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Application of Literature in Teaching Academic Writing of Indian Graduates of Functional English Department at Patna University

Abstract

This research paper aims to identify the part that literary discourse plays in promoting writing skills and influencing thoughts on ESL learners. It has a bearing on both the writing of the learners and making them more thoughtful, critical, and analytical. The literary language is beneficial to both vocabulary growth and sentence structure and expression at the macro and micro levels of writing. Prosaic discourse makes learners argumentative, while poetry inspires their imagination. While they may be doing it consciously or unconsciously, the words used are rhythmic and flowery, as well as with alliteration. However, when it comes to academic writing, dramatic discourse introduces deviations and introduces dramatic devices, and when it comes to storytelling, fictional discourse introduces techniques. This research has found that these genres lead to an appreciation of literary language. It makes learners better writers. This is purely qualitative research, where data has been collected using the observation method in the classroom. The researchers have also played the role of the observers. The data was collected from college-level Literature and Creative Writing students.

Keywords: Literary Analysis, Writing Skills, Indian Graduates, Literary Tools.

Introduction

The essence of thought formations tends to be both artistic and technical. Every literary genre has a specific language structure and thought process that appeals to different audiences. According to Schneider (2001), when a literature student experiences literary genres, it has a direct influence not just on his or her writing style, but also on his or her thought process. He thinks and writes very differently than students in other social science and science fields. Every literary writer has a unique way of presenting his or her point of view. Learning literature will help you boost your creative and academic writing abilities. Their literary devices are also noticeable in their academic writing. Literary debate introduces the learner to a range of literary writing forms (Savvidou, 2004).

Students in literature classes, on the other hand, exhibit substantially different verbal skills than students in creative writing classes.

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Students of literature, on the other hand, focus on deciphering deeper meanings rather than surface meanings, while students of technical writing focus primarily on outer meanings rather than technical problems (Nagy, 1995; Ajmal & Kumar, 2020 a). In literature, students' work may be multidimensional in some situations. What is adopted is determined by the reader. It is a well-known fact that literary reading leads authors to write with more depth. They use complex sentences and constructs in their prose. In India, which is a multicultural and diverse community, the bulk of the learning took place in a second language (English Language). In the past, English was taught to Indian students through literature and grammar translational methods in the region. However, English language and linguistics developed into a separate discipline over time, and most students chose it as a separate subject (Kumar, 2020 a; Ajmal & Kumar, 2020 b). When learning English as a second language, it is important to comprehend the sense in which various English words have been used.

The ability and cultural background of the second language learner are also essential factors in the growth of writing skills (Kepner, 1991; Kumar, 2020 b). It can be difficult to find word equivalence in the native language at times (Melamed, 1998). If the word does not have an equivalence, an interpretation of the word is needed. An interpretation is unlikely without understanding of the original culture (Osland & Bird, 2000; Çakmak et al., 2021).

India is a multilingual society with a wide variety of cultures and languages. Each language is distinct from the others, with its own collection of cultural and linguistic characteristics. The English language and culture are also influential in Indian society. The Indian elite have embraced English culture and language, but the middle and lower classes are perplexed by the many options available. The fact that the majority of Indian graduates do not write in English due to a lack of familiarity with the English culture is a conundrum. Literary debate continues to be very successful in growing writing skills in India. A detailed knowledge of western culture and society, as well as literary debate is required for developing language skills. This also offers insight into English society, as well as the social norms and customs of English speakers.

Literature Surveys

Writing is a prerequisite in all academic studies, not just the linguistic arts programme. The literary discourse provides exquisite components of what is considered good prose (Gwin, 1990). Literary debate can help English learners develop their writing skills by highlighting important characteristics. A modern approach to literature is literary discourse, which is actually called a radius of discourse analysis. Literary Discourse was used in transactional, expressive, and poetic discourse (Akers, 2020). Transactional dialogue allows readers to participate in some form of interaction. The establishment of a certain degree of communication with the reader is emphasised in many of these ideas and knowledge exchanges. In business correspondence, ads, instruction manuals, and editorial posts, it is the most popular mode of communication. In general, creative nonfiction prose is used in expressive literary discourse. This mode of communication emphasises a person's right to share his or her own personal perspective. The most significant and generally recognised form of literary discourse is poetic discourse. Most creative works, such as fictional novels, poetry, fictional stories, and plays, include this form of written communication. There are many different types of genres or writing styles of poetic expression. It focuses on the development and use of language to express a range of abstract topics, ideas, contexts, and symbolic images (Akers, 2020; Jamoom & AlOmrani, 2021).

Literary discourses are typically analysed in literature, creative writing and English academic writing courses. Discourse analysis can be used to teach language structures, improve language skills and improve a person's ability to communicate effectively (Akers, 2020; Go Silk et al., 2020).

The role of teaching literature in improving Sudanese EFL learners' writing skills was investigated by Kheirelseed, Adam, and Alboly (2018). It was a descriptive and experimental analysis. To determine the disparities in output between literature readers and non-literary lecturers, pre- and post-testers were used. The aim of this research is to see whether literature plays an important role in the development of writing skills. A questionnaire was given to (60) Sudanese EFL student teachers from schools who wanted to learn more about the role literature plays in improving their students' English skills. The study's findings indicate that literature plays an important role in helping EFL students develop their writing skills.

The impact of literature on creative writing from the viewpoint of teachers was studied by Adam and Babiker (2015). The population of research includes professors of the English language. The results indicate that teacher literature boosts the creative writing of short stories and the creative imagination of students. Spack (1985) claimed that language instruction is useful in language classrooms. Widdowson (1975) emphasised that literature often teaches language. Literature plays an important role in

making students aware of the essential components for good writing (Gwin 1990).

The relationship between literature-based education and creative writing among students in EDL was investigated by Muthusamy, Mohamad, Ghazali and Michael (2010). In this quasi-experimental study the research design was used. They found that literary education helps students to grow their language and writing skills. According to Adas and Bakir (2013), teacher learning methods, the teacher setting, vocabulary deficiency, the wrong sentence structure and no assessment are obstacles to the development of ESL students' writing abilities.

Elia, Kardina, and Nazirah (2006) found that most ESL students had difficulty with writing. Students at ESL believe that writing is a challenge (quoted in Gupta, 1998). Students are further impaired by mother-tongue interference in their ability to develop writing skills in English. Of course they fight to write and get beyond the concept of the surface. They face difficulties when it comes to coming up with new ideas. Hismanoglu (2005) thought literature learning would help. Literature helps students to develop and enhance their writing skills.

Literature, according to McKay (1980), will develop all language skills. It also assists in the growth of language skills. Similarly, Collie and Slater (1987) endorse literature training in language classrooms. Literary texts, according to Stern (2001), are a rich and inspiring source of writing. Students' writing increases when they are exposed to literary texts, according to Stern (2001). Oster (1989) believed that literary discourse makes students write more coherently and effectively. Literary speech is important in the development and enhancement of English learners' writing skills. You don't know how to write well.

Kumar (2021) examined writing instruction in Indian classrooms. He discovered that Indian ESL students' creativity is constrained by a defined curriculum, an assessment system, and a lack of teacher autonomy. Burges et al. (2002) spoke about how difficult it is for EFL students to develop their writing skills. They argue that the curriculum's and assessment framework's prescriptive existence has restricted teachers' innovation and autonomy.

The literary discourse's role in improving the writing skills of Indian graduate students is still to be investigated. This study aims at discovering the ability to enhance literary discourse in Indian students' writing.

Research Methodology

This is qualitative analysis, in which data was gathered from classroom observation and tests provided by the teacher to monitor the academic performance of university students. The method of study has included conducting a series of assessments and studying students in the classroom. Students with and without a literary background were compared to see whether there was a substantial difference between the two classes. Although classroom observation as a whole covered everything about the writing skills classes, classroom observation alone only offered a partial image of the different writing skills classes. to some degree, a comparative analysis.

Class evaluations (quizzes) are known to be a way to observe and evaluate literary discourse in writing development. As an analytical method, both groups of participants could act.

To draw a conclusion, experiments use qualitative or quantitative comparison. This technique was once widely used in scientific studies, especially in engineering; however, it is now being used in a variety of social science fields. It tends to be more useful in linguistics when comparing variables and how they influence one another.

Population

A total of 120 students took part in various events, and data was obtained from them. During classroom observation, 120 students of Patna University participated for the research analysis.

Data Analysis

The researchers chose the graduate students of the department of Functional English of Patna University. The aim of the study, which included undergraduate students enrolled in a bachelor programme in Functional English, was to see how literary discourse affected their writing abilities. The resource person was assigned to the academic writing class in order to examine the students' written work. The participants were chosen from two different academic backgrounds. First and foremost, some students had finished their intermediate English literature classes, and many of these students were not academically inclined. The researchers' writing styles and ability levels differed in several ways. It is necessary to investigate the function of literary discourse before studying the different styles of discourse. Discourse can generally be categorized into four types: Exposition, Description, Narration, and Argument (Fludernik, 2000). The term "exposition" refers to a style of speech in which the audience is informed about the subject under discussion. Exposition may include things like a comparison of views and viewpoints, as well as

definitions. Descriptive discourse makes use of the five senses to describe things. Descriptive discourse analysis can be found in novels and essays. Stories, folktales, and dramas are all examples of narrative discourse (stage performance). To motivate the audience, argumentative debate employs logic and sound reasoning. In one way or another, all four forms of discourse are used in everyday life. Literary discourse includes descriptive, narrative, and argumentative discourse, according to studies. Students with a literary background were found to be better able to argue, narrate, and explain.

Two types of literary discursive practices are poetic discourse and expressive discourse. It depends on images, thoughts, creativity and the metaphor. You are through a process of creation and refinement when using poetic language until the finished product appears (Rosenblatt, 1994). Example of poetic discourse is as follows:

"Season of mists and mellow fruitfulness,
Close bosom-friend of the maturing sun;
Conspiring with him how to load and bless
With fruit the vines that round the thatch-eves run;
To bend with apples the moss'd cottage-trees,
And fill all fruit with ripeness to the core …"
(Keats, 1917; "To Autumn "Lines: 5-8)

When someone uses language to reveal their emotional state, it demonstrates their thoughts and feelings. Beginners who want to get into the field of literature can use this type of discourse as a starting point. It is a reflection of our emotions that form the foundation of our expressions, rather than the presentation of facts or the motives of others. This is a form of simple or entry-level discourse that is useful for people who are new to the field of literature. It is mainly concerned with producing ideas from scratch. Academic essays and diaries are two examples.

"We met very early at our office this morning to pick out the twenty-five ships which are to be first paid off. After that to Westminster and dined with Mr. Dalton at his office, where we had one great court dish, but our papers not being done we could [not] make an end of our business till Monday next. Mr. Dalton and I over the water to our landlord Vanly, with whom we agree as to Dalton …"
(Latham, & Matthews, 1969).

The above examples of literary discourse demonstrate that learning activities in poetic and emotional expression improves their academic writing.

For L2 students, researching is an important part of writing assignments. You'll need both writing and reading skills to become a successful writer. Brown claims that micro-skills necessitate graphemic representation, and he agrees that it does as well. It also achieves the objective. It also has a good amount of word patterns and sentence structure. The language is regulated by codes that have been standardized. By using appropriate grammatical patterns, the writer produces an appealing piece of writing that increases the reader's comprehension. Cohesive devices are used to organize elements within large parts of written correspondence. Rhetoric and legacies are also significant. The macro-skills of the writer enable him or her to finish the communication process. It establishes links between different events and presents broad concepts and data. It could also be used as a launching pad for learning new skills. Macro skills are useful for distinguishing between an implicit and a real interpretation. A macro-skill may be used to assess cultural significance as well. Prewriting methods, audience comprehension assessment, prewriting, and proofreading are all part of macro writing growth. Formal writing is a concept that encompasses both macro and micro skills (Brown, 2007).

The study was to analyse the two groups: firstly, the participants with a literary background, and secondly, the participants who had not been trained in literary speech. There was a focus on sentence structure, such as run-on sentences, comma splices, and complex sentences. Descriptive, argumentative, and narrative paragraphs were also learning goals. In order to test participants' language skills, they were assigned various tasks. In these projects, they demonstrated their micro-academic skills such as sentence structure, choice of diction, use of punctuation, and parts of speech, but also displayed their macro academic abilities such as cohesion and coherence, cause and effect, use of literary devices, etc.

It has been shown that non-literary participants write differently. They were given a variety of tasks to check their grammar, vocabulary, language usage, and writing style. Their sentence structure was described as "straightforward" and "unadorned". The chosen vocabulary was conventional in that each concept was given only one phrase. As a result, it was clear that they took a more realistic approach. Despite having a clear understanding of the different abilities, the (rest of the) crowd's abilities were limited because they only used one-to-one relationships between terms. The most important thing is that they knew the meaning of the word in its literal sense. This

observation led the researcher to the conclusion that this was a cultural problem.

Teachers rely on prose, poetry, drama and novels for their students to teach the world. All of these genres encourage students to learn in a variety of ways. The natural flow of written discourse is normally followed by prose. The core of the word's meaning is straightforwardness. Both fiction and nonfiction use formal writing. A mission must be agreed before an official request can be fulfilled. Its sentence structure is straightforward, basic, and easy to understand, resulting in paragraphs that are clear and understandable. To convey the intended sense, one idea runs throughout the essay. Anyone who writes a substantial amount of prose does so in order to build their case. This method and the rhythmic structure of poetry are well-known. It employs figurative language. The two forms of writing, prose and poetry, are vastly different. Learners in human relations will benefit from improved communication training through drama. It provides learners with a once-in-a-lifetime opportunity to experience intersubjectivity in action in a dramatic setting (Atlas & Aron, 2017). Literature is another name for it. Using everyday vocabulary, a person's words, idiomatic language, and narrating stories effectively. The reader is conscious that the story is made up, but is drawn in by the author's ability to capture his or her imagination.

Students with prior literary experience were categorized based on sentence structure, diction, and comprehension of the meanings of the text. Their sentence structure and vocabulary were sufficient for the mature age group. Their imaginations had more influence because they had been taught to read and understand, while many others had not. They use a variety of metaphors, it could be said. As a result, they were able to communicate the message in a variety of ways. Furthermore, they have the ability to generate several readings of the same text.

Student speech, which has been highly regarded in discourse for its ability to distinguish those who have it from those who do not, had a positive impact on the writing skills of the group as a whole Studying poetry, drama, novels, and nonfiction texts has been shown to improve their writing abilities. With all due respect, it was much easier for them to contend and back up their claims with evidence. Their use of literary instruments was also a factor in their writing abilities. Their stories had a greater influence. They had a greater understanding of interpersonal contact.

Conclusion

The researchers concluded from their EFL classroom observations of Indian Functional English graduates at Patna University that literary genres play a critical role in improving learners' academic writing skills. The way a style is defined for a genre becomes a part of their work. Similes, metaphors, alliterations, personifications, and other literary devices are employed as they write. As a literary student, one can appear more well-read and involved.

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