



## The role of literary works in multilingual societies: Preserving culture, promoting communication, and fostering social cohesion in Northern Province of Rwanda

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**Recommended Reference:** Nshimiyimana, A., Nikuze, J., & Ntagwabira, V. (2026). The role of literary works in multilingual societies: Preserving culture, promoting communication, and fostering social cohesion in Northern Province of Rwanda. *African Quarterly Social Science Review*, 3(2), 382–390. <https://doi.org/10.51867/AQSSR.3.2.34>

### ABSTRACT

This study investigates the role of literary works in multilingual societies, basing it on their contribution to cultural preservation, communication enhancement, and social cohesion. Within multilingual contexts, whereby multiple languages are used due to historical, social, or political factors, literary works act as a critical medium for expressing identity, transmitting cultural values, and fostering intellectual understanding. The study worked along with sociolinguistic theory to uncover the image of language in society and postcolonial theory to illustrate the way literature and language interplay with identity. This research uses a quantitative research approach using a descriptive research approach and critical analysis of literary work such as folktales, poetry, and novels through semi-structured interviews with educators and cultural practitioners. The research employs readers to give insights of perception of literature's social influence. Through stratified sampling methods, 44 respondents were sampled from a total population of 50. Descriptive data was analyzed through descriptive statistics. The findings from questionnaires were recorded into the tables and interpreted by explaining the meaning of figures. The results illustrate that literature functions as a repository of cultural knowledge, preserving traditions and norms and keeping memory in societies experiencing language shifts or dominance of global languages. Transitions and bilingual publication support cross-cultural dialogue, improve second language learning, and encourage empathy among speakers of various linguistic backgrounds. Furthermore, shared literary experiences contribute to social cohesion, enabling communities to address social issues, amplify minority voices, and foster tolerance and inclusivity. Even if there are benefits, challenges, such as the dominance of global languages, lack of translated works, and literary barriers, constrain the reach and effectiveness of multilingual literature. The research concludes that literary works are useful instruments for sustaining cultural heritage, enhancing communication across language groups, and strengthening social unity in multilingual societies. It recommends increased support for local language literature, translation initiatives, integration of multilingual texts in educational curricula, and further research on youth engagement with multilingual literature. By highlighting the intersection of language, culture, and literature, this research contributes to sociolinguistics, literary studies, and cultural policy, providing insights into how literature can shape an inclusive, cohesive, and culturally resilient society.

**Keyword:** Cultural Preservation, Identity, Literature, Multilingual Society, Social Cohesion, Translation

### I. INTRODUCTION

A multilingual society refers to a social context in which two or more language coexist and are used across different domains such as home, education, government, and public life. This multiple languages remains active in societal fabric and contribute to communication, culture and identity in daily interactions. According to United Nations Educational, Scientific and Cultural Organization [UNESCO] (2003), societal multilingualism can be shaped by historical contact between linguistic communities, integration, colonial legacies, and language policies that recognize more than one official or nation language. Multilingual societies may also demonstrate complex language use patterns like diglossia.

Importance of literature as reflection of society, identity, and culture literature plays a central role in capturing and expressing the values, beliefs, and lived experiences of societies. Literary works include novels, poetry, and drama often serve as mirror of societal norms, and historical changes. Through characters, narrative structures, and thematic concerns, literature reflects how people understand themselves and their communities, often engaging with issues of identity, traditional, and social transformation (Pennycook, 2010).

In addition to reflecting society, literature also contributes to shaping cultural identity. By preserving communal memories and cultural narratives, literature can reinforce a shared sense of heritage and influence how cultural values are passed down through generations. This dual capacity to reflect and to shape culture makes literature integral to the study of language, identity and society. Canada has a bilingual framework at the federal level, English, French and recognizing the historical and cultural context of both language in public and cultural life. Southern Africa formally recognizes 11 official languages, reflecting the efforts to promote inclusivity and cultural representation in the post-apartheid era, following citizens to express their identity through different linguistic traditions (Kramsch, 1998). In Rwanda, multiple official languages including Kinyarwanda, English, French and Kiswahili. This linguistic diversity reflects historical educational and policy influence on how languages coexist and are used in different domains of life. Those examples illustrate how multilingual societies vary in their linguistic configurations and how literature in those contexts can provide insights into language contact, cultural identity and social interaction.

### 1.1 Statement of the Problem

Despite the widespread presence of multilingual societies globally, the interaction between multilingualism and literary expression remain insufficiently explored in empirical research. Multilingual communities face significant challenges including communication barriers, cultural marginalization and unequal access to resources that affect how literature functions as both a medium of expression and a tool for social cohesion. Multilingualism can enhance cross-cultural understanding, but when dominant languages overshadow minority ones, smaller language communities may become excluded from literary production and cultural representation (Anderson, 1983).

In many multiannual contexts, literature in minority languages receives limited attention, publication support, and visibility compared to works in dominant or colonial languages. This imbalance can contribute to the erosion of cultural heritage and loss of linguistic diversity, as literary traditions tied to local languages become marginalized or disappear over time. Furthermore, existing research on multilingualism often emphasizes language policy, education, or communication in general, but there is a noticeable gap regarding how literary works specially contribute to cultural identity, communication across language groups, and social cohesion in multilingual society. Studies on language use in multilingual research or academic contexts note the challenges of accessibility and inclusivity, yet few directly investigate how literary texts written in multiple languages function to address or mitigate these issues (Pennycook, 2010).

This gap is critical because literary works have the unique capacity to mediate intercultural understanding, preserve cultural narratives, and reflect the lived experiences of diverse language communities. Without a focused investigation into literature's role in multilingual environments, policy and education interventions may overlook important cultural resources that could foster greater mutual respect, inclusion and linguistic sustainability. Thus, there is an urgent need to examine how literary works operate within multilingual societies and whether they help bridge or widen cultural and linguistic divides.

### 1.2 Research Objectives

- (i) To analyze the way literary works preserve cultural identity where multiple languages are used through themes, language use, and cultural references.
- (ii) To examine the way literary works written in English facilitate communication among speakers of various languages.
- (iii) To assess the contribution of literary works in enhancing social cohesion and shared identity as reflected texts.

## II. LITERATURE REVIEW

### 2.1 Theoretical Review

#### 2.1.1 Sociolinguistic Theories

Sociolinguistics is defined as 'acquiring language based on society relation to society', suggesting (globally) that sociolinguistics is another way of studying language (Mittal et al., 2024). This means that the key aspect in sociolinguistics clarifies the link between language and society is theory of language maintenance and language shift. This theory illustrates the current study by shedding a light on perspectives of comprehending the way the role of first language such as (Kinyarwanda) and English in socially contexts and education adjust the use of language among the students.

According to Mittal et al. (2024) the people clearly understand language in society in their society through often express their ideas, imagination and emotions through society. Coupland et al. (2005) adds that sociolinguistics present detail connection between culture, language and society, with literary works play essential role in understanding language.

### 2.1.2 Postcolonial theory

A main theoretical perspective for understanding the connection between literature, language, and identity is postcolonial literary Theory. This theory evaluates the way literature produced in formerly colonized societies builds on historical experiences of colonization and investigates the issues of power, cultural identity, and language. According to Said (1978), cultural texts and language mostly reflect or undermine colonial power relations. Bholá (1987) deeply states that postcolonial texts make room of cultural negation whereby identity are reshaped and refined after colonial rule.

In this framework, Ngũgĩ wa Thiong'o's literally work 'Decolonizing the Mind' focuses on the use language in resistance and cultural identity. Bholá (1987) clarifies that the progressive dominance of colonial languages in nation literature and education can undermine the language and cultures of indigenous. He explains that creating and publishing literature in indigenous language is a strong weapon of cultural resistance and how to maintain cultural heritage and identity. Basing on this theory, literature resembles not a form of arts but a tool for maintaining cultural memory and challenging domain of linguistics globalization.

## 2.2 Empirical Review

### 2.2.1 Preserving Cultural Identity through Literary Works in Multilingual Contexts

In multilingualism like Rwanda, literary works are important in keeping cultural identity by embedding shared various, beliefs, and historical experiences in thematic expressions. Ashcroft et al. (2002) suggest that postcolonial literature often works with the themes such as identity, resistance, and cultural experience, especially in reflection of colonial histories. Among those themes, authors uncover the tension between indigenous traditional and external influences, thereby promoting a sense of belonging and continuity. In society where multiple language coexist, the thematic concerns are essential as they enable community to illustrate their identity though the pressures of linguistics and cultural experience.

According to Mittal et al. (2024), translation acts as a point that links cultures, shaping collective memory and reconfiguring literally identity in society where multiple are coexist in societies. In societies where multiple language coexist foster social cohesion by enhancing mutual respect and intercultural dialogue. Thus, interplaying of themes, language choices, and cultural references in literary works serve as powerful weapon for maintaining cultural identity.

According to Bholá (1987), choosing language in literary works is profoundly political pride since it illustrates whose culture and world view are represented and preserved. Literature in indigenous languages underpins ongoing cultural by referring to authentic experiences. This is followed by dominant languages in literature such as English where it can expand readership and risk marginalizing local identity. According to Fishman (1991) who asserts that it is significant to sustain cultural heritage through language maintenance, especially when underpinned by institutional such as education. In response, literary practices like code-switching and translation act as strategies for balancing local identity and global communication.

Aspects of cultural embedded in literary works, accumulate in preservation of identity by documenting traditions, social norms, and collective memory. As stated by Pennycook (2010) literature incorporates local idioms, folklore, rituals, and symbolic practices that reveal the reality of community. Elements like these not only maintain cultural knowledge but also allow the readers from diverse linguistic backgrounds to understand different worldviews. In societies where multiple languages coexist, literary works foster social cohesion by enhancing intercultural dialogue and mutual respect. Thus, interplaying of themes, language choices, and cultural references in literary works serve as powerful weapon for maintaining cultural identity and preserving culture.

### 2.2.2 The role of literary works in facilitating communication in Multilingual Societies

Literary written in English play a pivotal role in supporting communication within speakers of diverse linguistic background, especially in multilingual societies. Mittal et al. (2024) states that a big number of research in this area follows the resurgence of using literature in teaching language. As results, it increases the number of research on second language through considering type of interactions and language type that develops from classroom discussions about literature. English language acts as lingua franca, enabling authors to reach wider audiences beyond their local language communities. According to Crystal (2003), English presents a global language that connects the speakers across different linguistics background and cultural settings, by making it an important medium for cross cultural communication. Significantly, reactions that learners have to incorporate literature in their language-learning lesson by linking type of approach and type of task that are used the classroom.

Furthermore, the role of language in literature contributes to intercultural dialogue by bridging communication gaps and various language groups. Widdowson (1994) illustrates that English in global contexts does not belong to narrative speakers only, but to adaptable multilingual communities to present local realities and identities. Looking at prose, poetry, and other literary forms of literature written in English, authors can narrate local experiences by using



English to facilitate wider international audiences. This enhances both local expression and international comprehension by making English serves as a mediation of languages in society where different language coexist.

English literary works enhance social cohesion by positioning a shared platform of communication within speakers of different languages. According Alastair Pennycook (2010) states that for communication, English is fluently localized in different cultural contexts enabling it to carry indigenous meaning and maintaining global intelligibility. Ultimately, production of English literary works in multilingual societies not only support communication but also enhances intercultural understanding and unity among diverse language community.

### **2.2.3 The contribution of literary works to social Cohesion and Shared Identity: A textual Analysis**

Literally, works play an essential role in fostering social cohesion by reshaping values, shared meanings, and narratives that combine members of society together. Most social scientists go beyond this by suggesting that individuals in a socially cohesive society need to have positive and robust interpersonal ties. According to Anderson (1983), argues that Focusing on shared reading experiences, literary texts facilitate communities to build collective identities through common history, values and cultural understanding.

According to Geertz (1973) highlights, that culture is the connections of systems of shared meanings passed through symbols, narratives and texts, all of which are reflected in literature. Through storytelling, authors, and poets encode cultural practices that are similarly with readers across different linguistic backgrounds. This shared symbolic image support individuals to identify common values and fosters a sense of unity within culturally diversity societies. People normally communicate each other to promote social cohesion and sustainable development. That language is one of the media of communication and a reliable one for that matter, has almost become a platitude (Pennycook, 2010).

Bakhtin (1981) suggests that in multilingual contexts, literary works bond different linguistic and cultural expressions together, promoting readers to appreciate diversity while identifying shared human experiences. In response, literature resembles a powerful weapon for enhancing social bonds and reinforcing a collective identity that transcends linguistic differences.

### **2.2.4 Impact of Multilingualism on Education, identity, and Literature**

We are in world where multiple languages are used in our societies. Mittal et al. (2024) highlights that English serves as the lingua franca for education, trade and employment, and is an essential skill for anyone wanting to succeed professionally or academically in the 21st century. This is mainly because it provides opportunities, and policy in language, which emphasizes on how to offer more equitable access to higher levels of proficiency in English in order that these opportunities should be imbedded instead of exclusive to all group in socio-economic.

According to different researches in sociolinguistics, multilingual contexts might navigate the mixing of languages in each community or the functional separation of languages through various social domains like administration, education, and home life. The prominent scholars such as Spolsky (2004) argues that language utilizes in multilingual contexts is frequently shaped by social institution, language policy, and patterns of social interactions. The insights of Baker (2011) states that education can enhance students' academic achievement and cognitive development when both primary and secondary languages are supported in education system.

Moreover, an individual in multilingual contexts frequently negotiate multiple linguistic and cultural identities relaying on the society they serve in communication. According to Romaine (2000), language is closely related with social identity, and multilingual speakers might shift between languages as a way of expressing belonging to different cultural groups.

## **III. METHODOLOGY**

### **3.1 Research Design**

This study adopts a mixed methods research approach, combining qualitative and quantitative approaches. The qualitative components focus on understanding the deeper meaning, perceptions, and cultural significance of literary works in multilingual contexts, while the quantitative component measures patterns, preferences, and perceptions among readers and educators. Mixed methods approach employed literature, as a cultural and social tool requires interpretive analysis, which is best captured qualitatively through content analysis and interviews (Creswell, 2008). Quantitative data from surveys provides empirical evidence on trends, preferences, and perception among a large population, which strengthens the generalizability of findings (Bryman, 2021). Combining both approaches allows triangulation, increasing the credibility and validity of results.



### 3.2 Study Area

This research was carried out in the Northern Province of Rwanda, a regional known for rich cultural heritage and linguistic diversity mainly: Kinyarwanda, English, and French. The area was considered because of its strong traditions of literary work practices.

### 3.3 Data Sources

The study collects data from multiple sources to capture both literary content and community perspectives. Critical literary works including novels, poetry, oral literature, and folktales in different languages: Kinyarwanda, English, French. The focus on works that reflect cultural identity, multilingual expression, and Social themes. Semi-structured interviews with authors, teachers, cultural practitioners, and literary experts to understand their views on literature's role in multilingualism societies. The interview allows exploration insights not captured in written works such as challenges in preserving minority language literature (Patton, 2001) Survey and Questionnaires to readers and students to access perceptions of Literature's impact on cultural identity, language learning, and social cohesion. This includes both closed-ended questions (Likert scale) and open-ended questions for qualitative responses.

### 3.4 Sampling Techniques

The study employed proportionate stratified sampling to ensure adequate representation of all categories of participants. The total considered 50 respondents distributed as follow: 8 authors, 18 literature teachers, 8 cultural practitioners, and 10 literary experts. Using (Yamane, 1967) formula with a 5% margin of error, a sample size of 44 respondents was obtained. Since the population was relatively small and manageable, participants from each category were selected proportionally to maintain balance and fairness. Stratification was necessary because each group plays a distinct role in the production, teaching, and interpretation of literary works in multilingual societies. This technique enhanced the representativeness of the sample and improved the validity and reliability of the findings.

Given:

$$N = 50$$

$$e = 0.05$$

$$n = \frac{50}{1 + 50(0.05)^2} = 44 \text{ respondents}$$

$$n = 44 \text{ respondents}$$

### 3.5 Data Collection Techniques

Content analysis of literary Works, systematically examine text to identify themes related to culture, identity, multilingualism, and social cohesion. Coding of recurring motifs, Language use, and representation minority cultures. Semi-structured interviews guided conversations with authors, educators, and cultural practitioners. It allows flexibility to probe unique insights while maintaining focus research objectives. Questionnaires designed to capture patterns of readership and attitudes toward multilingual literature. Open-ended questions provide space for personal narratives, while closed ended questions allow statistical analyses.

### 3.6 Data Analysis

Qualitative analysis through thematic analysis is used to identify patterns and recurring themes in textual and interview data. Themes might include preservation, language transition, intercultural understanding, and social cohesion. Quantitative analysis illustrated in survey data by analyzing data statistically to measure trends and correlations, such as how readers perceive literature' role in multilingual contexts. Descriptive statistics (percentages, mean scores) and inferential statistics. The finding from qualitative and quantitative analyses was triangulated to provide a comprehensive understanding of the literature's role in multilingualism societies.

## IV. FINDINGS & DISCUSSION

### 4.1 Findings

The chapter presents, analyzes, and interprets the data collects from respondents regarding the role of literary works in multilingual societies. The study employed both quantitative and qualitative approaches, using questionnaires, interview, and content analysis. The findings are organized according to the objectives. Quantitative data from Likert-scale responses are presented using frequencies, percentages, and mean scores, while data from open-ended questions and interviews are analyzed thematically.



#### 4.1.1 Demographic Characteristics of Respondents

The study used a purposive sampling technique to select 44 respondents from a population of 50, including authors 8, literature teachers 18, cultural practitioners 8, and literary experts 10. The sample was balanced in terms of gender, age, occupation, with 40.9% male, 43% Female; 59.0% aged 18-25, 56.8% aged 26-35, 22.7% and 20.4% aged above 36. Most respondents were students 64%, followed by teachers 23%, cultural practitioners 9%, and literary experts 4%. This distribution ensured diverse perspectives on the role of literary works.

**Table 1**

*Sample distribution and Demographic Characteristics of Respondents.*

Category/ Variable	Sub-Categories	Frequency	Percentage
<b>Sample by role</b>	Authors	8	18%
	Literature Teachers	18	41%
	Cultural Practitioners	8	18%
	Literary Experts	10	23%
Age	18-25	25	56.8%
	26-35	10	22.7%
	35+	9	20.4%
<b>Gender</b>	Male	18	40.9%
	Female	26	59.0%
<b>Occupation</b>	Students	28	64%
	Teacher	10	23%
	Cultural Practitioners	4	9%
	Literary Experts	2	4%

#### 4.2.1 Literary Works and cultural preservation

The finding presented in Table 2 shows that mean scores range from 4.1 to 4.2 show that respondents strongly agree that literary works play a significant role in preserving cultural identity in multilingual societies. This amplifies that literature, most of the time when written in local languages, acts as a critical repository of cultural values, traditions, and communal knowledge.

**Table 2**

*Respondents Rated Statements about Literary Works Preserve Cultural Identity*

Statements	SD	D	N	A	SA	Mean
Literary works help preserve traditional cultural values	1	2	5	20	16	4.1
Reading literary works in my mother tongue strengthen my cultural identity.	0	3	6	21	16	4.2
Oral traditions are important in preserving our culture	0	1	6	21	16	4.2
Literature written in local languages reflects our community's history.	0	2	7	19	16	4.1
Schools should promote literary works in indigenous languages.	0	3	5	20	16	4.1

Responses from qualitative reinforced the finding in Table 2: respondents focused that literature supports keep traditional stories, proverbs, and local history alive, especially, in a multilingual contexts whereby dominant languages, such as English or French, often dominate local languages.

This result aligns with the arguments of Bholá (1987), who stated that literature written in native languages is essential for decolonizing the mind by ensuring that cultural identity is preserved in the face of global linguistic dominance. Bangbose (1991) suggested that multilingualism society needs deliberate literary interventions to secure local languages and cultural expression. Moreover, UNESCO, (2003) articulated the role of literature and oral traditions in the safeguarding of intangible cultural heritage, emphasizing that storytelling, folktales, and proverbs are necessary in transmitting collective values through generations.

In addition, studies by Achebe (1975) highlights that literary works should not merely reflect culture but construct and strengthen social identity. In the context of multilingual societies, those texts enable communities to maintain a sense of belonging and continuity, even when multiple languages coexist within the same social space.



**Table 3**

*Measures of the Impact of Literary Works on Communication*

Statements	SD	D	N	A	SA	Mean
Literary works improve communication skills in different languages.	0	3	5	20	16	4.1
Reading literature helps me understand people from other linguistics background.	0	2	6	21	15	4.1
Multilingual literature encourages intercultural dialogue	0	1	7	20	16	4.2
Studying literature enhances vocabulary in different languages.	0	2	5	22	15	4.2
Literature helps bridge communication gaps in multilingual society.	0	1	6	21	16	4.2

The mean scores for this section range between 4.1 and 4.2 illustrating those respondents agree that literary works enhance communication in multilingual contexts. This suggests that literature not only serves as a medium artistic and cultural expression but also functions as practical tool for improving language skills, intercultural understanding, and communication across linguistic boundaries. The quantitative responses further reinforced this observation: respondents emphasized that reading literature in multiple languages allows learners to assess diverse cultural expressions and vocabularies, thereby fostering effective communication between speakers of different languages.

This finding is supported by Halliday (1978) who argues that language and communication are intrinsically linked to cultural and social practices, and that exposure to multiple linguistic forms enhances learners’ ability to navigate different cultural contexts. Similarly, Kramsch (1998) notes that multilingual literature promotes intercultural competence, enabling readers to interpret meaning not only in linguistic terms but also in cultural and contextual frameworks. Further, research by Bamgbose (1991) highlights that in multilingual society, literature play a crucial role in bridging communication gaps, allowing speakers of dominant and minority languages to engage in meaningful dialogue. Venuti (1995) also emphasizes that multiannual literary exposure supports both cognitive and linguistic development, enhancing learners vocabulary and comprehension languages.

The qualitative findings revealed that literary works written in English facilitate communication and recognition among speakers of different languages in multilingual contexts. Literary texts written in English promotes mutual understanding by giving standardized platform for expression and interpretation.

**4.2.2 Literary and Social Cohesions**

The finding from Table 4 demonstrates that literary works act a significant role in improving social cohesion and shared identity in multilingual society

**Table 4**

*Examined how Literature Promotes Unity and Shared Identity*

Statements	SD	D	N	A	SA	Mean
Shared literary works promotes unity among people from different language backgrounds.	0	2	5	20	17	4.2
Literature encourages respect for cultural diversity	0	1	6	21	16	4.2
Reading stories from different communities reduces prejudice	0	2	5	22	15	4.2
Literary discussions create mutual understanding among students.	0	1	7	20	16	4.1
Literature contributes to peaceful coexistence in Society.	0	1	6	21	16	4.2

. The mean scores for five items range from 4.1 to 4.2, argues that respondents strongly agree that literary works enhance unity, mutual understanding, and peaceful coexistence among people from different language and cultural backgrounds. Moreover, statements such as Shared literary works enhance unity among people from different language backgrounds, and Literature play a role in peaceful coexistence in Society. Those recorded mean scores 4.2 highlighting the perceiving importance of literature in bridging social divides.

Those results are aligned with the work of Anderson (1983), who argues that shared narratives including literature, play a big role in construction of imagined communities by creating a sense of belonging and collective identity. Similarly, to Putnam (2000), who illustrates that social cohesion depends on shared cultural practices, understanding, and literature acts as a medium for transmitting values, norms, and mutual respect across diverse groups.

The same as Bakhtin (1981) stated that dialogue and engagements with various voices in literature enable readers to improve interpersonal understanding and appreciate diversity, reinforcing social bonds. In multilingual society, this is particular crucial, as literature in different languages enables communities to interact meaningfully, across linguistic divides, fostering respect and reducing prejudice. Furthermore, studies by Banks (2009), illustrates that literature do not preserve cultural identity, it cultivates social harmony, provide platform for discussion and mutual for discussion and mutual appreciation among speakers of diverse languages.

The qualitative data revealed that literary works contribute to promote social cohesion and development of shared identity among multilingual society. By using shared narratives, themes of unity, cooperation, and collective values, literary supports readers from various linguistics backgrounds to identify shared social experience and cultural understandings. Adopting English in literary works was found that it provides unifying medium that allows diverse groups to associate with the same texts, whereas literary in Kinyarwanda only embedded in the works to reinforce local identity. The respondents illustrates that exposure to such literature enhances tolerance, mutual respect and inclusion, as results of fostering harmony within different language community.

#### 4.3 Discussion

The finding confirmed that literary works play a crucial role in preserving cultural diversity in multilingual societies. Quantitative data shows that mean scores 4.1 and 4.2, illustrate a clear agreement among respondents that literature maintains traditional values, oral traditional and local histories. Responses from qualitative underpin this finding, where participants emphasize on the importance of reading in mothers tongue to preserve connection with heritage. These finding results consistent with the arguments of Bholá (1987), who suggests that indigenous literature is essential for preserving cultural memory and resisting the erase of local identities in multilingual settings. Similarly, UNESCO (2003), confirmed the significance of literature and oral traditions in safeguarding intangible culture heritage, ensuring that collective values are transmitted across generations.

The finding also underpin the objective that literary works enhance communication across languages. The data uncovered that respondents perceive multilingual literature as tool for enhancing vocabulary, across language understanding, and intellectual dialogue, with mean score between 4.1 and 4.2. The responses from qualitative highlight that literature written in multiple language allows readers to exchange ideas, understand nuances, and engage in meaningful conversations. This resonates with Halliday (1978) perspectives on the independence of language, culture, and communication, as well as Kramsch (1998), argument that exposure to multilingual literary texts develops intellectual competence. The evidence suggests that literature in multilingual societies is not only pedagogical but also practical instrument for bridging communication gaps.

## V. CONCLUSION & RECOMMENDATIONS

### 5.1 Conclusion

The findings illustrate that literary works serve essential role in maintaining cultural identity by preserving traditional stories, proverbs, folktales, and local stories, particularly in contexts whereby dominant languages shed light on indigenous. Literature merely promotes communication, as multilingual texts increase vocabulary, intercultural understanding, and dialogue across linguistics groups. Furthermore, literary works enhance social cohesion and shared identity, fostering respect for cultural diversity, reducing prejudice, and enhancing within communities. Despite these essential aspects, the study highlights number of challenges that prevent a full potential of literature in society where multiple languages are coexisted. There are lack of access to literature in local languages, lack of school programs promoting indigenous literary works, insufficiency awareness about the cultural and social value of literary works. The triangulation of qualitative and quantitative data confirms that literary works are also artistic and educational tools, which serves as instruments for cultural preservation.

### 5.2 Recommendations

The study recommends that Educational institution have to insert literary work from various languages and cultures in their curricula to enhance cultural understanding and communication among learners. In additional, policy makers ought to support the production, translation, and distribution of literary work in the indigenous and international dominant languages to preserve linguistic diversity. Writer and literary organization as well need to deliver and enhance literature that reflects multicultural reality in society. It merely recommend communities and cultural institution to encourage reading habit and organize literary activities that engage people from various backgrounds. Therefore, forthcoming researchers should keep studying the role of literature in maintaining culture, enhancing communication, and empowering social cohesion in society where multiple language are coexisted.

### Conflict of interest

The authors declare that there is no known competing financial interests or personal relationships that could appear to influence the work in this paper.



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