

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА
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**Teaching English through
МАВЗУСИДАГИ БИТИРУВ-МАЛАКАВИЙ ИШИ**

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I. INTRODUCTION

From the inception of human history, language, defined as a system of communication by written or spoken words, which are used by the people of a particular country or area, remains a fundamental and common heritage of human society. It is, this language heritage that distinguishes human species from other living species. With the use of language for instance, human species have been able to make inventions, communicate ideas and spread such inventions and ideas from generation to generation. As important as this human heritage is, it is a coat of many colours in many societies. In other words, within a language group, there could be much dialectical diversity. Therefore, there is hardly a nation or society, where just only one language is spoken. Instead, different languages, separate human societies and the human beings therein from one another. This does make it difficult for people belonging to different language groups to understand one another. Because of this, a second language that would unify all the people of different language groups is therefore necessary if people, who speak different languages must have a common understanding of ideas and have meaningful interactions in their day to day activities. Given the fact that second language is not one's language, it has to be taught and learnt. The objective of this study therefore is to examine the place of literature in the teaching and learning processes of a second language.

Topicality of the research problem. As we have mentioned above English language teaching is becoming an essential part of human life nowadays, studies carried out are discovering and proving the efficiency of language teaching methods and approach applied to language teaching in our country. Many approaches such as task based learning, content

based learning, process approach, communicative approach, interactive teaching are being applied to ELT but some points, such as exact applicable methods are still not fully examined ones. Using literature in teaching Russian language has been the very part of teaching Russian to Uzbek pupils but teaching English through literature is not being applied within higher education and only in specialties. The question of applying literary text in teaching English in secondary education is the most debatable and urgent issues of teaching English.

The aim of the research is to define using literature as an additional tool for teaching English.

According to the aim of the research the below given **tasks** were set before the research:

- to review related literature on using literature and literary texts in teaching and learning English as a foreign language;
- to review different opinions on benefits of literature usage in English language classroom;
- to define the place of literature in learning English;
- to study methods of applying literary texts in English lessons.

Novelty and results of the research are based on the initial overview of theoretical approaches of applying literature in teaching and learning English language as a foreign language.

Among the results of the research we may mention the following:

- theoretical side of applying literature in ELT were studied in the work;
- opinions of various language teaching methodologists were contrasted and compared in the research;
- advantages and disadvantages of the literature use in ELT were outlined;

- approaches of applying literature and literary text in English language classroom were outlined in the work.

Practical value of the research. Materials and conclusions brought about in the work can be applied in teaching English as a foreign language in secondary education institutions by English teachers, materials and results are also applicable in studying Foreign Language Teaching Methodology courses by students of Language faculties of universities. Results can also be used by students in compiling research papers, reports on language teaching.

Structure of the qualification paper. The present qualification paper consists of introduction, the main part and its two chapters, conclusion and the list of used literature.

Introduction outlines the features of the research and gives brief information on aims, tasks, and value of the research.

The main part's first chapter mainly reviews related literature on language teaching and applying literature in language teaching.

The second chapter gives practical implications of using literature as an additional tool in the process of teaching English as a foreign language.

The list of used literature comprised more than 30 items, materials and related literature titles which were used in the research.

Chapter 1. The Place of Literature in Teaching English as a Foreign Language

1.1 Defining Correlation of Literature and Language

Language in any human society, is an important human heritage. The significance of language in human life cannot be over-emphasized. It is indeed central not only to our social interactions and relationships, but also in distinguishing us and enabling others to ascertain the position in the society. [12] This would explain why people with speech or hearing disabilities find it difficult to integrate and participate fully in their communities. What this means is that every language community has developed unique modes of using its language. At the same time, each language has been moulded in a special way to serve the needs of the community that speaks it. In this way, every language is a unique system and therefore, a resource for humankind. It is because of the many unique systems in each language that we talk of linguistic diversity. This linguistic diversity, like biodiversity, is an important feature of our universe. The many languages spoken by the various world populations signify the communication problems, which human societies are likely to face in their day to day interactions. [13]

Generally, all languages are unique in some senses because languages, the world over, are not only significant to the personal and social well-being of their speakers, but they are also valuable as a resource and constitute an invaluable heritage for humanity. This is because each human language has a unique linguistic inventory and rules, reflects its own cultural experience, expresses its own world view and

manifests its own artistic peculiarities. Thus, taken together, all the many world languages have an enormous wealth of linguistic, cultural, world view and artistic phenomena to offer mankind. The complexity of human languages, has many implications for the scholastic understanding of a language that is foreign to us. [12]

Today, as a result of globalization, there has been an increasing need to interact at both official and unofficial levels. In particular, nationals of different countries have to move from one geographical region to another, needing a language of communication. In this case, some languages such as English Language, French, Spanish, German and Arabic have become what can be described as second language in many communities of the world. In other words, they have become the language of communication, interaction and relationship. For this reason, these languages mentioned above, need to be learnt if we must develop along with others.

Since it is a science using, as every science does, language as a tool, making use of literary texts in teaching foreign languages it has been one of the methods to be applied since the ancient times. There are several definitions of literature from different points of view.

The most general definition can be seen in H.L.B. Moody's approach. According to Moody literature is like an umbrella term giving information on every business [25]. Therefore literature, foreign interested in every kinds of written and spoken business, can be termed as expressing a specific subject e.g. literature for construction, literature for medicine, literature for child raising, literature for construction, literature for medicine, texts may express the author's style. In this case stylistically written literary texts may not be real life, whereas language use in literary texts is created by the authors and therefore may not suit classroom activities. If we go on to define "Literature" from the Language Teaching point of view, we come across a very important definition.

According to Alexander Baird, "Literature is the use of language effectively in suitable conditions" [6]. To him literary texts can be used in language teaching, because the language used in literary text is suitable for the contexts of the events.

Among the functions of literature, as seen in the definitions above, the most important one is the use of language. Foreign language teachers adopt the method in accordance with the students' level and their syllabus. [6]

In England, English language has been accepted as the official language since colonial rule. In spite of this long history of English language as an official language, many England do not still communicate in the language except during official engagement. The reason for this is because English language is not the first language of England. In England, English Language exists in relation to some major national languages such as Hausa, Igbo, Yoruba and many others, which total about 400 languages. In a circumstance like this and being a former British colony, English language has naturally become a means of communicating ideas and information at both official and unofficial levels. It serves a very important means of establishing and maintaining unifying relationship with other people of diverse cultures and mother tongues. This may explain why Kehinde (2004) observed that English language has a centrifugal force in England societies. It pulls together people of diverse origins speaking different language [6].

Over the year, English language in England has become diversified with emergence of some native versions such as the England Pidgin English (NPE) and the England Standard English, which are spoken alongside the local languages and national languages. With this development, it has been possible for many England to code-switch and code-mix in their day to day interactions. It is important to note that the

choice of any of these varieties as a means of communication depends on the educational level of the actors in the social interactions. In spite of the existence of these varieties, the English language as handed down by the colonial masters, still remains the official language of communication, interaction and relationship in England. It is also the only one that is recognized as a subject to be taught in the English educational system. [7]

Consequent upon the above, English Language is taught at almost all levels of educational system in the country and therefore, is introduced to students right from the pre-primary to the tertiary level. English language thus becomes a major criterion for admission into tertiary institutions and a compulsory subject that must be taken in the University Matriculation Examination conducted by the Joint Admission Matriculation Board as every candidate that sits for the examination must compulsorily take use of English as a paper, along with three other subjects. English language being a second language in England, must therefore be learnt. Learning and comprehension of any language involves proper understanding of the people's culture, which can only be facilitated through numerous literature about the people. Learning of foreign language like English is therefore, impossible without an adequate understanding of the study about the people. It is in this context that this study theoretically examines the place of literature in the teaching and understanding of English as a second language. In order to achieve this objective, the remaining part of this study is organized to consist of conceptual issues, an overview of the problems of learning of English language in England, relationship between language and literature, benefits of using literature to teach language any language. [8]

The two concepts, which form the focal point of this paper, are the concept of language and literature. According to The Longman Dictionary

of Contemporary English [13], language generally is defined as a system of communication by written or spoken words, which is used by the people of a particular country or area. There are different types of languages, which include body language, second language, first language, modern language, etc. In this research, the focus is on the second language, which is also defined as a language that one speaks in addition to the language one learned as a child (one's native language). On the other hand, the Longman Dictionary of Contemporary English [13] also gives three different meanings to the word, literature. The first meaning sees literature as books, poems, plays, etc. that people think are important and good. Secondly, literature in another sense is seen as books, articles, etc. on a particular subject. Thirdly, literature may be defined as printed information produced by people, who want to sell or say something. From the three components of what literature is all about, it may be seen as any written text, which according to Jeremy Harmer [20] is categorized into four, namely fiction, fact, content area text and newsreel. Fiction consists of poetry, prose and drama. Many of the books by American and England authors fit into this group. Fiction is needed by language learners to enhance their imaginative ability and creativity as they read the language, they want to learn in the curriculum. [20] Fact is informational text, carefully written to inform non-experts. Such texts include historical accounts of past national events, where statistics dates of events are stated. Content Area Text denotes a type of written text, where the author writes for the would be experts. Here, the texts are designed to enhance the knowledge base of the language learner in the subject area. Finally, Newsreel are published or written texts to entertain and to pass on current news items to the reader. Examples of newsreels are newspapers, magazines, newsletter, etc. Harmer [20] therefore, opined that all the four

types of texts are needed in order to make English language curriculum result and goal-oriented.

Literature has however, been seen by literary experts and writers from different perspectives. For instance, Pearse defines literature as written or oral composition deriving from and mirroring a society and the historical experiences of the society and its people. Corbin [15] sees it as an experience and imagination. Some other researchers see it as a body of written texts produced by a culture and highly valued within that culture over a period of time as part of its literary heritage [14]. Hence, in offering English literature as a subject, works of writers such as Shakespeare, Wordsworth, etc. become the fundamentals in the understanding of English language as a second language as such literatures clearly represent the cultural heritage of the people, whose language we want to learn as a second language. [16]

Thus, treatment/reading of these texts is considered as an important part of the English culture. This has therefore, informed the choice of texts of literature in the learning of English language. Thus, going through the curriculum of the subject, Literature in English, there exists a blend of texts from both foreign and national researchers.

If the purpose of learning a language is communication and literature is communication, then the two are two sides of a coin, which are not separable [23]. The two aspects i.e., language and literature are used by people in everyday activities. When people speak, read novels, newspapers, etc., language is being used to express their thoughts and experiences. As mentioned earlier, The Longman Dictionary of Contemporary English [13] defines language as a system of communication by written or spoken words, which are used by the people of a particular country or area. This definition shows that the language of a people reflects their peculiarity as a country or area or society, which is

reflected in their customs, culture, beliefs, traditions, norms and expectations. All these are usually expressed in the literature texts, especially in the fiction. The interpretation of this is that language does not develop in a vacuum and therefore, is part of the culture of a people and the chief means by which the members of a society communicate. A language therefore, is both a component of culture and a central network through which other components are expressed [14].

From the foregoing, it can be seen that these two subjects-English Language and Literature-in-English are related. The general belief here is that the knowledge of literature prepares the foundation for language learning. Apart from entertainment, literature enhances students' general use of language since communication takes place all the time in Literature. Literature helps learners develop their understanding of other cultures, make them aware of the differences in cultures as well as enable them tolerate and understand other peoples' cultures. Through literature, universal themes such as love, war, loss, etc. that are not always covered in the language course books are treated. Through literature, the learner achieves the following: cultural assimilation or acculturation; language development and competence; conflict resolution; a good liberal education and development of desired and desirable attributes. There is no doubt that a learner/ student exposed to all the virtues listed above shall be fully integrated into his culture as well as other people's culture. He should also be fluent in language, having a very wide range of vocabulary at his disposal. From the above, it can be seen that literature has become an important window through which we can reach the stage of fluency in English Language and of course any language. [14]

Realizing the importance of literature, as quoted in Harmer [20] opined that the two subjects should be integrated since they are inter-related. This perhaps led to the decision of policymakers in education to

merge the two subjects at the Junior Secondary School (JSS) level. Thus, the National Curriculum for English Language in the Junior Secondary School has fused the two subjects into one subject named English Studies. [15]

The implication of this is that the English Language teachers in the JSS are now saddled with the responsibility of teaching the new subject (English Studies), which consists of English language and Literature in English. However, this new arrangement is rocked with a number of problems. First and foremost, because there is no specific period allocated to Literature in English on the school's general time-table, the teachers are faced with the problem of balancing the time allocation for the two aspects of the new subject at the junior secondary school level. Secondly, deriving from the first problem, teachers at this level of education, do not normally give enough attention to the literature aspect of the subject in the class as many of them do not even know the rationale for merging the two subjects. [14]

At the Senior Secondary School (SSS) level, Literature-in-English is treated as a separate subject. That is while, English language is made a general subject for all students at this level of education, Literature-in-English is restricted to only Art students, in which case, the Science students are usually made to opt for Geography. To ensure that no student in science class offers Literature-in-English, Geography is made compulsory and it is taken, when Literature-in-English is taken by the Art Students. [13]

This arrangement at the Senior Secondary School level is impacting negatively on the understanding of English Language. This points to the fact that Literature-in-English and English language are twin subjects, which if taught together, would enhance understanding of other subjects

and would also widen the scope of reasoning of students in their world view.

1.2 Literature and Teaching of English language

As shown in this study, language is an instrument of communication, which makes it possible for two or more persons to establish and sustain a relationship, while literature is a means of communication through which peoples' culture is transmitted from generation to generation. That is, literature represents a written text about a culture over a period of time, which is preserved as literary heritage. The close connection between literature (cultural heritage) and language is obvious from the fact that the former is usually written in a language. Thus, because of this close link, there is no way the peoples' culture (literature) can be separated from the language. From the foregoing, it can be seen that literature, being an aspect of language, is an important factor in the teaching and understanding of language. However, in today's world, language learners see language as a set of transactions, which is different from literature. This belief has precluded learners from seeing language as part of literature. The implication of this is that learning of language as an enterprise is now seen as an uphill task because the literature, which is supposed to provide the rudiments of language, is given secondary role and recognition, which indeed is affecting the proficiency of learners in oral and written aspects of language. [12]

In the light of the above, one can say that literature is language put to use and therefore, should be used in teaching language. What this means

is that using literature to teach language will definitely attract some benefits for both the learner and the teacher. The use of literature often promotes motivation in the classroom. Through literature, learner's sense of involvement is developed as the affective domain of the learner is strengthened. This domain of the educational development of the learner cannot be taken care of in the English Language course books except in the three genres of literature namely, prose, poetry and drama. According to Mcrae [23], this emotional involvement also gives the learners the pleasure of using the language imaginatively by making the learner to free towards the target language, which is English Language in the context of this study. [23]

Another benefit from literature is exposing the learner to the culture of the native speakers of the language. Since, literary texts often reflect practices, culture, attitudes and beliefs of the native speakers of the language, the learner has no option other than assimilating the culture. Literature in this context enables the students to develop their own perceptions as to how people of different cultures relate to their experiences and assess them. Such perceptions help students to see the core of human situations that can occur cross-culturally. Through literature, beauty and splendor of nature are enjoyed by the student (reader) as experiences that are not possible in real life situations are gone through imaginarily [19]. For example, going through stories filled with images of love, adventure, war, etc., creates an outlet for emotion. This therefore, leads to sharper and deeper real life experiences. These imaginary situations enable the reader (learner) to identify with others and their experiences. It also enlarges the student's knowledge of the world. The opportunity so created by the use of literature makes the learner to understand that human nature is multi-dimensional. Literature is of immense help in language learning through extensive reading skills.

Reading is the easiest way of bringing the foreign learner into sustained contact with a substantial body of the language. If the piece read is interesting, the language remains in the mind of the reader. The patterns of collocative and idioms are established. Extensive reading widens the horizon of the reader in terms of vocabulary and usage, which invariably promotes the thoughts.

Despite the benefits that could be derived from using literature to teach language, there could be problems if certain precautions are not taken. Some students find literature very difficult because of the choice of literary texts. If difficult authors are chosen, students will not enjoy reading their works. As Rosenkjar [28] puts it, the students will rely on word-for-word translation, which is not the way to develop language skills or literary appreciation in students. Therefore, literary texts have to be chosen in such a way that they would capture the interest of the reader (learner). The texts should lead the students to discover language features. They should be chosen to serve as a springboard for creative communicative post-reading activities.

Another problem could be the teaching strategies adopted by the teacher. The manner in which the teacher handles the literature class goes a long way in giving the students the right attitude towards the subject. Ogunnaike [28] observed that there is no specific method in teaching literature hence, the teacher uses whatever approach/method available to him. The attitude of the teacher as well as his competence in handling the text will determine his output in the class. The teacher, in using literature in his language class, should relate the class activities to real life situations. The class should be made to be lively, interesting and attractive. The teacher should ensure that the students' background and culture are taken into consideration, when choosing literary texts. Since literature is language in action, there should be actual reading in the

class. Though, extensive reading should be encouraged, which is mainly reading out of interest, intensive reading is required of the students in order to ensure that they understand the text.

1.3 Reasons for Using Literary Texts in Foreign Language Classes

According to Collie and Slater [20], there are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. In addition to these four main reasons, universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity are some other factors requiring the use of literature as a powerful resource in the classroom context.

1. Valuable Authentic Material

Literature is authentic material. Most works of literature are not created for the primary purpose of teaching a language. Many authentic samples of language in real-life contexts (i.e. travel timetables, city plans, forms, pamphlets, cartoons, advertisements, newspaper or magazine articles) are included within recently developed course materials. [14]

Thus, in a classroom context, learners are exposed to actual language samples of real life/real life like settings. Literature can act as a beneficial complement to such materials, particularly when the first “survival” level has been passed. In reading literary texts, because students have also to cope with language intended for native speakers, they become familiar with many different linguistic forms, communicative functions and meanings. [16]

2. Cultural Enrichment

For many language learners, the ideal way to increase their understanding of verbal / nonverbal aspects of communication in the

country within which that language is spoken - a visit or an extended stay - is just not probable. For such learners, literary works, such as novels, plays, short stories, etc. facilitate understanding how communication takes place in that country. Though the world of a novel, play, or short story is an imaginary one, it presents a full and colorful setting in which characters from many social / regional backgrounds can be described. A reader can discover the way the characters in such literary works see the world outside (i.e. their thoughts, feelings, customs, traditions, possessions; what they buy, believe in, fear, enjoy; how they speak and behave in different settings. This colorful created world can quickly help the foreign learner to feel for the codes and preoccupations that shape a real society through visual literacy of semiotics. Literature is perhaps best regarded as a complement to other materials used to develop the foreign learner's understanding into the country whose language is being learned. Also, literature adds a lot to the cultural grammar of the learners. [4]

3. Language Enrichment

Literature provides learners with a wide range of individual lexical or syntactic items.

Students become familiar with many features of the written language, reading a substantial and contextualized body of text. They learn about the syntax and discourse functions of sentences, the variety of possible structures, the different ways of connecting ideas, which develop and enrich their own writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves. Thus, they improve their communicative and cultural competence in the authentic richness, naturalness of the authentic texts. [7]

4. Personal Involvement

Literature can be useful in the language learning process owing to the personal involvement it fosters in the reader. Once the student reads a literary text, he begins to inhabit the text. He is drawn into the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story. The student becomes enthusiastic to find out what happens as events unfold via the climax; he feels close to certain characters and shares their emotional responses. This can have beneficial effects upon the whole language learning process. At this juncture, the prominence of the selection of a literary text in relation to the needs, expectations, and interests, language level of the students is evident. In this process, he can remove the identity crisis and develop into an extrovert.

Harmer [20] lists some of the reasons for regarding literature as a potent resource in the language classroom as follows:

1. Universality
2. Non-triviality
3. Personal Relevance
4. Variety
5. Interest
6. Economy and Suggestive Power
7. Ambiguity

1. Universality

Because we are all human beings, the themes literature deals with are common to all cultures despite their different way of treatment - Death, Love, Separation, Belief, Nature...the list is familiar. These experiences all happen to human beings.

2. Non-triviality

Many of the more familiar forms of language teaching inputs tend to trivialize texts or experience. Literature does not trivialize or talk down.

It is about things which mattered to the author when he wrote them. It may offer genuine as well as merely “authentic” inputs.

3. Personal Relevance

Since it deals with ideas, things, sensations and events which either constitute part of the reader’s experience or which they can enter into imaginatively, they are able to relate it to their own lives. [13]

4. Variety

Literature includes within it all possible varieties of subject matter. It is, in fact, a battery of topics to use in ELT. Within literature, we can find the language of law and of mountaineering, of medicine and of bull-fighting, of church sermons and nursery talk. [13]

5. Interest

Literature deals with themes and topics which are intrinsically interesting, because part of the human experience, and treats them in ways designed to engaged the readers’ attention. [13]

6. Economy and suggestive power

One of the great strengths of literature is its suggestive power. Even in its simplest forms, it invites us to go beyond what is said to what is implied. Since it suggests many ideas with few words, literature is ideal for generating language discussion. Maximum output can often be derived from minimum input. [34]

7. Ambiguity

As it is highly suggestive and associative, literature speaks subtly different meanings to different people. It is rare for two readers to react identically to any given text. In teaching, this has two advantages. The first advantage is that each learner’s interpretation has validity within limits. The second advantage is that an almost infinite fund of interactive discussion is guaranteed since each person’s perception is different. That no two readers will have a completely convergent interpretation

establishes the tension that is necessary for a genuine exchange of ideas.
[34]

Apart from the above mentioned reasons for using literature in the foreign language class, one of the main functions of literature is its sociolinguistic richness. The use of language changes from one social group to another. Likewise, it changes from one geographical location to another. A person speaks differently in different social contexts like school, hospital, police station and theatre (i.e. formal, informal, casual, frozen, intimate styles speech). The language used changes from one profession to another (i.e. doctors, engineers, economists use different terminology). To put it differently, since literature provides students with a wide range of language varieties like sociolects, regional dialects, jargon, idiolects, etc., it develops their sociolinguistic competence in the target language. [34]

Hence, incorporating literature into a foreign language teaching program as a powerful source for reflecting the sociolinguistic aspects of the target language gains importance.

Chapter 2. Applying “Literature” in Language Teaching. Criteria, Genres and Language Skills

2.1 The Place of Literature in EFL

Teaching English through literature has become the fashionable phenomenon. However, the teaching is to feed student heavy, repetitive and somewhat redundant literature, which has little or no relevance to his immediate problems. This affords little opportunity for creativity. The student is told of literary terms and the meanings of words, and is finally asked to analyze the subject of literary piece, which is often too abstract a task for the non-native speaker. The process of analysis, therefore, takes the form of repeating the material understanding mostly by memorization and at best, partly by rephrasing. [13]

Students at the intermediate level become frustrated by being able partially to understand but unable to respond. I believe this frustration is the by-product of noninvolvement; the students are static participants in a one-sided process. [13]

A technique called "Simple Story-Telling" may be used for improving the students' oral English. One of the shortcomings of that method is that in the discussion the students invariably simply repeat the story. Another problem inherent in such a method is that the reading and repeating of random stories with no contextual relevance to the students' individual interests lead to their only learning words and memorizing patterns. Similarly in the language laboratory, insipid and unimaginative pattern drills produce boredom and lower the efficiency of students who are beyond the level of learning basic English. [23]

Although literature once played a significant role in language study, its prominence faded as linguistics became the focal point of language programs [39]. Linguistics such as Topping [38] argue that literature should be excluded from the foreign language curriculum because of its structural complexity, lack of conformity to standard grammatical rules, and remote control perspective. In other words, these linguists believe that literature does not remote control perspective. In other words, these linguists believe that literature does not contribute to foreign language students' practical goal of achieving linguistic proficiency. Numerous teachers now believe that the heritage, whose fosters habits of "seeing proficiency. Numerous teachers now believe that the heritage, whose fosters habits of seeing feelingly on the one hand, and sceptically rationally on the other" [28], should not be denied to foreign language students who are intellectually and emotionally, if not linguistically and culturally, ready to examine literary works. According to Palmer [27], the linguistic difficulty of literature has been overstated; readers do not need to experience total comprehension to gain something from a text. In fact, literature, with its extensive and connotative vocabulary and its complex syntax can expand all language skills [27]. Likewise the cultural benefits of studying literature are hard to ignore, since literature mirrors national culture and can therefore acquaint students with the aesthetic, moral and spiritual values of the nation and the rules of the social system [14].

Widdowson suggests that rather than limiting the focus of literary study to either language usage or cultural content, we should view literature as discourse and the study. [32]

Teaching Foreign Language Literature to non-native-speaking university students is not always an easy task. In some cases, it is itself a situation taken from the absurd, in which the students are supposed to read books in a language they hardly understand and then they discuss

structure, the author's style etc. Under such circumstances, it may be absurd to believe that the students are learning anything of significance.

The idea of using plays may come as response to this situation. To have the students deal with originals in a first course, use the language creatively, improve their language level, loose themselves from the claws of the dictionary, respond positively to the subject and learn some literature. In addition contemporary literature has been considered most appropriate at initial stages [17]. It will be very difficult for students to approach Chaucer or Shakespeare if they are terrified of literature and consider it a dragon keeping them from graduation.

2.2 Designing a Lesson with the Use of Literature

CLASSROOM PRACTICE

The course may be structured in five stages.

1. Introducing theory and reading the plays.
2. Creative writing
3. Performative Exercises
4. Playwriting
5. Producing and Performing Students' Plays [40]

In the first stage, the presentation of outline of the course' setting schedules, distributing the reading list are introduced. Plays are always a good choice for beginners. They can be rather short, compact and emotionally involving. The student can also be guided into visualizing the plays as he reads the text, into imagining how a character would say a certain line. Thus he can have a sense of participation. Students should be asked to bring their own contributions to class, newspaper clippings, articles, photographs, or any other material that they felt characterized the twentieth century, and present their materials to class. Mter this exercise,

they will be able to communicate better, feel more ease, and exchange ideas about the world they live in. [40]

In "Doing Creative Writing" stage, students are encouraged to produce material from their own insights. The first exercise is word association. The teacher says a word, such as black, and the students immediately write down a chain of words that popped into their minds. If a student is willing, the teacher reads his associations and traces the different trains of thought. The second exercise consists of writing down dreams, trying to jot down ideas and images as soon as the students wake up, rather than writing logical compositions. The students are also encouraged to write down dialogues overheard on buses and in the streets (when the English speaking tourists could be found), and then read them aloud in English in class. At the end of these exercises, the students are critical of 2nd emptiness, or ambiguity of language, without having had to listen to long lectures. [40]

In the third stage, the students are well acquainted and there is little embarrassment left. The time comes for performance. However, performing exercises may be very difficult for a teacher who does not feel at ease acting in a classroom. Some teachers are shyer than others and just cannot sing and dance however much these are useful activities.

In the fourth stage, after the students' writing their midterm paper on theory and the authors' techniques, one of the students' dreams is selected and each of them has to write a dialogue on his dream and the students improvise a sketch based on that dialogue. Three students who are reluctant to perform are asked to observe the sketch and write down the parts they consider most relevant. Some passages from the dialogue are repeated, but others are created on the spot. All communications are in English, and the students even start to speak English among themselves outside the class. [40]

The fifth stage is the time coming for the students to define roles; who is to be the director, the producer, the program writer, the leader of the discussion, and players. Of course the staging of the play is a sort of crowning of the end. [40]

The students are so enthusiastic that they come during off-hours to rehearse. There is almost no need to memorize parts; since the students have conceived and worked on the text together. Even if they skipped a word, they would DO how to control the situation. [40]

The guidelines and intention of the play is completely absorbed.

At the end, they put on two sketches of about ten minutes each and 100 a discussion with the audience for about twenty minutes. Such a course can be very slippery when it comes to grading, which might represent a stumbling block that could break the empathy. However, if a teacher has to assign grades, he should do it very carefully. I believe that a grade on a written mid term paper on theory, the twentieth century background, a second grade for the student's participation, and a third one for his work in the final performance are enough to provide a judgement on the students proficiency.

The common arguments against using literature is as follows:

First, since one of our main goals as foreign language teachers is to teach the grammar of the language, literature, due to its structural complexity and its unique use of language, does little to contribute to this goal. Second, literature often reflects a particular cultural perspective, thus, on a conceptual level, it may be quite difficult for students.

Finally, the study of literature will contribute nothing to this goal. These arguments certainly never to be addressed if we are to reach a decision as to whether or not to use literature.

As foreign language teachers we all share the objective of promoting our students awareness of the structure of the language.

However, Widdowson (1978; 3) points out two levels of linguistic knowledge as; the level of usage and the level of students. According to his definition *usage* involves a knowledge of rules, whereas use entails knowing how to use these rules for effective communication.

Most present day literary texts assume that literature can provide a basis for extending language usage. Povey (1972; 18) argues that "Literature will increase all language skills because literature will extend linguistic knowledge".

2.3 Criteria for Selecting Suitable Literary Texts in Foreign Language Classes

When selecting the literary texts to be used in language classes, the language teacher should take into account needs, motivation, interests, cultural background and language level of the students. However, one major factor to take into account is whether a particular work is able to reveal the kind of personal involvement by arousing the learners' interest and eliciting strong, positive reactions from them. Reading a literary text is more likely to have a long-term and valuable effect upon the learners' linguistic and extralinguistic knowledge when it is meaningful and amusing. Choosing books relevant to the real-life experiences, emotions, or dreams of the learner is of great importance. Language difficulty has to be considered as well. [40]

If the language of the literary work is simple, this may facilitate the comprehensibility of the literary text but is not in itself the most crucial criterion. Interest, appeal, and relevance are also prominent. Enjoyment; a fresh insight into issues felt to be related to the heart of people's concerns; the pleasure of encountering one's own thoughts or situations exemplified clearly in a work of art; the other, equal pleasure of noticing

those same thoughts, feelings, emotions, or situations presented by a completely new perspective: all these are motives helping learners to cope with the linguistic obstacles that might be considered too great in less involving material. [19]

2.4 Literature and the Teaching of Language Skills

Literature plays an important role in teaching four basic language skills like reading, writing, listening and speaking. However, when using literature in the language classroom, skills should never be taught in isolation but in an integrated way. Teachers should try to teach basic language skills as an integral part of oral and written language use, as part of the means for creating both referential and interactional meaning, not merely as an aspect of the oral and written production of words, phrases and sentences. [24]

2.4.1 Literature and Reading

ESL / EFL teachers should adopt a dynamic, student-centered approach toward comprehension of a literary work. In reading lesson, discussion begins at the literal level with direct questions of fact regarding setting, characters, and plot which can be answered by specific reference to the text. When students master literal understanding, they move to the inferential level, where they must make speculations and interpretations concerning the characters, setting, and theme, and where they produce the author's point of view. After comprehending a literary selection at the literal and inferential levels, students are ready to do a collaborative work. That is to state that they share their evaluations of the work and their personal reactions to it - to its characters, its theme(s), and the author's point of view. This is also the suitable time for them to share their reactions to the work's natural cultural issues and themes. The third

level, the personal / evaluative level stimulates students to think imaginatively about the work and provokes their problem-solving abilities. Discussion deriving from such questions can be the foundation for oral and written activities [10]

2.4.2 Literature and Writing

Literature can be a powerful and motivating source for writing in ESL / EFL, both as a model and as subject matter. Literature as a model occurs when student writing becomes closely similar to the original work or clearly imitates its content, theme, organization, and /or style. However, when student writing exhibits original thinking like interpretation or analysis, or when it emerges from, or is creatively stimulated by, the reading, literature serves as subject matter. Literature houses in immense variety of themes to write on in terms of guided, free, controlled and other types of writing. [10]

Literature as a Model for Writing

There are three main kinds of writing that can be based on literature as a model:

Controlled Writing: Controlled model-based exercises which are used mostly in beginning-level writing typically require rewriting passages in arbitrary ways to practice specific grammatical structures. For instance, students can be reporters doing a live newscast, or they can rewrite a third person passage into first person from a character's point of view.

Guided Writing: This activity corresponds to intermediate-level ESL / EFL. Students respond to a series of questions or complete sentences which, when put together, retell or sum up the model. In some cases, students complete the exercise after they receive the first few sentences or the topic sentence of a summary, paraphrase, or description. Guided

writing exercises, especially at the literal level, enable students to comprehend the work. Model approach and scenario approach are very beneficial in this respect. [10]

Reproducing the Model: This activity comprises techniques like paraphrase, summary, and adaptation. These techniques are very beneficial ESL / EFL writing exercises. In paraphrasing, students are required to use their own words to rephrase the things that they see in print or hear aloud. Since paraphrase coincides with the students' trying to make sense of the poem, it is a strikingly useful tool with poetry. Summary work goes well with realistic short stories and plays, where events normally follow a chronological order and have concrete elements like plot, setting, and character to guide student writing. Adaptation requires rewriting prose fiction into dialog or, reversely, rewriting a play or a scene into narrative. This activity enables students to be aware of the variations between written and spoken English [11].

Literature as Subject Matter for Writing

Finding appropriate material for their writing classes is sometimes difficult for composition teachers since writing has no subject matter of its own. One benefit of having literature as the reading content of a composition course is that the readings become the subject matter for compositions. In a composition course whose reading content is literature, students make inferences, formulate their own ideas, and look closely at a text for evidence to support generalizations. Thus, they learn how to think creatively, freely and critically. Such training helps them in other courses which require logical reasoning, independent thinking, and careful analysis of the text [11].

There are mainly two kinds of writing based on literature as subject matter: writing "on or about" literature, and writing "out of " literature. These categories are suitable and useful for ESL / EFL

Writing “On or About” Literature

Writing “on or about literature” comprises the traditional assignments – written responses to questions, paragraph writing, in-class essays, and take-home compositions – in which students analyze the work or in which they speculate on literary devices and style.

Writing “on or about” can occur before students begin to read a work. The teacher generally discusses its theme or an issue it raises, and the students write about it with reference to their own life experience. This helps interest them in the work and makes them ready for reading and writing about it. Most writing assignments done during as well as after the reading, however, derive from class discussion. They take many forms, such as questions to be answered, assertions to be debated, or topics to be expanded, discussion groups to be established.

Writing “Out of” Literature

Writing “out of” literature means making use of a literary work as a springboard for composition - creative assignments developed around plot, characters, setting, theme, and figurative language. There are many forms of writing out of literature, such as Adding to the Work, Changing the Work, Drama-Inspired Writing and A Letter Addressed to Another Character, etc.

Adding to the Work: This comprises writing imaginary episodes or sequels, or, in the case of drama, “filling in” scenes for off-stage actions that are only referred to in the dialog.

Changing the Work: Students can make up their own endings by comparing the author’s ending to their own. Short stories can be rewritten in whole or in part from the point of view of a character versus a third person narrator or of a different character.

Drama-Inspired Writing: It is possible to derive drama-inspired writing activities from plays, short stories, novels, and sometimes poetry.

The student steps into the consciousness of a character and writes about that character's attitudes and feelings.

A Letter Addressed to Another Character:

The student can write a letter to one of the characters, in which he / she gives the character personal advice about how to overcome a particular problem or situation [11]

2.4.3 Literature, Speaking, and Listening

The study of literature in a language class, though being mainly associated with reading and writing, can play an equally meaningful role in teaching both speaking and listening. Oral reading, dramatization, improvisation, role-playing, pantomiming, reenactment, discussion, and group activities may center on a work of literature. [11]

Oral Reading

Language teachers can make listening comprehension and pronunciation interesting, motivating and contextualized at the upper levels, playing a recording or video of a literary work, or reading literature aloud themselves. Having students read literature aloud contributes to developing speaking as well as listening ability. Moreover, it also leads to improving pronunciation. Pronunciation may be the focus before, during, and / or after the reading.

Drama

Needless to say, literature-based dramatic activities are valuable for ESL / EFL. They facilitate and accelerate development of the oral skills since they motivate students to achieve a clearer comprehension of a work's plot and a deeper comprehension and awareness of its characters. Though drama in the classroom can assume many forms, there are three main types, which are dramatization, role-playing, improvisation.

Dramatization

Dramatization requires classroom performance of scripted materials. Students can make up their own scripts for short stories or sections of novels, adapting them as closely as possible to the real text. Based on the story, they must guess what the characters would say and how they would say it. Scripts written by students are also probable with plays. Poems comprising one or more personae may also be scripted by students. Students should attentively read assigned sections of dialog in advance and be able to answer questions about characters and plot. They should indicate vocabulary, idioms, or dialog they don't understand and words they cannot pronounce. Students next rehearse the scene with their partners.

Although they don't memorize it, they learn it well enough to make eye contact and say their lines with meaning and feeling. Moreover, they discuss semiotic aspects of staging the scene (i.e. facial expressions, gestures, and the physical aspects). At last, the dramatization is presented before the class.

Improvization and Role-Playing

Both improvization and role-playing may be developed around the characters, plot, and themes of a literary work. Improvisation is a more systematic activity, i.e., a dramatization without a script. There is an identifiable plot with a beginning, middle, and end in improvisation. However, in role playing, students picture characters from the work being read and join in a speaking activity other than a dramatization, such as an interview or panel discussion.

Group Activities

Making each student responsible for facts and ideas to be contributed and discussed, group activities stimulates total participation. All students are involved and the participation is multidirectional. When teaching

English through literature, some of the group activities used in language classroom are general class discussion, small-group work, panel discussions, and debates. All of these group activities both develop the speaking abilities of the students and give importance to pronunciation practice. Teachers indicate pronunciation errors of the students during the act of such activities so as to correct such errors [11].

2.5 Benefits of Different Genres of Literature to Language

Poetry can pave the way for the learning and teaching of basic language skills. It is metaphor that is the most prominent connection between learning and poetry. Because most poetry consciously or unconsciously makes use of metaphor as one of its primary methods, poetry offers a significant learning process. There are at least two learning benefits that can be derived from studying poetry: [12]

The appreciation of the writer's composition process, which students gain by studying poems by components

- Developing sensitivity for words and discoveries that may later grow into a deeper interest and greater analytical ability

Saraç (2003:17-20) also explains the educational benefits of poetry as follows:

- provides readers with a different viewpoint towards language use by going beyond the known usages and rules of grammar, syntax and vocabulary,
- triggers unmotivated readers owing to being so open to explorations and different interpretations,

- evokes feelings and thoughts in heart and in mind,
- makes students familiar with figures of speech (i.e. simile, metaphor, irony, personification, imagery, etc.) due to their being a part of daily language use.

As Ur [32] mentions, poetry is a rewarding and enjoyable experience with the properties of rhyming and rhythm both of which convey “love and appreciation for the sound and power of language.” At this juncture, it can be stated that students become familiar with the suprasegmental aspects of the target language, such as stress, pitch, juncture, intonation by studying poetry.

Through poetry, students can also study the semiotic elements in the target language.

Semiotic elements constitute a cultural training as well. As Hiller [13] states, poems should be seen as hypersigns of which constituents, “semiotic signifiers”, come together in their common relationship and lead to the “symbolic level” and this level is the one inclined to be signified in a poem. This notion can be described as follows:

Moreover, poetry employs language to evoke and exalt special qualities of life, and suffices readers with feelings. It is particularly lyric poetry which is based on feelings and provides still another emotional benefit. Poetry is one of the most effective and powerful transmitters of culture. Poems comprise so many cultural elements - allusions, vocabulary, idioms, tone that are not easy to translate into another language (Sage 1987: 12-13).

Benefits of Using Short Stories to Language Teaching

Short fiction is a supreme resource for observing not only language but life itself. In short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and do so in a variety of registers and tones. The world of short fiction both mirrors and illuminates human lives

(Sage 1987:43). The inclusion of short fiction in the ESL / EFL curriculum offers the following educational benefits[23]:

- makes the students' reading task easier due to being simple and short when compared with the other literary genres, enlarges the advanced level readers' worldviews about different cultures and different groups of people,
- provides more creative, encrypt, challenging texts that require personal exploration supported with prior knowledge for advanced level readers,
- motivates learners to read due to being an authentic material,
- offers a world of wonders and a world of mystery,
- gives students the chance to use their creativity,
- promotes critical thinking skills,
- facilitates teaching a foreign culture (i.e. serves as a valuable instrument in attaining cultural knowledge of the selected community;
- makes students feel themselves comfortable and free;
- helps students coming from various backgrounds communicate with each other because of its universal language;
- helps students to go beyond the surface meaning and dive into underlying meanings;
- acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring these gained knowledge to their own world. [23]

In brief, the use of a short story seems to be a very helpful technique in today's foreign language classes. As it is short, it makes the students' reading task and the teacher's coverage easier. An important feature of short fiction is its being universal. To put it differently, students all over the world have experienced stories and can relate to them. Moreover,

short fiction, like all other types of literature, makes contribution to the development of cognitive analytical abilities by bringing the whole self to bear on a compressed account of a situation in a single place and moment[17].

Benefits of Using Drama to Language Teaching

Using drama in a language classroom is a good resource for language teaching. It is through the use of drama that learners become familiar with grammatical structures in contexts and also learn about how to use the language to express, control and inform. The use of drama raises the students' awareness towards the target language and culture. In this context, the use of drama as a tool rather than an end gains importance in teaching a foreign language. Yet, there is one obvious danger: cultural imposition should be severely avoided since it results in the loss of language ego and native language identity in many cases. To put it differently, language learning should be culture-free but entirely not culture-biased. For this reason, the new language and the context of the drama should fuse into a language learning process with high interest, relevance and enjoyment. Learners should make use of drama to promote their comprehension of life experiences, reflect on particular circumstances and make sense of their extra-linguistic world in a deeper way [14]. The educational benefits of drama, according to [12], are as follows:

- stimulates the imagination and promotes creative thinking;
- develops critical thinking skills;
- promotes language development;
- heightens effective listening skills;
- strengthens comprehension and learning retention by involving the senses as an integral part of the learning process; increases empathy and awareness of others;

- fosters peer respect and group cooperation;
- reinforces positive self-concept;
- provides teachers with a fresh perspective on teaching.

Some other educational benefits of using drama in a foreign language class can be listed as follows [21]:

- bringing authenticity into the classroom;
- exposing the learners to the target culture as well as the social problems a society may be undergoing;
- increasing creativity, originality, sensitivity, fluency, flexibility, emotional stability, cooperation, and examination of moral attitudes, while developing communication skills and appreciation of literature;
- helping learners improve their level of competence with respect to their receptive and productive skills;
- providing a solid basis for the learners to bridge the gap between their receptive and productive skills;
- offering students the space and time to develop new ideas and insights in a range of contexts;
- enabling students to develop new understandings and forms of knowing not accessible in other more traditional ways of learning.

In other words, the use of drama seems to be an effective technique in today's communication-based, student-centered foreign language teaching. Since it is an authentic material, it helps students to promote their comprehension of the verbal / nonverbal aspects of the target language they are trying to master. Particularly, teachers, who wish to make language learning more colorful, motivating and interesting, can make use of drama in their language classes. Since drama is the reenactments of social events, students improve their personality and

code of behavior. Thus, they can achieve more meaningful and realistic teaching from which students can benefit to a great extent. [40]

Benefits of Using Novel to Language Teaching

The use of a novel is a beneficial technique for mastering not only linguistic system but also life in relation to the target language. In novel, characters reflect what people really perform in daily lives. Novels not only portray but also enlighten human lives. Using novel in a foreign language class offers the following educational benefits: [40]

- develops the advanced level readers' knowledge about different cultures and different groups of people;
- increases students' motivation to read owing to being an authentic material;
- offers real life / real life like settings;
- gives students the opportunity to make use of their creativity;
- improves critical thinking skills;
- paves the way for teaching the target language culture;
- enables students to go beyond what is written and dive into what is meant,

Helton, C.A, J.Asamani and E.D.Thomas [40] expounds the educational benefits of novels as follows:

- stimulates their imagination;
- helps students to identify the emotions of the characters so that they can learn how others cope with situations and problems similar to their own experiences;
- helps them master the skills that will enable them to acquire information, process this knowledge, identify problems, formulate alternatives, and arrive at meaningful, thoughtful, effective decisions and solutions;

- develops oral and written language skills;
- serves as a springboard for a multitude of holistic learning and critical thinking activities beginning with basic comprehension and writing;
- presents a unique way of teaching reading by getting students involved and excited about the reading process;
- motivates students to become a lifelong reader.

When selecting a novel to be used in the foreign language class, the language teacher should pay attention to whether the novel has an intriguing story that will be of interest to the entire class. Themes and settings captivating their imagination and exploring the human condition should be included in the nature of the selected novels. Novel should have a powerful, fast-paced plot and interesting, well delineated, memorable characters. The content of the novel should be suitable to students' cognitive and emotional levels. Specific themes and concepts being developed in class should also be incorporated within the novel.

When assessing comprehension, teachers may employ novel tests requiring students to develop the sub-skills of written language like spelling, handwriting, grammar, and punctuation. Essay type tests written by teachers help students to gradually improve their skills in writing and organizing material into paragraphs with acceptable sentence structure.

[40]

The tests are made up of not only fact-based questions serving as a basis of evaluating comprehension but also open-ended questions developing critical thinking abilities. The open-ended questions enable students to predict outcomes, make comparisons and contrasts, and draw conclusions. Class discussions of each novel event should comprise the main idea and supporting details, including who, what, when, where, and how. Details of various social issues such as sexual harrassment and

abortion, which are often an integral part of the plot, can provoke interesting debate. Discussions can also facilitate vocabulary development [40].

In sum, the use of novel is a very beneficial technique in today's foreign language classes. If selected carefully, using a novel makes the students' reading lesson motivating, interesting and entertaining. Though many students find reading a novel written in a target language difficult, boring, unmotivating, novel is a very effective way of building vocabulary and developing reading comprehension skills. It is through reading that students broaden their horizons, become familiar with other cultures, and hence develop their intercultural communicative competence, learning how to view the world from different perspectives. The result will be the possession of critical thinking and writing.

2.2.6 Activities Based on Stories in English Language Lessons

When we create a story-based lesson plan or syllabus, we need to know what aim we want to achieve and think about activities that will be used not only during the students work with the story but also about activities that begin and activities that end the work with the story. These activities are known as pre-reading or before reading activities, while- or during reading and post- or after reading activities. It is good to change several activities during the lesson and keep students in constant interest. Of course stories need not to be only read but also heard or created.

“Good language activities have no age limits, an idea which works with five-year-olds will, with some minor adaptations in content and presentation, probably work equally well with much older learners”. (Brumfit, Moon and Tongue, 1991: 187) Children may need to try each type of activity several times before they begin to exploit fully its learning potential. Activities must be varied, so that the

learning environment is stimulating, exciting and unpredictable, and to stay motivated, they need goals and rewards. A teacher must plan each activity beforehand. It is also important to give clear instructions and to communicate to the children what is expected of them. (based on: Brumfit, Moon and Tongue, 1991) “This will often involve a demonstration of the activity by the teacher with the whole class watching, discussing and participating. When the children know exactly what to do, and how to go about the task, they have completed the activity; a brief report-back session provides children with some feedback on their success”.

PRE - STORYTELLING ACTIVITIES

Pre-storytelling activities are important because they introduce the topic, they motivate the students to read or listen to a story, they provoke initial interest in the topic, students start to think about it, they prepare their minds and show what they know about it. These activities help teacher anticipate problems in terms of language and concepts and give space to pre-teach complicated language.

Warming up activities relax students. For example an informal chat can build up and maintain good relation between a teacher and students. Questions that introduce the topic are good to use, but not too many. Or students can guess the title of the topic of the lesson. We can show students a picture or watch a video extract to provoke they interest. A newspaper article or just a newspaper title as well as a song may lead on to a brief discussion about students related personal experiences.

PRE - STORYTELLING ACTIVITIES

HANGMAN - students may guess the topic by saying alphabet, every wrong letter is making a part of a hangman.

WARMING UP - DISCUSSION - brief discussion about students' own personal experiences.

ANSWER AND PASS ON - each student has a piece of paper and must answer a question and pass it on, another student will answer second question and

pass it on, etc. Example of questions are - who, where, when, what is he/she doing.

BRAINSTORMING - we can ask students to think about a topic and write down all their ideas.

ASKING QUESTIONS - is a good activity and we can use it a lot, but “a good question must be probing and motivate thought so that it encourages children to justify their responses, it must focus their attention and encourage observation, invite enquiry and stimulate because it is open-ended, it should be productive and seek a response and generate more questions”. (Ellis and Brewster, 2002: 20)

WHILE - STORYTELLING ACTIVITIES

During the story the teacher might like to see if the learners understand the language of the story and might ask them to mime what is going on or use other activities.

WHAT IS GOING TO HAPPEN NEXT - we can stop the reading and ask questions to provoke students think about what they have been reading.

YES/NO QUESTIONS - e.g. a teacher think about a character or a place mentioned in the story and students have to find out who or what it is by asking only ‘yes/no’ questions.

HOT SEAT - a teacher is one character from the story, and students have to ask questions to find out, what has happened, or why, etc.

PANTOMIME - a teacher act as some character and students have to guess who is it, other variation - one student act and the rest guess.

COUNTING - in this activity we may ask students to count how many times they hear a particular word or how many characters are there - it is good when a teacher tell the story or when we use a story on video.

A PART OF A STORY - students have one part of a story - first, last, or middle and they are asked to complete it or continue it.

A CAREFUL LISTENER - while students listen to a story, they may answer easy factual questions like - who (name the main characters), what (describe one action that a character in the story did), where (setting of the story) or when (make a linear timeline of the sequence of events).

(based on: <http://www.storyarts.org/lessonplans/newstandard/index.html>)

POST - STORYTELLING ACTIVITIES

SUMMARIZATION - students can summarize the story in their own words.

WRITTEN QUESTIONNAIRES - we can ask students questions belong to or come out from stories. Students' answers may lead to discussion.

RE - WRITING THE STORY - we can encourage students to re-write the story from different position, e.g. from position of a particular protagonist's point of view, placing it in a different time and setting. Students also may re-tell the story.

WRITING A LETTER - students can write exchanging letters between protagonists.

ROLE-PLAY OR SIMULATION - can be used to encourage general oral fluency, or train students for specific situations based on the story.

MAKE A VIDEO - this activity based on the read or heard story take much time, on the other hand it may be very motivated for students to make their own video, and they can use a wide variety of language in the process and the product of video-making. For students the product will be helpful, because they can see what mistakes they have made and they can find them and learnt from them. (based on: Harmer, 2005)

CREATING STUDENT'S OWN STORIES - when we create an atmosphere in which stories are valued in human terms much more than in 'learning English' terms, we will encourage students to create their own stories. Main technique to help them is to ask questions. The principle is the same for young learners as well as for adolescents (based on: http://www.teachertraining.hu/04_andrew_copies.html).

“Tell me more!' 'But what do you mean?' 'Tell me how he walks when he is going to work.' 'Tell me how he walked on that particular morning.'”.
(http://www.teachertraining.hu/04_andrew_copies.html)

MAKE A BOOK - we can let students write, design and illustrate a book which is then exhibited in the school and then put in the school library. It will be a great experience of using English. We won't have to say, 'Get the English right!' They will be desperate to do that because their dignity as a whole person is at stake.

CONCLUSION

This study has looked at language as an important human heritage and its uniqueness as being significant to the personal and social well-being of the speakers of the language. English language, as the official and second language in England, is taught as a compulsory subject at all levels of educational system. Because, it has been established that a very high percentage of students perform poorly in the subject, the study attempted to examine the place of literature in the teaching of English as a second language, which till today constitutes a problematic subject area in most of the schools in England. The study specifically examined how literature can be used in the teaching of language in order to bring out better performance in the students.

Thus, the study did by looking closely at the relationship between literature and language. The study observed from the review of past researches in this area that language and literature are closely related and that language is the medium through, which culture, beliefs and traditions of a particular people (literature) are expressed or passed from one generation to another. Benefits of using literature to teach language, especially a second language were also highlighted. Some of these benefits include cultural assimilation, extensive reading (which widens the horizon of the reader) and development of the affective domain of the student.

As important as the use of literature is in the teaching of language (English language) the study identified some problems, which could make nonsense of literature as effective tool for teaching English language.

Conclusively, the study observed that using literature to teach language should not be limited to English language as this method can also be made use of in other language classes such as Russian and Uzbek.

Literature plays an important role in the English programs of many non-English speaking countries. However, there are some problems encountered by language teachers within the area of teaching English through literature. First, there are very few pedagogically-designed appropriate materials that can be used by language teachers in a language classroom. Second, there is a lack of preparation in the area of literature teaching in TESL / TEFL programs. Third, there is the absence of clear-cut objectives defining the role of literature in ESL /EFL. Many instructors try to include literature in their classroom, but lack the background and training in that field.

The teacher has an important role in teaching English through literature. First, he should determine the aim of language teaching in relation to the needs and expectations of the students. Giving a questionnaire or interviewing with the students orally, the teacher can set up the aim and the objectives of the language teaching. Second, he should select the appropriate language teaching method, teaching techniques, and classroom activities. Then, the teacher should select the literary texts relevant to the aim and the objectives of his teaching. While selecting literary texts to be used in language classroom, the students' language proficiency, interests, age, sex, etc should be taken into account in order not to bore students with inappropriate materials. At elementary levels, for example, students should be given simplified or specially written stories. At advanced levels, however, students are given literature in its original form so that they can develop their literary competence in the target language. To put it another way, students learn practically the figurative and daily use of the target language in the literary texts and encounter different genres of literature (i.e. poems, short stories, plays, etc.) at advanced levels. Observing how characters in a play or a short story use figures of speech, such as simile, metaphor, metonymy, etc so

as to express their communicative intention, students learn how to write English more clearly, creatively, and powerfully.

As Harmer states, literature helps students acquire a native-like competence in English, express their ideas in good English, learn the features of modern English, learn how the English linguistic system is used for communication, see how idiomatic expressions are used, speak clearly, precisely, and concisely, and become more proficient in English, as well as become creative, critical, and analytical learners. Ur and Unverwood explain that literature can open horizons of possibility, allowing students to question, interpret, connect, and explore. In sum, literature provides students with an incomparably rich source of authentic material over a wide range of registers. If students can gain access to this material by developing literary competence, then they can effectively internalize the language at a high level. Especially, for students with verbal / linguistic intelligence, the language teacher's using literature in a foreign language class serves for creating a highly motivating, amusing and lively lesson. Literature is not only a tool for developing the written and oral skills of the students in the target language but also is a window opening into the culture of the target language, building up a cultural competence in students.

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