

The Research Dialogue

An Online Quarterly Multi-Disciplinary
Peer-Reviewed / Refereed Research Journal

ISSN: 2583-438X

Volume-1, Issue-4, January 2023

www.theresearchdialogue.com



Role of Digital Pedagogy in Teaching English Literature

Dr. Anju Karaktan

Assistant Professor,
Department of English
Dayanand Girls Post Graduate College,
Kanpur
Email: anjukaraktan@gmail.com

Dr. Akash Verma

Assistant Professor,
Department of B.Ed.
V.S.S.D. College, Kanpur
Email: akash.verma19986@gmail.com

Abstract :

The literary scholars of present generation do not blindly adopt technology, nor do they reject Shakespeare, but rather consistently seeks out 'authenticity in everything', beginning with curriculum. In a traditional class students might be given assignments and they might complete their reading perhaps not; the major themes might be discussed and perhaps write an essay at the end of the chapter. But if a student never goes through the past the first few pages, the rest of that chapter is lost. Teachers try to engage learners through merging old and new methods in vernal ways, through project and problem-based learning, or any other approaches. They do not simply engage learners but rather immerse learners in intellectually rigorous and interesting media-centered environments where relevancy is immediately visible, transfer is persistent, and students move away from traditional roles of passive receiver to adopt new perspectives as active and self-monitoring, self-serving users of varied information on a global scale. Reading and thinking in the 21st century is different than in centuries past which is endlessly linked in an increasingly visible web of physical and digital media forms.

This paper will explore how literature can be taught digitally. In particular, Herman Melville's novels will be focused. It will also evaluate the traditional methods of teaching as well as multimedia teaching and will suggest other useful teaching methods that can be attempted in imparting knowledge to the students.

Key words: Digital pedagogy, literature, technology, curriculum

Introduction

People live in the age of the growing technologies, where they would like to do everything with the help of their smart phones, including reading, writing and teaching and internet made it possible. As compare to other subjects, teaching literature to students is a big challenge as literature is a theory subject and teaching English literature itself is a big challenge especially for those students who are from rural background Because English is not our native language. The teachers and learners of English in India face many problems in understanding and developing English language. English is spoken all over the world. The study of English language is very significant and its necessity is felt meticulously in the global contexts as it is a medium of exchanging information. It has now become the link language.

Along with the study of English language, the study of English literature is also significant as the English literature has a wide readership. Hence, the study of literature widens the literary comprehension of readers. Indian students are to be inspired to consider the study of English literature as important as the study of English language. It is valuable even in language learning. Teachers seeks various methods for the students that how they can understand literature and language. Digital media help students to learn more and gain more knowledge and teachers can teach easily each and every student through digital media. Most of people start to use e- literature, a new genre of literature that is oriented specifically for digital devices. People find it much easier to locate the stuff that they want to read or simply publish their works. Most scholars start to publish their works fully online nowadays.

The purpose of e-lit is to serve the digital devices and provide an easy access to users to make all kinds of different operations with the text. Those types of texts are not easily to print or can't be printed at all, because they have specific elements, such as sound effects, that cannot be simply transferred to the printed edition.

Role of Digital Literature

Digital literature offers new opportunities and challenges to readers and writers. It creates new alternatives for many fundamental literary concepts, including the structure of narrative and the roles of the writer and the reader in the creation and interpretation of a narrative. It challenges the conventions that underpin literary analysis and literary theory. Traditional methods used to depict texts based on their structure, point-of-view; form, style and genre do not necessarily apply to texts experienced in a digital medium. It is difficult to determine how to understand the diverse and expanding body of e-literatures as digital literature is largely experimental. The analytical methods used for print text do not

necessarily apply; similar methodology for the interpretation of digital literature has yet to be developed. While controversy persists about whether digital literature will ever gain acceptance by a main-stream audience, there is already ample evidence that some form of digital literatures - including group role playing games and interactive fiction – are already embraced by a large, school-aged audience students.

Leu, Kinzer, Coiro, Cammack suggests that “the inundation of electronic media is changing the way students read – their talent is electracy instead of literacy – which suggests that the activity of reading and writing are shifted when the medium is electronic rather than print”. Whether these and other digital literatures will ever come within the domain of the school curriculum remains to be seen. However, if students’ interest and participation in digital texts continues to grow, and English classes continue to teach primarily print-based texts, then English literature classrooms run the risk of losing a relevant place in the students’ lives or, in the words of Miall, the discipline “risks marginalization as obscurantist.” If digital literature does not have a place in education, then educators lose out on an opportunity to ground learning in the real-life experiences of their students.

How, then, does digital media change the way readers and writers understand and create narrative? The change requires a fundamental departure from traditional ways of thinking about reading and writing; even of the way we define the concepts of text and narrative. Unsworth remarked “Electronic media are not simply changing the way we tell stories: they are changing the very nature of story, of what we understand or do not understand to be narratives”.

Digital pedagogy in Teaching Literature

Most of the universities prescribe the British, the American and the commonwealth literature. Indian students can understand the Indian literature easily because the allusions are used in Indian literature is familiar to them but they find difficulties in understanding the whole body of the British or the American or any other literature. These literatures contain various social, political and religious references. If any student wants to understand these sorts of literature, he/she must know its context and background. Students have to comprehend the lexical items in the text that carry the thematic or context meaning in the piece of literature. If they do not know the context, there is possibility of ennui while studying literature. It is therefore the duty of the teachers of literature to make the study of English literature interesting and also sustain students’ motive to seek an appropriate pleasure and knowledge which is usually found in studying literature. Consequently, it is indispensable to find out some creative techniques to teach English literature to the students and teaching literature through digital tools will serve the purpose.

In Herman Melville's novels such as *Moby-Dick*, *Billy-Budd*, *a Sailor*, *Typee* etc, several allusions including the historical, biblical, and mythical, Melville employs both frequently and effectively. For example, *Moby Dick* is closely related to the Bible and Christianity. We come across with first allusion in the very first lines of this novel. "Call me Ishmael." Ishmael was a son of Abraham and Hagar, who used to be his servant. He is denied in Isaac's favour, who is a son of Abraham and his wife Sarah. An angel predicts to Hagar "his hand shall be against every man, and every man's hand against him." (Genesis, p.12). From then onward, "Ishmael" became generally used for a castaway, who is relevant as he is immature when whaling starts and is viewed as a pariah to the rest of the sailors on the *Pequod*.

One more biblical allusion is Captain Ahab and the diviner Elijah. Elijah advises Ishmael and Queequeg of Ahab. Ishmael told that Queequeg and he boarded the *Pequod* because they had just "signed the articles" (*Moby-Dick*, p.98) and Elijah responded "Anything down there about your souls" *Moby-Dick* p.98. This Elijah and Ahab's disagreement is rooted back to the bible. I Kings depict hostility between King Ahab and his wife Jezebel. Elijah declares Ahab that "in the place where dogs licked the blood of Naboth shall dogs lick they blood, even thine," (I Kings 21:19), and "the dogs shall eat Jezebel by the wall of Jezreel" (I Kings 21:23). Such allusion forecasts the *Pequod*'s annihilation. As the names of the characters in *Moby Dick* are practically similar to the names in the Bible, their outcome is the same.

Though at several times throughout the novel Billy is linked to Adam and Claggart is linked to the Serpent, one should resist depending too heavily on oversimplifying the linkages. As all such comparison's function, Melville employs the metaphors to evoke associations, but not to offer easy plug-in replacements. Billy is not Adam returned; Claggart is not Satan incarnate. Especially with the latter, one of the primary complications of the text is figuring out how to resolve the existence of men like Billy and Claggart in a world which seems unaccommodating. Though the text names the prophet Elisha, the reference actually recalls his predecessor, Elijah. In 2 Kings (1-12), Elisha inherits the mantle of Elijah when the latter ascends into heaven on "a chariot of fire" pulled by "horses of fire." Melville uses the biblical allusion as a vivid metaphor for the dawning of Billy's execution day.

In the Greek tradition, Agamemnon was the commander of the Achaean forces during the war at Troy. Upon his return from Troy, he was killed by his wife's (Clytemnestra) lover, Aegisthus. Eventually, he was revenged by his son, Orestes. Melville also refers to the ship *Agamemnon*, one of Nelson's early commands. Beginning with his ascendance to captaincy of it in 1793, Nelson

began seven years of nearly continual warfare at sea. It was during this time that he was wounded at Calvi, on the Corsican coast, and lost the sight of his right eye. For the Old Dansker to have served aboard this ship -- to have been injured like Nelson himself -- is indeed a high honor

Theseus, the son of Aegeus and Aethra, was a great king of early Athens. He is also credited -- with Ariadne's help -- with defeating the Minotaur of Crete. The ship to which Melville refers is H.M.S. Theseus, the seventy-four commanded by Nelson in 1797 when he lost his arm. The ship also saw action at the Battle of the Nile the following year. In Typee, Melville evokes myths of Eden and the Golden Age to present a critique of civilization

Students can understand these allusions only when they know about them. In this context digital tools such as movies, videos and any other digital tool related to bible, history and religion will prove helpful. Through these digital media students are able to remember the facts and their learning will be long- lasting.

Literature has a rich historical background. To make the students familiar with the historical background, online movies related to history and geography should be shown to the students as literature has so many allusions from history. Historical background is an important part of literature. Until students do not know about the history they cannot understand the text of literature. They are not able to grasp the gist of literature. Indian students have no easy access to the inward meanings of the British, the American, the Commonwealth, and other English literatures because these literatures have totally different cultures in every aspect. There are so many history movies and interviews are available on internet. Many films and dramas are produced on many novels and stories. These films or dramas can be showed to students after or before teaching the novel or drama. It is very appealing to invite students to compare the film with the text. This helps them to use their comparative skills of language. It is an effective way to inculcate among the learners very useful skills and strategies to acquire the language in context.

It is easy to arrange the enactment of the drama. It is also possible to organize the small role play sessions. It helps to increase students' abilities to learn literature as well as it helps them to improve their speech.: It is easy to ask students to find out human values in the novels, stories, and dramas. It affirms the value and significance of digital literature. Students note the universal values in literature

Through digital tools it is possible to teach distant students who are not able to go schools and colleges regularly. With the help of PPTs, DVDs and any other tools students can learn things.

The teaching of literature is to be made not only examination-oriented but also life-oriented. Whatever students learn through literature they can exercise it in their behavior. If the teachers give more time for the all-round understanding of the text, it is unfeasible to cover the syllabus. Hence, the teachers have to prefer the examination-oriented teaching. Worksheets related to the topic can be shown digitally. It helps in understanding the whole text easily. Different sorts of worksheets can be shown to the students for example, introductory worksheet, vocabulary-based worksheets, analytical worksheets, interpreting worksheets and concluding worksheets. Worksheets can be both in objective and subjective forms. It can also be in one line answer form and for the purpose of examination it can further divide in for one mark, two marks, ten marks and twenty marks questions. Teacher can connect students through What's app, hike, twitter, facebook, instagram and other social sites. And worksheets can be sent to these devices. The interest of students towards education develops automatically and students start enjoying study. And while chatting actually they will be discussing their topics.

In the introductory worksheets teacher has to prepare this worksheet in the sense that readers must aware of the whole text that to which genre the text belongs. These types of worksheets will cover the introduction of the author and text. Analytical worksheets would be comparing and contrasting types where student has to compare the setting, characters, problem, events, and finally resolution with the other text. For example, the setting of *Moby-Dick* and *Billy-Budd* can be compared as *Moby-Dick* is set in mid-nineteenth century America while *Billy-Budd* takes place aboard the H.M.S Bellipotent, a ship of the British navy, during the year 1797. Questions related to tone, person themes and motifs can be posed. It can also be in the form of Venn diagrams. In interpreting worksheets different types of pictures can be shown to the students and they have to interpret them in their own words. In concluding worksheets students have to complete the incomplete stories of a text with their own imagination.

For the development of students' knowledge online lectures of experts can be organized. Teachers can record their classroom lectures for future context. Time can be saved through digital devices. Online library must be available so that time and money can be saved. Learning through digital media is significant. Nowadays because of the availability of e-notes papers are also being saved. The digital literature is richer in terms of its content and it provides additional information. Digital literature has great potential. It would soon replace the original printed literature into electronic texts.

Conclusion

Digital literature has a lot of aspects that are common, but E-Lit is whole new formats that can help you to broaden the horizons of knowledge. Hence, it is essential to teach literature with the help of digital media. Through digital media it is possible to involve all the students in the learning activities. It gives them an opportunity for interdisciplinary study also. It will help them to undertake research in other disciplines or it will encourage them for comparative study. Digital media help students to enrich and sustain their efforts of learning literature. Digital media connect students of literature not only of India but of the foreign countries also. They will be able to be more and more global because they will understand that literature plays a vital role in bringing all the lands together under one roof of universal human traits reflected in it. Students of literature can become the agents of change when equipped with good and thoughtful understanding of literature.

References:

1. Bernstein, M. *Systems of Hypertext*. 1998.
2. Franklin, Bruce Howard. *The Wake of the Gods – Melville’s Mythology*. Stanford University P.1991.
3. Hayles, K. *Electronic Literature: What Is It?* Electronic Literature Organization. 2007.
4. Jacques, Hadida. *Hebrew meaning of Pequod*. Canada P. 1970.
5. Knowles, M S. *Self-directed Learning*. New York: Association P, 1975.
6. Lawrence, Roger Thompson. *Melville’s Quarrel with God*. Princeton: Princeton University P. 1952.
7. Melville, Herman. *Billy Budd, Sailor*. London: Penguin Books. 1924.
8. Melville, Herman. *Typee: A Romance of South Seas*. United States of America: Seven Treasures Publications. 2009.
9. Melville, Herman. *Moby Dick*. Boston: The Riverside P. 1984.
10. Miall, David D. Representing and Interpreting Literature by Computer. Yearbook of English Studies 25, 1993.199-212.
11. Morgan, Chris. *The Student Assessment Handbook*. London: Routledge Falmer P. 2004.
12. Shields, Rob. *Hypertext Links: The Ethics of the Index and its Space-Time Effects*. 2000.
13. Skillen, P. *Write to Learn with Journal Zone*. 2002.
14. Snyder, Ilana “Electronic Writing” and “Explaining Hypertext.” *Hypertext: The Electronic Labyrinth*. 1996. 1-38.

15. Unsworth, L. *Multiliteracies, E-Literature and English Teaching*. Clevedon: *Multilingual Matters*. 2008.
16. Wright, Nathalia. *Melville's Use of the Bible*. New York : Octagon Books. 1980.



THE RESEARCH DIALOGUE

An Online Quarterly Multi-Disciplinary
Peer-Reviewed / Refereed Research Journal

ISSN: 2583-438X

Volume-1, Issue-4, January 2023

www.theresearchdialogue.com

Certificate Number-January-2023/37



Certificate Of Publication


This Certificate is proudly presented to

Dr. Anju Karaktan & Dr. Akash Verma

for publication of research paper title

Role of Digital Pedagogy in Teaching English Literature

Published in 'The Research Dialogue' Peer-Reviewed / Refereed Research Journal and
E-ISSN: 2583-438X, Volume-01, Issue-04, Month January, Year-2023.


Dr. Neeraj Yadav
Executive Chief Editor


Dr. Lohans Kumar Kalyani
Editor-in-chief

Note: This E-Certificate is valid with published paper and the paper
must be available online at www.theresearchdialogue.com