

Introduction of Literary Language at College Level is Fruitful to Teach/Understand the Mythology and Psychology of Literature to the Students

Paper Submission: 04/05/2020, Date of Acceptance: 28/05/2020, Date of Publication: 30/05/2020

Abstract

In literature the writer tries to communicate his vision or idea in a highly individualized medium by resorting to a particular method and, in part a unique use of language. Literature is a product of communication and the norms regulating the process of production and reception of literature are largely shared by the people participating in it i.e. writer and reader. In principle we can say that every literary text may provide an aesthetic experience to the recipient. Creative literature can be called an aesthetically organized language, a specialized mode of expression, or a particular kind of speech. Creative writers use language (words) to create a subtle and complex effect thereby cultivating the ambiguity inherent in the multiple or shaded meanings of words.

Keywords: Mythology, Psychology, Juncture, Recipient, Aesthetically, Exploited

Introduction

Every language is used to convey meaning so as English Language. So, communication skill, generally termed as language which is one of the most important characteristics of a culture. Raymond Chapman (1982) speaks :

"A language can conveniently be divided into Vocabulary or lexis and grammar or syntax. The Division is not one that can effectively be sustained for Long in using or learning the language."

The psychology behind teaching literary language is not only to help students comprehend the meaning that writer tries to express but also to enhance students thinking and language abilities, as well as language skills (LSRW). Students have to learn vocabulary, evaluate evidence individually and in group discussions, form judgments based on synthesis and analysis, and develop a coherent argument in support of a position.

Brumfit and Carter (1986) feel that a literary text is an authentic piece in which real language is used and capable of supporting a discussion and exploration of language. At this juncture, this should be noted that language literature are considered as one coin that has two sides. Some examples of the use of literary language to assist in language learning can be found in Bassnet and Grundy (1993), Carter and Long (1991), Collie and Slater (1987), Duff and Maley (1990).

Literature uses striking modes of speech differing from, and transcending the established ones. Thereby, it can be understood as a deviation from the norms of the standard language.

The literary artist uses the words just like the painter uses colours. Words do have overtones; they stir up complex reverberations in the mind that are ignored in their ordinary meaning or dictionary definitions and these subtle overtone and associations of meaning are exploited by the literary artist. As Wittgenstein says : (1984)

"In the actual use of this language, one man calls out the word as orders, the other acts according to them. But learning and teaching this language will contain this procedure : The child just 'names'



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things, that is, he pronounces the words of the language when he teacher points to the things."

The language, in which a literature is produced, controls and conditions the literary creativity; thus exist a language-literature equation.

The language found in literature includes language from all professions and aspects in life. According to Ali (1988:94) "the language of literature is not a variety of language as legal or medical language. The former is all inclusive, whereas the latter consists of any relevant vocabulary to the rest exclusion of the rest... So literary language is not essentially different from ordinary discourse; as a variety or as special type of language."

Literary language is not governed by this use of language for passing information. It has its own function that is the aesthetic function, which may or may not give information of any kind.

Literary language is results of conscious effort on the part of the writer while our everyday language in an automatic process. Literary language is organized consciously and is a special combination of words so that not word in a literary text can be replaced by any other word.

Distinctions which are separated in non literary language may be fused in a literary text. And the message of the text can be interpreted from the text only – contained. It makes sense of its own. Another feature of literary language according to Widdowson says that : (1973)

"In literature the message is text contained and Presupposes no wider context so that everything Necessary for its interpretation is to be found within the Message itself. All other uses of language on the other Hand are contextualized in a social continuity."

Literary language varies from the normal code of language whose rules it may or may not follow in accordance with the writer's aesthetic purpose.

Foregrounding is a distinguishing feature of literary language.

An example of foregrounding is found in the bar-parlour monologue in 'A Game of Chess (The Waste Land III) which is quoted by Leech.

"When Lil's husband got demobbed, I said- I didn't mince my words, I said to her myself..."

No Albert's coming back, make yourself a bit smart....

Foregrounding is not an ornamental device; it is rather functional in the interpretation of

the poem. A linguistic feature will be regarded as foregrounding only when it helps us in the interpretation of the poem.

Deviation, poetic deviation refers to the liberty the poets enjoy to mould the language according to their requirements. This, however, does not imply a random twisting of language. Deviation are rather, purposeful. Poets violate rules to fulfill certain functions. Poets may deviate from the norm in order to give an impression of novelty and refresh our perception. Poets gain compression and economy and also poetic vigour by violating certain rules.

Collocation, the term is concerned with the description of lexis. Collocations are not necessarily limited to a single sentence. Their occurrence in a text is determined by the situation. They may be frequent or occur only occasionally according to the requirement of a situation. When collocation is formed by words related to a particular activity it becomes a means of uniting the text as a whole. But as poetry is characterized by violating as well as following the rules we find the collocation of words which are opposite in the sense that they belong to a single but different activities. The concept of collocation is helpful in the study of the language of literature (*Literary Language*), specially the language of poetry.

Figurative Language, is a means of achieving specific results in poetry which are used in literature in the form of language. The main utilitarian of these figures of speech provides beauty and effectiveness in literature. Figurative language has traditionally been associated with poetry. For Example – Simile, Personification, Metaphor, Hyperbole, Metonymy, Synecdoche.

Aim of the Study

It is true that in Indian college environment teaching English has always too dreamy or complex experts have suggested that the teaching of literature should be closer to the study of language used in the text that is literary language. The aim of this study is to focus on the use of language in the teaching of literature. It is an attempt to show how best a teacher can use various features of literary devices in the classroom so that the course can be made more useful and fruitful for the literature students.

Conclusion

So to show how literary language is used in literature, the features or characteristics of literature such as deviation, collocation, figurative language. Their respective linguistic markers help the students in distinguishing between the general and specific features which in turn help in arriving at a response to a text in classroom.

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