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## ENGLISH LANGUAGE ACQUISITION THROUGH LITERATURE

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**Abstract :** Literature is a life it can be understood and experienced through language. Literature begins with language. This is for communication. We had highly sophisticated ability to articulate our emotions, instincts and our needs. We also articulated aspirations and beliefs and to postulate and argue theories. Language is vital the human communication, words are open a window through to our soul. Man's speech is like his life. Language is revelation. It reveals one's heart to others and a legacy for others. That enables them to here and debate to us. English Literature has had a religious flavor since the introduction of Christianity to Britain and over the ensuing centuries. The deployment of allegory which was at the centre of the everyman plays and to develop different genres. Teaching of English Language through Literature is an insight into the human mind wrestling with truth. The Literature seeks to define a good literary education and to discuss the important matter of text selection for the purpose of Literary study.

**Keywords:** Literature, Christianity, Literary, Communication, Human mind, articulate, religious flavor, allegory.

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**Introduction:** It is widely recognized that a literary text with richness and variety can be stimulating for language learners and can be used to elicit a wide range of responses from the learners which are facilitating for language teaching and learning. It can stimulate imagination of the learners, offer specimens of authentic use of language and provide ample opportunities for discussion. It ensures students' personal involvement in the learning process and bridges the gaps between the cultures and makes them familiar with the norms and behaviors of the people of the target language. Thus the use of literary text in language class can act as a means of cultural enrichment. It helps the learners to get familiar with the socio-political backgrounds of target language society and also makes them understand how communication takes place in a particular community. This broadens their horizon of understanding the common human nature. Moreover, the learners learn to be more tolerable and sensible when they confront the differences in other culture and their own. Additionally, literature deals with universal issues with what students can relate them with less difficulty and simultaneously feel themselves as part of the whole humanity. Learners are also exposed to the various structures and functions of language through literary text.

**Objective of the study :** The objective of the study is to re-examine the benefits of using literature in language classes. This study bridges the gap between

the theory of teaching language through literature and its practice by applying the technique. It also aims to explore the appropriate classroom activities which facilitate language teaching and learning.

**Research methodology :** This paper projects from a through-review of various books and articles on the same topic, classrooms were also observed as the researchers are the teachers of the program. A pre-test was taken to learn about the proficiency of the learners and the areas in which they need special care and development. The test was of 40 marks with equal weight on grammar, need special care and development. The pre-test will be conducted by giving equal weight on grammar, reading comprehension, vocabulary and writing. To evaluate the speaking proficiency of the learners, interviews were taken and their problems were sought. The priority and the focus of the activities were determined on the basis of the average score obtained in each section of the test. The classroom activities and materials were designed accordingly.

**Hypothesis :** The present paper underscores the need and importance of literary texts for a comprehensive attainment of higher levels of language skills, It is based on the primary assumption that teaching literature or literary texts makes language acquisition more use-focused instead of form-focused. Learning literature creates many positive attitudes on learning and acquisition of English as a foreign or second language. This paper

tries to touch the benefits of the inclusion of literary texts in EFL curriculum at all stages of language learning in general and at the primary stage in particular. Literary texts take into account the functions of language in different realistic situations outside the conditioned atmosphere of the classrooms. The employment of such literary components such as narratives, short stories, one-person acts, fables, dialogues and short social situations, will help learners to see different forms of the language in one notion of the language. It will, more importantly, motivate and inspire the learners to know more and keep his or her interest intact.

**Historical Evolution :** Literature and language are closely related and this is a fact none can deny. Literature is constituted by language and it represents one of the most recurrent uses of language. Language and linguistic analysis can also be employed to access literature from the learner from the learner's point of view. Brumfit and Carter (1986:1) already emphasized the role of literature as an ally of language. This technique is by no means novel, since literature has been a widely used teaching tool in different language teaching methods. However, here the perspective changes giving more relevance to the literary text as a work of art. First of all, let us go over the changing role of literature in the tradition of second language teaching to end with an account of its current situation within the communicative approach.

In the grammar translation method, literature was the central component. Literary texts of the target language were read and translated. Used as examples of good writing and illustrations of the grammatical rules. The focus of this teaching method was on form, on learning the rules of grammar and the lexical items as they appeared in the text. There was no literary interest, nor interest on content. After this method fell in disuse, literary texts also went forgotten for teachers of second language.

For the structural approaches to language teaching, literature was discredited as a tool, because it represented the old tradition. The functional notional method ignored literature, because in this method the importance lies on communication and they present authentic language samples. Literature was not considered either to have a communicative function nor to be authentic example of language use.

**Review of Literature :** The discourse that whether literature can be helpful in the learning of foreign language has evoked divergent views. It is widely believed that the study of language has to be in accordance with an with special reference to the needs of the language learners. There have been different points of views about the place of literature or literary texts in the foreign language or second language curriculum.

Prof. Charles Blathford of the Department of English as a second language at the University of Hawaii (1972) opines.

“the study of English literature is a luxury that cannot be indulged during the limited amount of time allocated to English”.

Prof. Blatchford's expression is based on his understanding that the learners of EFL at the primary and secondary levels are primarily concerned with the acquisition of the functional skills of the target language that would help them in dealing with everyday occurrences that can be expressed through the basic skills.

Books relating to the methodologies of language teaching have focused in detail on the attitude of individual teacher towards the changes that have taken place and his role in the spread of innovative modes of teaching. Widdowson argues that:

Language teachers have the responsibility to mediate changes in pedagogic practice so as to increase the effectiveness of language teaching.

With so much of discussion on the importance and usefulness of the literary texts or literature as effective language teaching tools, it is imperative to frame a language course that corresponds to the social contexts of the language learners. There is a practical need to design a syllabus that suits the needs of the learners and at the same time, enables them to express themselves in social circumstances with ease and interest. Many language-training courses are useful in bringing about a change in the behavioral pattern of the learners enriching their verbal fluency.

Elsa Auerbach in her book, Making Meaning making change has attempted as impressive and convincing account of the Participatory and the more traditional ends –means approach to curriculum design. She develop a practical manual for carrying out the participatory language learning curriculum.

In the participatory model, the teacher and students work together to produce a context-specific curriculum based on the needs and desires that the students themselves experience. The teacher simply becomes, therefore, a completed different kind of leader. He discovers novel and innovative ways to induce the students to identify their own needs and interests, introducing topics and activities in the class, which allow students to use language to further their needs and interest. He also plays the role of the organizer of educational resources with a view to expand the students knowledge of the language because of their use of it.

Rather than presenting the students with synthetic materials developed outside the classroom, Auerbach advocates that teachers combine conscious listening namely a sympathetic awareness of what students real concerns are, with catalyst activities i.e. language activities that get students to open up and express their real thoughts and feelings. Making meaning contains an impressive list of such activities, which can include what are often called icebreakers to get students talking, class newspapers, picture albums, class rituals, or student produced graphics.

Once the teacher has identified major themes in students lives with these ways in, she can use a variety of ready to hand tools to draw students into the deliberate use of language to address the issues they see as important. These tools can include fables, proverbs, published works of fiction. Even children's books. One of the most powerful tools is what she calls codes, carefully scripted dialogues in which characters reveal very controversial attitudes towards pressing social questions, such as racism, crime, or sexual harassment. By involving students in discussion about these codes, they not only acquire the language to address these issues, but they also begin to learn how to take positions on these issues themselves.

Culture and language learning studies prove that linguistic and literary studies touch at various points. As professor Blatchford argues. The linguistic interest of culture learning is broader, its approach more scientific and pragmatic, but there is no reason why it should not include in its scope the literary uses of language.

Literary texts include cultural uses of linguistic expressions such as stylistics, pragmatics and semantics. This social communication reflects the usage of different language aspects in the literary

texts. Moreover, in the study of language and culture, literary study can make a valuable contribution in tracing the development of the language in all its components and skills. what is more important is that, non-native students need to be exposed to various literary texts in order to be able to consider the other's culture in their international communication. Therefore, the non-native learner's curriculum should include teaching literary texts or literature to facilitate such international communication for the students. Furthermore, literature consists of some lexical items and expressions, which cannot be found in the linguistic texts. Literary texts and literature texts contextualized and socialized language items and lead naturally to the use of actual words and expressions in real situations.

As regards the learning of English as a Second language at the higher level, Prof. Blatchford says. There may be more justification for literary studies where English is a second rather than a foreign language.

It is an undeniable fact that the resources of language can be fully utilized by taking recourse to literature as an important aspect of language learning. For great skill and effectiveness, literature is necessary for language learning. W.R. Lee in his editorial in the Journal English Language Teaching says,

Literature is rooted, so far as the foreign language learner is concerned, in the oral basis of language learning; rooted in lively and meaningful oral drills, in spoken and acted dialogues, in simple dramatization of stories; indeed in those very procedures which make for successful and interested learning of the language.

It is interesting, in the light of the above observation, to note how a child listens to the nursery rhymes and learns the vocabulary through oral drills without going through the oftentimes tedious practice of turning over the pages of a dictionary of usages.

#### **Main reasons for using literary texts in English Language classes.**

As Collie and Slater Says the importance of using literary texts in English Language classes because these are valuable authentic material, cultural enrichment, language enrichment and personal involvement . In addition to these 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.

Teachers are challenged daily with students who do not fit into the curriculum. In a classroom, there are many students with special needs, language differences and with different learning styles. It is in the hands of the readers to make their sources interesting. As such, Literature is an amalgamation of prose, poetry and dramas. Prose text will be used to teach language, vocabulary, phrasal verbs, contemporary issues, theories like psychoanalytical issues, communicative skills which further facilitates to discussion among peer members and most probably reading.

### **Poems in English Language Teaching**

The accomplishment of poetry lessons depends upon on the teacher's level of creativity, enthusiasm, reading aloud with tone variation, a lecdem or with the approaches he/she implements to generate the learner's interest in the poetry. It should be learner-centered 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.

### **Role of short story in Language Teaching**

Short fiction is a supreme resource for observing not only language but life itself. In short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and so in a variety of registers and tones. The world of short fiction acts as mirrors and illuminates the human lives.

### **Role of Drama in Language Teaching**

Using dramas in a language classroom is a good resource for language teaching. It is through the use of drama that learners become familiar with grammatical structures in contexts and also learn about how to use the language to express, control and inform. The use of drama raises the students awareness towards the target language and culture. In this context, the use of drama as a tool rather than an end gains importance in teaching a foreign language. The language learning should be culture-free that is the context of the drama should fuse into a language learning process with high interest, relevance and enjoyment. Learners should make use

of drama to promote their comprehension of life experience, reflect on particular circumstances and make sense of their extra linguistic world in a deeper way.

### **Role of Novel in Language people**

The use of a novel is a beneficial technique of mastering not only linguistic system but also life in relation to the target language. In novel, characters reflect what people really perform in daily lives. Novels not only portray but also enlighten human lives. Using novel in a foreign language class offers the following educational.

- develops the advanced level readers' knowledge about different cultures and different groups of people,
- increases students motivation to read owing to being an authentic material,
- offers real life/ real life like settings,
- gives students the opportunity to make use of their creativity,
- improves critical thinking skills,
- paves the way for teaching the target language culture,
- enables students to go beyond what is written and dive into what is meant.

**Conclusion :** Literature or literary text can bridge, to a large extent, the acute realization of the cultural differences that is eating into our understanding of normal and natural human differences. Literature opens the windows to intercultural awareness while at the same time nurturing empathy, a tolerance for diversity, and the fostering of intelligence. Poetry would go a long way in providing language learners with the expansion of their experience of larger human reality which in turn can shape his language and provide more meaning and richness to it.

It is imperative on the part of the language teacher to provide learners with interesting short stories from the finest treasures of English literature to induce in them a desire to make reading as a habit and develop text reading strategies. Foreign language learners benefit from reading target-language literature because it gives practice in the pragmatic contextualization of linguistic expression.

There is no doubt, a close relationship between educational goals and literary texts that are selected for study. The educationists, therefore, should make an appropriate selection from literature to meet the learner's needs, level, ability and interests at all

stages. For example, for the primary pupils, simple verses, sayings, one-act plays and games would be fun for them. Generally, young learners acquire a useful contextualized language and keep by heart simple wisdom, songs, proverbs and short stories.

Literary texts can play a vital role in developing language skills among the non-native learners of English and helping them to use language for communicative purposes in the real world.

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