



ROLE OF ENGLISH LITERATURE TO LEARN ENGLISH LANGUAGE

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ABSTRACT

Literature is a type of art that uses language and words to depict objective reality. Literature differs from music, sculpture, painting and other creative forms in that it carries the image of art.

Writing can deviate from the limits of certain materials unbounded by time and place, represent a diverse spectrum of rich social life, and directly define a complicated and sensitive inner world. The development of language skills is intrinsically linked with literature. Literature can spark students' interest in language acquisition by providing rich and vivid materials, creating the illusion of immersion, and inadvertently complementing vocabulary accumulation, grammar penetration, and language meaning building. The ability to produce language develops along with the ability to understand. Language competence progresses from basic understanding and expression to deep knowledge and literary expression with the improvement of literary literacy. To study the English language and literature is necessary. The study of English language and literature seems to raise considerable concerns regarding the benefits and importance of this study. Why should students who are learning English literature also be required to learn English? The basic question remains the same - what is the heart of the study of the topic.

Keywords: English language, English literature and Role.

INTRODUCTION

Language skills are essential qualities of today's talents. Language is the primary means of communication in modern culture. English is as well known, can include English linguistics, English teaching and English literature. These three courses are an obvious next step in acquiring the ability to understand and use English, especially for individuals who want to expand and deepen their knowledge and mastery of the language. To study English literature, for example, an adequate level of English is required. The more proficient one is in English, the stronger one's English sense and consequently, the more sensitive one's understanding and critical awareness of

English literature. Furthermore, this study argues that the English language and literature are inextricably linked, with one requiring with other. English literary works are inspired by virtually all aspects of society's existence. This means that English speakers from different countries, academic, professional, religious and cultural backgrounds and political orientations communicate different parts of their lives in written English at different times. The primary aim of studying their literary works is to increase our knowledge and awareness of the great moral and wise qualities they embody. However, understanding what an English literary work is about and the ideas it wants to express requires "know-how" that includes language competence and methods. Consequently, this thesis argues that the study of English literature requires the existence of a why-what-how balance. These arguments are explained in the following sections.

LANGUAGE BASICS

Basic knowledge of the language is the basis of using the language. Students cannot develop specific language skills if they lack the required basic language understanding. Since non-conforming language communication cannot be understood by all parties to the language communication, non-conforming language communication is therefore a meaningless matter. A basic understanding of the language consists of two parts: English morphology and English syntax.

ENGLISH COMMUNICATION SKILLS IN DIFFERENT CONTEXTS

Students with minimal language skills have the ability to communicate. However, in the process of language communication in everyday life, students must not only successfully use their basic knowledge of different languages, but also acquire specialized communication skills in the process of language communication. Language communication is a complex process. Different people will have different ways of expressing the same idea, and the same person will have different ways of expressing the same meaning in different settings. A person will communicate thoughts euphemistically or directly express their feelings. All this must be related to a certain language environment. In other words, the context of the language will affect communication, and the creative handling of the influence of the context by language communicators is a significant manifestation of language abilities.

UNSEPARATED SPINE IN LANGUAGE AND LITERATURE

There are several definitions of language that are comprehensive, deep, or basic. Chomsky defines language as "a set (finite or infinite) of sentences, each of which is finite and consists of a finite set of parts" (1957, p. 13). Language is described by Merriam Webster as a system of customary spoken or written symbols used by individuals in a common culture to communicate with each other. In comparison, the Oxford Dictionary defines language as "the process of human communication, whether spoken or written, consisting of the use of words in an organized and traditional way". The core of the language remains the same, from Chomsky to more modern definitions. Language has laws and elements, can be spoken or written, represents the culture and way of thinking

of speakers, and is widely used to express ideas. In fact, literature is no less important than language. According to Widows, literature can have several meanings depending on the setting. As a field of study, it may refer to literary works such as fiction or literature. Literature can be described as "the achievement of aesthetic and moral value", such as the values of a canon or great tradition. Instead, it is referred to as "creative and imaginative" writing (1999, pp. 4-5). Literature is defined by Merriam Webster as "writing with perfect form or expression and expressing ideas of lasting or universal interest", while Oxford defines it as "written works, especially those of superior or lasting aesthetic value". Literature has various qualities, including good, aesthetic, creative, imaginative, expressive, valuable, and universal. As a result, the language of the instrument is inevitably required in presenting its qualities and entity. It becomes the only option and the last method. Now that the concepts of language and literature have been established, their relationships are obvious. In the vocabulary of the digital world, literature is communication and language is a mobile phone. These two connections are inextricably linked and cannot be separated in any way. Their closeness makes them friends, and this idea supports their symbiotic relationship, despite the fact that there is disagreement about how far a student should study them. Literature is not a prominent study in kindergarten, primary or secondary schools. It is a minor subject that exposes students to aesthetic, creative and imaginative writing. Literary work, such as short stories, poetry and theater, is well told, memorized and performed, although it is not a great study. Bedtime stories were our lullabies in our youth, and games were our proud proof of existence in elementary and middle school. One or two of our grandparents, grandfathers, fathers or mothers childhood stories are vividly or dimly 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 are available for study, from the canon to modern literature. Games that often use simpler language can be used as conversational topics in a language course. It may be intended to expose children to colloquial language so that they can adapt and adopt idioms and later use them in certain settings. Novels with more challenging language styles, themes, and issues can be used in advanced language classes to introduce students to more complex language. As a result, students' language experiences are expected to improve, which will affect their language skills. All of the above behaviors provide early but subtle exposure to the literature. This just proves that literature has been a part of our lives since childhood and must have continued to have a greater or lesser influence on our lives now. Language and literature are two interconnected subjects that require each other. For example, studying English literature requires understanding English, and mastering English requires studying English literature.

The English language is used as a tool in the study of English literature, and without it the study would not be possible. For example, with little understanding of how a phrase is structured and how a sentence can have lexical and connotative meanings, it is impossible to grasp an English literary work. Consequently, a good command of the English language is required to study English literature. One can study English literature only if they have a certain level of English. Similarly, the study of English literature can help to improve and perfect the knowledge of the language. Although the primary purpose of reading English literary works is to expand one's knowledge

and understanding and to strengthen one's self, it is certain that it also enhances one's ability to use English. Frequent reading of English novels and short stories, for example, is likely to strengthen and heighten language sensitivity in terms of how character conversations, setting descriptions, and characters' psychological moods are written. Similarly, reading English history books regularly will familiarize you with how English chronologies are constructed. Another significant benefit of intensive reading of English literary works is the understanding of the intimate connection between text and context. It follows that if a person wants to be able to create a competent journalistic reportage, he must regularly study journalistic works.

KNOW "WHY, WHAT, HOW" IN STUDYING ENGLISH LITERATURE

The study of English literature can only take place if there is a balance of why-how-how. Why should individuals study English Literature? Individuals will not study English literature unless they believe it will help them. What benefits does English literature provide to the reader? Numerous literary masterpieces provide excellent moral and wisdom teachings in many different places and times. Any works or books that serve to increase our knowledge and understanding while empowering us are essential. There is always the assumption that any work of literature will undoubtedly convey certain meanings to particular persons. People learn certain things from specific sources and, as a result, have the ability to assign values to whatever work is deemed valuable.

Moreover, everyone who reads and reacts to a literary work gives it a value depending on their own experiences, goals and interpretation. Then there is the question of language and power in English literature. Whoever rules the globe seems to speak English as a first language. Although it is difficult to determine whether English is a first, second or third language, the core strength remains the same. This suggests that mastery of the English language as a result of studying English literature is a prerequisite for gaining authority. However, we cannot absorb the lessons and capture the message from a work of English literature until we first understand what it is about. English literary works are inspired by virtually all aspects of society's existence.

This means that English speakers from different countries, academic, professional, religious and cultural backgrounds and political orientations communicate different parts of their lives in written English at different times. According to Brumfit (2001), "a good reading of a literary work involves an act of interpretation in a situation where taste and style are often highly valued and novice students face a huge temptation to rely on secondary understanding" (p. 94).). In order to construct and synthesize the meanings and appreciation of a work, literature must be evaluated through the interplay between text and context. As a result of the inherent relationships between text and context, the work acquires greater value.

In addition, the variety of methods for evaluating a literary work has resulted in a complex critical analysis that includes multidisciplinary knowledge such as sociology, psychology, and history. It is indeed enrichment beyond literature as a text. However, the goal of studying 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. Expertise in English literature may include English literary heritage, genre, Western culture, local

context, and close examination of literary texts. In addition, views on English literature should include tolerance, respect and understanding of cultural, creative and intellectual diversity. Literary criticism, as a result of critical thinking and creative interpretation, is also one of the skills needed to understand English literature. On the one hand, literary criticism appears as "correction" or "positive-negative appreciation". Literary criticism, on the other hand, contributes to and improves the world of literature. It shows how a work of literature takes on a much deeper and broader meaning in and through the perspectives and reactions of other people, leading us to find wisdom in our lives. Methods include strategy, design and process according to Richards and Rogers (2001). Although Richards and Rogers' idea relates to language teaching, it seems to be applicable to the study of English literature as well. For example, the approach should correctly distinguish between the theory of the nature of literature and the nature of learning literature, without which it may be difficult to get ideas about the study of literature. In particular, the character of literature is found in the basic values of literary works (Brumfit, 2001).

The category of a literary work is determined by whether it can be used in a wider context and is therefore useful. The approaches, tactics, and procedures used in the study of English literature must be tailored to the unique objectives of the research. A close reading of a literary work using language analysis can be a great place to start. However, in order for students to understand how to relate to and examine a literary work, they must first understand the writer's history, the culture in which the work is produced, and the author's personal experience with the work. Students also need to know what methodologies should be used to examine a literary work. The technique of teaching English literature also includes time allocation and the availability of technologies such as a media or multimedia laboratory. It will be much more fun to study poems by reading poems than learning a video in a lab.

The next stage of analyzing a poem is to grasp each word lexically and connotatively. Dictionaries, word order, rhyming, grammar and syntactic analysis are all important topics to cover. Indeed, language becomes the only way to explore poetry. The emergence of postmodernism, feminism and post colonialism has resulted in more universal and adaptable ways of teaching English literature. "Grand stories" are no longer assumed to contain ultimate or absolute truth. The postmodern period allows for greater literary freedom and self-expression (Widows, 1999, p. 87). In short, approaches to understanding literature have increased the possibility of uncovering the many values and truths inherent in literary works. Skills, techniques and strategies are used to obtain information in the learning and teaching process. The teaching-learning process will be disorganized and meaningless without them.

In English literature, for example, knowledge of genre appears to be important before evaluating poetry, prose or plays. Before reading, for example, *The Scarlet Letter* by Nathaniel Hawthorne, knowledge of the genre will greatly assist the reader in understanding the work. The reader is given hints about the foreshadowed conflicts in the novel, as well as the complexities of the plots and characters. With the more current use and growth of technology in classrooms around the world, instructors and lecturers are responsible for change and empowerment. Rather than reading Shakespeare's plays, acting like Shakespeare himself, building a newspaper

collection of Elizabethan accounts from the internet and duplicating or modifying the clothes they wore would be fun. Only if the change in tactics and strategy is properly planned and intended will it harm literary works. The study of literature would benefit from variation, as would the learning environment. The current change in language research, from single to multiple perspectives, has been recognized as the most successful and acceptable method that can be used. Likewise, the study of literature also offers greater freedom of interpretation and evaluation. Students are no longer passive agents; rather, they are encouraged to initiate literature research based on their own interest. Therefore, they are expected to take hold of the values they get from literature that are relevant to their lives.

CONCLUSION

In reality, every subject requires the existence of a why-what-how balance. While the "know why" aspect provides ideas about the meaning and context of such learning, the "know what" aspect limits the scope of the object of learning. The "know-how" aspect further explains the way in which the learning process could be conducted. There can be at least three reasons why the words "I know why," "I know what," and "I know how" should be balanced. To begin with, the study of English literature is a construct within a larger body of knowledge. Since, it is a construct, it should have a system. The system in this case serves as a correlation and mutual relationship between each part. So, "knowing why what-how" is extended to create scientific reasoning through observation, debate and exercise. Students are best given more chances to explore and express their understanding of a literary work through short articles or essays. Second, since the study of English literature is also supposed to build good ideals that are part of a literary work in order to acquire critical thinking, the curriculum should be designed to encourage students to seek information. The materials to be addressed should be organized to meet the purpose of the research. Finally, methods, tactics, and techniques are developed that match the topic and material to help students in the learning process and achieve the purpose of the study.

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