



COMPARATIVE APPROACH IN TEACHING OF ENGLISH LITERATURE FOR CROSS CULTURAL COMMUNICATION

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ABSTRACT

The Traditional / Conventional approach to the teaching of literature in English leads the study of literature to frozen state. The traditional approaches talk about the past glories, histories and imaginative stories. In order to make the literature study more scientific and realistic, the comparative approach may help the culture cross students and research scholars.

Gerald Gilesie claims that comparative literature is a new form of literary criticism employed in all forms or trends such as structuralism, deconstruction, semiotics, and psycho- analysis and so on. Again he proclaims that "Comparative analysis" is a two way flow resulting from already established efforts at building bridges to Non- European traditions. With the above mentioned statement one may conclude that comparative literature is a newer criticism to structuralism, semiotics, deconstructive criticism, post Modernism, Neo-Marxism and reception aesthetics.

Though comparative literature has its roots in 1920's, but quite recently it has emerged as a discipline. The primary objective of comparative analysis in literature is to explore various relations in Language, Literature, Culture, Society, Politics, tradition and family relations. At present there has been a sudden emergence of enthusiasm for the comparative study among the literary scholars and literature students and it is tempered with academic vigor.

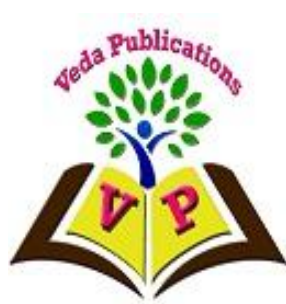
In the above context the paper aims at explicating the possibilities of using comparative method in Teaching English to the Students hailing from different cultures

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WHY COMPARATIVE LITERATURE

The distance between two nations is very small and Universe has become a global village. No man can confine to one nation, to one Language or to one culture. The world is moving fast towards the assimilation in all sense. So the need of the hour in English Literature is Goethe's eloquent plea for 'World Literature'. It seems not only appropriate but almost inevitable.

One of the important objectives of Comparative Literature is "to liberate man from ignorance and prejudices and to help them retain their freedom through realization of their capacities as human beings"[1] and also to make them aware of experience of living. The national literature may not fulfil the above thirst and taste of the literature people. So one can advocate the comparative method of English literature Teaching.

The world has become a more mechanical and a smaller place to migration, trade, commerce and scientific developments. Likewise the impact of one literature on another became a part of the creative though process. Thus we realised the immensity of the world literature.

The study of national literature is not enough to any nation howsoever rich and powerful to present the highest literary achievements of man. This is what the ancient Indian literature, Greek literature, china literature remained ignorant of literatures in the neighboring lands. The exclusiveness of the ancient began to breakdown with the intention of world literature and comparative literature taken its vital role in development of world Literature.

SALIENT FEATURES OF COMPARATIVE LITERATURE

According to Felix Vodich and Roman Jacobson (1960) Comparative literature produces texts with a literary intention, which can acceptable and readable where ever in this world.

The comparative literature texts may have the literary reception wherever in the word. The distribution of text intended for literary reception including the distribution outside the cultural zone where ever they were produced.

Thus Comparative literature helps to expand the literary horizons of the people by relating other

literature to our own. It also invokes interest in cultural relative literary value, moral basis and so on.

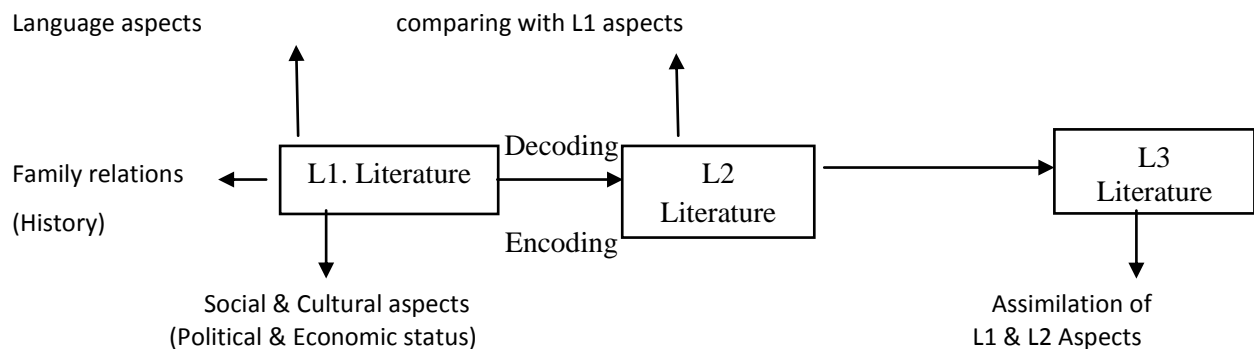
The difference between comparative literature and general literature, according to Paul van Tieghem, the general literature studies movements and fashions of literature which transcend national lines whereas comparative literature studies the interrelationships between two or more literature.

Comparative literature studies the distinct contributions of the individual nations to the world or general literature. It demands more linguistic competencies and proficiencies of the literature people and it is a newer friend to explore the interpersonal and the intrapersonal relations between different nations, languages, cultures and traditions[3].

PROCEDURE /METHODS OF COMPARATIVE LITERATURE TEACHING

So far, there is no particular teaching method which is hundred percent appropriate for the learners. Teaching of language and teaching of literature are not different they closely related as teaching of language and teaching about the language, the one proceeds another i.e. to learn literature one must have the sound knowledge of the language. The teaching of literature, therefore, should be as broad based and as comprehensive as possible.

Teaching about the language concentrates on language mechanisms such as linguistic aspects and grammatical aspects where as teaching of literature imparts / instills patriotism, inspires man to heroic deeds, liberates mind and stimulates social changes through its various genres [4]. Thus comparative literature is basically a study of literature in relation to one another. The following diagram may enlighten the view.



L1- Mother Tongue –Literature

L2- English Language and Literature

L3- World Literature

Translation is an important method of comparative literature and translation itself is a kind of comparative literature for that English language plays the role of medium of expression. It can be explained as teaching of multiple literatures with monolingual characters.

Comparative literature is an empirical study which needs scientific propositions such as linguistics, culture, society etc., to be tested in relation to correspondence, propositions intercultural and intercultural coherence proposition language style and consensus proposition as informations about the culture[5].

If you are asked to compare two literatures, you must weigh the two literatures equally. There is no word of superior or inferior to one another. Then you have to bring out the crucial differences and surprising commonalities in both the literatures. That leads to the meaningful arguments with the help of propositions such as language, culture, society, politics and so on. Finally, one can conclude the idea that how the two different literatures have redefined culture, social norms, ethics, languages, tradition etc. from the specific source material.

The readers of comparative literature should keep in mind that the important grounds for

comparison must be clear, it is non other than finding out relationship between the two or more literature.

A competent reader can arrange the similarities and differences point-by point or text by text. If the reader has more knowledge in the foreign text than native text he can opt for text-by-text comparison. He may spend more time or shows more importance to foreign text than native literature. He may use native literature as a tool to discover similarities and different [6].

In the reporting or summing up stage the learner or researcher should link the native literature aspects with foreign literary aspects i.e how the culture tradition and politics similar or different from that of our national literature or native literature.

CONCLUSION

The emphasis on literature shifted from appreciation of verbal beauty and sharpening of the power of perception to accumulation of information about literature. So we have to decide the ways and means through which our teaching of English can be reorganized and how comparative literature can be related to the whole process of teaching and learning.

Comparative approach to teaching of English literature is twofold i.e to study the elements of the native literary tradition with reference to foreign



influences and to study the various national literature to the context of reciprocal influences[7]. The student can select one literature as his ground discipline and two or more philosophical or historically based literature as significant accessories. It is an attempt to bring out the unity in diversity in literature.

A good comparative literature always concerns with the relationships, the resemblances and differences between national literatures with their convergence and divergences [8].

Thus comparative literature aims at extending literary horizons and transcending cultural boundaries. It can be further said that it is a programme sufficient to satisfy the scientific curiosity of large team of scholars in many places of the world.

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