

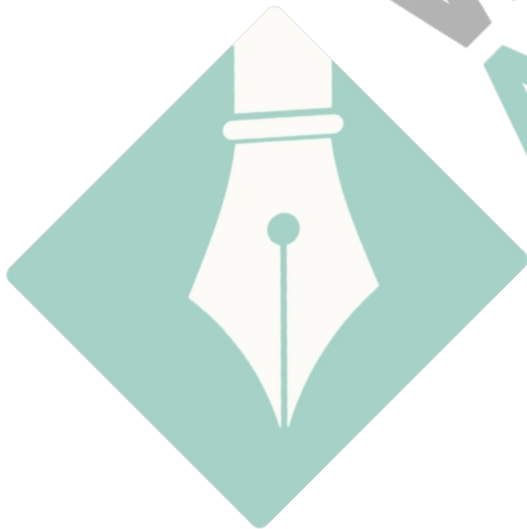
SS5019

Assignment 2

Essay on curriculum organisation

[Name of Student]

[Date]



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Assignment

Introduction

Literature published in English by native speakers of the United Kingdom and Ireland between the seventh century to the present day is known as English literature (Sterne et al., 2020). Through literature, the reader may view the world through the eyes of other people and even inanimate objects. It is a trip etched in words and propelled by the reader's imagination. Literature introduces readers to a wide range of emotions, from the most heartbreaking to the most uplifting (Nurieva et al., 2018).

The Anglo-Saxon period is generally considered to be the beginning of English literature. During the Anglo-Saxon era, English literature was referred to as Old English Literature (Eriksson, 2021). There were 600 years in this literary epoch. A wide variety of genres may be found in the works of Old English Literature, such as chronicles and sermons as well as heroic poetry and translations of the Bible. There are a total of 400 manuscripts from this time that are of particular interest (Kuo-Ping et al., 2018). The term "contemporary literature" embraces a wide range of literary forms, from narrative nonfiction to tall tales. The conflict's disturbing effects on humanity's conventional understandings of itself and its role in the moral world were tried by authors who came of age before and after the war.

Literature from the modern age tends to say no, concluding instead that life is a chaotic mess (Chi, 2022). Generally, since 1945, works of fiction, poetry, and theatre have been referred to as "contemporary literature." Postmodernism and its offshoots are specifically mentioned. The current state of society and politics are reflected in contemporary writing. It is a continuation of the preceding literary trend, Modernism. During the romantic period, it was fashionable to look for divinity in nature, to seek one's best qualities inside oneself, and to describe existence in all-encompassing narratives that led to a single point of view on reality (McGahee, 2019). This essay will talk about the importance of English literature as a curriculum and how it helps in the development of analytic, creative thinking and writing skills in children.

Discussion

Secondary school English literature, both at the elementary and secondary levels, is designed to help all students in these educational settings become more articulate and confident in their use of the English language (Kuo-Ping et al., 2018). Students can broaden their understanding of the world and themselves via the study of literature written in English and the literature of other

languages. Learning literature in English also provides pupils with additional possibilities to develop an appreciation for the beauty of the English language and literary classics. In addition, the study of literature may help pupils acquire values that are good for their maturation and progress (Chi, 2022).

The Curriculum in schools emphasises students' motivation to desire to improve their English abilities both during and after school (Perry et al., 2019). Aiming to "increase their capacity to read literature in English with a high comprehension and ponder upon works from multiple viewpoints," the curriculum's focus on English literature seeks to help its pupils do just that (Chi, 2022). The curriculum's goal to broaden students' worldview is emphasised by having them read, comprehend, and react to literature "from multiple viewpoints." It is thought that through reading literature, pupils would broaden their horizons, increase their capacity for empathy, and learn tolerance (Walsh, 2019).

Including works written in English as part of a school's required reading list has been shown to improve students' linguistic, cognitive, and interpersonal abilities. Hill argues that reading literature improves students' abilities "both to grow as a person and to command the language" (Pendergast et al., 2018). Second-language English instructors place a premium on getting their students comfortable with the language. The process of internalising a language by reading literature allows for the review of previously learned grammar and vocabulary, as well as the introduction of new words and expressions (Chand and Lal, 2022). Authentic writings also provide the reader with the opportunity to engage with a real-world linguistic context, which may increase their desire to use the language in everyday conversation. One of literature's greatest strengths is that it may catalyze to pique a student's curiosity and inspire them to take action by appealing to their emotions (Perry et al., 2019).

Reading literature is a great way to broaden children's horizons and develop their vocabulary since it is entertaining and instructive. Literature instruction does more than only promote reading; it also serves as a springboard for classroom writing and conversation (McGahee, 2019). Literature also helps pupils since it stirs their emotions, which in turn motivates them and aids in their personal growth. The First World War, as an example, is only one of many key historical events that many of the books studied in the UK curriculum address. Race, gender, and class are only a few of the issues that are discussed in these works (Walsh, 2019). Students'

horizons may be expanded via the study of this literature by learning to see things from a new angle. The ability to imagine and create new worlds is greatly enhanced when a child reads about or watches movies set in fictitious universes (Goldsmith's, 2020). Encouraging children to be creative is vital to their healthy development as human beings because it allows them to explore new possibilities and see familiar things in novel ways. Help Children to succeed in English Literature and other courses by contacting their instructors for further advice (Leckie and Goldstein, 2019).

Literature has long been seen to cultivate moral character. Many educators believe that if they introduce their children to great works of literature, those kids will develop into ethical and law-abiding adults (Nurieva et al., 2018). The challenge lies in the fact that this objective is seldom achieved. It is not enough for a teacher to simply provide material to a class. Also, educators have a shared moral obligation to "nurture" their students' development (Andrews, 2019). Therefore, instructors face a conundrum since they want to both cater to each student's needs and shape the class. Some kids may benefit from reading literature, but this is not always the case for all pupils, and literature may not have the nurturing impact that teachers assume it does (Kuo-Ping et al., 2018).

When planning the English component one of the primary goals is to encourage debate and critical thinking that faces or presents challenges in the contemporary world concerning literary texts. A curriculum must also propose how English as a subject may effectively adapt to the changing nature of literacy, which now encompasses print and multimodal formats, and ensure that all students are completely literate (Mukhiddinovna and Mukimovna, 2021). It aimed to bring together many schools of thought about English education to know what appeared most important, as well as to increase student involvement and the quality of instruction they get. As instructors from across the country met to reflect on and explore their varied experiences with and views on the topic of English, the chance to discuss issues like evaluation, commonality, and diversity was too good to pass up (Andrews, 2019). It allowed for the exploration of commonalities and differences across a spectrum of 'English' and the consideration of the kinds of curriculum, initiatives, and trajectories that would be most beneficial in advancing English in the context of the digital world of the twenty-first century (Pendergast et al., 2018).

English and literature are essential components of a well-rounded education. Every year, students are mandated to take these classes, but a crucial course that combines the best of Literature and English is left as an option (Cox, 2020). Even though literature utilises both the analytical components of English as well as the beautiful narrative twist that Literature investigates, assists many students to interpret the human experience. Learning English literature not only improves the abilities necessary in today's global context but also offers up a world of inspiration and creativity (Perry et al., 2019). Students of English literature may learn how authors of fiction, poetry, and drama interpret and explain the world. Students learn to think critically, understand information, and express themselves through writing. (Brennan, 2018) Students taking English Literature courses are exposed to the works of both classic authors and modern writers. A student's feeling of self and creativity flourishes in Literature class as they learn to form their insights about the works they read (Mukhiddinovna and Mukimovna, 2021). They gain self-assurance by having to convince others of their interpretations, which is a valuable life skill in and of itself. Moreover, it develops creative writing skills in students that will continue to lose out on the vital life skills and planning strategies that creative writing might offer them if it is seen as insignificant (Saral, 2019).

While it is true that students need to have a safe space for self-expression at the heart of creative writing, it does not mean that the importance of the course content should be downplayed (Leckie and Goldstein, 2019). A little amount of independence may go a long way in today's demanding environment, particularly if it serves as a constructive means of desensitising young people to the monotony of writing lengthy reports. Many people, perceive the entire writing process as strange and inaccessible, which may lead to a struggle with reading being treated poorly in the classroom (Chi, 2022). Creative writing, on the other hand, may motivate students to write about topics that interest them while also improving their writing abilities. During the English literature course, more focus on creative writing will ultimately benefit kids. The lesson is not only liberating and uplifting, but it also helps students improve their critical thinking, problem-solving, and strategic planning. According to Leckie and Goldstein (2019), the human brain was not made to take pleasure in the instruction of discrete abilities. Contrarily, it is more interested in doing things that require creativity, engagement, and, frequently, teamwork. Writing falls neatly into that category, and by teaching kids how to stay motivated and productive when writing, we may help them perceive essays as less of a chore (Walsh, 2019). Children will also learn how to deconstruct

problems of race, gender, ethnicity, and money, and how they reflect on society since these topics are discussed often. In addition to developing sound judgement, children will have the wherewithal to broach taboo themes, engage in healthy discussion, and otherwise express themselves with confidence (Chi, 2022).

Students who dedicate time to studying literature are better prepared for a wide variety of careers because of the values and abilities they acquire (Andrews, 2019). For example, diplomacy and international relations, education, and business. Students' critical and creative thinking abilities are honed, and they are inspired to make connections between global and local concerns by reading literature. Those who seek to maintain their relevance would be those who, through the study of Literature, acquire the talents necessary to achieve goals beyond the capabilities of mechanical thought (Pendergast et al., 2018).

Reading and understanding literature ought to facilitate growth as an individual within one's cultural milieu (Chand and Lal, 2022). Accordingly, it is important to expose pupils to cultural activities and provide them chances to take part in them. Literature is used in the classroom for several purposes, but one of the most prominent is to help students develop their language skills (Pendergast et al., 2018). In addition to gaining knowledge, students of literature also engage in the interpretive and decoding processes inherent in the reading of literature, making it a powerful tool for language education. Language learners may use literature as a model for the written and spoken word (Eriksson, 2021). Literary works are excellent resources for teaching and reinforcing grammar, vocabulary, and narrative structure. Writing proficiency is honed. Therefore, the literature divide is so ingrained in the elementary school curriculum. Literature also plays a significant part in not just developing reading abilities but also in fostering a lifelong passion for reading in young students. The current generation has a difficult time reading, and this is well accepted (Sterne et al., 2020).

Students learn to work independently and articulate their views using evidence from the literary works they have studied, which helps them build critical and analytical skills that are essential for effective communication (Nurieva et al., 2018). Conversations about literature elicit analysis, interpretation, and imaginative response through stimulating thought processes associated with narrative structure, causality, character motivation, prediction, and imagery. Early childhood and the elementary years are crucial for the development of visual literacy, as is

the use of picture books to accompany narrative (Eriksson, 2021). Children's picture books foster an appreciation for line, colour, space, form, and design via their imaginative pictures. In some cases, the drawings serve to strengthen or supplement the tale, while in others, they serve to expand upon it. Images help kids learn to think critically because of the many meanings each image may have (McGahee, 2019). Reading literature may help develop emotional intelligence, which involves understanding other people's emotions and responding appropriately. Because it symbolises the writer's unique voice among the various voices in their community, a work of literature has the power to evoke feelings and pique students' interests (Kuo-Ping et al., 2018).

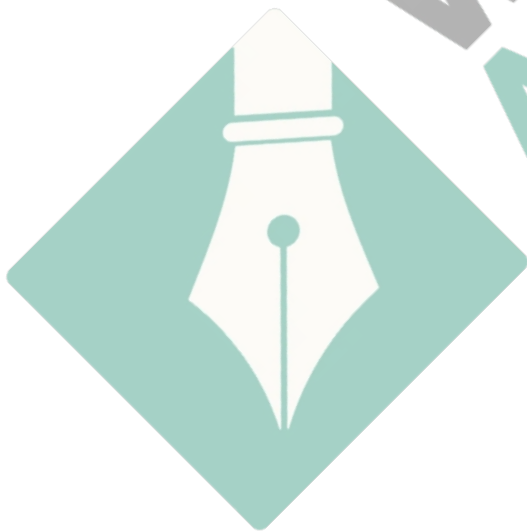
Personal growth, however, stands head and shoulders above them as the primary justification for employing literature in the classroom. It enlightens the reader and aids in the formation of his ideas and perspectives (Walsh, 2019). Since excellent literature addresses various elements of the human condition, it may aid in a child's emotional development, promote constructive interpersonal attitudes, and serve as a change agent. The lessons learned here will be used in real-world settings (Leckie and Goldstein, 2019). Personal development and academic achievement both benefit from the reader developing an emotional investment in the tale and the characters they encounter while reading or studying. Students are encouraged as they read and gain a better understanding of the material, which can lead to a greater appreciation for literature. (Mukhiddinovna and Mukimovna, 2021)

Reading is a great way for children to work through their issues through bibliotherapy, in which children learn about the struggles of others through books, they get perspective on how to manage their difficulties (Pendergast et al., 2018). Listening to or reading a good piece of literature may brighten anyone's day. It is a wonderful diversion from the stresses of everyday life, and it helps pass the time (Goldsmith's, 2020). Taking the time to read for pleasure and selecting works of high literary quality contribute to the growth of avid readers and the enhancement of academic performance. A key factor in literature's continued existence is, as Rao (2019) puts it, "its ability to give enjoyment and leisure. The most significant result of a literary programme is likely the development of a love of books as a leisure pastime.

Conclusion

The present trends in pedagogy advocate for a curriculum "in which language, culture, and literature are taught as a continuous whole," which means that language and literary classes no

longer need to be taken separately. This modern perspective on literature's function reaffirms the belief that literary works may be utilised to teach language at the elementary school level and beyond. Literature does more than just model appropriate language use; it also educates them about the world, develops their minds, and encourages them to think critically. Primary school literary instruction that makes use of effective pedagogical strategies benefits students in more ways than one.



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