' enthusiasm and let them read more foreign classics outside the classroom to expand their horizons[15]. Through repeated study of these western literary works, they can increase their English vocabulary, strengthen their knowledge of the language, and gradually become skillful in the use of English vocabulary, and utilize a variety of rhetorical methods to express their own language, so as to make their language proficiency further

improved.

3. Survey on College Students' English Learning

3.1. Demand for English Skill Enhancement of College Students

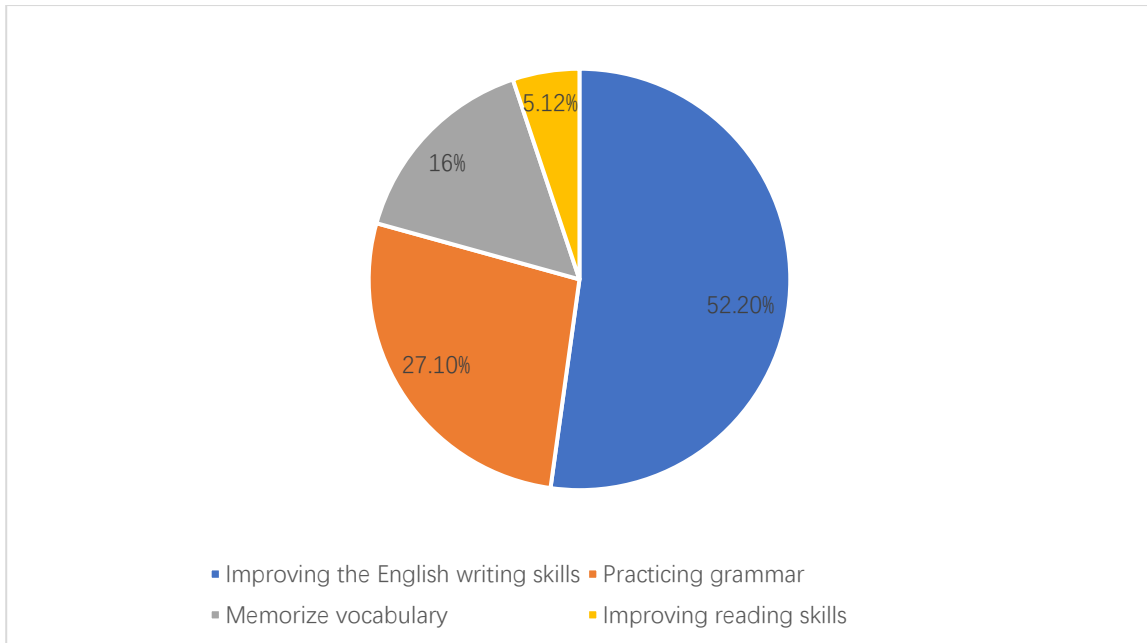


Figure 1. Students' need for literary creation

As shown in Figure 1, 52.20% of the students think that literary creation can improve their English writing skills; 27.1% of the students think that literary creation can correct incorrect grammar and help them to practice their grammar knowledge;

16% of the students think that literary creation can help them to memorize words; and only a very small part of the students think that literary creation can improve their reading skills.

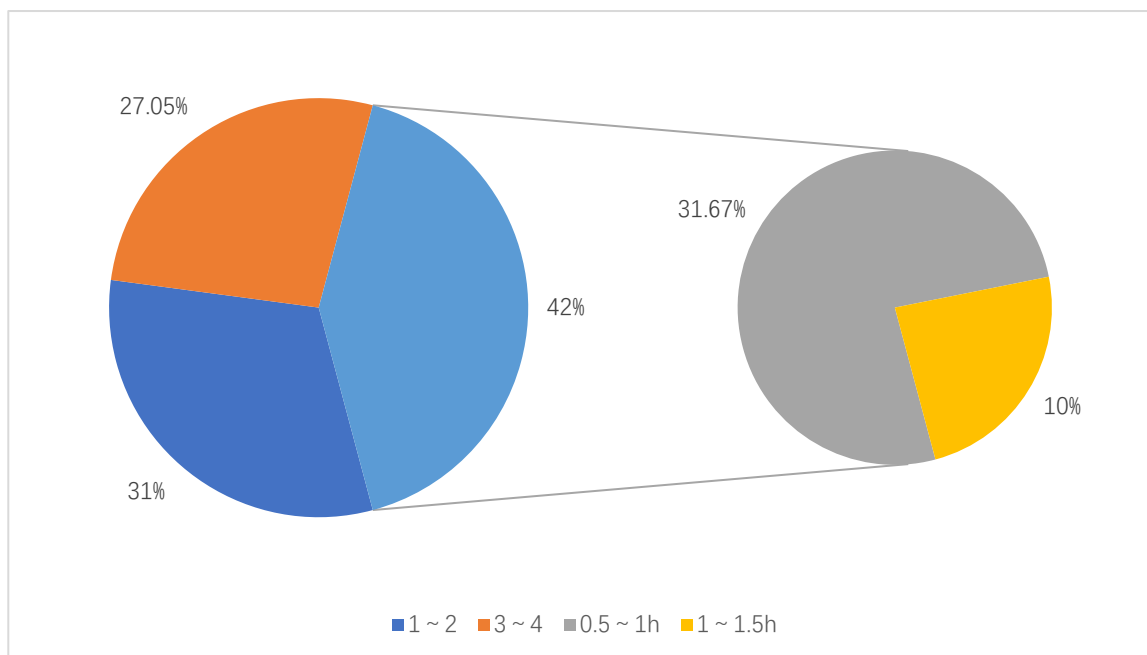


Figure 2. Students' English language learning schedule

From Figure 2, it can be seen that 31% of the students learn English one to two times a week, while 27.05% learn English three to four times a week. There are 31.67% who spend 0.5

to 1 hour a day online to learn English, while the remaining 10% spend 1 to 1.5 hours a day. Typically, there are two English lessons in a week, which is about 1.5 hours. The

results showed that more than half of the students who spent time on English instruction during the semester met the requirements of the course.

3.2. Barriers to Learning English for Literary Creation

Table 1. Obstacles encountered by college students in learning English for literary creation

Barriers to Learning English for Literary Creation	Percentage
Inability to study consistently	15.77%
The content of study is broad	14.11%
Literary creation is more time and energy consuming	5.12%
Not conducive to fundamental practice	65%

As shown in Table 1, 65% of the college students think that literary creation has a certain ability of English language and is not suitable for students with poor foundation to practice. There is also a small number of students who think that literary creation is more time and energy consuming and is not suitable for fragmented learning.

3.3. English Learning Effectiveness of College Students

Most of the students are pessimistic about the textbook and do not feel that they have made much progress in English. (1) The vast majority of students have some writing experience and can actively participate in writing. Most of the college students have sufficient time to fulfill the requirements of the English course, so they are developing their listening, speaking, reading and writing skills at the same time. (2) Learning English through literary creation has both advantages and disadvantages: although students can arrange their own time, choose the contents and answer questions in time, they are easily disturbed by other courses and find it difficult to find relevant materials, and the contents they study are so broad that more than half of them have difficulty in keeping up with it. (3) Most of the students felt that what they had learned was very general and they felt that they had not made much progress in English.

4. Conclusion

All in all, English literature creation has a good role in promoting English writing teaching in universities. When teachers use English writing to design teaching links, they should not only carefully select the types and meanings of English writing, but also properly combine formal writing materials. This can not only help students to carry out writing exercises easily and happily, but also cultivate students' English literacy in an all-round way, and provide new teaching ideas for college English literature skills.

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