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### Learning and Teaching Language Through Life Science

#### Abstract

Learning a second language is very much necessary in the present age. Thus, for past hundred years there were Methodist who implied on methods and approaches. Those methods and approaches are kept change due to their inadequate satisfaction of the learners and teachers. If a method or approaches becomes outdate people would like to move for another new method were, they can feel comfortable and can outwit their drawback which they find in the earlier method. Now the present century upholds past methods era where all the methods and approaches failed. Learning and teaching a language through literature will become easier to learn as well as to teach a second language. Through this method the learner can learn the language with the true essence of meaning and emotion. Human mind always likes stories, which is nothing but the reflection of life i.e., Literature.

Keywords: Learning, teaching, Language, Literature

Many approaches and methods are introduced and it comes to existence in many ways, but it does not long forever. According to need and convenience the methods and approaches have kept changing. There is also a slight difference between this approach and

method. Approaches are a set of belief and methods are specific set of belief. Approaches are little flexible for learners and teachers where methods are fixed.

“Creativity takes courage” says Henri Matisse. The main thing to address people in other language is courage. That can be induced to the learners through creativity. Creativity can also be called as art. Arts like dance, music, creative writing, etc. comes under creativity. Thus, this way of learning language through literature can be termed as Artistic approach. Through this approach it becomes easy for the teachers to teach language and also for the learners to learn language. There were certain ways to be followed to teach and to learn language which can reduce the risk in both sides. At the first stage correct syllabus should be framed based on the learner needs and the curriculum shall also be decided, as like other approaches. The syllabus and curriculum should be in ascending order. Certain activities can also be set to students through which they can gain more knowledge on language as well as they may evaluate themselves and rectify their errors. The teacher may also have an interesting classroom through this approach. Before starting to teach a language, teacher should be the master of the language. Including that, teacher should also be capable of mastering all activities which were prescribed to the learners.

Activities may include telling stories in second language and having a healthy social conversation in the classroom as in cooperative language teaching. At first the translated work from their native language can prescribe to them. By that the learner may come to know about the words which is translated from their mother tongue. Then the native books of second language may be taught to them. Through that learner may become familiar with the behavior and manner of the target language. Thus, it becomes easy for the learner to grasp both language and culture of English language. Based on the reason the learners learn English they may be divided into groups of homogenous learners. If the learner learns the language for business purpose, main phrases and spontaneous reply are necessary for them. In such

cases, teacher may train the learners for spontaneous reply by giving them continuous conversation practice in English between learners. Teacher may play videos for learners to show the mannerism and behavior the native speakers. Then teacher shall explain the situation in the video and make the learners understand the circumstance. Mostly in this method the teacher should use monolingual language inside the classroom but if learner cannot understand the situation teacher may use bilingual language.

Use of technology plays a vital role in this approach. There were also other methods and approaches like audiolingual method through which teacher uses audio aids to make learner clear about their lessons as well as pronunciation. The same can be used in this type as there are many audio books available for literature. Use of literature audio books are more efficient than language audio books because, language audio books soon make the listener bored but in literature audio books this does not happen as it has many stories to keep the listener active. Stories are planned according to the age group of the learner.

If the learners are below ten years of age, they may have some interesting rhymes and fantasy stories where the moral and use of language will be simple and teacher shall make them attentive in classroom by making the students repeating the lines said by teacher which has been followed from the early ages. For example, the simple poems like

“A sailor went to sea, sea, sea  
To see what he could see, see, see  
But all that he could see, see, see  
Was the bottom of the deep blue  
Sea, sea, sea!

There are both rhymes and words in this poem and through that the young learners may grasp and memorize words and daily practice of speech shall be given to them.

If the learners are above ten years and below thirty years of age, they like the stories of entertainment, and morality they may also be capable of grasping many words and phrases and they are in need of that. Thus, in such cases teacher may give them a book or he/she may prescribe a work where ample number of sources are available in internet and may also allow them to use reference materials. Teacher may divide them into groups and provide them a period of time to read and discuss among the group members. After completion of this preliminary step they shall hold a character by themselves of the story and as a team they shall enact before other team members. Through that other learners also learn many words and its usage. The same shall be repeated by other team members. After few days teacher may give a word to learner and ask them create a situation for usage of that word. In this current era young people are fond of technology and medias. Thus, the teacher may ask students to create healthy memes by using that word.

If learner group are above thirty years of age, mostly they would philosophy and thus philosophical stories may be used for them. Those people may also like myth and epic stories. Majority of them knew the greatest epic of their mother tongue. In such cases teacher may use translated work of those epic and it makes easy for them to fix the words in their mind. For those greatest epics videos and audio books are also available and for teaching they can make use of it. Through the learner may grasp the language quickly and teacher also does not want to give more explanation. After visualizing the story, teacher may ask them to enact the same among themselves, teacher may also help them in doing that. By enacting the story learner may learn more about language and its usage in addition to that they may also learn to tackle the situation. For example, if the learner forgets some dialogue in between, teacher may permit them use their spontaneous dialogue and if the teacher found any mistake, he/she may correct the mistake. Through this learner may get out of fear in speaking in English language to others.

In artistic approach, learner gets rid of fear. There may be rise and fall of many approaches and methods. Methods and approaches are created according to the needs and wants of learners and teacher. In this era this approach may help students to learn the language through easy way. This approach may also called as stress free approach, because teacher will a friendly move with students through which maximum stress can be reduced. The main motto of approach is to make learners familiar in the second language and to take the essence of the language into learner's subconscious mind.

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