

Methods Of Teaching English Literature For Students Of Graduation In Andhra Pradesh

DR. Y.L MARREDDY

Administrator & Treasurer
Universal Engineering College
Perecharla,
Guntur
marreddyprincipal@gmail.com

Abstract:

English is recognized as a universal language. Learning English is inevitable in this present global scenario. It also acts like a link language. Especially, English literature enables learners to develop critical thinking skills, helps to discover and enlighten themselves. It is quite a challenging task for teachers to teach literature for students in non-native English countries like India. The role of the language teachers becomes predominant and the methods of teaching literature according to the students' level of understanding also play a significant role because studying literature assists students to have real time experiences, passion for language acquisition and think innovatively. In this context, it is necessary for teachers to distinguish between teaching literature for special purposes or it is used as a resource language for teaching this foreign language. This paper throws light on the importance of teaching literature, several approaches and methods of teaching literature at the graduate level. Literature connects the cultures across the world, throws challenges to solve and even to heal some cultures. It really provides an individual space for learners to express themselves and improve competence levels among them. It allows learners to share their participation in the experience of others, strengthens to shape, alter their attitude and meet their expectations.

Key words: literature, non-native English countries, language acquisition, competence levels and real time experiences.

Introduction:

English language is considered as a second language in regional states like Andhra Pradesh. Generally students from primary to graduation feel this foreign language a hard nut to crack due to environmental affect, insufficient sources for practical approach of teaching and learning and lack of innovative methods of teaching it. Generally, teaching English language and literature are differed in the class room. In case of graduates there are certain factors which are necessary for consideration. Most of the students who opt general degree are from Telugu Medium till their Secondary School Board of Education in intermediate they are taught Mathematics, Physics and Chemistry more whereas languages are less prioritized. This impact is clearly shown when they are into graduation vice versa students who choose technical education are mostly from English as medium of instruction though it may not be such affected when they are into graduation. Literature is included in the curriculum of graduation courses in Science, Arts and Commerce streams. It is prescribed by concerned universities. Teaching literature must be a passion for any language teacher. It is quite different from teaching LSRW skills to acquire foreign language.

Literature is always connected to the real time whereas teachers should be innovative and lively in language class room. Many of the students from this regional state are hailed from rural areas. In this context, responsibility is mostly on the shoulders of the language teachers

to make them easily understand context, content and aim of lessons prescribed in text books. In this regard certain methods to teach literature will help teachers as well students to create interest in learning literature.

According to Carter and Long (1991) recognized three approaches or models in intermingling literature in the language syllabus.

The Cultural Model

The Language Model

The Personal Growth Model

The personal Growth Model enacts like a bridge between the language and the cultural model by focusing on the particular use of language in a text and placing it related to cultural context.

In view of Rosli (1995) there are three main approaches to literature teaching mainly. They are

1. Information Based Approach
2. Personal Response Based Approach
3. Language Based Approach

Information Based Approach: it is used to teach basically knowledge about literature and consider literature mainly as a source of facts or information about a target culture. In this approach, teaching methodologies tend to be teacher centered and reading is largely given priority.

Personal Response Based Approach: it is more concern with student centered rather than teacher centric. It motivates students to get ready by relating the themes and topics in the text to students' personal experience.

Savvindou (2004) recognizes personal growth model as reader response approach. It emphasizes on question discussion methodologies which aim at students' response.

Language Based Approach: it is aimed to be learner centered activity based and throws attention particularly to the way language is being used by the learners in the class room.

Rosli (1995) advises some teaching strategies that could project some of the lead up activities for study skills in reading literature such as summary, prediction, forum or debate, retranslation and opinionative questions and responses.

It is essential factor that students should be motivated to do reading with quizzes, encourage them to come to class with required questionnaire about the lesson they are taught in the previous class. They should be given opportunity to participate within lectures.

Some of the methods are also very much useful in view of students' caliber while teacher pays attention from slow learner to average learner in the class room in view of developing

their literary skills. Such methods are listed below which can be easily executed in the class room with cooperation of the students and teachers.

Role play: it plays good role to bring literature to life and learners also pay much interest and attention when teacher assign each student a different role play. Students can study their characters carefully if they are given this role play tasks. It leads to improve their skills in presentation and narration of the character.

Through creative art work: it is one of the best methods that literature can be taught well. Students can be given to draw maps, paint scenes in addition to make a character collage or build a model of letting into literature. It automatically leads to connect with material as well learning the concept through practical method.

Games related to conceptual themes: teachers can design games related to improve learners' knowledge in literature. Jeopardy, hangman, wheel of fortune or just about any other games related to grab attention of the students.

Assigning group activities: it is one of the methods where students can involve themselves into groups and ask each group to enact like a teacher and other will play role of students. It helps them to develop interaction as well communicating with one another.

Discussion Method: assign each student a character from the book and encourage them to write letters to the author and let them discuss the story from the given lesson. Teacher can help them to frame questioning and commenting stories from stories.

Funny approach: learners feel bore if teacher completely reads lesson in the class room monotonously. Literature itself is an amusing and interesting so teacher has to bring funny questions, narrations that connect to real time life situation in the classroom. It helps students to inculcate curiosity about literature and they can enjoy reading literature.

Display Method: it is worthy for the college management to allow students' display their art work and collage work in the boards in the hallway, library and allow them to perform during assembly time.

Conclusion: Teachers have to attract attention of the students in many ways in order to imbibe interest about literature like other subjects they do in their particular course. Teachers can discuss specific passages with students which may lead to thought provoking and turn to opine themselves about that context. Teachers can also encourage turn-in class discussions into in class writing assignments which generally students' feel bored to do. Literature is an expression of real time life if teachers teach in the same way and it would be the same in the curriculum. Methods are to be definitely followed by a teacher to bring them alike in the language class room.

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