

A STUDY ON ENGLISH LITERATURE EMPHASIS DIFFERENT STAGES OF SHAKESPEARE'S - ONE WEEK AND VIRGINIA WOOLF THE NEXT

*Jai Singh

Abstract

English literature is hundreds of years old and continues to be one of the most popular courses of study in high schools and universities around the world. Learn about what defines English literature and a few of its greatest writers. Within the class system of Elizabethan England, William Shakespeare did not seem destined for greatness. His talent as an actor seems to have been modest, since he is not known for starring roles. His success as a playwright depended in part upon royal patronage.

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Introduction

Shakespeare produced most of his known work between 1589 and 1613. His early plays were primarily comedies and histories, which are regarded as some of the best work ever produced in these genres. He then wrote mainly tragedies until about 1608, including *Hamlet*, *Othello*, *King Lear*, and *Macbeth*, considered some of the finest works in the English language. In his last phase, he wrote tragicomedies, also known as romances, and collaborated with other playwrights. English literature is hundreds of years old and continues to be one of the most popular courses of study in high schools and universities around the world. Learn about what defines English literature and a few of its greatest writers. Within the class system of Elizabethan England, William Shakespeare did not seem destined for greatness. He was not born into a family of nobility or significant wealth. He did not continue his formal education at university, nor did he come under the mentorship of a senior artist, nor did he marry into wealth or prestige. His talent as an actor seems to have been modest, since he is not known for starring roles. His success as a playwright depended in part upon royal patronage. Yet in spite of these limitations, Shakespeare is now the most performed and read playwright in the world.

Born to John Shakespeare, a glovemaker and tradesman, and Mary Arden, the daughter of an affluent farmer, William Shakespeare was baptized on April 26, 1564, in Stratford-upon-Avon. At that time, infants were baptized three days after their birth, thus scholars believe that Shakespeare was born on April 23, the same day on which he died at age 52. As the third of eight children, young William grew up in this small town 100 miles northwest of London, far from the cultural and courtly center of England.

Shakespeare attended the local grammar school, King's New School, where the curriculum would have stressed a classical education of Greek mythology, Roman comedy, ancient history,

rhetoric, grammar, Latin, and possibly Greek. Throughout his childhood, Shakespeare's father struggled with serious financial debt. Therefore, unlike his fellow playwright Christopher Marlowe, he did not attend university. Rather, in 1582 at age 18, he married Anne Hathaway, a woman eight years his senior and three months pregnant. Their first child, Susanna, was born in 1583, and twins, Hamnet and Judith, came in 1585. In the seven years following their birth, the historical record concerning Shakespeare is incomplete, contradictory, and unreliable; scholars refer to this period as his "lost years."

In a 1592 pamphlet by Robert Greene, Shakespeare reappears as an "upstart crow" flapping his poetic wings in London. Evidently, it did not take him long to land on the stage. Between 1590 and 1592, Shakespeare's *Henry VI* series, *Richard III*, and *The Comedy of Errors* were performed. When the theaters were closed in 1593 because of the plague, the playwright wrote two narrative poems, *Venus and Adonis* and *The Rape of Lucrece*, and probably began writing his richly textured sonnets. One hundred and fiftyfour of his sonnets have survived, ensuring his reputation as a gifted poet. By 1594, he had also written, *The Taming of the Shrew*, *The Two Gentlemen of Verona* and *Love's Labor's Lost*.

Review of Literature

Eliakimu San (2014) Tanzania government introduced communicative competence based English syllabus in 2005 so that English proficiency in the secondary school can be improved. When this new system was introduced, it replaced the old one structure based syllabus and hence could not produce communicative competent learners. This study investigated the suitability of the Approach in Tanzania and revealed the practical problems encountered by both teachers and students over the use of the Approach in Tanzania. The present study revealed that learning environment is not suitable for all students in the class as there is a big number of students in classes,

a large number of people use Kiswahili and Ethnic Community Languages as their languages of communication. There were only few students who use English as their communicating language and most secondary schools use Kiswahili language as their language of communication, and even teachers in these schools use Kiswahili when teaching in the classes though the stipulated language of instruction is English. As per the study later it was suggested that there is need to imply the use of English language.

Elaborating on Shakespeare's imaginary sister, the writer reinforces the point that suppressed talent can only result either in suicides or isolation and such women have been labeled as witches and have been constantly mocked at. No wonder women writers had to constantly adopt pseudonyms as Currier Bell, George Eliot and George Sand. another reason was the fact that modesty was made to be an exalted virtue and encouraged. Pericles, the Athenian Statesman of the fifth century B.C had declared that publicity in women was a hateful quality. Ironically these yardsticks were never applied to men as Pericles himself was much talked about. Women and fiction might mean women and what they are like; or it might mean women and the fiction that they write; or it might mean women and the fiction that is written about them; or it might mean that somehow all three are inextricably mixed together. But on reflection she saw that all she could do was to offer you an opinion upon one minor point - a woman must have money and a room of her own if she is to write fiction; and that, as you will see, leaves the great problem of the true nature of women and the true nature of fiction unsolved.

Having so clearly indicated her argument, Mrs. Woolf even more clearly proceeds to maintain and illuminate it. And in the course of doing so she manages, however much she may pretend to limit her theme, to say a good deal about the true nature

of women and of fiction. She says little that has not been said before; indeed, she sets out to prove a point that most intelligent people accept as truistic; but seldom has the point been driven home more cogently or embellished with wittier comment.

With the inherent taste of a novelist Mrs. Woolf chooses to speak through an "I" who is and yet is not herself and to enforce her argument through incident: lunch in a men's college, dinner in a women's college, a view of London from an upstairs window, a ramble among the books in her own library. This slightly fictional setting tends to impersonalize Mrs. Woolf's attitude at the same time that it gives artificial personality to her remarks and breaks up a purely historical analysis with running comment - and with, it must be admitted, some highly irrelevant passages of description.

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