

## **TEACHING ENGLISH LITERATURE IN EFL CLASSROOM AS THE STRENGTHENING OF LANGUAGE USE : FROM ANCIENT PEDAGOGY TO MODERN ACADEMY**

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### **Abstract**

The paper discussed about teaching of English in EFL classroom seen generally as a regular activity as well as teaching of English literature as a rich source of authentic material of English language teaching itself and the strengthening of English language use. For many years, English literature has been taught at a secondary or tertiary level even at University level. However, teaching English literature has not been given yet much emphasis on an appropriate methodology of teaching due to it is still considered as one of the most difficult subjects to teach.

Generally, there are two terms of methodology that mostly discussed by experts, namely ancient/traditional pedagogy and modern academy. Learning about traditional, it has its roots in the ancient pedagogy of classical language instruction. The points are students only mimicking and parroting their teachers knowledge. In fact, such pedagogy was being successful in beginning Latin and Greek classes.

In contrary, we do not intend to suggest that students learn only from their teachers, who transmit their knowledge and understanding freely, but what do we mean that pedagogy frames course content and different frames invite different kinds of understanding of content and that parts of modern academy. At last, central to teaching literature in the classroom is giving the students' right to be involved freely in their experiences and let them observed literary as part of their life more closely.

**Key word:** *Teaching English literature, Traditional Pedagogy, Modern Academy*

### **.INTRODUCTION**

Whether we consider or not the discipline of English Literature is 'in crisis' now. It is something that we consider right to start of writing this paper. What I meant by crisis is when we observed more, the process of studying and teaching of English literature is mostly shaped and influenced by our students' purposes and the conditions in which they live as well as the nature of the discipline. As part of teaching English, in case of strengthening of language use, traditional pedagogy in literature

classes has its roots in the ancient pedagogy of classical language instruction. This was a pedagogy aimed mostly at students as known 'getting it right'. The beginning stages of Latin and Greek did not give sufficient opportunity for students showing their interpretation or evaluation about the literary work. In other word, students can't *have* independent opinions about the literary work seeing from semantics point of view, syntax, tenses, inflections and the like (Sage. 2006). However, we are realized that

the strengthening of language use or linguistics richness are influenced even the right interpretations and meanings came not from students' thought but from the right instruction.

Meanwhile, a kind of pedagogy we often see now is maligned – students mimicking and parroting their teachers' knowledge. In fact, the pedagogy was successful in beginning Latin and Greek classes. Once beyond the beginning stages, the content of classics classrooms was of course not English language as such, but Greek and Latin philosophy and literature (Horace, Cicero, Seneca, Homer, Sophocles, Plato, Thucydides, Aristotle). Thus, the process of translating such work increased in order to make an interpretation.

By seeing the phenomenon, what the writer wants to offer is showing the teaching of English literature not merely trapped in the old perspective and style. In other words, teaching literature is not created to make students less their ideas by losing the language but how to make them interested in such interactive pedagogy by emphasizing on course content through developing their own interpretative opinions and notions. It can be obtained, however, by seeing and understanding the appropriate methodology in teaching literature due to the right methodology can help getting the right values in teaching. In the brief paper, the writer tries to show the readers about one of the methodology in teaching literature which called as modern academy. This way, in fact has

shown its role effectively in creating and strengthening language use, especially English for non-English speakers.

## **METHODS**

In briefly, the writing of the paper is basically supporting by library research as part of the finding process. Moreover, the comparative study between some theories was also conducted in order to support the writer's analysis.

## **RESULT**

After comparing some theories or methodology related to teaching of English literature, in case of comparing two popular methodology called as traditional and modern academy. These two methodology were mostly used by teachers for many years. Moreover, the writer merely found that traditional approach or pedagogy only taught to the students how to get it right without trying to understand how it was being right. The process of teaching English literature basically won't be sufficient if only created students to be mimicking from their teachers. In contrast, it should create a kind of an interactive discussion between students and teachers. The process of interactive learning will help teachers giving the students an opportunity in developing their language skill freely.

## **DISCUSSION**

Having mentioned about traditional approach, the writer describes about modern academy as the main of the discussion. This approach offers some benefit or advantages in strengthening language use of students,

especially English language for non-English native speaker. Modern academy in its developing started by offering some agenda that giving great advantage for teacher, namely;(Sage. 2006)

### **1. Course Provision**

Modern academy offers some provision in helping teachers reestablished their preparation of teaching, especially teaching materials. The agenda can be started from the periods and style of literary works. This agenda helps teachers to choose the right period of English literature such as ‘Medieval Literature’, ‘seventeenth period’, ‘Victorian Literature or Modernist Literature. These period can help students to enrich their knowledge about English literature by focusing on close reading skill and values.

In addition, teachers can also share the clusters of English authors based on their genres. For instance, Shakespeare with his sonnets and drama, Milton with his novels. Besides, the nineteenth century British novel, Anti Apartheid Themes in South Africa Literature 1945-1975, or American Shortstories of the 1950s’. Some courses on comedy and Tragedy can also be included in this category.

Moreover, the modern academy also offer about the role of women’s writing/feminist. This offer can not be separated from the strengthening of language use since it gives students wider perception about the women in literary world. Teachers can emphasized on the women writers and their role in developing the

literary works until now. The role of Jane Austin and her themes for instance will always be remembered by literary readers. Some political and social movements of women writer have made literary being coloured.

Determining the themes of literary works also give the influence for literature itself. Themes in this case, indirectly give some values for, especially when themes combined with periods or genre of literature. For instance, “Comedy and Politics in Restoration Drama” can be one alternative for teachers in helping students understanding about the work.

In order to support teachers developing material for teaching English literature, modern academy also suggest to offer literature seeing from the regional. It, then, known as regional literature such as ‘South American Literature’, “Introduction to Australian Regional” or “African-American literature.this offer, basically can introduce students about regional specialist look like and bring them to develop more later. For the last part of course provision, post modernism issues and Themes can also be offered to teachers. Postmodernism always develop through many years, and the issue of “gay power; or “black power” can be discussed with students. The points above can be applied in kind of discussion and reading between teachers and students.

### **2. Intellectual and Personal Development**

As we know that, the process of teaching English literature is not merely about

cognitive achievement but it also about the developmental of students' ability, especially in their language use. In other words, the process of teaching at the end is showing about the intellectuality growing or mature personally. It can be achieved if the teachers are able to develop their students' intellectual and personal development through literature. This development can be easier obtained when teachers understand how to organize an affective engagement by having narrative power and literary experience and learning. An affective engagement effect is when teachers want to let their students' experience the same kind of excitement when they involved in literature. The point of narrative power is depended on teachers ability in developing the sense and values of a literary work. Finally, literary experience and learning is not merely helping students ability in understanding about literary work but also helping students' being mature in their intellectual growth and having confident.

## **.CONCLUSION**

Teaching English literature can not be ignored that has an important role in the development of language use or practice. It more particularly felt for many non-English speaking countries. Through the paper, it can be concluded that teaching English literature by using modern academy principles, basically help teachers to be easily arranged their materials before teaching. Thus, by having some agenda in teaching teachers also know what are the right

materials for students or learners of English and helping them using their language by reading and discussing the material chosen. Then, teaching English literature as part language program can help students or learners develop their language use. It is also stated by ( Obediat. 1997) , literature helps students acquire a native-like competence in English, express their ideas in good English, learn the feature of modern English, learn how the English linguistics system is used for communication.

A the end, teaching literature is not only a tool for helping students develop their competence in language use, written or oral but also helping student in opening their perception widely about English as part of the language.

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