Approaches In Using Of Literature Forms In English Textbooks

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Abstract— It is difficult to provide a definition of the term "literature", but what can be argued is that literature is not the name of a simple, real phenomenon, but a comprehensive term that covers a wide range of activities. The word literature comes from Latin littera, which means letter, has the same meaning as the word literature, from the Proto-Slavic book (letter). They are synonymous, but it seems that the term literature has an advantage in the frequency of use.

Keywords— *literature, approach, language, words, teaching.*

I. INTRODUCTION

Approach, according to Anthony (Anthony, 1963), is a set of assumptions that deal with the nature of language, with learning and teaching. Brown (2001) defines the term approach as a theoretically well-grounded view and belief in the nature of language, the nature of language learning, and the applicability of both in pedagogical settings. Moody (Moody, 1983) explained by Diana Hwang and Ambi (Hwang, D and Embi, A., 2007) suggests that the importance of the approach is to provide a framework, or sequence of operations to be used when it comes to essential concreteness. Teaching English as a foreign language, personalization or an individual approach is an advantage for achieving greater efficiency, for improving teaching objectives and for learning English as a foreign language. That is the reason, we understand education as an art and personalization, the traditional approach is one that combines and bridges interpersonal and intrapersonal characteristics in order to achieve students' independent development through learning that results from human interaction and cultural communication.

II. TRADITIONAL APPROACH

The traditional approach draws on experiences from the past, the basis, the base, by which it has been achieved today within the education system is based, and what is yet to be achieved.

If we go back to the traditional approach of learning English in the schools in the Republic of North Macedonia and look at the textbooks of that time, we will come to the conclusion that literature was very present in the textbooks at that time. In the 50s and 60s, when the stability and influences of Western cultures began to spare at our territory, English textbooks were composed of translations of Macedonian literature into English, which achieved the effect of learning a new vocabulary and grammar. In fact, the traditional approach leads us to the fact, that in past time there were no original English textbooks in our education system. In general, this situation had a social, cultural and political character in relation to Western cultures. However, the study of grammar and vocabulary is based on literary translation-texts, expressed in different forms (poem, short story, excerpt from an article, etc.).

It is considered that in the basis of learning English as a foreign language, literature, ie literary texts are of great importance. Starting from this point of view, which seems like an in-depth study of the language and a more thorough improvement of it. Once the student is familiar with the English language and recognizes the language structures, the student can successfully solve given exercises, which are an integral part of short stories or selected lyrical songs.

In the 1960s and 1970s, the hierarchical view of the literature was challenged by development ideas that were in line with the functional program and planning. The notion of English for communication and for its learning and improvement gradually emerged as a need of the institutional group that turned the English language's attention to the communicative aspect. On the other hand, the frequent avoidance of literary texts was justified by a kind of suspicion that they could exert certain social, cultural and political influences.

In the 1960s and 1970s, the approach to learning English emphasized grammatical correctness, repetition of structures, and limited vocabulary, making literature almost marginalized.

In the next two decades, the reaction against the use of literature and the influence on the functional view regarding the use of literature continued, especially in the presentation of stylistics. This approach often suggests that the acute need to learn English in teaching has resulted in the inclusion of a wide range of texts often quite inappropriate for use in teaching.

III.   LINKING APPROACH TO THE USE OF LITERARY FORMS IN TEACHING ENGLISH

Language is the face of literature. With the use of literary forms, teaching English becomes much more interesting and interactive. Above all, the literary forms (poem, short story, excerpt from a novel, drama) that students can act out, recite, imitate, sing, dance, etc. will contribute to easier and more unusual study of the material.

The interdependence of literature and language is an invaluable fusion of literature. The determination of the teacher to fit a certain literary form in the teaching of English language plays a very important role in choosing the literary form that will be on the same or almost similar level with the knowledge that she/he possessed.

IV.   LINGUISTIC AND CULTURAL APPROACH

Linguistic approach is closely related to the traditional one. In a specific text, it gives students the opportunity to explore and interpret a different literary, social, political and historical context. Using this approach allows students to discover the universality filled with thoughts and ideas that bring them closer to different cultures and ideologies and at the same time facilitate their understanding of their own culture.

The most common approach to language learning through literary forms is that defined by Carter and Long (1991)[1] as an approach that allows students to access text in a systematic and methodical way in order to perceive specific language features, for example, literal and figurative language, direct and indirect speech. This approach helps to realize the repertoire of strategies used in language teaching, the procedure for selecting a literary text - predicting exercises, mixed sentences, summary, creative writing and role-playing - all are part of the repertoire of activities that are used by teachers for in-depth processing of literary texts.

Carter & McRae (1996)[2] describe this approach by linking it to the "reductive" approach to literature. These activities are excluded from the literary purposes of certain specificities in the text by the fact that they can be applied to any text. There is little student engagement with the text, adapted for purely linguistic practice. The literature is used in a very mechanical way in order to provide a series of language activities provided by the teacher.

This approach is also closely related to the language model presented by Carter and Long (1991), who presented literary texts as a means of better language learning. They believe that literature provides exposure to the target language and links to a specific vocabulary, as well as other aspects of the language. Maley & Duff (1990) argue that the primary purpose of this approach is quite simple. It is based on the use of literary texts as a resource to stimulate language activities. With the use of the language approach, the focus shifts to the student (student centered), especially in the process of reading and creating language awareness in students, To Wei Keong (Too Wei Keong, 2007). In accordance with this approach, a language framework for reading texts is proposed for focuses on the following elements: phonology (sounds), graphology (visual effect of the text), semantics (meaning), dialect (variations of Standard English), register (tone), period (archaisms) and function (message in the text).

V.   APPROACH TO PERSONAL DEVELOPMENT ACTIVITIES

This approach tries to bridge the cultural and linguistic approach, by focusing on the use of language in a given text, as well as the role of the same text presented in a cultural context. Students try to fit the opinions, feelings and attitudes between their personal and cultural experiences and those expressed in the text. Another aspect of this approach is that it helps students develop conceptual knowledge of language content and a formal schematic presentation that they will present through a variety of topics and elaborations. This is called a function, which refers to the theories of reading Goodman (Goodman, 1970) [3] and which emphasizes the connection of the reader with the text. As Cadorath and Haris (1998: 188)[4] point out, "the reader constructs the meaning of the text from his own experience." Thus, through reading, the readers themselves interpret the text and construct meaning based on their own experience.

VI.   PARAPHRASING, INFORMATION AND PERSONAL RESPONSE APPROACH

The paraphrasing deals with the meaning according to Hwang and Embi (Hwang and Embi, 2007). Rosli (1995) argues that this approach is related to the part that allows teachers to use simpler words and sentences, and in some cases a translation. He further argues that this approach is suitable for beginners and that it allows for an easier transition to learning a foreign language during the more advanced stages.

Information is an approach that requires great attention from the teacher and is closely related to the term literature whose meaning according to McRae (McRae, 1991) is emphasized with a large initial 'L'. According to this

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[1] Carter, R & Long, M. (1991). Teaching Literature, Longman

[2] Carter, R. & McRae, J. (eds). (1996). Language, Literature and the Learner. Harlow: Addison Wesley Longman

[3] Goodman, K. (1970). Reading as a psychologistic guessing game. In H. Singer and R. b. Ruddell .

[4] Cadorath, J. & Harris, S. (1998). "Unplanned Classroom Language and Teacher Training," ELT Journal, 52/3: 188

approach, literature can be seen as an "aesthetically woven artifact endowed with potential knowledge from philosophy, culture, morality and humanism" Ganakumaran (Ganakumaran, 2007: 2). Carter and Long (1991) suggest that this approach includes critical concepts, literary conventions, and meta language whereby students should be able to use such terms and concepts in speaking and writing about literature. This approach is a way of teaching and learning about literature, where literature is seen as a medium to offer a source of information to students, Carter (Carter 1988).

This approach is related to the model of personal engagement proposed by Carter and Long (1991) which aims to elicit a personal response and personal development in students. Hirvela (1996) argues that this approach focuses on the response of each student-reader to a text by a given author. Students express their opinions, as well as the author's intentions and the meanings that could be drawn from the text. Vethamani (2003) further argues that although students are encouraged to explore different textual meanings, their interpretation must be consistent with the text being read. According to Rosley (1995), this approach encourages and encourages students to read and compare topics from literary texts with their own personal life experiences.

CONCLUSION:

All the approaches for using literature in English language textbookds incorporate moral values into the curriculum. The purpose of this approach is to reveal the moral values of reading a particular literary text, Hwang and Embi (Hwang and Embi, 2007). Discovering the virtues hidden in the background of each text is an invaluable value that the student can get acquainted with. Through literary forms, students learn to be honest, consistent, courageous, and practical - all in order to face events that are part of their daily lives or perhaps their future.

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