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EFFECTIVE WAYS OF USING LITERATURE IN LANGUAGE TEACHING AND LEARNING

Abstract: Literature is a good source for English language learners to develop inner speech. It is literature that provides them the source for internalization of various verbal practices of the community, and the learner is enabled to "think words" and to be engaged in mental rehearsal and internal self-talks. Therefore, literature encourages more thoughtful and purposeful language learning. In fact, literature enables students to work productively in teams and it is the learning goal of a great deal of teaching programs. In their group working, they have to both share their perception and support and negotiate their opinions with each other, the point which increases their level of reasoning and critical thinking. In use of literature, it is not a matter of help, but a matter of force which signifies students' understanding.

Key words: Literature, meaning of words, creative thinking, personal development, emotions and intellect, critical and creative thinking.

Language: English

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Introduction

Literature is a very enjoyable resource to learn a language. Literature provides examples of different styles of writing, and also representations of various authentic uses of the language. Literature is a good resource for increasing word power. It encourages developing various reading skills in learners. It can be used as a springboard for exciting discussion or writing. It involves both emotions and intellect, which adds to the motivation and may contribute to the personal development of the student. English literature (in general) is a part of the target culture, and therefore it has a value as part of the learners' general education. It encourages critical and creative thinking. It enriches the students' world knowledge and makes the students aware of various human situations and conflicts. John F. Povey mentions that "Literature will increase all language skills because literature will extend linguistic knowledge" [5, 44]. Thus, literature can serve as effective and valuable material to improve students' writing, reading listening and speaking skills. Literary texts can be used as a source or a model in teaching and developing writing skills.

The usage of literary texts in writing classes gives us objective information about how well the students have learned or in which parts they are missing out in learning the language. The texts that the students write, give us an idea about the ability of them to analyze [4,38].

Analysis.

Literature forces them to read more and more as well as deeply. In order to understand the piece of the material in front of them, they have to read it again and again and to think deeply about all its parts to find out the interrelation within each part. Literary texts, especially short stories, provide teachers and learners of English with a lot of pre-reading and post-reading activities, the ones which stimulate the learners' imagination and results in their creativity. Even after a long time, these activities remain with the learners as they try to remember the incidents of the story and the way they predicted them to happen. Language becomes a means for its own real function. It is not just a means for practice.

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Literature is meant to be enjoyed, as literature can be employed as a tool to promote literacy and proficiency in the language. It assists students to deal with social, cultural, racial problems or problem that deals with life in the real world. Literature source is the personal and emotional platform which offer enjoyment, enrich children's comprehension of themselves and the world around them, develops imagination, helps children make sense of their own experience and evokes one's feelings on issues related to the life, the learning gained allows children to learn new ideas and new knowledge, adds to their understanding of concepts, allows children to understand cultural traditions and values and issues in life, allows children to develop respect for self and others, and encourages them to become aware of their audience, and the language gain which helps children develop an awareness of how language works in communication, develop an understanding of the meaning of words, allows them to experience new ways of using language that bridges the gap between written and spoken language and allows them to experience the form of narratives.

This is to arouse students' enjoyment in listening to the poem by reading then aloud in class and getting students to follow along as the teacher rereads the poem. As the poem becomes more familiar, teachers are recommended to discuss new vocabulary in order to help students to understand the poem, and to use the text to teach aspects of language in the learning.

The Curriculum Development Board has provided resources for the CCL Program implementation in order to ensure the program is employed effectively in classroom instruction. Materials provided for the teaching of CCL includes power point slides and a guide, which allow teacher to go through the plot, setting, characters, lesson learnt and the feelings evoked by the story. The Pre, While, and Post-Reading activities are suggested in the modules provided by the CDC, which include WH-questions, gap filling, sequencing and rearranging of pictures to form a story. At the same time, the incorporation of higher order skills is also employed such as writing a diary for a character [1,109].

The Cultural Model which view literature as a teacher-centered and source of facts where teacher delegates knowledge and information to students, the Language Model which allows teacher to employ strategies used in language teaching to deconstruct literary texts in order to serve specific linguistic goals, and the Personal Growth Model where the focus is on a particular use of language in a text and in a specific cultural context. These models have been incorporated in various approaches in the teaching of literature. According to Beach, there are six approaches in the teaching of literature. They are the Language-Based Approach, Paraphrastic Approach, Information-Based Approach, Personal-Response Approach, Moral-Philosophical Approach, and

Stylistic Approach. Each of these approaches is related to the teaching of CCL Program in classroom instruction [1,67].

The learning outcomes of literature teaching are the expected skills, experience, attitudes or language that students need to gain. The outcomes are the fundamental elements that students need to attain in the objectives of literature learning.

Outlined with six learning objectives for the literature components, states that the study of literature aids in language acquisition by developing the children's awareness on how language works in communication and experiencing the form of narratives.

There has given good support in the implementation of children's literature into the school systems. Without the belief and support of the importance of literature as a component in the syllabus, the death of literature is a sure thing. Literature component was incorporated into the ESL syllabus with the main aim of enhancing students' language proficiency. After ten years in the syllabus, teachers should be able to teach literature effectively. However, the incorporation of literature component is still argued and debated amongst teachers, students, researchers, parents as well as the policy makers.

Discussion.

European Journal of Language and Literature studies using literary texts which are suitable for the level of students in practicing some grammar topics may help teachers to teach grammar in an enjoyable way and develop listening skills of the students. In this activity, to practice different tenses in English, the teacher reads a story in one tense and asks the students to re-write the same story with a different tense [1,92].

For example, the teacher may read a story which is written in present tense and asks students to re-write the same story as if it happened last year. This activity will help students develop their writing and reading skills. A story with a number of four or five characters is given to students to be read as homework. The next lesson, having warmed up by summarizing the plot and paying attention to some chosen sentences to enable students enjoy the beauty of literature, students are divided into groups in class according to the number of the characters in the story.

The teacher assigns a character to each group and each group as an individual writes a letter to another group telling their circumstances and they may ask for help, offer help, make a deal etc. So, each group representing a character from the story writes and receives a letter and each group has to answer the received letter. A group member reads their group's letter in front of the class and a student from the addressed group reads their answer. Using literary texts in teaching English as a foreign language and introducing English literature to students motivate and encourage students to read literature.

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Easy-to-understand literary texts can play an incentive and introductory role at the beginning while difficult ones as they appear in historical, biographical texts, poetries and articles help students to understand the language in depth [1,126]. The goal of this activity is to help students learn the characteristics of speaking such as: intonation, rhythm, stress and pronunciation. In the first stage, students are divided into groups and each group is given a part of a well-known poem which is suitable for students' English level. The teacher underlines some words from the poem and asks students to be ready to read it out loud with the right pronunciation, intonation and stress, and to find synonyms for the underlined words as homework. The next lesson the teacher allows the groups to read their part within the group and choose the best reciter. Then the teacher chooses the groups in a random order and asks the reciter of each group to read their part.

The next task is to put the stanzas in the right order as a reading comprehension activity. After that, the teacher reads the entire poem paying attention to intonation; stress and pronunciation or make students listen to the original recording twice or more if necessary. Having practiced the reciting, the teacher asks a group member to read the underlined words to the other groups and the first group that has found the synonym gets a point. If none of the groups find the synonym in a given time, the group that has asked the word gets a point. At the end, the group with the highest total point is announced as the winner.

According to Collie and Slater as a reading assignment, different reading pieces can be given out, such as poetry, essays or stories. The similarities or differences of plots, characters or types can be discussed in class. For example, while one group of students read one version of the story, the other group may read another version of the story. When they finish reading, they ask questions to each other in order to find differences and similarities in the stories. This activity can be used as a reading comprehension activity as the students have to find out the differences between the stories or as a discussion to see how much the differences matter [3,69]. The literature component in English is aimed at enhancing students' language proficiency, and it is also geared for the purpose of generating the aesthetic part of the language that is personal response from students.

Teachers did not differentiate between more and less proficient students. The more proficient children complained about being bored by inappropriate activities. It is therefore, in the present study, based on the statistics and previous studies provided, the researcher would like to investigate as to what extent student's reading abilities and language proficiency

has been carried out in the implementation of CCL Program by looking into the context, input, process and product of the program in primary schools [1,168]. These relationships exist between the cognitive and the language learning process in classroom learning. It represents knowledge about concepts of objects and the relationships they have with other objects, situations, events, sequence of events, actions and sequences of actions. In other words, this theory states that all knowledge is organized into units, and within these units of knowledge, or schemata, information is stored in the learning process. It is therefore, these theories are relevant in understanding students' development in language learning particularly, in learning literature as discusses in this study.

Majority of indicators mention strong favoring of literature teaching in the English classroom to increase student's skills and knowledge. As it has been widely accepted incorporating literature in language teaching is considered to be very advantageous. Literature usage as resource in English learning classrooms increases creativity and ability of writing, reading and appreciation for language. It also encourages oral skills and personal opinion expression.

Conclusion.

Literature provides opportunities for foreign language classes and can appeal to the students with various learning styles. Literary texts are reliable sources of linguistic inputs and can help the students practice the four skills—speaking, listening, reading and writing. In this study, we demonstrated the benefits of using literature in foreign language teaching. Literature can help the students enhance their perception of other cultures and societies. Also, literary texts I can consider authentic subjects like love and war that one may experience in the real world. Indeed, literature is representational instead of referential. While referential language tends to communicate at only one level and is informational, representational language of literature considers the students and involves their feelings and perceptions of the real world. Literary texts help the students to activate their imagination and develop their emotions. Literature is integral part of language and languages are enriched with literary works. Considering literature as important cultural asset, it could be claimed that literary works should be used as an effective instrument in teaching foreign languages, including the most commonly spoken language, English.

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