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**ANALYSIS OF THE NOVEL WUTHERING HEIGHTS
FROM A HISTORICAL-BIOGRAPHICAL APPROACH
BASED ON EMILY BRONTE'S BACKGROUND**

Thesis Submitted to Obtain the Bachelor in English

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Abstract

The purpose of this investigation titled “Analysis of the novel Wuthering Heights from a Historical-Biographical Approach based on Emily Bronte’s background” is to identify which aspects of the author’s life and time are reflected in the novel.

The novel was analyzed through the historical and biographical approach. This investigation will provide important aspects of the author’s life and time and show how they are reflected in the literary work. The investigation will include the researcher’s opinions and conclusions and how she reached the objectives of the investigation.

Resumen

El propósito de esta investigación titulada “Analysis of the novel Wuthering Heights from a Historical-Biographical Approach based on Emily Bronte’s background”, es identificar cuales aspectos de la vida y era del autor se ven reflejados en la novela.

La novela fue analizada utilizando un enfoque histórico y biográfico. Esta investigación proporcionara aspectos importantes de la vida y la era de la autora y como estos se ven reflejados en la obra literaria. La investigación incluirá las opiniones y conclusiones del investigador y como el mismo alcanzo los objetivos de la investigación.

Dedication

First, I want to dedicate this investigation to my father, Alexis Lopez Valverde, who is the person who inspires me every single day. He taught me everything that I need to know to succeed in live. He is the reason why I work so hard to reach my goals because at the end of the day the only thing that matters is the he can feel proud of me.

Second, to my mother, Angelica Calvo Gomez, who always is there guiding me and showing me what is good or bad for me. Thank you mom for believe in me despite everything and for love me in the way you do.

Also, I want to dedicate this investigation to my sisters, my niece and nephew. You make my life easier and happier and I could not imagine my life without you all.

Lastly, I would like to dedicate this investigation to my friends especially to the one that was by my side throughout this long journey, Junghe Kim. Only you know how hard this process was for us so thank you for motivate me to be better along these 3 years.

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San José, 20 de Julio del 2018.

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Chapter I

Introductory Framework

British literature is an extensive field which needs to be analyzed by periods. This particular work has set the goal to analyze one of England's masterpieces of all time; specifically, in the genre of Gothic Horror. *Wuthering Heights* is a novel that has clear representations and similarities with the author's life and time. The biographical and historical approach are going to be used to analyze the previously mentioned literary work.

Emily Bronte (30 July 1818 – 19 December 1848) was an English novelist and poet, who is best known for her only novel, *Wuthering Heights*; now considered a classic and master piece of English literature. She was not the only creative talent in her family—her sisters Charlotte and Anne enjoyed some literary success, as well. Her father had published several works during his lifetime, too. The sisters enjoyed writing poetry and novels, which they published under pseudonyms; since as "Ellis Bell," Emily wrote *Wuthering Heights* (Biography, n.d.).

Emily lived in a household in the countryside in Yorkshire, same place where she locates her novel; therefore, she used the places she knew personally. In addition, she made the novel even more personal by reflecting her own life and experiences in both characters and action of *Wuthering Heights*. In fact, many characters in the novel grew up motherless, reflecting Emily's own childhood, as her mother died when Emily was three years old. After that lost came the death of her sisters, then her father she knew died at first hand, something that is reflected in her novel. In addition, considering the period of time in which she lived, it is clear that her life was developed in two important periods; the Romanticism and the Victorianism. The novel had been published during the Victorian Era, but it is clear

that Bronte was familiarized with the Romanticism because her novel embraces many Romantic features (Santamaría, 2016).

The novel is a clear example of these movements combined. These characteristics made the novel a masterpiece and also a great work to work with. This is the reason why the investigator had chosen the novel as the base of this investigation, as it was mentioned previously, something that is important to highlight in the investigation is the genre that the novel represents; the Gothic genre.

1.1 Novel's Plot

The story begins when Mr. Lockwood became tenant of Thrushcross Grange (property of Mr. Heathcliff). One day, Mr. Lockwood had to spend one night in Wuthering Heights because he had been attacked by the dogs of Wuthering Heights and also the weather conditions prevented that he could go to Thrushcross Grange. While he was in Wuthering Heights, Zillah (the maid) took him to a room to spend the night and in that room, he saw the ghost of a lady called Catherine. He told Heathcliff and he had a strange reaction, he said that the ghost was his lovely Catherine. He came back to Thrushcross Grange and commented his experience with his housekeeper, Ellen Dean, and also asked her if she knew something about it. Ms. Dean said that she knew almost everything about the relation of Mr. Heathcliff and the ghost because she worked in Wuthering Heights at that time.

Ms. Dean started with her story. Wuthering Heights was the house of the Earnshaw family. Mr and Mrs Earnshaw had two children Hindley Earnshaw and Catherine Earnshaw. Mr. Earnshaw used to travel. Once he went to Liverpool, he took with him a

little boy called Heathcliff. Heathcliff was shy, patient, and good boy. At the beginning, Catherine and Hindley were not happy with the boy. Hindley never was happy with him and he used to humiliate him. Instead, Ms. Catherine developed a great affection for him. Both Catherine and Heathcliff used to go outside and explored. Mr. Earnshaw had a great affection for Heathcliff too, but when he died everything changed because Hindley became the owner of Wuthering Heights and all the benefits that Heathcliff had, were finished.

One day Catherine and Heathcliff were exploring, and they arrived at the Thrushcross Grange place where the Linton family lived. They were spying Edgar and Isabella Linton, but they were discovered. The Lintons recognized Catherine because in an occasion they saw her in church. Catherine was invited to stay, while Heathcliff was treated badly for his appearance. Catherine was in Linton's house for a week and she changed a lot. Catherine returned home and she became refined and elegant and after her visit, Edgar and Isabella became current visitors in Wuthering Heights. Heathcliff was upset about it because Cathy rejected him after her stance in Thrushcross Grange.

Edgar fell in love with Catherine and he proposed to her, but Catherine was in love of Heathcliff. Catherine wanted to keep her 'social status,' but she knew if she married Heathcliff she could not keep her status. Heathcliff realized what Catherine thought and he went away. Catherine was destroyed for that but anyway she got married with Edgar. After a while, Heathcliff came back completely different (elegant). He went to Thrushcross Grange, where Catherine lived with her husband and her sister in law. He visited a lot Thrushcross Grange, for his change Ms. Isabella thought that Heathcliff was a gentleman and she fell in love with him. Heathcliff acted out of jealousy and started a relationship with Isabella. That did Catherine to get sick.

Heathcliff got married with Isabella, but he hated her. He used her for his revenge against Edgar. He took her to Wuthering Heights, where they lived with Hindley and his son; Hareton. Catherine was sick and also, she was pregnant. Heathcliff went to visit her and he was devastated for her health status. They were together and also they talked about their feelings, but it was too late. She gave birth and she died. In that moment everything changed for Heathcliff, he said that Catherine was his life and if she was not there he did not have nothing to live. Heathcliff was full of hate and the only in what he thought, was his revenge.

Hindley died and Heathcliff took position of Wuthering Heights, leaving Hareton as a servant of his own house as a revenge of Hindley for everything that he did. Isabella was pregnant of Heathcliff. She could escape of Wuthering Heights in where Heathcliff had her captive. Isabella went away and gave birth to her son Linton. Linton was sick and was very weak. On the other hand, Catherine's daughter, Cathy, grew up very happy with her father. One day, they received the news that Isabella was dead, and Linton needed someone to take care of him. Edgar took him to Thrushcross Grange, but Heathcliff realized that his son would come back. Heathcliff had a plan, he claimed for his son. He wanted that Linton and Cathy will get married because if they married he could have the property of Edgar (Thrushcross Grange). Edgar thought that Linton was an excellent man for his daughter, so he wanted him to get married with Cathy, too. Edgar did not have idea about Heathcliff's plans. He died in peace because Cathy would get married with a good man. Heathcliff succeeded as they married. Linton died and Cathy had to stay in Wuthering Heights.

Heathcliff won both properties. After a while, Heathcliff behaved weird, he smiled and sometimes he looked happy. One day, Heathcliff was alone in the room and he died.

Ms. Dean find him dead and he had a big smile in his face, since at last he reunited with his love. Harenton wanted to learn how to read. Cathy humiliated him for that, but then she started to help him. They became good friends and also they fell in love. Cathy and Harenton married and the properties came back of their real owners.

1.2 Background of the Study

In Europe at the end of the 19th century (from 1800 to 1850) a new era was born; the Romanticism. This period was characterized for being a movement that emphasized the emotions and the individualism, as well as the glorification of all the past and nature. Actually, these characteristics can be clearly observed in Romantic Literature, in which most of the authors in that era worshiped sensibility, exalted their respect for nature, and also critiqued or went back to the past. Characters were often complex and mysterious, with dark problems in their past. Characters in Romantic literature are often difficult to understand; they seem to be one thing, but then turn out to be another. Heathcliff is an example of this transforming type of character. The goal of Romanticism, as a movement, was to experience the world with emotional intensity and to transcend the ordinary in everyday life (Wilkerson, n.d.).

Mr. Earnshaw saw a humble child in need of help. He was not concerned with the constrains of society, which is tenet of Romanticism. Brontë gave Mr. Earnshaw's benevolence, a relatively high moral value, which is also a trait common to Romantic works. Mr. Earnshaw cared for the child, despite his dark appearance, because he believed in the instinctive goodness of humanity, which is also a characteristic of Romanticism (Cram, n.d.).

The accurate observation of nature is another tenet of Romanticism, which is present in *Wuthering Heights*. Brontë described nature with great detail and full of life. Emily Brontë's love and vividness in her descriptions of nature, helped to confirm that *Wuthering Heights* has romantic features, despite of being written in the Victorian Era (Cram, n.d.).

After the Romantic Era, along came another that marked the history of England; the Victorianism. This period began with Queen Victoria's reign (from 1837 to 1901). The literature of the Victorian age entered a new period after the romantic revival. The literature of this era was preceded by romanticism and was followed by modernism or realism. Hence, it can also be called the fusion of romantic and realist style of writing. Victorian novels tend to be idealized portraits of difficult lives in which hard work, perseverance, love, and luck win out in the end. They were usually inclined towards being of improving nature with a central moral lesson at heart (Victorian Era, n.d.).

Although, the Victorian Age was a time of great economic, social, and political change, the different classes are clear represented. The working class is represented by the Earnshaw family and the middle-upper class by the Linton's. The houses in this novel could be taken as another character, as each house represented a social class, too.

Related to the social classes, the social mannerisms and non-violent nature of the characters are also representative of Victorian norms. However, violence is clearly a negative counter to Victorian Family ideals. The second love triangle between Cathy Linton, the younger Hareton, and Linton, exemplifies the Victorian era. The consciousness of women rights and sense of social responsibility in property matters are aspects that describe the Victorian period (Enotes, n.d.).

Furthermore, in the most general terms, Gothic literature can be defined as writing that employs dark and pictures scenery, startling and melodramatic narrative devices, and an overall atmosphere of exoticism, mystery, and dread. Often, a Gothic novel or story will revolve around a large, ancient house that conceals a terrible secret or that serves as the refuge of an especially frightening and threatening character (Kennedy, 2018). Along the reading of the novel and just by knowing these few characteristics of the Gothic Literature, it will be clear to observe that *Wuthering Heights* shows them clearly during the development of the history, so that it allows to put into words and have a better idea of how the genre is represented.

1.3 Reasons for this Project

Wuthering Heights is a novel that appeals to the readership's desire to expand their knowledge regarding Bronte's life and the historical period she lived in. Reading the novel, without any knowledge about the author's life, readers would not be allowed to observe their relationship. As soon as starting to investigate about her life, it was easy to find out a lot of similarities between her life and her novel. That is the main reason why the investigator decided to make a research about *Wuthering Heights* and its writer, Emily Bronte.

If one pays close attention to Emily's lifetime, it can be seen that part of her life was developed in two different and important periods of history; the Victorianism and the Romanticism. The characteristics of both periods are very complex but basing what is read in the novel and the literature in those times, it can be observed that they are reflected in every aspect of the novel, either in the description of the houses in where the novel is developed or in the behavior of the characters. Additionally, what Emily lived in her life is

reflected in the characters of the novel; for example, being educated at home and losing her parents, were situations that the characters lived, too.

By analyzing all these aspects, it is clear that the novel indirectly is a reflection of Emily Bronte's life and the aim of the investigation is to gather most of those details that create a connection with her personal life and time to show the readers how important is have knowledge about the background of an author in order to comprehend what made the author wrote in the way that he or she did.

1.4 Research Question

A research question is the fundamental core of a research project, study, or review of literature. It focuses the study, determines the methodology, and guides all stages of inquiry, analysis, and reporting (ResearchRundowns, n.d.). The question sets out what the researcher hopes to learn about the topic. This question, together with the approaches, will guide and structure the choice of data to be collected and analyzed. Following the principles above explained, this investigation will focus on "What does the work reveal about the author's life and time?"

1.5 Objectives of the Investigation

The objectives of the investigation are the most accurate description of what the researcher will do in order to reach the aim of the project. This investigation will count with one general and three specific objectives that are the guidelines to explain the topic selected.

1.5.1 General Objectives

- To analyze what Wuthering Heights reveals about Emily Bronte's life and time.

1.5.2 Specific Objectives

- To determine which aspects of Emily Bronte's personal life are reflected in the characters of the novel.
- To identify the characteristics of Gothic Genre developed in the novel.
- To show the influence of the Victorian and Romantic era in Wuthering Heights.

1.6 Justification

The idea of the investigation arises from the huge interest on English Literature and its classic novels, especially Emily Bronte's only novel Wuthering Heights. A lot of things were said through the years about the novel. It was extremely criticized because it was considered controversial for the cruelty and also for the Victorian ideals in those times, but nowadays it is considered a great part of English Literature. It is not one of the most popular and known novels and actually there are not many researches about it, if we compare it with other classics. For that reason, this investigation will be helpful for the readership.

Reading a book like Wuthering Heights involves readers' critical thinking, attention to the details, and of course a great concentration. Not all the novels are easy to read, and Wuthering Heights could turn into a difficult one; for that reason, the intention of the investigation is applying all those requirements in order to create an analysis of Wuthering Heights that new readers can follow easily. An analysis in which

readers can answer of all their doubts and also to be able to see the book through another perspective.

The work of Bronte in *Wuthering Heights* could be analyzed throughout many points of view, but along this research the intention is to familiarize the reader with the context in which the author lived in order to fully interpret and evaluate the text. Taking into account that author's life should amplify the meaning of the text, not drown it out with irrelevant information. The main focus is explicating the literary work by using the insight provided by knowledge of the author's life and also investigating the social, cultural, and intellectual context in which the book was produced.

Chapter II

Theoretical Framework

This chapter will discuss some terms and concepts that are crucial in this investigation, with the main purpose of presenting the readers with a base of knowledge in order to have a better understanding of the investigation. The chapter is going to discuss some explanations and definitions that are necessary for the comprehension of a literary analysis. In addition, the chapter will set a guide not only for the readers, but also for the investigator, as well. Some of the concepts will be explained below, for example the biographical and historical approach and the different methods in the investigation will count with some examples related to the subject matter that in this case is *Wuthering Heights*.

2.1 Meaning of Literature

The first concept that is going to be explained is the concept of literature. There are a variety of definitions for the word literature, but at the end, all of them say basically the same. Literature is a written work. Saying this, the concept by itself is misleading for the readers because it does not make clear what kind of works could be part of the concept. Literature exists in every single field. Literature is in psychology, in math, in history, etc. But not everything expressed in words—even when organized and written down—is counted as literature. Those writings that are primarily informative—technical, scholarly, journalistic—would be excluded from the rank of literature (Rexroth, 1974).

For the purpose of this project, literature will be defined as an art. Rexroth (1974) said that “As an art literature might be described as the organization of words to give pleasure.” Art by definition is communication — communication between the artist and the audience. If it is not communicable, it is not art. Literature is the art-form of language, and words are its tools (Harvey, 2011). So, combining what is previously said and what writers want with their books are expressed their feelings, thoughts, and life in written words creating a new world and perspective for the readers.

2.2 Concept of Literary Criticism

Linked with the concept of literature comes another that is relevant in the investigation, that is literary criticism. A great part of reading literature is the freedom that readers have to express what they think or believe about what they already read. As part of the readership, it is common make comments about meanings of things in a novel or about

its characters or what the author refers with certain words. That is indirectly a literary criticism.

Literary criticism is commonly known as the art or practice of judging and commenting on the qualities and character of a literary work and its main focus is helping the readers to fully understand and appreciate what they read (Hutchinson, n.d.). The intention of the literary criticism is to answer all the doubts and questions that readers could have based on certain lenses or points of view, with the purpose of making a deep analysis of each aspect and events of the literary work. Additionally, the literary criticism lenses help the readers to find hidden messages and motives that the author expressed in a “secret way” in the book. Thus, the author’s intentions are revealed and the comprehension of his/her literary work is better. In other words, literary criticism decodes the author’s intentions to have an accurate understanding of the messages.

2.3 Wuthering Heights from a Romantic and Victorian Point of View

In the essay “Wuthering Heights: From Victorian to the Romantic” (2005) by Kendell Landers; he shows us a Bronte’s timeline, in which we can observe the periods in which she grew up and how them influenced her. Her childhood was spent in the late romantic period, which developed from the years 1785 to 1830, while her adolescence and adulthood were in the early Victorian period, from 1830 to 1848. It is clearly that Wuthering Heights reflects her experience with both periods in history and the transition that she went through.

Landers in his essay “Wuthering Heights: From Victorian to Romantic” (2005), explained the characteristics and how both periods were related to the characters in the

novel. The Romantic period was tumultuous and largely influenced by the French Revolution in 1789. But the Romantic Period was not just politics; it had a character, as well. It was largely a reaction to the eighteenth century “Age of Reason,” dominated by the philosophes (Landers, 2005, par 2). The History Guide describes the Romantic period as,

Whereas the philosophes saw man in common that is, as creatures endowed with Reason the Romantics saw diversity and uniqueness. That is, those traits which set one man apart from another, and traits which set one nation apart from another. Discover yourself -- express yourself, cried the Romantic artist. Play your own music, write your own drama, paint your own personal vision, live, love and suffer in your own way. So instead of the motto, "Sapere aude," "Dare to know!" the Romantics took up the battle cry, "Dare to be!" (The History Guide, par. 5)

Romantics tended to place high importance on the self and introspection; they marched to their own beat. This was a change from the emphasis on the collective from the eighteenth century (Landers, 2005). The Victorian Era, in turn, was a reaction to the Romantic period. The Victorians had a sense of social responsibility, which set them apart from the Romantics. Qualities often associated with the Victorian era include “earnestness, moral responsibility, [and] domestic propriety” (Foster, 1995).

Even though, *Wuthering Heights* is set entirely within the Romantic period, the values of both, the Romantic and Victorian periods, are present in the novel. To show this, Landers point out the love triangles present in the novel and how each represents one period. The first of these love triangles exemplifies the values of the Romantic period, while the second represents those of the Victorian era. The first love triangle involves

Catherine Earnshaw, Edgar Linton, and Heathcliff, and originates from Wuthering Heights, the house. The values of the Romantic period are evident not only in each of these individuals and the place itself, but also in the relationships between the individuals. As Landers mentioned, Wuthering Heights presents itself as a gothic setting, and therefore a Romantic effect (Landers, 2005).

The second love triangle, the one formed by Cathy Linton, Hareton, and Linton Heathcliff (the second generation), exemplifies the Victorian era. As with the first love triangle, it does this through the characters, the house (in this case, Thrushcross Grange), and the relationships between the characters. Thrushcross Grange is also a symbol of economic interest, which relates to the industrialism of the Victorian era (Landers, 2005).

Bronte knew both periods at first hand; her whole life was developed in those times. She took all what the periods were and put both into a novel, where they were perfectly exemplified. Reading the novel critically and also investigating about both periods it is clearly observed the similarities and characteristics of them presented in the novel. The way that Landers proposes the appearance of the Victorianism and Romanticism in Wuthering Heights is to be honest the most accurate.

2.4 Literary Theory

The concept of Literary Theory used to be confused with the previously mentioned. For that reason, it is important to establish the difference between Literary Criticism and Literary Theory. Literary Criticism is the study, evaluation, and interpretation of literature; whereas Literary Theory is the different frameworks used to evaluate and interpret a particular work. (Hasa, 2016).

After knowing the difference between these two, it is time to evaluate and discuss what a literary theory is. According to the Etymology Dictionary, the word theory is derived from the Late Latin *theoria*, what it means contemplation or speculation. Literary theory is the body of ideas and methods that are used in the practical reading of literature. By literary theory, people refer not to the meaning of a work of literature, but to the theories that reveal what literature can mean. It is literary theory that formulates the relationship between author and work; literary theory develops the significance of race, class, and gender for literary study, both from the standpoint of the biography of the author and an analysis of their thematic presence within texts (Brewton, n.d.).

Literary theory offers varying approaches for understanding the role of historical contexts in interpretation, as well as the relevance of linguistic and unconscious elements of the text. Some of the most relevant approaches are the formalistic, gender, psychological, sociological, reader- response, and, the last but not less important, the biographical and historical approach, that are the ones that are going to be applied in the investigation. All these approaches are focused on a specific field to analyze.

2.5 Concept of Approach

As it was mentioned previously, literary theory has a variety of approaches that help the readers to understand a literary work, but what is an approach and how they can help the readers to understand a book? According to Critical Approaches (n.d), establish that: “Critical approaches to literature reveal how or why a particular work is constructed and what its social and cultural implications are. Understanding critical perspectives will help you to see and appreciate a literary work as a multilayered construct of meaning. Reading literary criticism will inspire you to reread, rethink, and respond.”

Some of the approaches that could be used to analyze a literary work are formalistic, psychological, sociological, reader-response, historical and biographical, and the list can continue. For a better understanding, some of the previously mentioned approaches will be explained below. The formalistic approach examines plot, characterization, dialogue, point of view, setting, and style to show how these elements contribute to the theme or unity of the literary work. The meaning and value of a literary work resides in the text itself, independent of the author's intent (Approaches to Literary Criticism, n.d). This approach has the disadvantage that does not take into account the author's background that can reveal a lot of important information that is referenced in the work.

The next approach that is going to be discussed is the psychological one. The psychological approach analyzes the symbolic fictions that arise from the inner thoughts and subconscious of the characters or the writers and attempts to explain them in a rational manner (Approaches to Literary Criticism, n.d). Fundamental figures in psychological criticism include Sigmund Freud, whose "Psychoanalytic theories changed our notions of human behavior by exploring new or controversial areas like wish-fulfillment, sexuality, the unconscious, and repression," as well as expanding our understanding of how "language and symbols operate by demonstrating their ability to reflect unconscious fears or desires" (Gioia, 1995). This approach gives the readership the opportunity of open the mind of the writer and explore what is what he/she really wanted to tell the audience.

Another interesting approach is the sociological approach. This approach "Examines literature in the cultural, economic, and political context in which it is written or received" (Gioia, 1995). Literature is always written in a social context, which means that

writers in their works may criticize what they experience or live in a specific society and that society was basically their audience.

Finally, but not less important the reader-response approach. This approach examines the way that the reader interprets and views the literary work. It attempts “To describe what happens in the reader’s mind while interpreting a text” (Gioia, 1995) and reflects that reading, like writing, is a creative process.

To conclude, something important to mention is that the approaches can be applied alone, just analyzing its specific field or they can be combined in order to obtain more information about what the authors want to transmit in their words. For the purpose of this investigation, the researcher decided to combine two interesting approaches, the biographical and historical approach; that are going to be explained more deeply and detailed in the next section of the investigation.

2.5.1 Biographical Approach

In simple words, the biographical approach is the one that examines the author’s personal life in order to find a connection to his/ her work. This approach uses primary texts such as letters, diaries, and other documents, that might reveal the motives that inspired the creation of the literary work. It may be helpful to make a distinction between biography and biographical criticism. Biography is, strictly speaking, a branch of history. It provides a written account of a person’s life. To establish and interpret the facts of a writer’s life, for instance, a biographer would use all the available information—not just personal documents like letters and diaries, but also the works for the possible light they might shed on the subject’s life. A biographical critic, however, is not concerned with

recreating the record of an author's life. The biographical criticism focuses on explicating the literary work by using the insight provided by the knowledge of the author's life (Critical Approaches to Literature, n.d).

In an interesting article named "Biographical Criticism" by Chris Hough, it is explained the purpose of this approach in literature. He said that the main purpose of the approach is to discover the connections between the authors' personal growth and the development of the work and, in that way, it is easier for readers to understand the literary work better because we know its creator. It is important to remember that who writes the literary work is also a person, so many of the experiences or the events in his/her life can have an effect in his/hers works (Hough, 2013).

Moreover, Hough (2013) said that to apply this approach has benefits, as it enables readers to approach the writer's work with a deeper understanding of how they were crafted and their meanings, and also allows us to see the imaginative spirit of how writers have taken events from their own lives and shaped these experiences into their works for the readers to enjoy. Considering the benefits, he also mentioned that using the biographical approach has some limitations, for example many people believe that by reading a book they will make a connection with author's life; so, it basically means that all the attention is on the author, but not on the literary work.

Finally, in the article appears some questions that are important to ask when it is going to develop a biographical approach. The first one is "What is really known about the life of the author?" The second one is "Does this lack of knowledge on the author impact his/her works?" and the last one is to justify the previous ones (Hough, prezi.com, 2013). Nevertheless, according to Robbie Caytiles, there are more than just two questions that are

necessary to take into account at the time of using this approach. These questions guide the researcher during the investigation and also make her work easier. Those questions will be cited below (Caytiles, 2015),

What aspects of the author's personal life are relevant to this story? Which of the author's stated beliefs are reflected in the work? Does the writer challenge or support the values of her contemporaries? What seem to be the author's major concerns? Do they reflect any of the writer's personal experiences? Do any of the events in the story correspond to events experienced by the author? Do any of the characters in the story correspond to real people?

Critics doing biographical analysis carefully examine incidents in the lives of authors and try to identify events, settings, objects, buildings, people, etc. found in the novels with historical sources (Caytiles, 2015). That makes that the biographical and historical approach more connected because at the time of acquiring information about their specific fields, it is necessary to know about the life (biography) and time (history) of the author.

2.5.2 Historical Approach

As it is defined in every dictionary, history is the study of past events or past events connected with someone or something. This definition takes us to another one that is important for the investigation; the historical approach. The historical approach involves understanding the events and experiences surrounding the composition of the work. The historical approach is perhaps the oldest, and one of the most widely-used critical approach (Millikan, 2011). Therefore, when using this approach, there have to be taken into account

four important steps that must be followed to successfully gather relevant information about the literary work (Wijaya, n.d.),

1. Discover the time when the literary work was made, what happened to the author in that time, or if there is any special moment in that time which is recorded by a historian.

2. Analyze at glance whether it is a connection or not between the content of the literary work and certain historical moments after finding out the basic information of it concerning the "when."

3. Find the clues left by the author, usually in the forms of special terms, symbols, or figurative language, which are strongly related to the moment of the past which became the inspiration of the literary work.

4. Interpret the literary work based on the moment underlying its creation by comprehending and analyzing the content related to its historical moment.

Consciously or unconsciously, people are always affected by the events that happened around them. Everything that was written by most of the classical authors was about the most important events in the history of the humanity. Of course, their works were affected by what they lived in those times; so, the application of the historical approach can reveal directly or indirectly a lot about what happened and how the authors experienced those events.

In literature, the historical approach or historical criticism has been used by many researches, so readers can analyze the novels based on the authors' lifetime. In the article "Topical/Historical Approach to Literature" by Kristen Black, she mentioned that there are two ways to analyze a book using this method. The first one is an analysis of the time in

which you have to investigate the history or the time in which the work was written to identify what outside influences were on the writer. Also, she said that it is important to pay attention to certain events or mental stigmas of the time, because it can provide a deep understanding of the concepts or references in the work that may not be understood without background information.

The second one is based on the author's life. In this one, it is important to know the history of the authors and their families and, in this way, it can be established information that effected their writing. Moreover, something important in this part is to consider the authors' beliefs and points of view that can appear as references of their lives in the work. Also, the knowledge the author's place of living could help to provide insight into references, as well as events in the writing based on the geographic location (Black, 2012).

2.6 Literary Analysis

An analysis, in general, means examining something critically by looking at its separate parts. Now, a literary analysis is the practice of analyzing small parts of a text to see how they relate to the greater whole (EssayPro, 2018). As with any analysis, this requires breaking the subject down into its component parts. Examining the different elements of a piece of literature is not an end in itself, but rather a process that helps to better appreciate and understand the work of literature as a whole. A literary analysis focuses on how plot/structure, character, setting, and many other techniques, are used by the author to create meaning. Besides, in a literary analysis, most of the time, it is necessary the application of certain concepts related with literature such as symbolism, setting, characterization, and figurative language, among others. The use, selection, and the

meaning of the elements chose by the author are the elements that the researchers study in a literary analysis.

2.6.1 Literary Devices

In the latter section, it was explained what a literary analysis is, and it was mentioned to develop it, it is required a branch of elements. Those elements are the literary devices. Commonly, the term Literary Devices refers to the typical structures used by writers in their works to convey his or her message(s) in a simple manner to his or her readers (Literary Devices , n.d.). The literary devices are divided in two. The literary elements and the literary techniques. The parts of a literary text are known as its literary elements. Rather than looking at a whole novel, the easiest way to do so is to break the whole text down into its smaller parts or elements for example plot, setting, characters, point of view, and themes, individually. In that way, it is easier to comprehend the messages that the author wants to share with his or her audience.

On the other hand, there are the literary techniques, which are structures, usually a word or phrases, in literary texts that writers employ to achieve not only merely artistic ends, but also that readers can have a greater understanding and appreciation of their literary works. Some examples of literary techniques are metaphor, simile, alliteration, hyperbole, allegory, etc. (Literary Devices , n.d.).

In general, the literary devices are like a universal creative literary language that are frequently employed by the writers to give meanings to their works. Because of their common use, they also allow the readers to compare different literary works to determine their worth. They not only make beautiful the piece of literature, but also, they make it

interesting by testing the understanding of the readers along with providing them with the enjoyment of reading. Besides, they help motivating readers' imagination to visualize the characters and scenes more clearly (Literary Devices , n.d.).

2.7 Themes in a Story

In terms of this project, it is necessary to know the concept of a theme in a story. The theme of a story is what the author is trying to convey; in other words, the central idea of the story (Harcourt, 2016). However, it depends on the extension of the story, that is the number of themes on it. Most of the time, in short stories there is just one theme, but in novels it could appear multiple themes.

The theme of a story tries to unify all characters' actions, interactions, and motivations in order to reflect the theme of the story. It is important to highlight that the theme is not the story's plot or moral. The plot is basically what happened in the story and the order of the story's events, and the moral is the lesson that the author wants to transmit to the readership. The events of the story illustrate the theme and the lesson learned relates directly to the theme (Harcourt, 2016).

2.7.1 Main Themes in Wuthering Heights

As a novel, Wuthering Heights presents a variety of themes that reflects some of the most relevant ideas of the novel. The most common themes in the stories are: revenge, love, suffering, social classes, the super natural, and betrayal. All the themes in Wuthering Heights are linked; as the development of one of them has as a result on another theme. The first theme that it is outstanding in the novel is love. Since Heathcliff and Catherine started to play together when they were kids, they developed a kind of love for each other that

seemed to go beyond the kind of love most people know. But this love seemed to be affected by Mr. Earnshaw's death because with it, Heathcliff lost all the benefits that he had in Wuthering Heights and, therefore, he became into a servant, instead of a member of the family.

Catherine's brother; Hindley, hated Heathcliff. Since his arriving to Wuthering Heights he saw him as a threat, so this provoked Hindley to humiliate Heathcliff constantly. In that moment, it is when the second theme starts to develop; revenge. Heathcliff and Catherine could not be together because Hindley did not permit that. They got mad about it and one day they escaped. They arrived to Linton's house; Throuscross Grange. There, Catherine met her future husband; Edgar Linton. In this part of the story two themes are combined, hate or revenge toward Edgar and Hindley. Hindley for his humiliations and Edgar because he had the love of his life. Also, here it is marked the social classes. The Lintons were a wealthy family and Catherine was part of their social circle, while Heathcliff was just another servant and of course, they did not want to have any kind of relationship with him. So, again he was humiliated not only by Hindley, but also by the Lintons.

The next theme in the story is betrayal. Because despite everything, Catherine and Heathcliff loved each other, but for Catherine's new companions, she developed a kind of embarrassment towards Heathcliff. So, she decided that they could not be together because people could think bad about her and, for that reason, she married Edgar. Catherine ignored and betrayed her feelings, which broke Heathcliff's heart. Here is when that other theme appeared; suffering. Catherine married someone that she did not love, and Heathcliff had to

see the love of his life get married with someone who humiliated him. They were destroyed.

Heathcliff went away for a while and became rich. He came back with the intention of recovering Catherine, but in spite of her love for him, she did not want to be with him and here is where revenge appeared, again. As a result of the rejection towards Heathcliff, he decided to get married with Edgar's sister, Isabella, in order to Catherine to get jealous. But he did not love her, as he just used her. During those days Catherine discovered that she was pregnant. In addition, she was very sick; therefore, when the little baby was born, she died.

Heathcliff lost all the characteristics that a good person could have after Catherine's death, as he was the worst person in the world. Heathcliff became the owner of Wuthering Heights and there the spirit of Catherine started torturing him, while he tortured every person around him. This represents the last theme of the novel, which that is the super natural. The ghost of Catherine was living with him until the day he died.

2.8 Symbols in a Story

Additionally, symbols are of great importance when it comes to analyzing literature. Symbolism is the use of symbols to signify ideas and qualities, by giving them symbolic meanings that are different from their literal sense. Symbolism can take different forms. Generally, it is an object representing another to give an entirely different meaning that is much deeper and more significant. Sometimes, however, an action, an event, or a word spoken by someone may have a symbolic value. Symbols do shift their meanings depending on the context they are used in. "A chain," for example, may stand for "union,"

as well as “imprisonment.” Thus, symbolic meaning of an object or an action is understood by when, where, and how it is used. It also depends on who reads the work (Literary Devices , n.d.).

Brontë used symbols as a guide to help readers grasp the constructs of her extended metaphors and, by doing so, to be able to interpret the meanings of her symbols. The following are some symbols that she implemented in the novel. Thrushcross Grange, the house owned by the Lintons and then inhabited by Lockwood, is a symbol of tamed, refined, civilized culture. Even when Heathcliff owns it, he chooses to rent it rather than live in it, for its formality does not suit his likes (LitCharts, 2018). In contrast to Thrushcross Grange, Wuthering Heights is a great symbol, as well. In the case of this house, it represents the contrary of the previously mentioned. Wuthering Heights is a centuries-old farmhouse that symbolizes simplicity, wildness, and passion (LitCharts, 2018).

The weather is another symbol presented in the novel. The frequent storms and wind that sweep through Wuthering Heights symbolize how the characters are at the mercy of forces they cannot control. Brontë uses the weather as a metaphor for nature, which she portrays as a magnificently strong force that can conquer any character (LitCharts, 2018). Additionally, there are the windows as a symbol. In Wuthering Heights, the windows symbolize the boundaries, as well as violence. “I pulled its wrist on to the broken pane, and rubbed it to and fro till the blood ran down and soaked the bedclothes: still it wailed, ‘Let me in! And maintained its tenacious gripe, almost maddening me with fear, how can I! I said at length. Let ME go if you want me to let you in!’” This window is a very important aspect in the novel. The blood mentioned in the quotation shows the violence involved in

trying to cross this boundary that the window represents. This is important because it exemplifies the unwelcoming nature of the house and displays the negative vibe that is present throughout the novel (Castro, 2015).

Furthermore, the inhabitants of Wuthering Heights and Thrushcross Grange are haunted by past events. Heathcliff craves the past and longs for the ghost of Catherine to haunt him. Lockwood, during the first few days of his residence, is awakened by Catherine's ghost as he slumbers at Wuthering Heights (Bright Hub Education, n.d.). Ghosts symbolize past and its influence in the present. When Catherine is gone, Heathcliff wants her spiritual being to haunt him. This shows how dependent he was on Catherine's presence and how he cannot let go of his past with her (Castro, 2015).

Finally, but not less important the moors. They are used to symbolize the idea of mystery and confusion in Wuthering Heights. "... for the whole hill-back was one billowy, white ocean; the swells and falls not indicating corresponding rises and depressions in the ground: many pits, at least, were filled to a level; and entire ranges of mounds, the refuse of the quarries, blotted from the chart which my yesterday's walk left pictured in my mind." This description of the moors has an eerie and mysterious connotation. The word "Billowy" implies that the land is covered in a fog. Its many ranges signify a range of emotions, as well as thoughts (Castro, 2015). Emily Bronte's application of symbolism allows readers to visualize the internal struggles of the characters; thus, creating an atmosphere of comprehension and interpretation of the novel.

2.9 Motifs in a Story

As Melisa Rohen stated, “A motif is a distinct idea or theme that usually reoccurs several times in a story. It can be a color, an object, or even a character. Motifs are usually prominent and kind of obvious, because they are meant to catch the reader's attention in order to point out and support the primary theme of the story.” A motif is not the same that a symbol, most of the time symbols appear just once in the novel, while motifs try to create an emphasis or support the main themes of the novel (Rohen, n.d.).

The duality is perhaps the most prominent motif used in the novel. It seems as though nearly every character and landmark has a double. These doubles can be twins or opposites. There are two distinct narrators telling different perspectives of the story. The character, Catherine, is paired with Heathcliff. These two characters are practically identical in some aspects and their stories are so intertwined that they almost mirror each other. Even the houses in the story are a pair: Wuthering Heights and Thrushcross Grange, both representing the ideals of the families and social classes that inhabit them (Rohen, n.d.).

Repetition is another tactic Brontë employs when organizing *Wuthering Heights*. The way that the names of the characters are recycled, so the names of the characters of the younger generation seemed only to be re-scrambling the names of their parents, leads the reader to consider how plot elements also repeat themselves. For instance, Heathcliff's degradation of Hareton repeats Hindley's degradation of Heathcliff. Also, the young Catherine's mockery of Joseph's earnest evangelical zealotry repeats her mother's (Spark Notes, n.d.).

Nature and culture are other prominent motifs in *Wuthering Heights*. Brontë uses nature to underscore the characteristics of the families in the story. For instance, the Earnshaw family that adopts Heathcliff generally ignores the social standards of the day and refuses to acknowledge the rules of a polite society; instead, they are ruled by their passionate nature. This is represented by the nature that surrounds their home – the wild and dangerous moors (Rohen, n.d.). They were unpredictable as the power of nature. On the other hand, Thrushcross Grange and the Linton family represent culture, refinement, convention, and cultivation. This motif also supports the theme of the struggle brought by the social class, and also the different characteristics between both families.

Chapter III

Methodological Framework

This chapter will give an explanation of what is methodology and what is a method; additionally, in this section the researcher will explain what types of methods are commonly used and how they are applied in an investigation. The chapter is going to be a guide to direct the data collection that will be implemented in the investigation and also the variety of methodologies that are crucial parts in the achievement of the objectives of the investigation. Moreover, there is a section that explains what kind of sources will be used in this project showing the validity of investigation. Finally, the researcher will explain the variables present along the project.

3.1 Research Approach

Since the beginning of life, human beings have had an instinct of looking forward; thanks to that, the world had advanced in many aspects like medicine, education, and

technology, among others. All these advances were developed as a result of many investigations and methods that humans established in order to achieve their goals. As in every investigation, it is important to be conscious about how the investigation will be developed and what kind of methods should be used.

Regarding this, for the development of an investigation, it is important to know the difference between methodology and methods and, of course, what kind of methods exist in order to choose the ones that adapt better to the objectives of the investigation. So what is methodology? The methodology is the general research strategy that outlines the way in which research is to be undertaken and, among other things, identifies the methods to be used in it. These methods, described in the methodology, define the means or modes of data collection or, sometimes, how a specific result is to be calculated (Howell, 2013).

Methodology is the instrument that connects the subject and the object of investigation.

Now, a research method is known as a particular way of studying something in order to discover new information about it (Cambridge Dictionary, n.d.). A research method can be classified in many different ways based on research methodology. The followings are the types of methods used in researches. The first one is the basic research, this research is conducted to the enhancement of knowledge, but its purpose is just expanding man's knowledge not to create or invent something (National Science Foundation, 2014).

Then, there is the applied research; the applied research refers to the scientific study and research that seeks to solve practical problems. This type of research plays an important role in solving everyday problems that often have an impact on life, work, health,

and overall well-being. Applied research is used to find solutions to everyday problems, cure illness, and develop innovative technologies (Cherry, 2018).

The third is the problem-oriented research; this research is in charge of identifying the exact nature of a problem that requires to be solved. This one is basically used in companies and it is not a problem, as the name says it is usually a decision-making dilemma or it is a need to tackle a particular business situation. Additionally, there is the problem-solving research, this one is very similar to the previous one because both trying to find the causes of some problem that a company faces but this one tries to figure out a viable solution for that problem (Goodfriend, n.d.).

The next one is called quantitative research; this research is based on numeric figures or just numbers. The objective of quantitative research is to develop and employ mathematical models, theories, or hypothesis pertaining with a phenomenon in order to measure the quantity or amount and compares it with past records and tries to project for future periods (Given, 2008). Finally, there is the qualitative research. The qualitative research is collecting, analyzing, and interpreting data by observing the people's reaction. Qualitative research refers to the meanings, definitions, characteristics, symbols, metaphors and description of things (Lawrence & Lune, 2012). Also, qualitative research is much more subjective and uses a variety of methods to collecting information. Some of those methods are the following:

1. Phenomenology; the researcher tries to understand how people experience a phenomenon (Gill, 2014).
2. Ethnography; this type of research focuses on describing the culture of a group of people.

3. Case Study, which examines in depth 'purposive samples' to better understand a phenomenon (Racino, 1999) . The case study method exemplifies the qualitative researchers' preference for depth, detail, and context, often working with smaller and more focused samples compared with the large samples of primary interest to statistical researchers seeking general laws (Given, 2008).
4. Grounded theory; it is based on the observations of data from which it was developed; it uses a variety of data sources, including quantitative data, review of records, interviews, observation and surveys (Ralph, Birks, & Chapman, 2014).
5. Historical research; it studies past and present events in the context of the present condition.

3.2 Research Method

First of all, it is important to know what a research is. Research is a term used liberally for any kind of investigation that is intended to uncover interesting or new facts (Walliman, 2011). Research methods provide researchers with a guideline on what should be included in the investigation, how to actually perform it, and how to select the best type of approach for the research. As it was mentioned previously, there are many types of research, all of them used for different purposes. Nevertheless, it is important to know that the method chosen for the investigation is completely connected with the research question established at the beginning of the investigation.

Due to the amount of methods, it is very important for the researcher to have clear what is the method that better fits the investigation. Therefore, it is indispensable having an extensive knowledge of the method will be used in the investigation and look carefully for all the characteristics that it could require. For the purpose of this investigation the method

that the investigator going to use is the qualitative method. Qualitative research is designed to reveal a target audience's range of behavior and the perceptions that drive it with reference to specific topics.

3.3 Information Sources

As in every investigation, the way in which the researcher found the information plays a crucial part in the validity of the investigation. A research paper is not a work just of one person as an investigator, as the person depends of the work of the others to enrich the research. Sir Isaac Newton's famous words in 1675 letter to Robert Hooke, "If I have seen further, it is by standing upon the shoulders of giants," may serve as a reminder that even the most famous scientists depended on their forebears. All the previous works about the subject of investigation are our sources (Sankaran, 2016).

A source is all that brings new information. Also, a source does not limit just to a publication of a text, sources open the door to discover a variety of information that goes beyond than just a simple text. The information could come from many sources for example magazines, newspapers, internet, etc.; for that they are classified into three; the primary, secondary and tertiary sources. This classification goes according to the relevance of the information that each of them could add to the investigation.

Firstly, the primary sources or direct sources are original materials in which other research studies are based. Primary sources report a discovery or share new information; they present first-hand accounts and information relevant to an event. They present information in its original form, not interpreted or condensed or evaluated by other writers. They are usually evidence or accounts of the events, practices, or conditions being

researched and created by a person, who directly experienced that event. Some examples of primary sources are: eyewitness accounts, journalistic reports, financial reports, government documents, archeological and biological evidence, court records, ephemerals (posters, handbills), literary manuscript, and minutes of meetings, among others (Voices of Change , n.d.).

In the case of this research, the primary source that the investigator going to use is the book *Wuthering Heights* by Emily Bronte and her own previous knowledge about the subject matter. The investigator will read and analyze the book in order to understand and extract all the relevant information that it brings and could help her with the achievement of the objectives of the investigation.

The other type of sources is the secondary sources, which are the ones created by someone who did not have first-hand experience or did not participate in the events or conditions being researched. Secondary sources describe, analyze, interpret, evaluate, comment on, and discuss the evidence provided by primary sources. Secondary sources are works that are one step removed from the original event or experience that provide criticism, interpretation, or evaluation of primary sources. Secondary sources are not evidence, but rather commentary on and discussion of evidence. A secondary data is one that has been collected by individuals or agencies for purposes other than those of a particular research study. In addition, often the best secondary sources are those that have been published most recently. Some examples of secondary sources are: biographical works, commentaries, criticisms, dictionaries, histories, journal articles (depending on the discipline, these can be primary), magazine and newspaper articles, monographs and websites (also considered primary) (Voices of Change , n.d.).

For the purpose of this research, the secondary sources that will be used are biographical works about Emily Bronte, as well as some criticisms about the Victorianism and the Romantic era, because in those times was developed the book *Wuthering Heights*. The investigation will implement some criticisms about the approaches in which the investigation is based on. Moreover, the dictionaries in this investigation are indispensable, as well as websites and newspaper articles.

Finally, there are the tertiary sources, which index, abstract, organize, compile, or digest other sources. Some reference materials and textbooks are considered tertiary sources, as their chief purpose is to list, summarize, or simply repackage ideas or other information. Tertiary sources are usually not credited to a particular author. As an example of tertiary sources are dictionaries and encyclopedias, Wikipedia, and similar users contributed online 'encyclopedias'. All the example previously mentioned will be used in this investigation (University of Minnesota Crookston, n.d).

3.4 Analysis Categories

The categories in a research paper refer to the variables that it could be present along the investigation. Analysis is the practice of looking closely at small parts to see how they affect the whole. Literary analysis focuses on how plot/structure, character, setting, and many other techniques are used by the author to create meaning (Arrow Head School, n.d.). For the type of research discussed here, a variable refers to some specific characteristic of a subject that assumes one or more different values. As in every literary analysis, there are some aspects that used to change the perception about the topic. There are some specific variables that are presented in literary analysis: the real world, the author, the text, and the reader (Estroga, 2015).

The first variable that plays an important role in a literary work is the world. It refers to society's points of view, especially when it is a book with some fiction settings and characters; the perspective of the reality change with a book. The second one is the author. It means that what the author lived is reflected in the novel; for that reason; it is important to have knowledge of his/her life before to read his/her work to be able to understand what the author means with certain situations expressed in the book.

The text by itself can be interpreted in many different ways, according to the reader's perception. These two variables; the text and the reader, are related because the text takes the road that the reader gives it. In this moment, it is when the different approaches to analyze literature appeared with the objective of taking different points of view and create a new opinion about the literary work.

3.5 Data Collection Instruments

For the achievement of a successful investigation, it is necessary the implementation of some tools or instruments that help the investigator to accomplish the research. The investigation will count with two tables in order to acquire relevant information that could help with the achievement of the objectives of the investigation. The investigator will develop a comparison table between the Victorian elements and Romantic elements in the novel. The table will count with three columns; one for the Victorian elements and the other one for the Romantic elements and also it will count with and extra column, in which the investigator will add some theories about these ages with the intention of supporting those elements of the Victorian and the Romantic era that appear in the novel with valid information. Bellow there is an example of how the table will look like.

		Researcher's Opinions
Victorian Elements in Wuthering Heights		
Romantic Elements in Wuthering Heights		

Secondly, the investigator will implement another table, but this time just based on the book. This table will include three columns; the first column includes some quotes, in which an aspect of Emily Bronte's personal life is reflected. Then, the second column will include some personal aspects of the author's life that support the specific quote, and finally the third column will include an explanation from the researcher; in other words, her opinion about each quote. There is an example of how the table looks like.

Quotes	Aspects of the Author's Personal Life	Researcher's Opinion

These two tables will help the investigator with those aspects of the author's life and time that played an important role in the novel; showing how important is the analysis of

external aspects for the acquisition of relevant information that can clarify different points of the novel that may be not so clear for the audience and thanks to that extra external information everything made sense.

3.6 Data Collection and Analysis

In this section the investigator will explain the procedure or how the tables described in the previous section will be developed. The first table dealing with Victorianism and Romanticism elements will look for the most important and relevant facts of each of them. The idea of this table is to extract those elements of each period that are reflected in the novel. The investigator will extract a quote or paragraph that reflects these periods and then in the third column, the investigator will add the corresponding theory that supports that part of the text and prove that of course, that is a reflection of the movement discussed.

In the second table, the investigator will compare certain characteristics of the characters of *Wuthering Heights* with the life of its creator, Emily Bronte. The objective of this table is to observe how the author of the novel reflected her own life in what she wrote. Finally, there is a third column, in which the researcher will add some comments and also her opinion about each aspect developed in the table.

Chapter IV

Data Analysis

The objective of this chapter is to make a deep analysis of the information collected throughout the instruments; this with the aim of determining the analysis tools required to

obtain the information necessary to the development of the investigation. Therefore, the chapter will discuss the process in which the information was analyzed and how the researcher selected the right information according to the literary work chosen.

Additionally, in this chapter, it is going to be showed how the analysis of the book is supported by different literary theories and the historical-biographical approach. Finally, the chapter will include two different tables that will help the readers to have a better comprehension of the book in relationship with the time and life of the author.

4.1 Data Analysis

Analysis refers to breaking a whole into its separate components for individual examination. Data analysis is a process for obtaining raw data and converting it into information useful for decision-making. Data is collected and analyzed to answer questions, test hypotheses, or disprove theories (McClelland, 1989). In other words, data analysis is in charge of summarizing and interpreting the data gathered through the use of analytical and logical reasoning to determine patterns, relationships, or trends.

The data analysis employs different methods to obtain the information; the quantitative method, the qualitative method, and the last one that is called the mixed method, that combines the quantitative and the qualitative method. The decision to select the method largely depends on the researcher's judgment, as well as on the nature of the research topic. Some research topics are better studied using the quantitative methods, while others are more appropriately explored using the qualitative methods. Recently, many researchers use both methods in the same research. In the third chapter, there was a brief explanation of the quantitative and qualitative methods. Here, it will appear an extensive explanation of each of them with the purpose of having a better idea of how they work.

The first method that is going to be explained is the quantitative one. The quantitative methods are those research methods that use numbers as its basis for making generalizations about a phenomenon. These numbers originate from objective scales of measurement of the units of analysis, called variables. Four types of measurement scales exist, namely nominal, ordinal, ratio, and interval (Regoniel, 2015). The following is the explanation that Regoniel gives to each scale of measurement:

1. Nominal or Categorical: The nominal or categorical statistical scale of measurement is used to measure those variables that can be broken down into groups. Each group has attributes, distinctly different from the other. The most commonly used nominal or categorical variables measured using this research scale of measurement are gender, civil status, nationality, or religion.
2. Ordinal: The ordinal statistical scale of measurement applies to variables that signify, as the root word suggests “order” of the different groups.
3. Interval: The interval scale of measurement measures variables better than the rank order mode of the ordinal scale of measurement.
4. The ratio scale of measurement works similarly with the interval scale. In fact, when using statistical tests, these two statistical scales of measurement are not treated differently from the other. The only difference between the ratio and the interval scale is that the former has an absolute zero point.

The data that will serve as the basis for explaining a phenomenon, therefore, can be gathered through surveys. Such surveys use instruments that require numerical inputs or direct measurements of parameters that characterize the subject of investigation. These

numbers will then be analyzed using the appropriate statistical application software to unravel significant relationships or differences between variables. The output serves as the basis for making the conclusions and generalizations of the study (Regoniel, 2015).

Now, there is the qualitative method. The first concept that is necessary to know before to discuss what is a qualitative method; is the concept of sociology. Sociology is the science of society, social institutions, and social relationships; specifically, the systematic study of the development, structure, interaction, and collective behavior of organized groups of human beings (Merriam Webster , n.d.). The reason why this concept is necessary for the explanation of the qualitative method is that this method is based on the social reaction of a situation; in other words, social behavior.

The qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help us understand social life through the study of targeted populations or places. Methods of qualitative research include observation and immersion, interviews, open-ended surveys, focus groups, content analysis of visual and textual materials, and oral history (Crossman, 2018).

This type of research has long appealed to social scientists because it allows the research to investigate the meanings that people attribute to their behavior, actions, and interactions with others. While the quantitative research is useful for identifying relationships between variables, like, for example, the connection between poverty and racial hate, it is the qualitative research that can illuminate why this connection exists by going directly to the source, the people themselves. So, in simple words, the qualitative

research is designed to reveal the meaning that informs the action or outcomes that are typically measured by the quantitative research (Crossman, 2018).

As it was mentioned in the third chapter, the qualitative researchers investigate or based their investigations on meanings, interpretations, symbols, and the processes and relations of social life. Basically, its focus is everyday life and people's experiences. What this type of research produces is descriptive data that the researcher must then interpret, using rigorous and systematic methods of transcribing, coding, and analysis of trends and themes (Crossman, 2018).

The qualitative investigation applies some methods or techniques in order to acquire the information for the research. As stated by Crossman in her article, "An Overview of Qualitative Research Methods," (2018) those techniques or methods are the following:

1. Direct observation: With direct observation, a researcher studies people as they go about their daily lives without participating or interfering. This type of research is often unknown to those under study.
2. Open-ended surveys: While many surveys are designed to generate quantitative data, many are also designed with open-ended questions that allow for the generation and analysis of qualitative data. For example, a survey might be used to investigate not just which political candidates' voters chose, but why they chose them, in their own words.
3. Focus group: In a focus group, a researcher engages a small group of participants in a conversation designed to generate data relevant to the research question.
4. In-depth interviews: Researchers conduct in-depth interviews by speaking with participants in a one-on-one setting.

5. Oral history: The oral history method is used to create a historical account of an event, group, or community, and typically involves a series of in-depth interviews conducted with one or multiple participants over an extended period.
6. Participant observation: This method is similar to observation; however, with this one, the researcher also participates in the action or events in order to not only observe others, but also to gain the first-hand experience in the setting.
7. Ethnographic observation: It is the most intensive and in-depth observational method. Originated in anthropology, with this method, a researcher fully immerses herself into the research setting and lives among the participants as one of them for anywhere from months to years. By doing this, the researcher attempts to see events and have experiences from the viewpoints of those studied in order to develop an in-depth and long-term account of the community, events, or trends under observation.
8. Content analysis: This method is used by sociologists to analyze social life by interpreting words and images from documents, film, art, music, and other cultural products, and media. The researchers look at how the words and images are used, and the context in which they are used to draw inferences about the underlying culture. In the last decade, content analysis of digital material, especially that generated by social media users, has become a popular technique within the social sciences. (Crossman, 2018).

The last method is the mixed method that combines the characteristics and collecting data techniques of the quantitative and the qualitative research. Nonetheless, for the purpose of this investigation, the method that better fits the objectives and the topic is the qualitative method. The qualitative research in literature does not focus on

the quantity and completeness of literature materials; it focuses on personal literature researches and chooses small samples or characteristics of cases according to the interests of the researches and subject requirements (Lin, 2009).

The qualitative method is going to be applied using the technique named content analysis. As its name says, it is based on the content of certain documents, films, etc. Its main purpose is interpreting the words of those documents and give the meaning that the author wanted to transmit with them. Besides, this technique takes into account the culture that surrounds the document that is super important for the comprehension of the document.

In this research, the book or the document of investigation is *Wuthering Heights* by Emily Bronte. The investigator will analyze what the author wrote in order to identify how her life is reflected in her words, and also the researcher will use the context of some words in order to make inferences of her culture. Just how the technique says that it has to be done.

4.2 Approaches of the Investigation

In recent decades literary studies have focused less on interpreting individual texts and more on discussing the principles for reading, experiencing, and interpreting literary art works at large. Literary criticism generally offers aids for experiencing literary works. As readers, critics apply a detailed background of expectations and prolong or elaborate their encounter with the text. As writers, critics describe how they resolved the tasks and problems imposed by the text, or at least present some of the results. Critics may support certain results with background material (features of genre, historical trends, author's

biography, etc.), or they may argue on the basis of a close analysis of the text as such.

Either way, critics traditionally imply that their own results are an exemplary and satisfying account of the work (Beaugrande, 2013).

There are three basic elements of literary criticism, the literary text; the reader/critic, who studies and evaluates the text; and the theoretical principles and tenets that provide the reader with the necessary tools to interpret and judge the literary text (Mayers and Pacheco, 2012). These elements establish a guide for interpreting and evaluating literary texts.

Taking into account all that was previously mentioned, the subject of the investigation is the novel *Wuthering Heights* by Emily Bronte. The researcher analyzed this novel through the historical and biographical approach, which is the implementation of the author's background to analyze literature. As the name suggests, the Historical-Biographical approach combines the two methods for interpreting texts. Using this critical lens, readers will fruitfully analyze a text by making connections between the content, its author, and his/her historical context (StudyLib, n.d.). The researcher's goal is to demonstrate the aspects of the author's life and time reflected in the novel.

If careful consideration is given to the past life of Emily Bronte, the novel *Wuthering Heights* may be seen as a mirror of her life. Through a deep analysis of the novel and its author's life and time, it is clear to observe that there are several situations and characters that share certain characteristics of author's personal life. For example, the way in which she represented the addiction of her brother in Hindley or how her sickness was represented by Cathering Earnshaw.

4.3 Theories vs. Literary Work

In this section of the investigation, the researcher will develop a comparison between the approaches applied in the investigation; the historical and biographical approach, and the literary work in order to provide supporting data for this research and, thus, increasing its validity and credibility. This with the aim to contribute reaching the objectives of this investigation.

The historical and biographical approach were deeply analyzed by the researcher to obtain the required information and have a guide to direct the investigation. *Wuthering Heights* is a novel that has a lot of hidden details that just can be obtained by the examination of Emily Bronte's life and time. Of course, having the correct guide that just the historical and biographical approach can bring.

4.4 Tables

The following tables look forward analyzing fragments of the novel through the historical and biographical approach. In addition, they also include the researcher's opinion. These tables are considered a triangulation process, as they includes a fragment of the novel, supporting facts, and an analysis of the researcher. The researcher decided to apply this format because the information is better organized, and it is easy for the reader to follow the thread of the research.

4.4.1 First Table

In the following table, it will be discussed the elements or characteristics of two important movements; the Romanticism and the Victorianism and how these characteristics were reflected in the novel, Wuthering Heights.

		Researcher's Opinion
Victorian Elements in Wuthering Heights	<p>1. Differences between social classes <i>"I've no more business to marry Edgar Linton than I have to be in heaven; and if the wicked man in there had not brought Heathcliff so low, I shouldn't have thought of it. It would degrade me to marry Heathcliff now; so he shall never know how I love him"</i> Taken from Wuthering Heights by Emily Bronte</p>	<p>1. In the Victorian Era, social class was not solely dependent upon the amount of money a person had; rather, the source of income, birth, and family connections played a major role in determining one's position in society (CliffsNotes, n.d.). In that section of the book, Catherine Earnshaw explained how she loved Heathcliff and the reasons why she could not marry him. The main reason was that he could not give her the same things that Edgar could, because he was not rich and he did not have a high position. If she married him, it would degrade her.</p>
	<p>2. A realistic adherence to daily life</p>	<p>2. Domestic subjects focused on key stages, relationships, conflicts, socio-economic factors that characterize and affect ordinary human life are reflected in the novel. In the novel, Bronte presented a universe in which people got married early and died immature; merely like they truly did in her times. Both forms; early matrimony and early</p>

		<p>decease, are considered to be part of the problems that Victorians faced.</p>
<p>Romantic Elements in Wuthering Heights</p>	<p>1. Extreme Obsession with Nature <i>“He said the pleasantest manner of spending a hot July day was lying from morning till evening on a bank of heath in the middle of the moors, with the bees humming dreamily about among the bloom, and the larks singing high up overhead, and the blue sky and bright sun shining steadily and cloudlessly. That was his most perfect idea of heaven’s happiness: mine was rocking in a rustling green tree, with a west wind blowing, and bright white clouds flitting rapidly above; and not only larks, but throistles, and blackbirds, and linnets, and cuckoos pouring out music on every side, and the moors seen at a distance, broken into cool dusky dells; but close by great swells of long grass undulating in waves to the breeze; and woods and sounding water, and the whole world awake and wild with joy. He wanted all to lie in an ecstasy of peace; I wanted all to sparkle and dance in a glorious jubilee.”</i> Taken from Wuthering Heights by Emily Bronte</p>	<p>1. The Romantics had a huge crush on nature. In nature, the Romantics found inspiration for their poetry, wisdom, and straight-up happiness (Shmoop, n.d.). Nature played an important role in the novel despite most of the rising action happened inside of houses. The moors are always lurking, constantly traversed in between the periods of action in the houses and almost daily walked by various characters. For Heathcliff and the first Cathy, the moors are an escape from the abusive conditions of the household ran by Hindley. The second, Cathy goes for pleasant walks on the moors with both Nelly and her father (Women Writers School, 2016). The landscape also plays a role in initiating the plot that brings the second Cathy into a life of misery at the Heights. She developed an obsession with Peniston Crags, especially after a servant mentioned that there was a ‘fairy cave’ there, continually asking to visit them over a period of years. Nelly described her obsession: <i>“The abrupt descent of Penistone Crags</i></p>

		<p><i>particularly attracted her notice; especially when the setting sun shone on it and the topmost heights, and the whole extent of landscape besides lay in shadow. I explained that they were bare masses of stone, with hardly enough earth in their clefts to nourish a stunted tree.”</i> Taken from Wuthering Heights by Emily Bronte</p>
	<p>2. Interest in the bizarre, supernatural and gothic. <i>“My fingers closed on the fingers of a little, ice-cold hand! The intense horror of nightmare came over me: I tried to draw back my arm, but the hand clung to it”</i> Taken from Wuthering Heights by Emily Bronte</p>	<p>2. Supernatural elements were introduced into the novel through the references to Heathcliff’s strange and evil nature and the ghost of Catherine. This is also evidence that the dream that Lockwood had was not a dream, but it was really the ghost of Catherine Linton. In this extract Lockwood thought, he had a dream but after that Heathcliff came and said: <i>“Come in! Come in! He sobbed. Cathy, do come. Oh do once more! Oh! My heart’s darling! Hear me this time, Catherine, at last!”</i> Taken from Wuthering Heights by Emily Bronte</p>

4.4.2 Second Table

The second table will extract some fragments of the novel in which the personal life of the author is reflected. Those fragments will be supported by some real aspects of the life of Emily Bronte. Additionally, it will contain a section that includes some explanations and opinions of the researcher.

Quotes	Aspects of the Author's Personal Life	Researcher's Opinion
<p>Nelly said: <i>“He entered, vociferating oaths dreadful to hear; and caught me in the act of stowing his son sway in the kitchen cupboard. Hareton was impressed...Hush, child, hush! Well then, it is my darling! wisht, dry thy eyes—there’s a joy; kiss me. What! he won’t? Kiss me, Hareton! Damn thee, kiss me! By God, as if I would rear such a monster! As sure as I’m living, I’ll break the brat’s neck. Poor Hareton was squalling and kicking in his father’s arms with all his might, and redoubled his yells when he carried him upstairs and lifted him over the banister.”</i></p> <p>Taken from <i>Wuthering Heights</i> by Emily Bronte</p>	<p>According to Neufeldt, Emily Bronte’s brother, Branwell Bronte, had “a pathetic addiction to alcohol and opium” (Neufeldt, 2013).</p>	<p>We can also see similarities between Hindley Earnshaw and Emily's brother, Branwell. Branwell was talented and educated and had high hopes of success in the arts. In fact, he planned to travel to London (and may have done so) to apply for the Royal Academy in 1834/5, but his high hopes disappeared as he moved from job to job, and from scandal to scandal. He wasted his life in drinking and drug-taking and was going through some of his worst situations when Emily was writing her novel. It is likely that she based much of the degradation of Hindley on observations and experiences with the decline of her brother (The Reader's guide to <i>Wuthering Heights</i>, n.d.). Hindley married a girl, named Frances, who died while giving birth to their son, Hareton.</p>

		<p>Hindley's grief caused him to self-destruct and isolating him from the family and even his own child. Hindley turned to alcohol leaving the next generation; his son, to also suffering feelings of abandonment (Gray, n.d.). Emily Bronte's brother drank himself to death just as Hindley did.</p>
<p><i>“She had no breath for speaking. I brought a glass full; and as she would not drink, I sprinkled it on her face. In a few seconds she stretched herself out stiff, and turned up her eyes, while her cheeks, at once blanched and livid, assumed the aspect of death.”</i></p> <p>Taken from <i>Wuthering Heights</i> by Emily Bronte</p>	<p>Emily Bronte got sick in her brother's funeral (International League of Antiquarian Booksellers, 2009).</p>	<p>Four months after her brother's death, Emily Bronte died from complications aggravated from catching a cold at her brother's funeral, plus complications from tuberculosis. Emily resisted all help from doctors until just hours before her death (International League of Antiquarian Booksellers, 2009). Catherine Earnshaw had what psychologists would call “a histrionic personality.” People with such personal disorders often “fall sick” to acquire the spotlight they so desperately need. Cathy makes herself ill twice, both times wallowing in self-pity; first, when Heathcliff left in the storm, and later when Heathcliff and Edgar had their showdown (Quora, n.d.). Catherine's disease was a representation of Emily's health complications after her brother's death.</p>
<p><i>Nelly said goodbye to Hareton: “I kissed Hareton, said good-bye;</i></p>	<p>Emily Bronte was raised by her aunt, Elizabeth, who</p>	<p>Stated by Juliet Barker, Emily's mother, Maria, died when she, "was only three."</p>

<p><i>and since then he has been a stranger: and it's very queer to think it, but I've no doubt he has completely forgotten all about Ellen Dean, and that he was ever more than all the world to her and she to him!"</i></p> <p>Taken from Wuthering Heights by Emily Bronte</p>	<p>was a housekeeper (Biography, 2015).</p>	<p>Emily grew up, therefore without a mother. Maria's sister and Emily's aunt, Elizabeth, did come to the family's aid to "live as a housekeeper and was responsible for training the girls in the household arts" (Emily web page). Here, we may have a clue to the origination of the character, Nelly. This somewhat knowledgeable narrator of our story could possibly be based, at least partially, on Emily's aunt Elizabeth. The author's aunt could have been an authoritative personality in her life. Nelly did seem to take on characteristics we might associate with a caring aunt in the life of a young woman. Nelly had a special connection with Hareton and Cathy because she played the role of mom in their lives. She took care and loved them as if they were her own children. Nelly played an important role in the life of the characters, just as Emily's aunt did in her life and in her sibling's life.</p>
<p><i>"There was no moon, and everything beneath lay in misty darkness: not a light gleamed from any house, far or near all had been extinguished long ago: and those at Wuthering Heights were never visible [from Thrushcross Grange]—still she asserted she caught their shining.</i></p>	<p>Emily lived in an isolated area called Haworth in the West Riding area of Yorkshire (Biography, 2015).</p>	<p>Both houses that appeared in the novel; Wuthering heights and Thushcross Grange, and also the moors described in the novel, reflected the isolated area where she lived.</p>

<p><i>'Look!' she cried eagerly, 'that's my room with the candle in it, and the trees swaying before it; and the other candle is in Joseph's garret. Joseph sits up late, doesn't he? He's waiting till I come home that he may lock the gate. Well, he'll wait a while yet. It's a rough journey, and a sad heart to travel it; and we must pass by Gimmerton Kirk to go that journey! ...'</i></p> <p>Taken from Wuthering Heights by Emily Bronte</p>		
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4.5 Themes, Symbols, and Motifs in Wuthering Heights

This part of the chapter will discuss in detail the themes, motifs, and symbols of Emily Bronte’s novel “Wuthering Heights.” The theme in a story is what the author is trying to convey; in other words, the central idea of the story, as stated in Chapter II. The following table was created to explain the main themes in the story; revenge, love, suffering, social classes, the super natural, and betrayal.

Themes	Explanation
	<p>The climax of the novel is represented for some of the characters’ desire of revenge. The result are cycles of revenge that seem to endlessly repeat themselves. Hindley took revenge on Heathcliff for taking his</p>

Revenge	<p>place at Wuthering Heights, when he denied him an education, and in the process separated Heathcliff and Catherine.</p> <p>Heathcliff then took revenge upon Hindley by, first, dispossessing Hindley of Wuthering Heights and by denying an education to Hareton, Hindley's son.</p> <p>Heathcliff also sought revenge on Edgar for marrying Catherine, by marrying young Cathy to Linton, Heathcliff's son.</p> <p>Yet, while Heathcliff's revenge was effective, it seemed to bring him little joy.</p> <p>Late in the novel, Cathy saw this, and told Heathcliff that her revenge on him, no matter how miserable he made her, was to know that he, Heathcliff, was more miserable. And it was instructive that only when Heathcliff lost his desire for revenge, he could be able to finally reconnect with Catherine in death, and to allow Cathy and Hareton, who were so similar to Heathcliff and Catherine, to find love and marry (LitCharts , n.d.).</p>
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<p>Love</p>	<p>Wuthering Heights explores a variety of kinds of love. The first representation of love in the novel is the love between Catherine and Heathcliff. Heathcliff and Catherine's all-consuming passion for each other, which while noble in its purity was also terribly destructive. In contrast, the love between Catherine and Edgar was proper and civilized rather than passionate. Theirs was a love of peace and comfort, a socially acceptable love, but it could not stand in the way of Heathcliff and Catherine's more profound (and more violent) connection.</p> <p>The love between Cathy and Linton was a grotesque exaggeration of that between Catherine and Edgar. While Catherine always seemed just a bit too strong for Edgar, Cathy and Linton's love was founded on Linton's weakness—Linton got Cathy to love him by playing on her desire to protect and mother him. Finally, there</p>

	<p>was the love between Cathy and Hareton, which seemed to balance the traits of the other loves on display. They had the passion of Catherine and Heathcliff without the destructiveness, and the gentleness shared by Edgar and Catherine without the dullness or inequality in power (LitCharts, n.d.).</p>
<p>Suffering</p>	<p>In <i>Wuthering Heights</i>, everyone suffered physical and emotional trauma and many of them even died from it. Heathcliff avoided physical illness, but his love for Catherine caused an extraordinary amount of suffering.</p> <p><i>"Misery, and degradation, and death, and nothing that God or Satan could inflict would have parted us, you, of your own will, did it. I have not broken your heart—you have broken it—and in breaking it, you have broken mine."</i></p> <p>Taken from <i>Wuthering Heights</i> by Emily Bronte</p>

Social Classes

In Brontë's novel, however, class distinctions are constantly changing much to the confusion of the characters; there are two primary examples of this: Heathcliff and Hareton. Because no one knew anything about Heathcliff's background, they all treated him differently. Mr. Earnshaw adopted him and treated him like a son, but the snobby Lintons refused to socialize with him. When he disappeared for a few years and came back rich, the characters struggled even more over how to approach him—he now had money and land, but many of them still considered him a farm boy. Likewise, Hareton had a hard time gaining respect. The son of Hindley, Hareton should be the heir to Wuthering Heights. With land and standing, he ought to be a gentleman. However, Heathcliff refused to educate him, and everyone else mostly ignored him, so his manners (a very important indicator of class status) were rough and gruff. Only

	<p>when young Cathy helped to educate him, he did achieve the class standing to which he was born (LitCharts, n.d.).</p>
<p>The Super Natural</p>	<p>From the beginning to the end, Wuthering Heights is a novel full of ghosts and spirits. Dead characters refused to leave the living alone, and the living accepted that the deceased found ways of coming back to haunt them. In a departure from traditional Gothic tales, these hauntings were sometimes welcomed. Heathcliff, for instance, repeatedly sought out visitations from the ghost of his beloved Catherine. He even dug up her grave in order to be closer to her (LitCharts , n.d.).</p>
<p>Betrayal</p>	<p>Betrayal is shown through Catherine and Heathcliff's love: Catherine betrayed Heathcliff by marrying Edgar Linton, Heathcliff disappeared for three years, but when he finally accused her of betrayal, he framed it as disloyalty to herself.</p>

The following literary element to be analyzed is the symbols found in the story. As it was mentioned in the second chapter; symbolism can take different forms. Generally, it is an object representing another to give an entirely different meaning that is much deeper and more significant. The following are some symbols that the author implemented in the novel: the houses; Thrushcross Grange and Wuthering heights, the weather, the windows, ghosts and finally the moors.

Symbols	Explanation
Thrushcross Grange	Thrushcross Grange, the house owned by the Lintons and then inhabited by Lockwood, is a symbol of tamed, refined, civilized culture. Even when Heathcliff owned it, he chose to rent it rather than to live in it, for its formality did not suit the likes of him (LitCharts , n.d.).
Wuthering Heights	Wuthering Heights is a centuries-old farmhouse that symbolizes simplicity, wildness, and passion. Sturdy, substantial, and stubborn, the house is at one with the surrounding moors; it is fierce, but unchanging. Its inhabitants shared its characteristics—like it or not, they were in touch with their raw, natural, and

	<p>animalistic instincts. Wuthering Heights stands for unfettered, primal emotions—it is nature (LitCharts , n.d.).</p>
<p>The weather</p>	<p>The frequent storms and wind that sweep through Wuthering Heights symbolize how the characters were at the mercy of forces they could not control.</p>
<p>The Windows</p>	<p>The opening of the window signifies the reentrance of Catherine’s spirit into Heathcliff’s mind, who was almost controlled by its presence. The window also seems to be a channel from the reality to the desired. This seems like an obvious observation, but most of the time in the novel, the window either hinders a course or provides a means from one side to the other. An example of an obstacle would be the part in the story when Heathcliff and Catherine escape from Wuthering Heights down to Thrushcross Grange to spy on the Linton’s children through the drawing room window (S, n.d.).</p>

The Ghost	<p>The ghost of Catherine Earnshaw is a very important aspect of Wuthering Heights because it represents the lack of closure between her and Heathcliff. From Catherine's inability to tell Heathcliff that she loved him to Heathcliff's hopefulness in the afterlife, so Catherine will still exist, the lack of closure is evident in the novel. Ghosts in literature usually symbolize evil or demonic presences, while the ghost of Catherine is used to represent romance rather than evil (Carr, 2014).</p>
The Moors	<p>They are used to symbolize the idea of being between life and death and between good and evil with Wuthering Heights acting as the physical manifestation of evil and Thrushcross Grange representing good, and the moors between them. That being established, for Heathcliff and Cathy, the moors were a place of freedom from their unhappy home life and from the difference in their social circumstances, which kept them separated at other times. Ultimately,</p>

	<p>Heathcliff and Cathy's love of roaming the moors reflected their rejection of heaven and choice of roaming the between, neither on earth nor in heaven (Course Hero, n.d.).</p>
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The last literary element to be analyzed are the motifs found in the novel. Motifs are recurring images, sounds, or actions that have a symbolic relevance, which ultimately contribute to the development of the theme. The following are the motifs found in the novel; duality, repetition and culture, and nature.

Motifs	Explanation
<p>Duality</p>	<p>The first idea of duality is clearly reflected in the characters, specifically on Heathcliff and Catherine. The conception of pairs is also shown in the settings, Wuthering Heights and Thrushcross Grange. The difference between these two houses was remarkable in the novel. Thrushcross Grange represented tamed, refined, civilized culture, while Wuthering Heights was the opposite, as it represented simplicity, wildness, and passion.</p>

	<p>Besides, some themes represented this duality. For example love and revenge, nature and society.</p>
<p>Repetition</p>	<p>The way that the names of the characters are recycled, so the names of the characters of the younger generation seemed only to be re-scrambling the names of their parents, leads the reader to consider how plot elements also repeat themselves (Spark Notes, n.d.).</p>
<p>Nature and Culture</p>	<p>This motif is represented in the novel with metaphors. Nature is wildness; it is represented by the inhabitants of Wuthering Heights and the house itself and culture are represented by the Lintons and their house Thrushcross Grange, they represented civilization, refinement and high status.</p>

Chapter V

Conclusions and Recommendations

In this final chapter, the results obtained throughout the information acquired through the analysis of the novel “Wuthering Heights” by Emily Bronte, will be shown. Additionally, the conclusions the researcher had after completing the investigation and also the effectiveness of the approaches and theories applied, will be provided. Finally, it includes how the objectives were accomplished and the recommendations for future analysis in similar studies.

5.1 Investigator’s Conclusions

In academic writing, the conclusion is the summary of the main points given in the researcher paper. The conclusion draws together the ideas to explain how they connect and relate and shows how the research question is answered (Southampton Solent University, n.d.) In other words, the conclusion is the closure of the investigation; basically, the section of the research, in which the investigator presented his/her final thoughts.

The researcher achieved her conclusions thanks to the studies made by other experts in the subject matter because they gave her new elements to judge and consider when the investigator was making her own investigation. Those studies enriched her conclusions because they provided different perspectives and amplified the original concepts that the investigator already had. Throughout the course of this research, the researcher gathered many conclusions, which were obtained through the analysis of the novel “Wuthering Heights” by Emily Bronte. The researcher applied two different approaches combined; the

biographical and historical approach, and literary elements were highlighted in the project in order to obtain the information necessary to carry out the research.

Conclusions obtained by the researcher evidence the fact that the novel written by the English writer Emily Bronte shows the influence of the author's life in the novel. The researcher analyzed the biographical and historical approach, as well as many biographical and historical theorists, who have contributed in any or other way to make visible how the authors' life had a great impact in their works.

As it was mentioned throughout the research; the historical-biographical approach looks for the reflection of the author's life and time in his/her literary work. The researcher, in this investigation, worked to find those relevant elements of Emily Bronte's life and time in her masterpiece novel "Wuthering Heights." They were not easy to find, it took a while to make connections between a lot of situations that the author experienced and she put them into words. But finally, the investigator found some of the most relevant aspects of her life captured in the novel.

Regarding the history, Bronte's life was divided in two important periods; the Romanticism and the Victorianism. The novel was published during the Victorian Era, but it is clear that Bronte was familiarized with the Romanticism because her novel embraces many Romantic features. As it was mentioned in the first chapter of this investigation, the Victorians tended to idealize portraits of difficult lives in which hard work, perseverance, love, and luck, win out in the end. Some of the most relevant elements of this period in the novel are, the differences between social classes that made character's lives very hard. As it was explained throughout the research, love is the climax of the novel and at the end it won. The last characteristic of this period is the adherence that the novel had to daily life; in

it can be observed how they lived a common life with some extraordinary events that made their lives extraordinary.

On the other hand, the romanticism was characterized for being a movement that emphasized the emotions and the individualism, as well as the glorification of all the past and nature. There are some of these characteristics reflected in the novel; for example, the extreme obsession with nature that they had. Nature played an important role in the novel despite most of the rising action happened in the houses. A clear representation of that is the moors and the landscape. Additionally, there is the interest that the romantics had in the supernatural and gothic. In the novel, it is clear to observe this characteristic in the ghost of Catherine and in the description of the houses.

Related to Emily Bronte's personal life, there were some situations that she captured in her novel. The fact that her brother was an alcoholic and had drug problems was reflected on Hindley, who went through a similar situation. Besides, the disease that Catherine developed after Heathcliff's revenge was a representation of the health problems that she had after her brother's funeral. Also, Emily was raised by her aunt Elizabeth; consequently, she got inspired in her aunt to create the narrator of the story, Nelly Dean. Finally, Emily lived in a household in the countryside in Yorkshire, same place where she located her novel; therefore, she used the places she knew personally.

5.2 Specific Objectives

At the beginning of any investigation, the objectives are established to work as a guide for the investigator and the readership. They are used to describe the process that the researcher had to follow to achieve the main aim of the investigation. To summarize, the

specific objectives of every investigation are cited and explained at the end of the investigation in order to demonstrate how the objectives were achieved. They will be listed and explained below.

5.2.1 First Specific Objective

To determine which aspects of Emily Bronte's personal life are reflected in the characters of the novel.

The first objective was achieved through a deep analysis of Emily Bronte's personal life and the novel. The investigator extracted some fragments that had personal connotation of Bronte's life; those aspects of her life and fragments from the novel were analyzed through the Biographical Approach, which was previously explained. What the investigator did was to explain each personal fact about the author and how they had been shown in the novel, proving in that way that her personal life played an important role and had a great relevance in her literary work.

People are influenced by the world and events around them, and have unique, individual experiences that affect their personality. In the same way, an author is influenced by his/ her life when he or she writes. Gender, race, and socioeconomic status also have a huge impact on his/her writing. Therefore, the more you know about the author, the better is the comprehension of their literary work. Through the elements analyzed and reading of the story, the researcher concluded that having knowledge about the author's biography can clarify and improve the comprehension of his/her literary work.

5.2.2 Second Specific Objective

To identify the characteristics of gothic genre developed in the novel.

The second objective was directed to the genre of the novel. The Gothic genre is a genre that combines fiction and horror, death, and sometimes romance. Just with the definition of genre *Wuthering Heights* is described. This objective was achieved through the application of the Historical Approach. The Genre is reflected in the settings of the novel. For example, the moors had different representations for the characters; for Catherine and Heathcliff they represented freedom and for Lockwood they were terrifying for the image that Lockwood gave them. Also, the house, *Wuthering Heights*, was a clear representation of the Gothic genre, for its old structure. Both settings caused fear in most of characters, what reflected the horror that is essential in a gothic work.

In most of the Gothic works, there is always an evil character that in this case is represented by Heathcliff and his way to treat people around him. This character is also a representation of the romance that is part of the Gothic genre, as well. He was so in love with Catherine that she was the only that received a special treatment from him (not always). Another important characteristic mentioned previously of the Gothic genre, was the sense of fear that in this case Heathcliff provoked in the people that surrounded him.

Finally, the clearest representation of the Gothic genre that appeared in the novel is the supernatural phenomenon that is represented with the ghost of Catherine in the novel. As it was already known, the novel is a clear representation of the Gothic genre. For the achievement of this objective the investigator took into account the elements of the genre and in that way the investigator could identify them in the novel.

5.2.3 Third Specific Objective

To show the influence of the Victorian and Romantic era in Wuthering Heights.

Finally, the third objective aimed to analyze the influence that the Romanticism and Victorianism had in Wuthering Heights and the writing style of its author. This objective was achieved through the analysis of the elements or characteristics of each period and comparing them with elements that could be a representation of them in the novel. This objective was achieved through the analysis of the elements selected and using the principles learned from the Historical Approach and some previous studies about the movements. That knowledge was applied during the reading of the novel, so in that way they had determined.

After concluding the analysis of Emily Bronte's life and time, the objectives of this investigation demonstrated that of course her life and time played an important role in her masterpiece novel, Wuthering Heights. Showing that the study of the author's biography at the time of reading his/her literary work, is the relevant important to understand what he or she wrote.

5.3 Recommendations

After concluding the investigation process, it is of great importance to provide advice and recommendations to future researchers, with the purpose of facilitating relevant tools to the researchers and let them know in advance which areas require more attention,

and which ones can be improved to obtain a successful investigation. As this investigation is a literary analysis, the recommendations will be focused towards literary investigations.

First, it is recommended that before the investigator starts the research, he or she has to be familiarized with the literary work in advance, especially if the literary work is a long novel, like in this case. Reading takes time and analyzing a novel more, so it is super important to have the adequate time to read in calm and pay good attention to the details that most of the time are not determined at first sight.

The first aspect that it is necessary to determine by the researcher before reading the book, is if the thematic of the book is of his or her interest and if the literary analysis approach selected or planned to be used is whether or not a good fit to complete a successful investigation. If the researcher enjoys what he/she is reading, the process of analyzing the literary work will be easier than if he/she does not enjoy the book. Also, the determination of the approach is of vital importance in a literary analysis because if it does not fit the objectives of the investigation, basically the process will be a waste of time. In simple words, reading the book and studying the approaches are the first two things that are necessary to do before to start with the investigation.

Then, what the researcher can do is take advantage of time. Extract some important details of the book that at the end will help him/her to contribute by creating a deep and substantial analysis, like for example identify the author's writing style, use of language, character construction, and other literary devices. Basically, what it is known as a formalistic approach in the literary analysis. All those details are vitals in a literary analysis.

The second recommendation is, as it was mentioned at the beginning, to make a deep analysis of the approaches and theories of literary criticism, which once reviewed will help the researcher to select the one that best fits the book to be analyzed. In this way, the investigator's concerns and objectives will be achieved thanks to the right selection of the approaches.

Thirdly, for a literary analysis, it is of vital importance to have a deep knowledge of the author's background. This could help the researcher to make connections between the author's life and time and what is reflected about it in the book. Most of the time, what authors experienced in their lives had huge impact in what they wrote. This will lead the researcher to be familiarized with the context in which the book was written. The researcher recommends reviewing biographies, videos, and documental from credible sources.

Additionally, it is recommended that the researcher works with anticipation. It means that he or she has enough time to dedicate to the project. This can be achieved by doing a schedule, in which the researcher can organize and plan the days, time, and hours that will be dedicated to the investigation. Also, it can help the researcher to assign periods in which he/she determines what has to be done first and so on; and in that way, the researcher takes advantage of every single minute that he or she has. Literary analyses are complex and rigorous processes that require a lot of time in order to create a substantial and successful analysis; so, the researchers have to take into consideration that time is the most crucial aspect to develop a meaningful literary analysis.

Moreover, something that nowadays researchers have to take into consideration is the right way of citation according to the rules of the format that is been applying.

Plagiarism is illegal and a mistake could bring a lot of problems with the law, most specifically with copyrights laws, so in order to avoid those problems and create a legal investigation it is necessary make a deep study of the correct way to cite the sources and give them the recognition that they deserve.

Finally, the main objective of a literary analysis is to help the readership to comprehend a literary work. As a researcher, it is recommended to develop a literary research that can be useful to educate the readership and can contribute something new to the subject matter. The idea is that the literary analysis can be used as a tool for future students or investigators to develop their own researches.

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