LINGUISTICS, LITERATURE AND THEIR CONTRIBUTIONS TO TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.
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ÖZET

Bu çalışmanın amacı, dilbilimsel bilgilerin ve edebi metinlerin Yabancı Dil Olarak İngilizce'nin öğretilmesine ve öğrenilmesine yaptığı katkıları belirlemek ve bunların nasıl uygulanabileceğine ilişkin kısa ve öz teorik bilgiler sunmaktır.

Çalışmanın birinci bölümünde, çalışmanın hangi amaçlarla yapıldığı, dil öğretiminde ne tür eksikliklerin olduğu, ve ne şekilde yapılabileceği detaylı olarak ve öz bir şekilde verilmeye çalışılmıştır.

İkini bölümde dil bilimin ne olduğu ve alt başlıkları olan fonetik, fonoloji, kelime bilgisi, cümle bilgisi, anlam bilgisi gibi konular üzerinde detaylı ve açıklayıcı bilgiler verilmeye çalışılmıştır. Ayrıca dil öğretiminde edebiyatın ne anlama geldiği ve edebiyatın genel olarak ne anlama geldiği üzerinde etkili ve detaylı bir çalışma yapılmaya çalışılmıştır. Ayrıca çalışma kapsamına giren konular mümkün olduğunca bütün detaylarıyla, oldukça yeterli miktarda kaynaktan çalışılarak, en doğru bilgileriyle verilmeye çalışılmıştır.

Üçüncü bölümde dil bilimi ve edebiyat üzerinde biraz daha detaylı çalışma yapılmaya çalışılmıştır. Bu bölümün en önemli kısmı dilbilim bilgilerinin ne tür durumlarda Yabancı Dil Olarak İngilizce'nin Öğretilmesinde kullanılabileceği ve bu bilgiler kullanılırken ne tür teknik ve taktiklerin takip edilmesi gerektiği konusu üzerine çalışılmıştır. Ayrıca edebi metinlerin genel itibariyle yanlış yöntemlerle kullanıldığı, dil öğretiminde kullanılan bu metinlerin yanlış bir şekilde seçildiği, bu metinler seçilirken hangi kriterlere dikkat edilmesi gerektiği, ve bu edebi metinlerin İngilizce'nin Yabancı Dil Olarak okutulduğu derslerinde neler yapılması gerektiği ve öğreticinin tavrının ne olması gerektiği konularında etkin bir çalışma yapılmaya çalışılmıştır.

Sonuç olarak Yabancı Dil Olarak İngilizce'nin öğretilmesinde dil bilim bilgilerinin ve edebi metinlerin oldukça önemli olduğu konusu üzerinde çalışılmıştır. Ayrıca bunların öneminin ne kadar çok olduğu vurgulanmıştır.

ABSTRACT

The aim of this work is determine the contributions of linguistic knowledge and literary texts to Teaching or Learning English as a Foreign Language and also to present some brief and pure information related to the ways of their application to the classes.

The first chapter of the study discusses the aims of the study, the kinds of deficiencies. And the ways of learning or teaching a foreign language are presented briefly and purely.

The second chapter gives us some information about linguistics. It is tried to give detailed and explanatory information about its subtitles (phonetics, phonology, morphology, syntax, semantics, and pragmatics). Except this, the meaning of literature in terms of language teaching, and its meaning in general is tried to be discussed affectively and detailly. The topics under the scope of this theme are studied and also, it is tried to use as many recourses as possible and the rightist information is given.

The third chapter the necessity of the linguistic knowledge and the usage of the literary texts are emphasized. The most important part of this chapter is, that in what conditions the linguistic knowledge can be used and what kind of methods and techniques are required to be applied while transferring these skills. The misusage of literary texts choosing these materials using wrong methods, what kind of criteria is considered while choosing these materials, and the ways of he appliance of these materials to the language classes are the topics focused on here.

In conclusion, the importance of the lexical knowledge and literary texts in language classes are tried to be studied.

CONTENTS

CHAPTER I INTRODUCTION

CHAPTER II REVIEW OF LITERATURE

CHAPTER III CONTRIBUTIONS OF LINGUISTIC AND LITERARY TEXTS IN TEFL

CHAPTER IV LINGUISTICS, LITERATURE, AND TEFL COMPETENCE AND EAP

CHAPTER I

INTRODUCTION

I.0. INTRODUCTORY REMARKS

Becoming bilingual is a way of life. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling and acting.

To answer the question " **what is a language?**" we can say that there are some definitions about language; Finocchiaro says that, language is a set of arbitrary, vocal symbols which permit all people in a given culture or other people who have learned the system of that culture, to communicate or to interact.

Language is a system of communication by sound operating through the organs of speech and hearing, among members of a given community, and using vocal symbols possessing arbitrary conventional meanings.

More commonly we can say that, language is the way we communicate with others, tell about ourselves and take others opinions, and criticize whatever we see or don't see.

Total commitment, total involvement, a total physical, intellectual, and emotional response is necessary to successfully send and receive messages in a foreign language.

Foreign language learning is not a set of easy steps that can be programmed quick do-it-yourself kit. No one can tell you how to learn a language without really trying. The learning of a foreign language is a complex activity and process. It involves a seemingly infinite number of variables. So far, we have always said that, before an effective learning or teaching, a needs analysis should be done. Those questions can be asked during the process; who does the learning and the teaching? Obviously, teachers and the learners. But who are these learners? What are their native languages? What is their intellectual capacity? Who are their parents? What sort of personalities do they have? Many other questions can be asked. For example; from the side of the teacher, what is the teacher's native language? Knowledge of the target language and its culture? Philosophy of education? Above all, most importantly how do the teacher and the students interact with each other as human beings engaged in linguistic communion?

From the side of the language; what is language? What is communication? How does learning take place? How can a person ensure success in language learning? How does learning take place? What kind of strategies and styles does the learner use, ... and so on.

I.I. AIM OF THE STUDY

The aim of this study is widening the list of the materials that are usable in teaching English as a foreign language. As we know in beginner level there are so many materials that we can use effectively in the teaching process. We can say that they are main course books, workbooks, some grammar books, flashcards, some teachable games, postcards, pictures, almost every visible object, shortly all everything we can see or touch in the environment around us.

Accept this we are also going to define how we can use lexical and literary materials in teaching and learning process. teaching and learning processes are long, hard and difficult to maintain processes. Because we forget everything just after the learning section so quickly and frequently because of it is being ungrateful. For an effective learning and teaching process we must analyze the conditions very carefully.

According to the conditions and the situations we must choose the material and the way to transfer the knowledge of the foreign language to the learners. That means the other aim of this study is identifying the methods that are to be used in using those materials.

As widely known the education system in our universities and Anatolian high schools is not so good and useful. In this material we are going to add something more to the systems used here.

How can literary and linguistic materials be used more effectively and widelier at these places? How can we adopt these kinds of materials to the system ? how can we break away the monotonous teaching and learning system and materials and replace them with others. All these questions are going to be answered in this material.

I.II. METHOD

Deductive and inductive methods are employed. Written scripts, spoken language, literary language are analyzed in terms of deductive and inductive methods. From time to time comparative method and internal reconstruction methods are also employed.

Analyses, constructive materials and scripts, written materials of the known linguists, and their thoughts about usable techniques and materials from the body.

I.III. SCOPE OF THE STUDY

This study is a kind of theoretically and practically developed material. Linguistics and literature in TEFL are detailly examined. I tried to give some clues for using these kind of materials effectively. I think the work will reach its top aim.

I.IV. INTRODUCTORY CONCLUSION

Language is the way we, as human beings, try to transfer the feelings we have to others, it is the way we respond to the nature's natural activities. Language is the mathematical order of the sounds coming together and forming a regular and clear meaningful sentence to be used.

Of course there are so many languages that we cannot imagine. And due to this there are many nationalities too. We cannot respond to our natural needs only in our own community, that's why it is essential to learn one or more foreign languages to transfer our feelings and respond our needs.

So far, people, for generations, have tried to find the most effective ways of learning and teaching these foreign languages in favor. Teachers have found so many methods to teach and learn them very effectively. The Grammar Translation Method, The Oral Approach and Situational Language Teaching, The Audio-lingual Method, Total Physical Response, The silent Way, Community Language Learning, The natural Approach...etc are some of the methods that have been developed, adapted and used in the language teaching and learning history.

Far more than above we think that lexicological and literary texts and knowledge can be used in the language learning and teaching process too. But the aim is how more effectively it can be used, and which methods should be used while this process.

CHAPTER II

REVIEW OF LITERATURE

II.I. LINGUISTICS AND TEFL

The use of language is one of the defining characteristics , and it is the basic element for the process of communication which holds the society. Language has been defined by many scholars and linguists, and all have been said to introduce some properties of language which linguists see essential. Let's see some of the definitions;

Finoccihiario says 'language is a system of arbitrary vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture to communicate or to interact' (Akmajian, 1997:5). Another (not so much) different theory about language is that; language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols (Sapir, 1921:8). All these definitions about language are uttered in earlier times.

From our modern time linguists, Chomsky has a different approach to language theory. He considers language as a set of finite or infinite sentences, each infinite in length and constructed out of a finite set of elements. From this approach we can say that Chomsky's definition is mainly focused on the structural properties of language.

He also says that language is generative which means an infinite number of words can be uttered and comprehended based on a finite set of rules. An infinite number of meaningful words can be related from a small number of phonemic building blocks.

We can understand communication in a very wide range. It can be done through sounds, visuals and non-verbals. Using sounds is the most widespread method of communication.

Language is commonly defined as ' the communication of thoughts and motions by means of a structured system of symbols'. Of course language is not only used for communication, it is also used to transmit the information about the history, ideas and believes.

II.II. MAIN FIELDS OF LINGUISTICS

II.II.I. PHONETICS

II.II.I.0. DEFINITION AND SCOPE OF PHONETICS

Phonetics is the science of the description and classification of speech sounds. It's related to the production and perception of human speech sounds, and their physics. It consantrates on how these sounds are articulated and how the hearer perceives them(Garayeva, 2003:12). It examines the defining characteristics of all human vocal noise and focuses its attention on those sounds which occur in the world languages. That's why phonetics is attached to anatomy, physiology, psychology, and neurology. It is also related to the science of acoustics.

Its major topics are:

- sounds of the world's languages
- the anatomy of the speech sounds
- transcription for representing utterances in any language phonetically
- classification and representation of speech sounds cognitively through distinctive features

Many researches have been made about phonetics and still many researchers try to find the hidden side of phonetics.

II.II.I.I. ARTICULATORY PHONETICS

Articulatory phonetics studies the production of speech sounds and the vocal organs through the use of which we articulate the sounds of speech.

The speech is produced and perceived by the operation of highly complicated biological systems; auditory and visual channels from sensory organs to the brain and motor pathways from the brain to the vocal tract and the hand arm system

II.II.I.II. ACOUSTIC PHONETICS

Acoustic phonetics is the study of the physical production and transmission of speech sounds. The term ' sound' is generally used as something restricted to such airborne vibrational waves. Acoustic phonetics examines the sound waves which are the physical ways in which sound are transmitted through the air from one person to another.

II.II.I.III. AUDITORY PHONETICS

Auditory phonetics is the study of the perception of speech sounds. It studies the way in which human beings perceive sounds through the medium of the ear. Understanding of humans is a complex subject. It involves the fields of physiology, psychology, and acoustic.

II.II.II. PHONOLOGY

II.II.II.0. DEFINITION OF PHONOLOGY

Phonology is the study of the sound patterns found in human language. It is concerned with how sounds are organized in a language. Phonology examines what occurs to speech sounds when they are combined to form a word and how these speech sounds interact with each other. The phonology of a language is the system and pattern of the speech sounds.

II.II.II.I. INTONATION

How something is said is as important as what is that we actually say. It is possible to use the same words to convey a huge variety of meanings, moods or intentions. We do this by intonation. Intonation clearly have a sole in the way in which people speak and they have to be taken into consideration . it clearly influence the manner and the meaning of what is said.

Intonation normally adds emotional rather than lexical meaning. In English a simple statement can be transformed into a yes/no question by a change in intonation.

- Jane went to the store.
- Jane went to the store?

In the study of intonation, pitch, loudness, and length are the most important factors. They work together to give certain syllables prominence over the others.

II.II.II.II. DIFFERENCES BETWEEN PHONETICS AND PHONOLOGY

Sound is the most universal and natural medium for the transmission and reception of language. Phonetics studies the description and classification of all possible speech sounds. It studies sounds without any specific reference to their function as a sound system of a particular language.

However phonology is concerned with the study of the sound system of a particular language. The conclusions we reach about the phonology of one language should never be generalized into the study of another. Phonology studies the contrast which makes the difference in meaning within the language.

II.II.III. MORPHOLOGY

· Within Morphology there are two fields: Derivational (lexical) and inflectional morphology. Derivational Morphology studies the principles acquiring the construction of new words. It does not make reference to the specific grammatical role a word might play in a sentence. For example: the formation of usable from use shows the formation of different words, within their own grammatical properties. Derivational morphological rules are lexical rules of word formation (Demers, 1997:11)

Inflectional morphology studies affixes which are used in order to express grammatical contrasts in sentences such as singular/plural , present/past. Inflectional morphemes are determined by the rules of syntax.

II.II.III.I. MORPHEME

The basic units of language are called morphemes: friend, ly, dog, s, re are all morphemes. They cannot be cut up into smaller units. They vary in size and have some types:

I.II.III.II. WORD CLAUSE

Words are classified into classes according to and how it can combine with other words in sentences. Main classes are nouns, adjectives adverbs, and verbs.

Adjectives describe or qualify the nouns: The important person. A word class identifying an attribute of a noun.

Verbs describe what the noun does: Jane wins. Verbs are typically used to express an action event or state.

Adverbs describe how it is done: Jane speaks fast. Adverb is a word whose main function is to specify the kind of action expressed by a verb.

Other word classes are closed. These are grammatical or functional words. There is a small fixed set of words of these classes. Articles (the, a, an), pronouns (he, she, it....), prepositions (at, on, in,....), conjunctions (but, while, for,....). Except these we can also produce some new words by performing some formation types

II.II.IV. SYNTAX

II.II.IV.0. DEFINITION OF SYNTAX

Syntax deals with the sentence structure. It tries to describe what is grammatical in a particular language in terms of rules. It studies:

1. All the organizational patterns, phrases and sentences.
2. The development of a very precise, specific and orderly theory of the underlying principles which determine those patterns.
3. The nature of the words of a language, the influence these words have on the sentence that contain them.
4. The variation across languages or with in a language in what patterns of structures sentences are permitted to have.

We can study syntax under those titles

II.II.IV.I. PHRASE

A phrase is a grow of two or more grammatically linked words without a subject or predicate. Phrases are used to add in formation to a sentence and can perform the functions of a subject, an object, a subject or an object complement, a verb, an adjective or an adverb.

II.II.IV.II. CLAUSE

Apart from phrase, clause always has a subject and a predicate and all the parts of the sentence are linked to each other in a grammatical way. There are three types of clause types; main clauses, adjective clauses, adverb clauses.

II.II.IV.III. SENTENCE

The sentences the most familiar term of grammar. It is a complete expression of a single thought. We can also say that, it is the string of morphemes and phrases that express a thought or intention. Every complete sentence contains two parts; a subject and a predicate. Sentences   are classified as simple, complex and compound sentences.

II.II.V. SEMANTICS

II.II.V.I. DEFINITION AND SCOPE OF SEMANTICS

The term semantics has been used since 20th century, but the subject included in it is very old. Plato and Aristotle used it first. Semantics is the study of linguistic meaning of words, phrases and sentences. It is concerned with describing how we represent the meaning of a word in our mind and how we use this representation in constructing sentences (Akmajian, 1997:213).

II.II.V.II. MEANING

When you know a language you may understand the things that are said to you, and accordingly may respond to the sayings. It is very important to know the meaning of the words. Because it shows your semantic knowledge of your language. Studying of the meanings of the words is a very complex phenomenon. The meaning of the words that are said can vary from many ways. Meaning is provided by the speakers of that language not by a special authority like a dictionary (Tercanlioglu, 1999:117). Sometimes the meaning of expressions can be more than the definition of the words that compose it. The meaning of an expression may evolve more than it the actual thing it refers to and many times it impossible to change the meaning of the words because if we change the meaning of the words it may get impossible to communicate. We should know the correct time of using a sentence otherwise we can not say we know the meaning of the utterance.

II.II.V.III. WORD MEANING

What do we mean when we say that we know the meaning of a word? We know one or more of the following: "dictionary meaning", "mental image", "componential meaning", "lexical relations", " pragmatic content". All of these terms constitute the heart of semantics.

II.II.V.III.I. DICTIONARY MEANING

Every word has a dictionary meaning. For instance, the word "student" means "any person who studies". We define the meaning of this word using some other words. It is very interesting. Sometimes a word may have several dictionary meanings. For example, the word "face" is defined as,(i)front part of the head, (ii) expression shown on a face, (iii) surface or side of something.

II.II.V.III.II. MENTAL IMAGE

Some words may have some different imaginary meanings in different people's minds, because of the verification of their culture. Of course sometimes it may differ from person to person.

II.II.V.III.III. LEXICAL RELATIONS

The lexical relations in a language are organized in groups. The words in these groups may relate to each other in several different ways. They are synonymy, antonyms, homonyms, and polysemy. They are explained as below:

Synonymy: two or more words are synonymies if they have the same meanings. Some of the words are close in meanings, they also may be considered as synonyms. But they may also not be exactly the synonyms of each other.

Antonymy: the words are antonymous if they are opposites. Sometimes the meaning of the words may be explained with the word that it is not. For example; 'man' means 'not woman'.

Homonymy: the words are homonyms when the are pronounced in the same way but their meanings and writing are different. For example the words 'maid' and 'made' are homonyms. In Turkish the word 'yuz' has many homonyms too.

Polisemy: a word is a polisemy when it has many related different meanings. For example: the word head can mean the upper or top part of our body or the top position.

II.II.V.IV.SENTENCE MEANING

Do we know what we mean when we say that we know the meaning of a sentence? Whenever we talk about the meaning of an expression, it is useful to keep in mind the distinction between the linguistic meaning of an expression and a given speaker's literal or non-literal use of the expression.

Further more in talking about the linguistic meaning of an expression, we must note that meaning can vary across dialects and across individual speakers.

II.II.VI.   PRAGMATICS

II.II.VI.I. DEFINITION AND SCOPE OF PRAGMATICS

It is the study of language use. It consists all the components we need to use the language correctly. It naturally involves the study of context, the choice of language, understanding inferences, and the appropriateness of the language being used. It studies the relation between all of these components (Levinson, 1997:1.2). Especially the knowledge of context is very essential. Other factors that help us to choose the language to use in social environment are also very important.

Understanding a sentence or an utterance is much more that knowing the meaning of words and the correct order of these words. Understanding an utterance requires making inferences. Making inference involves connecting what is said to what has been said.

Pragmatics is a very wide area of study, but it is not studied alone. Psycholinguistics and pragmatics study the psychological states and abilities of participants.

Both semantics and pragmatics are concerned with getting at the meaning of a sentence. At this stage, contextual and world knowledge is also considered to get the meaning. Interpretation of expressions depends on speaking context.

II.II.VI.II. MEANING IN PRAGMATICS

Meaning is a very complex concept. Every sentence we use may have a literal locution (interpretation). That is, the meaning of a sentence that can be understood without any context. For instance, when we say that 'these are my students', I describe the fact the students belong to me, or I give some lecture or lesson to them.

The intended meaning of the sentence is how it is used in a context. When we use a sentence with its literal meaning we don't have to identify any other utterance for it to be comprehended. The intended meaning of a sentence depends on how it is used, the emphasize used on it, the mimicry during the saying, and the mood the speaker reveals while the saying. The difference between literal and intended meaning is one of the general concepts Pragmatics deals with.

Also we don't have to forget that every utterance or sentence may have several meanings according to the measures identified above.

II.II.VI.III. THE CONTEXT OF A LANGUAGE

There may be many sentences that may be ambiguous. It is in the nature of the language. That's why there must be done a wide comprehensible research on adult sentences that have more that one possible interpretation. The quality of the understanding of the ambiguity of a language depends on the understanding of its culture and the way of life it has. Many scientists from related areas are involved in the study of language in society. For instance, Hymes and Gumpers have been interested in the study of language in its socio-cultural setting. They tried to investigate the structure of the language in its relation to its function in society and culture.

While explaining some important processes of the expressing of meaning, Saville Troike draws attention to mutual relation between language and context. These processes are:

Meaning and intelligibility of ways of speaking are at least partially determined by the situation and the prior experience of speakers.

Meaning is negotiated during the process of interaction and is dependent on the intent and interpretation of previous utterances.

A participant in conversation is always committed to some kind of interpretation.

An interpretation of what happens now is always reversible in the light of what happens later (Saville Troike, 1989:133).

The way of speaking depends on the context of the speech. One can not be different from the other. If one is formal the other one is formal, if one is casual the other one is casual too. Except this we can also say that, the reason of the people coming together determines the way of their speech (a birthday party, a funeral, ...). We don't have to forget that the previous utterance give a format to the next utterance.

Language is used by more than one person. There are at least two co-ordinators in a linguistic interchange: the listener and the speaker. The speaker says something and the listener tries to understand what the speaker utters.

In conclusion, context is not a kind of linguistic situation. Knowledge of the previous sentence, general knowledge about the world and the environment around us, and knowledge of the speaker builds the contextual knowledge. The same sentence may differ in comprehension when used in different contexts. That is the meaning of a sentence is determined by its context.

II.II.VI. USING LEXICAL KNOWLEDGE IN TEFL

If you ask people what learning a language is about, the most common answer will be that it is a combination of learning its grammar and vocabulary. For a lot of people this is stating the obvious; they can't see any other way of looking at it.

It is also a view which, it has to be said, has a certain appeal; after all, we all need some kind of framework with which to work. And it is striking how many teachers asses students ' level of language only degree of its accuracy. Most ELT course-books still follow a clear grammatical syllabus and consequently encourage lessons based on the study and practice of grammatical structures to provide this framework for the language. It would see to make a perfect sense.

However, when we observe student learning a language, this view of what is involved raises a number of questions. How is it possible for the student to learn the main grammatical structures and yet still remain at an elementary or pre-intermediate level.

We have probably all met the student who can recite the uses of the present perfect yet is sitting in a low level classroom how is that you can learn so many irregular verbs but still be unable to communicate? More generally, why is it that we say some people are 'gifted' at languages ant others are not? Yet when we look at places when different language cultures overlap, this distinction doesn't seem to exist.

One way to start answering these questions is to look at two very different ways of 'knowing' a language: knowing about it, and knowing how to use it. Knowing about a language is the understanding of how it works and the ability to explain this.

Many native speakers of English would be unable to do this. On the other hand, knowing how to use a language is what every proficient speaker of English can do, whether or not he or she is able to explain how it works.

One of the problems of putting too much emphasis of teaching grammatical structures is that it can easily lead to the first type of knowledge at the expense of the second. And unless we are careful, students can end up learning very little language that is new.

So what is it that the proficient speaker of a second language knows if it is not a grammar. As the humorous writer Miles Mington once pointed out, if you teach a low-level speaker of English the reply ' don't mind if I do' to the question ' would you like a drink?', they will be treated as a bit of a linguist even if that is the only expression they know.

Another way to look at this framework that underpins language is that it consists of combinations of words that function as single items of language. These combinations of words, or Lexis, are of different kinds: short phrases, collocations, and fixed expressions, which can be complete utterances or semi-fixed, allowing for them to be completed in different ways. They all have in common the fact that they combine words in a way that is highly predictable – it seems that we are not as creative with our use of language as we might like to think.

It is this Lexis that gives us our language of how to use a language. Broadly speaking, collocations express the topic of what it is we are talking about (family, work, travel), where as the phrases and expressions express the function of what we are trying to say (describing, discussing, predicting, etc.....), providing the frame of an utterance and, unlike the grammatical structures, this lexis doesn't require so much mental processing by the student. In other words, a student can say something meaningful with new lexis in a way that they can't do when struggling to learn a new grammatical structure.

So the framework here is lexical rather than grammatical. However, this isn't to say that it ignores grammar; it just takes a different view of it. One difference is that it focuses more on the grammatical patterns that go together with lexical items rather than the sentence level grammatical structure – it is a more phrasal view of grammar.

Another difference is that it looks at the process grammaticsation, or how grammar manages language in text as a whole. Ironically, this takes us back to a traditional description of grammar as syntax and morphology.

II.IV.   LITERATURE AND TEFL

II.IV.I. INTRODUCTION

Do literary texts directly reflect experience of what happens in the world? If they don't should they? Would you say that most literary texts reflect the world we live in and our experience if it indirectly rather than directly?

Clearly our reading of literary texts is enhanced and enriched if it can be related to our own experience of the world. How often does the literature read by our students do this.

It is probably the case that the less the literature is directly relevant to the student the more the teacher has to find ways of linking the two, that is, of building bridges between the experiences of the students and the experiences described in the work of literature. What are the best ways of achieving this?

Until relatively recent times the teaching of literature in foreign language classes was an activity whose justification was assumed to be obvious. In many places this is still true: the study of certain classic pieces of English literature is considered a sine qua non for the truly educated person.

More recently —and especially in the last fifteen years or so- the emphasis on the study of English for specific practical purposes, technical or otherwise, as well as, more broadly, an emphasis on the spoken more than on the written language, has severely challenged the place of literature in the teaching of English as a second or foreign language. Looking through TEFL\TESL writings in the seventies or early eighties, we find surprisingly little about teaching of literature and hardly anything controversially. Certainly, there was little or no extended discussion of the role of

literature in a second or foreign language or even of the relationship between language and literature teaching.

During the 1980s the situation has changed quite radically and literature is undergoing an extensive reconsideration within the language teaching profession, provoking a serious of articles in professional journals, books, conferences and curricular reviews.

Why teach literature? It is question which has to be answered before any meaningful discussion can take place concerning either the place of literature in the EFL|ESL classroom or the interface of literature and language teaching. The reasons for teaching literature necessarily transcend the particular circumstances, places and contexts in which literature is taught.

Three main reasons for the teaching of literature have been consistently advanced. Each embraces a particular set of learning objectives for the student.

These are:
- The cultural model
- The language model
- The personal growth model

These three models do represent distinct models which are embraced by teachers as reasons or purposes for the teaching of literary texts and they are related to specific pedagogic practices.

Using literature as a resource suggests a less academic though no less serious approach to the reading of literature. As we have seen, literature can be a special resource for personal development and growth, an aim being to encourage greater sensitivity and self-awareness and greater understanding of the world around us. It can also supply many linguistic opportunities to the language teacher and allow

many of the most valuable exercises of language learning to be based on material capable of stimulating greater interest and involvement than can be the case with many language-teaching texts. Literature is a legitimate and valuable resource for language teaching.

When we read we are usually sitting down. We are usually inactive and the surroundings in which we read are quiet. We do not seem to be doing anything. Yet reading is probably not the passive process we take it to be, it involves us in several ways.

Reading involves us in:

Sharing in the world the writer has created. This occurs as a result of imaginative leaps we make in order to fit the created world with the world we know.

Relating the experience of the text to experiences we ourselves have undergone or can imagine ourselves undergoing.

Interpreting what the text might mean. The literary representations of experience is not a direct one: it is frequently indirect, reading maybe more active a process than we think.

Literature is one of the unmovable, unchangeable part of teaching English as a foreign language. Reading in the target language is very important. Without reading, it's almost impossible, we can't complete the process of learning of a foreign language. Reading is also one of the methods of learning or teaching.

To read successfully we must pay attention to those points:

- kind of the reading material
- level of the reading material
- our previous knowledge about the material

- pre-reading, while-reading, after-reading activities we do

Literary text plays a great role in the teaching process. That's why we must choose the rightist text to read and the rightist level of text to read.

II.IV.II. CONCERNING THE CULTURAL DYNAMICS OF TEACHING

When children first attend school and embark on the formal process of learning to read and write, school learning purports to enable children to realize and release their intrinsic potentialities of written text. Moreover, this release of potential is supposed to help children acquire a high order cultural awareness of their society, so that they may engage in the use of logic, science and religion. This is what has been dubbed 'the classical torch' view of literacy.

Generally speaking, all learners are potentially capable of achieving most learning objectives, provided that certain conditions of learning are met: adequate feedback, sufficient time on task, an awareness of the import of the material under study and, of course, an appreciation on the part of the teacher of the cultural context in which the learning is embedded.

In this light, information about what styles and methods both teachers and the learners employ in order to solve problems can tell us more about the context of learning and teaching than just knowing that the learner has provided the correct answer.

II.IV.III. ENGLISH LITERATUER OR LITERATURE IN ENGLISH

Studying literature is a subject in the curriculum of the educational systems around the world. Prestige of English Literature, along side the ever-expanding currency of the language, has tended to produce a chronological survey syllabus. Students are expected to acquire the extract they read and get it as a encyclopedic knowledge of literary history and receive critical opinion.

This approach to syllabus design has been modified in recent years by new critical theories as well as by developments in ELT methodology, which have brought about changes in both text selection and classroom practices. Here I am going to explain not its terminological meaning but the way it can be used in English Language classes as a Foreign Language.

Whether literature is taught within the language syllabus or as a separate subject, post-colonial and post-structuralist critiques of the literary canon and the role of the reader have filtered through to the classroom.

Another more radical change is in the perception of what qualifies as 'literature'. The traditional 'high' literary canon no longer defines syllabuses, which might include popular fiction, song lyrics and other forms of literature.

In terms of methodology, language teachers have been particularly receptive to the implications of reader response theory. The idea that texts do not contain a single kernel of indisputable meaning, but may generate different meanings through their interaction with each individual reader, is especially appealing to communicative and humanistic language teachers, who value individual response and aim to promote discussion and negotiation.

In an ELT context, some of the responses demand a very sophisticated command of the foreign language, but the principle can be applied at much longer language

levels. Language teachers, whose primary concern is the development of their students' language proficiency, have often tended to use literary texts as a platform for language practice and to undervalue the benefits of extensive reading – learners reading longer texts in their own time. Evaluations of extensive reading programs in a number of different countries indicate, perhaps not surprisingly, that the more the students read, the better they read, but also that the more they read, the more they gain across the board in terms of other language skills.

Perhaps the most far-reaching effect on students' reading habits has been the massive expansion in the publication of 'readers' – short books produced for language learners and graded in terms of vocabulary and grammatical structures. All the major British ELT publishers, as well as a number of publishers overseas, have large and growing lists of readers.

II.V. CONCLUDING REMARKS

There are many approaches to language theory. The most common of them is Chomsky's approach to language. According to him, language is based on a set of mathematical shapes sequenced one after the other in a meaningful order.

As Chomsky defines, there may be many rules to be used in ordering these mathematical shapes and make them more meaningful. The scientific branch dealing with this kind of information is linguistics. Phonetics, Phonology, Morphology, Syntax, Semantics and Pragmatics are the side branches of linguistics. All of the branches written above have different roles in English. One cannot be without the other one. They are something like combined together to each other.

The identification of literature depends on the area it is tried to be used. In TEFL courses it can be used in very different ways. We shouldn't understand literature only as the writings of a writer. Because our main concern is not the writing itself, but how to use it in Teaching English as a Foreign Language classes, and white kind of benefits we might get by using them.

Literary materials are very beneficial documents, if they re used correctly and in the most useful and affective way. They can be used either in writing classes and reading classes.

CHAPTER III

CONTRIBUTIONS OF LINGUISTIC AND LITERARY TEXTS TO TEFL

III.I.   CONTRIBUTIONS OF LINGUISTICS TO TEFL

III.I.I. INTRODUCTION

We have, so far, talked about the definitions of language and linguistics. To sum up the definitions of language and linguistics, we may say that, language is a system of arbitrary, vocal symbols or a set of sentences or is the way of communication . linguistics is the study of language as a wh0le. It is the scientific study of human language which tries to answer the questions **"what is language?"** and " how is it represented in the mind?"

Our main concern in this chapter will be on the contributions of this scientific study to Teaching English as a Foreign Language, and to answer the questions " how can we use linguistic studies in Teaching – Learning English as a foreign language

III.I.II. WHY STUDY LINGUISTICS

English teaching is one of the most intellectual demanding and socially important profession. The work that the English teachers do is a very complex and difficult affair and this requires linguistics. It not only requires linguistics but also pedagogical and cultural competence (Tercanlioglu, 1999:185)

We claim that language teachers are both theorists (who knows the theory of the language) and practitioners (who uses the theories of the language practically). Therefore the TEFL teachers must be competent of language linguistically. It means, as TEFL teachers we must be competent in topics;

a-   Grammar and language teaching standards of the language

b-   The variations of the language and the social context

c-   Interpreting the language in context

d-   Conversational analysis and language teaching materials

e-   Teaching spoken and written discourses

f-   Morphology and vocabulary development

g-   Phonetics, phonology, teaching of pronunciation and spelling   Under the titles below we will try to write the contributions of linguistics

h-   to experimental teaching.

III.I.III. WHY STUDY PHONETICS AND PHONOLOGY

It is very useful for a teacher to understand the theoretical basis of the nature of sounds and how they are used in language. Pronunciation is a most prominent problems for many teachers of English; beginners and advanced learners can all have pronunciation problems. An understanding of phonology will enable the teacher to identify these problems and suggest ways of helping the student to overcome them.

Learning phonology enables teachers to check pronunciation of any word used in any language. Teachers may not be sure how the words supposed to be pronounced. If they know phonology, they can check the dictionary to see what the correct pronunciation is supposed to be.

Teachers may have some miss-pronounced words that they have read in books many times before hearing someone say the word in the correct manner. If they can understand the basics of phonology, they do not have to rely on asking other people about how to pronounce a word- they can find out for themselves. Teacher's own pronunciation and intonation is a very important influence on learners. Therefore English teachers must have correct pronunciations.

Phonology knowledge tells that intonation contributes directly to the interpretation of the utterance. Studying phonology will help to develop an ability to discriminate the sound system of English. The science of phonetics provides the teachers with precise description of the articulations of English. Phonology helps the teacher establish the priorities of pronunciation teaching by enabling them to identify the most important features to acquire.

III.I.III. WHY STUDY MORPHOLOGY

Since nothing can be conveyed without vocabulary, vocabulary development is a very important issue for language teacher and learners. To decide what the best way to teach vocabulary is still a prominent problem for many teachers. But anyway we can say that any teacher and learner may have his/her own way of learning vocabulary. This way may have the characteristics of the person and the language. For this reason we must mostly use monolingual (English to English) dictionaries or get help from native speakers.

Morphological knowledge tells that a word may have more that one meaning. Learning vocabulary is learning individual words and their meanings and the relations between the meanings of different words.

Learning morphology enables teachers to understand that every word has a role a place in a sentence. Teachers may not be sure where in a sentence the words are supposed to be used.

If they know about vocabulary items, the role they perform and the place. They are supposed to be in a sentence, they can check their dictionary to see what the correct use is supposed to be. Teachers own vocabulary is also a very important influence on learners. Therefore, English teacher must prove that she has adequate set of vocabulary.

Studying morphology will help to develop an ability to distinguish the word system of English. The science of Morphology provides the teachers with accurate description of the formation of English words.

III.I.IV. WHY STUDY SYNTAX

Syntactic knowledge enables the teacher to have a general understanding of language structure, the principles governing the combination of words into larger linguistic units, and with the properties of these units. The teacher will have the ability to recognize and identify the differences between spoken and written, formal and informal English.

Studying English syntax will help to develop the ability to recognize and identify grammatical errors by learners of English.

III.I.V. WHY STUDY SEMANTICS AND PRAGMATICS

Meaning is the most obvious feature of language and may be the most obscure aspect to study. It is what we use to communicate with each other, to convey ' what we mean' effectively. Studying semantics will help the teachers understand these obscurity and avoid and overcome problems and ambiguities while they use language.

Semantics is an important part of the study of linguistic structure. It include several different issues: a- each language has its own way of providing words and idioms for fundamental concepts and ideas (lexical semantics), b- the way the parts of a sentence are integrated into form the basis for understanding its meaning (compositional semantics), c- and our assessment of what someone means on a particular occasions depends not only on what is actually said but also on aspects of the contexts of its sayings and assessments of the information and believes we share with the speaker. So, teachers learn to be aware of the importance of individual words, their order in the sentence and the context in which they are used. All contribute to the meaning (Tercanlıoğlu, 1999:188)

The study of lexical semantics and the conceptual distinctions implicit in the vocabulary in the vocabulary of a language improves dictionaries which enable speakers of a language to extend their knowledge of its stock of words. It also improves materials which help those acquiring a second language through instructions.

Studying the rules governing the composition of word meanings into sentence meanings and larger discourses allows teachers to build computer systems which can interact with their users in more naturalistic language.

Investigating how our understanding of what is said is influenced by our individual and cultural assumptions and experience, which are less visible than what is explicitly said, can help make us more aware and affective communicators.

The result of semantic investigations is a deeper understanding and appreciation of the complexity and expressive elegance of human system of linguistic communication. The study of pragmatics contributes to students' understanding of what we mean by communicative competence. It may help teachers research into specific facets of English discourse, and compare these facets with Turkish discourse.

Teachers will be able to analyze the discourse patterns found in the language classroom. It will provide teachers a theoretical basis for describing language in use, particularly in the context of intercultural communication. Teachers will explore the implications of resent research in pragmatics for theoretical developments and practical applications in the fields of translation of nature language processing.

III.II. CONTRIBUTIONS OF LITERATURE TO TEFL

III.II.I. INTRODUCTION

We have talked about literature in general. But now we are going to discuss about its contributions to the TEFL.

As known TEFL is a very wide and complex branch of English language teaching. That's why we should use as many teaching methods and materials as we can. Literature can be a kind of resource for teaching. But here we don't have to confuse knowledge about literature and knowledge of literature.

The study of literary texts can involve acquiring a compendious store of information about the history of the target literature, its traditions and conventions, its particular heritage, the nature of the influences and relationships between the authors, texts, and contexts which make up that literary culture. Literature is a legitimate and valuable resource for language teaching.

To do an effective reading we must divide the reading process into different parts and we must also create some different phases.

How can we use literary texts in TEFL classes? As we said above, depending on some classroom procedures is very important. It is important because without any order it is almost impossible to get the best of the text. Here we are going to examine the various types of questions which may proceed accompany, or follow the teaching of a literary text. This doesn't necessarily mean a teacher centered activity. The way in which this questioning is arranged constitutes one of the most important approaches to the text and is an important feature in the teaching literature.

To get the most of the text we must pay attention to some themes.

III.II.II. RELATING THE LITERAL TEXT TO THE STUDENTS' PERSONAL WORLD

A literary text could be revealed by asking questions, which relate the theme(s) to appropriate areas of the student knowledge and understanding. While this is a way of utilizing the students' experience it is only a starting point in 'activating' experience and making the necessary links between 'what the text is about' and 'what this literary item means to me'. What activating experience a vast amount of world literature becomes quite inaccessible (Kral, 1993:179)

The text must be related with the world around the students. We can understand the things we see around us more than other things that we are not related or concerned with. There are some kinds of activities we can do in the TEFL classes to develop the skills of using literary texts.

III.II.II.I. JIGSAW READING

The term 'jigsaw reading' is borrowed from language teaching and is parallel to the occasionally used 'jigsaw listening', whereby three or more groups listen to different tapes on the same subject and thereafter pool their information to fill in a chart or table.

Though the activity is widely practiced, it generates relatively little language in the information-transfer stage. It is time consuming to prepare, and it is difficult for groups to listen without interference from other groups.

Jigsaw reading, on the other hand, is easy to prepare, and comprises the re-ordering of a text which has been scrambled. In the case of a poem this can be a difficult and challenging task, though the degree of difficulty depends, of course, on the poem which is selected for use.

The phrase 'jigsaw reading' may suggest some sort of game. It is perfectly defensible, however, on the grounds that it is student-centered; it forces the individual to look closely at the language of the text and, more specifically, at the poetic discourse, and it stimulates learner-learner interaction in the solving a puzzle.

III.II.II.II. MATCHING

Matching exercises are related to jigsaw reading activities in so far as they involve a fitting together of different parts. Similarly, too, one aim of matching exercises is to enable students to use responses to the parts to build up sensitivity to the whole.

One primary activity of matching is to collect examples of openings and closing to texts and invite students to match the relevant pairs. Doing so requires both recognition of stylistic similarities, continuities of charter and thematic correspondences.

The exercise, which is also a heightened form of long term prediction, may be useful as a pre-reading exercise for short stories or narrative poems. It is an exercise which can also be adapted to the requirements of different language levels and interpretive abilities; for example, the length of opening and ending can be extended or, if necessary, linking passages can be inserted with the link to different openings explicitly signaled.

Other possibilities include: matching character descriptions from different stories; or matching three or more settings to a single story; or isolating the odd man out', that is the description or setting or incident that does not belong to a particular story.

III.II.II.III. GAP-FILLING

Another way of drawing the students' attention to the language and form of a text and of exploring their relation to the text's meanings is by means of a targeted *cloze* procedure. Rather more informally, it is termed a well known strategy 'gap-filling'.

Cloze is an established procedure in tests of language competence, and one of its dangers is that students may associate it with language examinations.

However, it is increasingly employed for purposes of language development where the aim is to draw attention to the use of particular linguistic features such as connecting words between sentences or signaling words across paragraphs. As with most gap-filling exercises, the teacher can decide weather to ask students to retrieve a word or words without guidance or with reference to a group of words listed beneath the text.

Such kind of activities have of course many advantages. Let's study some of them. The strategy of gap-filling in the literature classis well suited to pair or group work. it can be a student centered activity. It leads with involvement with the text.

This involvement works on two levels: first, there is a natural interest in the success or otherwise of one's lexical prediction; second, the making of any kind of choice depends on reading the whole text carefully and checking how one word fits with other words.

The exercise raises a number of useful point of language use, even though the main point is to promote sensitivity to the use of the words for literary purposes. It is a task-based, activity-centered strategy which makes the teacher's role a supporting and supportive one. The teacher should, however, encourage the students to justify their choices at all stages and be prepared to account for their choices to others in the group.

Gap-fillings emphasize that a student's engagement with a text needs to be both linguistic and experimental. It is a productive way of increasing the students' awareness of the patterns of the words in a literary text. Choices of the words in the above exercise depend on sound patterns as much as on meanings.

III.II.II.IV. READING ALOUD

Here we are going to try to give the advantages and disadvantages of reading aloud in the classroom and for the students as a self-study. In fact it is a silent activity either in the classroom or out of the classroom.

In the teaching a foreign language the teacher can quiet begin a lesson by reading out an opening sentence, or paragraph, or dialogue. The practice still seems to be quite common, even what follows is 'communicative, inventive and employs many of the tactics of current ' methodology ' .

In the teaching of literature an identical procedure is common almost to the point of being a tradition. This time, however, it has little to do with modeling, and if pressed, many teachers should justify it by saying that story telling, and poetry, are part of oral culture stretching back at least as far as any literary texts which we have, and probably a great deal longer; and that drama, by definition, is an refined and formalized oral mode. So the teacher reads and the students listen.

There are, of course, problems that will be encountered by the teacher and by the students when the teacher reads a text aloud to the class. First, few teachers are trained in reading aloud and not all may have the necessary skills in managing changes in pitch and tempo and in the affective use of pauses.

Normally, reading a text in a monotone will do nothing to bring a text alive. Second, in itself the activity of a teacher reading aloud will not necessarily aid comprehension: in fact, hearing a difficult text may cause some students to become confused by the text and switch of- particularly if it is a long text. Thirdly, choice of text is vital. Some texts do not gain from being read aloud and may be better read silent.

Select the sentence or unit of text which you consider will make a greater impact for being heard. Isolate it, i.e. make a marked pause before it and after it, and do not allow it merge with the general flow of 'teacher talk'. Read it with as much expression as you can give it, imagining yourself for the moment on a stage, or before a television camera. Have students look at you during the reading, though not, of course, by saying 'look at me. I am going to read aloud.' Usually a lengthening of the initial pause will be sufficient.

The considerations here will be gradually extended to longer texts. In general, teachers should be concerned to improve their own reading, and much can also be learned by students from a discussion of how a particular reading reflects a particular interpretation of a text.

If a teacher feels uncertain about his or her own reading than a practiced reading could be put on tape, or commercial tapes or records used; alternatively most commercial literature course books are accompanied by a tape. In general, our view is that generally more is gained than is lost if the teacher develops the habit of reading aloud to his or her class.

Logically not every useful thing may have only advantages, they may also have some disadvantages too. While reading aloud both the students and the teacher may have some problems. Not to have or minimize the number of problems while reading aloud we should ask some questions to ourselves (as teachers).

- What kind of texts are best suited for reading aloud?
- In the course of reading a text in class *when* should it be read aloud by the student?
- Should it be done first by the teacher or by the student?
- How should it be done?
- Are there any guidelines which might help to improve reading aloud by the students?

- Is reading best done by an individual student reading aloud to a class?
- Is choral reading affective?

Can reading aloud be done in groups

First of all we must answer these questions than begin doing reading *aloud* activity.

III.II.III. SOME STUDY STRATEGIES FOR LITERATURE IN TEFL COURSES

Here our main aim is that in the teaching of a foreign, opportunities should be sought for more extensive and integrative study of language and literature than is commonly the case at present.

Of course, understanding of literary texts may be difficult in TEFL courses, but we are going to try to adopt the literary text to TEFL classes. Here are some of the language teaching strategies by in using literary texts.

III.II.III.I. PREDICTION: WHAT COMES NEXT?

This requires careful preparation before the story is read in class. The technique is for the teacher to stop the reading at key points an to elicit predictions of how the narrative will develop. Here are some of the procedures can be done in this activity.

The title can be omitted and after the story has been read, students can be invited to predict what it should be.

At the end of the first paragraph the students might be asked to predict what the story is going to be about this can be an important stage in sensitizing students to the function of the opening of the story in an interpretation of the whole. This opening bears an interestingly oblique elation to the rest of the text.

At the end of the story the students might be asked to express their opinions about the continuity of the text.

Here we aim to heighten the attentiveness of the student to the text so that make them to think in the target-studied language and comprehend it perfectly.

Prediction exercises lend themselves particularly to work in pairs or small groups, with individuals being invited to justify their own or the group's verbal prediction by close reference to the foregoing text and to their own individual experiences of human behavior.

Lexical prediction can be made during a reading or after the story has been read, and preferably after some preliminary discussion. It can be used as well as, or instead of, structural prediction

Structural and lexical prediction can be employed jointly, and interesting oral and group language can emerge from asking student to delete words for other classes to predict.

III.II.III.II. SUMMARY: WHAT IS IT ALL ABOUT?

A strategy designed to focus attention on the overall point or meaning of the story is to ask students to produce summaries of the text. It is useful to impose a limit for the summary, and too ask initially for a summary, which is not an interpretation of the story but rather an account of what happens. Of course there are some reasons for this:

- An imposed word limit makes the exercise a useful one linguistically. The teacher can do much here to foster integrated language and literature work.

- A word limit enforces selection of what is significant. Students learn that even a summary of what happens is in one sense an interpretative act. Of course there are many other advantages of this activity.

III.II.III.III. GUIDED RE-WRITING

Guided re-writing is another widely employed language teaching strategy it is aimed at helping students to recognize the broader discoursal patterns of texts and the styles appropriate to them. It involves the student in re-writing stretches of discourse to change its communicative value.

In the case of communicative language teaching this can involve re-writing a set of instructions as a description, or turning a lecture transcript into academic prose. The basis for the strategy is to provide practice at expressing intents within contexts according to clearly specified information about audiences and purposes, in the case of a literary text it is, of course, much less easy to specify such parameters, but it is clamed that, as a general rule, it can be productive to focus re-writing exercises at the beginning of texts, since it is here that the kind of 'information' conveyed can have most impacts on readers.

It is also claimed that the re-writing of one style into another should help students to get inside a writer's intended communicative effects and to explore connections between the styles and the meanings: furthermore, such investigation can be especially illuminating when openings to literary and non-literary texts are juxtaposed.

To do an intensive and effective re-writing Labov (1972) suggested four types of structural properties.

They can be described as follows:

Abstract. This is a short summary of the story that narrators generally provide before the narrative commences. It 'encapsulates the point of the story'. Not all, but most, natural narratives have an abstract.

Orientation. Orientation is an essential constituent in helping the reader\listener 'to identify in some way the time, place, persons, and their activity or situation'. It can include 'an elaborate portrait of the main character'. Orientation can be marked by many past progressive verbs, and, obviously, adverbial phrases of time\manner and place.

Complicating action contains narrative clauses. Such clauses have a verb, which is simple past, or simple present. They are minimal units of the narrative and are temporally ordered, in that 'a change in their order will result in a change in the temporal sequence of the original semantic organization'. For example ' the girl got pregnant. The girl married' is a very different story if the sentences are reversed.

Evaluation. Like the basic narrative clause, this is a most important element in narrative.

III.II.IV. LITERATURE TO BE USED AT TEACHING ADVANCED OR UPPER-INTERMEDIATE STUDENTS

Till here we tried to explain how the literary texts can be used in TEFL course for low-level students. But here we are going to try to give something for upper-intermediate and advanced students. Because of the difference between the levels, it is impossible to use the same material in all courses.

That's why, as we mentioned before, we should try to chose the appropriate material and the activities must be done during the usages of these materials.

Extracts can be used for this purpose. Extract from works of prose literature are frequently used in the teaching of English as a foreign language at upper-intermediate and advanced levels. How original extracts can be used more effectively for the use of foreign learners of English language.

First we must say that original extract from English literature serve the best of English literature and whets somehow their appetites for more.

While choosing the extracts from a literary material we must pay attention to the wholeness of the extract in meaning. For obvious reasons of convenience, literature extracts are usually restricted to – at most – two or three pages. They are usually taken from the middle of the work. Yet the 'excellence' by which the choice of the extract is justified may not reside within the extract but in its relation to the proceeding and following text from which it has been artificially isolated for pedagogic purposes. And also this kind of taking the extract from the material may assimilate the meaning partially and this sometimes causes the students not to understand properly

It is necessary to define the terms text and extract. The notion of text is semantic rather than grammatical. Though a single sentence may form a whole text this is not necessarily and indeed rarely so.

A single sentence is always a complete grammatical unit; it is seldom semantically complete. It gains meaning either from the situation in which it is uttered or written, or from the sentences with which it occurs. Texture or the quality, which binds the sentence in to a text, depends firstly on register, the necessity to combine linguistic features with situational features to create meaning, and secondly upon *cohesion*, the semantic ties between one sentence and another.

There is one specific kind of meaning relation that is critical for the creation of the texture; that in which ONE ELEMENT IS INTERPRETED BY REFERENCE TO ANOTHER (Halliday and Hassan 1976:11)

And also text is a kind of cohesive tie of sentences bound together, and giving meaning to each other. But beside this extract is a part of a text. It is taken from a text.

As understood from the definitions above we can conclude that the extraction and isolation of a passage from a literary text for pedagogic purposes will necessarily involve the cutting of cohesive ties and rendering of certain semantic relations within the original text meaningless. That's why we must be very careful in choosing and serving any extract. If it is provided correctly, it is believed to be helpful in TEFL very much.

III.II.V. HINTS FOR READING PRACTICE

III.II.V.I. SET ASIDE TIME EACH DAY

Most of us can find fifteen minutes or half an hour each day for some **specific** regular activity. It may be a free period or a regular wait, say in the queue for a bus or meal – even while eating breakfast.

One famous surgeon always made it a rule to spend at least fifteen minutes on general reading before he went to sleep each night. Whether he went to bed at ten p.m. or 2.30 a.m. made no difference. Even if you cannot **keep to** this kind of discipline, it is a good idea to make sure you always have a general interest book in your pocket. Don't forget it should be a book which **entertains** you and the English must not be too difficult for you.

III.II.V.II. CHECK YOUR PROGRESS THROUGH PACING

Nearly all 'speed reading' courses have a 'pacing' element – some timing **device** which lets the student know how many words a minute he is reading. You can do this simply by looking at your watch every 5 or 10 minutes and nothing down the page number you have reached.

Check the average number of words per page for the particular book you are reading. How do you know 5 minutes have passed on your watch if you are busy reading the book? Well, this difficult at first. A friend can help you by timing you over a set period, or you can read within hearing distance of a public clock which

strikes the quarter hours. Pace yourself every three or four days, always with the same kind of easy, general interest book. You should soon notice your **habitual** w.p.m. rate creeping up.

III.II.V.III. CHECK COMPREHENSION

Obviously there is little **point** in increasing your w.p.m. rate if you do not understand what you are reading. When you are **consciously** trying to increase your reading speed.

Stop after every chapter (if you are reading a novel) or every section or group of ten or twelve pages (I it is a text book) and ask yourself a few questions about what you have been reading. If you find you have lost the **thread** of the story or you cannot remember clearly the details of what was said, re-read the section or the chapter.

III.II.V.IV. 'LIGHTENING SPEED' EXERCISE

Try this from time to time. Take four or five pages of the general interest book you happen to be reading at the time. Read them as fast as possibly you can. Do not bother about whether you understand or not. Now go back and read them at what you feel to be your normal w.p.m. rate, the rate at which you can comfortably understand.

After a 'lightening speed' read through (probably around 600 w.p.m.) you will usually find that your 'normal' speed has increased – perhaps by as much as 50-100

w.p.m. This is the technique athletes use when they habitually run further in training than the will have to on the day of the big race.

III.III. CONCLUDING REMARKS

Since the beginning of the teaching a foreign language history there have been used many different methods. While those materials were being used they were very useful. And they were the most affective and comprehensible ways of teaching a foreign language.

Linguistic materials and literary materials have also been used while these processes. There are many affective ways of using these kinds of materials in these classes. In this paper we tried to give the reasons of why they are so useful and must be used, and how to get the most of them.

It is very useful for a teacher to understand the theoretical basis of the nature of the target language. I tried to give Study strategies for linguistic and literary materials at Teaching English as a Foreign Language classes.

CHAPTER IV

LINGUISTICS, LITERATURE, AND TEFL COMPETENCE AND EAP

IV.O. INTRODUCTION

Language is one of the most useful tools we have as humans. Without it we couldn't think thoughts expressible to others, nor could we engage in the activities that commonly take place in the societies we build for ourselves. Thanks to the language we are granted access to the knowledge that is accumulated in books and other publications.

If we are lucky enough to acquire skills in a language beyond one we already know, we vastly increase our capacity to do things with our lives. Students of English throughout the world are aware of this fact and of the special benefits that come with knowledge of a world- class language. The thousands of English teachers who often work under circumstances that are less than ideal find inspiration to continue their efforts in the same awareness of the importance of English.

Knowing a foreign language doesn't mean only knowing its vocabulary and grammatical rules. Knowing a foreign language can be completed only with a wide competency. Teaching and learning a foreign language is a very complex and complicated work and study.

IV.I. LINGUISTICS AND TEFL COMPETENCY

The use of language is one of the defining characteristics. Language has some benefits from studying linguistics. As Stern state, 'One con not teach or learn a language for long without being faced with some of the great puzzles about the nature of the language that have baffled ht great thinkers since antiquity' (Stern 1983:119)

As we have defined in above chapters, linguistic studies play a very great role in teaching or learning a foreign language. From the first view one may not think about its benefits for language teaching or learning. Linguistics has many branches to be studied. They are, as mentioned above, phonetics, phonology, pragmatics, morphology, syntax, semantics....

These are all core fields of linguistics. But the question is 'how do they affect the language competency?'. Of course language is a whole unit of communication with its other components (the core fields of linguistics). One piece cannot be without the other. They are all combined to each other. One, to say that 'I am competent of the language' must be competent in all the components of the linguistics.

What do we mean by competency in linguistics is not such a complex affair as someone claims. We produce so many sounds, but to my mind not so many people have ever thought about the ways we pronounce the sounds. The knowledge of this science theorizes the ways we produce these sounds. From this aspect we can say that morphology is one of the most important and useful branches of linguistics (mathematically).

This branch is generally useful for the people who enter the common English exams in all around the world. But it never means it is only useful for the examiners, it also is very important for the normal learners and teachers too. With the knowledge of morphology one can form new words and never spend too much time for looking

up for the new words in the dictionary. Because sometimes time can be very important for the person and without the knowledge of this branch we can be time consumers. For example, if we know the prefixes re (again)-, co (together)-, pre (before)-, ... we won't spend so much time to think about the meanings of the words 'rewrite', 'co-pilot', 'co-operative', 'coordination', 'prehistoric'. Because we know the meanings of the prefixes coming to the front of the words, and so, we can save time.

Sentences can be the heart of any language, because we can only express about our feelings using the sequences of the meaningful sentences. That's why a varied study over the sentences of the foreign language is very important, and the scientific linguistic study doing this is syntax. It is concerned with the principles governing the combination of words into larger linguistic units, and with the properties of these units. It attempts to describe what is grammatical in a particular language in terms of rules.

How can a foreign language teacher teach the order of a grammatical sentence. Of course it is a very difficult job or the teachers of the foreign language teachers, especially for the non-native speaker teachers. Because in all language teaching methods it is essential to begin the teaching process with the minimally small sentence. That's why all teachers of foreign languages must be competent in the language.

Are all the words or sentences we use meaningful? Do all the words we utilize in our speech express the reality or the things we try to transfer to some other people or the innate of ourselves. While translating a sentence or an utterance can we use the most appropriate meaning of the words we translate? Why we should use such a question, it is only because, all the English words have many different meanings from each other. Because sometimes these words may have some propositions. Approximately all the propositions coming to the front of the words may change and apart the meanings of the same word from each other. Lets take the verb 'get'.

<u>Get:</u> to have sth, to become, to receive or obtain sth, to fetch or collect sth., to hear or understand something, to catch a disease, to reach a place...

<u>Get ahead:</u> to progress and be useful in sth, especially a career...

<u>Get back:</u> to return to the place where you live or work.

<u>Get back to somebody:</u> to speak to write to or phone somebody later, especially in order to give an answer or deal with something....

We can show many other words that have many different meanings. It is really very difficult to memorize all the different meanings of the words, and a teacher of English as a foreign language must be competent in all these branches expressed here.

IV.II. LITERATURE AND TEFL COMPETENCY

In previous chapters we tried to give the definitions of literature, and literature in TEFL. According to the TEFL specialties literature doesn't mean knowing the chronological sequence of the texts or making the analyses of the authors' lives'.

Reading is very essential for TEFL courses. But here the main concern is how we can be efficient readers and how to be competent in reading literary texts (as teachers and learners). Are we competent in teaching reading literary texts? In advanced TEFL classes students can be viewed if they can read newspapers or other actual or daily papers magazines. But how to impose this competence to the students in TEFL classes is another problem for TEFL teachers. As efficient readers teachers must educate their students to be flexible. Here flexibility includes flexibility in speed as well as comprehension. According to FRY, educated native speakers of English generally read at three different speeds depending on their purpose, the difficulty of the material, and their background knowledge.

Literary texts base he learners' core field of knowledge. Having the knowledge of the subject of the literary text may help to form the learners' language base. The reading level of the learner determines the person's competency in the target language. A teacher of English as a foreign language may do his/her job by using the literary text properly.

IV.III. THESE FIELDS AND KPDS, ÜDS, AND YDS EXAMS

IV.III.0. INTRODUCTION

In learning a foreign language, the knowledge of linguistics and literature plays a great deal of role, linguistics, with its all parts, has many contributions to these kind of tests.

Competency in phonetics pragmatics, syntax, semantics, discourse analyses, and morphology is essential in the preparatory courses for these kind of examinations. Reading is the most important skill in improving ones competence in a foreign language. Not everyone will have a chance to speak in the foreign language but everyone can improve hi/her competence in a foreign language through reading on his/her own.

Moreover, one of the most important components of reading comprehension is the exams given nationally or internationally. Accordingly, to improve the competency for such kind of exams we should try to prepare ourselves in linguistic branches and reading literary materials. As we said before linguistic branches may contribute many things to the exam preparations.

For example; morphology deals with the formulation of some words from some others. It presents us the affixes, prefixes, suffixes... etc. Syntax deals with the formation of the sentences. Without this scientific branch it is almost impossible to form any meaningful utterance. Without semantics we can confuse the meanings of the utterances. Because every utterance may have very different meanings in very different situations.

I think we shouldn't say much thing about the literature in these kinds of examinations, because literature is the base of these exam. Without this branch of study of foreign language it is almost impossible to say that we are ready for the exams. Now we are going to have an overall look over these examinations and the real benefits of linguistic knowledge and literary texts within these examinations.

IV.III.I. KPDS: ENGLISH PROFICIENCY EXAM FOR STATE EMPLOYEE IN TURKEY

KPDS is the exam prepared for the state employees in Turkey, to be accepted to a work or to check the level of the workers. This exam is prepared to measure the level of English language knowledge of the non-speakers of English. It 's adopted to the conditions of our country from the world widely known exam, TOEFL (Türker, 2003:24).

This exam performed its duty wonderfully at first. Because it was meeting the need of all the estate foundations, and private companies. We have always come up against some kind of problems. Many things have been done to demolish these questions. But later on the professionals thought about making a revision for this exam.

Of course there are many solutions for these problems. But first of all we should try to determine the types of problems. The generally expressed problems are those;

Sometimes learners find it very difficult to cope with the vocabulary problem. Because they say that sometimes it gets very difficult to guess the meanings of the words and that's why they spend a lot of time trying to predict the meanings of the words.

The learners who attain this exam say that sometimes they cannot understand the meaning of the sentences, because it can be very complex or they may have some metaphorical meanings. That's why this makes it very difficult to understand the meaning.

The cultural consistency of the texts is a problem to be solved too. In fact, the cultural diversity of the texts depends on the learners' cultural basement about the target language.

What kind of solutions can be found for these problems? Before the ways to be found to solve these problems, to my mind, all the learners must have an opportunity to spend a great deal of effort. Generally learners fail in thinking about the target foreign language according their native language. While translating the sentences given in the questions they try to translate the sentences word by word, and this produces the biggest problem. Of course vocabulary, understanding of the utterances, and applying the grammar rules are the other general problems the examinees encounter while taking this exam.

The problems expressed above are those, which are from the side of the learners. In this exam we have another big problem, that is from the side of the professors who prepare these exam questions.

It might be very difficult to prepare a perfectly graded exam. Examinees from any level take this exam. That's why it is almost impossible to prepare a perfectly graded exam. Because the people take this exam according their needs. But the professors can try to choose the words and paragraphs asked in the exam generally from the social themes. The words used in the passages sometimes may be very difficult to understand. Because may people from many different scientific branches take this exam. The cultural difference is another difficulty we encounter during this exam. For example the dialogues asked are about the cultural diversity of the English people, that's why if the examinees are lack of the cultural knowledge of the language they may have very serious problems in understanding these dialogues, and so this affects the result of the examination.

IV.III.II. ÜDS: ENGLISH PROFICIENCY EXAM FOR ACADEMICIANS IN TURKEY

This exam is prepared for the academicians who wants to take a grade in an English proficiency exam. It is almost the same with the **KPDS** (English proficiency exam for state employee in Turkey) exam.

The past ten years or so have seen a number of changes in the practice of language teaching. Some of these changes have been superficial. Language testing is a complicated subject. A test is a way of arriving at a meaningful decision.

The difference between this exam and KPDS is the variety level of the exam questions. As we said before this exam is for academicians, that's why the vocabulary used and the texts given are all almost in the same level with the examinees' level of knowledge of their scientific level. In this exam it is tried to grade the examinees level of English using the vocabulary of their scientific branches. The other general problems we expressed above in KPDS are the same with the problems of this exam. Culturally understanding of the passages given it the exam and vocabulary level can be very difficult. But this generally depends on the examinees' English language competency (general vocabulary knowledge and the difficulty level of the passages)

Generally it is impossible to guess the level of the examinees, that's why the professors try to find the midway of the exam questions. In fact here the main problem is with the examinees, because they do not prepare themselves the vocabulary from their scientific branch.

IV.III.III. YDS: ENGLISH PROFICIENCY EXAM FOR UNIVERSITY ENTRANCE STUDENTS

This exam is prepared for the students who are graduated or will graduate from a high school and enter the university. They may study in all English teaching departments (English language teaching departments, English language and literature departments, interpreting departments, American literature and culture departments...)

At earlier times it was very easy to enter such kind of faculties. But later it got very difficult to succeed in this exam. The number of questions increased. The level of the passages and words has increased. Answering a few questions were enough to enter these departments, but now it is so difficult to succeed in this exam. What kind of difficulties the students encounter in this exam we will explain later on.

The types of questions are almost the same. The only difference between them is in this exam the general English, culture and the general understanding is asked. This is one of the vital points of a student's life. This exam wasn't prepared very professionally at the beginning. Because, sometimes they asked very high leveled passages and very difficult vocabulary from different scientific branches. But now it is tried to be prepared according to the students' level of knowledge, interest, and their study at the collage or high school.

IV.III.IV. THE PROFICIENCY EXAMS BEING APPLIED IN TURKEY AND THEIR RELATIONSHIP WITH LINGUISTICS AND LITERATURE IN TEFL

Teaching and testing English as a foreign language, or any other foreign language, is a very complex and difficult work. Teaching or learning, and testing are very different things, and there must be a specialization in these two studies partly.

Language teaching and, depending on this, testing techniques have been developed very much. Language testing is a complicated subject and much of this complication stems from problems of descriptions and measurement which are particularly acute in linguistic, literary and psychological investigation.

As we said before, linguistics and literature have great affects over the teaching a foreign language process. Language teaching and linguistics and literature are inseparable from each other. What is the use of linguistics and literature to TEFL is the matter of our discussion here.

Linguistics has many branches among itself. These branches all one by one have affects on teaching English as foreign language. For example; morphology is the study of the structure of the words. It deals with the affixes, prefixes, suffixes and other derivations of the words from each other. Without the knowledge of this branch students might confuse the words or they may need in looking up in the dictionary. If they know the meanings of the adding they will not need looking up in the dictionaries. For example; the student may know the meaning of the word **engage** but if he doesn't know the meaning of the adding **–ment** he would confuse the word and may need the dictionary.

Syntax deals with the study of the sentence structures. This is one of the most important studies for the students who will enter the university entrance exam.

Because if you don't know the meanings of the sentences you may misunderstand the passage and may need professional help in the exam. Let us begin considering a sentence that you have never heard before:

All the passengers on the plane which is flying to Pago-Pago, would rather not listen to Abbot and Costello.

This sentence has probably never before been written or uttered. Yet, as a native speaker of English you are able to comprehend the sentence (as long as you know the meaning of the individual words). That is, even if you have not encountered a particular sentence in your previous linguistic experience, you are nevertheless able to understand it because you recognize familiar units (words that you know) combined in a novel but appropriate way. The students of English as a foreign language may have difficulty in understanding such kind of sentences or utterances. That's why the learner needs to know the syntax. Such kind of sentences is generally met in paragraph and dialogue questions.

In the fields of linguistics, semantics is generally considered to be the study of *meaning* (and related notions) in languages, whereas in the field of logic, semantics is generally considered to be the study of linguistic reference or *denotation* and *truth conditions* in languages. Semantics deals with two kinds of meanings; linguistic meanings and the speaker meanings. Generally examinees who take these exams may confuse these two kinds of meanings. For this reason the knowledge of semantics within linguistics is very important and very useful. And we, as English language teachers, consider the study of linguistics to be essential.

Without this knowledge they can confuse the meanings of utterances. That's why it is better have this knowledge. Because sometimes we may mean very different things apart from our words or sentences, that is we may have a diversion in our utterances. And also we can relate this the meanings of the words too. I mean; the utterances below can have two or more meanings;

He found a baseball bat.

(Here bat has two meanings, one is *a baseball bat*, the other one is *a flying rodent*)

She couldn't bear children.

(Here the word bear has two meanings, too. The first meaning is , *to give birth*, and the other one is, *put up with*)

Any person who doesn't know or who cannot realize these two meanings can make many mistake while trying to find out the correct answer. Sometimes the meaning of the words uttered can vary according to the speaker, too.

The importance of these fields can be seen even in the question types asked from the passages, dialogues, paragraph completion, or even in grammar questions and vocabulary questions. We can understand, that without these fields the examinees may have many difficulties in solving or finding the correct answers of the questions. The better thing is to give the needed knowledge to the students or any other examinees.

The only related area of knowledge with the examinations applied in Turkey is of course not linguistics and its sub-branches, but also literature and its subtitles, too.

Literature has a great role in teaching English as a foreign language. In the examinations applied in Turkey the importance of literature and literary texts can be seen very apparently. In these examinations there are parts, which measures the level of the examinees (reading comprehension, finding the main idea, and implication). In these parts you are expected to answer the questions related with reading and comprehension abilities.

All these abilities are examined in different questions. That's why reading different literary texts is essential. As widely known for an effective learning a

foreign language we must do the reading exercise as much as we can. Literary texts are sometimes are from our real life.

Reading is the most important of all skills for most language learners in general and for EFL learners in particular. Using literary texts may help the learner to learn new things about the life of the target nation or the country. The stories from real life can make the learning process easier.

IV.IV. CONCLUDING REMARKS

Teaching English as a foreign language is a very wide and complicated study. Generally many teachers have many difficulties in this field. Here we tried to highlight the teaching techniques ever used in TEFL.

Literature and linguistics are inseparable parts of TEFL studies. Literature texts are used for developing reading, writing and speaking skills. They are also very useful in the preparations of the English proficiency exams in Turkey. Without reading text it impossible to learn anything about the culture of the target language and community.

Linguistic knowledge makes it very easy to understand the language. There can be many complicated rules in any foreign language, that's why the knowledge of linguistics makes it easier to understand these complicated difficulties.

CHAPTER V

GENERAL CONCLUSION

Teaching is a very complex work. Knowing something and teaching must be separated from each other. That's why there have always grown many skilled teaching professionals trough the history. They tried to give new directions to the teaching methods of a foreign language.

Many methods have been investigated, such as: grammar translation method, communicative method of teaching, natural approach to the teaching experiences, silent way, situational way of teaching, etc. .Of course all of these methods are very interesting, and useful methods. There cannot be any objective to this, because, all of them were invented because of some insufficiencies in teaching methods. All these methods are evaluated and advanced nowadays.

To my mind we have enough teaching methods according to our needs, and also we have so many teaching materials, too. Then, what is the problem here? The most general problem here is, what kind of materials to use and how to use them. Our main purpose in this paper is how to benefit from the linguistic materials and literary materials, or the general focus here may be that, what is the use of these kinds of materials.

It is claimed, by the specialists, that language teachers are both theorists and practitioners. They must know both the theory of the language and how to use these theories in the language teaching process practically. This means that language teachers are expected to be competent in grammar, language teaching standards, varieties in the language as a social context, language teaching and learning materials, morphology, phonetics and phonology, syntax, semantics, conversational discourse analysis.

Of course there are many reasons of learning and teaching these kinds of theoretical basis. For example the rules of phonetics and phonology enables the teacher to check the pronunciation of the words used by the students, and as learners, the students of the foreign language can check the correct pronunciation of the word in the dictionary. Knowing the rules of phonetics and phonology directly contributes to the interpretation of the utterance. Vocabulary development is a very important issue for language teachers and learners. Morphology deals with such kind of problems. It tells us about the different meanings of the words and the words with the same meanings. This science also gives the accurate description of the formation of English words.

Phonetics deals with the organizational sequence of the sounds. It tries to examine the vocal system of human being. Due to this it is combined to many other scientific branches about human being's body. Phonetics is the widest branch of linguistics. Because it gives us the theoretical side of the sounds we pronounce during our speech. Phonetics has many branches too. Articulatory phonetics, Acoustic Phonetics, Auditory Phonetics are some of the parts of phonetics. And also, we can say that phonetics deals with all of the sounds heard in the universe.

Phonology is the scientific study, that deals with the combination of the sounds to form a word, tries to find out how these speech sounds make an interaction with each other. . This is a kind of theoretical explanation of the formulations of the sounds. It also deals with the theory of intonation too (intonation is the branch which studies

the pronunciation of the expressions and the stress on them). Furthermore it can be said that. Phonology is concerned about a particular language.

Morphology deals with the ways the words are formulated. Affixes, suffixes, prefixes are most important concerns of morphology. How to form new words from different forms of words is a very important and very vital. Because generally the students spend their time to look up the dictionaries for the words they don't know exactly, and this takes too much time. That is, it is very much time consuming. But in this era the learners of a foreign language must learn any foreign language in a very short time. And it is also the era of technology, that's why time is very important for any person.

How to learn the morphology is another matter. The professionals of foreign language teaching have always tried to find the best and the most suitable ways of learning and teaching. But the general idea about the study of morphology is that, the morphological terms and its ingredients must be memorized.

What kind of benefits it provides for the learners of English, as a foreign language is another matter to be discussed. The general idea must focus on that, it is very beneficial and must be used by the learners very widely.

Syntax is another branch of linguistics to be studied. Can you think about any person who knows the words to be used but cannot form any meaningful sentence? It studies the meaningful patterns of the language, how to put the meaningful words in meaningful orders, the structure of the sentences in the language.

Grammar is one of the main concerns of syntax. Grammatical patterns of the language are very important, because they form examples for the users. We also don't have to forget that, every meaningful sentence may have grammatical rules, but not all grammatical sentences or phrases may have meaningful structures.

Semantics is one of the branches of linguistics, too. It deals with the meanings of the phrases or words or sentences. It is very important to know the meanings of the words, phrases and sentences. As widely known, that language is a kind of communication tool for human being. If we don't know the meaning of what we say, then we cannot perform a complete communication, because we cannot understand each other.

Studying the meanings of the words is a very complex phenomenon. But we don't have to forget, that the meanings of the words and phrases may vary from person to person, because sometimes the meaning of a word or phrase may depend on the person himself. Usually people use the meanings of the words according to the things they want to express. Sometimes people can use the words far away from the literal or dictionary meaning. Often we try to find out the meanings of the words from the gestures. That's why we can consider, that, teachers of English, as a foreign language must be taught how to teach the meanings of the phrases and words. The varieties of the meanings, also, must be studied.

We shouldn't forget, that knowing the meanings of the words or phrases sometimes may not be enough to understand the context of the target language. The scientific branch studying this knowledge is called pragmatics. We should have the power making some inferences from the speech of the person in front of us. Because without inferences, sometimes it gets very difficult to understand the ingredients of the language.

What do we mean by knowing the context meaning of a speech? It is the knowledge about the environment around us. It is knowing the word. The emphasis used on the words, the mood of the speaker, and mimicry during saying are all the components of pragmatics. Saville Troike (1989:133) defines the context meaning of a speech as 'an interpretation of what happens now is always reversible in the light of what happens later'. It is obvious that linguistic materials give us the information about the usage of the language in the broadest sense.

The emphasize on the study of English for specific practical purposes, technical or otherwise, as well as, more broadly, an emphasis on the spoken more than on the written language, has severally challenged the place of literature in the teaching of English as second or foreign language around the world (or it can be in other foreign languages, too).

The emphasis on using literature in teaching English as a foreign or second language has risen widely recently. There are many reasons of learning or teaching literature at foreign or second language classes. They can be listed as follows?

- The cultural model
- The language model
- The personal growth model

These three models are main reasons of using literary texts in teaching and learning process. But of course they cannot be used separately from the pedagogic practices. While reading a literary text we share the world of the writer, we think about our experiences and lastly e try to comprehend what the writer might mean. All these activities make us comprehend the language better. Of course, as we told above, reading literary texts is not the only way learning a foreign or second language.

For an effective reading we should try to choose the appropriate kind and level of material and also pay attention to our previous knowledge about the material.

To be more effective, a literal material must be at the same level with the students. It must be appropriate with the knowledge and understanding of the students. Because the experiences of the students are very important in understanding of the literal text.

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