



RESEARCH ARTICLE

The Significance of Literary Texts in the Pedagogy of English Language in EFL and ESL Classrooms

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ABSTRACT

Currently, one of the major concerns of teachers is about the study material they intend to present to the students. One of the biggest challenges of English classes is literature. The benefits of using literary texts in English language classes outweigh their shortcomings and have been highlighted by some literary critics, such as Chnara Khdir and Mariwan Hasan who elaborated on this truth in their paper titled, "The Importance of Literary Texts in Teaching Language in EFL Classes: The Waste Land as an Example." We strongly agree with this and believe that one can easily learn a language by studying its literature. To learn the English language, one needs to study reading, writing, listening, and speaking, the 4 essential skills, which can be learnt by studying literature. Although alternative study materials are sufficient to develop these skills, literary texts are an established source for these. Moreover, information about a culture is inferred via learning a language and a greater understanding of the society is achieved. This is a characteristic of language that requires materials associated with culture. Culture is a basis for literature; this does not merely imply that literature deals with culture, but that literature is about the culture of any specific user of that language. Furthermore, one can say the use of literary texts in language classes inspires more attentive and determined language learning. Thus, the students are not merely exposed to the actual usage of the language, but they also become critical scholars. As such, this study argues why we should focus on the use of literary texts for teaching the English language.

Keywords: Literary Texts, English language, Culture, Society, Language skills.

1. INTRODUCTION

Teachers always look for different and cutting-edge approaches in the pedagogy of English as a second language (ESL). They first choose a literary text to teach English in ESL or English as a foreign language (EFL) classes. The majority of language teachers aim to provide their students with inspiring materials that will encourage them to speak up,

seek out responses to queries, voice their inquiries, and increase general reading profoundly. A critical objective of instruction is to equip learners with materials that will enhance their prospects and allow them to contribute to their society instead of being a burden on the society and others. English language instructors are completely mindful of this objective. Accordingly, they endeavor to create such an environment for the learners of the English language by selecting materials that will encourage the students to improve their social standing. A priceless contribution to this study is provided by Keshavarzi (2012). Currently, the number of students streaming into classrooms in English-speaking countries is increasing fast. Studies by Eddy, Derwing, De Corby, Ichikawa, Jamieson, Gunderson, and Watt and Roessingh state that

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instructive foundation teachers ought to do their best to grab the opportunity offered by this rapid increase in the number of students streaming into classrooms in English-speaking countries around the world. This emphasis on utilizing this opportunity requires more consideration from the instructors' side with regard to their material selection. They need to choose materials that will retain the learners and develop them into contributing individuals of various social orders. It is from this perspective that literature affords itself to leading these educators on their own right path. However, it is frequently observed that literature has some extraordinary elements that make it unfit to be a source of material for English courses.

Claudia Ferradas (2009), alongside different proponents, asserted that literature has minimal commonsense application, is frequently and firmly associated with a particular social setting, and can be eccentric and even subversive. However, different researchers have discovered the "common sense of literature," practically speaking. The best example of this is the development of "BritLit" in Spain. This English literature venture was initiated in Catalonia, Spain. It is associated with the Catalan Teachers of English Association. "BritLit" has officially earned itself fame in classrooms and among educators from various nations, inside and outside Europe. It has helped instructors from around the world endeavor to use English writing in the ELT classroom as a dialect device (Denham and Figueras 9). BritLit is not by any means the only project that uses writing in English classrooms.

There are a number of online projects that provide English educators and students with literary messages and energize them to teach and learn English through literature. The fact of the matter is that dialect instructors are viewed as bearers of social messages, and the comprehension of a dialect requires an understanding of the way of life. At the end of the day, enthusiasm about certain key social ideas is required for a genuine

comprehension of the dialect being learnt (Keshavarzi, 2012).

From the middle of the 20th century, a lot of consideration has been given to language and material selection for teaching English as a second language (TESL). The studies of Chamot and O'Malley (1994), Christie (1992), Cranda iii (1987), Early et al. (1986), Early and Hooper (2001), Mohan (1986), Short (1994), and Davison and Williams (2001) have all focused on the lexical, syntactic, type, and information structures of the various speech methodologies of language adoption; however, the concept of learning basic writing skills to enhance the students' understanding of the topic, cannot be disregarded. Literature is, by all accounts, the endless wellspring of information of basic writing to assist the students in learning English.

2. DISCUSSION

Using literature as part of ESL and EFL teaching enhances specific language skills. Literature is valuable for dialect advancement. It provides a good example of exact style, assorted sentence designs, and energetic accounts (Ghosn, 2002). Because literature is based on real-life scenarios, it applies appropriate language. The language used in literature is the language of its audience, and therefore, it cannot be used incorrectly. In addition, because literature is composed from different perspectives and circumstances, it is rich in sentence variation. In reality, each individual speaks and writes in unique ways, and therefore, literature contains different examples of the use of language. Furthermore, energy has its own esteem in writing.

When reading literary writings, the reader is captivated by exciting content. Engagement is by and large considered a key part of the learning environment, particularly the learning of the English language. This engagement is achieved particularly through abstract works in which obstacles are overcome. Struggle is not present in just some writings; it exists in every abstract work, even in a short lyric, and can be experienced by the reader when they understand what the artist implies. Contention,

determination, and correspondence are the best scenarios to use to generate an engaging learning environment. Kolonder and Guzdiel (1990) and Schank (1990) believe that human information is generally made up of a record of stories, individual accounts, and first- and second-hand encounters that we draw from and reuse as needed in certain situations. In that capacity, the central role that literature plays in advancing English for learners is clear. It conveys information to the learners and subsequently provides them second-hand critical thinking encounters. Studying literary texts enhances the knowledge of ESL students about the society and culture, which is difficult to capture in any other type of writing.

Language is related to culture. Language is the bearer of social messages. Accordingly, literature is exceptionally important when used in teaching a language. Literature inseparable from culture. For example, literary texts frequently portray the point of view of the primary character who is encountering the agonies of growing up. This is what sets reading literary writings apart from logical articles, which are the frequently used literature texts in ESL readings. Certainly, "the English curriculum is a place for enjoying and reflecting on . . . cultural resources, debating their values, and imagining and designing . . . futures" (Goodwy 12).

Thus literature is a great source of information that can help contextualize language exercises. A decent story book not only informs ESL students about the circumstances and the developments in specific situations, it also places the readers in the given situation and helps gain direct knowledge of the English culture and society. English instructors ought to familiarize themselves with language use to enhance their own particular ability and to comprehend the dialect as a social wonder, and not just as a restrictive branch of learning. It is literature that makes us colleagues in English instruction. When the educators realize this, they can change the classrooms to reach the phase in which there is a genuine routine of informative language. At the end of the day, educators ought to consider dialect as

involving social worthiness; that is, they ought to look at the English language classroom as an environment which conveys the similarities with the outside dialect. In addition, non-native students should be presented with different artistic messages with the specific end goal of enhancing their capacity to consider another's way of life in their worldwide engagement. In this manner, the non-native learners' educational modules ought to incorporate instruction of abstract literary writings or writings to encourage such universal correspondence for the learners. Literary writings investigate the lives of English speaking individuals and their emotions toward some social adages.

By incorporating religion, superstition, and folktales in literary writings, which in essence is culture, learners are exposed to the concealed features of the English speaking society. By sharing their own opinions, learners can experience how different individuals approach and react to the same scholarly work. In the study of various literary writings, students can determine the social, chronicled settings of a scenario and become more comfortable with the culture. The art in literary writings engages and opens the eyes of the students when they observe how other individuals think, decipher, and investigate a number of topics, especially those that are of interest to the ESL students.

The emphasis on internal discourse when learning a new language highlights the importance of literature in the mastering the language. Internal discourse is, in reality, disguised social discourse; it is "the most intense instrument of thought intervention." According to this hypothesis, it is believed that "youngsters first take part in and afterward disguise the verbal practices of the group" (de Guerrero xii). Literature is the appropriate setting for English language learners to create internal discourse. Literature provides them with a source to disguise the different verbal practices of the group, thereby empowering the learner to "think words" and to be occupied with mental practice and inner conversation. Accordingly, writing empowers more astute and

deliberate dialect learning. It exposes the learners to the appropriate use of the language. Writing significantly helps to change the experience in the classroom from an instructor-focused English classroom to a student-centered classroom in which the learners work in groups. In fact, literature empowers students to work more effectively in groups, which is the learning objective for numerous instruction projects McGee (1996) believes that sharing in discussions about writing provides the students with bits of information and an understanding that they cannot master a language on their own. During group work, students need to share their observations and support and organize their ideas, which encourages critical thinking and basic conversation.

With literary texts, a better understanding is brought about by compelling students to read and interpret the text. Literature encourages students to read more frequently and also more profoundly. By keeping the end goal in mind, which is to comprehend the reading material in front of them, they are forced to read it over and over again and to contemplate on every section to discover the interrelation between the parts. Literature helps to connect phonetic ability with language utilization in various social circumstances. Literary writings, particularly short stories, provide educators and learners of the English language with a great deal of prereading and postreading exercises, which invigorate the learners' creative energy and encourage innovation. Interestingly, these exercises have a long-lasting effect on the learners, and they recall the stories and their anticipated outcomes.

The use of literature in English classroom makes the learners focus on the important aspects (Mourao 2009). Thus, the use of language becomes its own method for mastering it. It is not only a method used for practice. This shift is used and controlled by the learners as a means to comprehend the writings by drawing from their own information and experience, which is referred to as filling "the information gap" (170) by Mourao (2009). Mourao further notes that by using literature, the focus is "on process instead of item," on "arrangement as opposed to

pre-assurance", and that the educator "goes about as facilitator" and not simply as teacher (17). The critical point is that literature furnishes learners with writings, which are above their level of creation and understanding.

This part of literature is based on Krashen's obtaining-based procedure, that is, an information driven hypothesis. In fact, literature helps students enhance their reading appreciation of English. Literature offers students, and additionally instructors, the opportunity to ask different types of questions based on the subject of the writing. Through these inquiries, students are enabled to increase their speaking and writing skills. Literary writings empower educators to use distinctive types of inquiries to assess the students' comprehension, for example, their fulfillment, if the comprehension is genuine or false, and the coordination and discourse framework from which they work. Literature enhances the learners' system skills; they listen and read for general importance, anticipate, and determine the significance of new words. Because they need to verbalize their own thoughts when talking about the content of the topic, they enhance their deduction aptitudes. Similarly, their successive engagements with words strengthen their inclination to determine the importance of the words based on the settings in which they are found. Retaining words from a lexicon is a purposeless and debilitating employment. It brings about disappointment and tedium.

Literature gives us the opportunity to learn how to use words in various settings. Literary texts help students to look past the superficial significance and investigate the hidden meanings; that is, they empower students to go past what is composed and plunge into what is implied. The topic or setting is an essential component of the time spent in learning a language. If the topic is boring and stale, it will not rouse and energize learners. Literature provides the topics to propel learners and help them determine the potential meanings of unknown words, thereby upgrading their language skill immensely. Because literary writings employ the creative use of language to various degrees, the learner is encouraged

through the reading of literature to learn the language in real-life scenarios and circumstances with the goal of conversing smoothly. Mechanical, customary language instruction diminishes the learners' abilities to those of imitative and unmotivated speakers and authors.

Literature summons emotions through words, hauls learners out of the evaluated linguistic structures, and helps them impart in a way that draws in the learning of the language. Once the student reads literary content, he starts to occupy the content. He jumps into the content. Understanding the implications of lexicon or expressions becomes critical; however, seeking to know how the story progresses is even more important. The student is more concerned about discovering what happens as the story unfolds in the end, because he feels a connection to specific characters and shares their passionate reactions. This can have a useful impact on the entire language learning process. It is in this context that the determination of the meaning of abstract content with regard to necessities, desires, interests, and dialect level of the students becomes important.

In this process, the student can extract the emerging personality and form it into a real person. Literature creates subjects and scenarios that are intrinsically intriguing, because they are pieces of human experience treated in such a way to draw in the reader's attention. All things considered, literature is becoming a source of motivation for English students.

A fundamental component of the learning process is the advancement of the intelligent thinking of the learner. An intelligent process or consideration is viewed as a basic part of transformative learning for students (Kember et al., 1999; Mezirow, 1991).

Literary writings have the ability to create scenarios that compel the English language students to apply intelligent speculation to determine why the things are the way they see them, why things are unique in relation to their desires, or why they are not the same as the others they experience in writing. Along these lines, learners ponder

their own particular encounters and contrast how their encounters are comparable with or not the same as their desires.

Obviously, amid this inner reflection process, they connect with the inner self, and this passionate engagement helps them significantly to see the circumstance in a better light. This enhanced discernment is of great importance in acquiring the language. They learn the language as they are locked in with different parts of learning. One might say that they acquire the English language in much the same way as children acquire their native language. When a child acquires its native language, it is not their aim to keep the language for themselves. Language is used to communicate with his seniors, fulfill his requests, draw in others, and communicate with people that surround him. Literature creates the very same environment for the English learner.

The principle focus of the learner is on the best way to engage with the circumstance he experiences, and through this connection, the insight into the English language is enhanced.

3. CONCLUSION

A significant part of the material that is used as part of English educational modules needs passion, literary fervor, and fun. Scholarly writings are significant, true, and applicable to learners' lives. They yield the most powerful opportunities for engagement, and reflection, and subsequently learning is awakened in the students. Writing is mentally empowering in light of the fact that it permits the reader to envision worlds that they are not acquainted with. This is done using understandable language construction. Keeping in mind that the end goal is to comprehend, the reader will make their own conclusion of what the author is describing. In this sense, the reader turns into an entertainer or a performing artist on an open stage as he reads.

Literature construct programs focus on the individual's interpretation of the language in order for students to try different experiments with the language and consolidate this into their regular conversation and vocabulary.

Accordingly, literature helps them acquire language as a means of communication. The language that is acquired through literature-focused learning enables learners to use language in the same way that native speakers would use it. Instructors of language ought to attempt to understand that the significance and adequacy of learning a language lies in its unconstrained and noteworthy use by the learners. As Obediat (1997) states, literary writings help learners get a native-like ability in English, express their thoughts in good English, take in the components of present day English, figure out how the English semantic framework is used for correspondence, speak plainly, decisively, and succinctly, turn out to be more capable in English, and get to be inventive, basic, and investigative learners.

English students that focus on literary writings are reading an adaptation of the language, which is rich in allegory, simile, mention, and vagueness; these are the components that will extend their reasoning and comprehension of the material they are reading and, additionally, of the English language. When English is instructed through writing, it enhances the self-confidence of students and, consequently, has impact on their practices, inspirations, and states of mind about learning the English language. Without doubt, learners' self-conviction mental premise also enhances the their understanding of the practices, inspirations, emotional responses, and future objectives. Based on this, it is recommend that English is taught through literary texts to enhance the self-confidence of students.

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