SIGNIFICANCE OF LITERATURE IN THE ENGLISH LANGUAGE CLASSROOM

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ABSTRACT: *This article is an attempt to show the significance of literature in English language classroom, as how it enriches student's imaginative, creative and language skills. English is a second language in many contexts, and it is like a discovery procedure. It is the task of teacher's to make the process of learning interesting, meaningful and above all, unrestricted from inhibitions and anxiety. It is an effective to captivate the attention of students. Literature is a marvelous technique for teaching both language areas (i.e. vocabulary, grammar and pronunciation and basic skills of language (i.e. reading, writing listening and speaking in recent times. By employing literary text, a teacher many encounter some problem as knowledge about various literature genres of literature as poetry, drama, short story and novel. There are various ways of getting benefits from literature in ESL classroom, while short stories and songs are considered finest approaches for teaching learners.*

KEY WORDS: Literature; Technique; Learning style and strategies; Language; Skills; Literary competence; Affective filter.

1. INTRODUCTION

Language is most appropriate instrument to transmit ideas, knowledge and feelings at international and individual level. Language is firstly acquired and then learned [1]. So far as the distinction between acquisition and learning us concerned, acquiring is about using language naturally in communicative situations, it is gradual development of ability in a particular language, while learning is not natural but a conscious process of accumulating awareness about grammar and vocabulary of a language. However, it is difficult to gain or acquire language completely to develop native-like competency. Learners get mastery in writing than speaking as Joseph Conrad, who is acclaimed as an outstanding novelist of English Literature, but his language has not come out of polish influence. The affective filter is a type of emotional reaction, which arises due to unpleasant classrooms, dull textbooks and exhausting schedule. It is a kind of restraint, barrier to acquisition that becomes the reason of negative feelings and experience. Because when a learner is stressed, self-conscious uncomfortable and unmotivated, is unlikely to learn anything [2].

In modern times, the importance of literature is considered basic source, constituent and a way of reliable material of the curriculum of language. This technique is gaining momentum with the passage of time. It has been a debatable issue for the instructors of language that how, why, when and where literature should be inserted in the ESL/EFL classes and curriculum. There are found various technique as how literature can be incorporated in the syllabus of language, that is why literature and ESL/EFL are used together to help the students and teachers have formulated interesting ideas, advanced instructions and learning for all, it is taken as vital way to make the lesson enjoyable and constructive.

Literature provides a lot of linguistic opportunities to the learner of language and supplies chances to improvise activities that are based on text capable of invigorating involvement and interest than various other informative and non-literary texts. It aims to develop interest and interaction among students and teacher. It becomes a way of communication and competence in linguistics as how to express feelings and meaning in English. The implication of literary text in classroom as instrument not only provides authentic cultural and linguistic material but also encourages students to participate in the process of learning. It gives access to the socio- linguistic background.

2. LITERATURE REVIEW

According to Brumfit and Arnold [3] say that life and literature are interconnected and this fact cannot be denied. Literature is developed by constituting language and it shows one of the best recurrent usages of language. It is like an "ally of language" and it is indeed not novel, it is widely used technique.

Literature has been an integral component in grammar translation method. The literary text of the target language was translated and read to illustrate the rules of grammar.

Duff and Maley [4] are of the view that GTM focuses on form, cramming the rules of grammar and lexical items – when this method became old other the use of literary text had not been forgotten by the teachers of second languages. Literature was disregarded as a technique for structural approaches to language teaching.

Besides, functional – notional method also ignored it because it focuses on communication and they use authentic samples of language. Literature was neither considered to have communicative function nor an authentic source. Literature as one of the valuable tool that has flourished in the last decade, it has revised amazingly as an important language resource.

3. TEACHING LITERATURE: HOW, WHY AND WHAT

It supports to get excellence in language areas and basic language skills. It is a prevalent technique within the field of teaching and language learning. Furthermore, many language teachers use an activity in translation courses, in which students are assigned to translate literary text like factory, short stories, drams and songs into the native language. It provides an excellent opportunity to understand the pragmatic, lexical, semantic, syntactic and stylistic knowledge which they have learned in other courses.

4. USE OF LITERARY TEXTS IN EFL CLASSES

Collie and Slater [5] say that there are found four central reasons which lead a teacher of language to practice it in classroom. These are full of cultural richness, vigor and valuable authentic source and material, language enrichment and personal interest and involvement.

- The authenticity of literary material is its hallmark. Literature is not created for the basic drive of teaching a

language. There are several samples of language in real life which is authentic, as formal, travel timetables, cartoons, pamphlets, city plans, newspapers, advertisements and magazines articles. These are added in recently developed curriculum. Thus, students get awareness and exposure to an actual sample of language.

- Literature provides access to the cultural background and social setting of the people whose language they are learning and studying. It gives an ideal way to enhance the verbal and non-verbal aspects of communication. Genres of literature facilitate them as how communication takes place in those areas of a particular country. Though fiction is based on imaginary world yet it presents an interesting and realistic presentation of characters from divergent regional and social perspectives. Students come to know about their beliefs cartons, tradition, thoughts, possessions and moods as how they behave and act in different occasions.

- Literature expands student's language awareness. It provides a wide range of syntactic and lexical items, which help to which language proficiency. They become familiar with various types of reading, written language and contextualized body of text. Students learn about the discourse roles and functions, variation of possible strutting numerous way of linking ideas, which are enough to enliven the writing skills. Students find it adventures and productive when they see so much diversity and of the language and boost themselves to learn the language and to increase their communicative skills.

- It is educating the whole person apart from all the linguistic benefits. It fosters personal involvement in the reader. Once he reads it, he begins to identify, relate and inhibit the text. He becomes enthusiastic to know and unfold the story understanding the syntactic structure and lexical items. That is way the select literary text is select according to the needs, expectation interest language level of the students.

Maley [6] points out the reasons for regarding literature as important resource in the language classroom and the suggestions are as follows

Universality: The themes of literature deal with the lives of mutual to all cultures except different ways of treatment as Love, Death, Belief, Separation and Nature. These experiences are universal and happen to every human being.

Non-triviality: It is reserved that familiar forms of language teaching tend to trivialize experience or text, while lit does not do it. An author write's what greatly matters to him at it provide authentic and genuine inputs.

Personal Relevance: Literature deals with human ideas, thoughts, behavior events which are master part of human experienced the authors themselves, beside this; they enter into a world of imagination and create fiction full of fancy and novelty.

Variety: Life is very diverse, innovation and contains within it all the possible variations related to subject matter. In literature, we can observe instances of slang, colloquial, idiomatic expressions and a language, full of verbosity and magnificence.

Interest: Literature is mirror of human life and depicts themes and topic, related to the lives of commonplace things to highly technical a scientific issues and a reader finds it interesting according to his own indignation.

Economy and Suggestive Power: Literature is full of suggestive power. It gives examples of symbolic and pragmatic levels of language. It suggests powerful ideas with few words and gives a chance to generate a discussion; maximum results are acquired from minimum input.

Ambiguity: As we have discussed it that literature is full of suggestive and associative meanings, it speaks diverse meanings to diverse and different or reader responds different to one given text. It develops student's interpretive skills; he gives his own assumptions and implications of the text. To grapple with various ambiguities of literary text, teacher helps to develop their abilities to inter meaning which can be applied in real life. Moreover, it provides an occasion in which each student gives his interpretation according to his perception.

5. WHICH IS VALID?
Literature is full of sociolinguistic richness and replant with it. A language has not only standard variety but it also divides it social and regional kinds and it changes from me regional area to another.

Language is a way of communication through which feeling and thoughts are conveyed by system of gesture, written signals and speech sounds. Dialect is a collection of attributes as Morphological, Semantic, syntactic and pragmatic which diverge a group of speaker noticeably different from the other group of speaker of the same language. Language is used according to the social contexts, it increase their knowledge about idiolects, socialite register, which are varieties of language. By fabrication literature into a second language, it becomes a useful source to learn the target languages with all its richness.

6. WHAT SHOULD BE THE CRITERIA FOR SELECTING APPROPRIATE LITERARY TEXTS IN THE LANGUAGE CLASSROOM?
Duff and Maley [4] have given three main reasons and a criterion that provides ample evidence about the significance of literature as source of learning foreign language.

Firstly, it provides authentic and accurate sample of language with genuine text types styles and registers. Secondly, to understand the varieties of long, it becomes necessary to grasp all of them to make them functional. Sanz and Fernandez say [7] that these are the different manifestations of linguistic use of language, thus provide social communication functions.

Secondly, it has multiple interpretations which generate different views of students. Widdonson [8] is of the view that it is rich source to enhance communicative skills.

Thirdly, Learner, active participates, autonomous and central figure in the learning process. Lazar states [9] that poetry is functional; it also provides culture information about that country whose language they are learning. A teacher should use it critically.

Motivation criterion is of great significance and relevance, because it projects real life events, feelings of the author and it also arouses motivation instincts. They relate, identify and emphasize with the character, feelings situations and

incidents presented in the lit text. It is important because of its intense calling on to personal experience.

A teacher selects a material by keeping in view the interests, language level and cultural background of the students. Collie and Slater [5] point out that if the language is simple then it is comprehensible and gives fresh insight of issues, discussed in the text. These motives help a leaves to cope with the linguistic obstacles, which are like maintain without motivation, involvement and relevance.

Moreover, art that a teacher should conduct a survey to know the taste of learners, students presents their beliefs before the class and aware of the usefulness of literary material with dedication of mind and soul.

Tumposky states [10] that learner's beliefs are influenced by the social control of learning and can influence both their attitude towards the language learning in general and as well as the language itself."

Richards and Lockhart [11] further say that the discussion between teacher and student becomes crucial because of the "differences between teachers and learners beliefs, sometimes lead them to a mismatch of their assumptions about what is helpful to focus on in a language lesson."

7. THE TEACHING OF LANGUAGE SKILLS AND LITERATURE
7.1 LITERATURE AND READING
A teacher should select a fine student – centered approach. The teacher must focus the cognitive styles of four different types of student, as formulates by Knowles that:
(i) In concrete learning style, students show interest in information that has on immediate worth and value.
(ii) Leavers focus systematic and logical presentation of current and new learning material. It is called analytical learning style.
(iii) In communicative learning style, learner desire person's involvement and feedback to interact.
(iv) The fourth is authority – oriented learning style in which students shows that need and linking for sequential progression and structure.

Collie and Slater [5] define it as it is important to choose books which one relevant to the life experiences, dreams, and emotions of learner. Grabe and Stoller [12] say that reading plays a vital role in enhancing and developing vocabulary and listening comprehension.

Krashen [13] gives an argument that extensive reading is a best way through which students learn most of their vocabulary and instruction contributes an insignificant role and focus is on how many words are leaner.

Grellet [14] points out that reading helps to develop more reading skills as
1. Deducing the meaning and use of unfamiliar lyrical items
2. It helps to understand the communicative function of utterances and sentences."

Ramsaran [15] states that the use of literature not only enriches linguistic understanding, higher language proficiency, development of creative skills but it also contributes to literacy appreciation.

Literature is a fantastic source for teaching basic language skills and areas. However, skills are never taught in isolation, because they are interlinked with each other. Teacher must forces on the basic language skills as an essential part of written and oral use in language, while it helps to develop referential and interaction meanings, with the skill of writing new words, phrases and sentences.

7.2 WRITING AND LITERATURE
Literature is a useful source for writing in ESL/EFL classes as subject matter and model. Students get awareness of the style organization, content and theme. When student exhibits original thinking in interpretation and analysis and act as stimulus by reading, it serves as subject matter. Literature is abundant in variety of themes on which writing is done in terms of free, controlled guided and other kinds of writing.

7.2.1. Literature as a Model for Writing
There are three central kinds of it that are based on literature as model. These are given by stern as:
1. **Controlled Writings:** are called controlled model based exercises which are used in the beginning – level writing and typically needs rewriting passages of text in arbitrary way to get proficiency on specific grammatical structures.
2. **Guided Writing:** This activity is practiced in inter level ESL/EFL. Students complete sentences, respond to a chain of questions, when put together, sum up or retell the model. Sometimes, students respond taken paraphrase, few sentences, the topic or the description is given. It helps them to comprehend the exercise at the literal level, very beneficial approach in this respect.
3. **Reproducing the Model:** It is about the activities of paraphrase, adaptation and summary, very useful in ESL after EFL classes. By using the technique of paraphrasing, students use their own words and stability to reproduce it that they hear and see in print. They are trying to make sense of the given poem. Summary is author striking tool, it does well, when a short strong and play is given in chronological order and have concrete. Components like sitting, plot, and characterization. Adaptation is involves rewriting a dialogue into prose functioning and rewiring a scene or play into narrative. It gives opportunity to get knowledge about spoken and written English.

7.3   LITERATURE AS SUBJECT MATTER FOR WRITING
Spack states [16] that, it becomes problematic to find out appropriate writing material for composition. Life as reading content of a composition is that, it becomes subject matter for composition. In a composition cause in which reading content is literature, students formulate ideas, make inferences, and use text to support generalization. They learn now to think critically freely and inculcate habit of logical seasoning, careful analysis and independent thinking of the given text.

There are two main categories of writing which is based on literature as subject matter as writing "out" of literature and writing "on or about" literature. These two kinds are helpful and suitable for ESL/EF.

8. ON OR ABOUT
It comprises traditional a exercises as paragraph writing, take home composition written responses to questions in which they analyze the assignment at home and speculate style and literary devices. This activity is done when students start to read a text, while teacher generally talks about its issues and themes and students writ a passage about it with their own

life experience. It provokes them to read and write about it by adding their own interests.

9.   OUT OF LITERATURE

It involves use of literary text as a springboard for creative assignments which are developed around the plot, Composition, theme, setting, characters and figurative language. There are found various Forms that are out of literature as: changing the work, Adding to the work, a letter addressed to another character, Drama – inspired writing.

- Students use their own creativity and ideas by changing the end, which is provided by the teacher about the story. Short stories can be used to rewrite in a third person narration, point of view of another character.
- Here, sequels and imaginary episodes are written. In case of drama, "filling in" scenes "are added for off-stage actions that are part of dialog.
- Students can write a letter to another character in which he/she projects his or her inner feelings and gives him advice as how he can overcome his problem and situation.
- Drama – inspired activities are possible from novels, short stories and poetry as well; students creep into the mind and consciousness of a character and write about his feelings and attitude.

10.   SPEAKING, LISTENING AND LITERATURE

Though, the significance of literature is obvious in developing reading and writing skills, yet it can play brilliantly to increase both techniques will be discussed one by one that can enliven these two competencies magnificently as:

10.1.   ORAL READING

Language teacher can make pronunciation interesting and listening comprehension excellent then he may use recording or video of a literary work and he can read to aloud. It is used at the upper-levels and helps to make lesson motivating and contextualized.

By reading the literary text aloud, both listening and speaking skills improve at also contributes in better pronunciation. Because pronunciation is mostly the focus before, after or during the lesson.

10.2.   DRAMA

It is needless to say about the importance and utility of literature – based dramatic activities for ESL/EFL. They aid and facilitate in developing and skills and make them aware of plot, characters and themes, it can be transformed into various forms as:

10.3.   IMPROVISATION AND ROLE – PLAYING

Both are settled around the characters, themes and plot of a literary work. Improvisation is systematic approach than role playing, it is a dramatization without a script, there is found a beginning, middle, and end with an identifiable plot. However, students participate in role-playing by picturing particular characters as doctor and patient, an interview or panel discussion.

10.4.   GROUP ACTIVITIES

Stern has formulated that group activities help to make students responsible and stimulate them to participant actively with complete involvement. Some techniques, related to group activities are small group work, general class discussing, debates and panel discussion. All of these activities accelerate their speaking skills and give a chance to improve pronunciation equally. Teacher indicates the errors of pronunciation during the activities and rectifies then by pointing them out.

10.5.   DRAMATIZATION

It requires classroom performance of scripted literacy work. Students can also write script of their own on novels, short stories by adapting them as closely as possible to reality. Poems can also be scripted, based on two personae. After writing script, students can read it aloud and should be able to answer the questions about the characters and theme. They should highlight dialog, idioms and vocabulary, which they have been unable to understand, and pronounce. Then they act the scene after rehearsing it with partners. They are able to comprehend the meaning, feelings and semiotic meaning and semiotic aspect are also discussed as gestures, physical and facial expressions. Then drama is presented by making it perfect from every perspective.

11.   BENEFITS OF VARIOUS GENRES OF LITERATURE TO LANGUAGE POETRY

Poetry is an imitation of human life, the inner world of man is very much the object of imitation in poetry, it is not merely transcript of human life, and it is something more than human illusion. It is short in length and perfectly scripts with its peculiar structure and linguistic features. It becomes a preferred instrument for language teachers.

Collie and Slater [5] are of the view that it helps to evolve desirable expression, in foreign language, with the use of its imagery, its appeal. The importance lies in the fact that it deviates from normal language, has unusual way of ordering words, attributes and imagination, sombrous and sensuous words. Ramsaran [15] says that should focus style deviation, in order to develop awareness about foreign language.
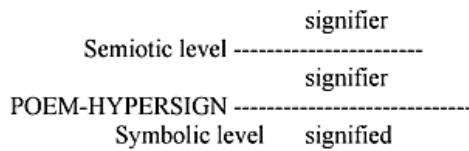
There are two main benefits of using poetry as:

- It develops the ability to appreciate the writer's composition procedure, which is achieved by studying poems by components.
- Creates sensitivity for discoveries and words that grow into a greater interest and deeper analytical aptitude or proficiency.

Sarac [17] explains the educational benefits of poetry as:

- Provides divergent opinions towards language beyond the known usage and rules of grammar, vocabulary and syntax.
- Instigates thoughts and feeling in mind and heart.
- Invokes unmotivated students or readers and give open views and interpretations.
- Students get knowledge about figures of speech (the simile, imagery, metaphor, and pronunciation, etc.) because of their being part of common usage of language.

Hiller [18] suggests that through poetry, students also study the function of semiotic components in TL, it helps them to understand the poetry as hyper signs of which integrate "Semiotic Signifiers", are collected and their connection leads to the "symbolic level". This can be described as:

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                              signifier
Semiotic level ----------------------
                              signifier
POEM-HYPERSIGN -----------------------------
              Symbolic level     signified
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Sage [19] points out that poetry helps to exalt special qualifies and arouse feelings in readers, it is one of the best transmitter of culture. It is the combination of various cultural features as vocabulary, allusions, tone and idioms and these features are not less difficult to translate into another language.

12. SHORT STORIES

There are found many benefits of using short stories and the most important fact about it is its practical length, it allows the students to finish the task in one sitting and can be read in one sitting and can be read in one or two classes entirely. As we know, students are worried about the amount of work, given to them to perform while reading short story is less frightening. As [20] it is "a brief focused factious peace". Short Stories (SS) are compressed in spite of their economy of words and imagery, student get ample of knowledge. Collie and Slater further say that it is like a journey, which is guided by the teacher, when they are ending a SS, the students are invited to see the universe in a grain of sand, and they look at the grain of sand, they must be helped to see the universe within it, and to respond to it on emotional level."

Ariogul [21] says that its inclusion in ESL/EFL curriculum gives following benefits as:

- It makes reading task easier because of its short length and simplicity when it is compared with other genes of literature.
- Increases student's worldviews about various cultures and may other groups of people.
- It helps to become more creative, challenging and excerpt to such literary works that need prior knowledge, personal exploration to high – level students.
- It is a best vehicle, teaching a foreign language.
- Shows a world full of mystery, and a chance to understand the underlying meanings.
- Universality.

13. DRAMA

The use of drama helps to improve grammatical structure in its context and learn how the language is used to express, inform and control. It raises student's awareness of TL cultural background. But language learning must not be culture – based, but culture – free, and new language and context should be fused. Saricoban [22] says that learners should utilize drama to escalate their comprehension of daily real life experiences, must reflect some particular conditions and try to create sense of their extra linguistic world in a more profound way.

Moreover, Murate [23] has quoted Lenore's educational benefits as:

- Develops imagination and creative thinking,
- Encourage language acquisition,
- Stimulates useful listening skills,

- Promotes comprehension by fusing sense as an essential component of this learning process,
- Reinforces teachers with a new-element of teaching,

Mangu [3] has listed them as:

- Brings authenticity,
- Exposes target culture and social problems of that society,
- Stimulates creativity, sensitivity, originality, flexibility, fluency, stability, cooperation, examination of moral attitude and behaviors by increasing to interactive,
- Enables them to understand difference between perceptive and productive skills.

Thus, drama is a modern technique in recent students – centered and communication based foreign language teaching.

14. NOVEL

Novel is an extended prose fiction, a beneficial a technique for mastering the linguistic system and future of TL. Character seems real, real life-like and portrays them as human life is exactly in reality.

Helton and Asamani [24] offer the following educational benefits:

- Increases oral and written language skills,
- Students can identify themselves with the characters and their respective situation,
- Motivates imagination, presents an interesting way of reading by getting involvement,
- Boosts to acquire information, identify with the social problems,
- Meaningful and authentic, interesting, thoughtful and makes student an enduring reader.

According to McKay [25]

"The significant key to attainment in using Literature in ESL class seems to me to rest in the literary works that are carefully chosen".

Therefore, novel is full of utility but it becomes mind-numbing, un-motivating and difficult, when it is used in classroom, but it services to comprehend lexical and linguistic items – reading fosters knowledge by opening new horizons of knowledge and cultivates their intercultural skills of communication.

15. SONG LYRICS

J.A. Cuddon [26] defines song as:

"In its literary sense, usually denotes a poem and its musical setting, a poem for singing a chanting, with or without musical accompaniment. Music and words are composed together or they may be 'fitted' together to the words and vice versa."

A Song lyric has a chief advantage like poem, they also discuss universality of themes and students can derive many interpretations. They have an appealing spirit and imagery full of linguistic and literary devices. They are short and can be accomplished in one biting also. They are full of emotions, feeling and self-motivation. It is tough to find anyone who does not like music and songs. There is need to select a song carefully that has Capriati to involve students in the activity.

In songs, there is depiction of pronunciation as stress and rhythm.

16. LEARNING PROCESS

During the requiring process, the occurrence of mistakes and errors is almost inevitable and recently the focus is given to students communicative skills in TL, and it has been observed and said that, teachers should encourage student's communicative fluency than mechanical accuracy. Students should not be discouraged and must consider it as fact of learning and must consider it as part of learning process. By learning a language, a student learns manage components of linguistic form, and the best way is to get mastery in language that student should communicate in that language.

Correction is not done when teacher is paying attention to what he is trying to say exactly. A lesson provides many chances to do it, when students are encouraged to be fluent. At that time a teacher does not correct linguistic mistakes under he affects the communication of what the student what to say.

Moreover, accuracy is of great significance, because good communication depends on it and teacher helps students to cover the gap, from fluency to accuracy. Correction is a source of reminding forms of Standard English and it must not be a kind of punishment and criticism.

There must be a balance between the accuracy work, when correction is done, and fluency work, without any correction. A reaction hinders a student to what he is trying to say or write one to fear of shame and disagrees; by committing any mistake of vocabulary and pronunciation and a teacher should encourage students to experience TL or English as to experience TL or English as a real language [8].

Norrish stresses [27] it by saying that; teacher should be aware of student's shortcoming and should act leniently to help learners to gain confidence and a sense of enjoyment in using foreign language. He points out as:

* The fear of appearing ridiculous is the most inhibiting factors in learning and using a foreign language,
* Focus is given to mistakes rather academic approach to the subject that ignores what we know about the complex look of language learning,
* Fluency is as significant as the knowledge of correct forms,
* Inappropriate forms are wrong and unacceptable, language is used according to the situation,
* Every student is not motivated, attentive and ideal.
* We learn thorough errors Italian proverb (*Sbagliando Sirnpara*).

17. METHODOLOGY

David Nunan [23] has discussed about the methodology, style and, strategies of English language teaching in his book, says that curriculum development has three important features as syllabus methodology and evaluation. Method is a single and unique set of procedures which are followed in the classroom a set of beliefs about learning and the nature of language. The quest is limitless to find out the "right method". In 1970s a major change occurred in the field of linguistics when linguist started to give preference as a way of expression not

as intertwining sets of lexical, phonological and grammatical rules. This reconceptualization had been very significant in this realm.in Communicative language approach (CLT) focus was on form than meaning and accuracy over fluency. Now it is recognized as task-based language teaching (TBLT), the eventual aim is to order a meal, and it does not require accuracy of form but to get food and drink.

Kinsella [28] defines learning styles as:

"An individual's natural habitual and preferred ways of absorbing, processing and retaining new information and skills"

Whereas Oxford [29] explains learning strategies as:

"Such characteristics we want to stimulate in students to enable them to become more proficient language learners"

It has been noticed that in teaching methods, priority is given to communicative skills. When we are communicating, we use various functions of language as arguing, persuading and promising, carried out in a particular context, as speaker is more direct in acquiring with his friend than his employer. It is not enough to learn the forms, meanings and structures of target language (TL), but he must have the ability to apply this in real life. Man is a social being on account of his interactive and communicative skills. The communicative approach is more than a method; so many things have been juxtaposed in it. Language cannot be learned in bits and pieces and this method caters all the essentials of communication. It is about negotiation through speech and writing, grammar is not emphasized, revolves round overall competency in TL. It is useful in teaching through literature.

18. TECHNIQUES AND MATERIALS

* Authentic Material
* Scrambled sentences
* Language games
* Picture strip story
* Role – play

There are found some other fabulous teaching methods of language which can facilitate teachers by improving linguistic competencies of students, these are as:

* The Audio-Lingual Method
* The Silent Way
* The Grammar Translation Method
* The Direct Method
* Suggestopedia
* The Total Physical Response Method
* Community Language Learning

19. CONCLUSION

To sum up of all the above discussion, it can be said that literature is an effective and useful tool of teaching in Non - English Speaking countries. Despite of all having all the benefits and utility. Firstly, there are some problems and hurdles that are faced by a language teacher as there are very few – pedagogically designed suitable resources. Secondly, lack of preparation in TESL/TEFL classrooms. Thirdly, objectives are not defined, related to literature in ESL/EFL and lack of training and proper background become hurdles in it. The role of teacher is of great significance that is why he should plan an activity according to the desires, needs and

language level of the students. By using questionnaire, he can involve them in oral practice with appropriate language teaching method and activities. At elementary level, students are made aware of the simple poem and stories. Literature is given in original form to the advanced – level students.

Obediat [30] points out that lit helps to develop native – like competency in second or English language. They are able to express their ideas and learn the basic features of English language. However, Custodio and Sutton [31] say that lit becomes a source of allowing students to question, interpret, express and explore. Elliot [32] suggests that literature helps to internalize the language, get competency in verbal and linguistic intelligence. It is not only a way to develop the written an oral skills but it also opens a window into the various cultures and also prepares students to build a cultural competence.

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