



Impact of Literature in Language Learning Classroom: An Empirical Study

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Abstract

Literature in a language classroom endows with enough space for the learners to observe, justify and mirror themselves. By using literary text the language class can turn out to be energetic, dynamic and motivating. The purpose of this study is to investigate the impact of literature in language learning classroom. The study has been conducted among the first year undergraduate non-Engineering students who studied Functional English (ENG105) in Winter Semester. This presentation's foremost apprehension is to afford with the appropriate results through a literature review concerning the use of literary texts in language learning as well as its benefits. To best comprehend English literature's impact in language classroom and for carrying out such critical work or analysis it is essential to first simulate interests in learners. The study sample consists of fifty students who studied Functional English in winter semester having Basic English as pre-requisite. This paper presents the results from questionnaire to students during pre and post test. Generally, the results show that teaching English literature can enhance students' all four macro skills which includes creative writing of short stories, dramatic scenes for the enactment and development of creative imagination. The results also reveal that students develop their communication when writing, reading, speaking and





listening. Literature can also improve better use of literary techniques, figures of speech and literary elements in creative writing.

Keywords: Functional English, Basic English, Literature, Language, Reading, writing, speaking and Listening Skills.

Introduction

The role of literature in the ELT classroom has been re-assessed literary texts as provide rich linguistic input, effective stimuli for students to express themselves in other languages and a potential source of learner motivation. Literature became less popular when language teaching and learning started to focus on the functional use. Literature is constituted by language and it represents one of the most recurrent uses of language. Literature has been a widely used teaching tool in different language teaching methods. Literature in EFL classroom enhances the four language skills (reading, writing, listening and speaking). Reading literature from different periods adds to the understanding to human experiences and values. Teaching and reading different literary genres can contribute in enhancing students' creative writing. In this regard literature is considered to be the core of language learning. Literature and language are interrelated and they complement each other.

The Statement of the Problem

The relationship between English literature studies and the development of all the four macro skills are closely interrelated. To explore such correlation and how these relationships operate and help in understanding the literature of the past and benefit from that by producing new developmental skill is the crux of this study. Therefore, it will be attempted to investigate these relationships and the importance of the English literature and its impact in enhancing all the macro skills

The Significance of the Problem

The class is comprised of heterogeneous group of sixty one students altogether. Fifty students are taken as sample group for the investigation. A special attention is given to these fifty students who scored less marks in CAT examinations. Students include who had poor communication problem, attention deficit problem, and slow learners. The study examines and measures the correlation between teaching literatures and developing all the skills in





literature classes, It is contended that the study can help literature teachers to develop new strategies and attitudes towards creative learning programmes and activities to foster creativity, artistic expression, writing, speaking, listening and speaking skills. It can also render help to the teachers to engage students and allow them become active learners in literature classes to provide the students with essential materials and knowledge that will allow them to practice writing stories, poems and essays.

Objectives of the Study

The objectives of the study are set to:

- a. To explore the impact of literature in language class room by developing all four macro skills and enhance English language among non-Engineering undergraduate students
- b. To alter the traditional methods of teaching and learning literature in language classroom

Questions of the Study

To achieve the objectives of the study, the researchers attempt to answer the following research Questions:

1. To what extent subject matter likely to interest this group?
2. Is the language level appropriate?
3. Does it require much cultural or literary background knowledge?
4. Can it be easily exploited for language learning purposes?
5. Is there sufficient time allotted to teach and learn effectively?

Materials and Methods

Data Gathering Tool

Pre-Test, Post-Tests and T-test are the most appropriate tools for this study. Therefore, teachers' questionnaire was used to collect data. The questionnaire is constructed and distributed after pre and post tests to students to give responses and express their opinions.

Subject Characteristics

The population of this study is fifty students who learnt Functional English in Winter Semester.

Sampling Procedure

Sample Size





Originally, there were 61 distributed questionnaires; only fifty questionnaires were received with full-required information.

Study material used:

- 1 Short Story
- 2 Poems
- 3 Novels
- 4 Plays
- 5 Song Lyrics

Methodology:

Students who scored less marks, students with less attention and slow learners are given more importance. Pre-test was conducted to assess the writing, reading, speaking, and listening skills. Questionnaires were also distributed after pre-test to know the level of interest towards literature in language classroom and to check the importance and influence of literature in the development of those macro skills. SPSS 20 is used to analyze the data collected. Various activities were conducted to change the learning style of the students. Post-Test was conducted to check the developed skills by distributing questionnaire. The result was analyzed comparing Pre and Post Tests.

Pre-Test:

S.No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	SD
1	Literature develops language proficiency.	15	15	5	5	0	8	6.708204
2	Learning literature improves reading skills.	10	12	16	5	5	9.6	4.722288
3	Literature in the classroom helps to develop speaking ability	15	8	6	9	10	9.6	3.361547
4	Literature in the classroom helps to develop Listening skills	5	10	10	15	10	10	3.535534
5	Literature in the classroom helps to develop writing skills	8	13	15	15	0	10.2	6.379655
6	Literature improves critical thinking and	9	5	15	5	5	7.8	4.38178





	reasoning skills							
7	Learning literature enhances the knowledge of grammar and vocabulary	8	15	12	15	10	12	3.082207
8	Literature helps in understanding syntactic and semantic structures	14	5	5	16	5	9	5.522681
9	Literature incites artistic expression and aesthetic sense.	5	5	15	15	0	8	6.708204
10	The literary texts provide opportunities for multi sensorial classroom experiences	5	12	8	12	15	10.4	3.911521
11	Literature helps to understand the other culture	11	10	5	15	5	9.2	4.266146
PostTest								
S.No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	SD
1	Literature develops language proficiency.	33	15	2	0	0	10	14.30035
2	Learning literature improves reading skills.	29	14	3	2	4	10.4	11.45862
3	Literature in the classroom helps to develop Listening skills	35	10	2	5	5	11.4	13.50185
4	Literature in the classroom helps to develop speaking ability	30	10	5	3	2	10	11.59741
5	Literature in the classroom helps to develop writing skills	28	12	2	3	4	9.8	10.91788
6	Literature improves critical thinking and reasoning skills.	40	6	3	2	0	10.2	16.79881
7	Literature helps in understanding syntactic and semantic structures	25	10	5	2	3	9	9.460444
8	Learning literature enhances the knowledge of grammar	26	10	16	3	2	11.4	9.939819
9	Literature incites artistic expression and aesthetic sense	30	15	5	5	5	12	10.95445
10	The literary texts provide opportunities for multi sensorial classroom experiences	33	10	3	0	2	9.6	13.61249

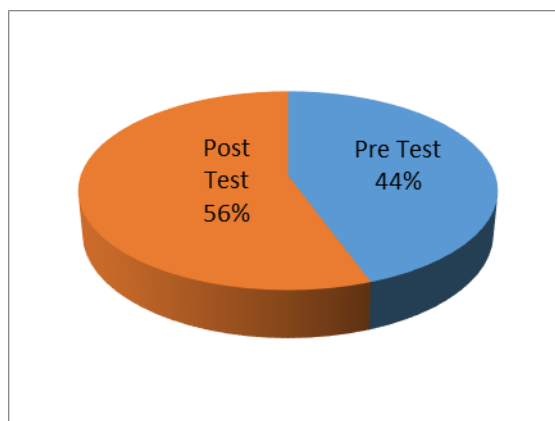




11	Literature helps to understand the other culture	32	19	3	5	3	12.4	12.83745
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Discussions and Result:

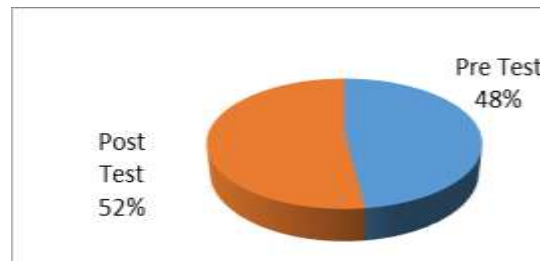
1. Literature develops language proficiency.



Responses to the statement 1 showed 44% of students believed that the literature develops language proficiency in the pre-test whereas 56% of the students believed that they benefitted from the impact of literature in their classroom.

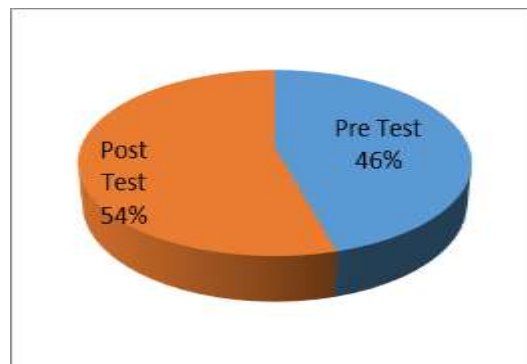
2. Learning literature improves reading skills.





From the responses of statement 2 the investigation showed that 48% of students believed that Literature improved their reading skills in pre-test but 52% of students believed that they benefited in the post-test.

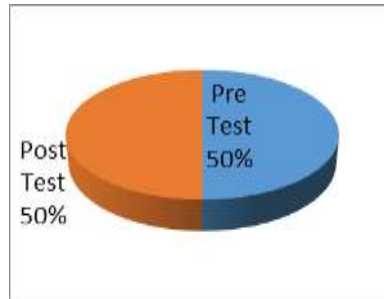
3. Literature in the classroom helps to develop speaking ability



From the responses of statement 3 46% of students believed that the literature in classroom helps to develop speaking ability but in the post test 54% of students agreed that there is very strong influence.

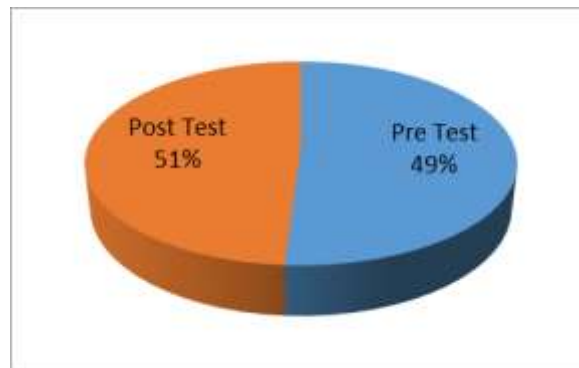
4. Literature in the classroom helps to develop Listening skills





Responses of the statement 4 showed both in pre and post test 50% of students believe that the literature influence listening skills.

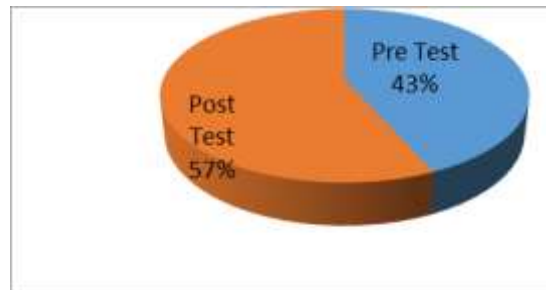
5. Literature in the classroom helps to develop writing skills



Responses from the statement 5 showed 49% of students believed that literature in classroom helps in writing skills but 51% of students believed that they improved the writing skill.

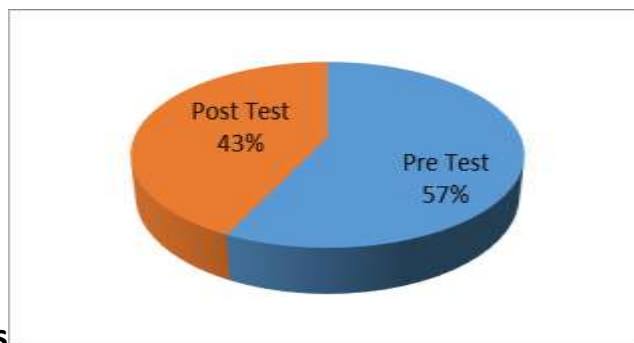
6. Literature improves critical thinking and reasoning skills.





Responses from the statement 6 showed that 43% of students believed that literature developed critical thinking and reasoning skills in pre-test, wherein 57% of students believed that they improved the skills in the post-test.

7. Literature helps in understanding syntactic and semantic

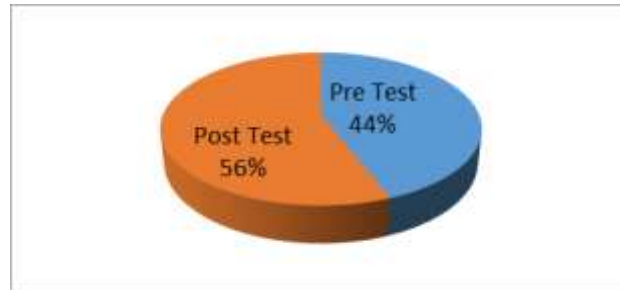


structures

Response from the statement 7 showed that 57% of students believed that literature helps in the understanding of semantic and syntactic structures in pre-test but lack of understanding showed almost 43% of students believed that there is less influence.

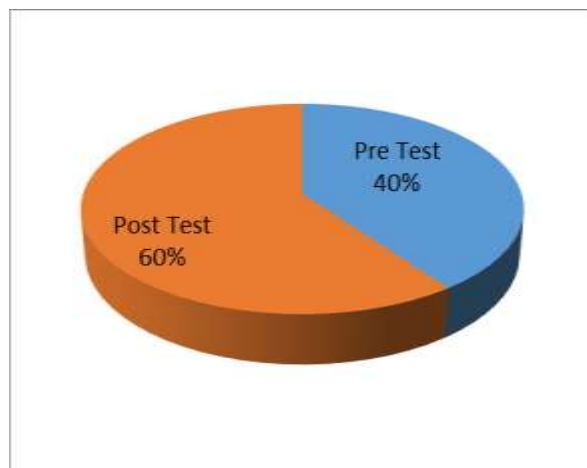
8. Learning literature enhances the knowledge of grammar and vocabulary





Responses from the statement 8 showed 44% of students believed that literature enhances the knowledge and vocabulary in pre-test whereas 56% of students proved the development in the post test.

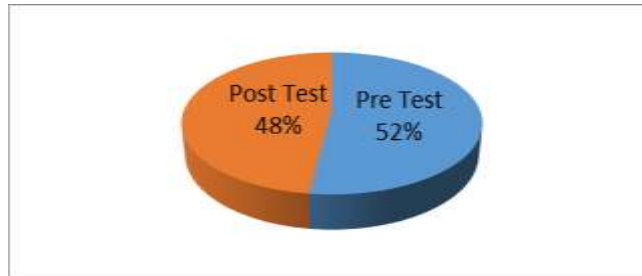
9. **Literature incites artistic expression and aesthetic sense.**



Responses from the statement 9 showed 40% of students believed that literature incites artistic expressions and aesthetic sense in pre-test wherein 60% of students believed that there is enormous influence to improve the skills.

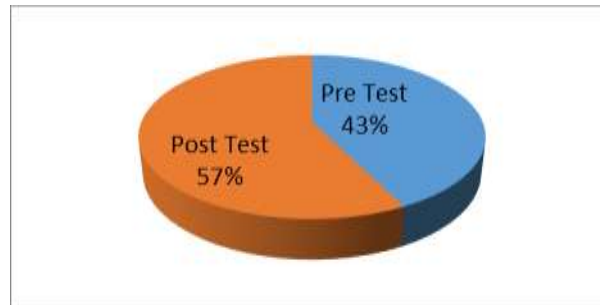
10. **The literary texts provide opportunities for multi sensorial classroom experiences**





Responses from the statement 10 showed that 52% of students believed that the literature texts provide opportunities for multi sensorial classroom experiences in the pre-test wherein 48% of showed the interest in the experience.

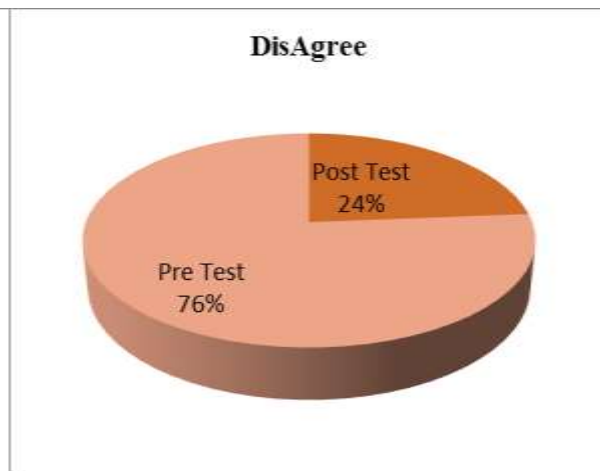
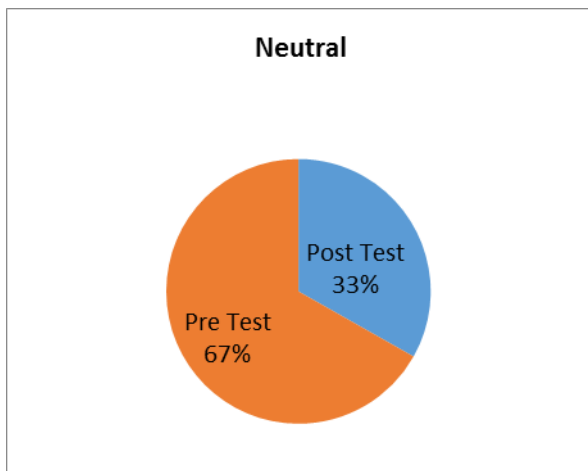
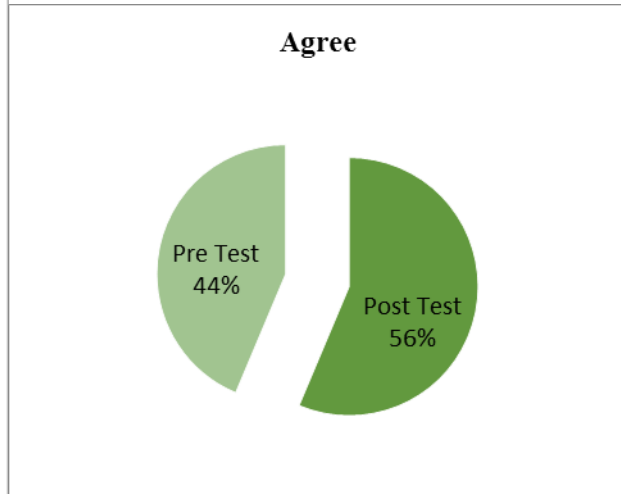
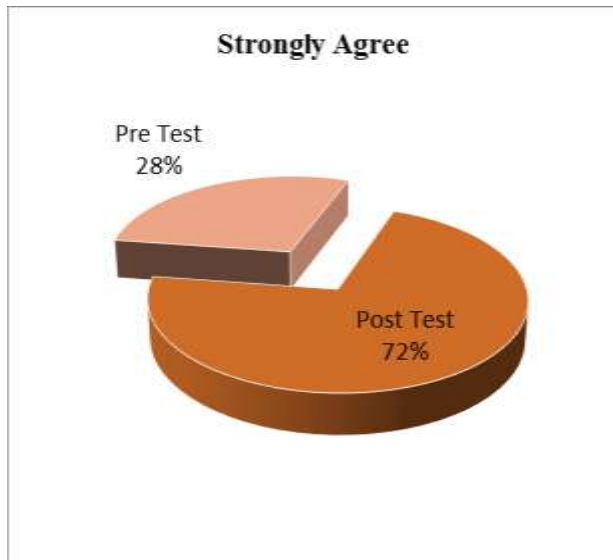
11. Literature helps to understand the other culture

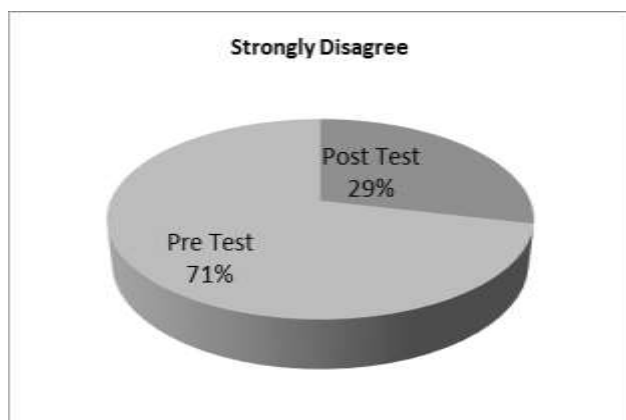


Responses for the statement 11 showed that 43% students believed that the literature helps to understand the other culture as well in the pre-test also 57% believed that there is enhancement in cultural knowledge in the post-test.

Conclusion:







Thus literature is seen as a resource which provides linguistic opportunities by providing essential language learning opportunities and help stimulating learners' personal intellectual growth through the encouragement of self-awareness and perceiving the world around them. The learners are given information and the history of literature, traditions, heritage, nature of influences and the relationship between authors and context. From the analyzes it shows that 28% students strongly agree, 44% agree, 67% neutral, 76% students disagree and 71% strongly disagree in the pre test whereas 72% strongly agree, 56% Agree, 33%neutral, 24% disagree and 29% strongly disagree. Thus in this context, there are many benefits in using literature where English is taught as second or foreign language.

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