

## Language through Literature

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### Abstract

The paper talks about the beginnings of English language and English language teaching methodologies besides tries to highlight the significant use of English writings in the English language classrooms. Educating of English in India was presented with the assistance of works of incredible British authors. The main books of showing English were the plays of Shakespeare, ballads of Wordsworth and the papers of Steele and so forth. Along these lines, English writing was utilized to show English in the postcolonial nations. Subsections endeavoring to break down: the source and improvement of English on earth, then a portion of government in naming the current spot to English language in the present Education system of India, the accuracy of ELT in India. The current circumstance of using English written works as an asset in ELT in India is also inspected.

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The root of the English language can be followed to the Low West Germanic branch of the Indo European. The main known language of England was the Celtic language which was the language of the Neolithic individuals. Roman success in England began in the main portion of the principal century. The general population of England embraced the standards of the Roman society. As Baugh and Cable (1993) expressed that Roman dress, Roman trimmings and utensils and Roman ceramics and dish sets appear to have been when all is said in done use. Also, the Roman language too was received with the various parts of Roman society. An awesome number of engravings have been found, every one of them in Latin. The greater part of these go before doubtlessly from the military and authority class and, being in the way of the general population records, were in this manner in the official language. Along these lines Latin turned into the official language of the state yet couldn't turn into the language of the regular man. In the year 447A.D, when the Romans pulled back their guideline from England, the intrusions by the Germanic tribes started. They demolished the way of life of the Romans and the British-Roman human progress was annihilated. The vernaculars talked by these new rulers imbued with the Celtic language of England and turned into the causes of the English language which was termed as 'Early English'.

Norman intrusion of England in 1066 carried with it the language of France which was likewise a relative of Latin. As the new rulers communicated in French, it turned into the language of the privileged. French overwhelmed the procedures of the court and was the language of the sovereignty and of the exclusive class and was

thought to be an object of development.

Around the year 1200 the French began to lose hold once again England which prompted the progressive decrease of the French from the English courts. The partition of English respectability from France prompted the nonattendance of Frenchmen and thus the French language turned into a dead language for the general population of England who were at that point confronting trouble utilizing French. The language began to cease to exist and English step by step turned into the primary language of England.

Gradually, the administration acknowledged English and the official records were composed in the new language. The vernacular utilized by the respectability characterized itself as the best possible articulation of the language and it came to be talked by the ruler what not. Continuously, English embraced by the eminence turned into the language of the country, French as the prestigious language and Latin as the language of knowledgeable individuals.

The attacks of England first by the Romans and later by the France prompted the expansion of a large number of words from French and Latin into English. The English language of the period 1200-1500 is termed as the 'Center English'. Early poets such as Geoffrey Chaucer, Thomas Malory and Morted'Arthur were seen famous in this era. In the later stages, English was incorporated into the lexicons close by the known languages such as French, Latin, Italian, Dutch and Spanish as the enthusiasm to learn English developed with time. Another time of the English language beginning from 1500 to roughly 1650 is termed as the Renaissance. This period known for its scholarly development saw the advancement and spread of English.

English was being learnt by the masses and the creation of the printing press made the accessibility of books much less demanding, in this way making training spread quickly and broadly. The English vocabulary was being enhanced by increments, adjustments and getting from the old languages such as the Latin and the French. Around then, Latin was the main language which had linguistic use. Without any guidelines to manage the learner to take in the new language, the principal books to show English were the arrangement of ordinarily utilized dialogs for explorers. They served individuals flying out to different parts of the world as a method for correspondence. The books were bilingual and depended on the conventional repetition learning framework which was additionally used to show Latin at the time. This period had awesome essayists like William Shakespeare, Christopher Marlowe, Edmund Spenser, Ben Johnson, John Donne, Francis Bacon and John Milton.

William Lily (1468-1522) concocted the main language structure of English as the book *A Short Introduction of Grammar* and was trailed by numerous grammarians such as Roger Ascham and Francis Bacon. While Ascham laid accentuation on the learning of linguistic use, there were authors like Joseph Webb (1560-1633) who felt that no man can run rapidly to the sign of language that is shackled and ingiv'd with sentence structure statutes. In his book *An Appeal to Truth*, Webb concentrated on the relational abilities of the learner which would prompt the information of language structure through use. In this manner the contention of language through writing or language through linguistic use had begun in the soonest rising period of the English language.

The Augustan age after modern era began around 1650. Poets like John Dryden, Jonathan Swift, Alexander

Pope, Samuel Johnson and Steele fit in with this time. They worked for the immaculateness of the English language and attempted to make it more refined. An English Academy was proposed by Swift to accomplish more noteworthy levels of validness for the English language. The point of the institute was to shape and refine the principles of English syntax and to achieve any progressions required for the advancement of the language. In Britain, instructing of English as an outside language picked up force after the French Revolution of 1790. It spread in progressively outstretching influence to the neighboring nations of France, Netherlands, Denmark and Germany and to the outside world. The famous writer Howatt, Germany gave English language its genuine break when the developing enthusiasm for the sensational works, particularly Shakespearean dramatization, transformed into close fixation. Young grammarians composed the neo grammatical courses. The period from 1790 - 1870 was likewise termed as Romanticism or Return to Nature. Poets and Essayists like William Blake, William Wordsworth, S. T. Coleridge, P. B. Shelley, John Keats and Jane Austin administered the abstract circles of the period.

The nineteenth century saw a more created type of the language. The development of science and the presentation of media, for example, movies, radio and others lead to a broad utilization of English. Instruction added to its development as more individuals approached to acclimate with the language in which new work was being distributed. Amid the procedure of improvement and the utilization of English over the ages gave it new assortments and tongues. Britain attacked numerous nations like India, Malaysia, Kenya, New Zealand, Australia and numerous others in the eighteenth and nineteenth century. English spread in the states which brought about new assortment of Englishes impacted with the first language of those zones. New terms were born out of these combinations. English now had a place with numerous different nations separated from England and the British essayists were nor the main individuals writing in English.

The twentieth century writing can be partitioned into 'Victorian Period' which was ruled by Charles Dickens, Emily and Charlotte Bronte, George Eliot, Robert Browning, Lord Tennyson and Thomas Hardy and the 'Modem Period' which had a place with scholars, for example, G. B. Shaw, W. B. Yeats, James Joyce, D. H. Lawrence and T. S. Eliot. The time after this was known as the 'Post Modem Era'. Other than British scholars, this age likewise incorporated the essayists of the states of Britain. It had famous poets and essayists like J. G. Ballard, John Fowles, Tom Robbins and others.

Literature. English writing comprises of authors having a place with England such as Jane Austin, Charlotte Bronte, James Joyce, Scott, Clark, Ellis and numerous others. American writing comprises of journalists fitting in with America such as Arthur Miller, Edgar Allan Foe, Emily Dickson, Ernest Hemmingway, Ezra Pound, J. D. Salinger, Margaret Mitchell, Mark Twain, Robert Frost, Stephen King, T. S. Eliot and others. 'Third World' was the term utilized for nations which had stayed impartial in the Second World War yet now alludes to the creating countries of the world. Its writing comprises of works by scholars fitting in with nations such as India, Ghana, Nigeria, Gambia, Cameroon, Kenya, Afghanistan, Iran and some more.

The scholars of English throughout the years have added to the refinement and flawlessness of the language. It has been ridden of old words, modernized by utilization of the present century and has been kept

buzzing with customary changes without which a language is thought to be 'dead'. It has been adjusted to be utilized by regular man the world over. English is the main language which appreciates the status of being worldwide today. Its spread can be credited to the British states which gave it the numerous assortments of non-local English. These assortments together gave English its present worldwide language status in spite of being restricted and symbolized as English Imperialism in the settlements of England.

Educating of English language in India was presented with the assistance of works of awesome British authors. The principal books of showing English were the plays of Shakespeare, lyrics of Wordsworth and the papers of Steele and so on. Consequently, English writing was utilized to show English language in the provinces.

With time, literary writings were expelled from the language classrooms and techniques and ways to deal with show English language came to overwhelm the instructing methodologies.

On the off chance that we observe the present day situation of English syllabi of different school sheets in India, we find that they are over-burden with the substance in view of English writing. Unto 1990's syllabus gave careful consideration to the perusing and composing aptitudes of the learners. Short stories were a piece of the syllabus and the activities after every story depended on the substance of the story and had things identified with the linguistic use and different elements of the language. In the later years the substance changed to some degree as the course books turned out to be additionally outlining and intriguing. A great deal all the more fascinating exercises were being worked to enhance the vocabulary of the learners by presenting word recreations, baffles and so forth.

Literary language can be drawn nearer in various approaches to draw out different implications and recognitions. Utilizing literary writings as a part of a language classroom acquaints the learner with different sorts of implications, kinds, registers and numerous comparable things in the meantime which generally would need to be taught independently. Perusing artistic content in a language classroom will help understudies to comprehend and value numerous levels of implications, illustrations and phonological designing in numerous different sorts of writings.

Utilization of artistic content ends up being spurring for the understudies if the educator picks right material to be utilized as a part of the classroom. The learners can relate the substance of the content with their genuine circumstances and can comprehend the general public and themselves in a better way. Utilizing substance and writings having a place with various societies helps the learner to know and comprehend his own particular society and history and that of the content. The students become more acquainted with the way of life around the globe and how they influence the point of view of the scholars. The artistic writings offer an extraordinary assortment of linguistic things to be learned in a solitary content. It helps the students to take in the different methods for situating the same syntactic thing and a superior comprehension of the freak utilization of language things. Literature helps the students to unwind the numerous implications of the content. They start dialogs, discussion and basic considering. They evoke compelling passionate reactions and assume an intense part in raising good and moral concerns.

Language teaching with the assistance of 'language just' helps the learning in accomplishing great summon

over the language and its capacities however utilizing writing as asset to show language opens up numerous choices of taking in a radical new assortment of things about the world separated from the elements of language. Utilizing writing as an asset as a part of the language classroom might give a world view separated from taking in the language itself.

Learning of English language basically for its auxiliary, utilitarian and pragmatic uses is presently holding hands with considering English for its moral and good values which can be seen as a solution for Widdowson's inquiry, that Language learning is without a doubt not just a piece of preparing, a component in actuarial evaluations and computation of labor needs. Definitely, we may mumble contemplatively, it ought to additionally have something to do with training too. Advanced education establishments in India such as the Indian Institute of Technology, Indian Institute of Management, and numerous other government and additionally private collections of instruction have humanities division working with the point of making the understudies capable in the language as well as, all things considered. Educating the capacities and types of language have now been joined with instructing of numerous parts of human life to the understudies, making them great individuals, enacting their basic and inventive considering, acquainting them with the historical backdrop of the different societies of the world and permitting them to think for themselves.

The same can be dissected with the assistance of syllabus and test papers from three instructive sheets: The Central Board of Secondary Education (CBSE), Indian Council of Secondary Education (ICSE) and the Uttar Pradesh Board of Higher Education (UP Board). The CBSE and ICSE sheets are focal instructive sheets which deals with the schools in the private segment though the UP board is a state run board which deals with the administration schools in the condition of Uttar Pradesh. The secondary school level, that is class tenth had been thought about to talk about the measure of English writing utilized as a part of the English language classroom.

CBSE and ICSE sheets have been taking a shot at the working up of English language from the early phases of a kid's life. These sheets take after the fundamental procedures for successful educating of English language and every one of the abilities which help in steadily adding to a vigorous speaker of English. Trainers have throughout the years comprehended the requirements and advantages of writing in a language classroom. The solid presence of literary writings can be seen in the syllabi endorsed for class tenth of these sheets. The ICSE Board rules for the auxiliary level comprise of the accompanying points:

1. To create and incorporate the utilization of the four language aptitudes i.e. LSRW, Listening, Speaking, Reading and Writing with the end goal of successful correspondence.
2. To build up a utilitarian comprehension of linguistic use, structure and figure of speech of the language.
3. To add to the ability to peruse proficiently and access data viably.
4. To add to a valuation for good writing.
5. To encounter, through writing, the musings and sentiments of the general population of the world.

**Correspondingly, points of the CBSE board are:**

1. To empower the learner to impart viably and fittingly, all things considered, circumstances.
2. To utilize English viably for study purposes over the educational modules.
3. To create and coordinate the utilization of the four aptitudes i.e. tuning in, talking, perusing and composing.
4. To create enthusiasm for and valuation for writing.
5. To reconsider and fortify the structures as of now learnt.

It is clear that the syllabi of both the sheets give careful consideration to make the students capable in every one of the abilities of correspondence for imparting viably and fittingly, all things considered, circumstances outside the classroom. Classroom circumstances are made with the point of educating a specific capacity of the language yet circumstances in this present reality are not unsurprising and the students ought to be sufficiently capable to confront the testing circumstances certainly, fittingly and adequately. The point of the syllabi is likewise to make the student comprehend the capacities and principles of linguistic use and to acquaint the students with the distinctive types of language, for example, maxims. The syllabi likewise try to make the understudies read successfully in order to draw surmising and pick data expected to comprehend the content. Another real point of the syllabi is to add to an interest towards writing in the students. Unless and until the content is read with premium, it won't have the capacity to help the students to comprehend and realize what is expected to be taught through the content. Notwithstanding the above point and targets, the syllabus is intended to make the students comprehend the feelings, emotions and musings of the world. The writings are chosen to help the students to begin a manner of thinking and to empower them in comprehension the human instinct and to relate one's particular life and comprehend it better.

In this manner the syllabi mean to make the understudies capable in the four abilities of viable correspondence and also to build up an enthusiasm for writing.

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