

Significance of Literary Texts for Acquiring and Teaching English

S. Vivek Chander

Assistant Professor, Department of English, Jha Agarsen College, Madhavaram
Email: [chanvivek5678\[at\]gmail.com](mailto:chanvivek5678[at]gmail.com)

Abstract: *In order to acquire and teach English, literary works are essential. They provide learners with actual examples of how English is used. Many pedagogic views today consider creative writing to be more than just a means to an end in English education; they are viewed as major instruments to assist students develop their verbal, reading, cultural, creative, and interpersonal skills. Since creative writing has been used in ESL and EFL programs for years, there is much discussion about the best methods to integrate it into educational plans. Instructors can turn English education into a more enjoyable endeavour for both themselves and their students if they select appropriate reading material and teach it effectively. Therefore, creative writing is not simply an academic subject to analyse, but a functional approach to increase English fluency.*

Keywords: Creative writing, English language learning, Literary works, Language fluency, Teaching methods

1. Introduction

Creative writing is a superior source of authentic linguistic content. Most poems, plays, and short stories are written for interpersonal communication, artistic expression, or the exploration of the human condition, not for specific pedagogical purposes. Therefore, they expose learners to the language as it naturally operates in various contexts. Contemporary linguistic curriculum frequently includes samples of daily conversations, and literary works can supplement these samples, particularly once students have developed a basic understanding of English. Students who interact with texts written for native English speakers or those who are fluent in English are exposed to a wide range of vocabulary, sentence structures, communicative objectives, nuances, and rhetorical strategies. Interacting with this diversity enhances a student's awareness of English as it functions outside the parameters of instructional manuals. Additionally, literature plays an important role in developing literacy and linguistic proficiency because students engage with the language through reading, discussing, listening, analyzing, and composing. Therefore, analysis of creative texts can bridge the gap between formal academic education and the practical skills students require for interacting socially now and in the future.

2. Significance of Creative Writing in English Acquisition

While maintaining student engagement with literary texts is vital, it can be challenging. A wide variety of artistic media can allow students opportunities to connect with writings that reflect their own lives, ethnic backgrounds, social contexts, and interests. Therefore, creative writing can be used to illustrate, clarify, apply, and reinforce crucial literacy competencies. Literacy education involving literature is greater than merely decoding written words at early instructional levels. Students can unconsciously enhance their verbal and reading skills while engaging with narratives, poetry, personas, plot lines, and themes. Concurrently, these texts can convey personal and community values, causing students to contemplate their identity and their position in the broader world. Therefore, creative texts must be appealing,

relevant, developmentally appropriate, related to a student's life experience, and conducive to mental development. Several reasons contribute to the inclusion of literature in English education being advantageous. Literature assists students in obtaining a deeper comprehension of significant artistic works, raises their consciousness of different cultures and traditions, stimulates creativity and original thought, develops their appreciation for artistic expression, and presents them with influential writings from different periods and locations. Instructors and academic administrators play an integral part in fostering a student's enthusiasm for reading. Resources that appear disjointed or uninteresting may fail to capture interest. Thus, successful instruction requires a delicate balance between creating appealing texts and using them to support a student's linguistic and reading capabilities. If literary works are carefully selected and thoughtfully integrated into English education, they can also support advancements in other academic areas. When a text relates to a particular area of study and is presented in an appropriate format, it can enhance a student's comprehension while simultaneously improving their verbal abilities.

3. Literature, Verbal and Literacy Development

Integrating creative writing with curricular subjects and verbal activities can improve instructional effectiveness. When students utilize literature to explore a subject while simultaneously expanding their lexicon, reading, writing, speaking and interpreting skills, they obtain both scholastic and linguistic benefits. Incorporating literature in English education enables students to develop competencies that will serve them well outside the school environment. The relationship between a piece of literature and the students reading it is key to its efficacy. Writings that relate to a student's interests and experiences are more likely to generate interest and sustained reading. Allowing students to choose from a curated selection of appropriate books can provide both autonomy and guidance while encouraging verbal development. Exposure to multiple literary forms can expand vocabulary, introduce complex phrasing, and facilitate fluent speech. Creative writing can also be incorporated through collaborative classroom activities where instructors guide students, monitor their progress, assess comprehension, and

afford opportunities for continued development. Appropriate literary works can alter a student's perception of themselves, their classmates, society, and the world. Additionally, they can strengthen terminology and syntax mastery while enhancing confidence and fluency in English. Instructors should select readings based upon students' prior experiences, settings, interests and academic needs. Selecting readings based on these criteria assures stability and appropriateness in verbal and literacy development. Studying English as an interactive tool for communication motivates students to investigate the cultural frameworks associated with the language.

4. Literature as a Genuine Verbal Resource

Literary works provide excellent examples of authentic linguistic usage by proficient English writers and speakers. They also demonstrate how language can be used creatively within specific ethnic and social frameworks. Interaction with creative writing can assist students in moving away from the artificial and rigid examples that often characterize traditional, grammar-based academic instruction. Engaging with these texts creates a conducive atmosphere where terminology and idioms become more resilient in memory as they are encountered in relevant situations. Creative works also enable students to differentiate between written and oral forms of English. By analyzing grammatical constructions and the arrangement of paragraphs, sections and chapters, students can refine their writing and become more composed when speaking. Reading creative works can significantly enhance a student's vocabulary. When students discover unfamiliar words, they may research resources related to historical events, cultures, geography, beliefs and other societal aspects. Learning new terminology then becomes part of a broader development of cultural awareness.

5. Literature and Cross-Cultural Awareness

Students can compare the heritage portrayed in literature of the language being studied with their own experiences. Students may recognize how cultural customs and concepts influence each other, leading to a deeper awareness of the similarities and differences among various cultures. Including culture in literary education can increase awareness of and respect for values, customs, beliefs and heritages of people who speak the target language. Exploring a different culture can also cause students to consider and appreciate their own ethnic backgrounds. This type of education fosters empathy and responsible participation in a more interconnected global society. Successful cross-cultural interaction requires students to decipher cultural information, link different perspectives of society, discover new facts about ethnicity and effectively communicate with people from various backgrounds. Two types of competencies are particularly important. Firstly, students require analytical competencies that enable them to analyze data from both their own culture and another one, identifying potential relationships between them. Secondly, students require investigative and interpersonal competencies that enable them to identify new societal data and interact effectively with other speakers. These competencies typically operate together, although investigation can occur without direct contact.

6. Conclusion

Creative writing and culture make significant contributions to ESL instruction by providing students with relevant perspectives through which they can comprehend English as an evolving and constantly changing system. Rather than perceiving a foreign language as an alien code detached from their lives, students can employ creative writing to observe how language develops through social, ethnic, historical and individual occurrences. Literary works also assist students in perceiving connections between their own lives and those of individuals who employ the target language. Group interactions are not unidirectional; groups affect each other, and creative works can illustrate these complex relationships. Through familiarity with these relationships, students can develop a better understanding of cultures, verbal mastery, creativity, analytical thinking and interpersonal confidence. Ultimately, creative writing will persist as a potent source of authentic language and societal awareness. Creative writing illustrates language as employed by proficient English speakers while concurrently demonstrating language through artistic and culturally significant styles. If literary works are selected appropriately and included judiciously in ESL training, they can facilitate enhanced language acquisition, literacy development, societal awareness and a student's capability to interact in a complex world.

References

- [1] Carter, Ronald, and Michael N. Long. Teaching Literature. Longman, 1991
- [2] Duff, Alan, and Alan Maley. Literature. Oxford University Press, 1990.
- [3] Lazar, Gillian. Literature and Language Teaching: A Guide for Teachers and Trainers. Cambridge University Press, 1993.
- [4] Collie, Joanne, and Stephen Slater. A Reference Guide of Concepts and Exercises for Utilizing Literary Works in Linguistic Instruction. A Resource Book of Ideas and Activities: Literature in the Language Classroom. Published by Cambridge University Press in 1987.
- [5] Brumfit, Christopher J., and Ronald A. Carter, editors. Literature and Language Teaching. Oxford University Press, 1986
- [6] Hall, Geoff. Literature in Language Education. Palgrave Macmillan, 2005. • Maley, Alan, and Alan Duff. The Inward Ear: Poetry in the Language Classroom. Cambridge University Press, 1989.
- [7] Widdowson, H. G. Stylistics and the Teaching of Literature. Longman, 1975. • McRae, John. Literature with a Small "l". Macmillan, 1991.
- [8] Carter, Ronald. Investigating English Discourse: Language, Literacy and Literature. Routledge, 1997.
- [9] Ghosn, Irma-Kaarina. Storybridge to Second Language Literacy: The Theory, Research and Practice of Teaching English with Children's Literature. Information Age Publishing, 2002.
- [10] Paran, Amos, editor. Literature in Language Learning and Teaching: Theory and Practice. TESOL International Association, 2006. • Duff, Alan, and Alan Maley. Literature. Oxford University Press, 2007.
- [11] Khatib, Mohammad, Saeed Rezaei, and Ali Derakhshan. Literature and Language Teaching.

International Journal of Applied Linguistics and English
Literature, relevant scholarships.

- [12] Krashen, Stephen D. The Power of Reading: Insights
from Research. Libraries Unlimited, 2004.