



English language literature in teaching classroom

Shivanand Shankar

Department of English, Gulbarga University, Kalaburagi, Karnataka, India

Abstract

This article provides a review of ideas and research reading the role of teaching English language of literature in the classroom. English language Teaching (ELT) gained prominence in the last three decades. The paper tries to analyze how literature can be used effectively for teaching in the classroom. The paper also tries to find out whether learning English language spontaneous thought the use of literature.

Keywords: english language, literature, classroom

Introduction

Literature is the mirror of society. Literature from time immemorial has appealed to students of all ages. The last twenty years have been marked by an explosion of work in literary and cultural theory, for further research on the relationship between literature, language and education. The rise of ELT led to the gradual sidelining of literature, as focus shifted to functional use of language. The revival of literature is inevitable as students find it hard to decipher the nuances of language in the ELT classroom. Many genres of literature like plays, poems, fiction, short stories, biography drama etc., can be used effectively in the ELT classroom to make learning a joyful experience for students. And also use different aspects of a foreign language.

It is argued that, literature promotes, among others, students vocabulary knowledge, knowledge of lexical phrases and fixed expressions (Frantzen. 2002, Mackenzie, 2000). ELT experts lay emphasis on four skills, listening, speaking, reading and writing. Though literature, students can be taught all the four skill by paying attention to sentence structures and new vocabulary. Literature starts in delight but ends in wisdom.

McRa'e (1994) is of the opinion that literary texts are representational rather than referential. Referential language is very informational and as a result, less appealing. On the other hand, representational language appeals to one's emotions and as a result extremely interesting. Referential language appeals to the imagination of students and empathetic towards the society as a whole.

The latest developments of text based teaching also recommend a curriculum 'in which language, culture and literature are taught as a continuous'. In the sense, recent studies indicate the undividable benefits of literary texts as a important part of the EEL programs despite the fact that their use might be proved to be highly demanding for teachers and students (Rice, 1991) Lima, 2010; Van, 2009) the study of literature is a must as for as it exposes students to meaningful contexts rich in descriptive language and interesting characters.

Literary texts may be selected based on interest and relevance to students. The level of students should be checked thoroughly before prescribing any literary texts. It is suggested that the texts be slightly shorter so that the students make optimum use of them before the stipulated time. Language teaching is incomplete without literature. The earlier generations had solid foundation in language, because they learnt classics written by literary writers like Shakespeare, words worth etc. technical education is not complete, if one does not pay attention to values, character building, soft skills etc.

Literature in the language classroom: A brief historical overview

English and American literature have been part of the non-English speaking countries curriculum for more than 100 years now, always playing a major part in the English language syllabus (Stern, 1985), learning a foreign language. Thus literature was a key element in the grammar translation method. Literary text in the focus of this teaching method was on mastering grammar structures and vocabulary. There was neither literary interest nor interest on content.

Teaching skill in english language classroom

Teaching is the very important role in the all classroom, Actually '21st century skills' is a bit of a misnomer. The prized skills of the 21st century actually have existed in teaching and learning as long as we have been teaching and learning. Socrates and Aristotle would fit right at home in a 21st century class. The 21st century skills can be summarized by the 4 Cs. a) Communication, b) Critical Thinking, c) Creativity, d) Collaboration.

These are the very important when we are teaching. And teacher may use simpler words and sentence structures to accommodate who he/she is teaching to class of young children which is called convergence. Alternatively a person may exaggerate their rural accent because they are annoyed by the attitude of someone from the city is called divergence. For learning of each and every language skill, we used to have

specific and learning strategy (p.76) convergence is a strategy in which people adapt to each other's speech by adjusting such things as speech rate, pauses, length of utterance, and pronunciation. In speaking, communicative competence is a significant aspect. It includes various other competences such as grammatical competence, sociolinguistic competence, discourse competence etc.

Once the students get good command over the language doing well in campus interviews, group discussions etc. will become a cakewalk. In addition, one can extra literature in the form of career development classes and personality development classes are reduced considerably. There is no doubt that literature will help the learners, to get good command and the language. In other words, language is something that has to be caught and not taught. If literature is made part of the curriculum in technical education, language learning will become a really enriching experience for the students.

Conclusion

It is concluded that, there are many important things that connected directly or indirectly to teaching English language literature is viable in classroom. The classroom changes dramatically with the introduction of literature learning English language through literature. Literature for all ages and never ceases to inspire the students irrespective of their age and gender. It is to be said that, there is no one singly right way to use literature in the language classroom. We hope that the ideas here presented will facilitate teachers effective use of literature to improve English language.

References

1. Duff A, Maley A. Literature (Resource Books for Teachers), Oxford University Press, 2007.
2. Richards, Jack C, Charles Lockhart. Reflective Teaching in second language Classrooms. Cambridge (England : Cambridge UP, 1994 Print)
3. Hall, Joan Kelly. Second and Foreign Language Learning through Classroom Interaction. Mahway, N.J. Erlbaum, 2000 Print.
4. Teaching English Language through Literature, b A Babu Rajendra Prasad vol. III issue VII-2015 IJE LLH.
5. The use of literature and literary text in the EFL Classroom, Between Consensus and controversy by Jelena Bobkina International Journal of Applied linguistics and English Literature. 2014, 3(2).