

BENEFITS AND APPROACHES OF LANGUAGE TEACHING AND LEARNING IN EFL CLASSROOM THROUGH LITERARY TEXTS

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ABSTRACT

This paper exhibits the significance of literary texts in the English language instructing application / program and considers the explanations as teachers frequently favor literature as unsuitable to the EFL classrooms. It additionally gives you the contrast of notions and research concerning the literature's role in the EFL classroom. These views imitate parting between the learner of language and study of literature that has headed to the restrained literature's function in the EFL classroom. Though the use of literary texts can be an effective academic tool, after a brief define of whether or not to use literature in the language classroom, the article debates the clarifications for the expiration and renaissance of literature as input for language programs. The subject defines a range of styles of literature and delivers motivations for a unified approach of instructing literature in the language application centered on the precept that literature is language and language can certainly be literary. This paper additionally portrays the preceding and present methods of instructing literature in language programs.

KEYWORDS: *Approaches, Communicative Skill, Program; EFL; Higher Education, Language Skills, Literary Texts*

INTRODUCTION

Literary transcripts play an imperative role in mastering English language. Being teachers of English as a Foreign Language, our key nervousness is to assist learners reap communicative skill. For this motive we have a tendency to put efforts on instructing important linguistic forms. It is assumed that the major objective of EFL instructing is to assist students to speak fluently in the target language. Though, latest tendency in EFL educating elaborates the want of assimilating literature because of its wealthy prospective bringing a reliable model of language use. Communicative ability has the tendency of gaining mastery of shape and form. For this aim, literature accommodate a powerful scholastic machine in learners' linguistic improvement in EFL programs. Several language teachers are compelled to admit the capabilities of literary texts in phrases of development of distinct elements of a foreign language. It is claimed that literature encourages students' L2 vocabulary, grammatical knowledge, language awareness, semantic and pragmatics expertise (Frantzen, 2002; Tayebipour, 2009). It also puts light on reading, mainly the studying of cultural texts, has come to be one of the primary factor for curriculum enhancement in EFL programs. (Dupuy, 2000) The most modern progresses of text-based educating also acclaim a curriculum "in which language, culture, and literature are taught as a continuum" (Foreign Languages and Higher Education: New Structures for a Changed World, 2007). In this logic, latest research specify the numerous benefits of literary texts as a necessary section of the EFL programs, no matter the truth that their use may be proved to be quite difficult for teachers and students (Rice, 1991; Lima, 2010; Van, 2009). The study of literature is quintessential as far as it helps students to supply meaningful contexts which are wealthy in descriptive language and fascinating characters. Regardless of the reality that many teachers in modern times agree on the need to reintegrate

literature in the L2 curriculum, defending its reincorporation into the language classroom, literature nonetheless has to play a position for itself in mainstream language instructing substances (Lima, 2010). Those teachers who strive to include literature in the study room inevitably locate themselves

facing serious issues due to lack of training in the place of literature instructing in EFL, absence of clear targets defining the position of literature and a lack of the critical background know-how and training in literature, or shortage of pedagogically-well-designed substances (Lima, 2010; Khatib & Nourzadeh, 2011). In addition, two at existing in the context of English as a world language that faces textual content selection, literature syllabus and curriculum improvement (Carter, 2007). Lastly, the questions of how literature can be built-in for the advantage of students and what the most effective strategies are for its integration into the language classroom.

Language Classroom and the Role of Literature

The standard of teaching English language has improved a lot since a few decades and it has also established a unique connection between language and literature. This association plays an important role at the beginning of the 20th century under the classical standard when “literary language was greater to spoken language” (Larsen-Freeman 2000: 15). Literature used to be then left out of language packages due to the fact language studying used to be viewed top importance of speech, dependency formation, or conveying what one is aware of in new contexts, depending on the mastering well-known used. With the growth of communicative procedures to language learning, the intention of language studying was to motivate communicative ability in the target language, where college students would have the probability to express their ideas and opinions in the language beneath study; the significance have to be on the method of communication as an alternative than simply mastery of language forms (Larsen-Freeman 2000). Literature has experienced a healing with the advent of communicative strategy in language instructing as it gives freshmen with authentic, enjoyable and cultural material (Hall 2005: 47-57).

AIMING ON LITERATURE

Language, each spoken and written, comes in a range of discourse types and, as instructors of language, we attempt to current our newcomers to as many of these as possible. The range and kinds of dialogues are perhaps high-quality signified by Kinneavy’s Conversation

Triangle (1983). English and American literature have been part of the non-English speaking nations curriculum for extra than one hundred years now, always taking part in a key part in the English language syllabus (Stern, 1985). Learning a foreign language in the early section of the 20th century, as Kramersch and Kramersch (2000)claim, regularly meant a close study of the Canonical literature in that language. Thus literature used to be a key issue in the Grammar Translation Method. Literary texts in the target language were used as examples of top writing and “illustrations of the grammatical rules” (Duff, 1990: 3). The emphasis of this teaching technique used to be on learning grammar constructions and vocabulary. There was once neither literary activity nor interest on content. This organization of discourse sorts consists of expressive, which emphasizes on personal expression; transactional, which emphasizes on both the reader and the message; and poetic, which emphasizes on shape and language. Indeed, all these discourse sorts already play a foremost function in instructing various components of language such as vocabulary and structure, or testing learners’ comprehension. The outcome is that the reader’s “interpretative procedures” (Widdowson, 1975) may grow to be burdened

and overloaded. What this means is that the reader has to infer, expect and negotiate that means From inside the textual content to a degree that is no longer required in non-literary speech. Thus, in our efforts to instruct our learners' communicative ability there is a trend to make use of texts which focus on the transactional and expressive varieties of writing with the limit of poetic forms of language – i.e. literature. There is a cognizance that the use of literary discourse glances from the simple enterprise of language learning, i.e. information of language structure, functions and well-known communication.

Is it Necessary to Teach Literature in the Language Classroom?

The skills acquired whilst studying literary texts will assist newcomers come to be better, extra alert readers of the world they stay in (McRae, 1991: 10). For it is now not solely in literature that we can see the creative and resourceful use of language, it is existing in road signs, advertisements, newspaper articles and headlines, shop and enterprise names, notices menus, etc. (Carter, 1997). Simpson (1996: 9) argues that the language system considered being 'peculiar' for literature examples of it can be observed backyard literature. Even everyday day-to-day conversations show creative uses of language such as idiom, metaphors, proverbs, play with words, and so on, 'which are strongly linked with criteria for literariness' (Carter, 1997: 49) two but people are so used to them that they are not even conscious that the language is being used in a innovative way. Because of the figurative patterns of plenty of the normal everyday language, native speakers commonly do no longer have difficulties in perception figurative language in literature (Carter, 1997: 212). However, overseas language beginners are not in such a favorable role because many languages have exceptional methods of expressing the equal thoughts and notions, and very often the choice of metaphors reveals 'cultural attitudes to specific areas human exercise (Carter, 1997: 88)' Consequently, giving foreign language inexperienced persons opportunities for discussion, comparison and appreciation the meaning of phrases and phrases, and developing their interpretational and inferential abilities will make them greater reflective and superb newcomers and users of the language. Carter (1997: 55) concludes: It can subsequently be argued that to use in the language class only these kinds of communicate that are obvious and transactional and full of richness, cultural reference and creativity is to misrepresent what speakers in reality do and concurrently to lose a chance for interesting language recognition work of the sort which may be an ideal precursor to boost literacy awareness.

Approaches to Teaching Literature

Having agreed that mixing literature into the EFL syllabus is helpful to the learners' linguistic development, we need to choose a strategy that first-class serves the needs of EFL novices and the syllabus. Carter and Long (1991) describe the foundation for the use of the three main tactics to the instructing of literature: The Cultural Style This model signifies the old-style strategy to instructing literature. Such a model wants learners to explore and infer the social, political, literary and historic context of a unique text. By the use of such a mannequin to train literature we no longer only expose the universality of such thoughts and ideas but inspire learners to recognize unique cultures and ideologies in relation to their own. The view is largely disallowed by means of these in TEFL due to the fact now not solely does it have a tendency to be teacher-centered but there is little possibility for prolonged language work. The Language Style 'Language-based approach' approves rookies to get entry to a textual content in a systematic and methodical way in order to exemplify specific linguistic points e.g. literal and figurative language, direct and indirect speech. This approach lends itself properly to the repertoire of processes used in language educating - cloze procedure, prediction exercises, jumbled sentences, precise writing, creative writing and position play two - which all structure part of the

repertoire of EFL things to do used via instructors to deconstruct literary texts in order to serve unique linguistic goals. Carter and McRae (1996) describe this mannequin as taking a 'reductive' strategy to literature. These activities are disconnected from the literary desires of the particular text in that they can be utilized to any text. There is little engagement of the learner with the textual content other than for only linguistic practice; literature is used in a as an alternative purposeless and mechanistic way in order to supply for a collection of language activities written with the aid of the teacher. Extensive Reading A respected contribution of educating literature is that it serves as a doorway to enormous analyzing which will increase students' contact to the goal language. Nutt all remarks that 'the first-rate way to develop your knowledge of a overseas language is to go and stay among its speakers. The subsequent fine way is to examine notably in it, (1982: 168) seeing that the first alternative is not available to the majority of foreign language learners, instructors need to attempt to make students study extra outside the study room by using 'requiring them to do so' or 'tempting them to do so' (Nutt all, 1982:168) If the books are well-chosen, if students have developed accurate analyzing competencies and techniques and if teachers share their love of studying with the students, the students will no longer feel that analyzing is another tedious undertaking they have to do, but something that can convey them pleasure, enjoyment, and non-public satisfaction. Sinclair (1996: 142) argues that when teaching literature, the function of the teacher is to help students' gradually advance the capacity for deciding on English texts in accordance to their personal preferences and interests, as properly as dealing with the appreciation of the language, discourse, style, form, and contexts of these texts'. The Individual Progressive Style This style indicates a link between the cultural style and the language style by aiming at the particular use of language in a text, as nicely as setting it in a particular cultural context. Learners are stimulated to express their opinions, feelings, and opinions and make connections between their very own private and cultural experiences and these expressed in the text. Another component of this style is that it helps novices develop expertise of thoughts and language – content material and formal schemata – through distinctive subject matters and topics. This function relates to theories of analyzing (Goodman, 1970) which emphasize the interplay of the reader with the text. As Cadorath and Harris factor out (1998:188) "text itself has no meaning, it only gives course for the reader to construct that means from the reader's personal experience". Thus, studying is said to take place when readers are able to interpret the text and assemble which means on the foundation of their personal experience. These three patterns to teaching literature fluctuate in terms of their center of attention on the text: firstly, the textual content is viewed as a cultural artifact; secondly, the textual content is used as a center of attention for grammatical and structural analysis; and thirdly, the text is the stimulus for personal growth activities. What is wished is an strategy to teaching literature in the EFL study room which tries to combine these elements in a way that makes literature on hand to freshmen and really helpful for their linguistic development.

The Foundation for a Unified Fashion for Teaching Literature

According to Duff and Maley (1990), the principal important points for integrating these factors are linguistic, methodological and motivational. Linguistically, by the use of a broad vary of proper texts we introduce rookies to a range of types and difficulties of the English language. Methodologically, literary discourse sensitizes readers to the methods of studying e.g. the use of schema, strategies for intensive and widespread reading, etc. And, lastly, motivationally, literary texts prioritize the enjoyment of studying since, as Short and Candling assert (1986), 'if literature is worth teaching. then it looks axiomatic that it is the response to literature itself which is important'. Interpretation of texts via rookies can convey about non-public responses from readers by means of touching on significant and enticing themes. A built-in mannequin is

a linguistic strategy that makes use of some of the techniques used in stylistic analysis, which explores texts, literary and non-literary, from the perspective of style and its affiliation to content and form. This involves the systematic and special analysis of the stylistic points of a textual content—vocabulary, structure, register, etc. two in order to locate out ‘not just what a text means, but also how it comes to suggest what it does’ (Short, 1996). This suggested model (O’Brien, 1999) integrates linguistic description with an interpretation of the textual content although for the profit of the foreign language novices it is no longer as technical, rigorous or analytical as the stylistic approach. With the careful decision of the text, it can be rewritten for all levels.

CONCLUSIONS

Having and Using literature as an aid offers teachers opportunities for primary language learning activities on resources that can arouse increased pastime and involvement than is the case with different texts (Carter and Long, 1991: 3). Duff and Malay (1990: 6) convey three Kinds of justification for the usage of literary texts: linguistic, methodological and motivational. Numerous advantages to using literature in the EFL lecture room are being found. Apart from presenting a distinct literary world that can widen learners’ understanding of their personal and different cultures, it can create opportunities for personal expression as well as build up learners’ know-how of lexical and grammatical structure. Furthermore, a mixed strategy to the use of literature improves learners’ strategies to analyze and infer language in context in order to distinguish now not only how language is manipulated but also why. A combined method to the use of literature in the language classroom affords language learners the possibility to develop no longer solely their linguistic and communicative skills but their understanding about language in all its discourse types. The use of literary texts in the language lecture room can be a perhaps effective educational tool.

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