

Review of Works on English Literature

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ABSTRACT:

It would seem that learning English language and English literature raises a number of concerns about the advantages and the significance of doing so. What is the rationale for mandating that students who are studying English literature also be learning English language itself? The question that has to be answered is, "What is the most fundamental aspect of learning about this subject?" Which aspects of their relationships do they embrace? In what way, why, and what manner are we intended to determine that?

Keywords: *English language, English literature, Student.*

I. INTRODUCTION

It is well known that English Studies may include English Linguistics, English Teaching, and English Literature as elements of its curriculum. The next natural step in the process of acquiring abilities in understanding and using English is to engage in these three disciplines. This is especially true for those who have the goal of expanding and deepening their knowledge of English as well as their linguistic expertise. For this reason, it is necessary to have a decent level of English proficiency in order to study English literature, for instance. The more proficient a person is in the English language, the more robust their English sense is, and therefore, the more sensitive their knowledge and critical awareness are about the literature of the English language. In addition to that, the research presented in this study contends that the English language and English literature are in reality intertwined, with one being dependent upon the other.

On the other hand, the study of English literature encompasses languages other than English. It is about almost every aspect of the lives of people in society, which is where the literary masterpieces of the English language originate. To put it another way, individuals who speak English and come from specific countries, academic institutions, working environments, religious and cultural origins, political leanings, and times communicate different parts of their life via written English. By studying their literary works, we want to increase our knowledge and comprehension of the lofty moral and wise principles that are included within them. These are the primary goals of our educational endeavor. On the other hand, in order to comprehend the meaning of an English literary work and the messages that it intends to communicate, one must possess "know-how" that encompasses English skills and methods. As a result, the purpose of this article is to demonstrate that the study of English literature can only take place when there is a certain equilibrium between the why, what, and how. The arguments will be explained in the parts that are to come.

II. LANGUAGE AND LITERATURE: UNSEPARATED MATES

There are several definitions of language, including those that are simplistic, comprehensive, or profound. Language is defined by Chomsky as "a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements" (1957, page 13). Chomsky believed that language may be infinite or finite. Language, according to the Merriam-Webster dictionary, is described as a system of customary symbols, either spoken or written, that are used by individuals who share a culture in order to interact with one another. Language is a language that both reflects and influences the way of thinking of a civilization.... According to the Oxford dictionary, language is defined as "the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way." This includes both spoken and written communication. From Chomsky's definition of language to the more contemporary definition of language, the core of the concept has not changed. A language is a language that comprises rules and components, may be spoken or written, represents the culture and way of thinking of the speakers, and is used to express ideas in a meaningful manner. In point of fact, literature does not possess a lower level of meaning than language. According to Widdowson, an individual's interpretation of a piece of literature might change based on the context in which they are referring to it. Literary compositions, such as fictions, or literature in the context of a major of study might be referred to by this name. When referring to literary work, the term "literature" may be

defined as "the achievement of aesthetic and moral merit," which includes those that are considered to be part of the canon or the great tradition. On the other hand, it is sometimes referred to as "creative and imaginative" writing (1999, pages 4-5). Both Merriam-Webster and Oxford define literature as "written works, especially those considered of superior or lasting artistic merit." Merriam-Webster defines literature as "writings having excellence of form or expression and expressing ideas of permanent or universal interest." Oxford defines literature as "written works." Excellent, artistic, creative, inventive, expressive, valuable, and universal are some of the traits that are associated with literature. Literature also has a spectrum of characteristics. For this reason, the use of a tool, namely language, is unavoidably required in order to convey its attributes and essence. The only option available to them, it becomes their final means. As a result of the fact that definitions of both language and literature have been established, the connections between the two are now readily apparent. In the vocabulary of the digital world, it is possible to say that literature is the message, and language is the cell phone. These two connections are inextricably linked and cannot be separated in any manner, shape, or form. They are mates because of their closeness to one another, and this concept is the foundation of the symbiosis that exists between the two of them. This is true despite the fact that there are arguments on the amount of time that a student has to devote to studying both of them. The study of literature is not the main focus of education through kindergarten, primary, and secondary levels of education. Because it is a minor topic, it provides students with the opportunity to get familiar with writing that is creative, inventive, and artistic. Literary writing, which includes things like tales, poetry, and theater, is well narrated, remembered, and performed, despite the fact that it is not a prominent field of study. At our formative years, bedtime tales served as our lullabies, allowing us to enjoy pleasant dreams. Dramas, on the other hand, were our proud evidence of existence at the primary and secondary levels of education. Out of the tales that our grandparents, grandfathers, dads, or mothers told us when we were young, we remember either one or two of them very well or very poorly.

For students in higher education, literature, in all of its forms, from the most basic to the most complex, may serve as a source of educational content. It is possible to acquire knowledge from a wide variety of literary works, ranging from the canon to the modern manner of reading and writing. One of the themes that might be discussed in a language course is plays, which often make use of vocabulary that is easier to understand. It is possible to have the objective of exposing students to colloquial language, which allows students to adapt and adopt the terms, and then subsequently utilize the expressions in certain settings. Novels, which are characterized by a more sophisticated language style, substance, and subject matter, may be used in advanced language classrooms in order to provide students with a more extensive exposure to more difficult language situations. The result of this is that it is anticipated that the students' language experience will be improved, which will, in turn, have an effect on their language competency. In point of fact, all of the acts described above constitute an early but delicate exposure to literature. Since we are still in the early stages of life, this only demonstrates that literature has been a significant part of our existence. It must have been passed down from generation to generation and has either a significant or a little influence on our lives now.

Language and literature are two topics that are strongly intertwined and mutually dependent on one another. For instance, in order to learn English literature, one must first master the English language, and in order to master English, one must first study English literature. Due to the fact that the English language is a tool that is used in the study of English literature, the study would be impossible without the English language. When there is a lack of knowledge about, for example, the construction of a phrase and the ways in which a sentence might have lexical and connotation meanings, it is impossible to comprehend a piece of literature written in English. When it comes to studying English literature, then, having a strong command of the English language is a must. The study of English literature is something that can only be attempted by someone who has a particular degree of proficiency in the English language. Studying works of literature written in English is another way to improve and polish one's command of the English language. Despite the fact that the primary goals of reading works of literature written in English are to increase one's knowledge and comprehension as well as to empower oneself, there is no question that reading also enhances one's ability to use the English language. By reading English novels and short stories on a regular basis, for instance, one is likely to build and increase their language sense in terms of how the conversations between characters, the description of the scene, and the psychological mood of the characters are written. On the same note, one might get acquainted with the manner in which chronologies are written in English by reading English historical books on a regular basis. Having a strong knowledge of the intimate link that exists between text and context is unquestionably another significant improvement in English language skills that can be achieved via extensive reading of works of English literature. In other words, certain English texts are used in order to illustrate particular circumstances. In the other direction, some texts are used to describe particular settings while others are not. Therefore, if one wants to be able to competently compose a journalistic report, for instance, one must regularly engage in the practice of reading journalistic works.

III. KNOW “WHY-WHAT-HOW” IN THE STUDY OF ENGLISH LITERATURE

The study of English literature is only possible when there is a balance between the why, what, and how of the subject matter. What are the reasons why individuals should study English literature? People are not going to study English literature unless there are rewards associated with it. What are the advantages that the reader receives from reading English literature?

There are a great number of literary works that include high standards of morality and wisdom teachings that are set in a variety of various locations and periods. Every piece of writing or material that serves the purpose of enhancing our knowledge and comprehension as well as giving us more control over ourselves is crucial. Throughout history, there has been a persistent assumption that any literary works would undoubtedly impart certain meanings to particular individuals. Individuals acquire specific knowledge from certain sources, and as a result, they are able to assign values to any works that are regarded as being of high worth. Furthermore, the value that is inherent in a literary work is supplied by anybody who reads it and reacts to it based on their own experiences, intentions, and interpretation of the work. Furthermore, with regard to the field of English literature, there is a problem with language and power. It would seem that the person who speaks English as their first language is the one who dominates the globe. However, despite the fact that it is difficult to differentiate between English as the first, second, or third language in today's world, the underlying power structure remains the same. In light of this, developing a command of the English language, which may be accomplished via the study of English literature, is a prerequisite for acquiring authority. However, until we have a solid understanding of what the English literary works are about, we will not be able to absorb the lessons and grasp the messages that they contain. It is about almost every aspect of the lives of people in society, which is where the literary masterpieces of the English language originate. To put it another way, individuals who speak English and come from specific countries, academic institutions, working environments, religious and cultural origins, political leanings, and times communicate different parts of their life via written English. According to Brumfit (2001), "a successful reading of a work of literature is an act of interpretation, in a context where taste and style is often highly valued and where inexperienced learners face an enormous temptation to rely on secondary understanding..." (p. 94). A successful reading of a piece of literature is an act of interpretation. In order to construct and synthesize meanings and appreciation for the work, it is necessary to conduct an analysis of literature via the interplay that exists between the text and the contexts in which it is found. Consequently, the intrinsic linkages that exist between the language and the surroundings provide additional qualities to the work produced. In addition, the many ways in which a literary work might be interpreted have led to the development of a comprehensive critical analysis that incorporates information from a variety of fields, including sociology, psychology, and general history. Indeed, it is enrichment that goes beyond the textual aspects of literature. As an additional point of interest, the study of English Literature is a field of study that focuses on literature. In his work, Brumfit (2001) asserts that literature itself has a multitude of components that are intended to be acquired via learning, including information, attitudes, abilities, and reactions. Extensive examination of literary works, as well as knowledge of the English literary tradition, genre, western culture, and local environment, are all possible components of the English literature knowledge gained. The attitudes that people have toward English literature should also include tolerance, respect, and comprehension of the cultural, creative, and intellectual distinctions that exist. In addition, one of the talents that is required in order to acquire English Literature is literary criticism, which is the product of critical thinking and creative interpretation. It would seem that literary criticism is a "correction" or a "positive-negative appreciation" on the one hand. On the other hand, literary criticism is, in reality, a contribution to the world of literature as well as an upgrade to it. It illustrates how a literary work may acquire a far more profound and broader significance in and through the perspectives and reactions of other people, and how this can ultimately help us to discover wisdom in our own life.

In order to comprehend all of them, one must possess "know-how" or methodologies. As stated by Richards and Rogers (2001), techniques consist of three components: the approach, the design, and the process. The theory of Richards and Rogers seems to be applicable to the study of English literature, despite the fact that it is primarily concerned with language instruction. When it comes to methodology, for instance, it is essential to have a theory of the nature of literature and the nature of literature learning. Without such a theory, it may be hard to comprehend the concepts of literary learning. As stated by Brumfit (2001), the character of literature is primarily found in the ideals that are ingrained throughout the literary work. The category of a piece of literature is determined by whether or not it may be used in a more larger context, and hence whether or not it is valuable. The methods, tactics, and approaches that are used in the study of English literature need to be modified to accommodate the specific objectives of each unique research. To begin, it could be beneficial to do a careful reading of a literary work via the lens of language analysis. Nevertheless, in order for students to be able to connect to and explore a literary work, they need to have an understanding of the history of the author, the

culture in which the work is produced, and the author's personal experience with the work. In addition to this, they need information on the many methods that must be used in order to review a literary work.

In addition, the process of studying English literature involves allocating time and making sure that the necessary technology is available, such as a media or multi-media laboratory. Learning poetry via reading poems and learning a film in a laboratory will be far more entertaining than learning poems through reading poems. Having the ability to comprehend each word in a poem from both a lexical and connotative standpoint is the next stage in the analysis process. Some of the material that has to be presented includes grammatical and syntactical analysis, as well as diction, word order, rhymes, and other related topics. In point of fact, language becomes the only mechanism by which poetry may be analyzed. In light of the fact that we are now living in the Postmodern age, the approaches, tactics, and procedures that are used in the process of studying English Literature are also impacted by. The emergence of postmodernism, feminism, and postcolonialism has resulted in the development of methods to the study of English literature that are more universal and adaptable. It is no longer believed that the "grand narratives" are in possession of the ultimate truth or the absolute truth. According to Widdowson (1999), on page 87, the Post Modern Era provided literary works with a greater degree of independence and self-value. In a nutshell, the diverse ways to understanding literature have provided a significant opportunity to uncover the many different truths and values that are contained in literary works. In both the learning process and the teaching process, the acquisition of information may be accomplished via the use of skills, techniques, and strategies. In the absence of them, the process of learning and teaching would be disorganized and nonsensical throughout. In the field of English Literature, for instance, having an understanding of the genre you are studying seems to be an important starting point before assessing poetry, prose, or plays. In the case of Nathaniel Hawthorne's *Scarlet Letter*, for example, having prior knowledge of the genre will be of great assistance to the reader in comprehending the work. In this section, the reader will be provided with hints on the anticipated conflicts that may occur in the narrative, as well as the intricacy of the plots and the characters. As we go forward in time to more contemporary applications and advancements of technology in classrooms all around the world, it is now believed that instructors and lecturers are accountable for adjusting and empowering their students. Bringing in students who have just finished reading old yellow classic books and then performing a comparative study of the film adaptation of the same title would be a tough and possibly stunning endeavor. Drawing a line of demarcation between the canon and the tales that have been modified by technical means would be yet another wonderful experience. The concept of "singing out Whitman's 'Song of Myself' and then writing and reciting our own version" is one that LoMonico suggests. Instead of reading Shakespeare's plays, acting like Shakespeare himself, creating a newspaper board of the news collection during the Elizabethan time from the internet, and copying or redesigning clothing that they wore would be interesting projects to have (n.d.). These are all examples of projects that may be considered exciting. If the literary works are well-planned and organized, then shifting tactics and strategies will not be detrimental to the works of literature. The learning environment would be cherished and the study of literature would be improved via the use of variation. It has been determined that the new approach to the study of language, which involves moving away from a single perspective and toward various views, is the most efficient and suitable technique to be applied. The study of literature, on the other hand, provides a greater degree of flexibility of interpretation and opportunity for appreciation. When it comes to literature, learners are no longer considered passive actors; rather, they are encouraged to undertake study on literature based on their own personal interests. In light of this, it is anticipated that they would be able to empower themselves by using the ideals that they acquire from literature that are pertinent to their lives.

IV. CONCLUSION

The existence of the why-what-how balance is, in point of fact, necessary for the acquisition of knowledge in any field. On the other hand, the "know-what" element restricts the scope of the object of learning, but the "know-why" side provides an understanding of the significance of such a learning and the context in which it occurs. In addition, the "know-how" component provides an explanation of the manner in which a learning process may be put into action.

It is possible that there are at least three reasons why there need to be a balance between the "know why," "know what," and "know how." To begin, the study of English literature is a component of the larger body of knowledge that is being acquired. Given that it is a construct, it ought to be equipped with a system. Within the context of this discussion, the system functions as the correlation and interplay between all of the components. As a result, the "know why what-how" is developed in order to construct a scientific reasoning via the use of practices, discussions, and observations. When students are given more opportunities to investigate and communicate their comprehension of a literary work via the use of short papers or essays, they are more likely to succeed. Second, since the study of English Literature is also intended to cultivate good values that are inherent in a literary work in order to gain critical thinking, the curriculum need to be created to encourage students in their pursuit of knowledge. The content that is going to be addressed need to be organized in a

manner that is appropriate for the purpose of the research. The third step is the formulation of methods, strategies, and procedures that are tailored to the content and material in order to provide learners with assistance in the learning process and ultimately attain the objective of the studies.

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