Language, Literature And English Language Teaching

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Abstract: Today's teaching methods are constantly on the point of demonstrating something new. This study explores how literary instruction can aid in English language instruction. For all types of learners, a general educational foundation must be established. English is the most vital of the foreign tongues. English has a distinct place in the educational world. A range of teaching techniques are employed by the instructors, including translation, memorization of grammar principles, diagramming, parsing, précis writing, and composition. Some people prefer to memories the literary classics of Anglo-Saxon culture. Others seemed to forget that they were instructing EFL students and behaved as though they were English, American, Canadian, etc. native speakers.

Introduction

In relation to my title, we must concentrate on the usefulness of some approaches. According to me, the following criteria could be used.

Teaching both language and literature at once:

 A) Using literary texts only as language teaching resources.

B) Making use of literature in cultural contexts.

C) Teaching literature only for the love of it.

D) Presenting literary idioms

The methods mentioned above genuinely fall short of the intended result. The existing teaching strategies for literature are neither assisting students in improving their reading comprehension or ability to respond to literary texts, nor are they able to reinforce their skills.

In this light, I'd like to mention Hall (2005), who made the following remarks concerning the methods used to teach literature in situations when it's a second language: Literature is too frequently seen by second language educators as a source of activities, as material without enough consideration for the more general curricular issues that can help us comprehend what is happening when a student reads (or fails to read) literature. When using literature in ways that do not

coordinate the literary and linguistic aspects of language acquisition, both communicative language education and foreign language instruction frequently overlook (different) learning possibilities. (p.47).

Hall goes on to say that when it comes to teaching literature at higher levels, university foreign language education often uses literature in more conventional ways. Language-related features are downplayed, whereas literalness is emphasized. As a result, the "integrated model," which combines the instruction of language and literature, is offered here as an alternative. The learners will be able to improve both their language and literary skills with the aid of such integration.

The following difficulties are addressed by this "integrated" model: Among the literary works that are considered suitable to instruct at the necessary academic levels or according to the needed educational standards. The creation of projects that can raise students' language and literary proficiency, the endeavour to approach the teaching and learning process from a student-centered perspective.

The "integrated approach" and "language via literature," which is Maley's concept of using literature as a resource for language teaching, differ fundamentally in that the former emphasizes meaning while the later is just interested in the language. The "integrated model" accounts for the reading practices necessary for literary texts, without which it is impossible to discuss interaction with the text and other readers. According to Carter and Walker (1989), teaching literary texts "should result in literary experiences" (p. 6), and linguistic exercises shouldn't be used as a means in and of themselves but rather as a means to an end.

The "integrated model," as opposed to the "language through literature" method, seeks to accomplish this. It is acceptable to combine language and literature while instructing language learners. There is no such thing as literary language, which is a key point that needs to be made clear (Brumfit and Carter, 1986:6)

Hall (2005) expresses a similar viewpoint when he writes that "literary language is made of, from, and with ordinary language, which is itself surprisingly literary" (p.10) and that "paradoxically, the study of literary language has indirectly provoked a better understanding of language use as a whole..(p.10).

The idea that literary language is "completely the language we use and encounter in everyday life" is one that is widely held (Hall, 2005:10). Such viewpoints oppose the use of literary works in language-learning programmes. Therefore the proponents of literature in language courses must respond by arguing that these accusations are unfounded (Hall, 2005).

There have been some concerns about the use of literary texts since the communicative method in ELT first emerged in the 1980s. This is due to the perception that literary language lacks the formal and suitable vocabulary needed to communicate messages that are applicable to daily life. The notions of New Criticism, which regard literature's language to be the best and concentrate on the

formalistic and technical components of literature, are said to have contributed to the development of the artificial distinction between language and literature (Hall, 2005). However, because we often utilize language, Brumfit and Burke (1986) argued that "we can never detach literature wholly from concepts." Literature cannot be separated from our inherent understanding of language form. (p.173)

The evidence presented above suggests that there is no real distinction between language and literature. The "integrated model" does not distinguish between teaching literature and teaching languages. It more or less assumes that teaching literature aids in the development of linguistic skills in students while also helping them build a comprehensive view of mankind. What method best supports integrating the teaching of language and literature, nevertheless, is the question. For this, the "integrated" model makes use of information from task-based learning and reader response theory. The reader-response theory is employed for this reason: each student can use it to interpret response texts in his or her own way and share that view with others.

The learner is satisfied by his interaction with literary materials because he gains more "self-knowledge" and is inspired to do more.

What can we infer about reader responses?

The reader-response theory has reevaluated teacher-student interactions, text selection concerns, and instructional strategies in educational research. The reader-response hypothesis has been applied to actual classroom procedures. The notion had an impact on teaching second or foreign languages as well as the primary language. Let's examine some classroom teaching implications that are provided below that are especially helpful for teaching foreign languages:

(a) Instruction becomes more student-centered

Literature instruction is compatible with EFL techniques that entail process-based and learner-centered teaching because to the fundamental reader-response concept, which holds that each reader has his or her own interpretation (Kramsch, 1985; Carter and Walker, 1989; Elliot, 1990). In addition to being congruent with reading comprehension studies and literary theory, this method, which allows for a discourse perspective on the teaching of literary texts, "restores classroom students to their full creative role as a community of autonomous and responsible readers" (Kramsch, 1985:364). In such a setting, the classroom becomes a space for creative and reflective thinking, where students discover in literature something that is relevant to their lives. The teacher now plays the role of a facilitator. He is not allowed to educate the pupils about the "proper" interpretations because the reader response approach does not have a set interpretation.

(b) The connection between "form" and "content"

The reader response approach has the potential to transform the way literature is taught by demonstrating that "form" and "content" cannot and should not be separated in the process of meaning-making (Rosenblatt, 1970).

Traditionally, the study of the text has been taught independently from the meta-language of literature, which is a goal in itself. But in reader-response, metalanguage is employed as a tool for both deeper contemplation and comprehension of the literary works (Ali, 1994).

c. Discussions in groups are welcomed.

According to the reader-response theory, no two responses can be the same. The purpose of literature instruction is to engage students in a "interpretive community" of literature (Fish, 1980). The process is not complete when a student's interpretation of a text is presented. Further enhancing reactions involves the teacher, the other pupils in the class, and even subjects outside of the classroom. In fact, this is where the teacher's function as a facilitator of debates and discussions becomes crucial. The literature classroom thus transforms from a passive setting where one offers and others receive interpretations without presenting any questions to one where members argue and come to compromises.

d. Reading books just for the love of reading

The phrase "studying literature for literature's sake" is used in the context of this topic to demonstrate that literature is taught for the qualities it possesses and to distinguish its significance from using it solely as a resource for language training. The sheer acquisition of language skills appears to be the main focus of publications like Literature in the Language Classroom (Collie and Slater, 1987) and The Web of Words: Exploring Literature via (Carter and Long, 19 1987).

On the other hand, the reader-response method encourages teaching for its own purpose. Students are encouraged to engage with the material by using the reader-response method of teaching.

Texting is how people communicate, respond, and interact. As a result, they are able to read and interpret literary materials more effectively and develop superior language abilities, which support the advantages of "the integrated model." The reader-response approach, on the other hand, encourages teaching for the sake of teaching. Learning from task-based language instruction.Tasks in the classroom apply the reader-response theory. By using the concepts of task-based language teaching, students are able to comprehend the information needed to provide their responses to texts.

The reader-response theory and task-based learning are combined in this approach, which is known as the "integrated model." The idea of a "task" has been influencing ESL/EFL for a while now. According to Richards and Rogers (2001:223), task-based teaching refers to a strategy that uses tasks as the primary organizational and instructional component in language teaching. The method

developed as a subset of communicative language instruction, in which the mechanism of learning is self-evident to the students.

CONCLUSION

This essay's primary goal is to review academic literature. It justifies using a "integrated model" while teaching literature. The reader-response theory is incorporated into the model. The model makes use of ideas from task-based language education and reader response theory.The ideas behind task-based language learning, as well as potential uses for it in combining the teaching of language and literature.

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