

## Contrastive Lexical Approach and Teaching Second Language Literature: Tran lexemes Facilitate Translation and Language Teaching

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### Abstract

As reminiscent of behaviorism, the so-called notorious translation and memorization have been banned from language teaching practices. Learners' literary knowledge in their first language can be an effective source which learners can draw on in order to promote their ability in learning a second language. Attempt has been made to show that a Contrastive Lexical Approach refutes criticisms against using literature in EFL/ESL classrooms, and boosts advantages of bringing literature in the EFL/ESL classrooms. Through introducing translexis as main components of a contrastive lexical approach to second language teaching this papers tries to show how literary translexis promote learners ability in their native-like literary productions. Such an approach to teaching poetry and literature in general promotes learners' critical thinking ability and intercultural understanding and tolerance. Memorization should be revived and given another chance as a starting point in contrastive literary practices which will hopefully result in higher order thinking.

**Keywords:** translexeme, contrastive lexical approach, critical thinking, intercultural understanding, tolerance.

### 1. INTRODUCTION

One of the major shortcomings of the succession of language teaching methodologies is the fact that each has been proposed with harsh attacks to the principles of their former antecedents. Each language teaching methodology presents new principles and neglects the fact that there might be some truth in the former proposed methods. Grammar Translation Method (GTM) has suffered unfair criticisms which have banned its major principles from entering language teaching classrooms. Rather than dispensing with one method altogether, a more logical process would be

rectifying the weak points of one method to promote its effectiveness and to draw on its positive effective principles. Memorization and translation are two major principles within GTM which have been unduly set aside. Literature has also been neglected as one effective strategy in language teaching.

When memorization represents a low level learning practice, if one draws on his/her memorized knowledge simultaneously that person would be at an advantageous point in a better understanding and analysis of his/her already possessed knowledge.

Nowadays it is too simplistic and naïve to assume that the relations between L1 and L2 are accounted for by such concepts as interference or transfer. Some scholars have emphasized the positive role of L1 as a support for learning L2. Ellis (1994), for example, considers the role of L1 literacy as effective in shaping a metalinguistic skill to be employed by language learners. Cummins (1983, cited in Hui, 2010) proposes a dual iceberg analogy in order to describe the transfer of L1 to L2 which is in line with Common Underlying Proficiency, a theory which emphasizes the positive influence of L1 on L2. First language (L1) has been banned from language classrooms and this fact has deprived learners from drawing on their already established knowledge which can support them in their language learning practices. L1 can be used as a tool to scaffold second language (L2) learning. The claim is that during early stages of SLA, words in L2 are considered to be related to their translation equivalents. Since L1 words have direct access to their respective meanings, the activation of translation equivalents in L1 facilitates access to meaning for the new L2 words. Within this model, it is assumed that L1 word-to-concept connections are stronger than for the L2 for everyone except for the most proficient and balanced bilinguals. To put it into a zone of proximal development and scaffolding perspective, the L1 scaffolds L2 and gradually shrinks its support as learners' L2 proficiency increases.

On the other hand, the role of formulaic expressions in promoting learners' proficiency has been approved and acknowledged. The fact that formulaic expressions promote learners' fluency (Miller, 2010; Ellis, Simpson-Vlach, & Maynard, 2008; Wray & Perkins, 2009; Erman, 2009; Wood, 2002, 2006, 2007; Kuiper, 2000) and accuracy (Ellis, Simpson-Vlach, & Maynard, 2008; Boers, Kappel, Stenger, & Demecheleer, 2006) has already been emphasized.

A contrastive lexical approach (CLA) draws on all these useful sources of information simultaneously through proposing formulaic expression translation between two languages which the authors have termed translexeme. One literary formulaic expression in L1 can be translated into its L2 counterpart. This makes learners think about the proper use of language in both their L1 and L2.

In their paper, Sapargul and Sartor (2010) introduce trans-cultural comparative literature method as an innovative way to employ literature to teach advanced English as a foreign language. The claim has been made that the adaptation of GT is quite in keeping with CLT due to the reason that translation and the study of grammar and vocabulary are not realized in the traditional monotonous way; instead, GT techniques are made relevant with cultural activities that encourage students to communicate ideas and draw on their critical thinking skills outside the classroom.

At the end the authors conclude that through analyzing cross-cultural differences language learning and critical thinking are facilitated. Considering the process of globalization and the importance of enhancing tolerance within nations such cross-cultural and critical thinking positions seem highly crucial. The authors believe that through respecting learners' cultures (which includes language, literature, etc.) their identities are secured and the negative influences of globalization can be obviated. The authors believe that a comparative literature method provides a critical vocabulary and grammar paradigm and introduces all language skills in the classroom. It also generates willingness within learners to get involved in interactions. Adding a multicultural component to pedagogy enhances language learners' speaking skills.

### 1.1 CONTRASTIVE LEXICAL APPROACH

Taking advantage of L1-L2 contrasts of formulaic expressions as a language teaching technique may have been employed quite frequently by language teachers and by language learners. Despite such a popularity of use, there has never been any explicit effort to introduce a new teaching approach based on comparisons between L1 and L2 formulaic utterances. This may be due to the notorious consequences of employing L1 in learning L2 proposed by behaviorists. The argument is that despite such a belief, L1 can be used in teaching and learning L2 as a highly useful support. When one does not know an L2 form, referring back to one's L1 should not be barred; rather attempts must be made in order to render such recourse a positive and helpful one. Through equipping learners with L2 equivalents for L2 formulaic expressions, which is believed to happen through CLA, learners have a chance to fall on their L1, but, this time, they do not equal literal translations of L2 forms with their L1; rather, they have the right equivalent at their disposal to resort to. From CLA perspective, no matter how similar or different languages are, and without being worried about transfer and interference of L1, L2 equivalents are taken as units of language acquisition which results in fluent mastery of a second language.

Classrooms can turn into places in which learners constantly look for normal and native-like rather than superficial equivalents to the meanings they want to express in their L1. Teachers can sensitize their learners towards the presence of L2 equivalents for L1 formulaic expressions which represent higher levels of normality and are closer to what native speakers would choose given the same situation. Teachers should encourage learners to gather as much L1-L2 formulaic

contrasts as possible and motivate them to use them in their oral and written productions, as a way to expand their learners' knowledge and to stabilize such linguistic pieces within learners' repertoire of native-like knowledge.

## **1.2 TRANSLEXEME VERSUS TRANSLEXICON**

The backbone of a contrastive lexical approach is to take formulaic expressions and the main building blocks of language, and the fact that comparing these formulas between two languages provides learners with the opportunity to master a native-like mastery of the target language. Such an approach involves two positions with regards to the comparison of formulas. Translexeme is defined as L1 stereotypical equivalents for a pragmeme which can almost always account for all its pragmatic actions. On the other hand a translexem is the one best L2 equivalent of related and synonymous L1 formulas (L1 allollexemes) which always serves as the umbrella formula to be employed within all contexts in which all L1 allollexemes occur. Translexicon on the other hand represents all the possible L2 (L1) equivalent formulas for one L1 (L2) formula. From this, and considering the subjective nature of literary meanings and interpretations, it can be asserted that despite the significance of translexemes in CLA as economical formulaic equivalents which obviates the need for contextual clues, literary translexicon better serves teaching language and literature.

## **2. AIM AND APPROACH**

As a library research, through providing related literature review, this paper has an attempt to show how advantages of brining literature into language classrooms are boosted through a contrastive lexical approach to teaching literature and how criticisms against the use of literature in language teaching are obviated through a contrastive literary lexical approach which involves presenting learners with translated literary translexis as main units of study, analysis, criticism, and manipulation.

## **3. DISCUSSION: HOW TO TEACH LANGUAGE THROUGH LITERATURE: A CONTRASTIVE LEXICAL APPROACH**

Through taking advantage of a contrastive lexical approach which involves comparisons between formulaic expressions between two languages, one can promote ones understanding of not only the target literature and, but also the target language as a medium of communication. What are immediately at hand through a contrastive lexical approach can be termed translexicon defined as all the possible L2 (L1) equivalent formulas for one L1 (L2) formula, and in teaching language through literature, literary translexicon. Literary translexis would be different in that determining one best translation is highly subjective and depends on individual's opinions, and this subjectivity is the distinguishing and unique feature of literary texts which provides learners

with voice and a questioning behavior as critical thinkers. The authors, at first, try to enumerate in what ways the positive benefits of literature in EFL/ESL contexts are boosted through a contrastive lexical approach, and then it has been explained how criticisms against the use of literature in EFL/ESL contexts are obviated through a contrastive lexical approach to teaching literature.

Major advantages of bringing literary texts into language classrooms are introduced below and attempt has been made to show how such benefits are promoted through a contrastive lexical approach.

### **3.1 ADVANTAGES OF LITERATURE: HOW CLA PROMOTES THE BENEFITS OF LITERARY PRACTICES**

Considering the enormous advantages of literature, it has not received due attention in language teaching and learning. Literature highly motivates learners to better learn a language and feel more at home with what they learn. After presenting each benefit, proposed by different authors, arguments are followed to suggest the fact that a contrastive lexical approach promotes the positive aspects of each advantage. Van (2009) enumerates some advantages of using literature in EFL classrooms, mentioned below.

1. It provides meaningful context: contrastive translexis provides formulas which come from two distinct contexts. Comparison between these two contexts not only provides a deeper understanding of one stretch of literary language, but also it facilitates their higher order thinking involvement with the literary experiences. Taking literary formulas (literary translexis) as units of analysis within a text and comparing them to their counterparts within their native language facilitates learners' perception of the whole literary text.
2. It involves a profound range of vocabulary, dialogues, and prose: although variety is the spice of life, putting learners in a complex situation satiated with incomprehensible literary works not only does hinder learning, but also forms in their mind negative attitudes towards literature. Translexicons break down the unwieldy whole literary texts into manageable units to be compared to their L1 counterparts.
3. It appeals to imagination and enhances creativity: Translexis better provoke learners' creativity and imagination. Numerous authors have emphasized the role of formulaic expressions in learners' creativity (Perera, 2001; Myles, Hooper, & Mitchell, 1998; Yasuko, 1993; Jiang, & Nekrasova, 2007; Chen & Baker, 2010 ), and this creativity is even more apt in the case of literary analysis. Through comparisons such creativity and imagination is even better promoted

due to learners' access to two literary domains and the resultant of such comparisons which is a multiplied benefit.

4. It develops cultural awareness and critical thinking: Target literature alone hardly provides values and cultural contents which can be brought to learners' awareness and retained. Once presented with L1 equivalents of literary formulas as cultural units, language learners go through a process of first culture- second culture comparison which is hoped to promote their critical analysis and critical thinking. Through a critical cultural comparison, realized through dialogues, taken for granted cultural norms are problematized and learners are defamiliarized only to experience new perspectives and viewpoints. Mason (2008) holds that such a critical thinking may positively result in 'tolerance' and that for Paul critical thinking involves thinking towards obviating 'egocentric and sociocentric' (and also culturocentric) thinking'. Siegel (cited in Mason, 2008) advises that such a tolerance should not be merely a tolerance 'born in relativism' and warns a 'descent into relativism'. This tolerance is what prevents humans from prejudice, bias, and bigotry. In order to enhance tolerance, critical thinking must promote humans' flexibility toward others by shaping relativistic attitudes which results in the belief that "I could have been you, you could have been me, given different circumstances." (Kramsch, 1995. P. 85). What this critical cultural comparison involves is the problematization of cultural norms always taken for granted. "From clash between the native culture and the target culture meanings that were taken for granted are suddenly questioned, challenged, and problematized" (Kramsch, cited in Thanasoulas, 2001, p. 9). The comparison between formulaic expressions as rich sources of cultural norms and values can be employed to critically compare cultural values.

5. It is in line with Communicative Language Teaching (CLT) and student-centeredness: Comparisons between L1 and L2 formulas provides learners with communicative opportunities to discuss values and norms inherent in such formulas. Literary translexis are apt to provide comparative discussions, and such discussions hopefully results in literary equivalents for literary formulas in L2.

Van supports his last point by mentioning the ways in which literature in the language classroom is compatible with main tenets of CLT:

1. *Meaning* comes about as a result of the mutual interaction between the experiences of a reader, and the text's characteristics, the reading context and the underlying ideological assumptions in the text. Literature promotes and enriches meaning because it also involves the author's portrayal of identity, culture, gender, and social class:

Providing learners with literary translexis is highly beneficial in that they set up meaningful situations to be elaborated on and expanded. In order to provide equivalents for L1 literary units, learners need to have a good understanding of the L1 literary translexis. This is one of the main remits of GTM, which holds that learning the target language literature promotes one's

understanding of his/her native language literature. Instead of meaningless, decontextualized dialogues and texts within ESL/EFL textbooks, literary translexis as meaning-loaded, argument-stimulating, and controversial units better serve the communicative goals of CLT.

2. Literature facilitates learning since in general learners enjoy a literary style. Due to their close involvement with a piece of literary work they will turn into active learners and critical thinkers:

Literary translexis facilitates learners' involvement through focusing their attention on meaningful pieces which hold literary loads. Through learners' close involvement in a comparative effort, taken for granted literary texts are challenged and they become active inquirers and critical thinkers.

3. Communicative opportunities, which literature provides, are authentic and learning through literature is susceptible to student-centered collaborative activities:

Authentic materials can be defined as those rich in collocations, fixed expressions and ready-made chunks (Feng-xia, 2009). Feng-xia (2009) asserts that materials can employ different types of texts in which there is higher lexical diversity and high load of vocabulary. Rather than unreal and fake communicative practices, literature provides more real and authentic texts. Literary texts become even more authentic when broken down into literary translexis as useful sources of interaction which can be further analyzed and put into scrutiny and creative use. According to Taylor (1994) there is a misconception of taking authenticity as a monolithic and unitary concept. Authenticity is context-bound and depending on the situation, different meanings for authenticity come to mind. As many scholars claim authenticity is not the characteristic of the text itself rather it is the use of the text in the context. On the other hand authenticity is the appropriate response of the receiver. A text is authentic to the extent that it results in authentic target language behavior. Apart from the fact that literary texts are authentic, taking literary translexis as units of comparative analysis promotes learners' authentic behavior when the opportunity for using such translexis comes up in certain situations.

4. Literature provides learners with the chance to have their own voices and understanding. Learner initiation is welcomed in literary practices and this is quite in keeping with CLT's tenets about learners' autonomous learning and active participation:

Comparative translexis seem to be highly susceptible to learners' critical analysis and hence critical thinking. Learners' voices are welcomed on the condition that they are elicited and literary translexis provide learners with the opportunity to uncover their beliefs and judgments about values present in both L1 and L2 literary units. Literary translexis helps learners to consciously manipulate language and meanings inherent in the language presented to the learners.

5. Teachers are facilitators who provide learners with support when necessary in choosing and interpreting literary texts, in helping learners get involved, and also, in eliciting their viewpoints:

Teachers can draw learners' attention to literary translexis within stretches of literary texts and teach them how to translate and manipulate them to develop and reformulate new forms in conveying new meanings. Teachers as facilitators in the sense that they can present learners with contrastive literary lexis (formulas) in order to deepen learners' understanding, to widen their vision, and to facilitate their initiation and elicitation of ideas, opinions and critical voices. Without teachers' support, literature would be a daunting, cumbersome experience without creating potential positive advantages and benefits of literary works. Through breaking down literature into manageable units for analysis, manipulation, discussion and critical questioning, language teachers have a crucial role as both providers and facilitators.

With regard to poetry, Tomlinson (1986) asserts that poetry in language lessons is not only a means by which learners only learn writing and appreciate poetry, but more important, a way of teaching learners think creatively and be active producers and users of language and also as a way of promoting their communicative competence. He also believes that poetry is a good source which can enrich the content of language lessons, can provide learners with opportunities to become more experienced about the world, and can support learners to become whole persons as well as language learners. Hess (2003) believes that bringing poems into the classroom brings about the kind of participation that almost no other text can provide. Hess considers poems as "vehicles of human thought" and an "instrument for shaping language" (p. 19).

Poems lend themselves readily to a contrastive lexical approach to literature due to the fact that they are already composed of literary translexis, i.e. poetic verses. When learners are presented with verses translated in their native language, or with their native language poetic verses translated in the target language, they will be alerted to the fact that literary chunks are translatable and can be further analyzed, manipulated, expanded, and put into more creative use. Take the following example, a poem by Forugh Farrokhzad, an Iranian poet:

*Man az nahaiate shab harf mizanam*

*Man az nahaiate tariki*

*Va az nahaiate shab harf mizanam*

*Agar be khaneie man amadi, Baraie man ei mehrban cheragh biavar*

*Va yek dariche ke az an*

*Be ezdehame kucheie khoshbakht bengaram*

English Translation (translated by Ahmad Karimi Hakkak):

*I speak out of the deep of night  
out of the deep of darkness  
and out of the deep of night I speak.*

*if you come to my house, friend  
bring me a lamp and a window I can look through  
at the crowd in the happy alley*

(Taken from <http://www.iranonline.com/Literature/forough/english/gift.html>)

Each line can be taken as one literary translexis which can be translated in various forms in English. Take the literary poetic formula “man az nahaiate shab harf mizanam”. When translated in English, learners will know that “az nahaiate chizi harf zadan” in Persian could be translated to “to speak out of the deep of something” in English. A creative and critical thinker tries to manipulate this structure and maybe even use them in his/her new literary poetic productions. The learner will be able to translate “kei tavanam guiamat eshghat nahaiat ta kojast?”, (the authors’ poem), to “How can I speak out of the deep of your love?”, if provided with similar poetic chunks which represent the same structure. Through being economical literary meaningful bundles, translexis have the capacity to inspire language learners in their poetic comprehensions and productions.

Floris (2004) also enumerates some advantages of literature as follows:

1. One advantage of literature is its linguistic enrichment with regard to features of written language such as “the formation and function of sentences, the variety of possible structures, and the different ways of connecting ideas” (Collie & Slater, 1994, cited in Floris, 2004, p. 2), which are presented at various levels of difficulty. Floris believes that through learners’ involvement with literature, they are encouraged to become aware of the norms of language use. Different uses, forms and functions of language are what learners get familiarized with and thus develop their language. Through dealing with literary language, learners are made aware of the richness and variety of the language and become more sensitive to its features.

Presenting learners with literary translexis as building blocks of a literary language better sensitizes learners to features of language and raises their awareness about the richness and variety of the language. Language use is realized through formulas as pragmatic units of language. Literary translexis represent effective sources of communicative functions.

2. Floris also mentions the cultural enrichment as one of the features of literature. Carter and Long (1991, cited in Floris, 2004) believe that teaching literature helps learners “to understand

and appreciate cultures and ideologies different from their own in time and space, and to come to perceive traditions of thought, feeling and artistic form, within the heritage the literature of such cultures endows” (p.2). Foris maintains that through reading literature, learners become able to see to the world from other people’s eyes, are exposed to other human values and different types of living, and become aware of the social, political, historical, cultural events of other societies. Literature helps learners better understand other cultures. This point has been already mentioned as the fourth advantage of literature by Van (2009).

3. Literature provides learners with both individual and social common and universal themes and values such as death, love, pollution, and ethnic conflicts. Literature provides learners with novel themes and unprecedented language.

Universality of themes and values provides learners with common grounds and facilitates their contrastive involvement with meanings and forms of literary translexis.

4. Universal and common themes provided through literature are directly related to learners’ personal experience. Unlike other teaching materials, literature represents and promotes learners’ individual perception of the social world. Such quality results in manifold interpretations and real interaction. Students may relate the ideas, events, and things they read and enjoy in literary texts to their own lives. In order to comprehend the meanings found in the literary texts, learners need to infer such meanings through drawing on both the contents of the text and their own personal experiences. On the other hand, literature can render whole persons through sharpening learners’ cognitive and linguistic skills, and developing in them a deep understanding of the human condition.

Learners’ personal experience of language is also in the form of L1 formulaic language. Attempts made by learners in order to find L2 equivalents for their L1 formulaic knowledge promotes their understanding through their involvement with meaningful and contextualized literary translexis in both L1 and L2. A contrastive lexical approach to teaching literature respects learners’ L1 literary experiences and puts them at an advantageous point in discovering meanings, ideas, and cultural connotations within L2 literary formulas, provides them with discussions and interactive opportunities, and thus sharpens their linguistic skills in both L1 and L2, and their cognitive skills and results in a better understanding of the human condition.

Khatib, Rezaei, and Derakhshan (2011) also enumerate some merits of literature in EFL/ESL contexts as follows:

1. Providing authentic input for language learning.
2. Due to providing authentic and meaningful contexts and interesting things literary texts are believed to be motivating.

3. Literary texts promote cultural awareness and understanding, mainly in the era of globalization.
4. It provides an opportunity for extensive and intensive reading practices. Reading novel can be a good extensive reading practice, when poems can be put onto close analysis as an example of intensive reading practice.
5. Literary texts can promote learners' pragmatic and sociolinguistic competence (sociopragmatic and pragmalinguistic competence) as authentic sources of information.
6. Result in syntactic knowledge and vocabulary enrichment.
7. It promotes language skills. Writing, reading, speaking and listening skills are all developed.
8. Literature promotes learners' emotional intelligence (EQ), since it helps learners to control their feelings and emotions in difficult situations.
9. Literature helps learners bring their own voices into their learning experiences and thus question, interpret and evaluate what is presented to them. It prevents them from taking ideas for granted and promotes their higher order thinking abilities.

### 3.2 CRITICISMS AGAINST LITERATURE: HOW CLA OBVIATES MAJOR CRITICISMS

There are some criticisms against using literature in ESL and EFL contexts. McKay (1982) believes that "it is easy to view any attention to literature as unnecessary" (p. 529) and provides three of the most common reasons for banning literature from language classrooms:

1. Literature, as a complex and unique form of language, contributes trivially to teaching grammar of the language as one of the main goal of ESL: This criticism is easily refutable through taking literary translexis as the main building blocks of language, since through involvement with such units what all levels of linguistic system, i.e. syntactic, semantic, phonetic and pragmatic come to the fore. Grammar is much more easily taught through taking literary translexis as examples apt for grammatical scrutiny, semantic manipulation, phonetic control and pragmatic functioning.
2. When it comes to learners' occupational and academic goals, the study of literature provides no contribution and support: Literary examples in the form of chunks (formulas) better appeals to learners' interests and through being manageable units; they can be readily put into any syllabus, academic or general.
3. Literature involves a value-laden cultural perspective, and thus puts learners at a disadvantageous point on a conceptual level: as argued earlier, through introducing both L1 and L2 provides learners with the chance to transfer their already established conceptual knowledge to the new language learning situation and facilitates their perception of values and cultural perspectives.

In the end, however, McKay claims that literature serves the good job of developing linguistic knowledge with regards to both language use and usage, promotes learners' motivation to read various genres of texts and thus enhances their reading proficiency, and finally literature promotes learners understanding of a foreign culture and leads them to create their own imaginative works.

Fodor (2004) also mentions some problems and difficulties in using literary texts as follows:

1. Due to the complex language of literature, EFL learners consider literature as a barrier: breaking literature down into smaller units (literary translexis) for analysis and understanding obviates the complexity of the language of literature and supports learners through the gradual process meaning discovery which hopefully results in higher linguistic, cultural, social, and pragmatic proficiency.

2. Literary texts may bring problems if they are replete with unfavorable cultural contents: unfavorable cultural contents can provide food for further discussions through L1-L2 comparisons of literary formulas. From this perspective, not only aren't cultural clashes taken as barriers, but also they represent potential problematizing issues for challenging cultural beliefs and disenchanting learners from their set-minds which helps them reconsider taken for granted beliefs through real and authentic interactions and results in learners' initiation and a more learner-centered environment which provides learners with the opportunity to bring their voices into their own language learning experiences.

3. Undue short or long literary texts may present some difficulties. Long texts may expose learners to unwieldy pieces of language, and short texts deprive learners of contextual cues: Introducing literary translexis as the main units of language within a contrastive lexical approach represent a logical segmentation process through which manageable parts build up to form unwieldy wholes. Such units of analysis preserve learners' innate inclination to literary works and provide them with necessary contextual information within both L1 and L2 languages.

#### **4. PEDAGOGICAL IMPLICATIONS**

A contrastive lexical approach to literature and language teaching, through bringing literature into language classrooms, boosts learners' proficiency as a result of putting learners' L1 literary experiences into use and breaking literary texts into manageable units, i.e. literary translexis. The simultaneous presentation of L1-L2 literary translexis provides learners with the chance to critically analyze the text and to interact with others in order to judge and determine the values present in both L1 and L2 through a contrastive process. Providing learners with L1 or L2 literary translexis and asking learners to put forward their own translations promotes both their linguistic and literary skills in both their native language and the target language they are

learning. Teachers can draw on the contrastive methods to elicit learners' judgments and to encourage learners in their revealing their own voices and beliefs. Translation and memorization of literary translexis prepares learners' minds and activates their potentials in creative productions and use of such units through availing them of memorized translated literary formulas.

What is important is the fact that presenting formulaic expressions through a contrastive method better promotes learners' accuracy and fluency and chunks with a literary flavor provide an added advantage in that they are of more interest to the learners and better boost their creativity and imagination. Teachers as facilitators can smooth the path to accurate, fluent and pragmatically sound productions. Gradual provision of contrastive literary formulas can be employed as one practice to enrich language teaching and to render a more tangible view of the outlandish literary language to be learned.

## 5. CONCLUSION

As a truism, literature positively affects language learning process, on the condition that it does not put the cumbersome burden of analyzing unwieldy literary texts on the shoulders of language learners. Language teachers can facilitate teaching literature, and hence language, through breaking literary texts and poems into manageable units so that language learners are able to easily analyze, manipulate, and learn literary meanings intrinsic to literary language. A contrastive lexical approach to teaching literature promotes the positive influences of teaching literature and obviates major criticisms against literature as a good source for language teaching through availing learners of both L1 and L2 literary units of languages in the form of literary translexis. Such an approach preserves language learners' interest in literary and poetic language and enhances their creativity and imagination.

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