INTEGRATION OF TEACHING LITERATURE AND GRAMMAR

by:
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Integration of teaching English and Literature in the classroom is somewhat hitting two birds in one stone yet the challenge still experience by the teacher and learners such as how the subject be interesting and comprehending to the learners and knowing the essence and importance of literature in life. Moreover, the selection of suitable teaching strategies and styles still on the horizon in teaching both literature and English. In addition to, English, as the universal language, does not doubt to say that it is a highly important tool in dealing with the flow of global operations regardless of the difference in cultures, in the field studies, and occupations because it is considered as the “lingua franca” of the world in communication. It is considered a valuable asset if one can speak and understand it. More than that, it serves as an entry to an infinite knowledge accumulated by English speaking world.

Teaching strategies, according to Cooper, (2010) refer to all of the teaching techniques and activities, and approaches that a teacher employs in teaching a certain subject in the classroom. These instructional techniques, as revealed by many studies like that of Korthagen (2014), may vary due to the content of teachings such as private and public school, teachers’ professional knowledge curriculum variables such as teaching materials, and their learning styles.

Also, the incorporation of the literature component had initially mixed responses from teachers, parents, and students. With the full implementation of Vethamani, the responses from teachers and students have improved (2014). The literature aspect was a welcome addition for students with varying levels of English language proficiency, as it added a layer of enjoyment to their learning while also allowing them to improve their
language skills? This is for the reason that "interpretation published works requires the foundation of various investigative skills and capacities, which can be understood to include the collection of relevant facts, an examination of professional interests when they apply to the issue or problem, contemplation on various response alternatives, and choosing and applying the most acceptable alternative." (Ganakumaran 2007: 1). In contrast, the incorporation of the literature component into the English Language syllabus was not welcomed by students with low English language proficiency as they did not have the complex skills needed to read literary texts. Even without the incorporation of the literature component into the syllabus, these students were already struggling to learn the language and the incorporation of the literature component was seen as adding another burden. Tina Abdullah, Hassan Zakaria, Fauziah Ismail, Fara Adlina, and Marzilah (2007) found that many teachers claimed that the language level of the literary texts selected by the Ministry was difficult for many students to comprehend. With limited vocabulary and a lack of competence in language skills, the literature component became a challenge for many students. Since the English language is becoming more important and cannot be denied that it is becoming the Lingua Franca of the world spoken everywhere.

Teaching the English Language is facing challenges on the appropriateness of teaching strategies used. Lambert (2012), viewed teachers in the classroom as dilemma manager, a broker of contradictory interest. That concludes that teaching is a personal view of the academic image.

It could be concluded that integrating literature in teaching grammar is a big help to master the lesson of the students.

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