

Literature and ELTL: A Perspective on Pedagogic Possibilities

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Abstract:

'Learning' is a correlative term for gaining knowledge of a foreign language contrasted against the acquisition of language, i.e. one's mother tongue. As such, a number of methods, approaches and techniques have been evolved, devised and practiced with their own degree of success and failure underlining their respective merits and limitations. Direct method, Grammar-Translation method, communicative approach, structural method, etc., to refer to a few, have remarkably acted upon the teaching-learning exercise of a foreign language linguistically understood as L2. What has uniformly emerged out of all these methods and technique in effecting learning in the non-native learners is their lack of psychological connect that lends interest in the learners. Since basic interest is a pre-requisite condition for any learning exercise, let alone a language, the question of pedagogic shift becomes relevant. As such, the role of literature emerges as a savior for the non-native learners of a foreign language like English. The present paper titled "**Literature and ELTL: A Perspective on Pedagogic Possibilities**" is an endeavor oriented towards the examination of the role literature for the efficacious language learning by non-native learners. The prime objective of the paper is to evaluate literature as a potent tool or medium at the hands of non-native learners in their efforts to learn a foreign language like English. The paper, thus, would look for the essential psycho-cognitive link that facilitates learning of L2 in the most congenial way. Since language learning involves learning of all the skills of a language, i.e. Listening, Speaking, Reading and Writing (LSRW), the paper under discussion would also delve deep into the linguistic potentialities of literature in lending the knowledge of L2 to the non-native learners. The paper focuses on the pedagogic shift in the learning of a non-native language like English to be seen through literature with its psychological, cognitive and aesthetic merits against the prevailing methods and techniques of language learning as pointed out earlier.

Key Words: Language, Learning, Pedagogic-shift, Non-native, Literature, Skills, Perspective

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