

Issues and Challenges in Modern English Literature

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ABSTRACT

The purpose of the study is to figure out some common challenges in Modern English Literature. According to the findings of the study, the participants have trouble deciding on a topic for their research, searching for relevant materials, recognising the significance of the paper, choosing an appropriate theoretical background, selecting and summarising related studies, employing the appropriate style of citation, selecting the appropriate statistical tool for data analysis, employing appropriate formulas for calculating the collected data, interpreting data in a clear and concise manner, and comparing the findings. The author has examined recent developments in the field of English Literature as well as issues that it faces. In the beginning, a discussion on what literature is, its different ages, and the types of literature that were published during those distinct eras is had. The genres of micro fiction and flash fiction, six word novels, twitter fiction, and graphic novels are only some of the recent literary trends that have developed. On the one hand, it made writing easier for individuals, but on the other hand, it severely damaged the language; grammar has lost its importance, and research has become a thing of the past. Since the invention of the Internet, this problem has been around, because everything is now available online, and nobody wants to take the time to read large novels when there are shorter versions of such works available online.

Keywords: English majors, student-researchers, challenges, research writing, recommendations.

INTRODUCTION

Certainly, there is no doubt that students should have sufficient command of English to ensure they can keep up with the pace and workload of the English literature program. After all, the study of English literature is an extremely rigorous academic field. The disagreement arises when a decision needs to be made regarding the question of what the required levels of English proficiency for students should be in order for them to be qualified to study English literature. In her study of English as a Foreign Language (EFL) high school students, Kapinga found that the students were very anxious about the prospect of studying English literature, which they viewed as being "too difficult to comprehend and... understand independently without the assistance of their teachers." Kapinga described her students' feelings in the study as follows: The study of English literature, according to Kapinga, ought to be pre-conditioned by "the mastery of the English language itself." [Citation needed] These perspectives are so similar that they even go as far as to say that students who have already achieved a high level of proficiency in English should not be allowed to study English literature. In spite of this, when one takes into account the widespread appeal of English literature across the globe for a variety of reasons, and notably in situations pertaining to EFL, it is highly unlikely that opinions as radical as these will ever be accepted and utilised. On the other hand, there is a prevalent viewpoint that agrees with Mwape's (1984) statement that English literature ought to be "available to all students in school" due to the fact that it "is not necessarily dependant upon student's skill in English." The expert makes the observation that "the weak L2 student probably needs literature more than the more proficient L2 learner," and that the dispute regarding linguistic barriers can be easily resolved by simply ensuring that English literature curricula "avoid prescription of books beyond the average student's ability." One school of thought maintains that English literature is an extraordinarily rich resource that can accommodate readers at any stage of linguistic development, be they novices, intermediates, or experts.

The discussion of whether or not English literary works should be included in EFL curricula has been going on for a very long time among academics working in the field of education and learning. The teachers of English as a foreign language (EFL) believe that the benefits of incorporating literary texts into EFL classes outweigh the drawbacks of doing so, and that the authentic content of English textbooks would assist second language learners in improving their overall perception of,

and practise with, the skills targeted by the language. These books may also assist students of English as a Foreign Language in developing their grammatical awareness and overall competency. An investigation into the effects of introducing college students to English literature by means of an intense training programme that makes use of an English novel as an authentic language reference was carried out and published not too long ago by Alshammari and Elsayed (2019). The participants in the study were given a language performance test both before and after reading any English literature in order to investigate the potential impact of that genre on participants' overall linguistic growth. It was discovered that there were certain difficulties that EFL learners faced at the beginning stage of the experience; nonetheless, the overall language abilities of all participants increased, with a particular rise in their metalinguistic awareness.

The results of this study have shed light on the primary challenges that students of English as a foreign language (EFL) face when studying English literature, as perceived by their instructors. It was discovered that there was a set of difficulties, the majority of which were attributable to the learners themselves. The researchers, on the other hand, are of the opinion that in order to overcome these significant problems, responsibility should be distributed evenly among the students, the teachers, and the people who create the curriculum. The most important thing is for the Saudi school system to begin incorporating literary books into the English curriculum at an early stage. At the more advanced levels of English as a Foreign Language (EFL) undergraduate programmes, the curriculum should include well-designed and sequenced literature texts and activities. These should take into account the level of difficulty of the texts that were chosen as well as the current abilities and proficiency levels of the students. There are many enticing illustrations of literary content that have been portrayed in the media and are appropriate for students to study. These examples have the potential to change learners' perspectives on literature, encourage them to study English literature, and boost their level of skill in the language. As a result, reading works of this kind has the potential to increase both the general performance of learners and their appreciation of English literature. These examples include, but are not limited to, the Merchant of Venice by William Shakespeare, Death of a Salesman by Arthur Miller, the King of Flies by William Golding, Animal Farm by George Orwell, and Jof History by Hammad Alshammari, which is a well-known documentary in Hammad Alshammari's home country that combines prose and poetry (English version). These works of literature have been adapted into entertaining films, which can be shown to students of English as a foreign language in conjunction with the written materials.

Now, a new form of fiction known as "Twitter Fiction" is growing alongside its older sibling, "flash fiction." It only takes a few lines of text, followed by a tweet, for something to be considered twitter fiction. It shares certain characteristics with micro fiction, such as being brief and accessible to various interpretations. This has become a revolution as well as a blogging tool and a user-based website comparable to Tumblr and Reddit. In today's world, people can get away with writing a few copied lines from here and there without any grammatical or research errors, and it will still be considered literature. Because there are less barriers to entry into the publishing industry these days, anyone may become a writer with relative ease. This is especially true in the realm of literature.

Where we talk about the modern era, we are referring to a time when everything is available online in a short amount of time and in a condensed manner. Everyone's patience has significantly decreased as a result of the Internet, particularly among the younger generation. They want to read, but they have a short attention span that prevents them from reading lengthy sentences, paragraphs that never stop, and descriptions that are particularly thorough. For example, Thomas Hardy, who would fill several pages with comprehensive descriptions of landscapes in order to depict the location, is not particularly well-liked by people of the current generation.

The field of education that focuses on the instruction of English to students of Asian origin is one that is experiencing rapid expansion. There has been a lot of talk about how important it is for Asian students to receive English instruction, particularly with regard to the accomplishment of goals that have been established by organisations and licenced credentials, and this topic is frequently linked to the learning outcomes of the students. In developing nations such as China and India, nationally recognised organisations have difficulty implementing uniform, open, and reliable accrediting processes. This has been a challenge for English instruction for kids who are particularly bright. Finding ways to facilitate the admittance of students from other countries and their migration would be beneficial for achieving international recognition. Therefore, those who teach English and those who study the language should broaden their perspectives and alter the way they teach English. Students who major in technology and have a solid education in the professional use of English in schools have the potential to become specialists in technology.

ISSUES AND CHALLENGES IN MODERN ENGLISH LITERATURE

The EFL programs at public universities are supported with up-to-date materials and resources at the highest levels, however, it is believed that the current instruction and materials are still below expectations and need to be improved, especially offering authentic-based curricula. It is claimed that elevating EFL students' motivation levels and improving

their attitudes towards the acquisition of necessary English skills can be accomplished by giving them daily practise opportunities with literature-related assignments.

Because the world is still in the process of adjusting to the "new normal" that the unique COVID-19 virus has ushered in, having the (aforementioned) soft skills, such as digital literacy, creativity, and innovation, is becoming even more important for young people to maintain their relevance. Students in Nigeria are going to have to work hard to obtain those talents if they want to be competitive in the job market of today. Therefore, simply teaching kids English literature is not enough to prepare them for the real world. It is vital for there to be a high level of effectiveness in the teaching and learning process in order for pupils to be able to gain the necessary abilities. However, the high failure rate is an indication that they are not learning enough, and as a result, they may not acquire the abilities that Literature in English is designed to provide for them.

It is not enough to simply read a piece of literature and be able to recount the plot when taking Literature in English as a subject in school; the subject covers much more than that. It is not enough to just be familiar with the subject matter covered in the book. In order to achieve a more profound level of comprehension, students of literature need to have the ability to read the material, have an appreciation for it, and participate in meaningful conversation about it. It's possible that a certain piece of writing needs to be read over and over again before it can be comprehended. Students may pick up more insights on the material if they read it multiple times. These kinds of realisations could make it necessary to inquire further, provide further clarifications, or engage in further interaction with the materials, other students, or the instructor. Therefore, in order for students to acquire the necessary knowledge, reading the assigned texts is not a recommendation but rather a requirement for all Literature in English classes.

Literature-in-

The English language is essentially an exercise in the manipulation of language in a variety of settings. The language model places an emphasis on the necessity of engaging pupils in a variety of language tasks, such as summarising the plot, discussing the primary themes and characters, and attempting to develop individual creative works that follow the patterns of a certain text. Research has indicated that being exposed to different types of literature can help one become more fluent in a language. As students investigate characters, storylines, settings, and themes, a great number of questions and insights may arise. These questions and insights have the potential to serve as the foundation for classroom discussions, literary appreciation, language learning, and vocabulary growth. Students are given the opportunity to participate in several facets of language usage and practise as a result of these, including listening, speaking, reading, writing, discourse, and the development of analytical abilities.

Later, a new trend emerged, which is the use of the vernacular language in English Literature. Authors such as Mulk Raj Anand, who used it in his novels "Untouchables" and "Gauri," Bapsi Sidhwa, who used it in his novel "Ice Candy Man," and Chinua Achebe, who used it in his novel "Things Fall Apart," have combined many regional languages, such as Punjabi, Hindi, Parsi, It is only feasible to experience a sense of belonging in one's original tongue because that is the only setting in which one is free to discuss the many ways in which he or she was treated by colonisers in one's own country, which was the driving force behind the formation of this trend. These preconceived notions also contributed to the development of another genre of writing known as Dalit Literature. People tend to refer to Dalits using a variety of derogatory terms, such as untouchables or harijans, and they are frequently treated as though they are impure. Untouchables by Mulk Raj Anand, Joothan by Omprakash Valmiki, and The Prisons We Broke by Baby Kamble are the three works of fiction that do this body of work justice. We haven't gone over all the literary movements that have had an impact, such as realism, regionalism, science fiction, Kitchen Sink Drama, Comedy of Menace, and Theatre of Absurd, but there are many that haven't been mentioned that have influenced literature but we can't draw a line between them to separate texts because authors used more than one writing style.

The findings indicate that the participants have some difficulties, such as selecting a research topic, searching for materials, recognising the significance of the paper, selecting appropriate theoretical background, choosing and summarising related studies, using correct style of citation, deciding on the appropriate statistical tool for data analysis, using appropriate formulas for calculating the collected data, interpreting data in a clear and succinct manner, and comparing the firms in the study. Based on the findings shown above, the following advice are offered to help students discover solutions to the problems they face.

Learner-centeredness was intended to be a primary focus of the language model. Learners have a propensity to place a significant amount of importance, while working through the material, on the pattern of language usage and the meaning through which they interpret English. This model gives the instructor the option of concentrating on general grammar and vocabulary (for instance, as presented in the course books) or moving on to stylistic analysis, in which the students would

be able to elucidate the subject matter using their knowledge of the linguistic characteristics of the subject matter. The students' reading and learning abilities will improve as a direct result of this. The personal growth model is a process-based instructional approach that emphasises the importance of the learner. Learners have the opportunity to portray their own perspectives, ideas, and experiences using this paradigm. It makes an effort to give the material as well as reader interactions in order to construct the language, which helps to ensure that it is memorable. Encouragement is given to students to "make the text their own." This methodology identifies the strengths of literature that can motivate students to put their newfound knowledge into practise in the classroom.

Students may be able to develop an appreciation for literature through the application of the personal growth model, which emphasises the subject's applicability to real-world situations rather than the study of purely theoretical concepts. Students are expected to engage in personal responses to the texts they are reading by drawing parallels between the realities or fictional worlds depicted in the text and either their own individual experiences or the social milieu in which they find themselves. At their core, all literary works, notwithstanding the genre they belong to, are about life events as seen by the authors living in different eras and locations at various points in time. As a consequence of this, reading works of literature can assist students in developing a deeper comprehension of the human condition by exposing them to a variety of themes that illustrate fundamental truths about people and the world in which they live. Students might, for instance, come across fictitious people and events, as well as a variety of responses and solutions to the many difficulties and obstacles that they will face throughout their lives. In this way, they could be better prepared to deal with the difficulties of life by reading literature. Students may develop a deeper appreciation for literature to the extent that they recognise the ways in which it relates to the world in which they live.

Classes focusing on the creation and assessment of educational resources should play a significant role in the curriculum of teacher preparation programmes. It is important in the teaching of language as well as other subject areas because it would enable student teachers as well as practising teachers to function effectively in their roles of providing and recommending useful and relevant resources for teaching literature and other subjects. This is why it is important: student teachers and practising teachers would be able to function effectively in their roles. When teachers are asked to help review and select resources for instruction, they should be given the authority to do so in order to find solutions to difficulties with the development of resource materials and the acquisition of these resources.

In addition to receiving fundamental instruction, students need to be instructed in the usage of foreign languages for the purpose of implementing those languages in professional skills, teaching, and other applications. This could be accomplished by instructing students in a setting that simulates real-world situations, such as by inviting them to participate in poetry reading competitions or organise plays in order to hone their linguistic abilities. Students would acquire specialised understanding of the English language as a result of this. It is feasible for students of technology to follow this hands-on training for their career and understand professional information as well if they are requested to go work in the industry in which they will eventually be employed. In addition, they would be familiar with the working environment, the methods of problem resolution, the contacts with senior students and elder pupils, as well as the work done in teams. The combination of professional knowledge with English instruction is gaining more relevance in the education of Asian students, which is valued by various businesses.

Strategies for teaching literature There are a great number of different strategies for teaching literature, and they should all feature at least one of the following three qualities, which are seen to be essential when instructing students of a second language: that higher-order thinking, which includes critical thinking strategies, be fostered by integrating language learning; that students have access to activities that foster problem-solving and critical thinking in non-threatening, cooperative settings; and that learning activities be mediated or scaffolded in order to build background and promote learning.

CONCLUSION

English literature course designers need to provide learning materials suitable for as low as elementary levels of proficiency. Literature written in English is incredibly useful in this regard because it offers ready-made materials, either the originals or adaptations, that can be tailored to any level of language skill. There are a lot of publications out there that have extremely straightforward tales and plots, basic grammar, and straightforward vocabulary. The most obvious examples include children's novels, short stories, picture books, fables, and fairy tales that are straightforward in their essence. If they were incorporated into the curriculum, it might make for an engaging learning experience as well as a potential source of inspiration for both the students and the instructors. The unfortunate experience of English teachers in Turkey in regards to the teaching of English literature should be condensed into the service of recognising that unless our students first get a good command of the English language, they will never be able to come to terms with such great authorities as William

Shakespeare, Scott Fitzgerald, Oscar Wilde, William Blake, or Charles Dickens. This is something that should be acknowledged.

The qualities of language development and the characteristics of a learning disability can be quite similar, making it difficult for practitioners to differentiate between the two. The fact that linguistic errors brought on by natural language development in ESL students can often be confused with linguistic errors brought on by learning difficulties might lead to the inappropriate placement of ESL students in special education programmes. To be more specific, faults in pronunciation, grammar, and semantics that can be attributed to normal growth of a second language can have characteristics that are similar to those that can be attributed to a learning deficit in monolingual speakers of English. They may have difficulties with the omission, substitution, and addition of word sounds, as well as difficulties with word order, negation, and figurative language. Additionally, researchers noted many similarities in the language production characteristics of normally functioning ESL learners and monolingual speakers of English who had learning disabilities. Therefore, students studying English as a second language cannot be evaluated for learning difficulties using the same criteria as their classmates who are only learning one language. In order to successfully assess English as a Second Language (ESL) pupils for learning issues, one needs to have a strong understanding of the processes of language development as well as how second languages are acquired and how they are affected by a student's local culture and language.

More recent studies are more concerned with promoting learner participation in order to make any learning process more effective, in terms of accountability to taxpayers as well as to individual learners themselves. In other words, the earlier focus of this tradition was concerned with a democratic process of deciding the "what" of a particular course of adult learning and maximising the resources of knowledge and experience available to the group. This practical perspective is also supported by Tusting and Barton (2003), whose survey of models and theories of adult learning concludes with seven key ideas about how adults learn: that adults have their own motivations for learning, based on their existing knowledge and experience; that adults have a drive towards self-direction and autonomy; that adults can learn about their own learning processes; that all real life activities contribute to adult learning; that adults have a drive towards self-directedness and autonomy.

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