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## TEACHING LANGUAGE THROUGH LITERATURE

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### Abstract:

Teaching Language through Literature develops the intellectual ability of the learners and exposes them to a variety of linguistic and literary expressions and communicative functions of language. Literature during a language classroom provides enough space for the learners to comment, justify and mirror themselves. The goal of any language should be to equip the scholar for a lifetime of communication. Literature is constituted by language and it represents one among the foremost recurrent uses of language. Language and linguistic analysis also can be used to access literature from the learner's point of view. By using literary text, the language class can end up to be lively and motivating. It is a fully integrated language plan through which the effective and creative teachers use innovative methods of teaching techniques to teach the language. It is widely acknowledged that a literary text with richness and variety are often stimulating for language learners and may be wont to elicit a good range of responses from the learners. Short story is one of the most suitable literary genres used in English teaching.

**Keywords:** Literature, Language, Communication, Innovative Teaching techniques, literary genre, Short story.

### Introduction:

The role of literature is a basic component and source of the language curriculum and it has been gaining momentum. Literature is no doubt a potential source of learners. It leads to the flourishing of interesting ideas, learning, and improved instructions. Literature is constituted by language and it represents one among the foremost recurrent uses of language. Language and linguistic analysis also can be used to access literature from the learner's point of view. Brumfit and Carter emphasized the role of literature as "an ally of language". This technique is by no means novel, since literature has been widely used as a teaching tool in different languages teaching methods. In the grammar translation method, literature was the central component. Literary texts of the target language were read and translated, used as samples of good writing and "illustrations of the grammatical rules". The focus of this pedagogy was on form, on learning the principles of grammar and therefore the lexical items as they appeared within the text. There was no literary interest, nor interest on content. After this method fell in disuse,

literary texts also were forgotten for teachers of second languages. For the structural approaches to teaching, literature was discredited as a tool, because it represented the old tradition. The functional-notional method ignored literature, because during this method the importance lies on communication and that they present authentic language samples. Literature was not considered either to have a communicative function or to be authentic example of language use. Nonetheless, in the last decade or so the interest in literature regarded as one of the most valuable language teaching resources available and has revived remarkably.

Teaching language through literature helps teachers first to acquaint themselves with language and develop their own competence and understand language as a social phenomenon, and not as an exclusive branch of learning. It also helps teachers to think about language as entailing social acceptability in other words; they will look to classroom language as carrying resemblance with the surface language. Nowadays, information technology and globalization necessitate the international communication in the fields of economy, trade and politics as well as the international business. Students need to study culture and language and be prepared for such communication. The modern studies in linguistics, especially sociolinguistics show that culture learning is an influential think about international communication. To this point, one can say that teaching literature or literary texts in the curriculum of the non- native learners solves the problem of relevant vocabulary for social communication and prepares students to be professional translators in different fields such as trading, business, science, law and technology. Both literature and teaching involve the event of a sense for language.

The responses of the learners to the literary texts reading and interpreting will help them to;

- develop their reading skills.
- memorize useful quotations and expressions.
- integrate language skills like listening and reading as receptive skills and speaking and writing as productive skills.
- be exposed to the conversations and the dialogues which are actually used in the outside world. These dialogues and conversations create a situation inside the classroom for using language which the learner might need outside within the society.

In learning language, the ideal way to increase understanding of verbal / nonverbal aspects of communication in the country within which that language is spoken - a visit or an extended stay - is just not probable. literary works, such as novels, plays, short stories etc, facilitate understanding how communication takes place in a particular country. Though the planet of a completely unique, play, or story is an imaginary one, it presents a full and vibrant setting during which characters from many social / regional backgrounds can be described. A reader can discover the way the characters perceive the world outside (i.e. their thoughts,

feelings, customs, traditions, possessions; what they buy, believe, fear, enjoy; how they speak and behave in several settings. Literature is probably best considered a complement to other materials used to develop the foreign learner's understanding into the country whose language is being learned. Also, literature adds tons to the cultural grammar of the learners. English literature has the supremacy over language learning. Short stories can be used for enhancing students' language skills. Since it is short, and aims at giving a 'single effect', it is easy for the students to follow the story line of the work. Short story is one of the most suitable literary genres to use in English teaching which is supported by Collie and Slater (1991: 196) who listed four advantages of using short stories for language teachers.

- short stories are practical as their length is long enough to cover entirely in one or two class sessions.
- short stories are not complicated for students to work with on their own.
- Third, short stories have a variety of choice for different interests and tastes.
- short stories can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes.

The use of short-story in English teaching should be aimed to encourage the scholars to use what they need previously learnt. By doing this, the training process are going to be student-centered. Short stories allow teachers to show the four skills (LSRW) to all or any levels of language proficiency. Some practical suggestions should be considered as below: a) Strong lines: Students are required to read a brief story beforehand. In the class, however, they're not allowed to see at the story when following this activity. - within the class, teacher asks students to possess a fast check out the entire story and underline —strong lines that's the words and expressions that they like or that disturb them. - Divide the category into groups of three or four and ask students to share the strong lines with other members in their group.

b) Storytelling: - Students are required to read the short story beforehand. - The teacher picks up 10-15 words from the passage. Write the words (in the sequence of Occurrence in the text) on the board. - Give students one minute to memorize the words. - Cross out all the words. Ask students to rewrite the words so as within 1 minute. - Check students' word list. Those who can write the most words are the winners.

c) Gap filling: Students are required to read the story beforehand. In the class, however, they're not allowed to see at the story when following this activity. - Teacher prepares another copy of the text during which there are some gaps for the scholars to fill in. The gaps are often passive vocabulary, adjective vocabulary, etc. so that students will have a chance to revise the lexis later. - Ask students to fill within the gaps, exchange the answers in pair/group. - Remind them of the related grammatical focus. Give them an opportunity to hammer in the language/grammar if possible. Example: Teacher can skip the relative pronouns (who, which, where, when...) or adjectives of describing the people (Later, ask students to use those adjectives to explain the characters in the story.)

d) Storylines: Students are not provided with the text before the lesson. - From each part of the story, select one or two key sentences, Write out these sentences in order and make them up into a task sheet. If teacher wishes to form the activity slightly easier, he/she could also add the opening paragraph and therefore the ending.

e) Guessing from the Title: Using the title to kindle students' curiosity about the story is an efficient warm-up activity. It makes them interested about the story and enhances their involvement. The title of the story can be introduced in the class and the learners are made to speculate what the story is about. This helps them to think more about the text.

### Conclusion:

Literary texts motivate the learners and help them acquire the language as a means of communication. The teachers need to focus not only on linguistic but also on literary and cultural elements. Since literary texts on poetry, short story and plays offer these elements, they are highly beneficial to use in language teaching classrooms. The literary texts can be used to provide different activities for reading, listening, writing and for speaking classes. Short story, poetry and plays create a meaningful context to teach different languages and to improve the students' interpretative approaches. The same technique can also serve for a few other language or skills like vocabulary development. The language teacher can provide the learners with interesting elements from the finest treasures of English literature, which creates a desire in them to make reading as a habit and develop text reading strategies. Thus, literature plays a pivotal and stimulating role in the acquisition of language in a relevant and causal sense for effective communication.

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