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Introduction of literature for of study language

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Abstract

The present study aims at emphasizing the use of literature as a popular technique for teaching both basic language skills LSRW (Listening, speaking, reading and writing) and language areas (i.e. vocabulary, grammar and pronunciation) in present times. Reasons for using literary writings in foreign language classroom and foremost standards for selecting suitable literary texts in foreign language classes are emphasised so as to make the reader familiar with the fundamental ins and outs and criteria for language teachers' using and selecting literary texts and some difficulties faced by language teachers within the area of teaching English through literature (i.e. lacking homework in the area of literature teaching and nonattendance to clear-cut objectives defining the role of literature in ESL/EFL; language teachers not having the background and training in literature, lack of pedagogically-designed proper materials that can be used by language teachers in a classroom context) are taken into account.

Keywords: Literature, literature teaching, language Skills, foreign language teaching

Introduction

In past few years, the role of literature as a basic module and source of authentic texts of the language curriculum rather than a decisive objective of English teaching has been gaining impetus. Among language instructors, there has been a hot debate as to how, when, where, and why literature should be unified with ESL/EFL program. Forceful discussion of how literature and ESL/EFL instruction can work together and intermingle for the benefit of learners and teachers has led to thriving of stimulating ideas and improved instruction for all. Several educators consider the use of literature in language teaching as an interesting and worthy concern. In the present paper it is discussed why, a language teacher should use literary texts in the language classroom, what kind of literature should be used for language learners; literature and the teaching of language skills and of different sorts of literature to language teaching will be taken into account. Thus, the place of literature as a means rather than an end in teaching English as a second or foreign language will be extracted.

The use of literature as a technique for teaching both LSRW and structural language is very popular within the arena of foreign language learning and teaching process. Moreover, in translation courses, many language teachers make their students translate literary texts like novels, drama, poetry and short stories into the own language. Since, translation gives students the chance to practice the lexical, syntactic. Semantic, pragmatic and stylistic knowledge, they have learned in other courses, translation both as an application area covering basic skills.

Why to use literature in language classes

There are four main reasons which lead a language teacher to use literature in the classroom (Collie and Slater). These are valuable authentic material, cultural amelioration, language improvement and personal engrossment. In addition to these four main reasons, universality, importance, personal bearing, variability, attention, indicative authority and haziness are some other aspects requiring the use of literature as a prevailing resource in the English classroom.

Reliable material

Literature is considered authentic material. Most of the literary works are not created for the principal purpose of teaching a language. Many authentic tasters of language in realistic settings (i.e. forms, brochures, cartoons, advertisements, newspaper articles or magazine

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articles) are included within freshly designed course curricula. Thus, in the English language classroom context, learners are exposed to actual language samples of real life/real life like settings. Literature can act as a advantageous accompaniment to such materials, particularly when the first "survival" level has been passed. In reading literary texts, because students have also to deal with language intended for native speakers, they become acquainted with several linguistic forms, communicative functions and meanings.

Social enrichment

For many language learners, the idyllic way to upsurge their understanding of verbal and nonverbal aspects of communication in the country within which that language is spoken. For such learners, literary works such as novels, dramas, short stories, poems, etc. facilitate understanding how communication takes place in that country. Though world in the above stated forms of literature is an imaginary one, it presents a complete and colourful background in which characters from many social and regional backgrounds can be described. A learner can realize the way the characters in such literary works see the outside world i.e. their thoughts, feelings, emotions, ethnicities, assets; what they have faith in, concern and relish on; how they speak and behave in different settings. This fictional creation can quickly help the foreign learner to feel for the codes and preoccupations that shape a real society through photographic literateness of semiology. Literature is perhaps best regarded as a complement to other materials used to develop the foreign learner's understanding into the country whose language is being learned.

Linguistic improvement

Literature offers learners with a inclusive range of specific lexical or syntactic items. Students become familiar with many features of the written language, reading a significant and contextualized body of text. They learn about the sentence structure and discourse meanings of sentences, the different ways of connecting ideas, which develop and improve their own language skills. Students also become more creative and exploratory when they begin to notice the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves. Thus, they improve their communicative and social aptitude in the faithful impulsiveness of the authentic literature.

Personal involvement

Literature can be useful in the language learning process as it enforces the individual interest of the learner. When a student reads literature, he begins to dwell upon the text. The student becomes enthusiastic to find out what happens as events disclose through the climax; they feel close to certain characters and share their sensitive responses. This can have beneficial effects upon the whole language teaching-learning process. At this stage, the eminence of the choice of a literary text in relation to the needs, prospects, and interests, language level of the students is evident. In this process, they are able to remove the identity crisis and develop into an extrovert individual.

Teaching language Skills through literature

Literature plays an imperative role in teaching basic language skills - LSRW. Nevertheless, when using literature in the language classroom, skills should never be taught in isolation but in an integrated way. Teachers should try to teach language skills as an integral part of oral and written language use, as part of the means for creating both referential and interactional meaning, not merely as an aspect of the oral and written production of words, phrases and sentences.

ESL and EFL teachers should adopt a dynamic, student-centered approach toward understanding of a literary work. When students master literal understanding, they embark on to the illative level, where they can make speculations and elucidations concerning what they have read. After comprehending a literary work at the literal and inferential levels, students are ready to do a collaborative work. The students can now share among themselves their appraisals of the work and their personal responses to author's viewpoint. This is also the suitable time for them to share their reactions to the work's natural cultural issues and themes. The third level, the personal/evaluative level inspires students to think ingeniously about the work and provoke their critical acumen. "Discussion deriving from such questions can be the foundation for oral and written activities" (Stern, 332).

Literature can be a powerful and motivating source for writing in ESL/EFL, both as a model and as subject matter. Literature as a model occurs when students' writing becomes closely similar to the original work or clearly imitates its contents and style. However, when 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 founded writing

1. Controlled model-based workouts which are used mostly in beginning level writing characteristically require rewriting passages into random ways to practice specific syntactic structures. For instance, students can be reporters doing live newscast, or they can rewrite a third person passage into first person from a character's point of view.
2. Guided writing activity corresponds to intermediate-level foreign language learning. Students reply to a series of questions or complete sentences, which when put together, reiterate or summarize the prototype. In some cases, students complete the exercise after they receive the first few sentences or the topic sentence of a summary or picture. Guided writing exercises, especially at the verbatim level, enable students to comprehend the work.
3. Reproducing the Model activity encompasses techniques like paraphrasing, summarizing and reworking. In paraphrasing, students are required to use their own vocabulary to rearticulate the things that they see in print or hear aloud. Since, paraphrase agrees with the students' trying to understand the meaning of a poem; it is a amazingly useful tool with poetry. Summary work goes well with representative short stories and dramas, where actions normally follow a chronological order and have tangible elements like design, background, and character to guide student's writing. Adaptation requires rewriting prose fiction into

dialog or, reversely, rewriting a play or a scene into narrative. "This activity enables students to be aware of the variations between written and spoken English" (Stern, 321). One benefit of having literature as the reading content of a composition course is that the readings become the subject matter for compositions. In a composition course whose reading content is literature, students make implications, articulate their own ideas, and look meticulously at a text for evidence to support generalizations. Thus, they learn how to think ingeniously, spontaneously and critically. Such training helps them in other courses which require logical reasoning, independent thinking, and careful analysis of the text.

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