

**LITERATURE IN LANGUAGE CLASSROOM**V.Bujji Babu^{1*}, K.Uma²^{1*} (Assistant.Professors, Department of English DVR &DR HS MIC College of Technology, Kanchikacherla)²(Assistant.Professor, Department of English DVR &DR HS MIC College of Technology, Kanchikacherla)**ABSTRACT**

Literature is a world of feelings, fantasy, visions ... put into words. It is said that literature is a disciplined technique for arousing certain emotions. Great literature is simply language charged with meaning to the maximum possible degree. The aim of availing literature in a language classroom is to build the class interactive and it can be stated that an interactive class can surely improve communicative competence of the learners and which makes impact on their mind. Such a class can improve the critical thinking capabilities of the learners and at the same time it gives an ambience of learning. No wonder, the utilization of literary pieces plays a significant role in English Language Teaching. Since, literature stretches in a new way for the students. It brings out the critical abilities within the students. It demands an intra response from the learners and stimulates them to draw on their own experiences. Therefore, learners become additionally interested in the procedure of language learning.

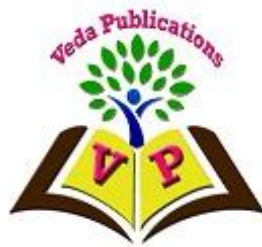
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The use of literature is to focus on the positive contributions of a literary text as it interprets in the learner to different registers, types of language use. An attractive and enjoyable short fiction that conveys our feeling or emotion can touch the learners' heart instantly. Literature can be taught to the students with the help of audio-texts, music CDs, film clips etc which will endorse the students to esoteric the beauty of language without much complexity. ELT buffs and lays emphasis on four skills - Listening, Speaking, Reading and Writing. From

beginning to end in Literature, students can be taught all the Quadra skills by paying contemplation to sentence configuration and new lexical elements.

Consequently, the language class ambience not only galvanizes but also it reciprocates with impulsiveness and significance. This sterlingness in learning leaves a lasting impact on the students' wits. The dialogic nature of literary pieces lay concrete on the way in individual learning response to a particular piece of literature that ensures his or her avail of creative talent, certainly through language. Such





ascertain keeps away the monotony of traditional language classes. It also gives the teacher a sensible opportunity to open a broad context of language use for the students. Moreover, there are three main reasons like cultural, language and personal growth models for the teaching of literature which is now has been consistently advanced.

In studying Literature as a study of Life one can understand why characters act the way they do One can understand why people surrogate the way they do. One analyzes a character and a person, one can analyze any situation in life, if one can analyze a situation, and one can make a better decision. Therefore, studying literature is a study of life.

Literature exposes students to stumulative themes fresh and unanticipated uses of the language. An informative literary piece can take the students to fictional and fantastic worlds. A play or a poem can bring up refulgent and powerful emotional responses. As the students can savor of the reading and improves their diligent thoughts.

It boosts up the readers creativity with sky as a limit. It encourages the students' dextrose of creativity. A reader while reading a poetry piece for instance is taken to an apex level, and he/she also enjoys the characterization with prismatic imagination.

Linguistics consists of Phonetics, Semantics, and Syntax etc. An effective way to accomplish this is to avail literary tools to enhance speaking skills and other required skills. The students are able to explore the conceptual and linguistic aspects of the written text and use it to progress their speaking skills as well as the diction. Literatures involve a unique or unusual use of language and provide the students with tools for their own imaginative activity. These tools are prose, and drama. We can find literature turns the students to unravel the many semantics of the text. Continuous reading makes the students to adapt the grammatical structure of the sentences which later could be useful for regular usage of the language function.

Literature not only tutelage but also it is bliss after we read. Recent survey demonstrates that teaching literature in classroom is somehow stands firm and shows contrary from other forms of subjects. It also breaks the more usual rules of

syntax, collocation and even cohesion. Thus students able aid them to become more sensitive to features of English.

For numerous students literature can provide a key to abundant motivation to read in English. For the students, literature is an ideal vehicle for illustrating language use and for introducing cultural assumptions. The success, of course, in availing literature it profoundly depends on the priority of the texts which will not be challenging on either linguistic or conceptual level.

Literature and culture in ELT offers elements and perspectives throughout which students cease to regard a foreign language as a thoughtless and harsh code used by people who have little to do with their own context or identity. Through literature as well as culture, students establish a friendly connection with the target language as they become aware of how much this is a living system that changes and alters according to the needs of its resident and foreign language speakers.

Literature is a source of authentic material, which puts into words the use of linguistics by those who have skilled it into a fashion planned for native speakers, and an aesthetic representation of the spoken language, which improved students' language and culture. Culture, on the other hand, offers an interdisciplinary field that includes imaginative subjects, social conventions, and spontaneous force. It opens the door for students to increase their knowledge of the target culture as they can consider and critically comment on people's way of life, values, beliefs, attitudes and regard how these elements marked in linguistic categories and forms.

Literature should also be understood as a social and communicative system. Culture is an extensive concept than literature the teaching of culture literature plays diverse roles: it provides either as picture or a starting point for the study and intervention of cultural phenomena. Thus by learning about the linguistic, social, historical, and other cultural implementations in literary texts details of the foreign culture are being mediated. There are more benefits to the study of literature like indulgent a story through the experiences of a character permit us to feel what it could have been like and helps us



consider the impact of measures, noteworthy or otherwise, on ordinary people. Gaining a broad view of society and its culture through the eyes of another fosters understanding, tolerance and empathy and the value of these capacities cannot be underestimated in today's world.

There is no doubt, that one of the most important issues challenging the world in the progress times is the issue of culture—in all its varied expression. There is almost no aspect of our truth in which we are not confronted with the produce of the cultural. While on the one hand we can see that cultural inequality may become a source of innumerable conflicts. On the other hand, they can also evoke the need for the overcoming of these differences through globalization, or to present an appreciation of individual cultures through the policy of multiculturalism. In literary studies the cultural seems to take on the form of the latter, i.e. the effort for multicultural depiction on all levels of the literary processes a text's production, structure, and reception.

Students can be helped through developing cultural competence and the social variables such as age, communal classes, and religions that persuade the ways in which people speak and behave. Then, language learners will mix into the actual aimed culture. Thus, English literature will provide language learners to be competent in learning both the English language and its culture. Language and culture have a strong interdependent relationship and must be acquired collectively, as one holds the other in the construction of communicative and social competence. According to language experts "language receives us to communicate through oral and written words as a part of everyday living." Everyone is born with a inhabitant language which represents the public he/she supposes to live because "languages represent cultures" in which a person is allowed to "classify with the same cultural assembly to communicate with one another"

When a cluster of people utter the similar language, they are seen by the world as a culture, a distinct group of people. Besides, culture develops through language after people write and record their unique culture in written works. Natives work and commune together to extend language and realm

which empower them for a chance to survive in this world. Language binds groups of people collectively and gives them a distinctive system of communication that makes a distinction from added groups, influencing their overall culture. As Samovar, Porter, and Jain observe: Culture and communication are un divided because culture not only dictate about what, who talks to whom and also how the communication proceeds, it also useful to resolve how people instruct messages, the meanings they have for messages, and the conditions and circumstances less than which various messages may or may not be sent, noticed, or interpreted.

According to McRae it is the attitude that literary texts are symbolic somewhat more referential. Literary texts are often elegant in multiple levels of semantics, and clamor that the reader/learner is actively engross in 'teasing out' the unstated implications and postulation of the text. Thus, by encouraging our students to tackle with the multiple confusion of the literary text, we are helping them to enhance their overall capacity to infer the meaning, and this can be applied in real life too.

A technique called Simple Story-Telling can be used for humanizing the students' phonic skills in English. Students can have discussion views on then, there is chance to repeat the story. These kinds of abilities increase their emotional awareness of the discourse. If we ask the students to respond personally to the texts which we give them, they will become increasingly presumptuous in expressing their own views and ideas in English. Apart from storytelling poetry also plays a significant role in learning language. Poetry is a strong mode to enhance the language, means speaking skills of the students. When students are exposed towards poetry in the class, they compare and contrast heterogeneous views and enhance their significant of figurative language. In poetry words are chosen for their beauty and sounded with musical rhyme. Poetry is such a sophisticated literacy tool that it works on the moods and emotions of the students. They are able to express the ideas that are meaningful to them without the constraints of grammatical accuracy.

Apart from other literary genres, drama or play plays a profound role in accumulating the language. It is used to embellish skills that are



required for speaking co notational dialogues for day to day life. Students show more interest in enacting plays on the stage. And moreover the dialogues they use in the enacting will ring the bell for the longer tenure. All together the students procure the following advantages. For example in the play of Julius Caesar which rich in metaphor and complex character there is so much scope to be creative. Even in the Hamlet, if Hamlet junior character has to be staged student should keep his legs in the shoes, so there is a chance to improve his flamboyant skills. The following benefits can be found with the help of the plays.

1. Introducing theory and reading the plays.
2. Creative writing
3. Performance Exercises
4. Playwriting
5. Producing and Performing Students' Plays.

Studying literature can be enriching, eye-opening experience. The study of literature allows people to develop fresh ideas and ethical standpoint, and can help individuals to present themselves as top-notch members of the society.

According to some psychologists the theory of child progression steers that ethical reason and judgment are partially improved during certain periods, which they epithet the genuine level, equivalent with Piaget's concrete operations stage. Russell, citing Kohlberg, points out that at his level, children's worth verdict is sensitized--their assessment of family, friends, country, nationality, and pets. Norms become indispensable, as does conformity to public assemblage. Youngsters receive ethicality with pleasure and others grab approval from peers and elders. Because of this kindliness to moral concern children are very receptive to literature that transmits positive values. Stories inspire readers to imitate heroic characters.

Jesus showed that one of the best methods of forging positive values and rebuking negative ones is through parables. Whenever people could not understand His teachings, He told them a parable. Speaking of the power of story, Ellen G. White says: "Jesus desired to stir query. He wanted to produce the hasty, and impress truth upon the heart ... No more effective method of tutoring might He have benefited". Stories have enormous appeal to children

because they are so closely bond to experience. Stories arouse initiation and can transform young minds into a world of imagination, astonishment and admiration.

Spalding and Hare say stories transmit pleasure and instill verdict. Stories illustrate truth with the mode in which fine characters and dire characters are rewarded or punished. Spalding and Hare say that "Joy makes truth pleasing and simulation natural; legitimacy, because it is truth, enhances joy and satisfies the impulse of imitation; and mock, the skill to do the preferred thing, increases joy makes truth stable in the soul." Furthermore, literary texts possess an omnipotent function in fostering moral and ethical concerns in the classroom and stimulate the students to discover these concerns and connect them with the fight for a better society.

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