



Language and Literature are Two Sides of a Coin to An English Teacher

Palle Manohar¹, Mr. Garre Venkateswarlu²

¹ Assistant Professor, Krishna Chaitanya Institute of Technology & Sciences, Markapur.

Mr. Garre Venkateswarlu,

² Associate Professor, Krishna Chaitanya Institute of Technology & Sciences, Markapur.

ABSTRACT

Literature is a good source for English language learners to know the culture and beliefs of various people on the earth. Language and literature are two inter-connected and are mutually dependent in social life. Literature is deeply rooted in language and language gets life through literature. So, literature and language are two sides of the same coin in English classroom. Teaching literature like poetry, prose, short stories in second language classroom are the best vehicles to transmit culture and traditions. By introducing great literary works in the course material of the language classroom to enable the learners understand the culture along with language skills of the target community better and to practice the target language in different aspects. If the literature is taught in English language of poetry, prose and fiction then the students can acquire the English language skills along with culture and traditions. This type of teaching and learning process enable the learners to attain proficiency in English language as the learners spent much time in listening, speaking, reading and writing. The present phenomena called globalization; English language become a tool for inter-national communication mainly for business and politics. This paper discusses the importance of teaching literature in English language classroom to learn the societal values, beliefs and cultural elements of different communities.

Key words: language, Literature, culture, teaching and Learning.

INTRODUCTION

Teaching literature through English language is very important in the language classroom. It also increases the effectiveness of English language teaching and learning process. The main object of language teaching through literature is to enhance linguistic abilities of the learners along with the cultural competence. In the present day language classroom, teachers are expected to include literary components in teaching English because of paradigm shift in language teaching with a different outlook on literature.

Using literature in the classroom encourages the students to draw knowledge of familiar grammatical, lexical and discourse categories to make aesthetic judgment of the text. Literature develops the students to reflect on their own personal experiences, opinions and feelings. Classical texts in literature provide a rich source of linguistic input and best practice to language skills.

LANGUAGE AND LITERATURE

Literature is deeply rooted in language and language gets life through literature. So, literature and language are two sides of the same coin in English classroom. It cannot be separated with each other. According to Lazar (1993) Literature should be used in the classroom and must encourage the students to encourage the students to learn as it is a motivating stimulus for language acquisition, students enjoy it and also improve their communication skills. Literature is best sources of content for a course in foreign language which can provide motivating materials for language teaching. Carte and Long (1991) both are equally agree that literature is a legitimate and valuable resource for language teaching. Valdes (1986) opines that it is simply accepted as given that literature is a viable component of second language programs at the appropriate level and that one of the major functions of literature is to serve as a medium to transmit the culture of the people who speak the language in which it is written. To simplify, when one teaches literature in the language classroom, he/she is teaching language mainly for communication in various contexts and situations.

LITERATURE AS A SOURCE FOR LANGUAGE TEACHING

Many literary texts can be used in the language classroom as a resource for language development. McKay (2001) stated that using the literature in the language classroom provides three major advantages for learners. They are ...

- It demonstrates the importance of authors' choice of form to achieve specific communicative goals.
- It is an ideal resource for integrating four skills like listening, speaking, reading and writing.
- It raises cross-cultural awareness.

Besides, to the advantages mentioned above, Lazar (1993 p.14) interprets the following benefits of using literature in the language classroom for the learners.

- It is motivating the learners
- It provides authentic material
- It has general educational values
- It is found in many syllabi
- It enables students to understand another culture
- It is a stimulus for language acquisition
- It develops students explaining skills
- It is highly valued and has a high status
- It expands students language awareness
- It encourages students to talk about their opinions and feelings

IMPLICATIONS FOR LANGUAGE TEACHING

1. Teachers must instruct the students on the cultural background of English language usage.
2. If anyone teaches the language without teaching about the culture in which it operates, the learners are learning empty or they may attach the incorrect meaning to what is to be taught.
3. Language teachers are advised to realize that the meaning of the text is to be bound in literary context. The teachers not only explain the meaning of the language used, but also cultural context in which it is placed as well.
4. In the process of teaching and learning meanings are lost because of cultural boundaries which do not allow such ideas to persist. Language teachers keep in mind that people from different cultures learn things in different ways.

IMPLICATIONS FOR LANGUAGE POLICY

Policies for language teaching must bring out cultural values from literature which the language is being taught. At the time of making policies regarding language teaching and learning, it is very important to consider the cultural ideology of every student and the teacher in which language is going to be taught. Language teaching policies formed with the cultural characteristics of both student and teacher. When creating policies, it is very important to keep in mind that the cultural meanings of teaching materials used.

IMPLICATIONS FOR TEACHING LITERATURE

1. An English language teacher needs to be efficient in both literature and language in order to attain proficiency in English language.
2. The teacher should encourage the learner towards literature and master over the language skills prescribed in the literary texts.
3. Teacher should use excerpts from the prescribed literary texts to explain various language components. Therefore, the success or failure of the students in English language classroom would be complete responsibility of the teacher both language and literature.
4. Literature provides different activities to stimulate critical and aesthetic responses such as listening, speaking, reading and writing.
5. Literature transports the students to other places and other times and exposes real life values and ethics. The close study of literature can reveal the infinite variety of expression available in English language.
6. The teacher of literature can show the learners how writing entails making choices to create an impact on the reader.

CONCLUSION

There is a deep association between language and literature. It is impossible for the teacher to teach language without literature. Literature is an agent for language development of the learners. As a teacher of language, one must have awareness over literature. Literature is used in English language teaching to broaden students' knowledge of the classics in literature. Literary texts develop a rich source of linguistic input and can help learners to practice the four language skills i.e. listening, speaking, reading and writing along with grammatical structures and new vocabulary. Thus, it is important to integrate language and literature as it provides authentic materials and factual situations for language teaching and learning.

REFERENCES

1. Carter R & Long MN (1991) *teaching Literature*. USA: Longman
2. Casson W. Ronald (1981) *Language, Culture and cognition*. New York: Macmillan.
3. Lazar G (1993) *Literature and Language Teaching* Cambridge: Cambridge University Press.
4. Valdes j (1986) *Culture Bound. Bridging the Cultural gap in Language Teaching*. Cambridge: Cambridge University Press.
5. McKay S (2001) *Literature as content for ESL/EFL. Teaching English as a Second or Foreign Language*.
6. Dr.K.PShyni (2018, p.58) *Journal of English Language and Literature: Vedha Publications*.