

## EMPHASIZING THE USE OF LITERATURE AS AN EFFECTUAL TECHNIQUE FOR TEACHING LANGUAGE: A STUDY

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### Abstract

*This paper aims at emphasizing the use of literature as an effectual technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. and vocabulary, grammar and pronunciation). Reasons for using literary texts in foreign language that is English and the main criteria for selecting apposite literary texts in foreign language classes are hassled as the only language in which all subjects travel is English. Moreover the teaching of language skill's benefits is obtained through altered genres of literature (i.e. poetry, short fiction, drama and novel). Literature in a language classroom provides adequate space for the learners to observe, validate and mirror themselves. The purpose of using literature in a language classroom is to formulate the class interactive and it can be assured that an interactive class can apparently develop communicative competence of the learners and remain an enduring impact on their mind. Such a class can develop the decisive thinking abilities of the learners and at the same time preserve a learner centre environment. The use of literature is to focus on the positive contributions of a literary text as it exposes the learner to different registers, types of language use.*

*Literature plays an important role in the English programs of many non-English speaking countries. However, there are some problems encountered by language teachers within the area of teaching English through literature. First, there are very few pedagogically-designed suitable materials that can be used by language teachers in a language classroom. Second, there is a lack of groundwork in the area of literature teaching in TESL / TEFL programs. Third, there is the nonexistence of clear-cut objectives defining the role of literature in ESL /EFL. The teacher has a significant role in teaching English through literature. Literature is not only a device for developing the written and oral skills of the students in the intention language but also is a window opening into the culture of the target language, building up a cultural proficiency in students.*

**Keywords:** *apparently, competence, emphasizing, pedagogically, proficiency.*



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Literature in a language classroom provides adequate space for the learners to remark, substantiate and emulate them. By using literary text the language class can turn out to be lively and remarkable. This article's main reason is to endow with you with the apposite information through a literature re-examine pertaining to the use of fictitious texts in

language learning as well as its benefits. This paper aims at emphasizing the use of literature as an effective technique for teaching both indispensable language skills **LSRW** (i.e. listening, speaking reading and writing) and language areas (i.e. and vocabulary, grammar and pronunciation). Reasons for using literary texts in foreign language that is English and the chief criteria for selecting proper literary texts in foreign language classes are hassled as the only language in which all subjects travel is English.

Furthermore, the teaching of language skill's benefits are obtained through dissimilar genres of literature (i.e. poetry, short fiction, drama and novel) and a few problems encountered by language teachers within the vicinity of teaching English through literature (i.e. lack of preparation in the area of literature teaching in TESL / TEFL programs, nonexistence of clear-cut objectives defining the function of literature in ESL / EFL, language teachers' not having the conditions and training in literature, lack of pedagogically-designed suitable materials that can be used by language teachers in a classroom (perspective) are taken into account.

Bearing in mind that in the last decade, there has been an increase of interest in how literary texts can be used with the language beginner, this article's focal intention is to propose ways of using literature in the classroom helping the students advance the English language. This can be achieved through definite activities based on a literary text. On the whole, we will focus on the problem of what is literature, the manifold values of teaching literature in the classroom, how literature helps the student extend the basic skills (listening, speaking, reading and writing), and the reasons for choosing this scrupulous text and ultimately, offer the exercises originating from this text.

Literature and language are intimately associated and this is a piece of evidence no one can contradict. Literature is constituted by language and it represents one of the most persistent uses of language. Language and linguistic scrutiny can also be engaged to access literature from the learner's point of view. **Initially**, the linguistic criterion defends that literature should be used in language teaching, for the reason that it provides the learner with indisputable, reliable samples of language, and also with actual samples of a large range of styles, text types and registers. It is tremendously significant for foreign language learners to be trained in an array of registers, styles and genres and to be able to distinguish the intention of each of them. These dissimilar manifestations of language are not merely distinguishing linguistically, but also communally, they all have a social unrestrained purpose. This has to do with the idea of competence. It refers to the fact that a meaning needs to be linguistically

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accurate and situationally suitable, as regards not only its content, but also its structure for an additional comprehensive account on the belief of competence and its relationship to communicative aptitude.

The **following** criterion is procedural and refers to the fact that a literary text has numerous interpretations, these engender diverse opinions along with the learners and this leads to actual, stimulated interface with the text, with the associate students and with the teacher. Interaction is one of the bases of the communicative approach which defends that it is by interacting, by communicating, that the language is learned.

From the methodological point of observation, further aspects that support the use of literature in the language classroom are the spirited role of the learner and the literary text as the essential focal point of attention. Learners become dynamic, self-governing, and central to the learning course of action. One aspect of exceptional substance within the communicative approach is the proposal of literature supplying the learner with cultural information about the country whose language they are learning. Our response to the cultural characteristic as reflected in literature should be decisive. Lastly, the motivational decisive factor is of enormous importance because the literary text shows the existent feelings of the writer and this generates a dominant stimulus in the learner.

With the literary text the student accesses this individual understanding, if she is touched by the theme and motivated, she will be able to transmit what she understands to her world, to what she knows and feels. Designing interesting activities that prompt the learners is the supreme challenge for language teachers, and literature has a strong exciting power due to its calling on to own experience.

The intention of using literature in a language classroom is to formulate the class interactive and it can be assured that an interactive class can perceptibly develop communicative proficiency of the learners and remain an enduring impact on their mind. Such a class can augment the significant thinking abilities of the learners and at the same time preserve a learner centre situation. Literary texts are a affluent source of classroom activities and can certainly provide evidence to be awfully appealing for learners. No doubt the use of literary pieces plays a momentous role in English Language Teaching. Literature opens a new world to the students. It cultivates the crucial abilities of the students. It encompasses every human dilemma, divergence and yearning unravelling the contrive of a short story is more than an usual exercise.

It demands a personal response from the learners and encourages them draw on their own experiences. By doing so, learners become more personally invested in the process of language learning. The use of literature is to focus on the positive contributions of a literary text as it exposes the learner to different registers, types of language use. An attractive and enjoyable short story that conveys our feeling or emotion can touch the learners' heart

Consequently, the language class becomes not only exciting but also it reciprocates with impulsiveness and interest. This genuineness in learning leaves a lasting impact on the students' mind. The dialogic nature of literary pieces paves the way for individual learner's response to a particular piece of literature that ensures his or her use of creative faculty, of course through language. Such learning drives away the monotony of traditional language classes. Thus, it gives the teacher an opportunity to open a broad context of language use for the students.

According to the above information we understand that literary texts can be very useful in order to motivate students to develop three basic language skills: a) reading b) writing and c) speaking. Before tackling a literary text we should, as EFL teachers, prepare activities that will help students advance their level in these three basic skills. Here, we will not going to expand the theme of the basic skills due to the fact that through the activities the author prepared and present in the following pages it will be obvious how literature helps students to develop their skills.

The accomplishment of poetry lessons depends upon on the teacher's level of creativity, enthusiasm, reading aloud with tone variation, a leaden or with the approaches he/she implements to generate the learner's interest in the poetry. It should be learner-cantered so the teachers should make in a way so that they come to know. Poetry can pave the way for the learning and teaching of basic language skills. Most poetry consciously or unconsciously makes use of metaphor as one of its primary methods and it serves as a great source for the students to understand the author's interpretation.

Reading literature is normally included in the language curricula of both primary and secondary education. It is particularly part of the Language(s) of School Education. Therefore this study chiefly focuses on literature within LE. For foreign languages the issues to be raised are analogous. A separate contemplation of literature across the curriculum does not seem appropriate despite the fact that literature may sometimes serve as a source for dealing with definite problems in ethics, religious studies or history, especially with younger

students. These phenomena seem rather secluded and are generally not formalised through curricula.

Subsequently, curricula aspire at introducing students to dissimilar genres and works, but also at developing a positive stance towards reading and exciting reading practices. Literature should be practised as a resource of personal fortification. The role of literature within language education changes significantly from primary to secondary and especially to upper secondary education. Whereas in primary and untimely secondary education reading literature is often included into other fields of language learning and education – learning to read, arts and ethics –, later on, in secondary school, literature may even extend the position of a discipline.

While literacy models have been developed for common reading that offer scales and can measure levels and succession this is not the case with regard to the specifics of literary reading. Text understanding with regard to literary texts is often assessed with general text-comprehension tasks. Attempts have been made to consider the ingenious edifice of meaning, the understanding of secluded features such as metaphor, of narrative structures or of genre specifics. Although developments in literature and media have the result that genres are more and more intermingled and that the distinction between fiction and non-fiction is less austere to be drawn, for assessment-tasks it nonetheless seems more suitable to rely on commendable texts where students can make use of the acquired knowledge and skills.

For many texts ‘adequate’ interpretation in a philological sense is only possible by integrating relevant context knowledge which would then have to be offered. Especially in the field of literature broad experiences with reading are most helpful. Whether these can always be offered within institutional education should at least be doubted. Thus, assessment can either make use of literary texts which presuppose little with regard to backgrounds of the kind, or offer the specific knowledge necessary, or construct “adequate” interpretation in such a way that such knowledge is not required. This is especially true in the case of internationally comparable assessments since a unified literature curriculum is not to be expected.

### **The teaching of foreign-language literature:**

With regard to literary reading in the foreign language classroom, essentially the same questions have to be raised as with the teaching of literature in the mother tongue. The purposes of literary education are comparable, although a definite stress on language learning is to be expected. Literature is measured as an genuine medium for introducing students to

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the explicit language and culture. Reasonable text choices offer opportunities for personal response, an approach which has been strengthened, so that the proportion of reliable literature within the language lesson has amplified over the last 20 years.

The ongoing intentional on reading curricula, reading competences and reading literature has so far supported the comprehension that institutional learning must generate learning environments which permit for good performances and progress despite of the student's social and cultural setting. With regard to literature, it has to be approved that cultural practices skilled within socialisation are exceedingly significant. An approach which integrates literature into the reading programme will allow for encounters with literature. In order to tolerate for literary education in its explicit sense a double way could be taken: institutional learning should expand reading literacy so that students are proficient of reading literary texts among others. It should besides recommend opportunities of participating in cultural life and of experiencing literature as personally pertinent. It should thus balance canonical and learner-oriented approaches.

Literature plays an significant part in the lives and learning of students in many classrooms. In these class rooms, teachers read audibly good stories and appealing in formational books, they supply usual independent reading time along with rich classroom libraries, they structure opportunities for students to allocate their responses to books with one another, and they discover works of literature with their students as part of the instructional program. Some teachers implement a literature based understanding program in which high-quality literature serves as the basis of reading instruction, and others complement published reading programs with works of literature or incorporate literature into other areas of the curriculum. The fortunate students of all these teachers promote in numerous ways from the literature -rich experiences and environments their teachers offer; chief along with these is that they practice the joy and contentment of reading.

On one side, the advantages and disadvantages of using literature for language teaching purposes are taken into consideration by teachers and other practitioners and on the other side, different approaches to using works of literature in the language classroom are suggested so as to overcome the difficulties stemming from the literary works as course materials. She suggests identifying the needs of learners first, and then applying the most appropriate model accordingly. In her model, three approaches are mentioned, namely language-based model, literature as content and literature as personal enrichment.

1. Language-based representation:

This model includes integrating language and literature syllabuses, which emphasizes the use of grammar, lexis, and discourse categories to formulate aesthetic decision of literary texts.

2. Literature as substance:

In this approach, literature is the essential course content. Literary texts are analyzed in terms of their historical and cultural backgrounds, their genre, and rhetorical devices.

3. Literature for personal enrichment:

This approach gives students a chance to reflect on their personal experiences, opinions, and feelings. Texts are the basic stimuli for the classroom activities.

Literature and language are intimately related and this is a fact none can refute. Literature is constituted by language and it represents one of the most persistent uses of language. Language and linguistic analysis can also be employed to access literature from the learner's point of view. In the grammar translation method, literature was the essential constituent. The focus of this teaching method was on structure, on learning the rules of grammar and the lexical items as they appeared in the text. There was no literary concern, nor interest on content.

For the structural approaches to language teaching, literature was discredited as a means, because it represented the old tradition. The functional-notional mode ignored literature, because in this method the significance slander on communication and they present reliable language samples. Literature was measured neither to have a communicative function nor to be reliable example of language use.

Literature reading is, no qualm, a communicative bustle and literary texts are who could nowadays deny such thing, valid examples of language use. These are not literature definite since these features also emerge in regular language use and also in nursery rhymes, proverbs or publicity slogans, just to allude to a few examples; however, in literature these prove a higher prevalence. We talk therefore, of a literary use of language.

In the first place, the linguistic criterion defends that literature have to be used in language teaching, because it provides the novice with genuine, genuine samples of language, and also with real samples of a wide variety of styles, text types and registers. It is tremendously important for foreign language learners to be trained in a array of registers, styles and genres and to be able to distinguish the function of each of them. From the Copyright © 2017, *Scholarly Research Journal for Interdisciplinary Studies*

methodological point of view, further aspects that errand the use of literature in the language classroom are the dynamic role of the learner and the literary text as the central focus of consideration. Learners become active, autonomous, and central to the learning process.

Ultimately, the motivational principle is of great importance because the literary text shows the real feelings of the writer and this generates an influential motivation in the learner. With the literary text the student accesses this personal know-how, if she is touched by the- me and provoked, she will be able to relate what she is reading to her world, to what she knows and feels. Designing invigorating activities that stimulate the learners is the furthestmost challenge for language teachers, and literature has a strong motivating power due to its calling on to personal understanding. The language teacher should make the most of the deviancies of the poetic language in order to begin the language awareness of the learners towards the way in which language can be personalized or changed to fulfil different communicative purposes.

#### **Conclusion:**

Literature plays an essential role in the English programs of many non-English speaking countries. However, there are some problems encountered by language teachers within the area of teaching English through literature. First, there are very few pedagogically-designed suitable materials that can be used by language teachers in a language classroom. Second, there is a lack of preparation in the vicinity of literature teaching in TESL / TEFL programs. Third, there is the dearth of clear-cut objectives defining the role of literature in ESL /EFL. The teacher has an significant role in teaching English through literature.

First, he should decide the aim of language teaching in relation to the needs and expectations of the students which means Student-centred. Moreover, since the students splurge most of his time in the school/college, it is the teacher's duty to persevere them to talk in English and he/she can be a slight multilingual so as to convey some terms in the student's language so that he/she can continue the student to contrary in English. In sum, literature provides students with an outstandingly rich source of reliable material over a wide range of registers. If students can gain way in to this material by developing literary competence, then they can successfully internalize the language at a high level (Elliot 1990:198). Literature is not only a tool for developing the written and oral skills of the students in the target language but also is a window opening into the culture of the target language, building up a cultural competence in students.



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