

**COMPARATIVE LITERATURE AS A TOOL IN TEACHING ENGLISH AS A SECOND  
LANGUAGE FOCUSING ON COMMUNICATIVE AND TECHNICAL VOCABULARY**

**R.Shanthini<sup>1</sup>, R.Roshini<sup>2</sup>, K.Ragavi<sup>3</sup>**

<sup>1,2,3</sup>Assistant Professor, Department of English, Karpaga Vinayaga College of Engineering and Technology,  
Chennai 603308, India

Comparative literature is a popular trend and an effective tool in teaching English, as it paves the way for students to explore the nuances of language used in both literary and technological contexts. It is a known fact that language is best learnt contextually. This approach takes different points of view into account by using details and knowledge of literary techniques that inspire and engage the students by encouraging them to analyse, compare, and draw conclusions from different works. It also allows the investigation of various cultural perspectives. Technical education approaches should be able to promote the critical thinking abilities that students need to become proficient in it. In addition to learning grammar and vocabulary, this paper aims to explore how language can be used in different cultural contexts and situations and how it can help students develop listening, speaking, reading, and writing skills (LSRW). Further, the appreciation of idiomatic complexity and the beauty of the language can be fostered in students through comparative literature. This tool can allow students to gain a better understanding of language, such as vocabulary and idioms used in the fields of engineering, science, and technology, which can also be used in other professional settings. In this paper, the researcher proposes to simplify the use of language in various settings by applying translanguaging and language-based theories in comparative literature to investigate the language and cultural background of words used in multicultural spaces. Through this method, the students will learn to communicate effectively.

**Keywords:** comparative literature, critical thinking skills, LSRW, translanguaging, language-based theories

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