**The Basic Research of English Literature**

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**Abstract**

Learning English language and literature appears to raise significant concerns about the benefits and significance of doing so. Why should students learning English literature also be required to learn English? The fundamental question remains: what is the essence of knowing the subject? What do these relationships entail? What, why, and how are we meant to know that?

**Keywords: English language, English literature, Learning**

**Introduction**

English Studies, as is well known, can include English Linguistics, English Teaching, and English Literature. These three courses are the obvious next step in acquiring abilities in understanding and utilizing English, particularly for individuals who want to widen and enhance their knowledge and mastery of the language. To study English literature, for example, an adequate level of English knowledge is required. The greater one's command of English, the stronger one's English sense and, as a result, the more sensitive one's knowledge and critical awareness of English literature. Furthermore, this study contends that the English language and literature are inextricably linked, with one requiring the other.

The study of English literature, however, is more than just English. The English literary works are inspired by practically every aspect of society's existence. That is, English-speaking people from varied countries, academic, working, religious, and cultural backgrounds, and political leanings communicate various parts of their lives in written English at various periods. The primary goals of studying their literary works are to increase our knowledge and awareness of the great moral and wisdom values they contain. Yet, understanding what an English literary work is about and the ideas it wishes to convey necessitates "know-how," which includes Language competence and methods. As a result, this thesis contends that studying English literature requires the presence of the why-what-how balance. These arguments are explained in the sections that follow.

**Language and Literature: Inseparable Companions**

Language is a way that people use sounds or written symbols to talk to each other. It's like a bunch of sentences made up of words, and everyone in a group understands what they mean. Both reflects and impacts a culture's style of thinking.... Language, on the other hand, is defined by the Oxford dictionary as "the process of human communication, either spoken or written, consisting of the use of words in a structured and traditional manner." The essence of language remains the same, from Chomsky's to more modern definitions. Language has norms and elements, can be spoken or written, and reflects the culture and way of thinking of the speakers.

Literature, in reality, has no less significance than language. According to Widdowson, the meaning of literature varies depending on the context to which the speakers allude. In terms of major of study, it could refer to literary writings such as fictions or literature. Literature could be described as "the attainment of aesthetic and moral value," such as those of canon or the great tradition. Otherwise, it is referred to as "creative and imaginative" writing (1999, p. 4-5). Literature is defined by Merriam Webster as "writings with perfection of form or expression and expressing ideas of permanent or universal interest," while Oxford defines it as "written works, especially those deemed of superior or lasting aesthetic merit." Literature possesses a variety of qualities, including excellent, aesthetic, creative, imaginative, expressive, valuable, and universal. As a result, a tool—language—is inevitably required in delivering its qualities and entity. It becomes the lone option and the final method.

Now that the concepts of language and literature have been established, their relationships are obvious. In the digital world dictionary, literature is the message, and language is the mobile phone. Those two connections are inextricably linked and cannot be separated in any way. Their proximity makes them mates, and this thought underpins their symbiotic relationship, despite the fact that there are disagreements about how far a learner should study both of them.

Literature is not a prominent study in kindergarten, primary, or secondary school. It is a minor subject that exposes students to aesthetic, creative, and imaginative writing. Literary work, such as stories, poetry, and theatre, is well narrated, memorised, and acted, despite the fact that it is not a major study. Bedtime stories were our lullabies in our childhood, and dramas were our proud proof of existence in elementary and high school. One or two of our grandmothers, grandfathers, fathers, or mothers' children's stories are clearly or vaguely remembered.

Literature, from the most basic to the most difficult, can be used as a teaching tool in higher education. A wide range of literary works, from the canon to modern literature, are available for study. Plays, which typically utilise simpler language, might be used as conversation topics in a language course. It may be intended to expose kids to colloquial language so that they can adapt and adopt the idioms and later utilise them in specific settings. Novels with more challenging language styles, themes, and issues can be utilised in advanced language classrooms to expose pupils to more complex language. As a result, this is projected to improve students' language experience, which will affect their language proficiency. All of the aforementioned practises provide an early but subtle exposure to literature. This just proves that literature has been a part of our lives since we were children, and it must have continued to have a large or minor impact on our lives today.

Language and literature are two interconnected subjects that require one another. Learning English literature, for example, necessitates understanding English, and mastering English necessitates studying English literature. This is because the English language is used as a tool in studying English literature, and the study would be impossible without it. When little is known about, for example, how a sentence is structured and how a sentence might have lexical and connotation meanings, it is impossible to understand an English literary work. As a result, solid command of the English language is required for studying English literature. Someone can only study English literature if they have a particular level of English proficiency.

Similarly, studying English literature can help to improve and refine one's command of the language. Although the primary goals of reading English literary works are to expand one's knowledge and comprehension and to empower oneself, it is undeniable that it also improves one's ability to use English. Frequent reading of English novels and short tales, for example, is likely to enhance and increase one's language sense in terms of how character conversations, setting descriptions, and psychological moods of the characters are written. Similarly, reading English historical works on a regular basis becomes acquainted with how English chronologies are constructed. Another significant benefit of intensive readings of English literary works is the awareness of the intimate link between text and context. In other words, specific English sentences are utilised to illustrate specific circumstances. In contrast, certain settings are specified with specific texts while others are not. As a result, if one wishes to be able to create a competent journalistic report, for example, one must study journalistic works on a regular basis.

**Understand "WHY-WHAT-HOW" in English Literature Study**

The study of English literature can only take place if the why-what-how balance is there. Why should people study English literature? Individuals will not study English literature unless they believe it will help them. What advantages does English literature provide the reader? Numerous literary works have excellent moral and wisdom lessons in many different places and times. Any works or texts that serve to increase our knowledge and comprehension while also empowering us are crucial. There is always the assumption that any literary work will undoubtedly convey certain meanings to specific persons. People learn specific things from specific sources, and as a result, they have the ability to assign values to any works deemed valuable. Furthermore, anybody who reads and responds to a literary work gives it worth depending on their own experiences, goals, and interpretation.

Furthermore, there is the issue of language and power in English literature. Whoever governs the globe appears to be the one who speaks English as their first language. Although it is difficult to identify whether English is the first, second, or third language, the central power remains the same. This suggests that mastery of the English language, as a result of studying English literature, is a prerequisite for gaining authority.

But, we cannot absorb the lessons and capture the messages from an English literary work unless we first understand what it is about. The English literary works are inspired by practically every aspect of society's existence. That is, English-speaking people from varied countries, academic, working, religious, and cultural backgrounds, and political leanings communicate various parts of their lives in written English at various periods. According to Brumfit (2001), "a good reading of a piece of literature is an act of interpretation, in a situation where taste and style are frequently highly prized and inexperienced learners face an overwhelming temptation to rely on secondary understanding..." (p. 94). In order to build and synthesise meanings and appreciation for the work, literature must be evaluated through the interplay between text and context. As a result of the intrinsic relationships between the language and context, the work gains more worth. Furthermore, the variety of methods to evaluate a literary work has resulted in a rich critical analysis that incorporates interdisciplinary knowledge such as sociology, psychology, and history. It is, indeed, enrichment beyond literature as a text.

Nevertheless, the object of study in English Literature is literature. According to Brumfit (2001), literature has numerous components that are designed to be learned, such as information, attitudes, abilities, and responses. English literature expertise may encompass the English literary tradition, genre, western culture, local context, and detailed examination of literary texts. Furthermore, views towards English literature should include tolerance, respect, and comprehension of cultural, imaginative, and intellectual differences. Literary criticism, as a result of critical thinking and creative interpretation, is also one of the abilities required for understanding English Literature. On the one hand, literary criticism appears to be a 'correction' or 'positive-negative appreciation' on the one hand. Literary criticism, on the other hand, contributes to and improves the world of literature. It demonstrates how a literary work gains much deeper and broader meaning in and via other people's perspectives and reactions, leading us to find wisdom in our life.

Understanding all of this necessitates "know-how" or methodologies. Methods comprise approach, design, and process, according to Richards and Rogers (2001). Although Richards and Rogers' idea is concerned with language teaching, it appears to be applicable to learning English literature as well. In approach, for example, a theory of the nature of literature and the nature of literature learning should be properly discerned, without which it may be hard to obtain thoughts about literature learning. The nature of literature, in particular, is found in the underlying values of literary works (Brumfit, 2001). The category of a literary work is determined by whether or not it may be employed in a broader context and so is worthy.

Furthermore, the technique for learning English literature includes time allocation and the availability of equipment such as a media or multi-media laboratory. It will be far more interesting to learn poems by reading poems than to learn a video in a laboratory. The next step in analysing a poem is to grasp each word lexically and connotatively. Diction, word order, rhyming, grammatical and syntactical analysis are all important topics to cover. Indeed, language becomes the sole way to investigate poems.

Because we now live in the Postmodern period, the methods, strategies, and procedures utilised to acquire English Literature have been influenced by it. The emergence of Postmodernism, Feminism, and Postcolonialism has resulted in more universal and adaptable approaches to teaching English Literature. The "great tales" are no longer thought to contain the ultimate or absolute truth. During the Postmodern Period, writers have more freedom to express themselves in their stories. This means that they can explore different ideas and show the important lessons and messages in their writing.

Skills, methods, and strategies are utilised to acquire knowledge in both the learning and teaching processes. The learning-teaching process will be disorganised and nonsensical without them. In English Literature, for example, genre knowledge appears to be important before assessing poetry, prose, or plays. Before reading Nathaniel Hawthorne's Scarlet Letter, for example, knowledge of genre will greatly aid the reader's comprehension of the novel. The reader will be given hints about the predicted conflicts in the novel, as well as the intricacy of plots and characterization.

Moving forward to the more current use and growth of technology in classrooms around the world, teachers and lecturers are held accountable for change and empowerment. Introducing freshly read old yellow classical works into schools and doing a comparison study of the film adaptation of the same title would be difficult and likely astonishing. Another exciting experience would be to draw red lines between the canon and the technologically altered fiction. LoMonico suggests "singing aloud Whitman's "Song of Myself" and then writing and reciting our own version." Acting like Shakespeare, building a newspaper board with news collected throughout the Elizabethan period via the internet, and replicating or redesigning attire that they wore would be fun projects to have instead of reading Shakespeare's plays (n.d). Only when changing tactics and strategies is well-planned and organised will it destroy literary works. The study of literature would benefit from variation, as would the learning environment.

The new shift in language learning has been regarded as the most effective and acceptable strategy to be used. Similarly, the study of literature allows for greater understanding and appreciation. Learners are not the passive agents any longer; rather, they are encouraged to conduct study on literature based on their own interests. As a result, they are supposed to empower themselves with literary principles that are relevant to their life.

**Conclusion**

In fact, any subject requires the existence of the why-what-how balance. While the "know-why" aspect provides concepts about the significance and context of such learning, the "know-what" aspect limits the scope of the object of learning. Furthermore, the "know-how" part indicates how a learning process could be carried out.

There could be at least three reasons why the 'know-why,' 'know-what,' and 'know-how' should be balanced. To begin, Studying English Literature is a construct inside the larger body of knowledge. It should have a system because it is a construct. In this scenario, the system functions as the correlation and interrelationship between each component. So, the "know why-what-how" questions are developed in order to construct scientific thinking through observation, discussion, and practise. Short articles or essays provide learners with extra opportunities to study and express their understanding of a literary work.

Second, because the study of English Literature is also intended to build good ideals inherent in literary works in order to acquire critical thinking, the syllabus should be developed to assist students in discovering knowledge. The materials that will be discussed should be organised to suit the purpose of the research.

Finally, methods, tactics, and techniques are developed to fit the topic and material in order to assist learners in the learning process and attain the study's purpose.

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