

ISSN INTERNATIONAL
STANDARD
SERIAL
NUMBER
ISSN-2321-7065

IJELLH

**International Journal of English Language,
Literature in Humanities**

Indexed, Peer Reviewed (Refereed), UGC Approved Journal



**A Two Day International Conference on
Emerging Trends in English Language Teaching
(ICETELT 2019)**



Organised by

The Department of English, School of Science and Humanities

Kongu Engineering College (Autonomous)

Perundurai

Volume 7, Issue 8, August 2019

www.ijellh.com

E. Nithya

Guest Lecturer

Department of English

Thiruvalluvar University Constituent Arts and Science College

Kallakurichi, Tamil Nadu, India

Teaching Language through Literature

Abstract

Teaching English at tertiary level is a challenging task for teachers in a rural context. Second language learning is a part of mental and emotional state of a student in a formal setting. In this context, literature serves as an effective tool for teachers to equip the learner's LSRW skill. Learning Language through Literature motivates the students due to its real life situation in the literary work. It facilitates the learners to shape their personal development and creates positive attitude towards second language learners and its culture.

Key Words: Language and Literature, LSRW, Personal development.

Introuction:

Language generally is defined as a system of communication by written or spoken words, which is used by the people of a particular country or area. Language distinguishes human species from other living species. With the use of language for instance, human species have been able to make inventions, communicate ideas and spread such inventions and ideas from generation to generation. Nations or

communities are distinct from one another mainly based on the language they speak and this is the key factor that shapes their identities. Considering the number of languages which exceeds a thousand, the need to learn languages of other societies emerges as a must, especially in a world, that has never been as interconnected as it is today. This interconnectedness has made it manifest that learning a second language unites people and builds a common way to understand each other. Today, as a result of globalization, there has been an increasing need to interact at both official and unofficial levels. In particular, nations of different countries have to move from one geographical region to another, needing a language of communication. In this case, some languages such as English, French, Spanish, German and Arabic have become what can be described as second language in many communities of the world. In other words, they have become the language of communication, interaction and relationship. For this reason, these languages mentioned above, need to be learnt if we want to develop along with others. In our fast-paced global world, languages are of great importance and the need for a widely speaking language is undeniable. Learning a language means getting familiar with the culture, geography and socio-economic structure of the targeted language. It is important to know the history of the people, their traditions, customs and values for better communication. Once students are exposed to these aspects, they will know the reasons for using particular words in certain situations and they will be able to discern nuances between meanings of similar words. Most importantly, once exposed to the country where the language is spoken, they will be able to understand the cultural underpinnings of the language. [Mustafa Erdem Jan-Apr 2016 Vol.4, Nr. 1].

Language and Literature:

The use of literature as a technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and literature areas is very popular within the field of learning through Literature. Literary works such as poetries, novels, stories, or plays should be used in foreign language teaching because these works include all the features needed to teach a foreign language. Collie and Slater³ mention four reasons why a language teacher should use literary texts with classes; to serve as authentic material, to enrich language as it provides various features of written language, to enhance understanding of different cultures and to enable personal involvement as imagination moves learners from structure to the story itself. Reading new literature increases the awareness and understanding of students for new cultures and diverse “living rules”. It can be emphasized that literature is a kind of historical document which contains precise information about the time was written and society that prevailed. So literature not only gives us pleasure, but also factual information about different periods and society. Literature study crystallizes man and teaches them the art of living; it is the mirror of our reality. Literature contains all thoughts of prominent people, pleasure, happiness or their pain.

1. Literature is a very enjoyable resource to learn a language.
2. Literature provides examples of different styles of writing, and also representations of various authentic uses of the language.
3. Literature is a good resource for increasing word power.
4. It encourages developing various reading skills in learners.
5. It encourages critical and creative thinking.
6. It enriches the students’ world knowledge.
7. It makes the students aware of various human situations and conflicts.

LSRW:

Literature can also be a great source for listening skills. Teachers can help students become effective listeners through Literature. Teachers need to create free discussion platforms or ask students to prepare presentations on different topics to help them practice the language they are learning their proficiency level. Listening behavior can show understanding, acceptance, and critical listening. Literary texts are great sources for free discussions in the class and this will not only improve Listening skills but also speaking, writing and reading skills. Literature is the best way to make people understand that language is learned more appropriate when it is learned by reading literature. Literature is the key to right pathway toward the benefits of a new language, as through literature reading students have the change of autonomously choosing the diversification of their culture and knowledge.

Speaking:

Literature can also be a great source for speaking also. Teachers need to create free discussion platforms or ask students to prepare presentations on different topics to help them practice the language they are learning or improve their proficiency level. Literary texts are great sources for free discussions in the class and this will not only improve speaking skills but also listening, writing and reading skills.

Speech is important for the practical use of English

Learning through speech is the natural way of learning a language.

Speech is a good introduction to the other language.

A good speaker usually possesses a good personality.

Reading

The ability to read and understand a passage quickly and correctly is very important aspect of language learning. Using literary texts in teaching English literature to students motivate and encourage students to read literature. Easy-to-understand literary texts can play an incentive and introductive role at the beginning while difficult ones as they appear in historical, biographical texts, poetries and articles help students to understand the language in depth. a) Reading out loud the goal of this activity is to help students learn the characteristics of speaking such as: intonation, rhythm, stress and pronunciation.

Writing

Literature can be a powerful and motivating source for writing in ELT. Literature as a model occurs when student writing becomes closely similar to the original work or clearly imitates its content, theme, organization, and /or style. However, student writing exhibits original thinking like interpretation or analysis, or when it emerges from, or is creatively stimulated by, the reading, literature serves as subject matter. Literature houses in immense variety of themes to write on in terms of guided, free, controlled and other types of writing.

Conclusion

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. There are very few pedagogically-designed appropriate materials that can be used by language teachers in a language classroom. As Obediat (1997:32) 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 used for communication, see how idiomatic expressions are used, speak clearly, precisely, and concisely, and become more proficient in English, as well as become creative, critical, and analytical learners.

References

- Burke, S. J., & Brumfit, C. J. (1974). Is literature language? or Is language literature?. *English in Education*, 8(2), 33-43.
- Collie, J., & Slater, S. (1987). *Literature in the Language Classroom*. Cambridge, UK: Cambridge University Press.
- Hill Jenifer, (1986), *Using Literature in Language Teaching*, MacMillan, London.
- Longman dictionary of contemporary English (2007). Harlow, England: Longman
- Obediat, M. 1997. "Language vs. Literature in English Departments in the Arab World" in *English Teaching Forum*
- Hişmanoğlu Murat, " *Journal of Language and Linguistic Studies*" Vol.1, No.1, April 2005. Ufuk University.
- Erdem Mustafa, " *Literature in English Language Teaching*" Jan-Apr 2016 Vol.4, Nr. 1. PhD cand. University of Tirana-Albania.