Abstract

Language Teaching through Literature- Theory and Methodology at Intermediate level

English language is taught throughout India for various purposes but the goals and targets are often not very well defined. And therefore the techniques and methods also remain mostly vague and hardly targeted. It's a common man's observation that for the purpose of language teaching prose, poetry or drama pieces are usually prescribed without taking into account the learner's needs, objectives and the skills he needs to develop. Teachers generally not much acquainted with language teaching theory and methodology, mostly confine themselves to a loud reading followed by general paraphrasing of the text and that is how they think the learners will learn English. Apart from this problem there is another extreme that has lately come into vogue; i.e. EFL & ESP approach to language teaching based on purely linguistic theories. Therefore, ELT experts have rendered literary approach to language teaching redundant. Nevertheless, literary text continues to be taught in most of the places in India for the ELT purpose without enjoying a sound research based, theoretical support and it simply results in a self defeatist approach, that is to say that the prescribed literary text helps generate neither the literary insights in the learner, nor does it improve his command over the language. The problem will stay as it is unless the issue of language teaching through literature is thoroughly explored in all it's
relevant dimensions and research based sound teaching strategy is formulated for the desired ELT goals.

There are innumerable reasons behind the gloomy ELT scenario in India ranging from faulty system of examination, untrained teachers, lack of self access materials to lack of uniformity in India’s language teaching policy. Our fault at selection and gradation shouldn’t count for incompatibility of literary texts. Literary texts often fail in imparting the lessons of language because the literary texts chosen for ELT purpose are not in tune with the difficulty level of the language learners and the great ELT effectivity found in them gets marred. Teachers, examiners and parents complain about the poor achievement levels of English language learners in India. Our average intermediate learners cannot write correct English. Even their spoken expression is marked by typical mistakes of usage and grammar. Intermediate learners are also deficient in the area of pronunciation and intonation.

The purpose of the present research is to study the issues related to the language and literature, to define the ELT goals within the general Indian context, to assess the language literature controversy, to explore the possibility of employing the literary texts for the ELT purpose and to look into the ELT theories developed over the decades. The present study also proposes to explore the ways in which language functions in a literary text, to identify the ELT aspects of the literary texts and outline methods and techniques suitable for the purpose of language teaching through literature as very little work has been done in this area.
The proposed chapter division is as follows:-

Introduction:- Introduces the topic "ELT through Literature—Theory and Methodology at intermediate level".

Chapter 1:- Traces the history of English Language Teaching in India right from 1614 when the Missionaries introduced English language in India till the present time.

Chapter 2:- Redefines the goals of English language teaching in India. This chapter shows that the goals of ELT are to impart the knowledge of four skills (listening, speaking, reading and writing) to the language learners.

Chapter 3:- Critically analyzes the language literature controversy and shows that literature is basically language so literary texts can be effectively used for the ELT purpose.

Chapter 4:- Explains the utility of prose texts in imparting the knowledge of English language to the learners as prose texts in many ways exemplify standard usage of the language.

Chapter 5:- Critically evaluates the usefulness of poetic texts for the sake of English Language Teaching. This chapter shows that poetry in many ways deviates from the standard usage of the language and these instances of deviation can be successfully treated for teaching the language.

Chapter 6: Shows that drama is the conversational genre and explains its authenticity in an ELT classroom. Thus, drama helps the teacher to teach the learners all the four language skills in general and the listening and speaking skills in particular.
Chapter 7: Briefly concludes the present study and suggests that when appropriate literary texts are taught through proper theory and sound methodology the rate of success in the realization of ELT objectives will be definitely more satisfactory.