

**MODUL INTRODUCTION TO LITERATURE
(PBI 321)**



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TEACHING LISTENING USING LITERATURE

A. Learning Objectives

After completing this course, students are expected to be able to teach English especially listening skill by using literature.

B. Explanation

It is well known that listening comprehension plays a key role in a foreign language teaching. Although listening is a passive skill, it needs to be an active and demanding process of interpreting information from sound. However, listening is quite hard, sometimes, to be understood by second language learners because of learners' limitation on language and memory of second language. Hence, Kao (2006) suggested that teacher should provide materials that are familiar or relevant to students' interest and give various listening inputs. Brown (2004) added that the language learned in the classroom should be as natural as possible, contextualized rather than isolated topics, and represent real-world tasks.

In the previous meeting, we have learned about the strong points of using literature: poems, drama, and prose. Even though literature became less popular when language teaching and learning started to focus on the functional use of language, the role of literature in the ELT classroom has been re-assessed and many now view literary texts as providing rich linguistic input, effective stimuli for students to express themselves in other languages and a potential source of learner motivation. In this module I try to show you a method that an English teacher has ever applied to improve his/her students' listening skill ability. I divide the classroom activities into three parts: pre activity, whilst activity, and post activity. The classroom activity uses poetry read by a professional; it can be a video or audio while the students got a cloze test, a paper that consists of a poetry but some supply words have been removed from the text as a test of students' ability to comprehend the text.

Using a poem to teach listening by applying a cloze test

Pre activity:

The teacher introduces or asks some sound in English. The question can be: *how many English sounds resemble or are even almost the same as those in their own language?* Or the teacher may demonstrate the very open vowel /a/ - Apple, the long /i:/ - sheep, the very soft /r/, the bi-labial /w/ for starters.

The teacher inserts some pairs, triplets, and quartets of individual sounds to show the importance of articulating them properly. He/she may start with the proverbial pairs like 'Ship - sheep, Sat - set', go on to 'Cat - cot - cut', practice 'Bad - bed - bet', and others.

The teacher lets students come up with their own examples. He/she may turn it into a game or into a short competition, with the one who finds the greatest number of such pairs or more receiving some prize and praise.

Whilst activity:

The teacher spreads out the paper consisting of poems and a cloze test, a paper that consists of a poetry but some supply words have been removed from the text .

The teacher reads the poem loudly and ask the students to mark certain words in the poem. For instance the words like *oil-press, elevators, strain, season, hour, and umpire*.

The teacher reads loudly the poem by following the rules accentual patterns, meter, foot and other technical devices which would help the learners to grasp the pronunciation of words in context of a phrase of sentence.

The teacher should give stanzas from the poem with missing words and ask the students to fill the space after listening him/her. For instance: A. . .that burns . . .blisters, pulse ticking . . time like an. . . . over a fallen

The teacher lets the class listen to same words pronounced by a native speaker, and check that they recognize the words.

One student may listen and fill in the blanks for the whole song while another may work at only four lines during the same time space.

Discuss the close test together in the class.

Let the students record themselves, then listen to a native speaker and to their own pronunciation.

Teacher may help them mark the differences and work at their sounds because quite often students have trouble understanding an utterance simply because the whole cadence sounds alien.

Post activity:

The learners should be asked to read the poem loudly. This practice will help them to erase the influence of mother tongue.

The teacher asks some questions relating to sound and rhyming patterns, and mute letters in English by answering questions such as: *Which words rhyme with specific words in the poem? Which words include mute letters?*

Here is an example of a poem that would enable you, as an English teacher to work on silent letters and rhyme below.

Pronunciation Poem

Here is some pronunciation.
Ration never rhymes with nation,
Say prefer, but preferable,
Comfortable and vegetable.
B must not be heard in doubt,
Debt and dumb both leave it out.

In the words psychology,
Psychic, and psychiatry,
You must never sound the p.
Psychiatrist you call the man
Who cures the complex, if he can.
In architect, chi is k.
In arch it is the other way.

Please remember to say iron
So that it'll rhyme with lion.
Advertisers advertise,
Advertisements will put you wise.
Time when work is done is leisure,
Fill it up with useful pleasure.
Accidental, accident,
Sound the g in ignorant.
Relative, but relation,
Then say creature, but creation.

Say the a in gas quite short,
Bought remember rhymes with thwart,
Drought must always rhyme with bout,
In daughter leave the gh out.



Wear a boot upon your foot.
Root can never rhyme with soot.
In muscle, sc is s,
In muscular, it's sk, yes!

Choir must always rhyme with wire,
That again will rhyme with liar.
Then remember it's address.
With an accent like possess.
G in sign must silent be,
In signature, pronounce the g.

Please remember, say towards
Just as if it rhymed with boards.
Weight's like wait, but not like height.
Which should always rhyme with might.
Sew is just the same as so,
Tie a ribbon in a bow.
When You meet the queen you bow,
Which again must rhyme with how.

In perfect English, make a start.
Learn this little rhyme by heart.



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Those are the activity that an English teacher may implement in English class when he/she wants to focus on listening. In fact, there are may kinds of poems or even literature: drama or prose that an English teacher may applies and modifies to teach listening in his/her class.

C. Exercise

1. What did Kao (2006) and Brown (2004) suggested when the issue about the difficulty of using literature in English teaching learning come up?

D. Answer Key

1. Kao (2006) suggested that teacher should provide materials that are familiar or relevant to students' interest and give various listening inputs. Furthermore, Brown (2004) added that the language learned in the classroom should be is as natural as possible, contextualized rather than isolated topics, and represent real-world tasks.



E. References

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