



ROLE OF LITERATURE IN THE DEVELOPMENT OF SKILLS

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ABSTRACT

Literature plays a prominent role in the development of skills .skills enrich the need for communication .English teaching helps the learner to listen the communication and to constantly compel the teachers to evolve and adopt new strategies and techniques of teaching. Literature lays the foundation to reach the goal and to communicate the English language. It paves the way to speak the English language elegantly.

INTRODUCTION

Speech is the natural form of a language.A child acquires the power of speech by responding to the sounds made by people around him and by imitating them out of his need for communication.In the teaching of English as a second language after having the learner a chance to listen to the language, the learner mist feel the need for communication.It has constantly compelled the teachers to evolve and adopt newer strategies and techniques of teaching. This article has been focussed on the goal of the language to communicate English. They should learn how to speak the language efficiently.

Nunn argues ‘Success is measured in terms of the ability to carry out a conversation in the language. Hence it is necessary that the students should become confident enough to speak the language or else they will be de-motivated, It has always been a daunting task for learners of English to master the language.The solution to this problem of developing fluent speaking is Literature.The present paper suggests teaching speaking skills through literature as a

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possible and effective solution. Through the different tools of literature, the students comprehend and learn the lexical items, semantics, vocabulary, phrase, idioms, use of tenses and various parts of speech which undoubtedly, enhance their speaking skills.

PROBLEMS FACED BY THE STUDENTS TO SPEAK ENGLISH FLUENTLY

It is generally noted that the learners acquiring English as a second language in India are shy about speaking the language in front of other students. There could be various reasons for such behaviour they should always remember that the more they practise the more they will improve their speaking skills. We need to realise that we learn to speak only by speaking.

It has also been seen that the learners are apprehensive about speaking English because they find the language difficult to cope up. The task done in the class are difficult to revert to the first language either for their comfort or for some emotional support. This is the greatest hindrance in their acquiring the language since they translate word for word to check if they have understood the task before attempting to speak.

USE OF LITERATURE TO DEVELOP SPEAKING SKILLS

We as teachers should assist the students to overcome these difficulties. An effective way to do this is to use literary tools to develop speaking skills. The students are able to explore the linguistic and conceptual aspects of the written text and use it to improve their speaking skills as well as diction.

We see literature assists the students to unravel the many meanings in text. Furthermore, literary texts have a powerful function in raising moral and ethical concerns in the classroom and encourage our students to explore these concerns and connect them with the struggle for a better society. Gillian Lair declares;

Literature provides wonderful, source material for eliciting strong emotional responses from our students. When the students share their opinions, reactions and feelings in the class, subconsciously they are working on their speaking skills. As they are aware of the fact that they have to speak in front of the entire class, so they are careful to use the correct pronunciation and appropriate vocabulary. They are also particular about the use of tense and verb. It is necessary to use literary forms like prose, poetry and drama to develop speaking skills.

PROSE

Teaching speaking skills through stories is very effective and it plays a prominent role as it is very effective and interactive. Students have fun. They enjoy themselves and are

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enthusiastic. Stories enrich their visual imagination and creativity. Students are introduced to literature and the beauty of the language. Students are taught speaking skills through story based activities, activities not only enrich their active and passive vocabulary but they also concentrate on the stress, intonation, pause and articulation of voice.

When students get an opportunity to narrate a story in their own language, they can put the information stored in their brain into a meaningful text. This helps them to bring out the emotion which provokes learning. Stories can help students develop a positive attitude towards learning process. They become more active, experience things directly and are able to express themselves in the way that best suits them. Stories not only improve their vocabulary, sentence formation, the use of tenses and verbs but also work positively on their fluency when they speak. Stories assist them to build up an overall personality of students as they are connected to the society directly, improving their communication.

Poetry :

Poetry has always been beneficial to enhance the language, means speaking skills of the students. When students hear poetry in the class they compare and contrast different points of views and develop understanding of significance of figurative language,

In poetry words are chosen for their language beauty and sound and then arranged in such a manner that they rhyme. Poetry is such a sophisticated literary tool that works on the moods and emotions of the students. They are able to express their ideas that are meaningful to them without the constraints of grammatical accuracy. They practice specific language structures such as phrases, idioms, word order and verb tense.

Teachers create an atmosphere for the students to be wholly involved in the activity by showing pictures to introduce the topic. Furthermore, they will talk about their response, share ideas and discuss the theme. This will enrich their confidence in speaking fluently. Poetry is indeed effective.

Drama:

Drama assists the students to explore the mysteries of communication. It offers ways for students to respond to and express their individual and shared understanding of a text. Students develop an active, interactive and reflective relationship with the text and they can respond to the text socially, emotionally, morally, physically, spiritually and culturally.

When students work in dramatic contexts they are offered the opportunity to use language as they are used in real life. Through drama, students enhance the speaking skills and gain confidence as when they act and assume roles and interact in improvisation. They are also able

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to analyse and explain personal preference and construct meanings. It has observed that in acquiring speaking skills through art forms like drama, the students are also offered opportunities to learn more about themselves, others

Hence, when the students want proficient speaking drama has always been a great help. It brings out their inner potential or think deeply and express characters. They try to give their best performance. Unconsciously; they are working on their imagination, vocabulary sentence structure, stress, intonation and rhythm. The modulation of the tone is extremely important during dramatization. When students work on this it automatically enhances their speaking skills.

Thus my hypothesis in this paper is that literature is indeed a very authentic tool to impart speaking skills. If we look at every poem, story or drama as a mini-lesson we as language teachers can express these little jewels to teach the spoken language to the students effectively so that they can communicate with a variety of audience and use it for different purposes.

Conclusion: Literature plays a key role in the development of English language. It places the words phrases in the right manner and elevates the language up to the mark of terminology.

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