

# Method of Teaching English Literature

Dr. Bindu Sharma  
L. R. DAV College, Jagraon

---

## ABSTRACT

A close look at literature and language shows that the two are closely related. This close relationship is obvious because from all indications, literature presupposes language. It is inconceivable to discuss literature without reference to language. But going by the traditional practice at the secondary school level in Indian context, there are indications that Literature and English Language are treated as two separate school subjects. At the senior secondary school level, the subjects are taught in different classroom settings by teachers that are either designated Literature teachers or English teachers. By this dichotomy, the Literature teachers, to a large extent, pre-occupy their teaching period with the teaching of the stories, the contents and the socio-cultural, economic and religious implications of the prescribed literary texts without placing much emphasis on the language components of the texts. In the end, some students have been found to have done very well in the Literature exams but perform poorly in English Language.

**Keywords:** Approaches, Challenges, Program, Literature in Education, Literature Component.

---

## INTRODUCTION

Teaching English literature in the twenty-first century will request greater adaptability and less specialization in light of the fact that the limits are turning out to be less clear between scholarly analysis and experimental writing, among teaching and dramatic execution. In addition, as the reasonableness of English literature for correspondence skill is underscored, the character (motivation behind) teaching English literature is confronting an emergency. Individuals have come to pressure English literature as an asset rather than the investigation of English literature as an end in itself. Subsequently, students today will generally need inventive and decisive reasoning capacities and, what's more terrible, they would appear to prefer not to think carefully, however do what they are told. Significantly more shockingly, as per my experience of teaching English literature in the homeroom, students with passing marks hold more unbending and tight points of view in understanding various contemplations and conduct contrasted with students with lower grades [1]. They are not liable to try to make time to thoroughly consider various thoughts since they are too bustling zeroing in on, nearly fixated on, securing English language capability. As to drift, there have been many voices communicating worry about the personality emergency in the teaching of English literature as an essential object of study, and many discussions and ideas presented in how to manage this emergency among English researchers, scientists, and instructors.

Teaching English is testing. However; in this globalized world learning unknown dialects is important. So as likely educators, we ought to pose ourselves the accompanying inquiries. How could I instruct English to my students? What is the most effective way for them to learn? As of now, English is one of the most significant and developing subjects in our grade schools and it is likewise present in our educational plan. Besides, many schools are embracing bilingual projects. However there is bountiful regulation specifying how instructors should continue and how they should fuse the various methodologies and techniques, the actual educators are relied upon to plan and plan the examples. Learning an unknown dialect as though it were a primary language would be the best way, since the need to learn punctuation and designs would be blocked. This is troublesome assuming the actual educators are non-local and is subsequently quite possibly the most confounded perspective. Along these lines, we consider it vital to explore how to show English in every circumstance [2]. Here and there it's anything but an issue of teaching English however an issue of teaching in English. The fundamental object is to make another technique made of the relative multitude of various strategies definitely known and exploit every one of the positive elements in every strategy. Be that as it may, only a basic combination, all things considered, wouldn't be enough since we are managing altogether different circumstances in regards to progress in years, level and assets. In this way, the primary thought is to involve every one of the strategies in a fluctuating extent relying upon the conditions. Learning an unknown dialect might cause pressure and tension and to alleviate this issue, educators could follow a Natural methodology including teaching in a setting as close as conceivable to the one individuals gain proficiency with their primary language [3].

Indians interacted with the English language since the foundation of East India Company in the year 1612. However, the spread of the language occurred when the British turned into the standards of this country. In 1813, English language was presented as a mechanism of guidance at every one of the degrees of training. Reformers like Rajaram Mohan Roy understood the significance of English and saw in it the guarantee of modernization and freedom. He Favored it [4].

Indian freedom changed the situation with English, however it didn't influence the spot of English in Indian life or training. English was presently not the language of rulers. In any case, it kept on being the language of world class. The constitution of India, took on in 1950, had imagined Hindi as the main authority language of the association of India, while English was to go on for 15years. The was passionately gone against by the states in the south. Therefore , English was embraced as the Associate Official language by an Act of parliament in 1963 and confirmations have been given that it will keep on being linguafranca the same length as the non-Hindi talking individuals need it [5].

However hypothetically English is as yet the subsequent language/third language, for all intents and purposes it is acquiring significance in different social statuses. In every one of the high level provinces of India, increasingly more English medium schools are being opened, individuals are leaned more to send their kids to English medium schools. Auxiliary schooling through primary language is peered downward on by the rich individuals as well as by working class individuals of India. Global schools in India are the well known decision among Indian guardians [6].

### **IDEA AND FUNCTIONS OF LITERATURE**

The expression "literature" is utilized fundamentally in two distinct faculties. To start with, it is utilized to allude to any composed material regarding a matter. Second, it is a term used to allude to one of the school subjects considered by students or a college discipline; and this subsequent sense concerns us in this unique circumstance. As a subject or discipline, Literature has been differently characterized by various researchers. As indicated by Onuekwusi "Literature is any inventive and excellent creation in words whether oral or composed, which investigates man as he battles to get by in his existential position and which gives diversion, data, schooling and energy to its crowd". Albeit the meaning of Literature by Onuekwusi compactly endeavors to catch the substance of literature, it is appropriate to bring up that not all literature is creative. Actually, a few scholarly works are real, and it depends on this understanding that the exposition classification is arranged into two, specifically fiction and verifiable.

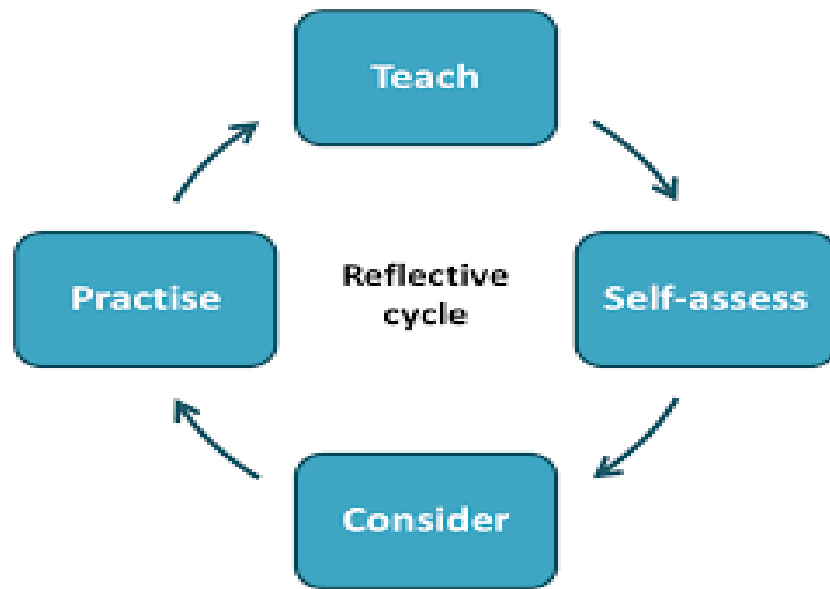
Nevertheless, the essential component in Literature that is basic that can be concluded from the definition under reference is the way that Literature, regardless of the sort or type, is written in words. This is to say that language is the fundamental unrefined substance with which literature is fabricated. It depends on this view that it is normally said that "Literature is language by and by". In other words that language hypotheses, ideas and styles are placed into work in the formation of scholarly texts. Hence, in the event that one should decipher and investigation an abstract text, one should be capable in the language of the text and alternately assuming one should be skilled in language, one ought to be adequately presented to the literature of the language being referred to [7].

### **OBJECTIVES OF TEACHING ENGLISH**

We know it very well that teaching of any subject is a social and cultural movement. It isn't the case simple to show any subject as it shows up while teaching, an educator needs to remember the points and targets of his subject. As such we can say that teaching of any subject turns out to be a lot of powerful when the educator is completely aware of the points and goals of teaching of that subject. A decent instructor imagines that his teaching ought to be successful. We all know it very well that the fundamental standard of teaching is "know what you do and just do what you know ". Teaching requires specific bearings. All things considered, progress of teaching relies upon the points and targets of teaching. In teaching of English P. Gurrey states "It is exceptionally attractive to know the very thing one is expecting to accomplish. In the event that this can be obviously seen, the most effective way of getting to work usually becomes apparent. We should, hence, to consider cautiously the thing we are attempting to do when we are teaching English. Indian individuals think about English as a subsequent language. It isn't the vehicle of guidance for a larger part of the students. It is an instrument, a method for getting information. The point of teaching English in India is to assist students with procuring pragmatic order of English. At the end of the day, It implies that students ought to have the option to comprehend communicate in English, read and compose English [8].

Semantics never separates between lower level and more elevated level targets. It thinks generally its four targets viz- Listening, Speaking, Reading and Writing (LSRW) are to be acknowledged at both the levels. To these phonetic goals, literature adds two additional viz-Creativity and Appreciation. These two goals are simply more significant level. Semantic and abstract goals are between connected with one another. They are not autonomous and indivisible from literature. The

facts confirm that abstract goals can't be acknowledged at the essential level. Yet, we see that their seeds are planted in language teaching from rudimentary level that is all along.



**Figure 1: Reflective Cycle**

Literature is meant to be enjoyed, as literature can be employed as a tool to promote literacy and proficiency in the language. It helps students to manage issue of social, social, racial or issue that arrangements with life in reality. They are the individual and enthusiastic increases which offer delight, advance youngsters comprehension of themselves and their general surroundings, creates creative mind, assists kids with sorting out their own insight and inspires one's sentiments on issues connected with life, the learning acquired permits kids to learn novel thoughts and new information, adds to how they might interpret ideas, permits kids to get social practices and values and issues throughout everyday life, permits kids to foster regard for self and others, and urges them to become mindful of their crowd, and the language gain which assist kids with fostering a consciousness of how language functions in correspondence, foster a comprehension of the importance of words, permits them to encounter better approaches for utilizing language that overcomes any issues among composed and communicated in language and permits them to encounter the type of accounts [9].

The learning results of literature teaching are the normal abilities, experience, mentalities or language that students need to acquire. The results are the major components that students need to achieve in the targets of literature learning. In the CCL Program, students are acquainted with brief tales, which is known as one of the parts in composition, capacities as a consistent piece of composing which comprise of both fiction and true to life. Creators of brief tales use language to raise issues connected with human interest. Students are expected to learn great qualities in them by investigating different brief tales. To accomplish the learning results of literature teaching and learning, the learning results of the prologue to brief tales as to get the substance of the message, perceive and comprehend the issues introduced in the message, get the subjects and messages in the message, get the plot in the message, depict the characters and decipher their collaborations and relationship with another, comprehend and decipher the commitment of setting to the story, get the creator's perspective, recognize normal scholarly gadgets creators utilize to accomplish their belongings, impart and illuminate individual reaction to the message, and produce a piece of work because of the message examined. Hence, it is vital to decide the methodologies utilized by educators in the teaching of CCL Program to guarantee the fuse of models of teaching literature is occurred in homeroom guidance, as well as to figure out sorts of approaches used by instructors in the teaching of literature. Thus, the incorporation of Literature in Education and brief tales' learning results will be evaluated with respect to what degree the execution of CCL Program has accomplished the goals of each learning results [10].

English instructors now and again become confounded by the a wide range of speculations on teaching English literature while applying them in the homeroom. Sadly, there are no unmistakable ways of sorting out which at least one hypotheses to apply for a specific class. Be that as it may, it is of no question vital to have however much information as could reasonably be expected of the speculations on teaching English literature, to face numerous assorted study hall

circumstances. Along these lines, it merits analyzing and explaining the fundamental hypotheses on teaching English literature in this paper. I will currently continue to do as such. All around, there are two classifications of speculations we should take a gander at in regards to teaching English literature: the first is 'issues of significance in teaching English literature' and the second is 'powerful methodologies in teaching English literature'.

### **ENGLISH LITERATURE TEACHING APPROACHES**

Language Model involves paraphrastic approach, expressive methodology and language-based approach. It coordinates language and literature as a source to further develop student's language capability while learning the language. It involves literature in teaching various elements of language like punctuation, jargon, and language structures from the scholarly texts to students. It assists with achieving literature tasteful viewpoint exclusively by means of articulation and correspondence nature of literature.

**Paraphrastic Approach:** It is essentially summarizing and revamping the message to less complex language or utilize different dialects to interpret it. Educators utilize straightforward words or less intricate sentence design to make the first message straightforward. It is educator focused and doesn't contribute a lot intriguing exercises towards students.

**Expressive Approach:** Stylistic methodology suggests scholarly pundits and etymological examination. It is for students to appreciate and comprehend in a more profound way of the abstract text. It assists students with interpreting the text genuinely and creates language mindfulness and information. It examines the language preceding the components of abstract text [11].

**Language-Based Approach:** Language-based approach assists students with focusing on the manner in which the language is utilized while concentrating on literature. It is student focused and action based for useful utilization of language. It further develops students' language capability, and consolidates literature and language abilities among the students. It draws in students more on encounters and reactions. Pretend, cloze, verse presentation, conversations, gathering and discussion, emotional exercises, making forecast, conceptualizing, reworking stories finishing and summing up are drilled in this methodology [12].

### **STRATEGIES FOR TEACHING ENGLISH LITERATURE**

As far as applying approaches to teaching English literature, there are conventional and contemporary modes. Nowadays, teachers will quite often get over techniques in an adaptable way as per conditions of the class. To make reference to a few old and new method, conventional ones incorporate perusing out loud, advancing by heart and composing message outlines, interpretation, portrayal of optional assets; while new strategies recommend perusing an assortment of messages, perusing for content and appreciation past printed content, peruser reaction, primary examination, perusing for unknown dialect obtaining, related fun exercises, and expectation exercises. With the exception of the previously mentioned techniques, others, for example, educator focused addressing, conversation authority, giving example models, in addition to utilizing new types of innovation will be additionally clarified. Perusing out loud has recently been tossed out by English instructors, who favored students to concentrate on the text as schoolwork. In any case, a few students partake in the perusing resoundingly first technique, in light of the fact that the time permits students to thoroughly consider the section of the text, so a trade off might be fundamental. Advancing by heart and summing up the text can assist students with learning the fundamental storyline of the literature, and pertinent foundation. Advancing by heart basically includes the remembrance of data provided by the instructor. As far as summing up the text, students can foster their composition and understanding abilities, handling how to contract or diminish the more drawn out text into more limited terms, considering and summarizing bigger designs or units into more modest ones, yet holding and conveying meaning. Through this cycle, an educator can perceive how much students get the substance of the text [13].

### **CHALLENGES ENCOUNTERED IN TEACHING LITERATURE**

Various studies revealed that According to many studies, EFL literature teachers inevitably face serious challenges when they teach literature. While a large number of researches have shown that both teachers and students are responsible for the challenges, few studies have been conducted on the challenges resulted by some other external factors related to the classroom environment. Sometimes, challenges are caused by the teachers themselves. They originated from teachers' lack of preparation in the area of literature teaching in EFL. Sometimes, teachers are not well qualified or trained to teach literature. One of the factors that bring about challenges is "the teaching approach" or teachers' wrong choice of teaching methods, another factor is students' "unfamiliarity to the study of literature in general", as students are the other side of the coin. Chang (2003) [4] thinks that the challenges could also be caused by students because, according

to him, —before entering English departments, students usually have not had much experience reading authentic literature written in English. Nevertheless "finding appropriate literature to teach a second language classroom has always been a major challenge" though it is an external factor related to literature curriculum, it is also related to the teachers' autonomy. In some cases, teachers do not have any professional autonomy in choosing what to teach and how to teach. In order to overcome the challenges, Absence of clear objectives defining the role of literature and a lack of the necessary background knowledge and training in literature, or shortage of pedagogically-well-designed materials are some other sources of challenges according to Lima, 2010 [2]. On the other hand, Novianti (2006) [8] sees that there are three main problems regarding teaching literature: students' reading habits or their lack of reading skills, their language proficiency, and the nature of the resources. Instructors should satisfy the target of the program execution that is, language capability by utilizing approaches in the teaching of literature. Accordingly, instructors should be innovative to have fascinating study hall exercises. In additional, "it is the teachers own drive to concoct innovative and fascinating materials, be it exercises with students to foster something, or exercises utilizing actual development with the goal that student will not get exhausted in the learning system"

### CONCLUSION

Literature is not generally considered as a coherent branch of the curriculum in relation to language development in either native or foreign language teaching. As teacher of English in multicultural Indian class rooms, we come across students with varying degrees of competence in English language learning. The relationship between Literature and language is all around bridled in the teaching and learning of Literature and English Language at the auxiliary school level, it would go quite far in tending to absence of capability in English with respect to students at all degrees of training and likewise limit high pace of disappointment in English Language in open assessments. It is additionally expected that a significant degree of capability in English Language with respect to students would be the required panacea to the immovable issue of unfortunate scholastic execution presently compromising the schooling business. Consequently, the public authority, the educational plan planners, the school as well as the instructors of Literature and English Language should work hand in glove to guarantee that this proposed advancement in the teaching of Literature and English Language in our schools and universities is really executed.

### REFERENCES

- [1]. Basnett, S., & Grundy, P. (1993). *Language through Literature*. London: Longman.
- [2]. Bokina, J., Dominguez and Lima, 2010. *The Use of Literature and Literary Texts in the EFL Classroom; Between Consensus and Controversy*. *International Journal of Applied Linguistics & English Literature*, 3 (2), 248-260.
- [3]. Carter, R., & Long, M. (1991). *Teaching Literature*. London: Longman.
- [4]. Collie, J., & Slater, S. (1987). *Literature in the Language Classroom*. Cambridge: Cambridge University Press.
- [5]. Chang, H. S., 2003. *Difficulties in Studying and Teaching Literature Survey Courses in English Departments in Taiwan*. Unpublished Ph.D.Thesis, The University of Texas at Austin.
- [6]. Guth, H. P., & Schuster, E. H. (1977). *American English today*. New York: McGraw-Hill Book Co
- [7]. Krashen, S. D. (1984). *Writing: Research theory and application*. Oxford: Pensaman Press.
- [8]. Krashen, S. D. (1985). *Language acquisition and language education: Extension and applications*. New York: Prentice Hall International.
- [9]. Novianti, N. 2006. *English Literature Teaching: An Indonesian Context*. *IJAL*, 6(1), 42–49.
- [10]. Phillips, J. L. (1969). *The origins of intellect: Piaget's theory*. San Francisco: W. H. Freeman and Company.
- [11]. Radzuwan Abdul Rashid, & Vethamani, M. E. (2010). *Approaches Employed by Teachers in Teaching Literature to Less Proficient Students in Form 1 and Form 2*, 3(4), 87–99.
- [12]. Roblyer, M.D., Edwards, J. & Havriluk, M. (1997). *Integrating educational technology into teaching*. Upper Sadle River, NJ: Merrill Prentice Hall.
- [13]. Rumelhart, D. E. (1980). *Schemata: The building blocks of cognition*. In R.J. Spiro, B.C. Bruce, and W.F. Brewer (Eds.), *Theoretical Issues in Reading Comprehension: Perspectives from Cognitive Psychology, Linguistics, Artificial Intelligence, and Education* (pp. 33–58). Hillsdale, NJ: Erlbaum.