

Teaching Language and Literature

A Course Book

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5th Edition





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A Course Book

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INTRODUCTION

The use of literature for language teaching purposes has always been a controversial issue in different contexts all around the world. It is still being discussed whether it is a good idea to include literary works in the course material list of language classrooms because even though literary works enable learners to see authentic samples of the target language, give them a chance to understand the culture of the target community better and to practice the target language in different aspects, the complexity of the language presented to readers and the length of books make it difficult for teachers to use them with learners of different levels.

With the new curriculum suggested by Turkish Higher Education Council (YÖK) in 2018 for Faculties of Education, 2 courses, '*Literature and Language Teaching I-II*', were replaced by 2 other courses, '*Teaching Language and Literature I-II*' including some slight changes which were added to the course lists of English Language Teaching Departments in Faculties of Education in Turkey. These courses aim to train prospective teachers of English with a good command of not only theoretical information about different literary genres such as short stories, novels, plays and poems but also ideas related to their practice in the language classroom. After a series of discussions with colleagues from different universities in Turkey, we agreed that we needed a course material that would facilitate the duty of teachers teaching this course and that would give students a chance to go further than a simple analysis of literary works. For this reason, the aim of this book is to provide students with theoretical information about the main literary forms and some practical ideas for using them in the language classroom. This volume is composed of the following parts:

Chapter 1 tries to explain the concept of "literature" in general and its contribution to the field of language teaching. It also lists some different approaches to the study of literature in the language classroom based on multiple activities.

Chapter 2 deals with "short story" as a literary form, starting with its definition, its historical development and main elements. The second part of the chapter discusses the advantages and possible challenges of using short stories for language teaching purposes and suggests various activities based on a short story by a well-known author.

Chapter 3 focuses on novels, which is a very popular course material in language classrooms and it suggests a variety of tasks which are applicable in the classroom while using novels.

Chapter 4 focuses on plays as course materials which might serve many different purposes in the language classroom. After giving brief information about what it refers to and its historical development, this chapter suggests some classroom activities that might be used to improve students' language skills.

Chapter 5 explains what poetry is, along with types and characteristics of poems. It also deals with different types of literary devices and how to use poems in the language classroom.

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CHAPTER 1

THE USE OF LITERATURE IN LANGUAGE TEACHING

Study Questions

Before you start reading this chapter, try to answer the following questions:

1. What is literature?
2. Is there anything called “literary language”? If yes, what are the similarities and differences between literary language and daily language?
3. Are literary works good resources for language teaching? If yes, why? If no, why not?
4. What are the approaches of the study of literature in the language classroom?
5. What are the criteria for selecting literary materials to teach in the classroom?

INTRODUCTION

When the term “literature” is taken into consideration, there are different definitions that have been proposed up to now such as the followings:

- Literature includes any text worthy to be taught to students by teachers of literature, when these texts are not being taught to students in other departments of a school or university (Hirsch, 1978, p.34).
- Literature is a canon, which consists of those works in language by which a community defines itself through the course of its history. It includes works primarily artistic and also those whose aesthetic qualities are only secondary. The self-defining activity of the community is conducted in the light of the works, as its members have come to read them (or concretize them) (McFadden, 1978, p.56).

TASK 1	<i>Take the definitions above into consideration and write your own definition of “literature”.</i>
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Literary Language

Rosenblatt (1978) defines literary texts primarily in terms of how readers interact with them. She states that the common way of distinguishing literary works of art from other types of texts has been to examine the text itself. For Rosenblatt, a text is merely an object of paper and ink until a reader interacts with it.

TASK 2	<i>Compare and contrast the following texts in terms of their language. Are there any similarities or differences between them?</i>
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<p>TEXT A</p> <p>When You Make a Call</p> <p><i>First check the code (if any) and number.</i></p> <p>Lift the receiver and listen for dialling tone (a continuous purring).</p> <p><i>Dial carefully and allow the dial to return freely.</i></p> <p>Then wait for another tone:</p>	<p>TEXT B</p> <p>...</p> <p>In homes, a haunted apparatus sleeps that snores when you pick it up.</p> <p>If the ghost cries, they carry it to their lips and soothe it to sleep</p>
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