

Teaching English Language Through Literature for Technical Students

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Abstract: The rapid growth of technical institutions and Universities all over the nation has increase the fame of learning English as a second language in our nation. The substance of teaching English language through literature has become the need of the hour to make language learning and teaching an enriching experience for the technical learners. Literature is an important means of creating opportunities for developing communicative and language skills through activity based learning. It exposes the learners to real-life standards and inspires continual curiosity in language learning. This Paper focuses on generating various opportunities for the technical learners to develop their English language skills through exposure to the poles apart genres in literature and explores how literature can be used efficiently for teaching and learning English in professional colleges. It also helps in bringing out the group learning activities to acquire proficiency in English language through the admiration and appreciation of literature.

Keywords: Genre, Language proficiency, Language skills, Literature, Technical english, Technical students.

I. INTRODUCTION

Language acquisition involves four basic skills such as, listening, speaking, reading and writing. Various innovative methodologies have been introduced to the language learners in order to make language learning a joyful experience and to meet out the needs of the learners. The rise of interest towards English Language Teaching led to the gradual decrease in interest towards Literature, as the focus shifted to the functional use of language. Widdowson expresses his views on the role of teachers in incorporating literature in language classroom as: "Language teachers have the responsibility to mediate changes in pedagogic practice so as to increase the effectiveness of language teaching [1]." The exercise of new approaches and pedagogy in language learning should promote the students to develop an awareness of how language works in communication and to make them understand the meaning of words such that they experience new ways of using language that bridges the gap between written and oral communication.

Literature is the amazing tool and it is an excellent source of language learning which promotes a thoughtful and purposeful learning. It is the reflection and the knowledge of culture and society. It appeals to the students of all ages. It gives pleasure to all the readers with assiduousness and passion. The use of literature in the language classrooms exposes the technical students to the real use of language. This paper aims at creating a collaborative and interactive environment in the language classrooms by promoting the use of appropriate literature. The use of literature helps students to swing from a learning of English language mechanically to an emotional, creative, imaginative way of learning, inferring and understanding language. Various genres of literature like short stories, poems, novels, plays etc. can be used effectively in the classroom to make learning a joyful experience for the technical students. The different forms of literature provide diverse meanings to different people or teach diverse lessons to the same person at all stages of their life.

Language can be taught to students through literature, audio-texts, music CDs, film clips etc., which will help the students to understand the beauty and the nuances of language easily without stress thereby improving their level of interest towards learning the language. Emphasis is generally laid on the four language skills in language classrooms. Through Literature, students can be taught all the four skills by paying attention to syntax and lexical elements.

II. PURPOSE OF USING LITERATURE IN THE ELT CLASSROOM

Language teachers face many challenges in the language classroom as each student is with a different need and with a different learning style. It is all in the hands of the teachers to create an interesting learning experience to the learners by providing them with ample and appropriate resources. Literature is a blend of such resources like prose, poetry and drama, short stories etc. The Learners attain opportunities through the literary text for arriving at a multi-sensorial experience inside the classroom. The learning is enhanced through literary audio-texts, literary CDs, film clips, podcasts, etc. The richness of the

sensory input among the learners is achieved through literature. Learners will be able to develop the tolerance and would be able to understand varied cultures as the literary text deal with universal themes which appeals to the learner's senses and allow them to empathize with the characters and the situations in the text. It provides the learners an opportunity to learn and to use the literary devices in their communication. As literary texts are informational they induce the learner's imagination thereby developing their creativity. Custodio and Sutton (1998) observes that, literature opens doors of opportunity and permits learners to ask, criticize, and investigate [2].

III. AIMS AND OBJECTIVES

Teaching language through literature provides a bountiful and extremely authentic written material to teach and learn a language as it is the replica of human life and emotions which confirms to people of all ages. Literary texts broaden the learners' horizons to:

- Improve the knowledge of the classics of literature.
- Create cultural awareness.
- Enrich creativity and literary imagination.
- Appreciate literature.
- Realize historical and Philosophical truths of life.
- Cater to the societal needs.
- Transforms the classroom into a better learning Environment.
- Enhance receptive and productive skills.
- Improve the learner's level of competence.

IV. STRATEGIES INVOLVED IN THE USE OF LITERATURE

Teaching the language through literature enhances the critical thinking skills. The use of literature for the teaching and learning of a language can be done effectively by employing appropriate strategies such as:

- Providing authentic literary texts.
- Ensuring guided interaction among the students.
- Giving explicit instructions.
- Promoting discussion based on Contextual themes.
- Providing easily assessable visual aids.

Thereby the technical students would be able to appreciate how to empathize with the literary texts they read.

V. BENEFITS OF TEACHING DIFFERENT GENRES OF LITERATURE IN LANGUAGE CLASSROOM

The use of literary texts in language classroom enables the learners to contextualize easily and familiarize with the function

of language in various situations embedded in different genres of literature. Collie and Slater (1987:3-6) support the inclusion of literature in the language classroom as it provides valuable authentic material, develops personal involvement and help contribute to readers cultural as well as language enrichment [3]. The use of Poetry in Teaching Language Evokes varied emotions and innovative ideas in both heart and mind of the learner. It also helps the learner in familiarizing with figures of speech. Short Story promotes and facilitates acquiring knowledge on different cultures and influences the learners to develop tolerance towards other cultures. Drama helps the learners to empathize with the context and have a fresh perspective on the society with clarity on their thoughts and opinions. Enacting plays in the language class room creates a physical and mental involvement with language learning activities in the learners. Getting involved into these activities reduces their stress and increases their performance level. Fiction presents the real life scenario in which the learners can relate themselves. It also promotes interaction among the learners and the teachers enabling the formers to attain success in acquiring language proficiency.

VI. CONCLUSION

Literature in the language classroom helps the students to develop their critical and independent thinking because it develops their imagination. The use of Literature creates the collaborative learning environment which enables the students to express their opinions and promote interactions. Literature incorporates the LSRW skills naturally, especially by the use of drama the learners are able to balance between verbal skills and non-verbal communication. It inspires the learners and promotes their cognitive abilities thereby creating a dynamic and feasible learning environment inside the language classroom. This paper strives to lay a hand on the benefits of the inclusion of literature or literary texts in the language classroom to edify and analyze the language proficiency of the learners. Learning and teaching a Language through Literature is an art that involves expertise in Grammar, Reading, Spelling, Vocabulary, Writing Mechanics, Creative Writing, and Cognition both in the learner and the facilitator. This enables the learners to communicate effectively thereby achieving the goal of learning.

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