Teaching Literature to Adult Learners of ESL: Outlining a Model for Indian, Middle East and Libyan Situations

Pratap Kumar Dash is Ph.D. in English from Utkal University, Bhubaneswar, Odisha; P.G.D.T.E from EFL University, Hyderabad; and P.G.D.C.E from Berhampur University, Odisha. Currently, he is Assistant Professor in English in Sebha University, Libya. He has published two books on compositions in English; one critical study of the novels of Ashapurna Devi; and transcreated one Odiya novel entitled Close Like Sin so far.

Abstract

Literatures in English of our time are powerful, vast, varied and great resources of learning the language. But worth saying, teaching English literature to the adult learners of ESL effectively for the dual benefit of the acquisition of language for use in practical life and obtaining the broad aesthetic taste of it together have been a challenge in non native countries so far. So, this is high time for brainstorming about it. A concrete and careful research about it; analysis of prevailing teaching and learning atmosphere; and SWOT analysis of teaching of literature must unfold a viable path for formulating up to date and useful measures, skills and a model for teaching literature with long lasting value.

Keeping this in view, the paper has been prepared. It has been divided into six parts. In the beginning, attempt has been made to discuss the problems as hinted before. Then, focus has been shifted on to the opinions of the researchers of TESL and linguists regarding the right dimension of teaching literary texts specifically to the adult learners of non native countries. A modest attempt has been made to analyze the overall practices in teaching literature in India, Middle East countries and Libya. Then, a discussion has been made regarding the background, academic, psychological and social needs of the average adult learners of English literature of these countries. An in-depth analysis of teaching of English literature has been made in general with suitable examples. References have been given specifically to find possible solutions to the existing problems and it is hoped that the recommendations must make both the teachers and learners feel the essence of literature catering the need of our time. In conclusion, suggestions have been made about how to use the literary texts practically by overcoming the problems encountered usually.

Key words: pedagogy in literature, SWOT analysis, need of the non-naïve adult learners, designing a model
Teaching literatures in English to the adult learners of ESL in the non-native countries like India, Middle East countries like Jordan, Syria, Oman, Qatar, etc. and in the North African country of Libya need to be reviewed. Normally, it is found that there is a long time practice with the teachers of graduate and post graduate levels that they teach literary texts mostly traditionally. The texts are taught primarily by giving information about the age and life account of the authors; and then a brief hint about his or her works. In the next step, the text is explained and the pupils have to be patient enough either as active or passive listeners just in order to understand the teacher's version of the text. In case of big size texts for example, Henry fielding's Tom Jones or William Wordsworth's Prelude or Vikram Seth's Suitable Boy, they are summarized by highlighting the important chapters and passages of the text contributing to the development of the plot. In case of short texts like the Odes of John Keats or Sonnets of Shakespeare or the novels of Ernest Hemingway or R.K. Narayan, teaching is shifted to exaggerated explanations and focus is given on philosophical, moral and narrative aspects. Texts are professionally and objectively focused on the well known thematic or stylistic components. High sounding, ornamental words and expressions are used by some too. The texts are discussed in the light of the critical theories developed on the respective genres; audio-visuals of the texts are used as per availability; and comparative analysis of two or more texts are done for better understanding and appreciation of the texts.

However, the texts of literatures in English have been given important position in the study of undergraduate and post graduate courses; in film, cultural and translation studies; in comparative literature; and even in creative as well as journalistic writings. But except very rare instances, texts of literatures in English are hardly used substantially for improving the involvement of the learners with the text for literary interest; gaining knowledge of linguistics and applied linguistic aspects such as professional, creative, critical speeches, writings and soft skills. In some cases, background study, the theories and criticisms or references become a burden for the average adult ESL learners when they possess low level proficiency in English; lack sufficient exposure to the facts, styles, linguistic domains of the texts, matured imagination; and do not know the usefulness of the texts in various contexts.

The patterns of questions in the tests or exams are broadly asked to write appreciating factual and stylistic aspects. Answered are to be given both in long and short forms of compositions and certain others in textual explanation forms or objective type tests. This is done to test their understanding of the so called factual and rhetorical matters. In addition, in researches and projects, the pupils have to be methodical enough and trace the textual elements fit for the respective purposes. In this way, the very valuable texts including classics are somehow restricted. In some texts, however, when the pragmatic and discourse related elements are impressive, the learners attention is attracted. The learners are seized to reflect on textual phrases, lines and treasure them for use in common discourse even beyond the academic use. But, mostly sufficient scope is not created right now for them to bring in the potential linguistic and literary elements to retrieve and to enrich their socio-cultural, psychological, literary and functional language knowledge.
Here, one point is evident that literary texts are not well designed, selected and handled at such levels for extraction of knowledge and language aspects for more and more common application from applied linguistic perspectives and the need of the learners. The teachers and the texts are not accepted by the learners as tools of language learning. A gap is found between the ideology of the syllabus designers and the needs of the learners. A common question can be raised that when a learner struggles to understand a text, what he or she has to do with an absurd play, new hermeneutics or historiographic metafiction?

In this context, categorical practical problems and difficulties can be detected by a factual analysis of the current teaching-learning system and atmosphere for literatures in English in India, Middle East countries and Libya. In fact, being non natives, a huge mass of ESL learners are represented from India from South Asia, the Middle East countries and Libya from North Africa. They have many things in common both at academic, socio-cultural and linguistic levels. The level of the adult learners in English language acquisition is average. Mostly, in a summative pattern of test, they score around 40% to 60% to be declared qualified. At undergraduate level, either it is called as honors or major subject. They are awarded the degree of Bachelor of Arts or Bachelor of Education. Then, they may join for two years Master Program. They are found to come from a mixed background of traditional vernacular medium and English medium of secondary schooling both in urban and rural set ups. Some learners come from science, commerce, and vocational streams too.

As for our concern, the studies of literatures in English are taken specifically by the learners of English language in the non native countries in different ways. For example, in India, there are prescribed textbooks for all the levels, whereas in Middle East and Libya, there is little use of literary texts at primary and preparatory levels. Pupils are divided into either English major or ESP at secondary level. Literary texts are used in classrooms both extensively and intensively. The literary, semantic and grammatical aspects are tasted on the basis of such texts till secondary level. But it is found that at tertiary level, it is treated mostly with extensive and macro-level approaches and the syllabuses remain mechanical and heavier. So, gradually the learners hardly pay heed to such valuable texts as the major language learning materials and use some important general as well as textual aspects to answer in the exam and forget about the rest. They cannot go into the heart of the text. In case of some texts, problem is created for the learners because of length, complicacy of plot, language, and some other factors like references. There is a huge gap among the pupils as readers and users of these texts; the text itself; and the teachers of the text. For example, in the study of poetry, the learners are found to struggle to understand Robert Frost's "Wood Pile", or W.H. Auden's "Futility", or T.S. Eliot's "Marina" or Richard Wilbur's "Bats" in one hand, whereas in the other hand, burden is added with the quotations of the critical opinions of famous critics on these texts.

In this way, the context of language communication; the cultural and social information; and the typical semantic discourse of the texts are ignored by the pattern which is burdened with factual varieties only. The choices and dispositions of the pupils are blocked by so called teaching and test in which hardly they find any aspect of practical use of language and social
knowledge. Most of the times, the socio-cultural, temporal, linguistic, authorial barriers or gaps are not overcome by the pupils. As a result, they do not feel at home with certain writings. They find 'not much' for them both personally and academically in the text and do not take them into heart. The constraints of textual, temporal, and less meaningful target surpass the actual use of the literary texts. In some cases, schemas, pre-reading, while-reading and post-reading do not keep that much coherence. While teaching native English literary texts, the learners should have at least close native like competence and be exposed to the socio-cultural background and authorial context. Moreover, primarily, the need and application of the text of literature used should be realized by the adult learners. In addition, during the last two decades, learning and teaching of literature has been little affected by the introduction of "survival English" which has been named as professional or communicative or business English, etc. Students while learning L-S-R-W, vocabulary and grammar, GD and PI, etc. cannot think of how literature texts can be used for the same purpose. So, it needs a dynamic and thorough rectification. The syllabus designers and the teachers of English must have the relevant background knowledge of the psychology, society, linguistics and philosophy mostly related to the adult learners and their texts.

It is observed that the learners' overall perception of the text warrants: (i) understanding the text (ii) derive the pleasure of literature (ii) realize the usefulness of the text as a means of learning various aspects and skills of language to be used in different ways in life (iii) texts to help them improve and refine their social and linguistic behavior (iv) improvement in proficiency ; soft skills ; L-S-R-W; grammar and vocabulary; spontaneity in creative, critical and professional skills of composition (v) exposure to the knowledge of language and literatures in English (vi) input for refined and resourceful thoughts related to life. And all these are interrelated factors.

Discussion

A discussion of the views, opinions, and observations of some experts in this regard are worth mentioning here. The texts of Literatures in English are often said to be fundamentally a study of language plus context for all the levels of non native learners. It is worth saying that the text of literature is language well used in context. Learners often read a literary text to enjoy a good story and they desire to go on reading despite linguistic difficulties. They are motivated to read on. This motivation helps learners unconsciously learn the language. Sidhu (2003) and Savvidou (2004) are of the opinion that the study of literature unconsciously enhances students' overall linguistic competency including their knowledge of syntax, morphology, semantics, and phonetics. Collie and Slater (2009) state that literature provides a rich context in which individual lexical and syntactical items are made more memorable. Gwin (1990) points out that it is only through literature that learners are exposed to the subtle elements that go into the creation of what is called good writing. Chin (1991) elaborates that since literature exposes learners to a variety of writing styles. It unconsciously helps learners develop their own writing style. Carter and Long (1991) say that since learners do not want to bare their souls, literary tasks provide them a voice through which they can express themselves.
freely. In a similar manner, Widdowson (1987) points out that reading should be seen as an interaction between a writer and a reader which is mediated by the text. Since literary texts have implicit meanings, learners have to be trained to look for clues and signs so that they can 'tease out' unstated implications and assumptions. Moreover, as there is no one correct solution and interpretation, a class discussion on a particular issue in a text would generate genuine communication. Such discussions coupled with textual interpretation will get learners to tease out meanings while working with multiple ambiguities develops students' creative and critical thinking skills.

In literature class, through the components of literature, learners are given the opportunity to discuss literary elements such as plot, character, setting, point of view, values, messages, themes, techniques and trends. According to Vethamani (2007), various questioning techniques should be viewed as strategies towards 'unlocking' literary texts and developing critical thinking among learners. Positive critical and creative thinking skills can be nurtured using the Socratic Method when exploring literary texts in the ESL classroom. Ibsen (1990) opines that authentic literary texts can be seen as a valuable complement to the authentic materials of the so called "survival English". Literary texts are genuine and undistorted language materials which can provide 'comprehensible input'.

However, one of the main arguments against the use of literature is related to its literariness. Brumfit (1986) points out that literature as resource in the ESL classroom is quite useless as many of the SL learners do not possess the necessary linguistic and literary competency to handle the texts. Carter and Long adds that cross-cultural differences along with the insufficient cultural knowledge of the target culture also lend a hand in the poor comprehension and appreciation of the text. Graded readers are often seen as the first point of exposure to the realm of literature for the ESL learners. According to Hill (1986) grading is important if we want our learner to read original work. The common controls used in graded readers are lexical control, structural control and content control. Again, Carter and Long note that there are three main approaches used to teach literature by now. They are the Cultural Model, the Language Model, and the Personal Growth Model. The Cultural Model represents the traditional approach that views the literary text as a cultural artifact where learners are required to explore and interpret the social, political, and literary context of the text. The teacher-centered teaching offers little opportunity to the learners to learn from the extended language approach. The Language Model uses the literary text to exemplify specific linguistic features as a focus for grammatical and structural analysis. This approach allows inadequate levels of engagement of the learner with the text. The Personal Growth Model attempts to bridge the gap between the cultural and the language model. It uses the text as stimulus for discussion in support of reflection and personal growth activities. According to Maley and Duff (1989), the Integrated Model takes into account the linguistic, methodological and motivational aspects of teaching literature. Moody (1971) is of the opinion that literature helps students improve their listening skills. The various topics in literature give students scope for discussion which encourages oral practice. And often, a literary text is read out in full or part by the teacher or a record or tape version of it is played for the purpose of bringing out its
rhythmic quality and stimulating interest. Thus, when used orally, literature can develop
students’ listening ability. From this discussion, an overall estimation is formed that literature
can be taken as the best improving language proficiency; improving the socio-cultural
knowledge; and refining cognitive and creative aspects.

SWOT Analysis of Teaching English Literature in India, Middle East and Libya:

The study of English literature is wide open in India. There are many avenues for the learners
to come across the texts of English literature more than any country. It is because Indians read
the writings of the natives. So, one can get the literary texts of the natives as much it is found
in those native countries. In addition, it has its own commanding and expanding writings
known as Indian writings in English; Indian Diaspora; translation of the classics of other
Indian languages; post-colonial and commonwealth writings. Both at undergraduate and
postgraduate levels, there are options for special papers in the British literature; American
literature; Commonwealth literature; Indian English literature; and World literature. There is
wide readership of fictions, non fictions, stories, biographies, cultural, religious, social and
scientific and award winning books from other popular fields.

The traditional weakness of teaching literature in India is well known. Mostly, the syllabus of
undergraduates and postgraduates are overburdened with a selection of texts from historical,
genre based broad areas of forms and types including native and non-native writings. At
secondary level, very less of language skills are applied to use the texts of literature whereas at
tertiary level, it is not adopted on a utilitarian basis befitting to the need of the time. It is
substituted by some theoretical parameters of literary and linguistic stylistics.

In most of the Middle East countries, the form of the syllabus for under and post graduates
focus on teaching language through literature. The teaching skills include inferring meaning
from selected texts, develop skills of reading, allow the pupils to analyze, interpret and
contribute their opinion about the content and style of the text and teachers help develop
critical thinking. It is found that if the text can reach the learners level of interest,
understanding and personal choice, then they accept it and develop interest to remember its
contents and contexts. Otherwise, teaching becomes monotonous and learning becomes
mechanical. Thus, the aim and objective of the learners cannot be accomplished fully by this
type of teaching and learning.

Of late, literature is taught to the students of Education and Arts in the universities of Libya.
Syllabus is designed to start with the basic forms, types, components, and aspects of literature
in the first year and then in the succeeding years, the pupils are made to learn about poetry,
drama, novel and short story. The texts are selected by the teacher concerned or the
Department committee to be taught in the classes as per the guideline of the University
syllabus. But, in case of the learners, it is mostly found that they are unable to bridge the gap
between their the past in which they have hardly come across literary texts, contents and
contexts exclusively and now they are found less inspired to use the literary textual materials
for language learning by thinking and understanding its importance. They need to be interested
in the varieties of imaginary concepts, dramatic and poetic emotions and varieties of
philosophical and socio-cultural themes to get the real taste of literature. Right now, it is found to be difficult for them to deal with the literary and linguistic components of a work of art. They need to be acquainted with the different modes of representation of facts and styles of the texts in contexts fundamentally by improvement of communication skills and knowledge of English language and literature. But, the system is yet to work effectively.

However, it is clearly understood that a concrete, effective, practical, balanced, long lasting, and target oriented model of teaching literature is needed to be designed for such countries. This model must also take into account the contextual, socio-cultural, psychological, academic and linguistic environment and need of the learners.

The Academic Need of the Adult Learners:

Brumfit and Carter (1986) and Carter and Long (1991) say that the adult learners are not that much exposed to the native language, socio-cultural and mental set ups for they have not felt the need of it or they do not have availed themselves of the chance to know it. So, the selection of right kind of texts is very important. It is evident from an example that it is found the students of first year English major are handicapped in dealing with Lytton Strachey's *Elizabeth and Essex*, Herbert Read's *Nature of Criticism*, I. A. Richards' *Principles of Literary Criticism* and Beckett's *Waiting for Godot*. When they struggle to learn how to understand and use English language for communication; not yet competent enough in understanding the fact and style of literary writings; and not yet developed critical sensibilities, they are not supposed to deal with such texts. It is also seen that the learners found it suitable to deal with some texts of native countries; and the original as well as the translated English literary texts of their own country. The experts and syllabus designers of the institutions can know this without much difficulty. So, while choosing literary or critical texts, priority should be given to the degree of learnability of language to use and practical utility of the text. While learning the fact and target language, they are not supposed to struggle to know the socio-political, religious, cultural and imaginary distortions. Rather, they should understand clearly and enjoy the text if it is well designed; heart touching; textually and lexically reachable at first sight; and informative. So, for this, many literary texts, even ground breaking best sellers or award winners have to be rejected for syllabus on the ground that they cannot fulfill the TESL parameters appropriate for the purpose. For this, many useful texts have to be explored and discovered for the benefit of the learners. A clear cut concept of syllabus and teaching methods can be formulated by understanding the needs of the learners.

Defining Adult Learners, Their Psychological and Social Needs:

Mostly within the age of 18 to 25 are the adult learners. Some of them are married; do part time job; take admission after the delay or gap of some years; and the others come for a fresh and regular study, may be from some other subject background or exclusively with English background at senior secondary level. Some also take a correspondence course for a diploma or degree in English. But it is a fact that many of them come with a plan for life and career. They have sometimes cultural, ethnic, linguistic and ideological diversities. According to the parameters of Stephen Lieb (1991) learning of such groups are autonomous and self-directed;
and accumulate a foundation of life experiences and knowledge. Adult learners are goal-oriented, relevancy-oriented and practical. Their needs are to be shown respect. They need strong motivation, reinforcement, retention and transference. The adult learning framework is based on critical reflection, perspective transformation, and hegemonic aspects of dominant cultural values. All the three are seen as an instructor's role as establishing a trusting and caring atmosphere that facilitates the development of sensitive yet respectful relationship among learners.

Besides, commonly the adult learners are characterized by mood and choice; some are shy whereas some others are smart. They may have spiritual, philosophical, glamorous and other types of choices.

According to many educational psychological observations, for adult learners, teaching should be experiential and problem-based; they are to be the active participants and partners in academic activities like planning and evaluation of their learning. They need to understand and feel the values of learning. The learning outcome should help them develop communication (L-S-R-W), reasoning, critical thinking, aesthetic and ethical awareness, problem solving attitude, interpersonal diagnosis, co-creator of knowledge, and self confidence by using the target language.

The perspectives of andragogy say that the adult learners develop self concept and self learning. They are motivated to learn by internal rather than external factors. Also, in Bloom's Taxonomy, the psychology of adult learning is categorized in three overlapping domains. They are Cognitive domain which deals with the knowledge of thinking, and comprehension, application, analysis, synthesis and evaluation. Then, affective domain includes feelings, emotions, and behavior including receiving, giving, and valuing things. Psychomotor domain is related to manual and physical skills of imitation, manipulation, precision, articulation and naturalization. It says that teaching learning to adults should focus on 'mastery' of subjects and the promotion of higher forms of thinking rather than utilitarian approach to simply transferring facts underpins knowledge, attitude and skills. In a teacher and text dominated syllabus, the adult learners have nothing to do because it does include his or her domain of discourse in balanced manner.

According to the educational theory of David Perkins, adult learners can develop deep thinking which involves the flexible and active use of knowledge. The teachers can develop a range of understanding performances in which students go beyond the information given and develop insight into many important concepts. They can also develop a knowledge base that encourages the learner to generate or learn/create new knowledge.

Assumptions of Better Teaching of Literature to the Adult Learners:

Literary works such as novels, plays, poems, and essays are of artistic value. Besides, there are non-fictions, travel writings, biographies and autobiographies which contribute a lot to the study of literature too. The language of literature is often denotative, referential and imaginative. It is unique to the authors of different set ups and different times. Literature gives atmosphere by particularizing and concretizing patterning of language, aesthetic pleasure and
values, narrative technique and national spirit. It provides us with a unique form of knowledge and truth. It deals not only with abstract statements but also concrete presentations. It enables us to have imaginative experiences of life in such a way that we perceive its variety, possibility, complexity and unity. Literary writings are potential enough to bring about reformation in thought and action. It effectively affects the mind from the pleasure of madness to the pain of sanity and vice versa. It lulls the reader from emotion to reality and from dryness of thought to the grave and substantial aesthetic relish. It is the science of all human arts. A globally approved work of art is a discovery and expanded meaningfully in the proceeding time. Therefore, it is indisputably a part of our natural, personal and academic curriculum from time immemorial. Covering a good literary text meaningfully from all critical and creative points of view is a proud possession for us.

Literature is an expression of the broad arena of life and experiences and it is expressed through language. It is often said to be the window to the world of language. It is a product of cultures; a compendious store of information through which readers get the knowledge of history; traditions and conventions of the target language. In academic learning of literary texts, learners get discerning glimpses of a range of cultures and other useful insights that can help broaden one's world view. (Sidhu, 2003). In addition to their own literature, the foreign literature fosters an understanding, an appreciation of cultures and ideologies which are different from the learners. This is a kind of exposure. According to Padmini (2009), such exposure stirs reflection and stimulates action as literature enables learners to understand, emphasize, and participate vicariously in a number of cultures. Through this, the tolerance aspect is learnt and caught. More importantly, literature puts learners in touch with a range of emotional experiences and expressions that encourages self-reflection and the education of the whole person.

Literature is language plus. The mission of language is the pursuit of literature with all its varieties and the mission of literature is to bring about modification and multimodal perfection of language. The texts and contexts of literature are full of varieties. They include love, human relationship, events and experiences, life history, adventures, imaginary, religious and moral themes. They reflect, interpret, and represent time, life, beauty, art and architecture in the best thoughts and words. These themes are well designed by the genres, types, and forms of literature by the litterateurs of the world. In comparison to other languages, English literary texts are widely spread and read. Here it is pertinent enough to say that the role of 'literatures in English' is above all for all practical reasons. The literary writings in English have enormous resources of knowledge and linguistic experiments both for the natives and non natives.

Collie and Slater (2009) have given beautiful view over this. They say that literature fosters personal involvement of the readers. The core language teaching materials must concentrate on how a language operates both as a rule based system and as a socio-semantic system. Engaging imaginatively with literature enable learners to shift the focus of their attention beyond the more mechanical aspects of FL system. When a novel, play or short story is explored over a period of time, the result is that the reader begins to 'inhabit' the text. He/she is drawn into the book. So, language becomes 'transparent' for the learners.
The criteria of suitability depend on each particular group of students, their needs, interests, cultural background and language level. A particular work may not be able to stimulate the kind of personal involvement by arousing learners' interest and provoking strong, positive reactions from them or not, but if it is meaningful and enjoyable, reading is more likely to have a lasting and beneficial effect upon the learners' linguistic and cultural knowledge.

An Outline of Model, Textbook Selection and Exercises:

The opinion of Roger Fowler (1981) can be discussed here for the purpose. Quoting Halliday's ideational and social semiotic model, he gives a practical view of evaluation of literature. Since it is found that many teachers just touch the literary side of the texts and neglect the language side, it is quite appropriate to say here that the teachers should adopt a linguistic model with comprehensive accounts of the dimensions of linguistic structure, particularly the pragmatic dimensions. They should focus on how language develops thought-shaping and acknowledge the social basis of the formation of meanings. While examining the structure, transitivity and underlexicalization like aspects can be taken into consideration too.

It is important to choose books or texts which are commonly relevant to the life experiences, emotions or dreams of the learners in general. Language difficulty has to be considered as well because they have both linguistic and cultural gap to bridge. It is much better to choose a work that is not too much above the students' normal reading proficiency.

Regarding the selection of texts, it is found that the well edited texts of the natives (For example, the texts of Penguin Reader series edited by Andy Hopkins and Jocelyn Potter) are of great use. Also, properly translated books like Anima Bose's translations of Ashapurna's novels; P. Lal and others' translation of Premchand's Godan; Prafulla Ch. Mohanty and Joe Westbrook's translation of Ganeswar Mishra's Face of the Morning; and many such treasured translations published by The Indian Central Saahtiya Academy, National Book Trust, IIL, Mysore and other universities and publishers are of great use for the adult learners. For Libya and Middle East countries, there should be effort to select texts translated with the importance of national culture, mind set up, etc. In addition to selected native literary texts, they can introduce their own English writers like Naguib Mahfouz, Orhan Pamuk, Ibrahim Al-koni, Salma Khadra Jayyuti if at all they are contextually fit for learning of the adults. Even the writings of Edgar Allan Poe referring to Middle East, Washington Irving's The Alhambra, Edward Fitzgerald's The Rubaiyat of Omar Khayyam, etc. can be of use for them. One important thing is that the non native learners are found it suitable to decode their mental set ups easily and open up them for learning when they find the reflection of their culture, language and society in the English literary texts.

In all these countries, apart from the English major students, there are students of science, technology and management those who are also the adult learners of ESL. For them, nothing substantial and useful done so far for the improvement of the knowledge of English by using literary texts. There are plenty of useful literary texts reflecting science, technology and environment. The science fictions and ecologist can be introduced for the science students whereas for the students of management, literary texts such as Voltaire's Candide, Kafka's
Metamorphosis, Antoine De Saint's The Little Prince, Ashutosh Gawarikor's Lagaan, Arvind Adiga's The White Tiger, F. Scott Fitzgerald's The Great Gatsby, and writings of many others like Chetan Bhagat can be introduced in the curriculum with double purpose. One, the learners will get the subject matter of their professional interest and the other will help them developing the knowledge of English.

Even at tertiary level, there are plenty of exercises can be done using the literary texts. They include role play, improvisation, creative writing, discussion and debate, questionnaires, visual prompts, brainstorming for developing cognitive and metacognitive literary fluency, listening to texts, biographical montage, guessing the missing information, prediction, comparing the content of the texts, choosing a moral, snowball activities, creative conversation, thought bubbles, sculpting, round robin, thought tracking, etc. In addition, the stylistic tools like sounds, lexis, semantics, discourse, context and syntax can be examined actively from chunks of the texts. Features like cohesive elements, references, ellipsis, speech and thought representation can also be found out. The aspects of dialectics, thematics, text linguistics i.e. intentionality, acceptability, informativity, situationality and intertextuality and above all the text and context in discourse analysis can be undertaken as the focusing elements language learning and practice.

Conclusion

It is found from the observation, response and analysis of the condition of teaching literature to the adult learners of India, Middle East and Libya that they have certainly some common and similar problems. These can be categorized as the problems of syllabus designers and teachers; and the problems of the learners. The teachers are expected to formulate a contextual-ELT-ELT model and: (i) evaluate the proficiency level of the learners (ii) not to make texts 'heavy' for the said purpose and there should be a balance between teaching, text and learning targets (iii) design a model curriculum of teaching literature on the basis of the need of adult learners of ESL and the needs of our time (iv) follow the stylistic models for text analysis which has utility for the language learners. For the learners: (i) understand the literary texts and get motivated to use them suitably for the major aspects of English language learning (ii) develop strong interest for the use of varieties of texts of native, non-native, world classics, and translated texts including the study of literary and linguistic stylistics for language use.

In general, the traditional syllabus should be substituted by dynamic, unprejudiced and balanced selection of texts from natives, non natives, world classics, translated texts from their respective languages, keeping in view the target of teaching and learning. The literary texts should also be widely used and selected categorically for the students of science, technology, and management. In addition to the use of literature texts of the natives, Middle East and Libyan universities should introduce the English writings of their countries and English translations of their writings in MT. Owing to cultural and linguistic proximity, they should introduce selected Indian writings and translations in English too.

In the context of communicative and value based; English language dominated; globalized and post modernized social contexts, their own English language experts and the syllabus
designers should come forward to take this risk. They are neither always supposed to depend on the native experts nor even ignore or devalue the importance of literary texts meant for learning English properly. They are expected to use audio visuals of the literary texts for the improvement of listening and understanding; make the learners develop reading and understanding too. Then, in selected texts, varieties of tasks can be created for the learners. For example, the novels of Ernest Hemingway can be used for the development of the style of stream of consciousness; flashback or flash forward can be developed from Arthur Miller's plays; conversation or debate can be developed from the writings of Jonathan Swift, Ibsen, Shaw or Orwell; fantastic writings can be developed from R. K. Narayan and Salman Rushdie; expansion of idea from Bacon and Shakespeare's sayings; subtle an serene ideas from Blake, Keats, Emerson, Frost and Tagore; developing parallel idea from the short stories of Munro, Poe, Maugham, Tolstoy, Chekhov, and O' Henry, etc; and brainstorming and attitude evaluation from the essays and nonfiction writings reflecting the aspects of human life and society. If the learners find that the texts and the teachers are closer to them and ready to fulfill their target in skillful way, then they will actively process, reinforce and activate the input of the target language. They are expected to clearly visualize the input and out of linguistic and literary domain; realize improvement of the knowledge of English; society, culture, thought and behavior holistically through teaching of literature.

References


Web References


Skills Simplified

Our services:
- Personal skill developments for Communicative English
- IELTS Trainings
- Accent Building
- Academicians Training
- Sector Specific Communication Training
- Turnkey project for establishing Skill Development Centres

AARDEE EDUCATIONAL SERVICES
130, PARIJAT RESIDENCY, SADHU VASWANI ROAD, RAJKOT 360005 (GUJARAT)
Tel: 9898599035
Email: rdeduservices@gmail.com