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THE MAIN APPROACHES FOR TEACHING LITERATURE IN ENGLISH LANGUAGE CLASSES

Abstract: This article deals with the ways of teaching literature in English classes. The ways of conducting literature classes are presented through theoretical and practical analysis.

Key words: literature, education, language, linguistic barrier, audio-video materials, EFL, approach

According to the latest research, the purpose of literature is not only meant to address the interpersonal, informational aesthetic value of learning but also the learning of the English language in general. Furthermore, Literature in Education is aimed at developing the potential of students in a holistic, balanced and integrated manner encompassing the intellectual, spiritual, emotional and physical aspects in order to create a balanced and harmonious human being with high social standards.

There is a close relationship between language and literature. Literature is produced from language and represents one of the most recurrent uses of language. Teachers must understand this relationship and try hard to change the traditional methods of foreign language instruction. If teachers wish to remove cultural and linguistic barriers and make learning more fruitful, they need to use modern techniques, such as audio-video materials, and develop the skills of

knowledge synthesis among students. With the help of audio-video materials and technology, students can have visual information about different countries and cultures, which help them, become more familiar with foreign places. Information, such as what a teacher may find on the internet, enriches both the teacher and learner, allowing both to become better equipped before dealing with a topic. For this reason, teachers and institutions must broaden their perspective and vision. They must take a new approach and demonstrate a readiness to change so that teaching and learning can become easy, interesting and fruitful. Having decided that integrating literature into the EFL syllabus is beneficial to the learners' linguistic development, we need to select an approach which best serves the needs of EFL learners and the syllabus. Carter and Long (1991) describe the rationale for the use of the three main approaches to the teaching of literature:

1. The Cultural Model which view literature as a teacher-centered and source of facts where teacher delegates knowledge and information to students;

2. The Language Model which allows teacher to employ strategies used in language teaching to deconstruct literary texts in order to serve specific linguistic goals;

3. The Personal Growth Model where the focus is on a particular use of language in a text and in a specific cultural context. [1,24pp.]

By using such a model to teach literature we not only reveal the universality of such thoughts and ideas but encourage learners to understand different cultures and ideologies in relation to their own. The language model is the most common approach to literature in the EFL classroom is what Carter and Long (1991) refer to as the "language-based approach". Such an approach enables learners to access a text in a systematic and methodical way in order to exemplify specific linguistic features e.g. literal and figurative language, direct and indirect speech. This approach lends itself well to the repertoire of strategies used in language teaching - cloze procedure, prediction exercises, jumbled sentences, summary writing, creative writing and role play - which all form part of the repertoire of EFL

activities used by teachers to deconstruct literary texts in order to serve specific linguistic goals. Carter and McRae (1996) describe this model as taking a 'reductive' approach to literature. These activities are disconnected from the literary goals of the specific text in that they can be applied to any text. There is little engagement of the learner with the text other than for purely linguistic practice; literature is used in a rather purposeless and mechanistic way in order to provide for a series of language activities orchestrated by the teacher. The third model attempts to bridge the cultural model and the language model by focusing on the particular use of language in a text, as well as placing it in a specific cultural context. Learners are encouraged to express their opinions, feelings and opinions and make connections between their own personal and cultural experiences and those expressed in the text. Another aspect of this model is that it helps learners develop knowledge of ideas and language – content and formal schemata – through different themes and topics. This function relates to theories of reading (Goodman, 1970) which emphasise the interaction of the reader with the text. [3]

These models have been incorporated in various approaches in the teaching of literature. There are six approaches in the teaching of literature. They are the (1) Language-Based Approach, (2) Periphrastic Approach, (3) Information-Based Approach, (4) Personal-Response Approach, (5) Moral-Philosophical Approach, and (6) Stylistic Approach. [2,87-99pp.] 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.

The findings of this study indicated that teachers employed variety of approaches and activities in order to ensure students' understanding of literary text. In order to reconsider the effective role of literature in English classes, it is highly advisable to develop an adequate pedagogy which will assume a place for the teacher to lead the learners towards an independent ability to read and

appreciate literary texts as well as to enhance their language skills and cultural awareness about the target language.

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Оглавление