

## LEARNING LANGUAGE THROUGH LITERATURE

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### ABSTRACT

In the 21<sup>st</sup> century, the unanimous need to communicate in an ever-growing world has influenced the forms and the delivery of English language teaching. An hour of browsing through English language teaching websites reveals a wide variety of activities for learners as from ESL classrooms to pages and pages quizzes. This globalization cannot neglect the importance of literature as an agent for language development with structural approach. It provides new insights into teaching and learning process. In this paper I want to explore the importance of literature as a resource to introduce learners to cultural and linguistic difference.

**Keywords:** *ESL, Globalization, structural approach, cultural and linguistic difference*

Language teaches language, one usage elevates another, one style comments on another. Even the paraphrases provide the basis for discussion and elaboration of the concept. In Literature, we find the representation of alternative constructions of reality existing in all different dimension. They have to be realized through a process for which literature is a useful medium to introduce the learners to cultural and linguistic difference. Literature can be useful to raise motivation, involvement, emotive response creativity. It is possible when the concept of literature is widened and humanized. Literature is the best medium to informally introduce grammar elements.

Language has always been an object of interest to scholars outside linguistics. Literary theorists and literary critics or philosophers have all continuously concerned themselves with language. Even for teachers, language has always been a significant element and for this literature is more relevant. Literature is a source of enjoyable and motivation content in language teaching. An integral aspect of textual analysis in this approach is that students should be encouraged to draw parallels between the linguistic devices employed in the literary texts and those in non-literary texts. The advantage of literary texts in the language classroom is that studies are introduced to writers they might enjoy and they possess adequate reading skills. Many times the teaching of literature has lacked a consistent methodology for presentation with the result that learners are often too busy writing in translations of unfamiliar words to respond to the text.

Literary texts offer a rich source of linguistic input in addition to explore grammatical structures and presenting new vocabulary. The branch of language study which is principally concerned with this integration of language and literature is known as Stylistics. Stylistics is a method of applied language study which uses textual analysis to make discoveries about the structure and function of language. It is an empowering tool, because it helps to explain the multiple and varied responses to linguistic patterns. For example John Keats' Ode to Nightingale having a lexical pattern, involves the nouns 'heart', 'sense', and the verbs 'ache', 'pain'. They invite scrutiny

with precise significance. At all events, there is a duality-e.g. that heart –psychological state or event and sense-physiological correlate, and that heart –emanation of feeling and sense –physiological correlate. In fact in the whole poem, we discover patterns, couplings, networks in the literary vocabulary, traditional symbols. It initiates a sophisticated response to language. On the other hand, in the ordinary language we can find English manifestation of literariness. As in the proverb, ‘it’s the early bird that catches the worms ;as it sums we are talking about birds and worms. But when it is taken as a proverb, the version will range from something like this

If you get up early in the morning you will achieve your task

or

When we are promptly attentive to our business, we are rewarded with success.

‘It’s the early bird that catches the worm’ and ‘My heart ache and drowsy numbness pains my sense’ are affined in their deliberate arrangement of words.

Literary texts often innovate tradition, representing a bridge between past and present. On the basis of the type of instruction received, students are led to reason in terms of disciplinary areas. It should be a teacher’s priority to illustrate the ever present connections between contents and approaches throughout the knowledge- building process. The advantage of using a literary texts offer opportunities at higher levels to learn the language without the learner being aware of the process. Literature has the ability to represent the particular voice of a writer among the many voices of his or her community. As the poetry seems short but easily available authentic texts which can be rich in content, culturally loaded and motivating. We can acquire a great deal of new language almost in dramas where the plot and characters are loaded with myriad words and sentence constructions. As in Shakespeare’s Hamlet is source of semological, syntactic, cohesive and lexical analyses related in particular way. It seemed that there was a momentary consistency in tri-functional and tri-stratal choices, which was then replaced by a new combination of semological, syntactic and lexical patterns a moment later. Thematically and rhetorically the structure of the speech is guided by Hamlet’s dilemma concerning the problem of action. The meaning of ‘To be or not to be’ is thus determined by the implications of the action against Claudius, an action that developing and that has yet to be fully executed. It identifies contextual configuration varies from one occasion to another.

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