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TEACHING LINGUISTIC INPUT THROUGH LITERATURE FOR L2 LEARNING

Mst. Kulsum Begum
Associate Professor, Department of Basic Science
Patuakhali Science and Technology University, Bangladesh
Email: kulsumbegum.pstu@gmail.com

Md. Ashraf Hossain
Corresponding Author
M. Phil Fellow, Islamic University, Kushtia, Bangladesh
Email: hossain004@gmail.com

A.F.M. Moshiur Rahman
Poet, Journalist & M. Phil Fellow
Islamic University, Kushtia, Bangladesh
Email: moshiureu@gmail.com

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Abstract

Literature is an imperative resource to teach linguistic input which is considered indispensable for learning a second language. Various literary texts are the embodiment of linguistic input which can facilitate language teachers and learners to teach and learn basic skills of language, syntax, semantic, pragmatic, collocation, capitalization, foregrounding, new vocabulary, grammatical structure, cross-cultural awareness, criticizing skills, denotative and connotative meaning, punctuation, deviant form of language, styles of communication, spelling rules and error analyzing strategies very logically. It is experimented that the practice of literary texts in the classroom creates opportunities for language teaching and learning with linguistic input since all types of language learning features can be educated from literature. This study investigated the benefits of teaching linguistic input through literature for second language learning. It is also found out that the linguistic output is developed through literature for communication since every piece of communicative facilities can be learned through literature. In fact, it also shows the logical use of literature for second language teaching, learning and linguistics awareness for teachers and learners.

Keywords: *Linguistic input, literature, language teaching, L2*

1. Introduction

Linguistic input is a process of receiving, learning and putting in our memory or brain from resources like books, movie, newspaper, radio and so on. Good linguistic input determines linguistic output or feedback through language. Literary texts are the vital embodiment of linguistic input for teaching second language. It is a fat that nobody can learn second language without linguistic input (Gass, 1997). Literature is main path for linguistic input to teach and learn target language. To develop the second language learning, linguistic input can play important roles (Bahrani, 2013). Almost all of the linguistic features are available in literature. Van (2009) found that literature has power to present syntactic, pragmatic, discourse knowledge and cultural values among the learners to learn target language (p.2). It is literature which provides materials of linguistic input like syntax, cross-cultural awareness, grammatical structure, semantic, vocabulary,

pragmatic, collocation, capitalization, foregrounding, criticizing skills, punctuation, deviation, spelling rules and error analyzing strategies. Second language is thought and learnt through linguistic oriented literature. Linguistic input takes part in achieving language (Chomsky, 2005). All the teaching and learning factors are available in literature. Through literature, a teacher can teach all the features of target language. Communication can be maintained through literature (Kramsch, 1985: 356). To communicate frequently with target language, literature is the main vehicle. According to Collie and Slater (1987:5) language learners' speaking and listening potentialities can be upgraded with the help of literature. According to Krashen (1982), Language learning and acquisition are to distinct feature. Acquisition focuses on knowledge of language; on the other hand, learning focuses on the rules of syntax, grammar which produce correct speech. Both functions are essential. Language acquisition input is most effectual while it is usual, motivating and understood (Krashen, 1982). Thus, rules of grammar are first instinctively acquired through significant language make use of and after that later they can be officially learned. Students acquire a second language only while they are uncovered to understandable input (Krashen, 1982), which is listening to or reading the target language that is a little beyond their current level of competence (i+1). Providing learners with understandable input facilitates their ordinary language acquirement (Krashen, 1982).

Historically literature has been being used in teaching linguistic inputs including syntax, semantic, pragmatic, collocation, capitalization, foregrounding, new vocabulary, grammatical structure, cross-cultural awareness, criticizing skills, denotative and connotative meaning, punctuation marks and the four basic language skills, listening, speaking, reading and writing very significantly.

2. Objectives

The present study is significant in many ways. The major objective of the study is to explore the scenario how linguistic inputs are internalized through literature in the process of language teaching and learning. The study also provides the readers and the future researcher effective insights into the different issues related to linguistic inputs.

3. Literature Review

Carroll (2001) found that linguistic input is a raw data which language learner hear or read. Linguistic input is required for second language learners to learn L2 successfully. Literature is one of the important tools for language teaching. According to Shazu (2014:61), literature is excellent equipment where language dominates in an outstanding way. Grammatical construction, new lexis, translations are provided by the literary works (Khatib & Rahimi, 2012:32). A number of people believe that literary texts are vital material because of its language (Moody, 1986:2). Literature is a popular structure where fundamental language skills and parts are thought (Hismanoglu, 2005:53). According to Sage (1987), teaching language in the classroom is an inspiring and creditable material (p.53). It is literature which can assist language instructors to achieve foreign language teaching experiences (Mart, 2018, p.117). To be a master in grammatical regulations, literature is used as a teaching apparatus ((Duff & Maley, 1990, p.3). Massive developments of language learning can be facilitated with the help of usefulness of literature (Bassnet & Grundy, 1993, p.7). Henning (1993) conducted a study that students can be enhanced in linguistics, cultural, sensibility and cognitive skills throughout literature (p.24). Literature has ultimate objective of target language learning focusing on writing and reading (Paesani, 2011, p.161). According to Spack (1985), the resources of languages are expertly used in literary texts (p.705). A number of benefits for ESL learners in the classrooms are presented by literature (McKay, 1982, p.532).

Linguistic input determines any information which learners obtain or receive in memory. Through linguistic input of literature, a L2 learner can learn all the elements of target language. A language instructor can teach basic skills of language, spelling rules and error analyzing processes, syntax, semantic, discourse, pragmatic, collocation, capitalization, foregrounding, innovative vocabulary, grammatical construction, cross-cultural alertness, criticizing skills, denotative and

connotative meaning, punctuation marks, deviant form of language, styles of communication, spelling rules and error analyzing and so on. Basically, literature is a vital source for teaching and learning linguistic input to learn second language very effectively. Good linguistic input determines good linguistic output or feedback. It determines every receiving data from outer and literature is one of the important factors to learn and teach linguistic input. Every qualitative linguistic input establishes effective linguistic out for proper communication.

4. Methodology

The study was completely qualitative in nature. It basically applied content analysis method. Qualitative data for the research were collected through reviewing other literature related to the concerned study and the teaching experiences of the researchers in the regarding field were an avenue for so as well.

5. Discussion and Findings

The findings and the discussion of the present study have unfolded the core insights into the use of literature in teaching linguistic inputs based on theoretical aspect, connection of literature and culture, historical overview of the respective field, practical application of literature to teach linguistic inputs etc. In fact, it is highly possible to teaching linguistic Input through Literature for Second Language Learning. To determine valuable finding of this study, various important discussions are mentioned below:

5.1. Theoretical aspects in teaching linguistic inputs

In teaching linguistic inputs through literature, a number of theories incorporate in this field. Among them, reader-response theory and language-based approach are significantly connected to the present study. According to the principles of the reader-response theory, the learners or the readers get the opportunity to play an active role while dealing with a literary text. Through their live participation in constructing the text in their own way, they get benefited regarding numerous linguistic inputs including the development of vocabulary, grammatical structure, stylistic phenomena, critical thinking and interpreting ability.

Dias & Hayhoe (1984) mentioned,

> "It is precisely the role of the readers in the act of reading that has not been sufficiently and properly addressed" (p.15).

It also helps the learners in stimulating their background knowledge of language and makes them able for the practical application of that knowledge. Major emphasis of the language-based is given to the linguistic issues of literature which work as the base of the learning of linguistic input. It works as a bridge between literature and linguistic inputs through making an accessible and more comprehensible connection of language and literature.

5.2. Literature and cultural issues in teaching linguistic inputs

Literature and culture are inseparably connected to each other. Both of them have great impact on each other and the whole process is connected to the language of that culture. So, such inter and intra connections have great influence on the teaching-learning process of linguistic inputs. Literature is one of the main mediums which can improve L2 learners' critical thinking talent (Butler, 2006). True understanding of the connection of the literature and culture can facilitate teachers and learners in the language classroom, with an authentic and enriched context for exploring their cultural values and traditions in contrast with other cultures.

As a result, teaching linguistics inputs through literature assists learners with a precisely cultural competence, equipping them with pragmatic and socio-linguistic components to accelerate their socialization in the target culture.

5.3. Historical Overview

The connection between language and literature is a universal one. Language and linguistic analysis can be engaged to access literature from the learner's point of view. Brumfit &

Carter (1986:1) already give emphasis to the position of literature as the vital source of language learning. In grammar translation method, literature was the innermostfactor. So, it is important to learn language. Literature of the intention language were read and translated which was used as examples of first-rated writing and illustrations of the grammatical rules (Duff & Maley, 1990:3). From the historical perspective, literature has been being used in teaching language skills and linguistic inputs for long period of time but, the emphasis was only reading and writing skills and related issues. With the emergence of new methods and approaches in teaching language, the role of literature in language teaching has also been shifted with the aim of teaching all the four skills and linguistic inputs through literature.

5.4. Literature and Real-Life Communication

We know that the contents of the lessons of textbooks are often unreal in the sense of irrelevant to the learners sitting in the classroom. In this case, literature can step in to fill the gap, boosting topic areas including authentic material for engaging learners' affective ways. Literary texts can be selected for stimulating and achieving language learning and equipping learners with relevant linguistic and socio-cultural competences. Collie & Slater (1987) said that literature offers a bountiful and extremely varied body of written material that deals with enduring human issues. Though the world of literature is a created one, it deals with contextually vivid characters from different social backgrounds. Learners can unfold their thoughts, feelings, customs, possessions etc.

5.5. Using literary genre in teaching linguistic input

Literary genres like short story, poetry, drama and novel are the key resources for teaching linguistic inputs but the important focus has to be on the systematic selection, gradation and the application of those genres. How those issues work in the regarding arena is discussed below.

5.5.1. Short Story

Short story can play an important role for teaching linguistic input. In fact, short stories are vital media for language teaching (Sage, 1987). Being short in length, it facilitates the learners' reading task and upgrade the learners' attitudes and knowledge on different cultures. It also develops learners' critical thinking ability making them feels comfortable and free. It can be applied in any level of education. The linguistics inputs drawn from the short stories are mainly the vocabularies and grammatical structure. In the classroom, the teachers needed to instruct the learners to assist with the word meaning and eliciting other issues to the learners that is why they can have productive skills.

5.5.2. Poetry

Poetry is a major literary genre that facilitates learners with different viewpoints towards language applications. It stimulates the learners for personal interpretations and explanations and makes the learners familiar with figures of speech as well. It has a great influence regarding the learning and teaching of different linguistic inputs and the basic language skills. One of the most prominent aspects of poetry is the use of metaphor that is the significant connection between learning and poetry. Through the use of metaphor, poetry offers a significant learning process. As poetry is made of a lot of poetic phenomena, it can be said that, from the application of poetry in the classroom, the learners become familiar with issues such as stress, tone, pitch, juncture, and intonation of the foreign language through poetry.

5.5.3. Drama

As drama is a significant part of literature, it can lead the learners to the application of language. It can develop the learners' awareness towards the target language and culture. Generally, drama stimulates the imagination and promotes creative thinking of the learners. It assists listening skills and gives the instructors with a fresh perspective on teaching linguistic inputs. Uses of drama in teaching-learning process develops creativity, originality, sensitivity, flexibility, cooperation, and communication skills and help the learners develop their level of

competence with respect to their receptive and productive skills as well. Interestingly, drama helps the learners promote their understanding of the verbal/ nonverbal aspects of the target language they are trying to master. The application of drama in the classroom can bring a quality change in providing the knowledge of linguistic inputs regarding the syntactic, semantic and pragmatic areas. Learners are supposed to use drama to uphold their understanding of life experiences, reflect on meticulous conditions and make sense of their additional linguistic world in a deeper method (Sarıçoban 2004:15). Specially, teachers can use drama in their teaching-learning session to make language learning more colorful, motivating and interesting.

5.5.4. Novel

Novel can be an important tool for teaching linguistic structures as well as learning the target language. It helps the learners develop their knowledge about different cultures, traditions, societies, and people. Offering authentic settings, it provides the learners the chance to use their creativity and stimulate the learners' imagination. It mainly assists the learners to develop both reading and writing skills and provides with an important insight into the linguistic inputs of the respective arena. Using an interesting novel raises motivation and interest in learners. It can be an influential genre of literature for developing reading comprehension skills and building vocabulary. Reading novel develops learner's intercultural communication skills. So, the use of novel is a very beneficial technique in today's foreign language classes. It makes the lesson motivating, interesting and entertaining for the learners.

5.6. Literature and the Teaching of Four Language Skill

Four basic skills mean reading, writing, listening and speaking in a language. Four basic skills can be taught as linguistic input with the help of literature. Through literature, a L2 learner can learn those four basic skills in perfect ways as literary text is full of reading, writing, listening and speaking materials. A Learner can learn how to read with the help of literary text. Even, a learner can learn various writing styles through literature. Moreover, an L2 learner may listen to radio for learning. In addition, a learner can learn speaking styles and dimension through literature as a learner can learn new vocabularies with literature. So, a language instructor can teach reading, writing, listening and speaking skills through literature.

Through the understanding of a literary text both literally and inferentially, learners can be involved in different kinds of activities where they can share their assessments of the work. In case of reading, the ultimate goal is for the students to summarize an entire paragraph or page-length passage in their own words after one reading (Reid, 2002). It varies with the readers' interests and expertise. So, selective items of literature can enhance learners' reading skill significantly.

Literature is also a valuable and reliable source for developing writing skills in foreign language classes. Literature gives the learners with a model that provokes them to write like the original work in content, theme, style and organization. Selective activities including pair works, group works role plays, discussions, debate etc. Based on literature can bring a revolutionary change in the development of students' listening and speaking skills. Through oral reading, dramatization, pantomiming, discussion, and group activities language teachers can improve the students' listening and speaking. Listening to a talented reading of motivating literary piece offers benefits for L2 acquisition and reading expansion (Neugebauer & Currie-Rubin, 2009).

5.7. Teaching grammar as linguistic input through literature

Literary text represents grammatical matters to help the language learners to learn language (Shazu, 2014, p.63). In a literary text, whatever it is drama, poetry, novel and short story, is full of unlimited grammatical structures. Through the literature, a language learner can learn new linguistic input to be developed in language user. Various grammatical structures like complex, compound, simple, assertive, exclamatory, superlative, comparative, positive, active, passive and so on can be taught with the help of literature. Dimension in grammatical structures determines expert communicator.

5.7.1. Teaching correct spelling

A language instructor can teach rules of various spelling as a literary text is full of various spelling regulation. Literature is full of an assortment of word orders which are presented in various modes. Various words are spelled in a range of rules. A literacy text is full of lot of words and every word is made of individual spelling rules. There is no doubt that literature is the best place where a language learner can learn various spelling grammars or rules for writing language correctly. To boost the quality of spelling rules among the students, a language teacher can use literary text in the classroom also by which language learners can be expert in various spelling rules.

5.7.2. Teaching punctuation marks

To write contextually, punctuations marks are very vital to the readers and writers. Punctuation marks are the use of signs to understand reading of text and hand written. It varies on the basis of language, location, time and register. Literature is the best source for learning and teaching punctuation marks as all the punctuation marks are available in any literacy texts. A language teacher can teach about punctuation marks with literature in the classroom. So, to be an expert reader and writer, learner should study literature.

5.7.3. Teaching Syntax

Syntax is the set of grammar, principles, rules that govern the constitution of sentences in language. Every literary text is full of a variety of syntax. Literature provides examples of syntax and vocabulary as literature introduced wide range of linguistic knowledge (Loff, 1988, p.8).

5.7.4. Teaching new vocabularies

A literary text is full of various types of new vocabularies by which a teacher can teach vocabularies language learners where a second language learner can learn new word meaning. In fact, literature is the great embodiment of new vocabularies which can enrich learners sufficiently. A language learner can learn new vocabulary as linguistic input to be enriched in language user. Lao and Krashen (2000) found that the students who study literature they learn innovative vocabularies successfully (p. 261). Consequently, literature is a fundamental resource of new-fangled lexis for the L2 learners. According to Shazu, It is literature represents vocabularies, word formation, grammatical matters, sentence pattern which can assist the students to learn language (2014, p. 63). As a result, a variety of dynamic grammatical structures, new vocabularies, word making formula, sentence making rules are trained with literary texts.

6. Conclusion

From the discussion above, it is explored that literature is of great importance and influential in teaching different linguistic inputs including the basic skills speaking, listening, reading and writing skills. A single genre of literature can play an essential role to teach all the four language skills together. Literature opens the new doors of opportunity and permits learners to ask, criticize, and investigate different issues and provides the learners a rich resource of authentic material. Basically, linguistic input can enrich power of creativity in language and literature is one of the best mediums. L2 learner can use literature as an ultimate resource to be expert in the field of language learning. The selection and gradation of literature to teach linguistic inputs have to be well planned sequential regarding the learners' needs and goals.

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