Chapter-5
CONCLUSION AND SUGGESTIONS

5.1 Introduction

The present study, arising out of theoretical and practical analysis is an attempt to study the use of literature in the language classroom at Aligarh Muslim University (AMU). The use of literature in the language classroom has already been pointed out in the preceding chapters. The explanations put forth are an explanation of the existing situation.

In this chapter, a brief overview of the present study is provided and findings of the analysis are reported. Finally, a few suggestions are made for changes in the teaching method for teaching literature in the language classroom.

5.2 A Review of the Present Study

The present study is divided into four chapters. Chapter one introduced the study and provided a brief history on English Language Teaching in India. In this chapter, a discussion of the present scenario with reference to the language versus literature debate had been made along with the exploration of possible meeting grounds between language and literature. It also explored the use of literature in the language classroom. Chapter two provided the theoretical background relevant to the study. This chapter also delved into the historical aspect of English language teaching. Chapter three attempted to define literature and language, the relationship between them, and the role of literature in the language classroom. It also viewed the historic separation between the study of language and the study of literature, which eventually lead to the
use of literary texts in the language classroom. Chapter four explored the findings of a survey of the use of literature in language teaching in schools and higher education institutions in Aligarh Muslim University.

5.3 Limitations of the study

The present study has certain limitations that need to be taken into account. Certainly, a limitation of this study includes external validity, or the generalizability of the study to other contexts, since it was conducted in just one university. Another factor that limits the generalizability of this study is the number of response from the learners and teachers. Total of about 300 students and 26 teachers responded and so it is not necessarily a representative of all groups of teacher and learners in Aligarh Muslim University.

5.4 Findings of the Analysis

It is found that the present modification of the present method in the teaching of literature in the language classrooms in AMU is not in proportion to the target need of the learners. While planning these objectives, the aims, aspirations and future educational and employment needs of the students do not seem to have been taken into consideration. They neither help teachers and learners nor do they provide any criteria against which a learner's achievement could be judged. The present objectives are formulated without a corresponding change in terms of suitable teaching materials and methods. This makes the entire teaching and learning process somewhat superficial. Thus a language skill based curriculum is the need of the hour.
5.5 Opinions of the Learners' and the Teachers'

The opinions of the students and teachers at the undergraduate level language classroom of Aligarh Muslim University were collected through a set of questionnaires and the data interpreted in chapter four. The following conclusions have been formulated from the analysis of the opinion collected:

1. Most of the respondents felt the need for some improvements or changes to be made in the syllabus or the teaching methods.
2. The learners further expressed their views that the text should be more practical and language skills based. For instance, most of the students agreed that literature helps in improving one's vocabulary.
3. The use of literature in the language classroom was seen as providing a chance for the learners to discover a rich variety of lexical, grammatical, and syntactic elements in a more interesting way than in a textbook.
4. The students felt that the introduction of literary text in the language classroom helps improve critical thinking, and makes them more creative.

5.6 Summary of Findings

The result shows a favourable trend towards the use of literature in the language classroom. The questions were aimed at eliciting the response regarding their opinions about the justification and use of prose, poetry and drama in the language classroom. The questions were aimed at the main skills and the sub skills and their relevance to language development. The three sections of girls and
Certainly, the rule of literature has been emphasised all throughout by both our despondence and teachers. Quite consistently, as they feel that literature contributes towards vocabulary building, improving of grammar, broadening of imagination and developing a command or mastery of language. However, there is one interesting in emerges from analysis is with regard to the way the rule of literature has been looked at for improving grammar. Notwithstanding the general perception that the emphasis on grammar gets marginalized if language teaching is taught through literature, this study has in a way demythified this perception. The analysis convincingly demonstrates that grammar learning does take place through the use of literature as well.

There seems to be some disagreement in a few questions. In question 7 which states that literature helps in critical language skills scoring rate is not very favourable. In fact among girls commerce group the disagreement is as high as (34%) followed boys commerce in which it is (22%). The other question which shows signs of differences is question 12. The response to how far reading a poem aloud helps in language was a mixed one. The respondents’ views in both the agreement/disagreement category was quite close.

In fact, low response for question 12 suggests that there is something wrong with the existing classroom practices with regard to teaching poetry. Although teaching of poetry has its strong relevance, the traditional approach to teaching of poetry fails to generate enthusiasm among students. Perhaps because it lacks oral
drills, etc. which are important in generating and sustaining enthusiasm among learners. One consequence arising out of this is the unfamiliarity with rhyme and rhythm among the learners.

This trend shows that the respondents were divided in their opinions on issue of the advantages of reading a poem aloud. In question 10, among the four skills the most closely related to literature were reading according the respondents. Among the six groups the percentage was over (90%). This was followed by writing, speaking and finally listening. Reading and writing were considered the skills most closely related to literature. A tendency has been seen to underestimate the spoken skills in relation to literature. The reason may be that this skill may have been neglected in the classroom teaching. The neglect may account for overlooking the importance of phonics, spoken drills and emphasis on rhyme and rhythm in poetry. This also accounts for the response in question 11 which dealt with how poetry enhanced language learning. A mixed reaction was seen in the case of girls commerce and boys arts group. The trend shows this mixed response towards poetry but not towards prose. The last five questions in the questionnaire were related to prose and the response was more positive there. The importance of teaching prose in literature seemed to be more obvious to the learners than that of poetry. Another area which needs attention is the relationship of literature with the relevance of culture. In question 9 which sought the culture in literature to be highlighted in language classroom response towards cultural familiarity there was a considerable difference of opinion.
5.7 Approaches and Suggestions

After consideration of the above approaches and suggestions as to the use of literature in the teaching of literature, I will attempt in this section to outline what constitutes good pedagogic practice. In essence, the approach to be used is a blend of Carter and Long's (1991) personal growth model and Tudor's learner-centered approach (Tudor, 1996). The overall philosophy of this pedagogic approach can be summarized as follows:

- The use of literary texts in the language classroom should appeal to the students' interests, concerns and age; only then do they have the potential to bring motivation in the language classroom and install in the students a love for reading literature which goes on beyond classroom;

- The teaching of literature in the language classroom should aim to elicit the students' responses to the text, and to guide them to a personal discovery thus, bringing in them the pleasure and enjoyment which comes from making the text their own.

- The use of literary texts should be approached as a resource and not for study not only for the students' language and literary enrichment but as a motivating and a fruitful opportunity for their education and their personal growth.

- Literature in the language classroom should be explored in the light of a learner-centered pedagogy and as such is meant teaching which is centered on the students' communicative needs, goals, aspirations, learning preferences.

- A new role and responsibility for the teacher is established. The teacher is not anymore the unquestionable 'authority' in the language classroom. He becomes an enabler and a coordinator in
the language process who 'reads' both the diversity of the needs of the students and the variables of the context they work in so as to adopt a broad range of pedagogical and course planning options.

- As to the implementation of this approach in the language classroom this is attained through a language-based classroom practice where literary texts are explored as a resource for literary and linguistic development and serve to the students' personal growth.

- The exploration of texts comes closer to the students' personal experience and to what relates to their life through teaching techniques and practices divided into pre-reading, while-reading and after-reading activities. Prediction activities, jigsaw reading and listening, matching activities with beginnings and endings of texts, gap-filling exercises, listening comprehension and oral presentation that lead to debates of issues, creative writing and group projects are some among others.

However, it has to be pointed out that these language-based activities should seek ways to leave considerable space for the students' self-expression and to encourage critical thinking so as to foster critical awareness and to enhance their political and social consciousness. This new perspective on the teaching of literature in the language classroom which aims to develop skills in critical and creative thinking contributes to the students' personal growth and fosters their autonomy first as language learners and then as individuals.