

## THE IMPORTANCE OF ENGLISH LANGUAGE AND LITERATURE IN THE DEVELOPMENT OF STUDENTS LANGUAGE SKILLS

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### ABSTRACT

Literature is a kind of art in which language and words are utilised to express meaning by depicting objective reality. Literature is distinguished from other creative genres such as music, sculpture, painting, and other visual arts by the fact that it serves as the bearer of the work of art's image. Literature has the ability to transcend the limitations of particular material materials, to be unfettered by time and space restrictions, to represent a broad range of vibrant social life, and to directly portray the individual's complex and sensitive inner reality. The study of literature is essential to the development of language abilities, and this point cannot be emphasised enough. Along with providing many and vibrant materials, literature may pique learners' interest in language acquisition by creating the illusion of immersion and unintentionally completing the accumulation of vocabulary, penetration of grammar, and development of language sense. As the capacity to comprehend increases, so does the ability to construct a language. While reading and writing abilities improve, language capacity progresses from basic comprehension and expression to in-depth information and literary expression as literary literacy develops. The study of language and literature has a significant impact on students' ability to communicate successfully in their own language.

**Keywords:** Literature; English; Language Skills; Role

### INTRODUCTION

Language skills are critical for today's talents to develop in order to succeed in their professions. Language is the primary means of communication and interaction in contemporary life. Improving children' expressive language abilities is important for overall communication capacity and efficacy. A strong command of the language also lays the groundwork for children to establish good interpersonal relationships as they move through school. At the moment, there is considerable social rivalry. When students join society for the first time, they must have strong language abilities in order to cope successfully with a variety of interactions and to advance in social competitiveness as they climb the ranks. On the other hand, pupils' linguistic

abilities have deteriorated. When individuals interact, it is much more difficult for them to communicate effectively in the right language.' Numerous factors have a role in the development of this issue. English language and literature teaching are important components of the educational process when it comes to enhancing students' language abilities and increasing students' English aptitude. Student- centered English language and literature education can effectively provide students with literature and language information, expand students' thinking space, and broaden students' visions, while also providing students with opportunities to engage in language practise activities that can significantly improve students' language abilities. As a result, the importance of prioritising English language and literary instruction in school education, as well as the development of pupils' language abilities, is emphasised.

*“Literature just adds to reality, it does not simply describe it. It enriches the necessary competencies that daily life requires and provides; and in this respect, it irrigates the deserts that our lives have already become” C. S. Lewis (British Scholar and Novelist, 1898-1963).*

## **THE ROLE OF LITERATURE IN LANGUAGE LEARNING**

The use of literature in language acquisition has been criticised by a large number of people. Researchers, on the other hand, have reacted rationally and emphasised the significance of literature in language acquisition. According to them, literature exposes kids to relevant settings that are rich in descriptive language and fascinating people. It offers a wide variety of vocabulary, dialogues, and prose that may be used to educate students to converse in the language utilising new terms learned from the literary text. Literature assists students in developing their interpretive skills. Povey (1972) observed that “literature will improve all language abilities since literature will expand linguistic knowledge by providing proof of vast and nuanced vocabulary use, as well as complicated and precise syntax” (cited in McKay 1982: 529). Literature helps students get acquainted with global problems and therefore encourages them to read. Another successful method that enhances students' reactions and interactions with literature and offers greater language access for learners is the language-based approach (Littlewood, 1986). Literature study may help students become more aware, introspective, and creative, which can help them learn a language faster.

## **THE LANGUAGE ABILITY OF STUDENTS' COMPOSITION**

To communicate successfully, you must first have a firm grasp of the language. It is divided into two components: morphology and syntax, which together provide the linguistic foundation. The capacity of students to communicate semantically and logically is founded on morphology, while their ability to speak meaningfully is based on syntax. Simply said, morphology is the use of language, while syntax is the logical process of sentence construction.

For instance, when the rulers of England first spoke Danish and then French, the English language became less Germanic. When you closely examine this sentence, you will see that it has a very smart morphological and syntactic organisation. Morphology dictates that the word "becoming" be followed by a verb prototype, which is why the word "like" occurs later in the phrase as a verb prototype.

Additionally, this phrase is written in the past tense, with terms like "become," "governed," "saying," and "spoken" appearing in the participle form of the verb "become." Simultaneously, the term "rule" made it very clear that the British were in a "colonial" condition of things. The sentence is divided into two parts, the first of which begins with the word "because," and the second of which is a distinct phrase. Each verb's word form in this phrase indicates that it occurred in the past. Numerous verbs may be adequate to describe the occurrence of the event; the two clauses are interchangeable when followed by the conjunction "because," which retains the beauty of English sentences while also communicating the greatest amount of meaning with the fewest feasible words.

A firm understanding of fundamental information is required for both practical application and the improvement of language use's aesthetics. Students may benefit from the experience when sentences are created in line with English phrases. For another example, in the book *The Catcher in the Rye*, the only thing capable of wearing everything away was time, with the exception of tears. While emotions will be processed over time, disputes will also be resolved over time. Author's brief introduction: Chen Ruoqing is a graduate student and professor. The subject of the study is applied linguistics and instructional methods.

### **AN ANALYSIS ON THE STRUCTURE OF STUDENTS' LANGUAGE SKILLS**

Students' language competence increases after the completion of the course as a consequence of the learning of specific language-related information. All individuals need adequate language abilities in order to communicate their innermost emotions and provide important communication information. Simply put, without matching language abilities, the language's

associated communication functions are lost, and the associated information that students acquire is undermined. To evaluate someone's language aptitude, they must exhibit the following qualities: a fundamental understanding of language; language communication abilities; rhetorical talents; life taboos about language usage; and other characteristics.

### **Basic knowledge of the English language**

The fundamental comprehension of a language serves as the foundation for language usage. To develop specific language skills, children must first learn the necessary foundational language knowledge. Because communication that does not adhere to linguistic norms is unintelligible to both parties, and communication that is incomprehensible to both parties is a senseless subject to begin with. The fundamental understanding of language is divided into two sections: English morphology and English syntax, which are treated separately here.

Capacity for Language Communication in a Wide Variety of Situations Students have a particular capacity for communicating since they have a fundamental understanding of the language. However, students must be able to communicate successfully in daily life not only via their basic knowledge of these languages, but also through the acquisition of particular communication skills related to the process of linguistic communication in everyday life. Language communication is a multifaceted process. Diverse individuals will communicate the same idea in a variety of ways, and even the same person may express the same meaning in a variety of ways based on their personality. A person will either employ euphemisms or freely convey their feelings in their words. Each of these components must be related to a specific linguistic context. To put it another way, the context of language has an effect on communication, and the capacity of language communicators to control that impact is a particular manifestation of their language abilities.

The Use of Language in Rhetoric Students' language communication may be categorised according to their communication characteristics; for example, students can be split into two categories based on how they communicate in English; those who speak verbally and those who communicate in writing. On the other hand, students are expected to demonstrate a certain degree of rhetorical competence in both oral and written communication. In Chinese, rhetoric is defined as the use of a range of techniques to alter the meaning of the communicator's particular words and phrases. When students express themselves emotionally in English, they must also employ a variety of techniques in the specific process of communication to ensure

that their own language is capable of both conveying their own thoughts and being understood by the other side of a conversation, as specified by the Common Core Standards.

### **ADVANTAGES OF LANGUAGE LEARNING THROUGH LITERATURE**

There are three major benefits of learning a language via literature. They're:

- To aid in the development of intellect and sensitivity, as well as to inspire students' creative and literary imaginations
- to raise pupils' overall cultural awareness
- To improve language learning's psycholinguistic component.

### **THE IMPORTANCE OF ENGLISH LANGUAGE AND LITERATURE IN THE DEVELOPMENT OF STUDENTS' ENGLISH**

Students' interest in English language study may be piqued by the introduction of literature to the classroom. When it comes to literary works, the rich and varied vocabulary, expression, and beautiful chapters provide learners with the exquisite and charm that is more attractive than illustrative or expository language materials, and this may help to increase the innate desire to study a language. Literary works that portray the vastness of the world and the complexity of human beings may simultaneously inspire learners to interact and ponder, leading their learning states to change from passive to active. The study and collection of literary works, as well as the development of literary literacy, will result in an improvement in one's own linguistic ability.

Language resources that are both rich and vivid may be found in literary works. The language resources included inside literary works are almost limitless. On the one hand, it makes use of words to create imaginative pictures, is not constrained by time or space constraints, and can always reflect the limitless social life and face of the world; on the other hand, it is capable of accurately portraying the characters' complex and sensitive hearts. The literary work library is also a language library, with excellent language materials that may be accessed by anybody who wants them.

Because of this, contacting, understanding, and absorbing a vast number of English language resources is beneficial in consolidating and deepening fundamental language knowledge as well as learning the vivid language and genuine expression technique on the basis of original

Chinese literary literacy. The rich and emotional writing helps the student understand the vocabulary by placing it in a context that is meaningful to him or her.

When it comes to creating context and bridging time and place barriers, Literature Learning is very beneficial. In part due to the fact that English is not our native language, the most important obstacle to learning is the absence of an appropriate linguistic context. Aside from engaging with native English speakers, studying foreign literature is the quickest and most effective way of learning the language. Literature is a combination of language and culture that is unique to each individual. In terms of temperament, social connections, cultural characteristics, customs, and psychological states, literature is the most vivid and straightforward source of information available about a nation. When a student reads a literary work, he or she seems to enter the author's world, which is based on real life, and to get firsthand knowledge of the use of many different languages in a variety of situations. Learning entails much more than just memorising words and grammatical rules. By immersing themselves in the target language, learners may enhance their English communication abilities.

## CONCLUSION

Students' language skills will improve as a result of the provided English language and literature education. To begin, children should be encouraged to engage in a variety of reading activities to help them develop their linguistic abilities. Language instruction requires extensive reading, which implies that pupils must study and accumulate a significant quantity of reading material. Each instructor emphasises the value of linguistic sense while teaching English language and literature. As a result, instructors must be capable of leading children through a significant quantity of reading, moving from quantitative to qualitative change, in order to improve students' language skills. Second, it is critical to create English literature learning goals in order to lead students' deliberate study of the language with the goal of improving their language abilities.

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