

IMPACT FACTOR: 7.86

ISSN 0976 - 8165



THE CRITERION

AN INTERNATIONAL JOURNAL IN ENGLISH

— 12th Year of Open Access —

Bi-Monthly Refereed and Peer-Reviewed
Open Access e-Journal

Vol. XII, Issue-1 (February 2021)

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ISSN 2278-9529

Galaxy: International Multidisciplinary Research Journal

www.galaxyimrj.com

“Can I Change the Ending of the Story?”: Literature in the Classroom

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Article History: Submitted-03/02/2021, Revised-25/02/2021, Accepted-27/02/2021, Published-28/02/2021.

Abstract:

When the instructors make use of the texts of literature in the classroom lecture, the lecture room turns out to be energetic and motivating. Resources of the utilization of the little stories in the lecture room strikes the students from most essential to pinnacle quintessential and then to senior pointers. Literature enters the classroom through the books. The type of texts studied embody stories, poems, novels etc. Literary texts perform a big position to empathize people exercising the four professional skills -speaking, listening, reading and writing. The main purpose of this article is to acknowledge some support through the wealth of literature. Language studying provides literature as a good recommendation on teaching English language in the classroom.

Keywords: Literature, learning, culture, ending, creativity, personal growth, classroom, ELT.

“Great literature is simply language charged with meaning to the utmost possible level”.

---Ezra Pound

Introduction:

Language usually represents Literature. Literature is the media of teaching and analyzing genuine and authentic language also. It would possibly fasten the development of reading, writing, speaking, listening and quintessential writing skills. Language reading is extra than a skill to certification of competency. It introduces inexperienced persons to cultures and people beyond their immediate environment. An ELT lecture room can be a site for active and creative meaning making by facilitating reflection on literary works through activities that inspire essential thinking.

Students as critical thinkers: - Students as imperative thinkers elevate fundamental questions and use abstract ideas, expect open-mindedly and talk effectively with others. Passive thinkers go through a restrained and ego-centric views of the world. Literature offers us a huge platform to think. We read specific literary honours and work of different exquisite authors. We emerge familiar with their ideas, their point of views and for that reason we imbibe those and practice them to our instant surroundings and seem to be for progressive options for existence and everything. Literature also presents us scope to format a range of matters to do in the classroom like language associated activities, creative activities. We can furnish a design literature in the classroom. So, literature classroom is a very wealthy classroom.

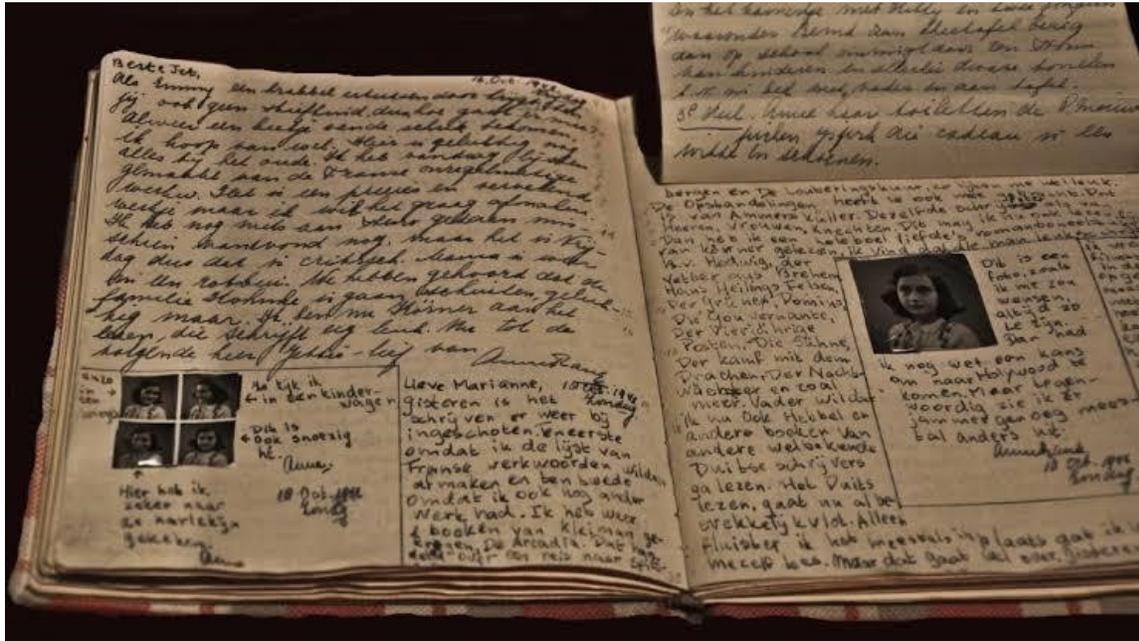
Literature is most normally used to refer the phrases of the progressive imagination, which include works of poetry, drama, fiction and non-fiction. People are divided on the issue of the importance of study of literature. Some say it is worthwhile to discover literature, whereas others are opposed to its study.

“No two people read the same book in the same manner”:- For example, “The diary of a young girl, also regarded as “The Diary of Anne Frank” is a book of writings from the Dutch-language diary kept by Anne Frank while she was once hiding for two years with her family at some point during the Nazi occupation of the Netherlands. We literature lovers read it as a piece of literature and looked at human aspects however historians have examined it to reconstruct the records of World War. Second example we can take is “The Great Fire of London” through Samuel Pepys which is the dairy written between 2nd Sept and 15th Sept, 1666 about the awesome hearth of London and how everybody was once affected by the fire. He talks about how tons cash were lost in rents with the burned houses. He mentions how a lot the lives of the people that lived there would be affected. Reading this diary gives one-of-a-kind views to the literature readers in contrast with the historians with the bird eye view they read historic tragedies.

Adds Aesthetic Dimensions to Readers:

Literary texts grant a rich source of linguistic input and can aid beginners to exercise the four language skills-speaking, listening, reading and writing. The position of literature in the ELT (English Language Teaching) classroom has been reassessed with the help of many experts.

Literature has not only many functions, but power. (Kelly, 1996) Many experts identify this power. It is the reality that precise books provide readers pleasure and enjoyment while reading them. Aesthetic pertains to the splendor that the readers identify in a literary work. Literature is a verbal art that leads readers to admire the beauty of language. Fictions, Non-Fiction and Poetry are artistic interpretations of experiences, occasions and people.



Diary of Anne Frank

Valuable Authentic Materials:

Literature offers a rich and varied body of written material which is affluent furnish of indispensable human issues, its implications can also additionally range the passage of time on the other hand it in no way turns into irrelevant. For example, the stories of Tolstoy, stories of Premchand have been written long ago but they have relevance even today. Even today we look at these stories, we empathise with human beings, we look at the situations, we significantly analyse these situations. Probably the situations have modified little bit then again, the human thoughts have not changed, human feelings and our sensitization nearer to different human beings have not changed. Thus, literature performs a big position to empathize people. Therefore, we locate literature in our textbooks and we can say that “We look at language through Literature. “

Timeless authors: Psychology of students

Leo Tolstoy, Munshi Premchand, Charles Dickens, R.K. Narayan, Shakespeare, Wordsworth had been extraordinary timeless authors who already mentioned about constructivism, learner situated instructing environment and need to avoid rote learning in their writings.



Swami and Friends (1935)

If we look at “Swami and Friends” (1935), R. K. Narayan writes, “Swaminathan had no enemy as far as he could remember. But who should say? The school was a bad place. “This scene exemplifies the uncertainty and sense of amorphous threat that pervades Swami's existence at school and, as the story progresses, starts to affect him outside of school as well. Here the psychology of the students is been discussed that how tons they hate their instructors and Swami wants to run away from the classes. Thus, today also we are talking about the equal learner centered teaching-learning environment where students views are equally important, their context and creativity are equally important. “Hard Times” (1854) by Charles Dickens is a correct instance to apprehend that we need to move away from rote memorization and ought to be closer to constructivism. To understand the conclusion, we must try and get at Dicken's intent with the novel. A dialogue shakes the readers, “We were learning to remember everything; however, we had been no longer gaining knowledge of how to manage life. Therefore, we have become

complete failures. “What was Dicken’s attempting to inform us about society and it’s preoccupation with empirical knowledge, or as Thomas Gradgrind says,

“Now, what I want is Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the minds of reasoning animals upon Facts: nothing else will ever be of any service to them.” (Hard Times)

Role of Teachers:

Literature walks into the lecture room through the textbooks. The sorts of literary texts that can be studied inner and outside the ELT lecture rooms include: Short stories, Poems, Novels, Plays. Literary texts furnish chances for multisensorial classroom experiences and can appeal to learners with one of a time gaining documents of styles. Literary texts furnish a wealthy source of linguistic input and can assist beginners to exercise the four skills- Speaking, Listening, Reading and Writing. Teachers in general and English instructors in particular are constantly concerned with the kind of material they are going to present to their students. One of the hardest kinds of fabric for English pointers is Literature. Although, it is so giant and so manageable that instructors can no longer provide up the utilization of it. Language studying requires acquiring four practicable skills of reading comprehension, writing, listening and speaking. Some sources afford elements that can meet some of these abilities, then once more literature has proved a remarkable furnish that fulfills these four skills. Besides, it can be claimed that the use of literature in language classes encourages multiplied thoughtful and purposeful language learning. If we start looking out from class 1 onwards, poems play a large attribute in making the students acquainted with the sound system of the new language. Thus, we locate out there is a lot of emphasis on poetry recitation in class 1 and 2. Children are made to recite the poem with strikes and expressions by way of which they get the meaning and with the resource of the utilization of little testimonies they find out about the world round them. The range of literature increases day by day which approves them to participate in experiences that go far beyond previous mere facts. The use of literature in the ELT classroom is taking a region in a revival for several reasons.

“There was no language barrier when it came to kids, and when it came to play “ -

Connie Sellecca

Cultural Enrichment:

The most essential benefit of the study of literature is that it has cultural value. The testimonies advised in works in literature illustrate how it would feel to stay through well-known battles, feminines, times of prosperity and times of depression. For example, a book “pinjar” by Amrita Pritam, can assist us recognise that women faced when India used to be going through the freedom struggle. Literature can assist learners to advance their perception of other cultures, attention of difference and to advance tolerance and understanding. At the same time literary texts can deal with ordinary topics such as love, war and loss that are not usually covered in the sanitized world of course books.

Language enrichment:

The subsequent benefit of the study of literature is that it expands our horizons. When we study a piece of literature, we get to read about a life styles ride through the eyes of any individual other than ourselves. We get to stroll in the shoes of a personality whose life is distinctive than our own. Such reading presents us the probability to feel the feelings of the characters described, allowing us to recognise things through a fictional world. Once students turn out to be familiar with literature, they start studying and appreciating it which starts reflecting in their personal behaviour and language.

Core language substances have to pay attention on how a language operates each.

*As a rule, primarily based system.

*As socio-semantic system.

Student Centred Activities:

A range of pupil centred things to do are possible.

*Audio – visual aids

* Supplementing the printed page.

*Creating a whole new world of readers imagination

* Emotional dimension

Literature additionally enhances the creativity of the student.

“Can I change the ending of the story? “The author has concluded the story in a unique way. Now to increase the innovative issue among the students and also to deliver in empathetic mindset in the direction of a number of characters of the story, we can ask the students to supply a specific ending to the story.

Diary Writing:

Though it is a very simple shape of documentation, it improves the students writing capabilities through which they examine to mirror on their behaviour / life styles / studying / reflection or we can name it as an evaluation of gaining knowledge of which cannot be carried out in an artificial situation and can manifest only in natural situations. Thus, diary writing then turns into a very natural way of reflection and it is a vital literary genre.

Discussions in the classroom:

If a piece of literature brings out the thoughts of 40 students in the lecture room and each student has something new to share, let’s have that discussion which is acknowledged as Child Centred Learning. Every child ought to get that opportunity to share his or her own ideas in the classroom. In this way the students end up the phase of the schoolroom mastering manner and that is the whole aim of education.

Last however not the least, literature expands vocabulary. The large the vocabulary is, the greater in depth and considerate discussions the students can have on vital matters and issues, both in and backyard of the classroom. The quality way to turn out to be uncovered to new phrases is to study Literature. Due to the descriptive nature of a story, any novel will include lots of phrases the students have probably by no means viewed or heard before. When they see these phrases in context, they learn their meanings passively and don’t have to work tough on studying them. The students probably don’t even comprehend they are constructing their vocabulary.

Research Problem:

Can the students in the classroom change the ending of the story? Does literature in the classroom influences the student’s creativity and personal growth towards the language.

Statement: The effective role of literature in the classroom can enhance the students use of literary texts in language learning as well as creativity and personal growth.

Objectives:

1. Enabling diversification in teaching methods.
2. Using language learning through literary works to promote
 - *Greater empathy
 - *Creativity
3. To sensitise the students towards the society.
4. Able to appreciate the physical and the social environment around them and be creative about it.

Literature Review:

According to Azerbaijan, Baku(n.d.), The language teacher can provide the learner's with interesting elements from the finest treasures of English literature, which induce a desire in them to make reading as a habit and develop text reading strategies. Literature gets you closer to the language, culture as well as customs and it is always a way of learning. How to write and spell correctly. Teachers should make literature interesting for students. (Formacion profesorado,2010) The role of literature in the ELT classroom has been re-assessed by many experts, and now many of them view literary texts as providing rich linguistic input, in addition to effective stimuli for students to express themselves in other languages. (Mundi Rahayu, 2011). It is compulsory that students get to the established levels and there is a curriculum for that level, but after that the classes are established by what the educational administration of the Region has proposed. (Sandra Miriam Rodrigues Correct, 2011). Teachers are very interested in the personal growth model of the students. Teachers main goal is to help students achieve an engagement with the reading of literary texts. To encourage personal growth, the teachers have to select texts to which students can respond and to which they can use their ideas and imagination creatively (Koutsompou Violetta-Irene, 2015).

Methodology:

The text which was selected here to work with is A. P. J. Abdul Kalam's “My Childhood “. It is a biographical account of A. P. J Abdul kalam, the former President of India. In this he says how he enjoyed religious harmony in his childhood.

Age of students:- 11 to 13 years old

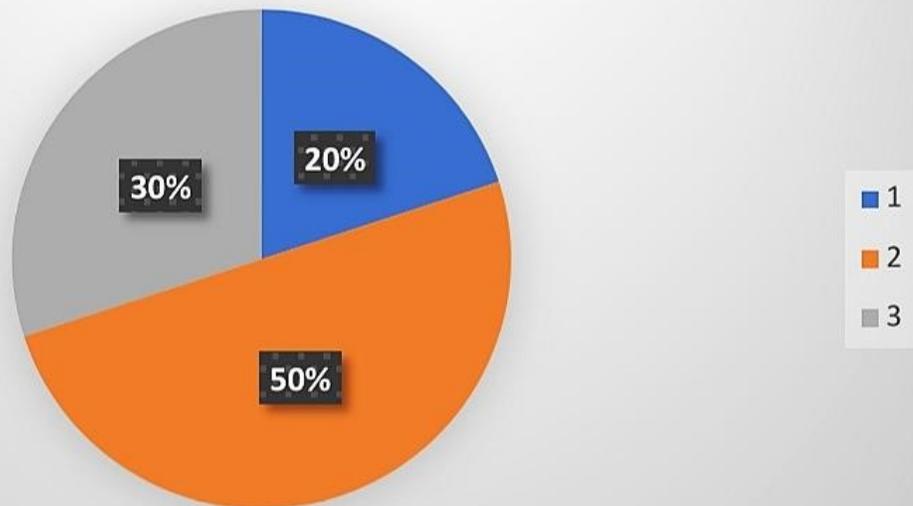
Gender:- Male

Social background:- Middle class

Literary background:- Sufficient

This text has been chosen since the writer believes that it can broaden students' minds meaning that they will become familiar with the culture and the values of the specific time period described in the book. From this biographical account, one can easily understand how children enjoy their childhood at school irrespective of caste and religion. The students will find out events and they will face the caste position at that time, the acceptable behaviour and generally they will meet a different society and learn how people lived back. The language is the appropriate one for their level.

Pie-chart illustrates the activities of the text choosen.



The above Pie-Chart Illustrates

- 1- Pre-activities Activities = 20% meaning of the text is understood.
- 2- While- Reading Activities = 50% meaning of the text is understood. So, Overall, 70% of the text is completed.
- 3- Post-Reading Activities = Remaining 30% meaning of the text is understood

Pre-Reading Activities: -

- *Title of the story “My Childhood “.
- *To understand the cultural background of the story.
- *Stimulate the students interest in the story.
- * About the Author
- *Incidents , events, people, dress code, culture etc..

While-Reading Activities:-

- *To understand the plot.
- *To understand the characters. (Ramanadha Sastry, Aravindan, Sivaprakasan and Sivasubramania Iyer (Science teacher) etc..
- *Helping with difficult vocabulary.
- *Helping with language.

Post-Reading Activities:-

- *To make interpretations of the texts.
- *To understand the narrative point of view.
- *Practice the language skills.
- *Helping learners to express their personal view points and experiences.

Conclusion:

To sum-up, the study of literature is very essential in the practical world of today. It allows people to develop new ideas and ethical standpoints and can help individuals to present themselves as educated members of society. So, over all literature becomes the best media of teaching and learning language.

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