

INTRODUCING LANGUAGE THROUGH LITERATURE

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ABSTRACT

In recent years, the role of literature as a basic component and source of authentic texts of the language curriculum rather than an ultimate aim of English instruction has been gaining momentum. Among language educators, there has been a hot discussion, on however, when, where, and why literature ought to be incorporated in ESL / EFL programs. Vigorous discussion of however literature and ESL / EFL instruction will work along and move for the good thing about students and academics has caused the flourishing of attention-grabbing ideas, learning, and improved instruction for all. Many academicians take into account the employment of literature in teaching as a motivating and worthy concern (Sage 1987:1).

KEYWORDS: *English Language, Literature, Literary Texts, Motivation, Foreign Language Classroom*

INTRODUCTION

Here, what is taken into consideration is the question that why a teacher of language is supposed to utilize literary texts in the classroom, what particular style of literature does the language teachers use, advantages and skills of varied genres of literature etc. So what is considered here is not to furnish in teaching ESL or EFL but the place literature holds in the classroom as a tool.

The use of literature as a way for teaching each basic language skill (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, synchronic linguistics, and pronunciation) is incredibly widespread inside the sector of foreign learning and teaching today. Moreover, in translation courses, several language academicians build their students translate literary texts like drama, poetry and short stories into the maternal language. Since translation provides students the prospect to apply the lexical, syntactic, semantic, pragmatic and rhetorical data they need non-inheritable in different courses, translation implements encompassing all the four basic talents and the fifth tool is focused on teaching. In the text that follows, the emphasis is on the use of literature based texts for the classroom of language and the main criterion for identifying such apt texts in classrooms is to make the reader used to the fact that language teacher does not misjudge any literary text and chooses the best fitted.

Why Employ Literary Texts in Foreign Language Classroom

According to Collie and Slater (1990), there are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment, and private participation. In addition to those four main reasons, universality, non-triviality, personal relevance, variety, interest, economy, and suggestive power and ambiguity are some other factors requiring the use of literature as a powerful resource in the classroom context.

Genuine Material

Literature is a dependable material. Most works of literature aren't created for the first purpose of teaching a language. Many authentic samples of language in real-life contexts (i.e. travel timetables, city plans, forms, pamphlets, cartoons, advertisements, newspaper or magazine articles) are included within recently developed course materials. Thus, in the context of teaching in classrooms, learners are out in the open to actual language samples of real like settings.

Keeping originality as a base, literature complements here as it is best-suited material. In reading literary texts students have to cope with the use of foreign language to be used dexterously by the native speakers of the focused language and in such a way learners become acquainted with different literary forms, their functions, and meanings.

Enhancing Culture

It becomes impossible for the language learners to increase their understanding of the various aspects of communication in such a country wherein the target language is spoken less. Literature and literary texts provide them with the understanding of the language though the literary world is full of wonders and imagination; it still provides a complete setting to the learners where they get illustrations of several social and regional surroundings. This imaginary yet colorful world facilitates the learners to have a satisfactory hold of the codes and anxieties of a society with the help of which he envisions the acquisition of philosophical principles. Thus literature becomes the best companion to the understanding of a country whose language is being learned by the learner. It also adds to the cultural, synchronic and linguistic aspects of the learner too.

Enhancing Language

Not only does literature enhance cultural acquisition but it also offers a whole variety of lexical and syntactical features to a language learner. These learners become familiar with the options of communication. They get to have a hold of syntax, sentence, structure, function of discourse, and varied ways of linking ideas which ultimately adds to their writing skills. Learners also become more exploratory and prolific when they get to know of the affluence and variety language offers and then they start implementing and utilizing that to their own potential usages. This way they hone their language proficiency with the help of such rich and authentic literary texts.

Personal Contribution

Literature is often helpful within the learning method as a result of the personal involvement it fosters within the reader. Once the scholar reads a literary text, he begins to inhabit the text. He is drawn into the text. Understanding the meanings of lexical things or phrases becomes lesser than following the event of the story. The student becomes passionate to seek out what happens as events unfold via the climax; he feels near to sure characters and shares their emotional responses. This can have useful effects on the full learning method. At this point in time, the eminence of the selection of a literary text in relation to the needs, expectations, and interests, the language level of the students is obvious. In this method, he will take away the identity crisis and becomes an extrovert.

Maley (1989:12) lists a number of explanations for relating to literature as a potent resource within the language room as follows:

Universal

Because we are all human beings, the themes literature deals with are common to all cultures despite their different way of treatment - Death, Love, Separation, Belief, Nature ...the list is familiar. These experiences all happen to human beings.

Non-Trivial

Many of the additional acquainted varieties of instruction inputs tend to trivialize texts or expertise. Literature does not trivialize or talk down. It is regarding things that mattered to the author once he wrote them. It may provide real additionally as just "authentic" inputs.

3. Individual Significance Since it deals with ideas, things, sensations, and events which either constitute part of the reader's experience or which they can enter into imaginatively, they are able to relate it to their own lives.

Diversity

Literature includes among it all doable types of material. It is, in fact, an electric battery of topics to use in ELT. Within literature, we will realize the language of law and of mountain climbing, of medicine and of bull-fighting, of church sermons and nursery talk.

Curiosity

Literature deals with themes and topics that square measure per se attention-grabbing, as a result of a part of the human expertise, and treats them in ways designed to engage the readers' attention.

Economy and Evocative Power

Literature has the power of suggestiveness. Even in the simplest form, it attracts the readers to wander to the farthest distance. As it has several ideas with lesser words, literature can be termed as the most ideal tool for creative ideas for language discussions. Literature helps to bring out the utmost possible ideas for minimal input.

Indistinctness

Literature speaks subtle and varied meanings to varied people because of the quality of indistinctness associated with it. Different readers react differently to literature. Literature thus has two different benefits. One is that every learner has his own validity. Whereas the other advantage is that literature provides an infinite source for interaction as every person's conception and interpretation is entirely different. Thus no two readers can have the interpretation which ultimately leads to the exchange of ideas amongst the learners.

How to Select Literary Texts?

When choosing the literary texts to be employed in language categories, the language teacher should take into account needs, inspiration, interests, cultural background and language level of the students. However, one major issue to take into consideration is whether or not a selected work is ready to reveal the sort of non-public involvement by arousing the learners' interest and eliciting strong, positive reactions from them. Reading a literary text is seemingly to have a long-run and valuable result upon the learners' linguistic and extra-linguistic information once it is substantive and amusing. Choosing books relevant to the real-life experiences, emotions, or dreams of the learner is of great importance. Language difficulty has to be considered as well. If the language of the writing is easy, this may assist the lucidity of the literary text but it is not in itself the most critical criterion. Interest, request, and significance are also important. Enjoyment; a contemporary insight into problems felt to be associated with the guts of people's concerns; the pleasure of encountering one's own thoughts or things exemplified clearly during a work of art; the other, equal pleasure of noticing those same thoughts, feelings, emotions, or situations presented by a completely new perspective: all these are motives helping learners to cope with the linguistic obstacles that may be thought-about too vast in less involving material (Collie and Slater 1990:6-7).

Correlation between Literature and Teaching of Language Skills

Literature plays a vital role in teaching four fundamental language skills like reading, writing, listening and speaking. However, when employing literature within the language room, skills ought to ne'er be schooled in segregation however in an approach. Teachers ought to teach basic language skills as an integral part of oral and written communication use, as a part of the means for making each denotative and interactive meaning, not just as a portion of the oral and written production of words, phrases and sentences.

Literature and Reading

While reading, discussion happens with queries pertaining to the literary aspects like the plot, characters etc. that need to be answered with reference to the text. Once the learner understands the text, he moves to the second level where inference takes place, where he speculates, interprets on the basis of the character, plot, setting, theme etc. and then finally puts forward his own viewpoint. Only after this, the student can do group work. This is conjointly the exact time for the learners to exchange their mutual reactions based on the understanding of the text. Further, the learners are stimulated to kindle their imagination and questioning skill which they derive from the queries from the literary works that acts as the foundation for oral and written texts. (Stern 1991).

Literature and Writing

When the learner starts writing on his own, literature becomes a model for him. Thereafter, the learner displays his original thinking capabilities lie analyzing and interpreting the text when literature acts as a subject matter. Literature also proves to be a storehouse of different themes in terms of different types of writing.

Literature as Foundation of Writing

It becomes cumbersome to lay the foundation of writing as writing has no material to its own credit. Here literature plays a pivotal role as it lays the foundation for topics. In a composition course, which has literature as its foundation, learner builds and formulates various ideas and thoughts. They learn to think creatively and independently. Such things help them to acquire qualities like building logical reasoning, creative thinking etc. (Spack 1985)

Literature, Speaking and Listening

The role of literature becomes even more important here when literature becomes the foundation for reading and writing and yet plays a significant role in speaking and listening too. Oral reading, dramatization, improvisation, role-playing, pantomiming, re-enactment, debates and cluster activities could all be based on the works of literature.

Oral Reading

Lectures by teachers based on literature for comprehension, pronunciation, motivation etc. at higher levels also can be used to build their oral reading skills. Asking learners to read aloud the literary texts adds to improving the pronunciation as it is the main task before, during and after reading.

Drama Not to mention, activities based on literature are anyhow important for ESL/EFL. They not only facilitate but also speed up the acquisition of oral skills as the students get highly excited to acquire a clear understanding of the literary texts.

Group Activities Group activities enhance complete participation making every student an active participant in the task. All the learners here are conscious, concerned and also take an active role in such activities. When a teacher uses literature as a tool for teaching language in a classroom, the general things are the discussion, group tasks, debates etc. All such things not only help to acquire speaking skills but also refine their pronunciation. Teachers point out the errors committed by the learners throughout such group activities so as to correct them and make them efficient. (Stern 1991:337).

How Different Genres of Literature are Advantageous to Language

Advantages of Using Poetry to Language Teaching

Poetry will pave the approach for the educational and teaching of basic language skills. It is a figure of speech that's the foremost outstanding association between learning and poetry. Because most poetry consciously or unconsciously makes use of the figure of speech together of its primary strategies, poetry offers a significant learning process. There is a minimum of 2 learning edges that may be derived from finding out poetry:

- The admiration of the process of penning down the learning ideas which the learner acquires by studying poems.
- Developing a better-rooted inclination and greater analytical skills.

As Çubukçu (2001) states, “poetry is a gratifying and pleasing experience with the properties of rhyming and rhythm both of which express “love and appreciation for the sound and power of language.” At this point in time, it can be stated that students happen to be familiar with the surpassed segmental aspects of the target language, such as stress, pitch, juncture, intonation by studying poetry”.

Moreover, poetry employs language to bring to mind and acclaim special qualities of life and suffices readers with feelings. It is significantly lyric poetry that relies on feelings and provides still another emotional profit. Poetry is one of the foremost effective and powerful transmitters of culture. Poems comprise so many cultural elements - allusions, vocabulary, idioms, tone that is not easy to translate into another language (Sage, 1987).

Advantages of Using Short Stories to Language Teaching

Short fiction may be a superlative resource for observant not solely language, however, life itself. In short fiction, characters act out all the \$64000 and symbolic acts folks perform in daily lives and do therefore in an exceedingly form of registers and tones. The world of short fiction each mirrors and illuminates human lives (Sage 1987:43). The inclusion of short fiction within the ESL / EFL info offers the subsequent instructional advantages (Arıoğul, 2001):

- It makes the students' reading assignment easier due to being easy and short when compared with the other fictional genres.
- Enlarges the higher level readers' worldviews about diverse cultures and diverse groups of people.

- Presents more imaginative encrypt, demanding texts that require personal study supported with prior knowledge for advanced level readers.
- Motivates learners to read due to being a genuine material.
- Offers a world of wonders and a world of mystery.
- Provides students the chance to use their creativity.
- Encourage critical thinking skills.

To put in a nutshell, employment of a brief story for language learning is a great idea and a very helpful technique. As the selected story is brief, it puts the process of reading to ease. Also, another quality associated with it is its universality. To put this fact in other words, students everywhere the planet have fully fledged stories and may relate to them. (Sage 1987).

Advantages of Using Drama to Language Teaching

Using drama in an exceedingly language schoolroom may be a smart resource for teaching. It is through the employment of drama that learners become at home with grammatical structures in contexts and additionally study the way to use the language to articulate, manage and enlighten. The use of drama raises the students' awareness of the target language and culture. In this context, the employment of drama as a tool instead of an end gains significance in teaching a remote language. Yet, there's one obvious danger: cultural imposition ought to be severely avoided since it ends up in the loss of language ego and language identity in several cases. To put it otherwise, language learning should be culture-free but entirely not culture-biased. For this reason, the new language and the context of the drama should fuse into a language learning process with high interest, relevance, and enjoyment. Learners ought to make use of drama to push their comprehension of life experiences, reflect on particular circumstances and make sense of their extra-linguistic world in a deeper way (Sarıçoban 2004:15). The educational advantages of drama, according to (Lenore 1993), are as follows:

- It kindles the imagination and encourages creative thinking.
- Widens critical thinking skills.
- Encourages language expansion.
- Intensifies effective listening skills.
- Fortifies understanding and learning perpetuation by involving the senses as an essential part of the learning process.
- Augments compassion and awareness of others.
- Cultivates peer respect and group collaboration
- Strengthens positive self-concept.

Advantages of Using Novel to Language Teaching

The use of a novel could be a useful technique for mastering not solely linguistic system however additionally life in reference to the target language. In the novel, characters replicate what individuals perform in daily lives. Novels did not solely portray however additionally enlighten human lives.

Using the novel in a very foreign language category offers the subsequent instructional benefits:

Builds up the advanced level readers' knowledge about varied cultures and varied groups of people. 2. Enhances students' inspiration to read owing to being a genuine material. 3. Offers real-life settings. 4. Gives students the chance to make use of their creativity. 5. Advances critical thinking skills. 6. Paves the way for teaching the target language culture. 7. Enables students to go beyond what is written and dive into what is meant.

Helton, C.A, J. Asamani and E. D. Thomas (1998:1-5) expounds the educational profits of novels as follows:

Arouses their imagination. 2. Helps students to recognize the emotions of the characters so that they can learn how others cope with situations and problems similar to their own experiences. 3. Helps them master the skills that will allow them to gain information, process this knowledge, identify problems, formulate alternatives, and arrive at meaningful, thoughtful, effective decisions and solutions. 4. Increase oral and written language skills. 5. Stimulates students to become a lifelong reader.

When choosing a novel to be employed in the foreign language category, the language teacher ought to listen as to whether the novel has a captivating story that may be of interest to the entire class.

Themes and settings appealing their imagination and exploring the human condition ought to be enclosed within the nature of the chosen novels. Novel ought to have a robust, fast plot and attention-grabbing, well diagrammatical, memorable characters. The content of the novel ought to be appropriate to students' psychological feature and emotional levels. Specific themes and ideas being developed in school ought to even be incorporated inside the novel.

Helton says, "Open-ended queries modify students to predict outcomes, make comparisons and contrasts, and draw conclusions. Class discussions of every novel event ought to comprise the most plan and supporting details, including who, what, when, where, and how." (Helton, C.A, J.Asamani and E.D.Thomas 1998).

CONCLUSIONS

Literature plays a crucial role within the English programs of the many non-English speaking countries. However, there are some issues encountered by language academicians inside the realm of teaching English through literature. First, there are only a few pedagogically-designed applicable materials that may be employed by language academicians in a very language classroom. Second, there's a scarcity of preparation within the space of literature teaching in TESL / TEFL programs. Third, there is the absence of clear-cut objectives defining the role of in ESL /EFL. Many instructors attempt to embody literature in their room but lack the background and training in that field.

The teacher has a crucial role in teaching English through literature. First, he should determine the aim of pedagogy in reference to the wants and expectations of the scholars. Giving a form or interviewing with the scholars orally, the teacher

can set up the aim and the objectives of the language teaching. Second, he ought to choose a suitable pedagogy technique, teaching techniques, and classroom activities. Then, the teacher ought to choose the literary texts relevant to the aim and therefore the objectives of his teaching. While choosing literary texts to be employed in language room, the students' language proficiency, interests, age, sex, etc should be taken into account in order, not to bore students with inappropriate materials. At elementary levels, for example, students should be given simplified or specially written stories. At advanced levels, however, students are given literature in its original form so that they can develop their literary competence in the target language. To put it in our own way, students learn practically the figurative and daily use of the target language in the literary texts and encounter different genres of literature (i.e. poems, short stories, plays, etc.) at advanced levels. Observing however characters in a play or a brief story use figures of speech, such as simile, metaphor, metonymy, etc so as to express their communicative intention, students learn how to write English more clearly, creatively, and powerfully. As Obediat (1997) states, literature helps students acquire a native-like competence in English, express their ideas in good English, learn the features of modern English, learn how the English linguistic system is employed for communication, see how formulation expressions are used to speak clearly, precisely, and in brief, and become superior in English, so as to become inventive, critical, and analytical learners.

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