

## LEARNING ENGLISH LANGUAGE BY USING STORIES

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**Abstract:** *this article analyzes the use of stories in English language teaching and ways to improve its effectiveness. literatures not only educates but also delights.*

**Key words:** *literature, teaching English, English language, methods.*

The teacher plays an important role in teaching English through literature. First, it is language teaching according to the needs and expectations of students should set a goal. The teacher gives a questionnaire or with the students can determine the goals and tasks of language teaching by conducting an oral conversation. Second, he or she chooses the appropriate language teaching method, teaching techniques and classroom work need. Then the teacher matches the goals and objectives of his education must select the texts. When choosing hadith texts for use in a language class the level of knowledge of the language in order not to bore the students with inappropriate material, it is necessary to take into account the field and direction of education.

Literature helps students to master English as a first language, their thoughts to express fluently in English, to learn the features of the modern English language, to learn how to use the English language system to communicate, to see how idiomatic expressions are used, it will help to speak clearly, clearly and concisely. Good command of English, to the creative, critical and analytical student rotation. A foreign language especially for students with verbal/linguistic intelligence. The teacher's use of literary language in the lesson is highly motivating, interesting and serves to create a live lesson.

The use of literary texts for reading within the teaching of English promotes the event of intellectual and cognitive abilities. Newly acquired linguistic and socio-cultural knowledge and skills can significantly improve the extent of motivation of scholars and help them feel more confident in using English — irrespective of their level of language training. Teaching of English is extremely closely connected with the study of English culture and literature. The familiarity with the most effective samples of classical and modern literature undoubtedly takes place within the culture of the countries of the studied language. Fiction plays a very important role in shaping the human personality. In fiction, the experience of the many generations, basic moral and spiritual values are laid. Through reading, students absorb the norms of ethical behavior and morality. During reading, both the cognitive and emotional spheres of the personality are involved.

There are following opinions of several scientists are analyzed:

McRae (1994) <sup>1</sup>is of the opinion that literary texts are representational rather than referential. Referential language is very informational and as a result, less appealing. On the other hand, representational language appeals to one's emotions and as a result extremely interesting. Referential language appeals to the imagination of students and makes them empathetic towards the society as a whole. That's why language used in popular songs or films can be retained for long, without a serious effort.

Literary texts may be chosen based on interest and relevance to students. The level of students should be checked thoroughly before recommending any literary texts. It is suggested that the texts be slightly shorter so that the students make finest use of them before the required time. Accurate preparation is essential to confirm that the learners get literary texts that are culturally suitable.

Duff and Maley (2007) raise a wide variety of questions in this regard. Some of the questions are:-

Is the material really interesting for the learners?

Is the literary style comprehensible?

Is it possible to complete the text within the schedule?

Literary texts will expose students to use the appropriate language according to the situation and condition. Cruz(2010) and Kramsch (1998) speak about the importance of fifth skill that is learning culture apart from the four skills – Listening, Speaking, Reading and Writing. Students will really enjoy learning culture, which they firmly believe in and also accepted by society. Appropriate texts should be selected very cautiously, so that it can inculcate the desired cultural values in students. The important point to be noted is that the literature prescribed should be interesting and understandable. The ambience in the classroom changes dramatically with the introduction of literature.

If the language of the literature work is simple, this may help the (ability to be understood) of the book text but is not in itself the most extremely important judging requirement. Interest, appeal, and relevance are also well-known/obvious. Enjoyment; a fresh understanding of issues felt to be related to the heart of people's concerns; the pleasure of meeting one's own thoughts or situations showed a good example of clearly in a work of art; the other, equal pleasure of those same thoughts, feelings, feelings of love, hate, fear, etc., or situations presented by a completely new: all these are reasons for doing things helping learners to successfully deal with the language-based (blocking or stopping things) that might be thought about too great in less involving material.

In conclusion, Teachers should try to teach basic language skills as an integral part of oral and written language use, as part of the means for creating both referential and interactional meaning, not merely as an aspect of the oral and written production of words, phrases and sentences.

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<sup>1</sup> [https://ebooks.inflibnet.ac.in/engp12/chapter/teaching-language-through-literature/#:~:text=McRae%20\(1994\)%20is,a%20serious%C2%A0effort.](https://ebooks.inflibnet.ac.in/engp12/chapter/teaching-language-through-literature/#:~:text=McRae%20(1994)%20is,a%20serious%C2%A0effort.)

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