Conclusion

From the very beginning, it was the aim of the present study to show the authenticity of literary texts as language teaching materials. It was the view of the present study that the investigation might constitute a probe of the hypothesis but not proof. The study is divided into four aspects, however all the four aspects are related to literary approach to language teaching. A field survey was conducted on 7th March 2000. On a group of 80 graduation 1st year students who had just been promoted to graduation. Based on their experience in intermediate classes and 1st year classes they were asked to answer questions related to the issue of language teaching through literature.

The study began with the history of English language teaching in India (chapter 1). It traced the background of English language teaching in India right from the time of introduction of English language in India by the Missionaries and highlighted the importance of English in India's present educational and political system. It also emphasized that literary texts in India have always been used for the language teaching purpose.
The second aspect of the study (chapter 2) dealt with the redefining of ELT goals in India. In this part of the study it was shown through the field survey that students at graduation level too are unaware about the goals of ELT in India. Hence, it redefined the goals of ELT in India which are to provide the working knowledge of four language skills listening, speaking, reading and writing to the learners. This particular aspect of the study shows that when goals of ELT are redefined keeping in focus the language needs of the learners, the redefined goals should be taken into account while teaching language through literature. Teachers should be aware of the proper ELT goals in India. And proper theory and methodology should be applied to literary materials for achieving the ELT objective.

The next aspect of the study (chapter 3) focussed on reviewing ‘the language–literature controversy’. After reanalyzing the language literature controversy it traced the meeting grounds between language and literature.

This part of the study not only bridged the gap between language and literature but also tried to show that literature is nothing but specialized or aesthetic use of the language. And this aspect of the study enunciated the point that enriched language of literary texts when taught through appropriate methods supported by sound research based theoretical
support provides innumerable opportunities to the language teacher for successful language teaching.

The last aspect of the study evaluated the applicability of three main literary genres viz. prose, poetry and drama for the ELT purpose. A part of this aspect of the study (Chapter 4) focussed on the idea that literary prose in many ways exemplifies language of common usage, and because of its comprehensiveness and wide scope it can be used as suitable language teaching material. The next part of this aspect of the present study (Chapter 5) explained that the language of poetry deviates from the language of common usage through instances of linguistic and graphological deviation. It also described that poetry provides language teaching opportunities through modes of parallelism, repetition, deviation and foregrounding. This aspect shows, because of its rhythmic language poetry is ideal for teaching intonation. The last part of the thesis critically analyzes the worth of plays in subjecting them to language teaching business. As drama has auditory appeal it is perfect for enhancing the listening and speaking skills of the learners. This aspect also shows that drama helps in determining the tone and the mood of the speaker, thus it can specifically be used for teaching the spoken mode of language, 'the speaking skill'. Like two other main literary
genres drama can also be used for teaching the reading and writing skills to the learners.

The present study suggests that no single method can be applicable under all the ELT contexts. A discerning teacher will use his individual artistry in making the literary texts appropriate for the ELT purpose and in making such efforts there is always room for improvement. A trained and theoretically equipped teacher should always abide by the insights of electicism in selecting his/her teaching methodology, keeping in account the needs of the language learners.