Understanding of English Literature Through E-resources, Innovative Practices and Live Experiences

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"We are now all connected by the Internet, like neurons in a giant brain.Stephen Hawking"

Abstract:

This paper enlightens how E-Resources can be implemented in the field of literature education. Technology is a component in every sphere of life nowadays. The new generation learns better with the inclusion of entertainment into education. Literature education can also be a part of this where E- resources are utilized to the maximum for the best outcomes of learning and comprehending literature. It is convenient and practical option due to the easy availability and access to the media and technology. This refers to optimum use of Information and communication technology as well as electronic multi-media in the teaching and learning of literature. The integration of these into the teaching and learning of literature is bringing positive outcomes. Through this research paper the author tries to discuss the possible ways in which E-resources can be used and implemented into literature education today.

Keywords: cultural model, linguistic, innovative practices, literature, e-resources.

Introduction:

Before the technology came into being in the field of education people relied on printed matter and mainly the teacher to bring the drama and the literature to life. There was a wide use of printed encyclopedias, dictionaries, workbooks, journals and books on the literature matter. If all these were available and utilized to the fullest then teaching and learning took place appropriately. (Roberts and Freitas, 2003, p. 69)

However some of these printed matter turns out to be expensive and not easily accessible. In such cases the E-Resources come into being most beneficial as a large amount of information on literature of various eras are available at the disposal of the learner. It can be stored for further use, it can be converted into different forms as per the need and requirement of the teaching –learning scenario of the literature learners. There are different forms of E –Resources which is data being represented in sounds, music, images (moving and fixed), maps, graphics, texts and numbers etc. so the learner can refer to their need according to their respective learning style. (Sharma, 2009, p.3)

Learning and understanding literature through e-resources makes the process more engaging and efficient by incorporating multimedia elements such as videos, interactive discussions, and visual aids that bring literary themes and backgrounds to life. E-resources can provide in-depth analyses, author interviews, and contextual references that deepen comprehension.

For example, Sam Shepard's plays, which include autobiographical elements such as the strained relationship with his violent, alcoholic father, can be effectively explained through e-resources. These platforms can showcase documentaries, recorded interviews with Shepard, expert commentary, and dramatized scenes that illustrate how his personal experiences influence the family dynamics depicted in his works. This multimedia approach helps students visualize complex themes and makes abstract concepts more relatable and memorable. "Autobiographical elements in the play are seen in Shepard's bad relation with his violent alcoholic father which is reflected in the family relations of the characters" (1). (Moosa and Safa-Eldeen, 2016)

So, learning and understanding literature becomes more interesting and efficient.

Background: There is a greater leap in the access to the e-resources for the learning of literature. Learners can have good interactive sessions participate in quizzes and watch you tube clippings to learn the literature better, which would have otherwise been boring and difficult to understand. E-resources enhance the learning experience by offering interactive tools that keep learners engaged. For example, when studying themes like jealousy, as seen in Sam Shepard's "True West",

e-resources allow students to dive deeper into the characters' motivations and relationships through varied activities. Learners can engage in interactive sessions that facilitate discussions on the text's themes and character dynamics, participate in quizzes that test their understanding, and watch YouTube clippings or dramatic performances to visualize key scenes.

In "True West", jealousy is a significant reason for the strained relationship between the brothers, Lee and Austin. Analyzing their interactions, such as when Lee asserts his right to their mother's house, becomes clearer through video performances. Watching these scenes helps learners better grasp the underlying emotions and tension, making the themes of rivalry and jealousy more tangible. (Yakubu, 2015, p.584)

This multimedia approach brings the characters' complex relationships to life, making the literature more accessible and interesting than traditional text-based methods alone.

"Jealousy is one of the serious reasons behind the bad relation between the two brothers. In the following conversation, Lee declares that he has a right in his mother's house just as Austin"(2): (Moosa and Safa-Eldeen, 2016)

Learners can be in constant touch with the literature of their interests. They can share their learning materials through power-points. If the teachers are delivering a lecture they can also make their lesson interesting by including visual aids like gifs, moving pictures, or power-point presentations. Therefore, making the lessons more effective. (Yakubu, 2015, p.584)

Where learners could refer to the visual and graphic aids even after the lecture is over, for better understanding and better comprehending. Literature is a subject that needs to be understood with images, so E-Resources make it possible. E-resources make studying literature more engaging and dynamic, especially when exploring themes such as the role of society in Arthur Miller's plays. With the help of digital tools, character sketches can be more easily developed through multimedia content, such as video clips of performances, interviews, and expert analyses, which provide deeper insights into characters' motivations and interactions. This helps students visualize and understand characters more vividly, leading to more comprehensive and nuanced character sketches.

Additionally, e-resources facilitate the learning of new vocabulary through integrated tools such as glossaries, interactive language exercises, and contextual examples from the plays. These resources make it easier for learners to expand their vocabulary as they study, enriching their understanding and appreciation of Miller's language and style. (Vijayakumari, 2011, p.08)

The settings and social contexts that play crucial roles in Miller's works, like *Death of a Salesman* or "The Crucible", can also be better understood through e-resources. Virtual tours, historical documentaries, and infographics about the societal pressures and historical periods depicted in the plays help learners see how society shapes the characters and themes. This multimedia approach makes literature come alive, transforming it from a static text into an interactive, immersive learning experience that highlights the deep interplay between characters and their social environment. Character sketches can be easily formed, new vocabulary can be included, and the settings could be understood better. Literature becomes a lively subject due to the E-Resources. (Noori, 2010)

Significance: This is the age of the three w's "wireless, web, and windows, everything that we think of are available within this. E-resources contribute a large portion in the learning of literature as all required matter is available to the learners at their convenient time, without any constraints. E-resources play a significant role in learning literature as they offer accessibility and flexibility, allowing students to engage with content at their convenience. This is particularly useful when exploring complex concepts like the importance of intention in drama, where understanding a character's motivation and purpose is crucial.

With e-resources, learners can access a wide range of materials such as expert analyses, recorded theatrical performances, and character studies that break down how intention drives a drama's plot and character development. For example, video clips of renowned plays, interactive workshops, and annotated scripts available online help students see how actors convey intentions through dialogue, gestures, and expressions. This dynamic approach enables learners to observe how characters' intentions impact the narrative and audience perception, deepening their comprehension of dramatic literature. (Griffiths, 2005)

E-resources ensure that students can learn at their own pace, reviewing scenes or analyses multiple times to fully understand the subtleties of intention and how it shapes dramatic action. This convenience and breadth of material make studying literature more engaging, manageable, and effective. (Noori, 2010)

With the help of E-Resources the literature teachers also could keep themselves updated with the latest available materials to help learning. Nowadays everyone is familiar with the computers, and smart phones. Everyone owns one too. So it is very easy to access anytime learning with the help of E-resources. Literature being a vast subject but the presence of E- Resources makes it easy to comprehend. (Riordan and Traxler, 2005)

Objectives:

- To explore the available E-Resources to learn and understand literature.
- To study the convenient ways in which E-Resources can be utilized to study literature.
- To examine how E-Resources can bring progress in the field of literature.

Research Question: What are the ways in which E-Resources bring about learning in Literature?

N.O	Objective	Method; Tools and techniques.
1.	To explore the available E-Resources to learn and understand literature.	Random sampling.Literature ReviewSurvey method
2.	To study the convenient ways ain which E-Resources can be utilized to study literature.	Information is taken from the opinions of the participants who share their views on the matter.
3.	To examine how E-Resources can bring progress in the field of literature.	Semi- structured Interviews,Interviews through Questionnaire

Table 1. Methodology.

Data Collection process: Data is collected through the survey from magazines, internet and personal interviews, sharing of the information from one to another. Note-taking was done and grouping was later completed to form common basis.

Data Analysis process: The raw data was taken and converted into groups based on common points. Average and mean was used to take into count as to under which sub -heading the information needs to be presented. The correlation was done other matter to form suitable groups related to the common sub-heading.

Presentation: Teaching could be made more creative through e-resources as it helps to include light-hearted playful approach making the students enact the monologues in literature texts and play the roles of characters in the play. They can be assisted in the dress also so that they get a clear picture of the subject matter. E-resources enhances the creativity and performances of the literature matter. (Noori, 2010)

Through E-resources the developing minds of the learners could be excited and literature can be presented with interest capturing all the senses and forming images in the minds of the learners of literature. Learners explore more possibilities and options in understanding the literature. This gives rise to the new ideas of teaching and learning literature.

E-resources like tools for the audio visual and graphics develops the imagination of the learners through film-strips and mind-maps. Literature texts can be put together in the form of mind-maps and info-graphic pictures which give the learners a clear understanding of literature. (Heterick, 2002, p.10)

E-resources help to connect literature learners to the concepts, It enhances a development in listening skills through audios available. Learners of literature feel involved or included when they feel the actions through the audio-visual and graphical aids, which are made widely available on CDs, Youtube channels and other such e-resources. (Noori, 2010)

E-resources shift learning to outside the limitations of the classroom where the students can tap through their own thoughts and voice their opinions, they can make comparisons with the present-day situations which gives literature learners a deeper understanding of the context of the texts.

E-resources help to develop the relationships in interpersonal as well as intrapersonal with individuals where their personality is developed by the study of literature. This gives stimulus to the learners' mind where the learner of literature becomes sophisticated and mature in nature of their personality. (Markett and Tangney, 2006, p.280)

E-resources give a plethora of multi-media where there is a combination of media to enable effective learning. This is a blessing to literature learners as they can comprehend literature matter in their respective learning styles in their comfort zone. (Heterick, 2002, p.10)

It enables the activity of think- pair and share. Learners can use literary texts and grasp more knowledge through multi-media, and then they can think about it, meet with the group of other learners of the same interests, discuss or share their ideas about common topics.

It also gives scope of integrating literature into a syllabus to teach a foreign language. In these e-resources make it easier to understand and develop language capacities like summarizing, precise writing, parts and figures of speech, direct and indirect speech and passive and active voice. (Noori, 2010)

With the help of e-resources these parts of literature studies could be easily accomplished.

Conclusions and recommendations: E-resources have a huge impact on students learning as well as their grasping of the literature matter. It alters the way in which the literature learners acquire and develop their skills of comprehension.

If all the e-resources are made easily available and accessible to learners with the suitable equipment and the guidance of the subject then it can be realized to its fullest potential.

E-resources help tutors develop their teaching skills to bring out better understanding in learning of literature contexts.

With the intention of bringing progress and a positive change in the present education situation, e-learning and e-teaching, utilizing the e-resources must be brought into full force.

More focus should be given to make literary matter available on CDs, Youtube and multi-media.

E-resources make everything about the learning of literature very comprehensive.

A positive point is that it doesn't require storage space.
Literature Tutors and teachers need to update themselves with all the available e-resources in order to offer their literature students a better education.

E-resources are capable of making our teaching pleasurable and eliminating pressure on the part of the learners as well as the teachers which was the main purpose of the plays and dramas.

E-resources develop a positive attitude among literature learners which was the original intention of the plays.

E-resources could be used way beyond traditional methods and could be made available anytime, anyplace, anywhere in the form as per the requirement and desire of the respective literature learner. It can be said it's the need of the hour nowadays as everything is becoming digitalized It provides faster and reliable literature education.

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