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Learning English through Communicative Critical Language

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Abstract

The aim of this study is to examine the use of literature in enhancing of proficiency of English for learners. Learning English through communicative critical language, analytical, storytelling, and creative language help students connect to their lives in order to humanizing learning, and make bridge between cognitive learning and personal expression, as cognitivists tried to manifest psychological principles of functioning and sought to find out underlying motivation and deeper structures of human behavior, and they argued that human beings construct their own version of reality. Then the paper identifies the use of literature to enrich students' awareness of the rhetorical structure of literary discourse, and offers a thought-provoking ideas about how literary texts can promote EFL learners' communicative competence; however, to achieve the aim of preparing students for critical analysis and self-awareness. These subjects of matter have the ability to reach the heart of learners. Furthermore, it examines the concept of high tech and function of technology in 21st century which high tech is widely available everywhere and becomes part of our daily life. Therefore, human being is just slave for the technologies. In conclusion the paper argues about literature teachers who can inspire students and they have ability to open and enrich the content of language lessons, and they can provide useful opportunity for gaining experience of the world. In order to manifest English literature teachers, the researcher exemplifies key issues that paper presents Mr. Keating's philosophy of life in Dead Poets' Society by Tom Schulman which touching our souls.

Keywords: Literature, Critical Language, Teaching, Spiritual Teachers, Language Learning, English Learners

Introduction:

"A work that aspires, however humbly, to the condition of art should carry its justification in every line" (Joseph Conrad). Conrad talked about the art of literature, the position of literature which is superior because it has something permanent and invisible inside, it cannot be seen; however, can be felt. Furthermore, it carries justification. Literature touches the hearts immediately and appeals to the senses. Thus, literature language is senses.

He mentioned that literature appeals to temperament like painting, like music, like all arts. The appeal of one temperament to all the other innumerable, temperaments whose subtle and resistless power endow passing events with their true meaning, and create the moral, the emotional atmosphere of the place and time. Such an appeal to be effective must be an impression conveyed through senses and in fact it cannot be made in any other way, because temperament whether individual or collective, is not amenable to persuasion. Therefore, all art appeal primarily to the senses. And the artist aim when expressing itself in written words must also make its appeal through senses (1995). He asserted that to arrest, for the space of a breath, the hands busy about the work of earth and compel men entranced by the sight of distant goals to glance for moment at the surrounding vision of form and color of sunshine and shadows, to make them pause for a look, for a sigh, for a smile- such is the aim, difficult and evanescent and reserved only for a few to achieve but sometimes, by deserving and the fortune even that task is accomplished and when it is accomplished. Be hold! All the truth of life is there, a moment of vision, a sigh, a smile, and the return to an eternal rest (1996). This pause cuts the human beings off from the distant dreams, goals, life, and make them live in present.

Mathew Arnold in his essay "literature and science" asserted that literature contains the materials which suffice for making us know ourselves and the world. And mentioned literature not only has the power of refreshing and delighting us, it also has a fortifying, elevating, quickening, suggestive power, and capable of wonderfully helping us to relate the results of modern science to our need for conduct, and our need to beauty (1555). By writing this essay he uttered literature is superior to science and in order to understand literature you should understand the world. And sense of beauty and sense of conduct are in our nature. This beauty is given by literature, because science does not have beauty, and by matter of conduct he meant serious morality; furthermore, science does not give morality, by having science you are going to be powerful not human.

Learning English through Literary Texts

Literature can be beneficial for learners in the case that it can improve four language skills in a way that the students become familiar with different cultures, improved communicative skills, enhanced critical thinking, helped oral and written communication, and developed more vocabularies. Although, now days in modern world, literature has been left aside in English Language practice, and the teachers and institution's owners used technology or virtual world in learning English and students become victim of technological devices.

In virtual classes they do not see their friends and even the teacher, therefore the students, the teacher and student do not have eye contacts. The students just write but they do not know whether someone listens to her or not. This Way of learning is like an illusion, there are no kindness, emotion, morality, and self-awareness in an uncertain world of high tech. However, the teacher who uses literary texts in the class can enrich students' natural processes, cultural experiences, recognition of ideas, and to reach the heart of student. In addition, it can provide practical value, studying literary text can be source of enhancing analytical skills, it shows that students pay attention to the text, grammar, dictation, syntax, and this process help student to have better reading comprehension.

Literary texts have an effect on the ability of students to engage in critical thinking, and it is seen as beneficial because it helps develop empathy, creativity, and self-expression. Learning English through literature is a way to enhance cognitive abilities. For instance, the teacher can ask the learners to think, to

analysis, to discuss by using an image. Therefore, the learners engage in storytelling about the images. And these types of practice establish the connection between an art (image) and critical thinking skills (story telling).

According to Asfiya khan and Samia Naqvi storytelling enhances receptive as well as productive language skills. It improves students' range of vocabulary, facilitates accurate pronunciation; gives exposure to a variety of sentence structures, provides insights into possible collocations, and orients them to voice modulation, tonality and other instruments of expression. Classroom practice in storytelling develops proficiency in language skills, which in turn builds confidence in learners. Once they gain confidence, their ability to correspond, negotiate, discuss, influence, debate, and persuade improves (337). The storytelling itself can be useful for improving reading, speaking, listening; furthermore, pronunciation, vocabulary, grammar, thinking. In a way that in order to tell a story appropriately, students need to read it a number of times, and in the process of reading they acquire fluency in reading and get familiarized with language structures, and vocabularies. After reading story, the students share their personal ideas, and interpretations; therefore, they develop their critical thinking.

Panavelil in "Tell a Tale: Using Short Stories in an EFL/ESL Class" asserted that literature is a means of communication, a kind of language in use and as such comparable with other means of communication. It is a kind of language that can be put to effective use for teaching and learning English. One way to expand students' knowledge of varieties of English is through literary texts like a short story. What is important is that students gain a good understanding of the story both linguistically and conceptually. Thus, with an awakened language sensitivity and improved literary insight, students gain the ability to look at a story as a work of creative expression and as an aesthetic way of learning language (304).

Finally, according to Suhair Al Alami in "Using Literature in EFL Contexts" literature should be viewed as *highly valuable.* Instructors can use it to enhance both communicative competence and critical thinking skills among their EFL/ESL learners. To meet challenges, satisfy demands, and fulfill curriculum requirements, selecting appropriate texts, adopting effective instructional approaches, and implementing a purposeful curriculum will all ensure an exciting and productive experience for students (289)

Inspiring and Motivating

As Irma-Kaarina Ghosn in *Developing Materials for Language Learning* states "Motivation and interest have on academic achievement." (252)

The researcher chooses to emphasizes motivational activities which enable students to enjoy learning with literature, the teacher can use even the great works, such as Henry James' stories, Shakespeare' plays, Jane Austen's novels that can be brought to life and made meaningful for students, and she should make the texts appealing to students by relating to their own lives.

Jim Scrivener in *Learning Teaching* indicated that stories have a great deal of value in their own right. Story telling is a useful short activity for the end of a lesson, or to provide a change of mood. And he asserted that mentally prepare your story beforehand; internalize the mood, the smells, the look, the colors, the key events. And the teacher should give a clear instruction along the lines of "I'm going to tell you a story. Listen and see if you enjoy it. And when it is over, let them talk about it (353-354). Therefore, it will be great discussion of feeling, and interpretations without any tension among the learners.

Humanizing Learning

Rahma Al- Mahrooqi in Literature Teaching in the EFL Context: New Perspective mentioned: the merit of literature not only as a tool for teaching, but as a reservoir of ideas, thoughts, emotions, and experiences that reflect varied human experience in our uncertain world. Literature can be used as a foster

critical thinking by comparing and contrasting practices, values, norms, and the traditions of different contexts. He asserted that it can foster sympathy for human experience and for people underlying struggles of all kinds. Similarly, it can foster tolerance and acceptance of difference. Therefore, the learners become broadminded in their own cultural context (5).

Literature can be used in communicative method, and it helps the learners to be more sensitive and human being by choosing carefully texts in the classroom in order to achieve beneficial issues. Because some texts in the course books are artificial, uninteresting, monotonous, therefore, the teacher by using piece of literary texts in the classroom help learners to use their imagination, arouses the learners' emotions and feelings, and encourage them to think. And the teachers enhance the learner critical thinking by using literary texts.

Brian Tomlinson asserted that material should be connected to learners' lives and it should also engage the learners. Sometimes the course books are potentially humanistic but they do not match the psychological and sociological realities of any particular group of learners. He mentioned that many of these course books concentrated on the linguistic and analytical aspect of language learning and failed to top the human being's potential for multi dimensional processing (139). Thus, in order to have effective, fruitful, and valuable class, and make pleasant and suitable system of education both the teacher and the books should be humanized.

Spiritual Teachers

Tomlinson states that; as a language teacher, our duty is to contribute to the emotional, imaginative, and intellectual of learners, the teacher can open and enrich the content of language lesson, and she can provide useful opportunity for gaining experience of the world (33-34). However, a great literature teacher can inspire learners, they are impartial, and allow their learners negotiate the meaning through dialogues, and the teacher should create a positive vibe in the class room and encourage the learners to rely themselves, being themselves, and emphasize on individuality rather than imitating.

The teacher in the *Dead Poets' Society* can be a spiritual teacher, in a way that he teaches his students to live life with absolute passion and he encouraged his student to think for themselves, pursue their own desire, strive to find their own voice, and to live life with passion. Mr. Keating the literature teacher in the story can be a real spiritual teacher because of his philosophy of life which inspired his students to find their way in the complex world of elders.

Conclusion

New Voices are unearthed in Literature Classes. Literature touches the hearts, and appeals to the senses. And logic works only and only after we perceive, and imagine things. In a word, logic begins to work after we perceive. Thus, logic is secondary to our senses, and perception. This world is understood through our perception, it means when we perceive, we begin to logic. It is a kind of Cartesian mentality "I think. Therefore, I am" I perceive, image through senses. Therefore, I am. For instance, I have a lot of hypothesizes but I will understand if only I perceive.

The researcher dares to declare that now day in modern world which literature has been left aside in processes of English Language learning, and the teachers and institution's owners used technology or virtual world in learning English, students become victim of technological devices and this Way of learning is like an illusion, there are no kindness, emotion, morality, and self- awareness in an uncertain world of high technology. However, to enrich students' perception, natural processes, cultural experiences, recognition of ideas, and to reach the heart of student the teachers should used literary texts which are perceptible.

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