
JUSTIFICATION AND OUTCOMES OF PLACE OF LITERATURE IN SCHOOL CURRICULUM

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The school curriculum is incomplete without sufficient scope to teaching of different forms of literature. According to Parab (2015) Literature plays an important role in teaching four skills like Listening, Speaking, Reading and Writing. Collie and Slater (1987) support the inclusion of literature in the language classroom as it provides valuable authentic material, develops personal involvement and help contribute to readers' cultural as well as language enrichment. These advantages, they move on to assert, can be achieved provided teachers use relevant and appealing material to learners through the use of activities that promote involvement, reader response and a solid integration between language and literature. Following this trend, Carter and Long (1990) propose three models to justify the use of Literature. The first model in their discussion is the CULTURAL MODEL which represents the Literature that brings into the picture as regards of the understanding and appreciation of different cultures and ideologies together with the developing of one's perception of feelings and artistic forms.

The second model is the LANGUAGE MODEL. This model emphasizes the fact that language is the literary medium and that literature could be seen as an instrument to teach specific vocabulary and structures.

Last, their PERSONAL GROWTH MODEL entails students engaging with the reading of literary texts, appreciating and evaluating cultural artifacts and, in broad terms, the understanding of our society, culture and ourselves as we function within. As English teachers, Literature that is the literary text is one of the tools ready in our hands to offer them language acquisition and contribute cultural knowledge and understanding. It acts as a catalyst to acquire and stimulate learning. It at once appeals to the feelings and to their thoughts which in turn pave the way for the student's language enhancement and growth. It makes aware of:

- The broadening of students' horizons by giving them a knowledge of the classics of literature;
- The student's improvement in general cultural awareness;
- The students' creativity and literary imagination and to develop their appreciation of literature;

- The psychological stress and attitude of the mind
- The historical truths of life.
- The philosophy of life.
- The innate, inborn goodness of man.
- The required changes in individual, society and even in history.
- The masterpieces in British and American literature as an educative experience, and to add to students' knowledge of the world at large. (Akyel and Yalçin, 1990: 175)

Objective of Teaching Literature in School Curriculum

There are four basic competence of any language that is reading writing, speaking and listening. Catering to development of all these abilities different genres of literature are kept. The aims concerning Literature in English curriculum are to enable learners to:

- appreciate and enjoy a wide range of literary or creative texts and other related cultural forms;
- To develop the basic linguistic skills that is listening, reading writing and speaking.
- To understand and appreciate different forms of literature and develop keen interest in reading and writing of original pieces of literature.
- develop their capacity for critical thinking, creativity, self-expression, personal growth, empathy and cultural understanding;
- To visualise the impressions created by different literary worth so that the learner may take inspiration for a healthy and ideal life.
- enhance their awareness of the relationship between literature and society;
- develop a greater sensitivity to and control over the nuances of the English language; and
- Be adequately prepared for areas of further study or work, where qualities promoted in the study of literature, such as creativity, critical thinking and intercultural understanding etc.

Need and Relevance:

Most people assume literature is an important part of education. But not everyone really thinks about why that is. The importance of literature on teaching lies in its ability to foster critical reading, build valuable skills, and expand students' worldviews.

Literature is a branch of knowledge in the human society. There are numerous justifications on indispensability of literature in school curriculum. Following are some of the important justification in defence of teaching of literature in the school curriculum:

- It is an established fact that today English and its literature of different forms are studied in schools across the world. Owing to the fact that literature is part of the curricula in schools, tests and examinations are done in it.
- It is also a fact that human being are storehouse of different emotions and feeling which are beautifully portrayed in literature, thus, it becomes a field of human endeavour, is so important that it is one of the few disciplines for which the prestigious Nobel Prize is awarded yearly.
- The study of literature makes one's intellectual horizon broadened as one learns more about individual and societal experiences, the aspirations, the fears, joys and pain of a people. For example: the play **A Raisin in the Sun**, by Lorraine Hansberry, speaks to the issue of racism and segregation that bedevilled the American society in the past; the novel **Things Fall Apart**, by Nigerian writer Chinua Achebe, deals with the clash of African (Ibo) culture and the European culture during the onset of colonialism in Africa. The poem **If We Must Die**, by Jamaican Claude McKay, was written in response to the racial discrimination and oppression of blacks by the whites in the United States. In this way various social, national and international issues are highlighted with the help of literature.
- It is also true that language is one important media for communication of culture to coming generation. Through literature, the culture of a people is preserved. Therefore, the writing and studying of literary works, e.g., poems, plays, short stories, novels, etc., constitute an avenue through which the culture of a people is preserved for future generations. In Jamaica, for example, Trevor Rhone's **Old Story Time** is an embodiment of some aspects of Jamaican culture. With respect to oral literature, one can say that the works of Louise Bennett-Coverley not only give expression to the culture of Jamaica but act as a cultural preservative.
- There is need to develop linguistic abilities among students through literature. Language and literature go hand in hand. It is an indisputable fact that the beauty of a language can be seen in the literature written in it. This is true because language is creatively and beautifully used in the creation/production of literary works. Besides, reading literary works helps individuals to sharpen their language skills.

Therefore the component of literature is inseparable from the school curriculum and should be continued at all levels. It should also form as essential component of higher education curriculum.

Apart from it according to Drucker (2015) the literature teaching in schools serves many objectives it takes a central place in school classroom.

Following are the important outcomes of literature teaching in the school curriculum:

Knowledge of Culture and Cultural Practices

Stories have been of central importance to the human race ever since it began, as far as we can tell. Cultures are built on stories—histories, myths and legends, fables, religions, and so on. If students are to understand and participate in the culture to which they belong, they must first learn about the stories that culture has been built around. And while books aren't the only kinds of stories out there, they are one of the most important.

Take the *Ramayana*, for instance. Despite concerns about religion in schools, it is commonly taught in some form or another because it has so heavily influenced our culture. References and allusions to stories of Ramayana are all around us, so not knowing those stories puts you at a disadvantage. Apart from it there are several folk tales, stories which are not only series of events but also display important cultural practices which inspires students to adopt and thus, cultural identity is preserved.

Sensitivity to Diversities

Everyone has a tendency to get so caught up in their own lives that they forget what's going on in the world around them. And children and teens are particularly prone to this. It's a goal of education to expose them to ideas from other cultures, to teach them about the histories and peoples of other times and places. Literature is an ideal way to do this. *Huckleberry Finn*, for example, puts students into the mind of a boy living in the south in the 1800s, letting them experience his life firsthand. Through this experience they learn what it was like to live in that time period, how the people talked and thought and acted.

In different types of literature students get to know about living in other culture and places. They become familiar with cultural diversity that exists around them. In reading diverse literature they also become familiar with global culture and practices.

The same goes for books about other countries, which teach students what life is like in other parts of the world. It's more engaging to read a novel about another time or place than to learn about it in a lecture or from a textbook.

Enrichment of Vocabulary

Having a large and wide-ranging vocabulary is essential for a number of reasons. It helps with both writing and reading abilities, of course, but it also allows for more complex discourse. The larger your vocabulary is, the more in depth and thoughtful discussions you can have on important topics and issues, both in and outside of the classroom. When people speak they tend to use a fairly limited vocabulary, so the best way to become exposed to new words is to read.

And reading literature is a great way to build and enhance vocabulary. Due to the descriptive nature of a story, any novel will include plenty of words students have likely never seen or heard before. They'll see those words in context, learning their meanings passively rather than having to drill. And because they're reading a story and not drilling, they probably won't even realize they are building their vocabulary (hence they won't be able to complain about it).

Enrichment of Writing Skills

Writing skills can be taught, to some extent. But the number one way to become a better writer is to read often. When you read you are being immersed in language, in the way it sounds and feels when put together in the right ways. Students who are encouraged to read have a more intimate knowledge of the ways in which language works, and so have an advantage when it comes time for them to write. This effect can even be made transparent by encouraging students to try writing in a particular book or author's style.

Many older works of literature are still taught primarily because of their authors' way with language. Novels such as *The Great Gatsby*, *The Scarlet Letter*, and *The Catcher in the Rye* are noted for their unique style and creativity with language. And there are plenty of more recent novels that are just as well written. Literature serves as a valuable teacher and an example to students who are first learning to use written language to communicate with the world.

Teaching Critical Thinking

Education is supposed to give students the tools they need to become a valuable part of society, and one such tool is the ability to think critically. We want them to not just passively consume whatever is around them, but to analyze and criticize it as well. Literature serves this goal in a couple of ways. Many novels encourage critical thinking on their own, due to the issues and themes they explore. The kind of novel usually taught in the classroom is selected for its depth and for the way it transcends the obvious and the cliché.

And educators often use literature to promote this kind of thought actively, by teaching students how to analyze what they read, understand others' opinions about the text, and formulate their own views. You can learn to think critically

about the events and characters in a novel, the themes it presents, the author's purpose in writing it, and the ways it fits into a certain time period. You can also analyze its impact on society and the ways it compares and contrasts with other texts. Few activities give students' critical abilities such a workout as the close reading of a work of literature.

Conclusion:

In this way, literature proves to be an indispensable part of school curriculum. There are different types of abilities that a child develops with the help of literature specially enrichment of affective domain of personality. A holistic approach to education needs such type of teaching learning where all domains of personality nurtured at an equal level.

As Swami Vivekanand has remarked that merely collection of degree diplomas is not education but education should aim at man making. The process of man making through education needs proper orientation of students towards different types of human emotions and highlighting the spirit of humanity through prose and poetry forms of literature.

Identification of human contribution towards society, appreciation of social, moral, patriotic values are possible through literature. Moreover, growing as a complete citizen and a human also becomes possible through studying different forms of literature.

Thus, it is inevitable that literature not only be place in the school curriculum but its quality teaching learning should be ensured by all the educational stakeholders.

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