

The Role of Literature for Language Teaching

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Abstract

The aim of this study, considering the literature is important role in language teaching process. Literature is a relevant data in learning target language and it teaches fundamental language skill: listening, reading, speaking and writing. Moreover literature indicates various kind of genres which is appropriate factor about real life experience and those intrigue developing intercultural competence. The reason for using a literature in language classroom is investigated target language, appropriate resource for language learner.

Key Words: literature, language teaching, language skill, genres.

Introduction

Literature plays crucial role in language teaching. Several decades ago, literature has been reviewed as an influential tool and trend in language teaching process. Therefore, a number of instructors assert that utilize of literature in language teaching as a precious and fascinating structure [1]. According to Pinter's (2006) study, in language education system, language teachers choose significant factor for learners and they make that important role in teaching language through literature. Considering some factors, initially, they should comprehend the aim of teaching language founded learners' require and hope. Secondly, they should select valuable strategy to teaching language. Third, in order to teaching, they should choose relevant literary text. Discussing these aims, they have an effective language teaching through literature [2].

Additionally, literature play a role in grammar translation due to its domain is read, translated and example of grammatical rules. This teaching way based upon sample grammatical rules and lexical items in the text but not literary interest and its certain grammar structure and good writing [3]. Briefly, language learner attempt to

translate literary text into their mother language due to translation makes them able to practice their practice, synthetic, semantic and stylistic knowledge.

Maley (1989) assert that we utilize the literature in two way; the study of literature is the first one, and using literature as source for language teaching is the second one. We approach the literature in two different method:

1. The first approach is the literature critical approach, it means ‘literariness’ of text to study. This type of approach is traditional approach and we consider the text such as setting, value, motivation, characteristics, psychology, etc. The aim of this method approach to be successful and student should aware of language and familiar with literary conversation. Unfortunately, EFL/ESL students rarely are the want that level of competent in this purpose. Consequence, it called ‘pseudo-competence’ which student own to memorise technique critical term without understanding and sometimes they only repeat the opinion due to they had been learned by rote. In that case, needs a work both students’ language and literary competence.
2. We concentrate on text in the second approach it called stylistic approach. Initial we consider the text itself and then we focus on textual discovery due to language is in substantial important in this approach. This method is more relevant EFL/ESL students rather than first one because it leads to description context.

Maley said that second method is more attentive, literature consider as a resource of language teaching and learning. Language instructors can take great advantage, if they motivate the student for natural literature and then give suitable activity to their proficient level. Primary concern will be ensure students’ interactive with text and through its boosting language learning and literary comprehension [4].

Literature and Teaching Language Skills

Literature is the basic fundament for teaching language skills; listening, reading, speaking and writing. Using literature in the language classroom, four skill is taught together and it integrated skill. Language instructor should try to teach basic skill in the language classroom due to it initial bridge for language learners.

a. Literature and reading

In the reading class, language teacher should select the literary text which is the suitable method for understanding literary context. Beginning the discussion, asking question about characters, setting and event. When learners have the literary competence, they reach the inferential level and investigating of setting, event and characters, most importantly, they can understand author's purpose. After understanding literary text, they ready to group work and they can share ideas in group, they find some resolution for their problems.

b. Literature and writing

In foreign language classes, developing writing skill is significant role through literature. Literature provides writing models such as theme, style and organization for language learners. Additionally, it gives relevant ideas for starting writing skill.

c. Literature and Speaking and listening

We can not imagine the speaking and listening skill without literature because it is suitable source. Therefore language instructors consider improving students' listening and speaking skill through dramatization, group activity, pantomiming and discussion [5].

Using Different Genres of Literature for Language Teaching

Poetry in Language Teaching

For teaching and learning language the genre of poetry is significant factor. It provides different viewpoint for language learners and it great motivator for evoke in emotional by hear and mind.

According to the Rita Dove (1995), poetry should delve into the happiness of language and establish a combine between event and essence of lyric poem. Additionally, writer try to utilize the beautiful and motivation words in the line of poem because they desire to interact readers' heart.

Lyric poetry focus on feelings and emotional benefit, it transmitter of culture. Allusion, tone and idioms are the cultural element of poetry and that type of elements are difficult to translate into another language [1].

Short Story in Language Teaching

Short story is important genre in teaching language, characters act real and symbolically as their daily life. Hence, the genre of short stories mirror and illuminates human live [1].

Ariogul (2001) claim that short story have an advantage in language classroom: it makes easier to students because it more simple and short rather than other genres; on different cultural context, it boosting learners' knowledge and attitude; it authentic material and motivates learners to read; language learners feel comfort and free when it makes; improving students' critical thinking ability; suggestions the world of mystery and wonders [6].

Additionally, short story is the relevant technique for foreign language classroom. Most importantly, short story can develop students' critical annalistic ability as like as other genres [1].

Drama in Language Teachin

In language classroom, using the genre of drama is good way and new techniques in teaching language process. The most essential element of utilizing drama, boosting students' awareness toward the culture and target language. Saricaban (2004) highlights that using of drama in language class, improving learners' understanding of life experience [7]. Lenore (1993) observed that the fruitful pros of using drama and they are followed:

Encourages the imaginative and increases the thinking of creativity;
given a fresh perspective teaching process by language instructors;
boosting effective listening skill;
learners can develop their level competence such as receptive and productive skill;
students' empathy and awareness are develop through it;
learners' view and though well developed;

developing critical thinking ability;

supports positive self concept;

intriguing the develop of treatment corporation, sensitive, communication skill and creativity.

Using of drama in foreign language classroom is extremely beneficial method in present epoch due to it communication based language teaching. Briefly, learners can comprehension the verbal and non-verbal target language through learning the genre of drama.

Novel in Language Teaching

The genre of novel also relevant source of language teaching because it helps develop the linguistic structure. Language learners can takes fruitful motivation to learn the target language when they select the genre of novel. Utilizing the novel own to several benefits:

Suggestion real life setting;

both oral and written language skills are developed;

increasing learners' knowledge about various society, culture and tradition;

developing critical thinking ability;

students can creativity themselves due to it provides a chance to them.

Choosing a novel is good way in teaching language. It can be stimulate and real motivates to students. Therefore language instruction prefer to select the novel, which is the motivation in an entire class. The essential part of novel, it is vital method of building a vocabulary and increasing reading comprehension skill, hence students' interculture communication skills are well developed.

Conclusion

The process of language teaching, interesting and have an opportunity to language instructors. Using literature in teaching language is relevant resource due to it source of real life information. In this study, we discussed the role of literature in language teaching. Literally texts can help the students practice their language skill such as listening, reading, speaking and writing. Moreover, we demonstrate the genres of literature are extremely beneficial in teaching language because those describe real

life experience and indicates cultural competence. Generally, literary text helps to improve students' imagination, creativity, communication skill and intercultural competence.

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