

DEVELOPING LINGUISTIC SKILLS IN ENGLISH TEACHING STUDENTS THROUGH ENGLISH LITERATURE AND THEIR CULTURAL UNDERSTANDING

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ABSTRACT

Literature; in addition, being considered an art, it is also a component in the training of a professional in teaching the English language. Furthermore, in a deeper analysis, it can be deduced that the English language teaching professional should know English literature and the origin of the English language, taking into account aspects related to Linguistics. However, the curriculum of the English teaching career at UAM (Universidad Americana de Costa Rica) has courses of Literature developed in Poetry, Narrative, and Drama and they analyzed important details in the evolution of the English literature, culture, language, history and linguistics; nevertheless, are the students well prepared to teach literature? Do they know what specific techniques, methods or approaches for teaching Literature? These aspects of the study are considered part of an investigation that aims to expose not only the theory but also recommend future English teachers in the teaching of English literature.

KEYWORDS

Literature, Thematic approach, Content-and-Language-Integrated-Learning, Reader's Theaters.

1. INTRODUCTION

According to Surkamp and Viebrock (2018), teachers of English as a Foreign Language (EFL) develop general characteristics in three dimensions, they are: language proficiency, content knowledge, and teaching skills; however, in different perspectives of the evolutionary approaches to teaching and learning, the experience of learning other subjects through a non-native language could be developed; for example, Literature and Linguistics and this aspect may produce a concern in the training of the future English teachers if it is analyzed in the acquired competences compared to a Spanish language teachers; specifically, the knowledge of Literature in general.

Through English literature, the student might get to know not only the origin of the language and its evolution in history but also the cultural context with the great variety of classical authors including in the American literature. Beach et al. (2011) states some methods, approaches and theories for teaching English literature; also, the importance, description and recommendations.

On the other hand, literature could be considered in different meanings depending on the reader's perceptions and the reader's knowledge of literature. However, Ihejirika (2014) states the term of literature “is used basically in two different senses. First, it is used to refer to any written material on a subject. Second, it refers to one of the school subjects studied by students or a university discipline” (p. 86). Nevertheless, it is important to consider a clear definition of literature for the study of this research. Taking into account Onuekwusi (2013), “literature is any imaginative and beautiful creation in words whether oral or written, which explores man as he struggles to survive in his existential position and which provides entertainment, information, education and excitement to its audience” (p. 5). The definition of Literature by Onuekwusi is fascinating because it attempts to develop the imagination and creativity of words in an entertaining environment for the reader. As a matter of fact, literature is also an art in different perceptions but Prakash (2014) determines “literature is not just written, but also oral in the form. It is a form of art; it is known for its suggestiveness and its permanence; its universal interest and its individual style” (p. 1). Nevertheless, Prakash (2014) also describes:

Literature is the expression of life in words of truth and beauty. It is the source of inspiration and delight. It is the written record of man's spirit, of his thoughts, emotions, aspirations; it is the history of the human soul. It preserves the ideals of a people; and ideals – love, duty, friendship, freedom, reverence – are the part of human life most worthy of preservation (p. 1).

In other words, literature is an art and involves the reader in entertaining, conception, and learning of the cultural context of the literary work; also, it is important to point out the connection between literature and language is not pure coincidence since the origin of the English language is completely linked to literature, its cultural context and history. Mijwel (2018) states “the English language was born thanks to the Germanic invaders who came to the British Isles from what is now the northwest of Germany and the Netherlands, (badly called Holland) which is a mere province of this European kingdom), in addition to those of southern Denmark” (p. 1).

These words are only an introduction to the long history of the origin of the English language because the relationship with literature must be mentioned the Nowell Codex manuscript and its famous Angle-Saxon epic poem Beowulf. Raffel (2010) in his study guide by The Glencoe Literature Library explains that the literature work is the first epic poem in the English language and it ranks high among such literature. Also, the author mentions “by the

time that Beowulf was written down, Germanic tribes from Scandinavia and elsewhere in northern Europe had been invading England's shores for centuries" (Raffel 2010 p. 1). For the reason that literature should be used with students in the English Teaching career because it is a motivation encouragement for the acquisition not only of the language, but also of the knowledge of English literature and history.

Another example that enriches the participation of an epic poem like Beowulf in the origin of the English language is by Megec (2018), who states:

Beowulf is lauded as the greatest piece of Old English poetry, and not without reason. However, the English language has changed so much over the course of the last millennium that the original version is all but illegible to the speaker of Modern English. The answer to this problem is translation, but it can be argued that even now, in the 21st century, we still do not have a widely accepted "best" translation of Beowulf into Modern English. (p. 1).

The above-mentioned reaffirms the linguistic knowledge that future English teachers should have regarding the origin of the English language and the relationship with literature, another example is indicated in the following image where a translation of a fragment of the poem Beowulf from Old English into Modern English.

2. LITERATURE AND LANGUAGE

It is important to point out for the study of this research that the relationship between literature and language is not pure coincidence since the origin of the English language is completely linked to literature, its cultural context and history. Mijwel (2018) states "the English language was born thanks to the Germanic invaders who came to the British Isles from what is now the northwest of Germany and the Netherlands, (badly called Holland) which is a mere province of this European kingdom), in addition to those of southern Denmark" (p. 1).

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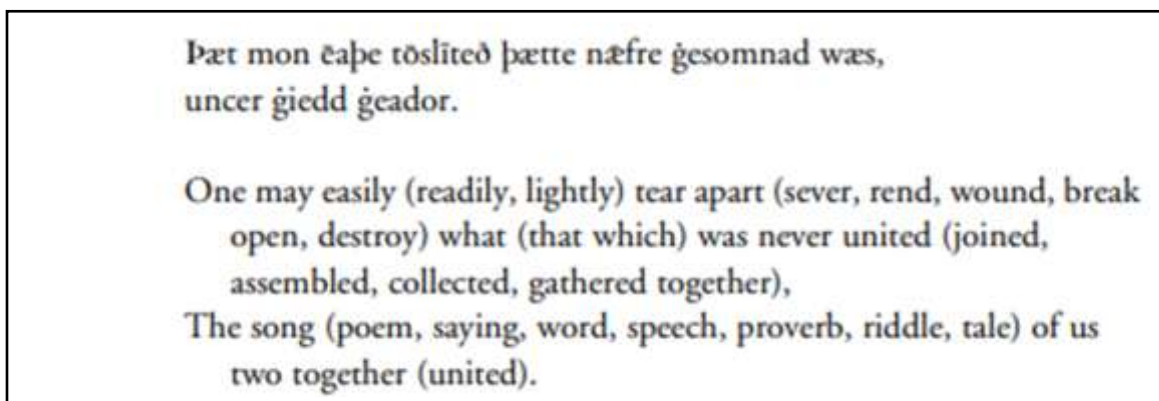


Image 1

Williamson (2011) “Beowulf and Other English Poems”

Continuing with the most important details of the literature and language, the International Baccalaureate Organization (UK) Ltd clarifies:

Language is fundamental to learning, thinking and communicating; therefore, it permeates the whole curriculum. Indeed, all teachers are language teachers, continually expanding the boundaries of what students are thinking about. Mastery of one or more languages enables each student to achieve their full linguistic potential. Students need to develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. (p. 4).

In addition, the organization reaffirms important recommendations that a student of the English teaching career should have in relation to literature and language, these recommendations are:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction;
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts;
- develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts;
- engage with text from different historical periods and a variety of cultures;
- explore and analyze aspects of personal, host and other cultures through literary and non-literary texts;
- explore language through a variety of media and modes;
- develop a lifelong interest in reading;
- apply linguistic and literary concepts and skills in a variety of authentic contexts. (p. 6).

Taking into account these aspects of an international program where the student not only has a direct relationship with learning the language but also with literature, the following can also be considered from the program.

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analyzing involves demonstrating an understanding of the creator's choices, the relationships between the various components of a text and between texts, and making inferences about how an audience responds to a text, as well as the creator's purpose for producing text. (p. 7).

Also, in order to reach the aims of studying language and literature, students should be able to:

- analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts;
- analyze the effects of the creator's choices on an audience;
- justify opinions and ideas, using examples, explanations and terminology;
- evaluate similarities and differences by connecting features across and within genres and texts. (p. 7).

3. TEACHING LITERATURE

Chaves, Quesada, and Hernández (2011) states, literature as an invitation to dialogue focused on teaching about humanity involving characters in specific situations and moments, but also the authors clarify that learning a language is also learning about culture and values and literature collaborates in this teaching. Additionally, Chaves, Quesada, and Hernández (2011) expose the following affirmation,

By being exposed to a wide variety of literary material, students can become life-long readers and learners. Including a multi-cultural literature selection from which the students choose, allows students to learn about other cultures. By learning about the world's many cultures, the students are gaining a new perspective of worldly respect and a cross-cultural responsibility to undertake the challenge of progressing humanity. (p. 11).

For all the benefits that reading literature can bring to the curriculum of English Language Teaching students at the Universidad Americana and English teachers, it can be said that reading literature might increase the probabilities that students in public or private education may become passionate readers following a methodology by the teacher.

In addition, English Teaching students might improve other skills through literature such as creativity, critical thinking and vocabulary growth, as well as knowledge of English history.

Also, the debate question in this research is why the teaching of literature for the preparation of future educators of language teaching is important to take into consideration in the formation and acquisition of the language. However, it is important to mention again the concept of literature in order to continue with the main objective of this research. Although, the simple definition of literature is anything that is written down, this definition could be associated with works of fiction, drama, and poetry; but this concept is beyond if it is considered other aspects mentioned.

Additionally, one aspect to consider for the professional training of the future educator of the English language is the culture and knowledge of literature. On the other hand, it has been considered that the teaching of literature in English is based exclusively on the teaching of reading because reading is part of the four linguistic skills of language acquisition, but the aspect of cultural knowledge, vocabulary, and history are not considered in English literature. Taking into consideration those parameters, it is necessary to include literature from a wide range of time periods, races, classes, genres, perspectives, and themes in which the student of the career of teaching English needs as well as the students of secondary school or school.

Nevertheless, what does it mean to Teach Literature? To response this question, it is necessary to understand the concept of teaching literature explained, but also it is necessary to mention what it means to be a student of literature because professors need to think in selecting texts, planning, responding activities and units, leading discussions, formulating writing assignments, evaluating students' interpretations, and more.

All these aspects mentioned above may be developed with the experience of the professor, on the other hand, this means that if the professor does not know literature, he or she is not be able to develop a literature class although the planning may be based on a guide and instructions. However, to have a clearer image of what it means to teach literature, the following points are explained.

4. TEACHING LITERATURE AS A SOURCE OF PLEASURE

The pleasure of literary reading could be considered essential part of the motivation. Donoghue (2000) writes,

The pleasure of reading literature arises from the exercise of one's imagination, a going out from one's self toward other lives, other forms of life, past, present, and perhaps future. This denotes its relation to sympathy, fellowship, the spirituality and morality of being human. (75).

The author is clear in mentioning that the motivation leads the reader to use the imagination and have a direct relationship with reading; however, this motivation depends on the work by the professor because the educator is the first source in this motivation, but the pleasure in the use of the imagination depends on a good selection of literature appropriate for the student.

5. THE EFFECTS OF LITERATURE

Television programs, movies of different genres or news may have different effects on readers, representing exclusively on emotions. The same happens in literature because a novel, a short story, a poem, or a play might have different emotional effects depending on the imagination by the reader.

This is the most important aspect of literature, creating a feeling in the reader not only to understand in the reading but also be part of it. On the other hand, how can the teacher of English help the students of literature to have a positive attitude to reading? It is not simple or easy as teaching to read, the motivation is another aspect to take into consideration; for instance, Beach, Appleman, Hynds, and Wilhelm (2006) states “many students are motivated to play games, particularly games involving online chat, because they are participating in social communities with other players. In these communities, they are recognized for their skill in learning the tools involved in playing the game successfully”. (16). the same condition might be applied in literature, but with a selection of literary works attractive to the student.

However, the most important idea in this research study, in addition to the development of linguistic skills for the knowledge of literature, is the knowledge of the English teacher in English literature and then the development of teaching techniques.

6. TEACHER'S APPROACHES IN TEACHING LITERATURE

Historically approaches and methods have been implemented for the acquisition of the language in different alternatives, techniques, and recommendations to follow, but in the teaching of literature the following may be taken from Ikonne (2016) who states the references of approaches and methods:

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- Not believing in the didactic functions of literature they are simply engrossed in the literary works itself;
- Prefer intensive reading to extensive; in other words, quality in place of quantity not considering the background of the students in selecting texts for them;
- They approaches ignore the principle of individual difference and also make the students passive in the selection of texts;
- They evaluate based on student's knowledge of the content of the text. Their literary test does not involve more than recall from simply stated facts already presented in the text or class discussion. There the approach is acceptance instead of appreciation;
- Works are arranged in terms of author, type and chronology which have little or no intrinsic relation to the ability of the students and do very little to increase their literacy competence. (p. 76).

In addition, the author recommends the following approaches and methods for teaching literature:

6.1.Approaches

- **Thematic approach:** This is the teaching of literature based on the understanding of the central theme and the sub themes;
- **Stylistic approach:** This has to do with looking at the text in respect of the author's style and in comparison, with another author;
- **Group Approach:** This engages the weak and the strong in a common activity possibly to strengthen the weak. But as an approach to teaching of literature, group approach is engaged in to dramatize or act out the text;
- **Response Approach:** This portrays the critical method. This offers the student the freedom to be real to the text and not stereotyped or stage-managed;
- **Integrated approach:** This has to do with looking at a text as a whole entity. This approach also involves using the text to teach language and literature. A test could be so used to teach vocabularies, pronunciation, literary devices etc; (p. 77).

6.2.Methods

- **Criticism method:** This is highly recommended in literature teaching. Students may be occasionally required to criticize the information they obtain from the „Study Guides“ with close reference to the actual text. This method prompts student to read further for more information. This is capable of evoking and sustaining the interest of the students in the subject;
- **Discussion method:** This could be an effective means of ensuring that students read the text and acquire the correct information;

- **Discovery method:** This stems from problem posing approach and can achieve greater result when fused with discussion method. Here the teacher can identify some of the contemporary issues raised in the text under study and encourage the students to propose solutions bearing in mind the evidence contained in the text. This encourages originality and flexibility of ideas or thoughts;
- **Project method:** Because of individual differences, some students are known to demonstrate poor language skills. Project method can assist them. Here it is recommended that creative writing based on some topics from the text becomes a regular exercise;
- **Activity method:** This can be best portrayed with dramatization technique which is great value to the teaching of literature;
- Read and explain method though related to discussion method, is also a good method that challenges the students. (p. 77).

On the other hand, taking into account the purpose of the research project, Ikonne (2016) indicates the following in relation to teaching techniques:

The teacher can develop a variety of techniques to facilitate the teaching and learning of literature. His techniques would be determined by a number of factors viz; the age of the learners, the environment where the teaching/learning takes place, the text to be read, availability of material resources and of course the time available to the class. Against these backdrops, the teacher can ask the students to memorize poems and recite them to the class or at school functions. They can be encouraged to rewrite a novel using different characters from the names in the original text. The teacher can organize book carnivals where the students would not just act out plays, model reading but would exhibit the different genres of literature they have written; short stories, poem etc. Debates for and against the roles of the protagonist, antagonist and other characters of interest will boost the morale of the students. The teacher can equally teach language via the literature class by giving such tasks or assignments as, qualify each character in the text using ten different adjectives. (p. 78).

7. CONTENT AND LANGUAGE INTEGRATED LEARNING

According to Puffer (2017) states that the term “Content-and-Language-Integrated-Learning (CLIL) refers to educational settings where a language other than the students’ mother tongue is used as medium of instruction.” (p. 1). The importance of this approach in the teaching of literature is in the fact that students in general are exposed to a reading environment very different from what they learned in their mother tongue. This implies an exposure to the culture, customs, vocabulary, and historical facts of other countries, especially the English culture.

Having a literature class integrated with the language at the same time could be a great challenge for future teachers of English language teaching; however, there are private institutions that teach literature in their curriculum and the MEP (Ministerio de Educación Pública) is not far from this training for students, according to Chaves, Quesada, and Hernández (2011) in the “Programa de Literatura en Lengua Inglesa Liceos Experimentales Bilingües”, they illustrate the following:

when our students become able to read English Literature in English, and not just through a translation, they live a wholly different experience. Being able to read Walt Whitman in English, to read William Shakespeare in English, to read books like *Catcher in the Rye*, *The Grapes of Wrath* or *Alice in Wonderland* in English, will open their eyes and their minds to the full enjoyment of literature as art. (p. 7).

Many of the characteristics of Content-and-Language-Integrated-Learning (CLIL) are developed in the proposals of the literature students during the first and second terms of the year 2022, the proposals focus on the student’s participation in personal opinions, interpretation of readings, understanding of authors, among others.

Even so, taking into account what was indicated above, the following may be considered for the development of other techniques:

- In CLIL, the content to be covered is the starting point for planning, and teachers and students work together, making the most of all the verbal and nonverbal resources at hand, to understand one another and be understood in relation to the target content;
- Not only is the amount of contact time with the L2 higher in CLIL, but the quality of the interactions is also usually higher, or at least different and complementary to the type that takes place in the standard FL (foreign language) classroom;
- Students with certain profiles are segregated out of the CLIL track in order to, as it is argued, protect these ‘less advanced’ learners from the steep challenges that CLIL may present to them. (Escobar, 2019 p. 1-13).

On the other hand, part of the MEP study programs for teaching in bilingual schools, language teaching through literature is implemented at all levels. It also makes a notable reference to the importance of literature; for example, Granados et al (2021) states: “literature serves to connect learners with life experiences, beliefs, and convictions, which have to be faced through a methodological approach of ethical dilemmas (daily life, artistic, fictitious, and historical) within a democratic perspective. (p. 7).

Another important aspect is the content for the pedagogical mediation activities proposed in English teaching programs, which is a clear reference of the knowledge that an English teacher should have in order to transmit knowledge.

8. LITERATURE AS CONTENT

Perhaps with what is detailed below, it can be said that this method is the most used nowadays. Lazar (1993) states “literature itself is the content of the course, which concentrates on areas such as the history and characteristics of literary movements; the social, political and historical background to a text; literary genres and rhetorical devices” (p. 24). This statement is reasonably interesting in the fact that the approach does not focus the student on learning a specific vocabulary; although, it is important for comprehension, but on the need-to-know literature further as a simple reading. On the other the author recommends the students may use their mother tongue to discuss the texts or students may be asked to translate texts from one language into the other. In short, texts should be selected for their importance as part of a literary teaching.

However, other authors such as Beach, Appleman, Hynds, and Wilhelm (2006) recommend that the discussion of a literary work is not limited to having a list of questions from the teacher, it is advisable to leave the students to give their point of view, their personal perspective, or their own interpretations. The authors states “these questions are typically designed to determine if students have read the text. They are often also used as a disciplinary tool to call on students to determine if they are paying attention in the discussion” (p. 186). In other words, check of questions are also not authentic, genuine questions in that there’s a correct, predetermined answer; so, that students are simply attempting to read a teacher’s mind to determine what the teacher wants” (p. 186). An important recommendation is to have enough practice with the students in the discussions of a literary work with the use of vocabulary and thus not having to translate or use the mother tongue.

Another important aspect following the previous recommendations is the model for a good activity of this approach. Beach, Appleman, Hynds, and Wilhelm (2006) mention the following modeling question-asking strategies:

One basic purpose for engaging students in discussions is for you and other students to model question-asking strategies that students internalize in order to engage in their own self-questions as they are reading or writing texts..... One approach to modeling question-asking strategies is to employ the Critical Response Protocol (CRP) (Lerman & Borstel, 2007) which is based on the following questions: (p. 190).

Image 2

- “What are you noticing?” “What did you see that makes you say that?”
- “What does it remind you of?”
- “How do you feel?”
- “What questions does the ‘text’ raise for you? What did you learn?”

Beach, Appleman, Hynds, and Wilhelm (2006) “Teaching Literature to Adolescents”

Students rarely have an opportunity to practice and develop communication strategies in a thirty-minute discussion with thirty students in a class. Small groups or “literature circles. (p. 193).

9. A LANGUAGE-BASED APPROACH

Lazar (1993) establishes in this approach a detailed analysis of the language of the literature work because it helps students to make significant interpretations for better understandings. In other words, it can be said that Language Based Approach is one of the methods of teaching literature that used literary text for the specific drills design to build the languages skills rather than focusing on the literary skills.

Also, Lazar (1993) clarifies “students are encouraged to draw on their knowledge of familiar grammatical, lexical or discourse categories to make aesthetic judgements of the text” (p. 23). However, Beach, Appleman, Hynds, and Wilhelm (2006) propose a similar theory for teaching literature, it is the Student-Centered Theory which consists that

Students should be able to make their own choices for what and how they would learn. If students have choices, they are the more motivated to want to learn. For example, if students could choose whatever texts they wanted to study, they would then be more engaged with those texts than having to study assigned texts (p. 9).

An important aspect to consider in the affirmation of this theory is the fact that although literature is universal, not all literature is for everyone. There are preferences in literary works, authors, and themes among others. The students may feel much more motivated to learn a language through literature if they is allowed to choose their own preference in literature. This literature may be from something very simple like a comic to a much more complex work like a novel or a drama. In short, based on the theory or the method mentioned, if there is no motivation in the students, there is no learning.

10. LITERATURE FOR PERSONAL ENRICHMENT

Literature for personal enrichment is probably the most difficult aspect to develop not only in teachers but also in students. Today, there are many alternatives for reading such as bookstores, phone applications, digital magazines, comics, and even films based on literature that attracts the reader to seek more information. Beach, Appleman, Hynds, and Wilhelm (2006) “praise a theory that goes beyond reading, it refers to the culture. This is the Socio-Cultural Learning Theory, “it argues that we learn to acquire uses of certain practices and tools that serve certain purposes in social groups or communities” (p. 8).

But this theory leads a little more to the pleasure of reading but also to an active participation in groups or communities. For example, the authors explain,

Socio-cultural learning theory therefore emphasizes the importance of creating a social community that supports learning literature. As a literature teacher, you are socializing students into what could be called a literary community of practice reflected in the practices of a highly engaged literary book club (p. 8).

On the other hand, Lazar (1993) specifies that “literature is a useful tool for encouraging students to draw on their own personal experiences, feelings and opinions” (p. 24). Also, the author adds “it helps students to become more actively involved both intellectually and emotionally in learning English, and hence aids acquisition. Excellent stimulus for group work” (p. 24).

Important to add, Lazar (1993) “mentions material is chosen on the basis of whether it is appropriate to students' interests” “material is often organized thematically, and may be placed alongside non-literary materials which deal with a similar theme” (p. 24). In both cases, the authors agree that there must be a stimulus or motivation, but that a community cooperation such as a reading club group and a personal decision of literary preference on the part of the students helps to promote reading and the desire to learn and improve the English language.

Also, Chaves, Quesada, and Hernández (2011) describe the following “literature should connect with life experiences, beliefs, and convictions, which have to be faced through a methodological approach of ethical dilemmas (daily life, artistic, fictitious and historical) within a new democratic perspective” (p. 9).

Taking into account what was described above by different authors, motivation in the student is still important, not only to encourage reading but also the learning of the English language. Literature helps significantly and Chaves, Quesada, and Hernández (2011) enumerate four important goals to achieve language in Literature:

- To awaken joy, fantasy, and passion for literature;
- To value and be aware of the artistic processes;
- To understand technical concepts of literary manifestations as well as their social and personal determinants;
- To allow students to express and reflect themselves creatively while interacting with literature pieces (p. 9).

Also, the authors clarify “as a result, literature constitutes a valid opportunity to promote the use of critical and creative skills in the process of building up a classroom community of inquiry, adapted by teachers, according to the learner’s interest and level of English” (p. 9).

After describing the aspects above, it is essential to make the following recommendations:

- Understand the roles that literature may play in the students of English;
- Understand that students vary in their approaches to learning and, therefore, educators must create instructional opportunities that are adaptable and meet the needs of these different learners;
- Recognize the importance of including a variety of genres (narrative and non-narrative, print and non-print) in literary study;
- Use a variety of instructional strategies, when teaching literature, to encourage students' development of critical thinking, problem solving, performance skills, and the effective use of technology;
- Recognize the issues surrounding the "canon" and what they imply about the literature included in teaching;
- Be aware of and able to implement a variety of culturally diverse literature selections;
- Be aware of a variety of young adult literature and arguments for and against its use in the secondary classroom. (Chaves, Quesada, and Hernández, 2011 p.9).

11. THE ROLE OF THE PROFESSOR IN LITERATURE

Chaves, Quesada, and Hernández (2011) establish certain characteristics that students must have for an acquisition of knowledge in literature, but for research purposes, these characteristics might be listed in a profile for the teacher. The teacher of Literature:

- Appreciates and enjoys Literature;
- Suggests to different Literature works in different formats (role plays, poems, songs, videos, dialogues and storytelling, among others);
- Recognizes some literary figures and term in Literature for example metaphor, simile, characterization, plot, symbolism, among others;
- Appreciates different point of views by the readers (students);
- Has knowledge of authors' biographies and other cultures;
- Demonstrates development of teaching strategies;
- Motivates the students to the reading. (p. 9).

Without the need to explore the basic skills of language proficiency that an English teacher should master, it is important to mention other areas of language, they are literature and culture. Regarding academic training in literature, the teacher's knowledge of English must be developed in the different periods of literature, these are Old English, Middle English, The Renaissance, The Eighteen Century, The Victorian Period, and The Modern Literature. In addition, it must be taken into consideration that each period of literature involves historical characters such as authors, English kings and queens.

It should be noted that among these authors, the most historically recognized is William Shakespeare and as mentioned the origin of the language was developed with the example of the poem Beowulf by the Angle-Saxons and Jutes. First, Shakespeare is important in the English language as Miguel de Cervantes is in Spanish, there is a lot of information on Shakespeare's biography as well as great works such as The Tragedy of Romeo and Juliet, The Tragedy of Macbeth, The Merchant of Venice, Hamlet, among others.

It is specified in this part of the research project William Shakespeare because one of the questions asked to students of the English career if they know something about the author.

12. CONCLUDING NOTES

According to the periods of English literature, the origin of literature and the English language dates back to Anglo-Saxon times, an example of this aspect is the reference to the Anglo-Saxon poem "Beowulf". Although literature is universal, students who have knowledge of English and American literature may also have knowledge of classic or current literary works because in the translation of literary works, the context of the language may be lost and in addition to teaching the four language skills of the language, the teacher should have knowledge of English literature and history. For example, Shakespeare is considered today the master of drama, his works are highly recognized worldwide in theater, film and television. An English teacher who is unaware of his works and even unaware of important aspects of Shakespeare's biography would be in a position far removed from knowledge of English culture and history because the teacher would only be limited to teaching the four language skills.

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