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THE ROLE OF LITERATURE IN ESL CLASSES

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Abstract:

Introduction. This article deals with the interpretation of the literary texts in an ESL classroom. We will try to analyze and examine the possible overcomes of the usage of literature in the classroom which means it will purely rely on the teacher and student involvement in the classroom situation.

Research methods. It is clear that the problem of using literary texts in the English classroom is being observed and analyzed for a long time. There are many researches conducted in this field that have both positive and negative results. Literature is inseparable part of language learning since it deals with authentic text, and the reader can see the language of people who use it as their native. It can be a very helpful tool even if it has some cons which will not overweight the positiveness of this research.

Results and discussions. Its is very important to mention that ESL classroom differs from a native speaker classroom for the reason that the students are not directly involved in the process of using the language that they are learning. The learning styles of the students with different cultural background also affects on the process of learning for the fact that culture is a part of language. Because of this reason language learning can be closely connected with the literature of that nation since you can come across with different cultural aspects while you read or examine any sorts of literary books.

Moreover, it is considered by many scholars that if ESL classroom students are more engaged with the literature learning it makes the student participation and activeness in all skills (listening, speaking, reading, and writing) practical. Literature learning in ESL classroom can be seen as hands-on experience, it can be compared to practice of learning in general.

Conclusion. ESL classroom situation, while taking into consideration literature, the main concern of the research, has been studied and relevant conclusions have been drawn. Overall, the role of literature in ESL classes is huge and irresistible for a number of facts and data that will be given in the following research materials.

Keywords: literature, ESL classroom, multi-sensorial classroom, learning styles, literary text, course book.

Introduction. There are plenty of reasons why using literature in ESL classrooms is a delightful experience. Once technical aspects of teaching English have shaped its methodology and formed ways of traditional teachings, which mainly focused on functional means of the language, literature has decreased in importance in the language-learning atmosphere, meaning its use in the classroom has been seen exacting. Literature ceased to be a focus in the classroom coursebooks for many years according to these characteristics. However, due to the aspects of abundant language

use and rich resources of language use within the literature, many have come to re-evaluate the gravity of the sphere while teaching English. Literary texts are also considered to be of great help for students to practice the four skills - speaking, writing, listening, and reading - in addition to presenting new vocabulary and grammatical structure paradigms. The very precedent of having resourceful vocabulary is sufficient to challenge even avid readers, adding to the fact of grammatical diversity. Literature, furthermore, introduces different methods of learning styles to the classroom along with multi-sensorial classroom experiences; having in mind the individuality of learners, providing to have an individual approach of teaching, students can be advised to learn in accordance with their learning modes, or modality even. Literature can also appeal to those who are eager to learn the cultural aspects of the language, help develop tolerance and understanding. Older literary texts are also prominent in their illustrative image of different epochs that leads learners to have a better understanding of the culture, traditions, and customs of those times. Finally, literature also has an ability to cover the emotional growth of students through discussions of love, war, and loss by sympathy, which are not always shown in the cleansed world of coursebooks.

Materials and methods. In the past three decades, the use of artistic literature in teaching English as a foreign language attracts more and more attention. This is evidenced by the publication of numerous resources for teachers [McKay, 1982; Collie, Slater, 1987; Duff, Maley, 1990; Carter, Long, 1991; Lazar, 1993; Carter, McRae, 1996; Kennedy, Falvey, 1999; İnan, Yüksel, 2013] and studies that comprehensively analyze the current state of the application literary texts in teaching a foreign language [Lott, 1988; Gilroy, Parkinson, 1996; Paran, 2008; Tatsuki, 2015]. Fiction texts are now used in teaching English as a foreign language in Singapore, Malaysia and across Europe [Tatsuki, 2015]. R. Carter connects the renewed interest in literary texts with the growing popularity of the communicative teaching methodology (CLT), which, unlike more traditional methods, focuses on improving communication skills in a foreign language [Carter, 2007P. 6]. In this technique, grammar, phonology and vocabulary are a tool for overcoming linguistic barrier, not a special subject of study. Moreover, adherents of this technique believe that reading fiction not only replenishes the vocabulary of students, but also improves reading technique and critical skills thinking through more creative and "authentic" use of language. Modern research focuses primarily on the analysis of the use of literary texts in practice. Specific teachers of a foreign language or on a theoretical basis of the use of original literary works in teaching a foreign language. Currently, teaching English is an important part of the curriculum in Uzbek schools and universities. In universities, for example, knowledge of foreign languages is often required for admission to faculties of the humanities and socio-economic sciences, although students are still not always acquire at the university the competencies sufficient for free communication in a foreign language in broader contexts [Lazaretnaya, 2012]. In schools, teaching English is like a rule, they start from the 1st grade, and the curriculum is mainly aimed at developing communicative competence and skills in using language in interpersonal and intercultural interaction. The teacher of the English language has also changed — his position in society, his socio-demographic

status. S. Ter-Minasova notes that among the teachers of English today there are many who left their former non-educational work to teach English.

The selection of literary texts for teaching a foreign language is a multi-stage process, and it decisively depends on the criteria on the basis of what criteria those specialists, including teachers, who are engaged in this selection, evaluate literature [Zagryadskaya, 2017].

Some propose to consider as literature only works of great authors who have not only stood the test of time, but also made a serious contribution to the study of human nature, while others recognize the relativity of any assessments and the dependence of the value of a particular work on the mores of a given historical period [Carter, 2007]. So, the selection of texts can be made on the basis of different criteria and for different purposes. Therefore, before asking teachers what texts they are using, it is very important to understand how they generally relate to literature - as works of enduring significance or as texts with certain functional properties, to one degree or another corresponding to the needs of the teacher and students. [Paran, 2000; Hall, 2015; Luukka, 2017]. Important selection criteria are compliance lexical complexity of the text to the level of language training students [Zagryadskaya, 2017], as well as the opportunity to provide in relation to a given text, effective interaction between the text, the setting and the reader [Luukka, 2017]. D. Collie and S. Slater believe that teachers should take into account both the cultural significance of the text and its ability to interest students [Collie, Slater, 1987]. They put special emphasis on such a characteristic of the text as the personal significance of its content for students. A. Maley also strongly recommends that the selection of texts be based primarily on the interests of students [Maley, 2001]. As for the age of the texts, N. Zagryadskaya [2017. P. 22] considers it possible to use works of different eras, although the texts of the XX and XXI centuries. are, in her opinion, the most effective in teaching English as they "Chronologically closer to our time, cause great interest of students and encourage them to participate in discussions, expressing their attitude to the events described ". Thus, when selecting texts, you need to take into account many of their characteristics — it is not surprising that the choice is often difficult. Adherents of the language approach strive to integrate literature into language teaching for the sake of forming a learning environment that is characterized by an active and central position of students in the classroom [Carter, Long, 1991; Van, 2009]. Working with fragments of literary works, students not only improve their knowledge of the English language, but also develop critical thinking and train the skills of interpreting texts [Carter, Long, 1991; Lazar, 1993; Van, 2009]. Within the framework of the linguistic approach to teaching a foreign language, such forms of working with text are used as retelling the content, filling in gaps in the text, discussing what has been read, making assumptions about how the story will end, writing a text different from the author's ending [Van, 2009], and reading role plays and comprehension tests — choosing the most appropriate heading for the text or the most accurate summary [Lazar, 1993]. Another option for using literary works is an in-depth analysis of literary texts from the point of view of the peculiarities of their language [Bloemert, Jansen, van de Grift, 2016. P. 176]. There are quite a few options for implementing a linguistic approach to teaching a foreign language, and literature in it can be used for different

purposes: as a purely linguistic resource or as a material, the stylistic analysis of which allows you to achieve a deeper understanding of the meaning of what you read [Lazar, 1993].

The cultural approach is considered the most traditional in the study of literary works [Lazar, 1993]. When applying it, in contrast to the language approach, the student receives information about the historical and socio-political conditions in which the text was written, studies the ideological trends and special cultures that are reflected in the text, learns details about the life of the writer, about contemporary literary movements and directions of philosophical and religious searches. Within the framework of a cultural approach to the study of literary works use such techniques as a story about the biography of the author, about the main periods of his work, an explanation of the main features of the literary direction to which this work belongs. Not all researchers consider the cultural approach to the study of literary works to be effective in the practice of teaching a foreign language. With this approach, the focus of the lesson shifts from student to teacher and little time is devoted to language practice [Savvidou, 2004]. Nevertheless, English teachers continue to use this approach [Akyel, Yalçin, 1990; Ainy, 2007; Rashid, Vethamani, Rahman, 2010; Divsar, 2014]. The teachers who took part in the study by S. Ainy, for example, substantiated their preferences by the fact that, using a cultural approach, it is possible to achieve a better understanding of the text by students [Ainy, 2007]. A "personalized" approach to the study of literature is based on encouraging students to engage their own personal and cultural experiences in the interpretation and comprehension of the text [Carter, Long, 1991; Lazar, 1993; Savvidou, 2004]. Students can discuss the style of the work or interpret its content, the main thing is that they must express their own opinion on this matter [Hirvela, 1996]. The "reading" approach also encourages students to form their own independent opinions about what they read [Bloemert, Jansen, van de Grift 2016]. These approaches are similar to each other, although some authors see their difference in the fact that with the "personal" approach, the text turns out to be a "more authoritative" interlocutor for the student, and with the "reader" the text and the student "communicate" on an equal footing [Hirvela, 1996. P. 128].

Results. J. Bloomert et al. Proposes to use complex literature in teaching English as a foreign language, combining four different approaches: linguistic, contextual, reader and text [Bloemert, Jansen, van de Grift, 2016]. Textual and contextual are actually approaches to the study of literature. Textual means the study of the formal elements of a literary work through careful reading and familiarization with the theory of literary discourse, while the contextual one deals with the historical and cultural aspects of the text and is very similar to the cultural approach, if not identical to it [Ibid. P. 174]. Language and reader approaches are options for using literature as a language resource. It combines the advantages of all of these approaches, but it is not at all necessary that they all be presented in a comprehensive approach with equal weights. For example, in a study by J. Bloemert et al. [Bloemertet al., 2017], the majority of secondary school students in the Netherlands (74 %) considered the language approach to the use of literary works in teaching English to be the most useful; they gave second place to the contextual approach

(56 %). Much less often students mentioned the reader (33 %) and text (12 %) approaches. Thus, forming an integrated approach to the use of literary works in teaching English, one should take the language approach as a basis and enrich it with elements of other approaches. In general, the analysis of the literature showed that the approaches used by Russian teachers in teaching schoolchildren and students the English language using authentic literary works, as well as the criteria that they consider important in the selection of suitable texts, have not been sufficiently studied. At the same time, many systematic studies have been devoted to this topic abroad [Fogal, 2010; Ganapathy, Saundravalli, 2016; Bloemert et al., 2017; Freyn, 2017; Duncan, Paran, 2017; Luukka, 2017; Syuhada, 2017]. A number of manuals on the use of literary texts in teaching English have been published in Russian [Kutsenko, 2006; Goldman, 2014; Alexandrovich, 2016; Valkovskaya, Ilyushkina, 2016; Vasilenko, Sidorenko, 2016], but we could not find data on whether teachers use the methods and advice given in these manuals. Research conducted in Russia on the use of authentic literary works in teaching English as a foreign language [Zagornaya, 1992; Semenyuk, 2004; Barinov, 2009; Loseva, Kuznetsova, Igeisinova, 2016] are predominantly theoretical in nature, they do not contain empirical data and practical recommendations regarding the methods of use and selection criteria for literary texts that would reflect the opinion and experience of teachers. It would be wrong to say that there are no research into the practice of teaching English as a foreign language. There is a lot of work being done not only to teach a foreign language, but also to find and try new methods of teaching all subjects. This is one of the most important issues that needs to be addressed in order to improve the current educational process. If in the past foreign language teaching was considered to be the study of this language system, in recent years the main focus of teaching has been to develop these students' foreign language skills. It should be noted that these goals in foreign language learning are not set by oneself or by others or individuals, but are closely related to changes in the sciences of linguistics and psychology and the social development of society. For example, consider the audiolingual method. The development of this method was influenced by changes in linguistics, that is, the structural flow. It includes the following factors:

- teaching a foreign language should start with speaking;
- language learning is based on different structures, patterns of speech;
- exercises should also be language-based, requiring repeated repetition of language material;
- the choice of grammatical patterns and vocabulary should depend on the results of the comparison of the foreign language with the native language.

The main disadvantages of this method are the large number of mechanical exercises and the lack of real speech exercises. The founders of this method are Methodist scholars Ch. Fries and R. Lado. For example, Ch. Fries says that the main content of the initial stage should be the study of structures. Grammar skills should be based on this. According to Ch. Fries and Lado, students must first remember the set of structures (sentences) used in oral speech. Then, based on these structures, new ideas need to be developed, that is, skills and abilities need to be developed. This is done through training exercises. Later, a new method began to take shape in the

West. This was an audio-visual method. Its founders are the Yugoslav Methodists P. Guberin and the Frenchman Pierre Rivon, L. Gugeneim and others. This method is based on quick memorization of language (language material) by hearing and seeing. The main advantage of this method is that it requires the study of the language material in relation to real-life situations reaches. Language learning is based on seeing, listening and understanding. According to the authors of this method, the aim is to study topics that are common in everyday life (for example, apartments, furniture, trade, etc.). They are mastered mainly on the basis of visual perception and extensive use of technical means. Much has been done and is being done in our country and abroad to intensify foreign language teaching. This led to the development of new intensive methods. Intensive teaching is the process of teaching students to speak a foreign language in a short period of time. It is based on the inner psychological potential of the students and is done based on the memory reserve. (Leontev A.A. Kitaygorodskaya). Thus, the intensive method (or intensive) teaching has the following two characteristics: Organize a certain amount of educational material in a short period of time and carry out the corresponding speaking activity in a foreign language; Maximizing the use of all the resources (psychological capabilities) of personal memory, i.e. increasing the activity of students. In recent years, much needs to be done to increase student engagement in the classroom. One of the most important tasks is to create an environment of verbal communication in order to increase the activity of students in the classroom, using the internal capacity of personal memory. Techniques used by the teacher and various demonstrations weapons should be used for this purpose.

Discussions. The last twenty years have clearly been marked by the rapid growth of works in the field of the theory of literature and culture, a solid foundation for further research on the relationship between literature, language and education. So brand new the paradigm of the integration of language and culture, when literature is a part of culture, emerged in the late 80s. and developed throughout the 90s. Unsurprisingly, in recent years, there has been a strong shift towards the study of literature, mainly as a culture, and the study of literature. Therefore, many researchers declare the need to include literary texts in L2 curriculum (Cook, 1994; Shanahan, 1997; Hanauer, 2001; Carroli, 2008) or alternatively advocate content based a curriculum that will include literary components (Liddicoat, 2000; Kramsch, 2013). Many foreign language teachers tend to recognize the potential of literary texts in terms of the development of various aspects foreign language. Literature is claimed to contribute, among other things, to increase learners' vocabulary at the L2 level, knowledge lexical phrases and fixed expressions (Frantzen, 2002; MacKenzie, 2000), grammatical knowledge (Tayebipour, 2009), language proficiency (Carroli, 2008); and sociolinguistic and pragmatic competences (McKay, 2001). Also emphasis on reading, especially reading culturally authentic texts, has become one of the main requirements of the curriculum. Recent developments in the field of text-based learning also recommend a curriculum "in which language, culture and literature taught as a continuum"("Foreign languages and higher education: new structures for a changed world", 2007). In this sense, recent research points to the undeniable usefulness of literary texts as an important part of English as a foreign language

curriculum. Despite the fact that their use can be very demanding for teachers and students (Rice, 1991; Lima, 2010; Wang, 2009). Thus, for Wang (2009), literature study is compulsory because it gives students the opportunity to meaningfully contexts rich in descriptive language and interesting characters. While many teachers nowadays agree on the need to reintegrate literature into the L2 curriculum, defending its reincorporation into a language class, literature still needs to carve a niche for itself in mainstream language teaching materials (Lima, 2010).

Teachers who try to use literature in the classroom inevitably find face serious problems themselves, which include key factors such as insufficient training in the teaching of literature in EFL, lack of clear goals defining the role of literature, and lack of necessary background knowledge and literature training or lack of pedagogically well thought out materials (Lima, 2010; Khatib & Nourzadeh, 2011; Edmonson, 1997). In addition, there are unresolved issues related to the selection of texts and programs in literature, as well as the development of curricula. nowadays there is a lot, especially in the context of English as a global language (Carter, 2007). Last but not least, questions about how literature can be integrated for the benefit of students and which procedures are most effective for integration into a language class. With these premises in mind, this study aims to review ideas and research regarding the role of literature in the EFL class, as well as in describing the latest approaches to teaching literature in the language class. We also hope that this article will help teachers of foreign languages choose the most appropriate way to use the literature. With this intention in mind, the document is divided into four main sections. After a brief historical overview the issue of using literature in language teaching, the second and third sections of the article are devoted to advantages and disadvantages of using literary texts as linguistic tools. There are various approaches to teaching literary texts.

The ever-growing interest in the use of literature and literary texts in the EFL class is undeniable. Research and educators (Hanauer 2001, Frantzen 2002, Carter 2007, Carroli 2008) are finally beginning to view literature as an effective tool that can provide EFL students with the opportunity to develop different aspects of the English language skills as well as deepen your knowledge and understanding of English culture. Recognizing the value of using literature in a language class does not mean that teachers have reached a consensus on how to use literature in their classes, what texts they should use, or when is the best time to start using literary texts. In fact, there is still controversy over these issues among language teachers and educators. Even the role and significance of literature in language learning itself still holds true. interviewed by some linguists (Edmonson, 1997). One of the main problems in this sense is associated with the lack of empirical research on this issue. However, both supporters of the use of literature in language education (Shanahan, 1997; Hanauer, 2001) and his opponents (Edmonson, 1997) seem to agree that more empirical research is necessary to confirm theoretical positions and support the use of literature in language classes. Carter (2007) talks about a general "lack of empirical research in the classroom" and the need for creating "expanded paradigms for deeper empirical research" (p. 11). Also Edmondson (1997) states the need for "conceptual clarity as to what role or roles foreign literature can or should play" (p. 44) in

language teaching, and indicates a lack of empirical research in this area. Lack of "real empirical data related to reading and understanding literature in language classes" is also questioned by Hauner (2001: 295). Meanwhile, Carroli (2008) comments on the daunting presence of empirical research analyzing student perceptions literature and this context, as well as its impact on them. According to the author, only a few ongoing studies explored the role of literature in the L2 curriculum from a student perspective. Although research is still scarce, recent years have seen an increase in empirical research in this area (Paran A., 2008).

Conclusion. Success in language acquisition is often determined by student interest and enthusiasm for the material, are used in the language class, their level of perseverance in completing the learning task and their level of concentration and enjoyment (Crookes and Schmidt, 1991). Such personal involvement of students can come from materials and lessons used in the class. In this article, we have tried to show that literature, when used correctly, can be an effective tool for developing foreign language skills. We also tried to demonstrate that current research be proactive in demonstrating the multiple benefits of using literature in language classes. This brings us to it is easier to refute the arguments of those scholars who oppose the use of literature as a tool for language learning (e.g. Edmondson, 1997). There are still key questions to be explored. We still need more empirical research to:i) confirm some new approaches to integrating literature in the language class, and ii) know the students' reaction to the need to read literature in a foreign language. In addition, a more systematic evaluation of various language courses based on literature. components are equally needed as well as a more systematic study of the students' point of view. But in general it is clear that literature has much to offer the language learner. There is evidence that it provides a motivating desire to learn and teach a language due to its impressive properties that cannot be found in any other types texts. Nevertheless, if we take into account the controversial points regarding the instrument "literature as a language" outlined in this article, then it should be noted that It can be said that there is no single correct way to use literature in language classes. In fact, different approaches can be adopted by a specific teacher based on his / her learning needs. We hope that the ideas presented here will be promote effective use of literature by teachers to improve English language teaching.

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