



SOURCE OF LEARNING ENGLISH LANGUAGE

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ABSTRACT:

This paper explores the ways in which Language function as a source and as a meaningful context for teaching and learning English as source of language. It claims that literature is an authentic, stimulating and appealing material to the learners. Therefore, it encourages interaction, promotes language development and motivates learners in the process of learning. Traditionally it is taught as an academic subject without considering its potential in ESL/EFL classrooms. This paper argues that language can be used as an effective source for teaching English language and the target culture; furthermore, it is used as a natural context for integrating language skills and systems. This paper demonstrates how a language is used as a natural source or a material for developing English language and integrating the two language skills, grammar and vocabulary through communicative tasks and activities.

Keywords:

Language, authentic, source, language skills, Integration, culture

1.Introduction

The source of Learning English Language has been obtained from the various branches of Language. Language played an important role in English language. During the early 20th century however, literature gradually started losing its role in English language teaching because of the popularity of audiolingualism in 70s and Communicative Language Teaching after 80s. Recently due to the globalization, the focus of English language has changed from “the small scale production of scholarly elites to the mass production of Large numbers of functionally competent users of the language, Then came to be regarded as, at best, an irrelevant and, at worst, positively harmful” (Maley, 2001, p. 180). As a result, scholars are divided into

two groups: pro literature and anti- literature. Interestingly, there is an attempt to bring back language as the source of authentic material for teaching and learning English language.

This paper discusses how literature can be used as a natural source- material for learning English.

- To engage students cognitively, linguistically and culturally.
- To provide experience of the language use.
- To stimulate language use.
- To help learners discover language.
- To provide meaningful contexts.
- To practice language items.
- To provide opportunities for learning.
- To present language items.
- To help teachers prepare the lesson.
- To facilitate learning and understanding.
- To save time in teaching and learning.
- To transfer learning contents to the students.
- To make the lessons or concepts more concrete.

1.1 Developing language



Language brings about meaningful and stimulating communicative activities since it consists of information and linguistic structures dressed up in emotions and personal feelings in multi socio-cultural contexts. The learners meet standard and non-standard language examples in day to day life, which increase their knowledge about the language rules and functions. According to Povey (1967), “English will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, a complex and exact syntax” (p.40). Learners learn discourse function of vocabulary and language structures occur in meaningful context, which helps them to develop communicative competence. Collie and Slater (1987) point out that the learners develop both linguistic and communicative competence since language consists of real linguistic structures, language use and communicative situations. Though it inculcates good reading practice, and develops the learner’s world in the source of language learning.

1.2 Simplified Vs Authentic Materials:

Since materials are very important in an EFL/ESL Classroom, the question is which materials are to be used: simplified or authentic?

Whereas if they are from a simplified text with unnatural examples of target items, they are restricted. Authentic texts expose the real language, motivate learners to learn and provide informal learning opportunities. Nowadays more researchers and educators are in favour of authentic texts because simplified texts over protect the learners, deprive them of the opportunities to acquire language and don’t prepare the learners for language use (Tomlinson, 2001). Furthermore, they contain artificial language items taken away from the real life.

1.3 Authentic Materials for Language Learning

The primary purposes of authentic materials are different. For example, news papers inform the people about the current affairs whereas product labels give the customer necessary information about the product. The most common authentic materials used kinds of subject books, journal articles, magazines, product labels, news papers, different kinds of forms and brochures, pamphlets, films, TV

channels, radio programs and internet websites. All these contain real language, enrich the language input and also give a different perspective of the target language inside the classroom. However, they lack emotions, feelings and experiences that motivate learners and engage them in learning. If language is studied or taught using texts devoid of emotions and feelings, it will be “bland, repetitive, completely forgettable. To remember something, we need to be surprised by an odd idea or use of words” (Scrivener, 2005, p. 360). Learners learn by interacting with the material if it is motivating, challenging, interesting and attractive to them (Wilson & Lianui, 2007).

1.4 Vocabulary Enrichment

Vocabulary is contextualized in Language. In addition, it is associated with emotions and feelings in stories and novels. In poetry, words are connected with strange and odd ideas. Therefore, vocabulary can be developed naturally and effortlessly. Learners will improve their passive vocabulary tremendously; moreover, language helps the learners to transfer their passive vocabulary into the active vocabulary. Learners acquire their most of their vocabulary through extensive reading (Krashen, 1989). In the language learning children acquire their vocabulary on the lap of their mother and this learning atmosphere can be duplicated in the classroom to some extent through language since each word is associated with the life of people in multi socio-ethnic contexts.

1.5 Grammar and work sheets

Grammar can be taught contextually and meaningfully since grammatical structures appear in meaningful contexts and meaning comes before the form. Since the functions of the structures are exemplified in dialogues and situation in stories and novels, language functions are taught effectively through literature. Poetry makes the learners curious about grammar since it uses grammatical items in an unusual way. Van (2009) argues that literature provide opportunities for Learners to learn syntactic, pragmatic, cultural and discourse function of the language because it is full of real life events and incidents.

1.6 Integrating skills

Generally, language learner feel bored and exhausted when they are repeatedly exposed to teaching or



learning of skills one after the other in individual skill based lesson. "If all the skills are dressed in story's 'attire' the learners are going to welcome the lesson and naturally acquire expected skills or outcome. Thus, stories are the best means to integrate all the skills- listening, speaking, reading, and writing" (Jose, 2008, p. 68). Not only stories, but also novels and even poems are used to integrate language skills and systems naturally. Language has high potential for integrating language skills effortlessly and naturally. In other words, literature is the natural material for integrating four language skills and language systems.

1.7 Language binded with culture

It is not possible for the learners to visit native speaker's country to understand the cultural norms of English. According to Collie and Slater (1987), the alternative way to know the target language culture is through its literature like novels, plays and short stories, because they enable learners to understand how communication takes place in the country in which the pieces of work was written or set. Although these are imaginary, they present all aspects of life in contexts. "It is through dialogue with others that learners discover which ways of talking and listening they share with others and which are unique to them" (Kramsch, 1993, p. 27). In other words, literature helps learners to understand the characters' thoughts, feelings, customs, traditions, possessions; their style of speaking and specific behavior in certain contexts. Literature provides "an ideal context for exploring cultural difference" (McKay, 2001, p. 329). Similarly, IJALEL 4(6):224-234, 2015 Lazar (1993) points out that cultural difference can be taught through literature. According to Stewart (1982), each language learning moment consists of learning the target-language culture. Furthermore, literature helps the learners to understand the verbal and non verbal aspect of English. For example, short stories, plays and novels enable learners to understand how communication naturally happens in real life situation because characters from different socio- economic, religious, regional and ethnical background live and events take place in real like situations and colorful settings.

1. 8 Online News Articles:

In our day and age, the Internet allows you to access all sorts of information. Finding news online to read

and study is very easy. There are many online news websites that are reputable (trustworthy). Also, major print publications like newspapers and magazines put a lot of their content online, so you have a lot of choices when it comes to online news.

There is lots of variety. You can choose practically any topic and format for your news content, like breaking news, local news or analytical news pieces. Different types of news articles will work for different levels of English. Choose simpler stories, like ones on local or humorous topics, to read simpler English. It is convenient. Because you will be reading news stories online, you can read them anytime you want on your phone or laptop. You can even bookmark them, download them or print them on paper.

If you are a beginner student of English, read short news stories about your local region. This way, you will be able to work with short articles on simple topics that are probably already familiar to you. You will also encounter (find) new vocabulary that will be useful and applicable to where you live.

If you are an intermediate student, choose more complex topics and international news. You can also follow live and updated coverage of major events, like the US president election oration. This will give you a lot of material to work with, and it will also expand your existing vocabulary for the topics that interest you most.

If you are an advanced student, seek out long-form analytical pieces that provide commentary on major news events. These articles will often have more complex grammar for you to analyze as well as useful vocabulary to improve your own written English. You can focus on learning from the writing style in these analytical articles in order to sound clear and intelligent in your own.

1.9 Resources- Make Learning English Easy

Although many people think that it is very difficult and confusing language. English is actually the easiest language of the world to learn because there



are so many resources available. As soon as you decide you want to learn, there are thousands of resources on the Internet and in bookstores. We are not just talking about lessons and grammar books. We can also depend on the supplement traditional learning materials with children's TV shows and books.

2. Conclusion

English language learning appeals to learners because of its imaginative power, creativity and emotion. Since Language is authentic and meaningful, it can motivate learners and satisfy their needs. Therefore, Language is used as a source of the materials for teaching and learning English. Furthermore, it can be used as one of the most natural contexts for integrating language skills and systems in the classrooms. Multi dimensional use of language can be explored through Language. Learners get meaningful context in English because language is full of instances of real life use. The learners can get native-like competence in English and they become creative, critical, and analytical learners. Therefore, this paper proves that English Language is our primary source of communication.

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