

AN ANALYSIS OF THE ADVANTAGES AND SIGNIFICANCE OF ENGLISH LITERATURE FOR LEARNING THE LANGUAGE

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ABSTRACT

The advantages and significance of learning English language and English literature appear to be widely questioned. Why is it necessary for students studying English to also study English literature? What is the actual essence of studying the topic still remains the key issue? Which partnerships do they embrace? How are we expected to know that? What are the reasons? English language and literature are used as keywords.

KEYWORDS: *English literature, Chomsky, Culture, Scholar English language*

INTRODUCTION

As is common knowledge, English Studies may include English Literature, English Teaching, and English Linguistics. These three courses are the obvious next step in learning how to comprehend and use English, especially for individuals who want to deepen and widen their comprehension of the language. Therefore, studying English literature, for instance, requires a certain level of proficiency in the language. One's English sense becomes stronger and, as a result, their understanding and critical awareness of English literature becomes more sensitive as their level of English proficiency increases. More than that, this essay contends that English literature and language are interdependent, each requiring the other.

But more than only English is studied in English literary studies. The subject matter of practically all English literary works is society's many elements. In other words, English-speaking persons of a specific nation, educational background, line of employment, cultural background, political inclination, and period communicate different parts of their life in written English. The major goals of studying their literary works are to increase our knowledge of and comprehension of the great moral and intellectual qualities they embody. However, it need "know-how"—which includes English proficiency and strategies—to understand what an English literary work is all about and the ideas it intends to express. This essay makes the case that the why-what-how balance is necessary for the study of English literature. These arguments are explained in the sections that follow.

LANGUAGE AND LITERATURE: UNSEPARATED MATES

Language can be defined in many different ways, broad, deep, or simple. Chomsky said that language is "a collection of (finite or infinite) sentences, each of finite length, composed of a finite set of constituents" (1957, p. 13). . In Merriam Webster's word reference, speech is represented as an arrangement of standard spoken words or synthetic images that individuals of typical cultures use to speak to each other. According to the Oxford Word bibliography, language is "the spoken language or the structured way of human correspondence, including the use of words in a coordinated and conventional style". In contrast, language reflects and influences cultural thinking. The core of language, whether coined by Chomsky or by more modern scholars, is similar. A language has rules and components, can be spoken and written, reflects the culture and way of thinking of its users, and primarily serves to convey ideas.

In actuality, literature has just as much significance as language. Widows asserts that literary works may have several interpretations depending on the situation to which the speakers are alluding. It might refer to literary works like fiction or literature as a field of study. It is possible to define literature in terms of literary writing as "the accomplishment of aesthetic and moral excellence," such as those found in canon or in the great tradition. Alternatively, it is seen as "creative and inventive" writing (1999, p. 4-5). Literature, according to Merriam Webster and Oxford, is defined as "written works, particularly those deemed of superior or enduring aesthetic worth" and "writings possessing perfection of form or expression and articulating ideas of permanent or universal importance." The so-called attributes of literature include being outstanding, aesthetically pleasing, inventive, expressive, useful, and universal. Therefore, a tool language is inevitably required in order to convey its attributes and entity. It becomes the sole option and the only method available.

As a result of the concepts of language and literature being established, their relationships can now be seen. The phrase "literary is the message, language is the cell phone" may be used in the digital world lexicon. These two connections are inextricably linked and cannot be separated in any manner. Despite the fact that there are disagreements over how deeply a student should study both of them, the symbiosis of both of them is based on the premise that their closeness makes them mates.

Literature is not the main subject of study in kindergarten, primary, or secondary schools. The students benefit from exposure to creative, innovative, and aesthetic writing because of this minor topic. Literary work, including tales, poetry, and theatre, is effectively narrated, remembered, and performed, despite not being a significant discipline. Bedtime tales served as our lullabies throughout our formative years, and plays served as our proud demonstration of life on the primary and secondary stages. We either vividly or vaguely recall one or two of the children's tales that our grandparents, grandfathers, dads, or mothers told us.

From the simplest to the most difficult forms, literature may be used as a teaching tool in higher education. There are several literary works accessible for study, ranging from the canon to modern writing. One of the conversation subjects in a language school might be plays, which often employ simpler language. It may be intended to introduce pupils to colloquial language so they may adapt and accept the idioms and subsequently utilise them in certain settings. In order to expose pupils to more difficult language, novels with more challenging language styles, themes, and issues might be utilised in advanced language classrooms. Thus, it is anticipated that this will improve pupils' exposure to language, which in turn will influence their language proficiency. The aforementioned methods all serve as a gentle yet early exposure to reading. This only demonstrates how literature has occupied our lives at an early age and must have continued, having either a significant or negligible influence on modern life.

Literature and language are two topics that are interdependent. For instance, learning English literature requires understanding the language, and studying English literature requires mastering the language. This is due to the fact that learning English literature is only feasible with the aid of the English language. When little is understood about, for example, sentence construction and the ways in which sentences might have lexical and connotational meanings, it is impossible to comprehend an English literary work. As a result, learning English well is a need for studying English literature. One may only attempt the study of English literature if they have a particular degree of English proficiency.

Similar to this, studying English literature may help you improve and refine your command of the language. It goes without saying that reading English-language literature helps one's proficiency in the language while also advancing one's knowledge, comprehension, and sense of self. For instance, reading English short stories and novels often is likely to increase and expand one's language sense in terms of how conversation between characters, scene descriptions, and psychological tone of the characters are written. The construction of English chronologies may also be learned by regularly reading historical texts written in the language. Unquestionably, the knowledge of the intimate link between text and context is one of the most significant improvements in English proficiency that comes through thorough study of English literary masterpieces. In other words, certain English sentences are employed to represent specific circumstances. On the other hand, certain texts are used to describe specific settings but not others. As a result, reading works by journalists on a regular basis is necessary if one wishes to be able to create well-researched reports, for instance.

IN THE STUDY OF ENGLISH LITERATURE, KNOW "WHY, WHAT, AND HOW."

The balance of why, what, and how is necessary for the study of English literature. Why should individuals study English literature? If studying English literature doesn't have advantages, people

won't do it. What advantages does reading English literature provide its audience? Numerous literary works contain high moral and wisdom standards that may be used in many different contexts and at various eras. Any works or books that advance our knowledge, comprehension, and sense of self-determination are crucial. There is a persistent notion that every literary work will undoubtedly convey certain meanings to a particular audience. People acquire specific knowledge from certain sources, and as a result, they are able to assign values to any works that are regarded as valuable. Furthermore, anybody who reads and reacts to a literary work based on their own experiences, goals, and interpretations confers the worth on it.

Additionally, there are issues with language and power in English literature. The person with English as their first language seems to be the one who dominates the globe. Although it might be difficult to identify whether English is the first, second, or third power today, the core power still has the same appearance. This implies that learning the English language well, which might come via studying English literature, is a need for acquiring power.

However, we cannot understand an English literary work's teachings or take away its messages unless we are aware of its main themes. The subject matter of practically all English literary works is society's many elements. That is, English-speaking individuals of a certain nation, profession, background, political inclination, and period communicate different facets of their life in written English. A good reading of a literary work, according to Brumfit (2001), "is an act of interpretation, in a culture where taste and style are often highly prized and where novice learners confront an immense temptation to depend on secondary knowledge" (p. 94). In order to develop and synthesise interpretations and an appreciation for the work, literary analysis must consider how the text and context interact. Therefore, the work has additional worth due to the natural connections between the text and context. A comprehensive critical analysis that incorporates multidisciplinary knowledge from fields like sociology, psychology, and history has also been produced as a consequence of the many ways that literary works might be interpreted. The enrichment goes beyond literature as a text, in fact.

Furthermore, literature is the subject of study in English literature. According to Brumfit (2001), literature itself has several elements that should be learned, including information, attitudes, abilities, and reactions. English literary tradition, genre, western culture, regional context, and in-depth text study are all possible additions to the understanding of English literature. As well as tolerance, respect, and awareness of cultural, creative, and intellectual diversity, views toward English literature should also take these into consideration. In addition, one of the talents required for studying English literature is literary criticism, which comes from creative interpretation and critical thinking. Literature criticism first seems to be a "correction" or "positive-negative appreciation." On the other hand, literary criticism really adds to and improves the field of literature. It demonstrates how a literary work may acquire much deeper and expanded significance via the perspective and responses of others, which helps us discover wisdom in our own life.

All of them need "know-how" or techniques to comprehend. Approach, design, and process are examples of methodologies, according to Richards and Rogers (2001). Richards and Rogers' idea may have its roots in language education, but it also seems to have application to studying English literature. In terms of strategy, for instance, it would be wise to carefully consider a theory of the nature of literature and the nature of literature learning, without which it could be hard to understand the concepts of literature learning. The intrinsic character of literature is found in the principles that the literary work upholds (Brumfit, 2001). A literary work's categorization is determined by whether or not it can be read from a variety of perspectives, making it worthwhile.

The strategies, procedures, and approaches used in the investigation of English writing should be changed to fit every understudy's objectives. A brilliant spot to start might be with a cautious perusing of a scholarly work utilizing language investigation. Nonetheless, understudies should grasp the creator's set of experiences, the way of life where the work is delivered, and the creator's very own involvement in the work to interface with and investigate a scholarly work.

They also need to know what methods should be used to examine a piece of literature. The process of studying English literature also involves scheduling time and having access to resources like media or a multi-media lab. Learning poetry by reading them aloud will be far more engaging than studying a DVD in a classroom. Understanding each word's meaning in both its lexical and connotative contexts is the next stage in analysing a poem. Information on diction, word choice, rhyming schemes, and grammatical and syntactical analyses must be included. In fact, language becomes the sole tool available for analysing poetry.

The methodologies, tactics, and procedures utilised to study English literature are also impacted by the Post Modern age in which we now live. The emergence of postmodernism, feminism, and postcolonialism has led to more interdisciplinary and adaptable methods of studying English literature. The idea that "great narratives" contain the highest or most definitive truth has been disproved. Literary works have greater flexibility and autonomy thanks to the Post Modern Era (Widows, 1999, p. 87). In conclusion, methods for understanding literature have greatly increased our ability to uncover the many values and truths that are present in literary works.

Skills, techniques, and strategies are used in both the teaching and learning processes as means of acquiring knowledge. The learning and teaching process would be chaotic and nonsensical without them. Before studying poetry, prose, or plays, for instance, it is important to have a basic understanding of the genre. For instance, recognising the genre can greatly aid the reader in comprehending Nathaniel Hawthorne's *The Scarlet Letter*. There will be hints for the reader on anticipated conflicts, the intricacy of storylines, and characters.

Moving on to more contemporary technology usage and development in classrooms throughout the world, lecturers and instructors are seen to be in charge of adaptation and empowerment. It would be difficult and probably amazing to introduce just finished old yellow classic texts into

schools and carry out a comparative study of the same-named film adaptation. Another amazing experience would be to draw lines in the sand between the canon and the technologically advanced fiction. The suggestion made by LoMonico is to "sing out Whitman's "Song of Myself" before writing and reciting our own version." Acting like Shakespeare, creating a newspaper board of the news coverage from the Elizabethan era using information from the internet, and recreating or reconstructing the clothing they wore would all be more fun undertakings to work on than just reading Shakespeare's plays. Only when it is well planned and structured will changing techniques and approaches not weaken the literary works. Variation would enrich the literary study process and foster a positive learning atmosphere.

It has been determined that the new shift in language learning from single to many views is the most efficient and suitable approach to use. Likewise, there is greater latitude for interpretation and enjoyment while studying literature. Instead of being the passive actors they formerly were, students nowadays are encouraged to start their own literary study projects based on their own interests. As a result, it is intended that students will arm themselves with literary principles that apply to their everyday life.

CONCLUSION

The why-what-how balance is really necessary for learning any topic. While the "knowwhy" element conveys the significance of and context for such learning, the "know-what" aspect restricts the subject matter of the learning activity. Additionally, the "know-how" component outlines how a learning process could be carried out.

At least three factors suggest that there should be a balance between "know why," "know what," and "know how." First of all, English Literature Learning is a construct within the larger body of knowledge. Given that it is a construct, a system need to be present. In this instance, the system functions as a correlation and interaction between each component. As a result, the "know why what-how" are developed in order to construct a scientific justification via observation, dialogue, and experimentation. It is important to provide students additional opportunities to examine and discuss a literary work via short articles or essays.

Second, the syllabus should be created to aid students in learning new information since studying English literature also aims to foster the development of good values that are present in literary works in order to promote critical thinking. The discussion's contents should be organised to support the intended learning objectives.

Thirdly, methods, tactics, and procedures are developed to fit the content and materials in order to support students in their learning process and help them reach their academic objectives.

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