Introduction

The main aim of the present study is to assess the validity of literary texts for the language teaching purpose. Literary texts continue being used for the ELT purpose especially in the secondary schools with the objective of enhancing the language skills of the learners. If literary texts have been considered redundant for achieving the ELT objective, it is so because of the lack of awareness on the part of English teachers as they fail to draw linguistic insights from literary texts. Though literary texts offer a wealth of language teaching materials yet many a times the treatment they receive is unworthy of being mentioned. The present study seeks to find out the possibility of drawing out linguistic inferences from literary texts to teach different facets of language such as composition, compounding, affixation, vocabulary, etc. The purpose of this study is also to show how far literary texts can be proved useful in imparting the knowledge of the four skills (listening, speaking, reading and writing). Literary texts in India often fail in achieving the ELT objective because they do not enjoy a sound, research-based theoretical support. ELT goals in India are not very well defined as the needs and objectives of the learners are hardly taken into account. So, this study also aims at re-defining the goals of ELT in India. The present
study aims at assessing the validity of literary texts keeping in account the proper goals of ELT in India. English teachers are not generally acquainted with language teaching theory and methodology in India. The purpose of the study is to examine the authenticity of literary texts for the purpose of language teaching and to achieve this target the possible meeting grounds between language and literature need to be rediscovered.

The present study evaluates the applicability of literary texts with the aim of achieving the ELT objective through three main genres of literature viz. prose, poetry and drama. The study not only aims at improving the knowledge of English teachers in the area of teaching theory but also increases their awareness of the teaching methods that should be adopted when it comes to teaching language through literary texts.

Hypotheses:

The hypotheses set for the present study are:-

1. That the literary materials are useful for ELT classes.

2. That the literary materials are authentic and applicable for ELT classes.
The findings of the investigation are organized under the following chapters:-

Chapter 1: Will trace the history of the English language teaching in India and show how it has become an intrinsic part of the education system in India.

Chapter 2: Will redefine the goals of ELT in India. This chapter will also show that the actual ELT goals are to impart the knowledge of four skills (listening, speaking, reading and writing) to the learners.

Chapter 3: Will critically analyze the language literature controversy and show that literature is basically language so literary texts can be used for the ELT purpose.

Chapter 4: Will explain the utility of prose texts in imparting the knowledge of English language to the learners, as prose texts in many ways will exemplify the language of standard usage.

Chapter 5: Will critically evaluate the usefulness of poetic texts for the sake of the English language teaching. Poetry not only exemplifies language of standard usage but in many ways also deviates from the language of standard usage but these instances of deviation can be successfully treated for teaching English language to the learners.
Chapter 6: Will show that drama is the conversational genre and explain its authenticity in an ELT classroom. This chapter will elicit that drama being the conversational genre is suitable for teaching the listening and speaking skill (spoken mode of language) in particular and other two language skills reading and writing to the learners in general.

Chapter 7: Will briefly conclude the thesis highlighting the importance of literary texts in teaching the language.