



TEACHING ENGLISH IS A BASIS OF LEARNING STAGES

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ABSTRACT: - This article deals with the teaching English and learning the languages. Below we try to give our opinion about it.

KEYWORDS: Factor, learning, stage, multi, level.

INTRODUCTION

This study is accentuated on the use of literature as a technique to teach language skills. Shows to the reader what are literature and the role of both teacher and literature in teaching language. The study focus on how teaching literature important to developing language skill i.e. (reading, writing, speaking listen) and the benefit of teaching drama on developing language skill. Teaching English through literature in L2 has begun to receive attention in the EFL courses in last few years in fact, it is seen as highly productive skill by many EFL instructors and also teaching English through literature today has evolved around the primary emphasis on its viability as a communication skill to help acquire jobs,

promote business interests or provide various forms of entertainments. Carter and McRae (2001, p. 10) recommend using literature to help students go beyond “acquiring basic knowledge of the language” to “learning about the language and how it Works” because using literature can help develop the “fourth” skill in language. The use of literature as a technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) is very popular within the field of foreign language learning and teaching nowadays.

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There are many different definitions for literature which show that literature is science like other science and language as atoll which use of literary texts in teaching foreign languages it has been one of the methods to be applied since the ancient times. According to Obediat (1997:32) states, literature helps students acquire a native-like competence. In English, express their ideas in good English, learn the features of modern English, learn how the English linguistic system is used for communication, see how idiomatic expressions are used, speak clearly, precisely, and concisely, and become more proficient in English, as Well as become creative, critical, and analytical learners. Custodio and Sutton (1998:20). Explain that literature can open horizons of possibility, allowing students to question, interpret, connect, and explore. In sum, literature provides students with an incomparably rich source of authentic material over a wide range of registers. If students can gain access to this material by developing literary competence, then they can effectively internalize the language at a high level.

Our main concern as teachers is not to teach about literature, but to develop learners' abilities to make them capable of using the language of literature for a variety of communicative purposes by realize the fact that our goal is not teaching English literature but teaching a language. By reading a piece of literature, learners can understand the diverse use of words, phrases, phrasal verbs, multiple meanings, idioms, etc. They learn use familiar words in new contexts with new meanings. Widdowson argues that: "Language teachers have the responsibility to mediate changes in pedagogic practice so as to increase the effectiveness of language teaching".

Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some

of that potential themselves. Thus, they improve their communicative and cultural competence in the authentic richness, naturalness of the authentic texts. Povey (1972; 18) argues that "Literature will increase all Language skills because literature will extend linguistic knowledge". So Literature plays an important role in teaching four basic language skills like reading, writing, listening and speaking. However, when using literature in the language classroom, skills should never be taught in isolation but in an integrated way. Teachers should try to teach basic language skills as an integral part of oral and written language use, as part of the means for creating both referential and interactional meaning, not merely as an aspect of the oral and written production of words, phrases and sentences.

Both literature and language teaching involve the development of a feeling for language or responses to texts. The responses of the learners to the literary texts reading and interpreting will help them to:

- develop their reading skills.
- keep by heart useful quotations and expressions.
- integrate language skills such as listening and reading as receptive skills and speaking and writing as productive skills.

The skill of reading could be either reading aloud or reading comprehension .reading aloud aims at recognizing the alphabetical letters and relating them to their sounds. This kind of reading is usually practiced by beginners who want to master the pronunciation of words and sentences rather than understanding what they actually means. While reading comprehension is quite different from merely pronouncing words and sentences correctly , it is actually complicated process through which the reader try to interact and comprehend what they read

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.reading is receptive interactive skill it is receptive because in reading we usually receive information from what we read whether it is a short text "enter" which is one word, or long text like novel, so reading skill is interactive and this interactive is taking place inside the mind of the reader.

Literature can be a powerful and motivating source for writing in ESL / EFL, both as a model and as subject matter. Literature as a model occurs when student writing becomes closely similar to the original work or clearly imitates its content, theme, organization, and /or style. However, when student writing exhibits original thinking like interpretation or analysis, or when it emerges from, or is creatively stimulated by, the reading, literature serves as subject matter. Literature houses in large variety of themes to write on in terms of guided free, controlled and other types of writing According to Alexander Baird, "Literature is the use of language effectively in suitable conditions"

The use of drama in teaching language raises the students' awareness towards the target language and culture. Learners should make use of drama to promote their comprehension of life experiences, reflect on particular circumstances and make sense of their extra linguistic world in a deeper way (Sarıçoban 2004:15). The educational benefits of drama, according to (Lenore 1993), are as follows:

1. Stimulates the imagination and promotes creative thinking,
2. Develops critical thinking skills.
3. Promotes language development.
4. Heightens effective listening skills.
5. Strengthens comprehension and learning retention by involving the senses as an integral part of the learning process.

6. Increases empathy and awareness of others.
7. Fosters peer respect and group cooperation.
8. Reinforces positive self-concept.
9. Provides teachers with a fresh perspective on teaching.

Some other educational benefits of using drama in a foreign language class can be listed as follows

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