

**Sub theme:**

**Empowering teachers to teach literature**

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# **Literature in ELT – A Two way Process**

## **by Azra Mohamed**

### **Abstract**

In ‘Literature in ELT – A Two way Process’, Azra Mohamed highlights her concern for the low language proficiency among the English trainees at the National Colleges of Education (NCoE).

This situation, she argues, creates a challenge to the trainees’ academic activities, and becomes crucial in deciding the quality of English teachers. Handling both literature and language skills provided the perfect platform for the author to integrate literary texts in ELT. The process done as experiential teaching, succeeded into experiential learning and to the discovery of innumerable benefits. This paper discusses the significance of exploiting literary texts in ELT and demonstrates how it empowers teaching literature.

The necessity to select suitable methodologies, techniques and text types to match the learners will also be discussed, while concluding with the findings, suggestions and recommendations to standardize ELT and literature at NCoE’s. The evidence is drawn from the writer’s experimental teaching, interviews with teacher educators and a survey of literature.