

**APPROACHES TO ACQUIRE SECOND LANGUAGE
SKILLS THROUGH LITERARY TEXT**

A.AROCKIYARAJ

**PhD Research Scholar, Periyar University College of Arts and Science,
Mettur Dam, Tamilnadu, India**

Dr. S.DIRAVIDAMANI

**Assistant Professor of English, Periyar University College of Arts and Science,
Mettur Dam, Tamilnadu, India**

ABSTRACT

The powerful status as the language of communication (lingua-franca) in almost all sectors right from education and computer to the trade and commerce, science and technology, business, entertainment, politics, agriculture, international and bilateral relations, economic affairs, so and so forth. Second language teachers regard literature is inappropriate to the language learning classrooms. The views are reflected that historic separation between the study of language and literature has led to the limited role of literature in the language classroom. It cannot be denied that the use of literary texts in language learning. The second language teachers should mainly focus on learners to help them in acquiring communicative competence, as it is more than acquiring mastery of structure and form of language. It is the best strategy to acquire language skills through literary texts. This present paper advocates and reveals the truth that there is an inevitable connection between language and literature.

Key Words: Communication, classrooms, education, language, structure.

INTRODUCTION

Many second language teachers are interested in explaining the text which often leads to loss curiosity and interest and it kills interpretive creativity of the students. The learners should be given more freedom to analyse and understand the text on their own. While practising these activities, teacher should focus on to cover the four skills of language i.e. LSRW. A literary text should be explored with LSRW skills in the classroom. Teacher and students must focus on doing things practically in the classroom like involving in practicing the skills listening, speaking, reading and writing. As the Chinese philosopher Confucius said, "I hear and I forget, I see and I remember. I do and I understand, practice and interaction between teacher and students in the classroom is very essential for better teaching and learning. We understand the relevance and importance of English literature but how far is

it able to help language acquisition in the context of teaching English as a second (foreign) language. It is a fact that language teaching focuses on teaching speaking and listening, but literature is more about reading and writing.

LANGUAGE SKILLS ACQUISITION THROUGH SHORT STORY

Let's see how a text can be utilised to acquire the basic skills of second language learning:

First a text from syllabus should be selected it may be a short story, novel, play, poem, essay or anything else. Here our concern is with the short story. We'll understand how the basic skills of English language can be highlighted while teaching a short story:

Listening:

Listening is passive or receptive skill which is very important in language acquisition but often neglected in the classrooms. If there is no proper listening and understanding, it is not possible to acquire English language easily. Listening skill has three elements such as: input (utterance), processing (understanding the utterance and re-structuring it), and response (another utterance from the listener). Learners should listen to a good speech or reading and try to understand it. It should be a purposive listening not merely hearing. It creates a platform for speaking creatively. To build the listening skill among the students, the following steps should be implemented in the classroom:

1. Before starting to teach the short story, it should be related to the present situation by asking simple relevant questions to the students. Make them to be curious by appealing their imagination. Consider their responses and relate them to the story.
2. One or two paragraphs can be read as a model or sample. Then divide the story into many parts and make the students read one by one. The remaining students should be instructed to listen to the story carefully to focus on listening skill.
3. If the audio/audio-visual version is available for the short story, it will be more beneficial to the learners to comprehend easily. Play the audio before the students and make them to listen to it.
4. After the listening activity is over, check comprehension of the students by asking some questions on the story like, did you like the story? What is the story about? Who is the protagonist and how many characters are there? What did you understand from the story? etc.
5. Inspire them to answer the question eagerly. The instant result of listening is speaking of the students. They should be given proper directions to the entire activity to acquire the listening skill properly.

Speaking:

Speaking is productive or active skill which has a great significance in the face to face communication. It is a common fact that most of the students lack oral expression skill due to hesitation and fear; there are only a few students who speak in the classroom and they try to grasp the entire activity. Sometimes, such students inspire the mute students by their presentations. The teacher can measure the teaching whether he is going in the right direction from the responses received from the students. The following activities can be a right method for developing Speaking skill:

1. Before and after listening to the story, learners are asked some questions; it is very essential to take response of the students. Inspire them to speak voluntarily in the classroom.
2. Form some groups and make them discuss the story on different levels: meaning, theme, characters, plot, beginning and end of the story, style of writing, the author etc. Or these points may be distributed among the groups and each group is to be given one or two points.
3. Arrange one minute talk on the story. Make each student to speak for one minute in front of the other students. This activity will help to construct and reformulate the understanding of the story.
4. Tell them to chit-chat on the story among their friends outside of the classroom. This will provide them an opportunity to speak in the informal situation without any hesitation.
5. Build their confidence by involving them in all the activities in the classroom. More the exposure, more the learning of English. Continuous practice will make them speak confidently.

Reading:

Reading is passive or receptive skill which is very essential to acquire the second language. The story can be divided into three reading parts such as: pre-reading, actual reading and post-reading. As we have already talked about the process of reading in the listening activity, we have to integrate these skills. Reading can be done in different kinds like extensive reading, intensive reading; skimming, scanning and purposive reading. Attempting all these kinds of reading would be more helpful to the learners. Explain the importance of silent and aloud reading for different purposes. The following points will be more helpful to acquire better reading skill:

1. Teacher should instruct the students to read the story aloud at the first attempt. Divide the story as we did in the in the listening activity and make the students read the story one by one.
2. Form some questions on their first reading and check their comprehension. Try to know their ideas about the story to check their ability in learning process.
3. After aloud reading, ask them to read silently for better understanding. Now ask the same questions and find out the differences in the answers.
4. Guide them while reading the story. Maintain a good reading speed to complete understanding of the story. Reading a lot gives more and more exposure to develop language skills.

Writing:

Writing is passive or productive skill which is the last but more significant skill to gain mastery over English. Most of the times, writing is the result of learners understanding of the text and it is an expression of other three skills. Writing is dominated by speaking and reading. Writing is the most essential requirement of our examination system as almost all examinations are in the form of writing. Most of the students take interest in writing than speaking or reading aloud. It is teacher's duty to construct and shape the writing skill of all the students in the class; after all they have to write answers in their final examinations. The activity can be built to acquire writing skill as following:

1. Ask students to write their responses on the paper that they have already responded orally. Give them time to write with answer limit such as one paragraph, two paragraphs or five or ten sentences or more.
2. Frame short or paragraph questions from the story and comment on the theme, characterisation, character sketch of the protagonist, point of view on the story, rewrite the story on your own words, etc. some more questions may be given as their homework.
3. After checking their answers, corrections can be made if needed to make the writing accurate, concise and perfect. Check coherence and cohesion in their writings.
4. Instruct the students to avoid the mistakes which they committed in their previous writings and follow the steps for better result in writing.

CONCLUSION

No language skill can be taught separately as all the skills are interconnected. Integrated teaching-learning approach is a recent development that has been proved a great

tool in this regard. By integration of skills mean teaching as many skills as possible in combination. When the teacher concentrates on listening, reading and speaking are inherent. When students practice one skill, indirectly unknowingly they acquire more than one skill. In teaching the skills like reading, listening is involved as aloud reading of the story should be listened by the rest of the students. Hence, one skill should be taught with the combination of other skills and should be integrated for teaching literature and learning English language. Though the content of the text is short story, the teacher can also concentrate on language skills to equip communicative competence of the students simultaneously.

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