Editor-In-Chief
Dr M. Sandra Carmel Sophia
Professor of English,
Aditya Engineering College
Surampalem, Peddapuram,East Godavari Dist,Andhra Pradesh

Vol-5, Special Issue-1   : 2020

Impact Factor   : 4.845(SJIF)

Published by   : Oray's Publications

All the papers we publish are purely genuine and no plagiarized.

<div align="center">**Research Journal Of English (RJOE)**</div>

Research Journal Of English (RJOE) is a premier, leading and trust-worthy international peer-reviewed journal in English Language and Literature. Guided by an editorial board which boasts of academically-rich and research-oriented experts in the field of language and literature, the journal invites contributions of academicians and scholars from English language and Literature fields. The research papers can represent both theoretical and practical perspectives and methodological approaches. It is a platform for the publication of the most advanced research. Research Journal Of English is freely accessible and downloadable.

Scope of RJOE

Research Journal Of English (RJOE) welcomes papers in the domain of English Language and Literature. It encourages scholars and teachers of English and Literature to contribute their papers in the fields of Language and its research, Literature and its Applications, Creative Writing, Linguistics, Accent, Poetry, Criticism, Phonetics, Literary Criticism, Philosophy of Language, Theatre, Technical Communication, Culture Studies, Methodologies in Teaching and other topics related to English.

We Accept

1. Original Research Papers
2. Review Articles
3. Short Communications
4. Case Studies

For Submission of Manuscripts

Submit manuscripts as an email attachment to the Editorial Office @ editorrjoe@gmail.com / rjoeeditor@gmail.com

Frequency
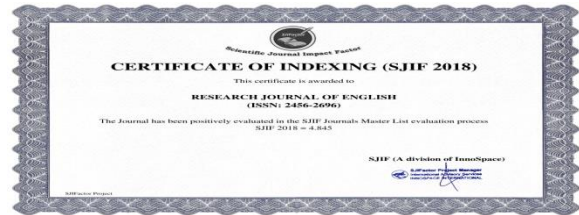
Research Journal Of English (RJOE) publishes articles for every Three months (Quarterly) [January/April/July/October

****

Research Journal Of English is indexed in…

Contents ………..

TEACHING SPOKEN ENGLISH IN RURAL INDIA: STRATEGIES FOR ENHANCING PROFICIENCY SKILLS

B.Ram Babu [1]

M.A(Litt),B.Ed, (PhD)

Asst.Professor of English

Aditya Engineering College &

Research Scholar,

KL University,Vaddeswaram

Dr.Bolleddu Siva Nagaiah[2]

M.A,M.Phill,Ph.D,

Assoc.Prof & Research Guide,

Dept.of English

KL University,Vaddeswaram

Abstract:

This paper focuses on the issues relating to hurdles of speaking English in rural areas in India. The teaching policies in Indian schools emerge as a social problem and personal problem also. The quality of English Language education in majority of Indian schools presents a very alarming depiction. Teacher's language proficiency, exposure to language and materials are major concerns for quality of English language learning. In reality, the rural students' situation is very difficult because they don't have opportunities as city students have (i.e.) language Proficiency lab, audio visual aids and etc.. In general, rural students consider English as a topic not as a language. It is the main obstacle to them. Majority of students study only for the sake of examination. They are not known to recite poems but they well known how to memorize them. As a matter of fact, rural students have a fear of English. On the other hand, many teachers don't have long vision on the subject of student's life. Their focus of attention is only on examination.

Keywords: English, rural areas, language education, materials, audio-visual aids, obstacles.

Introduction:

English is considered the most commonly used language. More than 450 million people speak English. Knowledge of vocabulary and grammar of this language is extremely necessary so as to study or work abroad. The verbal English is an imperative component of the English language program in many institutions in rural India. The course provides the platform for growth in other courses associated with grammar, reading and writing abilities. As learning and applying skills of spoken English are so closely related, the classroom should be an area where the utilization of speech is sensitively supported and where active listening is developed and valued. The act of speaking enables students to form connections between what they know and what they're learning, and listening helps them to accumulate knowledge and explore ideas. Although many students have mastered basic listening and speaking skills, some students are far more effective in their speech than others. And those who are simpler communicators experience

_____

more success in class and in other areas of their lives. Indeed, the skills that can make difference between minimal and effective communication in spoken English can be taught, practiced, and improved. Students of the agricultural areas don't realize the importance of English as a language of communication whereas this is often the foremost important aspect of this global language. They lack the arrogance to talk in English; expression within the language is weak.

Problems faced by students of Rural areas:

Fear or unpleasant feelings about their English learning experiences

"Courage is resistance of fear, mastery of fear – not absence of fear."–Mark Twain

Most of the rural area students, have a fear of conversing in English with their family members and friends. People are naturally reluctant to use a language they are not comfortable in, especially in the presence of native speakers or their peers. The students from English medium can't articulate even a single sentence correctly, and confident enough to communicate in the English language.

Teacher fronted Amnesia:

In developing countries like India, most of the students from rural areas feel a sense of fear of conversing in English as they have Teacher fronted Amnesia. It takes only one way of lecturing to the students. Usually, the classes are teacher centric, monotonous teaching, lack of activities and passive listening are the cause for concern. Teacher plays a key role in this type of teaching where he can't provide any chance to the students to speak. Due to lack of proper exposure to the language, students are unable to improve oral skills..

Lack of updates in their curriculum:

Most of the syllabus in their primary and secondary level is not yet updated according to the ever changing world; Most of the syllabus is in traditional method. It's only meant for the output results in the final examination, It never helps to enhance the students' skills for their future settlement. Actually, in English curricula, there are lessons that use tapes and CDs to practise listening and speaking skills, but school resources and therefore the habits of individual teachers mean they are rarely used, especially in rural areas. Students mostly copy the way their teachers speak, but many teachers mispronounce the words themselves.

Mother tongue influence:

Yet, the evidence of maternal language influence on English is extremely obvious. ... the foremost common reason is transfer or interference from the maternal language . Generally, errors made in pronunciation are thanks to difference within the audio system and spelling symbols between the maternal language and English. Most o f the students accomplish their schooling in their mother tongue i.e Telugu. They are very well off in their core subject even

_____

though they remain very poor at English still. The students have an unknown fear and forever over English all these years.

Socio-Cultural and Economic background:

Most of the oldsters are illiterate; they can't directly participate within the daily routine of their children though they aspire for his or her children's bright future. The boy or girl; is also sent for work on wages at the specified time of they year which affects their education very dearly.

Lack of confidence in the Students:

Many students face the common problem that, although they spent six or seven years studying English at school, they can't pronounce an English sentence correctly, and they are not confident enough to communicate in the language. Some students understand English grammar alright , and even score high marks in examinations, but their communication skills are very poor and that they are often too shy to even attempt to strike up a conversation.

Starting Stage of English Language:

Another problem with ESL learners is that 68% students started their learning English at Elementary level, i.e., from Class VI. They have very short period of three years to learn tons of syllabus before reaching the secondary level. Suddenly they're thrown within the sea of English during which they feel tons of difficulties to swim properly without proper skills. So they become fearful from English.

Suggestions on Techniques of Teaching Spoken English:

The teaching of spoken English should fundamentally be different from the teaching of written English. It is therefore, proposed that teachers who teach English as a second language, no matter where they teach, should follow some easy teaching methods to avoid possible language problems and to exclude the possibilities of language barrier. This also applies, considerably to the teaching spoken English. However, allow us to take a cursory check at some methods of teaching that are suggested by some linguists.

Here are the ways for enhancing proficiency skills of a student in order to become an effective speaker:

The Oral approach/Situational language teaching:

The difference between the oral approach and therefore the direct method was that methods devised under this approach would have theoretical principles guiding the choice of content, gradation of difficulty of exercises and therefore the presentation of such material and exercises. The main proposed benefit was that such theoretically-based organization of content would result in a less-confusing sequence of learning events with better contextualization of the

_____

vocabulary and grammatical pattern presented. Last but not least, all language points were to be presented in "situations". Emphasis on this point led to approach's second name. Such learning in situation would cause students' acquiring good habits to be repeated in their corresponding situations. Teaching methods stress PPP (presentation (introduction of new material in context), practice(a controlled practice phase)and production(activities designed for less-controlled practice).

The Audio-Lingual Method:

This "information method" has great success small class sizes and motivated learners. The main difference was the developing audio-lingual methods allegiance to structuralism , that specialize in grammar and contrastive analysis to seek out difference between the student's language and therefore the target language so as to organize specific materials to deal with potential problems. These materials strongly emphasized drill as how to avoid or eliminate these problems. Under this method, 4 students listen to or view recordings of language modals acting in situations. Students practice with a spread of drills, and therefore the instructor emphasizes the utilization of the target language in the least times. The idea is that by reinforcing 'correct' behaviors, students will make them into habits.

Pro-prospective language learning methods:

The pro-prospective learning method (commonly called the feedback training method) emphasizes simultaneous development of cognitive, motor, neurological, and hearing as all being a part of a comprehensive learning process. It emphasizes that training of each part of the speech process must be simultaneous. The Pro-prospective method, therefore, emphasizes speech training, and is primarily employed by those eager to perfect their speaking ability during a target language. The pro-prospective method virtually stands alone as a second language acquisition method in that it bases its methodology on a speech pathology model.

It stresses that mere knowledge (in the form of vocabulary and grammar memory) is not the sole requirement for spoken language fluency, but that the maid receives real- time feedback from hearing and neurological receptor of the mouth and related organs in order to constantly regulate the store of vocabulary and grammar memory in the minds during speech. Thus, according to the pro prospective method, all student participation must be done full speaking volume. Furthermore, so as to coach memory, after initial acquaintance with the sentence being repeated, all verbal language drills must be a response to the narrated sentences which the scholar must repeat (or answer) entirely aside from reading a text.

Facilitators can guide their students to try to do the following:
• Cultivate positive attitudes toward accuracy
• Notice the effects of pronunciation on interactions during tutorial sessions
• Notice prosodic features of language (stress, intonation, rhythm)

_____

• Develop communicative competence

• Lead perception exercises on during of stress, loudness of stress, and pitch. These exercises will help learners recognize the difference stressed and unstressed syllabus.

• Present pronunciation rules for stress. For example, teach learning that in reflexive pronouns, the stress is always on the word self.

• Teach word stress when teaching vocabulary. For example, any time that new words are introduced, means to learners where the main stress falls.

Conclusion:

Spoken English may be a vital component of English language arts curriculum and provides the platform for growth in reading, writing, and listening abilities. As learning and applying the skills of Spoken English are closely related, the class should the place where the use of spoken language is sensitively supported and where active listening is developed and valued Talk enables students to make connections between what they know and what are learning, listening helps them to acquire knowledge and ideas. Subsequently, the abilities to listen critically and to express one clearly and effectively contribute to a student's success in school and later in life. Although there are challenges to teaching learning spoken English, it is an area vital to students to learn English as a second language. The various techniques highlighted in this paper shed light on pronunciation features to be and on learner' goals and motivations for improving their pronunciation. We therefore, propose that by incorporating current research and its implications into their teaching techniques, facilitators can help students gain the skills they need for effective spoken communication in English.

References:

- M.L. Tickoo :Teaching and Learning English : Orient Blackswan,Paperback,2003
- Approaches and Methods in Language Teaching By Jack C. Richards, Jack Croft Richards, Cambridge University Press, Cambridge,2001.
- Ashraf Rizvi. Effective Technical Communication, Tata McGraw-Hill Education, 2005
- Hanumanthrao, C.R. (2011) Teaching English Language: Problems and Remedies.
- Bolinger, Dwight. (1968). Aspects of language. New York: Harcourt, Brace & World Inc.
- Bose, M.N.K. (2007). A text book of English language ndteaching (ELT) for Indian students (2 ed.). Chennai: NewCentury Book House.
- Jalaluddin, Nor Hashimah& et al. (2009). "Linguistics and environment in English language learning: Towards the development of quality human capital". European Journalof Social Sciences, 9(4), 627-642, from jccc@infonet.in, retrieved on March 3, 2011. [4]
- James, Cherian. (1996). "An analysis of selected problems that confront students and teachers of second language". Dissertation Abstracts International,57(9), 3857-A.
- Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific region. TESOL Quarterly, 37 (4), 589-613.

_____

LANGUAGE LABORATORY- THE KEY TO COMMUNICATIVE ENGLISH

_____

Dr.N.Nagabhushanam
Reader in English
M. R.College(A)
Vizianagaram Dist Andhra Pradesh

_____

Abstract:

In an ever-changing era of globalization, the fundamental value of communication as an amazing human resource plays pivotal role in building human relations. Communication presents the human beings with different perspectives and insights, and enables one to reach a more poignant understanding of the nature on human mind and spirit. So people should try to interact in English language to ensure true and meaningful communication. To be successful in both personal and professional life, English language is essential. Learning English is an easy task but mastering it needs a strenuous attempt and effort on the part of the learner. To attain this end, the teacher as facilitator should introduce various methods and approaches of teaching English in the class room. Along with the traditional modes of teaching, the teacher should be able to bring in blended learning methodology which includes modern methods of teaching. Advances in information technology, scientific knowledge and application and the audio- visual aids have transformed a sprawling earth into a global village. So to enhance efficient and effective communication in English, educational institutions should give room to laboratory hours in their curriculum to enable learning of 'lingua franca' like English. Language labs provide the learners with a strong platform for practical training and develop the skills of the learners. A good language lab develops the accent and a pronunciation style of the learners. It is useful for assessing learner's speech and stimulates the eyes and ears of the learner to acquire language quickly and easily. Language laboratory helps in the self-assessment of the learner and gives them freedom to learn at their own pace. Hence the objective in choosing a topic like the use of language laboratory highlights the fact that it is a tool designed for teaching a foreign language like English for effective communication.

Keywords:

Globalization, communication, English language Human relations, Approaches, Traditional methods, Blended learning, Information technology, Language laboratory, Audio visual aids, Practical training, Self-assessment, Freedom, Efficiency.

Introduction:

Language is one of the most significant positions of human beings. No other living species have developed such a complex system of communication as the humans. Good communication skills are indispensable for the success of any professional. If one aspires to

_____

reach a wider audience, one has to speak their language. Hence communicating in a 'lingua franca' such as English becomes the need of the hour. Tremendous progress and advancements in information technology, scientific knowledge and application, audio- visual aids have transformed a sprawling earth into a global village. Peoples of various culture and nationalities meet, interact, trade and socialize with ease on a daily basis. This is possible only with the use of a common language- English. Pandit Jawaharlal Nehru, the then Prime Minister of India has described English as 'our major window on the modern world'.

Language learning is not the same as any other subject. It is not just writing an examination to pass or get a degree or award, but it requires the skills of reading, writing listening and speaking. For more than a hundred years the teaching of English language was based on the analysis of the nature of the language and the applications of teaching/learning principles drawn from research and theory. The result is generally referred to as a teaching 'method' or 'approach' which includes a set of core teaching and learning principles together with a body of classroom practices that are derived from them. Similar is the case with language teaching especially English where the field of teaching methods has been a very active one since the 1900's.

Methods of Teaching /Learning English:

The 1970's era witnessed a paradigm shift in language teaching/learning. New approaches and methods gained momentum and some of these achieved wide popularity and acceptance eventually undergoing process of replacement by newer methods and appealing ideas and theories. Examples of this sort included the direct method, task based learning, blended or cooperative learning, M-learning, content based learning and e-learning.

The language laboratory plays a vital role in the process of e-learning. It is a technological aid which helps the learners of English language to gain expertise in the language. In today's context, using a language laboratory has become inevitable though it poses certain challenges to the learner. The use of a language laboratory can be included in the heading of task based learning. In this context, the learners are taken to the laboratories at least once a week and made to perform certain activities based on the introductory knowledge that they get to know through the computers.

Various activities are assigned to the learners in the lab by the facilitator to ensure fluency in English. Thanks to the scientific advancements which have produced a number of innovative digital products that specifically assist in the learning process. The electronic products pertaining to learning English are the digital multimedia control, wireless headsets and microphones, the interactive response pad, etc., all which are useful for students in learning

_____

English language for communication. These tools are designed with a functional purpose of enhancing not only language teaching but also classroom grading and distance learning.

Advances in information technology, scientific knowledge and application and the audio visual aids have transformed a sprawling earth into a global village. Along with the traditional modes of teaching, the teacher should be able to bring in blended learning methodology which includes modern methods of teaching. So to enhance efficient and effective communication in English, the educational institutions should give room to laboratory hours in their curriculum to enable learning of 'lingua franca' like English. Keeping in tune with the changing technological aides, language laboratories should be established with advanced gadgets of LSRW skills.

Importance Of Language Laboratory

Language labs are becoming **highly valued** at **colleges and universities** because they offer students a structured **eLearning** environment. They facilitate the **teacher's role** in creating a more attractive learning environment for the student and can offer their students more practice hours and up-to-date exercises than can be found in language books.

The significance of the language laboratory has been much felt in the domain of communication it helps the learners to use technology effectively to communicate.

> It is not merely for learning a single language,
> but can be used for teaching a number of
> languages efficiently. To acquire a sensibility
>   for the sounds and rhythm of a language, one
> has to hear the best samples of a spoken
>   language (Richards, 2001).

A language laboratory can be explained as a physical, fixed and dedicated place for students to learn a foreign language. In this we have the availability of audio or audio-visual materials. These materials allow a teacher to listen to audio, which in turn is delivered to individual students through headsets or in isolated 'sound booths.' Language labs provide the learners with a strong platform for practical training and develop the skills of the learners. A good language lab develops the accent and pronunciation styles of the learners. It is useful for assessing learner's speech and stimulates the eyes and ears of the learner to acquire language quickly and easily.

Language laboratory helps in the self-assessment of the learner and gives them freedom to   learn   at   their   own   pace.   The   language   lab   is   a   very   useful   tool that **facilitates** classroom **engagement** and **interaction** via computer-based exercises. These

_____

labs provide a very different experience from the traditional system of teaching, offering more **advanced features** and **functionalities.**

Benefits of using a Language Laboratory:

Successful language learning takes place not just by studying the theory but by performing classroom activities practically. This is possible through Language labs which provide learning in an entertaining and interactive way to acquire major language skills: listening, speaking, reading, and writing. Comprehensive learning takes place through a language lab, rather than use of spending time in teaching. Students learn much faster in the language lab.

Language lab **boosts** the **motivation** of students achieving higher levels of language retention and progress. There is a big fear in the **education** world that technology will **replace** the **role** of the **teacher** and the position will become obsolete. The language lab **debunks** this **myth** because it provides **supplementary materials** that **facilitate** the role of the instructor rather than compete with it.

Language labs allow students to practice the language with a much wider **variety** of **activities** and **exercises** based on the computer. Learning occurs in a **structured** way, in a **real context** and visually **attractive** way that immerses the student in the language learning environment and **promotes** language use. The students can watch videos, practice their **pronunciation** through a speech recognizer, learn new vocabulary, and much more.

English language labs are designed to provide the learners with a strong platform for practical training in the language. A good language lab skillfully and efficiently develops the language skills of the learners. They are exposed to functional language in use and are familiarized with the many pronunciation styles that are vital in everyday usage of the English language in today's world. Language labs also provide scope for using English language through games and practice exercises to polish concepts learnt during classroom sessions.

Benefits of Learning through Language Lab:

Better Attention: The Lab software is more interesting to the students, where they are engaged with individual systems.

Quick Comprehension: The Lab increases the pace of comprehension as students' coaching is purely based on the level of study.

Effective learning: The lab provides a fine platform to learn the foreign language practice in a focused setting that eliminates the feelings of self-consciousness.

Group Guidance: It is easy to guide the groups by monitoring each student independently without disturbing the others students.

Oray's Publications

Impact Factor: 4.845(SJIF) Research Journal Of English (RJOE) Vol-5, Special Issue-1, 2020

www.rjoe.org.in :An International Peer-Reviewed English Journal   ISSN: 2456-2696

Indexed in: International Citation Indexing (ICI), International Scientific Indexing (ISI), Directory of Research Journal Indexing (DRJI) Google Scholar & Cosmos

_____

Self Assessment: The students can do a periodical self evaluation to measure the progress as well as evaluate their language with that of the expert.

Independent Learning: Independent learning encourages access to resources beyond the timetable.

The language lab plays a key role to learn the foreign language in a happy atmosphere and in a successful way. Both the teacher and the students' inputs are very important in this kind of learning activity. The efforts of the both make the above points victorious. The computers are just an aid and not a solution. The well planned contents and practice help the learners learn the language very quickly. Though the language lab is believed as self learning accessible, we need an expert to handle the classes. So we need a solution that facilitates the second language learning in a trouble-free way through language labs. Nonetheless learning a foreign language like English in the language laboratories has got its own barriers and flaws. The following aspects will prove testimony to the fact.

Demerits of Language Laboratory:

Language laboratory has a few disadvantages or difficulties, which are related to the high cost, it needs skilled instructors, and it makes unsuccessful instruction in some cases. The language laboratory needs a qualified teacher to be able to activate all the technology provided in it. The teacher should be well trained in executing the language lab effectively. Teaching-learning process would be ineffective if there are some troubles with the technology of it. It becomes useless when the electricity is off. Technology changes rapidly, there should be a provision for upgrade in the medium of instructions, which can be burden for school in terms of finances which means that setting up of language laboratories is very expensive. Despite the advantages and disadvantages, it is no doubt that institutes of higher learning establish language laboratories and create accessibility and feasibility to students to learn a foreign language in a congenial ambience.

Conclusion:

The language laboratory is a very helpful tool for practicing and assessing one's speech in any language. It provides a facility for learners to listen to model pronunciation, repeat and record the same, listen to their performance, do self-assessment. The language laboratory allows every participant his or her privacy to speak and listen. The students feel different when they learn in different atmosphere. Apart from the traditional classroom, lab creates an easy atmosphere. Language lab plays a pivotal role in learning the spoken English. The basic proficiency in spoken English is imparted to students through the language lab. It is concluded that the language lab is the solution and need of the hour to learn the English language. The quality of the language proficiency will be more when they learn it from the multimedia, digital

_____

_____

and computerised Language Lab. We need some trained expert to teach the faculties to know how to handle the language lab and the students in a proper way. In short, language labs are a very **comprehensive** though **cost-effective** tool for educational institutions to **monetize** their language training and also offer students effective language learning via the latest technology that seeks to foster **quality** in teaching/learning process.

References:

- Arora, Namita (2012). English Language Teaching: Approaches and Methodologies. Tata McGrawhill: New Delhi.
- Brumfit, C(1984). Communicative Methodology in Language Teaching. Cambridge University Press: Cambridge.
- Brown, Dougles H(2001). An Interactive approach to Language Pedagogy. Cambridge: Cambridge University Press.
- Ediger, M & Dutt, Venkata B.S.(2010). Teaching English Successfully. Discovery Publishing House: New Delhi.
- Freeman, Diane Larsen. (2011) Techniques and Principles in Language Teaching. New York: Oxford University Press.
- Konar, Nira (2011). English Language lab: A Comprehensive Manual. PHI learning Private Limited.
- Rani, Sudha.D (2011). A Manual for English Language Lab. Delhi: Pearson.
- Richards, C jack. And Rodgers, S.theodore.9(2001). Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.
- Shankar, Prem. (2010). Teaching of English. APH: New Delhi.
- Satya, R.K.(2008). Moderm Methods of Teaching English. APH Publishers: New Delhi.
- Widdowson , H.G.(2004). A History of English Language Teaching. Oxford: Oxford University Press.

_____

IMPORTANCE OF WRITING SKILLS

_____

M. Saraswati
Lecturer in English
Suma Jr.College,Vadapalli, Kovvur

_____

Abstract:

The foundations of language learning are the language skills. The four skills of learning are Listening, Speaking, Reading, and Writing. They are four capabilities that allow a person to grasp , produce and use the language in effective interpersonal communication. In-order to become an efficient and effective communicator, one needs to be proficient in each of the four language skills. These four skills give learners the opportunities to make contexts to use language for exchange of real information, evidence of their own ability, and confidence. Writing provides the learner with physical evidence of his/her achievements and they can measure their improvement. Writing helps to consolidate the grasp of vocabulary and structure, and complements the other language skills. It helps to know the text and write compositions. It can foster the learner's ability to summarize and use language freely. To write efficiently language, one should excel in the Writing Skill. With writing skills, the language competency of the learners can be assured of having good communication skills, a great necessity in today's competitive world. So writing skills is necessary for competent communication.

Keywords: language, Skills, capabilities, interpersonal communication, Writing, vocabulary and structure, compositions, learner's ability, efficiently language, competency

Writing skills are an essential element of communication. Excellent writing skills enable one to communicate their message with precision, correctness, exactness, sureness, efficiency, and accuracy and cure to a greatly wider audience than within face-to-face or phone communications, communication in all workplaces employees is constantly drafting letters, emails, memos, reports, statements, announcements, observations, records, reminders, documents, accounts, memorandums, letters, and reports. Writing is an essential job skill. Writing is that primary basis upon which one's work, learning, and intellect are going to be judged—in college, within the work place and within the community. Writing equips us with communication and thinking skills. ... Writing fosters our ability to elucidate and refine our ideas to others and ourselves.

_____

The ability to write down meaningful sentences, lines, paragraphs which a reader can easily understand is termed as Excellent Writing Skills. It is a perfect way to write & express your views on the topic one wants to address your audience & listeners. Students should be proficient enough to write a sentence together accurately. Businesses require candidates who can write and communicate effectively. Even the digital age has not reduced the necessity for writing. Be it emails, online chat conversations, faxes or website update of these require excellent writing skills. The clearer the communication is, the greater are going to be the prospect of a high success rate. Be it any field or any profession, writing skill is required in some a part of the journey in life.

Writing facilitates a person to think better. Students learn how to write, and become more capable of analyzing what they read, interpret and think. Writing is a great way to teach, inform, entertain one's behaviour and educate oneself. Some possess the natural ability in drafting, while others learn to write. One requires an honest kind of knowledge & appropriate experience about the subject which he/ she is writing, required to be natural during this skill. Writing helps one in getting a job in later life. Children who start learning writing skills from an early age achieve high levels of educational success. These benefits result in excellent professional skills. Mastering over good writing at an early age is related to better outcomes on the general performance of youngsters in class . Students who learn to write down an entire sentence without a mistake from a really young age are more likely to develop that skill while they get older.

Another important use of learning writing skills is it improves Communication Skill and eventually increases your communication skills as well. Writing abilities channelize ones knowledge and brain to the point of value. If one wants to be successful in speeches & debates, one need effective writing skills. Writing improves focus & connects with oneself. Whether it is a blog post, an article, essay, travel experience, business trips, quotes, poems, or whatever you write, one cannot write effectively without connecting his/ her brain to the heart. This is the way one becomes focused, more conscious & intelligent. It also reflects the personality of an individual.

Effective writing ensures a writer to be smart enough as he/ she writes together with his experience also as creativity. While writing anything, a person's brain uses every a part of the brain & cells. If an individual is writing his/ her life experiences, travel experience, article for a blog, editorial or anything , all his knowledge associated with that, memories, incidents, success & failures, present situations & future possibilities, everything comes out of writing. This ultimately increases awareness, improve memory, cause you to sharp and increase your creativity and imagination. These are desirable traits to be successful in students' life and career.

Today, thanks to the advancement of data technology (IT), writers & authors are in demand to form digital media content. Such as digital marketing companies, advertising organizations do require a content writer or a journalist. News websites, social media marketing companies and many other IT or non-IT companies need a writer to help them write for their

_____

digital marketing channels such as brand cites, commercial advertisements, social media posts and blogs. It is the most demanding skill that will help you get a job.

Tips for good writing:

• Make simple, short & precise sentences that are easy to read & understand.

• Stay away from the excessive stuffing of words.

• Avoid the use of jargon while paying attention to grammar & spellings.

• Do not use repetitive sentences as it may confuse the reader.

• Brush up on the basic principles of writing skills by starting writing anything roughly.

• Try to imitate your favourite writers & authors.

• Outline, edit, simplify & improve your writing tasks.

• Take your time to analyze what all you've read.

• Develop your skills & abilities by reading more & more.

• Accept your mistakes as first attempts are always wrong.

• Write something every day.

• Do good research on the topic you need to write.

• Do the practice of writing daily.

Weak writing skills, on the opposite hand, particularly where communication with the administration is involved, are often a red standard that an employee isn't suitable enough for management jobs and intrinsically are often a barrier to development. Further, individuals with inadequate writing skills seem to possess a weaker level of capacity, knowledge and, ability. Writing Skills proves one's ability. Writing Skills makes one more Prominent. Excellent influencing, persuasion, and convincing skills support you to inspire others to accomplish your goals..

Writing skills benefits one's career. If you're the skilled business communicator in your department, co-workers will ask you to for advice in writing, revising and proofreading their

_____

writing items before they are going to their executives. The genuine your writing skills are, the more ability you'll be provided. This is fantastic for you and your eventual career victory.

Thus Writing skills are very important to all irrespective of age, profession, degree, status or any other aspect. It is important that everyone should develop the habit of writing and have a flair for excellent writing skills.

References

- Baer, J.D., Cook, A.L. and Baldi, S. (2006). The literacy of America's college students. Washington, DC: American Institutes for Research, 2006
- Bartlett, T. (2003). Why Johnny can't write, even though he went to Princeton. Chronicle of Higher Education, 49 (17), A39-A40.
- Cho, K. and Schunn, C.D. (2007). Scaffolded writing and rewriting in the discipline: A web-based reciprocal peer review system. Computers & Education, 48 (3),
- Hacker, D.J., Dunlosky, J. and Graesser, A.C. (1998). Metacognition in educational theory and practice. Mahwah, NJ: Lawrence Erlbaum Associates. Holtzman, J.M., Elliot, N., Biber, C.L. and Sanders, R.M. (2005).
- McGuire, L., Lay, K. and Peters, J. (2009). Pedagogy of reflective writing in professional education. Journal of the Scholarship of Teaching and Learning, 9 (1), 93-107. National Commission on Writing in American Schools and Colleges. (2003). The neglected "R": The need for a writing revolution. Retrieved December 29, 2009, from http://www.writingcommission.org/report.html.
- Stein, M, Dixon, R. C. and Isaacson, S. (1994). Effective writing instruction for diverse learners. School Psychology Review, 23 (3), 392-405.

ADVOCATING SKILLS FOR EMPLOYABILITY

Talluri Pozzoli Steffi Swetha
Roll No: 18P31A05A1

II Computer Science Engineering

Aditya College of Engineering & Technology

Abstract:

For most of us, leading a purposeful, independent, and fulfilling life includes finding the right vocation or career path. Millions of youth around the world struggle to find meaningful employment because they lack the necessary skills required for professional and personal life. To be placed in the right job, one should possess skills. Human beings are born with innate talents but many of them do not have the motivation and zeal to use these talents/skills meaningfully. Problems arise for students who do not show interest to sharpen their skills or learners who are in capable of putting their skills to proper use at the right time. As a consequence, these students are not able to get through in the placements or campus drives because of dearth of skills in them. To be competitive, students should demonstrate to employers that they have specific range of employability skills. So enhancing skills is one of the most important qualifications for gaining an edge over others in employment. Organisations, industries and multinational companies look for individuals who possess employability skills such as communication, team work, self-management, learning and organising, technical skills, initiative and enterprising abilities. So advocating skills for employability is an important task on the part of students to develop their skills for successful employment. Hence the presenter wishes to discuss about the importance of advocating skills for employability.

Keywords: life, youth, language, communication, employability, skills , labour market, team work, self-management,

Introduction:

For most of us, leading a purposeful, independent, and fulfilling life includes finding the right vocation or career path. Millions of youth around the world struggle to find meaningful employment because they lack the necessary skills required for professional and personal life. To be places in the right job, one should possess skills. Human beings are born with innate talents but many of them do not have the motivation and zeal to use these talents/skills meaningfully. Problems arise for students who do not show interest to sharpen their skills or learners who are in capable of putting their skills to proper use at the right time. As a

---

_____

consequence, these students are not able to get through in the placements or campus drives because of dearth of skills in them. To be competitive, students should demonstrate to employers that they have specific range of employability skills. Employability skills are important because the job market is intensely competitive and employers are looking for people who are flexible, take the initiative and have the ability to undertake a variety of tasks in different environments. So, enhancing skills is one of the most important qualifications for gaining an edge over others in employment. Organisations, industries and multinational companies look for individuals who possess employability skills such as communication, team work, self-management, learning and organizing, technical skills, initiative and enterprising abilities. So advocating skills for employability is an important task on the part of students to develop their skills for successful employment.

English- tool for employability:

The reality is that the companies consider the candidates' ability or inability to speak fluently in English as one of the major selection criteria.

For many people today, a career for life is no longer an option. Our education and experiences may make us eligible to apply for a job but to be successful in most roles, we will need skills that are likely to develop over time. Some are specific to the job, but the vast majority are so called 'soft skills' that can be used in any job or employment sectors. These soft skills are Employability skills: they are what makes us employable.

The most important employability skills are in the areas of:

- Getting along with and working well with other people using communication skills and other interpersonal skills.
- Being reliable and dependable
- A willingness to learn new skills.
-

Working well with other people:

Good interpersonal skills allow us to participate effectively as a member of a team and satisfy customer's and client's specifications. There are a range of areas covered by interpersonal skills, including: Communication Skills, Team Work etc.,

Communication skills:

It means the exchange of information, ideas and thoughts. Communication has always been important in the workplace, but with improved technologies, growing globalization and the increasing complexity of modern workplaces, it's even more important in terms of understanding who we're communicating with and how, when and where we're engaging with other people and organisations. Therefore, in an employment setting, communication skills are the key building relationships. The ability to communicate effectively and change your style accordingly is important throughout your working relations.

_____

Team working:

It means the ability to work with others in groups and teams, both formal and informal. In the modern workforce, team work skills are particularly important, because intensifying global competition has increased the need for more productive work. It provides the benefits like efficiency, flexibility, opportunities, responsibility, creativity etc., It fosters a positive work environment where each employee learns and grows with the team. The organization benefits when the teams within the organization works in synergy.

Being reliable and dependable:

Being reliable also means being trustworthy and conscientious. Trustworthiness and conscientiousness are both parts of self-regulation or self-management. The ways that we can develop our self-management skills include:
- Asking for new responsibilities at work
- Developing a study schedule and sticking to it
- Keeping our room tidy etc.,

The final element of being reliable is using our initiative to identify where work needs doing and getting on and doing it.

A willingness to learn:

It means being open to new ideas and experiences and always looking to improve our skills and knowledge. Some ways to improve our learning skills include:
- Teaching ourselves, a new skill

They also involve using social media, working with design or videos editing software or knowing programming languages.

Initiative and enterprise:

It means looking for things that need to be done and doing them without being asked. This can also involve thinking creatively to make improvements to the way things are done. In some ways, we can develop our initiative and enterprise skills include:
- Approaching organizations and businesses about work
- Making or proposing changes to the way a group we belong to etc.,
-
Human Values:

An individual should be able to deal the challenges with a positive attitude and conquer them efficiently. As part of employability skills, life skills train the students in mixing well with the society. Through proper communication and strong relations, one can attain employability.

_____

One of the most important of all employability skills mentioned above, human values play a vital role in providing a job or employment to an individual. Human Values are an integral part of human personality and has a deep impact on employability quotient. Many investigations and human resource studies show that organisations are looking for people who not only possess just technical skills to perform their duties, but also those who possess human values. Some of the common human values that the employer expects from the employee includes honesty, commitment, loyalty and punctuality. In fact, human values play a key role in the job market. These are, inevitably, a wide range of skills that could be useful to employers.

Conclusion:

From the above, it is very evident that enhancing skills is the need of the hour. To gain an edge over others in the employment and job one should certainly possess employability skills. These skills provide the employee or the person holding a job to become successful and attain sustainability in the respective professions. So, it is high time that students equip and update themselves with all the employability skills 'fit for job, fit for life'.

References:

- Ainley, P. (1990). *Vocational education* and training. London: Cassell.
- Bell, J. (2010). *Doing your research project* (5th ed.). Maidenhead: Open University Press.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed.). London: Routledge.
- Jamieson, I., (1985). *Industry in education*. Longman Group Ltd, Harlow.

_____

ENGLISH TEACHING IN MULTILINGUAL CLASSES CREATE AN AMAZING EXPERIENCE

_____

Mrs. Palagummi Satya Sudha Sree,
M.A., (Eng. Lit), B.ED.
Teacher, Springdale Indian School,
Al Azra, Sharjah, United Arab Emirates (UAE)

_____

Abstract:

A multilingual class is a one with a mix of students from various countries having different culture and speaking their own languages. The important issue that a teacher can face in a multilingual class room is that there is no common first language among students. The students speak different languages as they hail from different communities across the globe and eventually it becomes a communication barrier among the students. In this context, English language emerges as a saviour because all communications need to be carried out through a common language even though it is difficult. Since the students come from different countries with their own culture, great conversation among students starts in the classroom. The teacher can use the culture as a spring board to introduce class topics like worldwide holidays or food vocabulary or otherwise stimulate the class with new perspectives. Students in multilingual classroom often make different mistakes because of regional differences. Students in a monolingual classroom can understand each other. A class room of Indian students may find difficult with the 'V' sound in English and mispronounce it as 'W'. In a multilingual class and the other students realize the mistake and correct the students. So every student in the class room will become a listener and then become a good speaker. Finally a teacher can get an interesting and amazing experience with his/her teaching to multilingual batches of students in an institution. As a result of this experience, the teacher becomes strenuous.

Key words: Research, Internationalization, Language, Literature & Culture, Policy and Education

Introduction:

Multilingual classes are where the learner's speak a variety of languages and hail from different communities. They can be compared to a monolingual class where the learners speak the same language. These classes are typically found when learners have travelled from one country to another country to learn language. In a multilingual class, there can be much more use of target language, because it will be the only common language between the learners who will use it for their interactions both in and out of class. In today's highly competitive labour-market learning global languages English is seen as a necessity language.

_____

_____

English as a global language:

<div align="center">

"Language is the principal medium

thorough which we connect with our

fellow human beings".

- Debra Gracelimjaen

</div>

Language enables us to communicate with each other; it allows us to exchange our ideas and opinions. As an international social medium, English enables as to interact meaningfully with people from all nations and backgrounds. In the global world the presence of English language has spilled virtually into all aspects of our everyday life. English is the language of instruction in many of the world's prestigious and leading universities like Harvard, Oxford, MIT, IIT and many other esteemed institutions. Knowing English allows us to explore an immense wealth of knowledge.

By communicating English through a common tongue, we open ourselves to the diversity of human culture and can learn to appreciate all its multi-faceted dimensions. All of these will inculcate a globalised heritage. English has and will continue to impact people from all round the globe for a long time.

<div align="center">

In Walt Whitman's words,

"The English language is the accretion and growth

of every dialect, race and range of Time".

</div>

Teaching techniques in a multilingual class:

Interact with students and learn about their interests, hobbies, culture, food etc., to choose a topic. Divide them into groups in such a way that a group doesn't consist of all people from the same nation. Assign topics in such a way that they can be related to real life situations. Announce the topic well in advance so that the students can put their ideas and thoughts together. Transform your classroom that will accommodate the kind of participation you have in mind. Arrange the classroom in a way that encourages active participation from the young learners. Plan questions carefully: ask one question at a time, and allow time for thinking and responding. Use active listening strategies allowing the student to express themselves, concentrating on what the student is saying and attentive to verbal and non-verbal cues.

Objectives of teachings in multilingual class:

Research has shown that objectives help both teacher and student focus attention. Teachers of English language must be very explicit in developing purposeful objectives. There are two important distinct objectives 1) Content objective 2) Language objective.

Content objectives identify what students should know and what they are able to do at the end of lesson. This will frequently be used to form assessments. Content objectives derived from the core standards. They focus on the "what".

_____

Language objective are based on "how" the students will show what they are learning. They focus on four domains of LWRS skills (Listening, Writing, Reading and Speaking). The English language proficiency and WIDA are the standard source of English language objectives. For example:

1) Students will be able to explain and use vocabulary words orally and in writing.
2) Students will be able to ask and answer questions about the text orally and in writing using complete sentences.
3) Students will illustrate, write and present a fable of their own.

Planning language objectives is not an easy and straight process. It should be based on what students ought to learn.

Advantages of multilingual class:

In a multilingual classroom, there is no common language this may not seem like an advantage. But students won't be able to talk to each other without communicating in the common language because they come from different nations; this indicates that the students have different cultures and backgrounds. This can be the great starting point for many interesting discussions and conversations. Students will be exposed to different teaching environments and different learning styles. Teacher can use a variety of teaching methods in lessons, which will prevent students from becoming bored.

Disadvantages of multilingual class

In multilingual classroom students do not speak the same language; they may be shy to speak to each other because their English level is different. This can be overcome with time and teacher has to be able to create an encouraging and safe learning environment. Students speak different languages due to which teachers won't be able to use translations in teaching tools. In monolingual classrooms if teachers speak the same language as the students, translation can be utilized very effectively. This is not possible in multilingual classrooms, unless the teachers can speak all the different languages.

Conclusion:

Finally, students who speak many different languages will encounter different problems in learning English. They may face pronunciation problems. Teachers of multilingual class will need to be on the ball of anticipation and address these different difficulties. In my opinion teaching in a multilingual class is very eye opening experience.

References:

- https://www.teaching.org.uk
- www.yourcommonwealth.org
- http://www.emerald.com
- https://ec.europa.eu

_____

LEARNER- CENTRIC APPROACH TO LEARNING ENGLISH

_____

____

Dr. Pankaj Kumar
Professor of English
The Hindu College,
Machilipatnam, Krishna Dist.

_____

____

Abstract:

In recent times, the focus in the classroom has steadily changed from a teacher-centric approach to a 'learner-centric' approach. This emphasizes the attention to be on the student's and caters to the individual needs of the immense, diverse backgrounds that are intertwined in schools/colleges today. There are different approaches to teaching/learning English, but nothing like the idea of learner-centric methodology that works out so meaningful and successful that it has come to be incorporated into all classrooms. 'Learner-centred' teaching is a teaching approach that is increasingly being encouraged in education. Teachers play several and key roles-as guides, facilitators and coaches in creating an ambience that fosters students' learning, accommodates different learning styles, and motivate learners to accept responsibility for learning.

Keywords: Learner-centred teaching, teaching approach, teacher efforts, key roles, motivation, learning styles, responsibility, benefits

Introduction:

The growing demand for foreign language learning is increasing tremendously. Aspiration to build cordial human relationships with neighbours and people across the globe is becoming the need of the hour. Huge hikes in business, international trade and commerce. Political agreements, foreign education and the very changes in the lifestyle of people to have status is paving the way for people to communicate and thereby learn as many languages as possible. To meet this end, communication in just a single language: vernacular, native or mother tongue, will not serve the purpose. As a result, there is a demand on the part of the people to have exposure to many languages especially foreign languages.

Learning/teaching a 'lingua franca' like English is taking dominion status. People don't mind squandering any amount of money to learn English language. But the question is to what extent learning English in a classroom ambience is successful? Various investigations and surveys executed by linguists reveal the fact that a restricted classroom for teaching/learning will

_____

_____

not suffice, but the students/teachers of a foreign language should discover pathways to learn English and become experts in spoken communication. The teacher as facilitator should not just implement different approaches, methods and techniques of teaching English in the classroom. But sufficient motivation, inspiration and interest should be emitted from the students to learn the target language. Here in comes the importance of the emerging trend in English Language Teaching/Learning which is 'autonomous learning'.

The goal of education should be to enable students to become more autonomous in their learning. The teachers should only be a facilitator in assisting the students to learn more effectively without constant presence or intervention of a teacher. The role of a teacher is not just to transmit knowledge but to help students take increasing responsibility for their own learning. Here in comes the importance and the commitment of the students. The students will have to do autonomous learning. According to Daniel little (1991, 2) autonomous learning has become the "buzzword". The expectations and aim of such learning is to produce students who will eventually be capable of functioning independently without their teachers and their set texts.

Approaches and methods of teaching English:

Over the last few decades changes in teaching/ learning methods have undergone drastic changes especially in foreign language leaning /teaching. Though ICT has come to take the lead role as a methodology, yet it has come to be realised that technology cannot replace the traditional teacher or the process of teaching/learning. In this context various approaches to learning an alien language such as has come to be introduced in the classrooms. Some of them are the communicative approach, direct method, audio-visual method, the grammar-translation method, to name a few. Along with these one prominent approach has come into use by the teachers namely the 'learner- centric approach'.

The changing world demands creative thinkers and collaborative problem solvers. The needed change in education involves more than providing training for administrators and teachers to implement new curriculum or programs and resources; it demands that we, as teachers and leaders, create an environment where learners at every level are empowered to take risks in pursuit of learning and growth rather than perfection.

Meaning and aspects of learner-centric approach:

The 'learner-centric' approach to teaching/learning English language has fostered a powerful investigation drive that has led to the questioning and the revision of an ever increasing number of pedagogical tenets, assumptions and evidences at all levels of the learning/teaching process. There is a shift in the teaching process from behaviouristic to cognitive descriptions of the acquisition process, from priority of teaching to priority of learning and the learner. So the focus and emphasis has automatically shifted to the learner- centric methodology.

_____

The term "learner autonomy" was first coined in 1981 by Henri Holec, the "Father" of learner autonomy. Many definitions have since been given to the term, depending on the context, and the level of debate educators have come to. This is because autonomy is seen either (or both) as a means or as an end in education. The learner-centric approach is designated by various names to develop students' freedom in learning language such as 'autonomous learning', 'independent learning/study', 'self-directed learning', 'student-initiated learning,' 'learner-centred' education,' student-centred learning'.

'Learner-centric' approach broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. In original usage, student-centred learning aims to develop learner autonomy and independence by putting responsibility for learning on the students by imparting them with skills. Ramsden notes that,

> Learning should be seen as a qualitative
>   change in a person's way of seeing,
>   experiencing, understanding, conceptualising (p.271).

So to facilitate learning that changes how students thin and understand, teachers must begin by discovering students existing conceptions and then design instruction that changes these conceptions.

Essence of 'Learner Autonomy':

A current educational theory that lays emphasis on the relationship between 'learner and content' is cognitive psychology. This approach emphasizes that learners should actively construct their own knowledge rather than passively receive information transmitted to them from teachers and text book. According to the perspective of cognitive psychology,

> Knowledge cannot simply be given to
> Students: students must construct their
> own meanings(Stage Muller, Kinzie and
> Simmons, 1998, p.38).

Independence, autonomy and the ability to control learning experiences has come to play an increasingly important role in language education. Generally in classrooms, the teachers experience frustration of investing endless amounts of energy in their students because very little response is god from them. Such behaviour stems from one common cause: the learners over-reliance on the teacher. Though the students are motivated, yet they are passive, irresponsible and careless. Nonetheless responsible learners are willing to cooperate with the teacher and others for their own benefit and success. So time and again the teacher should give ample freedom to the students to consciously monitor their own progress opportunities to their benefit, including classroom activities and homework.

The central concern of 'independent learning' is defined as freedom and ability to manage one's own affairs, which entails the right to make decisions as well. So to develop learner-autonomy, the teacher need to develop a sense of responsibility and encourage learners too take

_____

an active part in making decisions about their learning. Consequently success depends on the students learning to share responsibility for the outcome that is; learners should have a responsible and positive attitude.

Major aims of learner-centric approach:

A number of skills are needed for learners to do independent learning: the ability to identify a set of learning goals, the ability to plan and execute learning activities, the skill to reflect on and evaluate their learning, an understanding of the purpose of their learning, knowledge of a range of learning strategies and skills and a clear motivation to learn. In short, autonomous learners need to be proactive, reflective, self-aware and motivated. Some of the major aims of learner-centric approach are: to teach specific language skills, to provide learners with efficient earning strategies, to assist learners identify their own preferred ways of learning, to develop skills needed to negotiate the curriculum, to encourage learners, to adopt realistic goals and time frames and to develop learner's skills in self-evaluation.

Teacher's role in learner autonomy:

The teacher certainly has a vital role to play in developing learner autonomy. In the first place, the learning environment needs to provide opportunities for the learner to take control of their learning, which could include opportunities for peer and self-assessment or negotiating activities with students. Learners initially may not have an appropriate conceptual stance towards their learning, which means that the teacher will need to introduce and explain the importance of 'learner autonomy' and the skills which are required. Learners may initially lack the ability to identify goals or plan their learning, and the teacher can assist by elevating the learning, suggesting suitable goals, or setting or negotiating a timetable. As students develop the necessary skills, the support offered by the teacher can gradually be reduced. It is important not to remove the support too quickly - or completely - as this can be de-motivating if students are not ready.

Other distinction from a teacher-centred classroom to that of a student-centred classroom is when the teacher acts as a facilitator, as opposed to instructor. In essence, the teacher's goal in the learning process is to guide students into making new interpretations of the learning material, thereby 'experiencing' content, reaffirming Rogers' notion that "significant learning is acquired through doing".

Benefits of learner-centric approach:

There are many benefits of learning through this method. Firstly, a student may not always have the support of the teacher, and therefore needs to be able to learn by himself/herself. Secondly, autonomous learners are likely to be more efficient in their learning, since learning is more personal and focused. Thirdly, the skills required in autonomous learning are ones which will be needed in future, for example in the workplace.

_____

Developing Learner Autonomy:

Developing learner autonomy involves learning how to learn, and is a gradual and sometimes difficult process. In order to become autonomous, learners need to be exposed to a range of useful learning activities, and have the opportunity to evaluate and reflect on these. This will be achieved by a combination of efforts by the teacher, peers and the student. Assessment of learning, by all three groups is essential.

Conclusion:

'Learner-centric' approach has shown to be superior to the traditional teacher-centered approach to instruction. The fundamental aim is that learning should have meaning for the child/learner. The objective of educational activity is to enable the learner to grasp the meaning of what he is attempting to learn. Unless the student comprehends what he learns, it remains futile formula and effort, a collection of inert ideas, a rote skill having no application outside the classroom situation in which it was learned. This implies that education should be 'learner-centred' in that the learner comes to possess what he knows-he gains personal knowledge and this personal possession entails that the learner must know how to do something with his knowledge, though its practical value need not be merely instrumental in the sense of having social or economic utility. The concern is with learning how to use the skills for himself. He cannot enter into possession of a skill merely by being told what to do but 'learning by doing' is essential to the acquisition of knowledge as a personal possession.

References:

- *J.S., Armstrong (2012). "Natural Learning in Higher Education".* Encyclopedia of the Sciences of Learning. *Heidelberg: Springer.*
- Benson, Phil and Voller, Peter. (2013). Autonomy and Independence in Language Learning. USA. Routledge .
- Bond, David. (1981). Developing Student Autonomy in Learning (2nd edition). New York, Francis & Taylor.
- Crystal, D. (2003). English as a Global Language (2nd ed.). Cambridge: Cambridge University Press.
- Frei, S., et al. (2007). Practical Strategies for Successful Classrooms. Integrating Technology into the Curriculum. Hungtington Beach, CA: Shell Education.
- Jones, Leo. (2007). The Student-Centered Classroom. Cambridge Cambridge University Press.
- Scharle, Agota and Szabo, Anitha. Cambridge, Cambridge University Press (2000) Learning Autonomy : A Guide to Develop Learner Response.
- Weimer, Mary Ellen(Ed). (2002). Learner- centred teaching- five key changes to practice. Sanfrancisco: Weiley Company.

_____

- Nunan, David. (1988). The learner- centred curriculum: a study second language teaching. Cambridge: Cambridge University Press.
- Lewis, Marilyn and Rinders, Hayo. (2008). Using student-centred methods with Teacher-Centred students. Canada: Pippin publishing
- Richards, J. C. and T.S. Rodgers. (1986). Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.

POSITIVE ANYTHING IS BETTER THAN NEGATIVE NOTHING

Dr PVN Malleswara Rao

Asst. Professor of English

Bapatla Engineering College

Abstract:

Optimistic people have discovered that the human mind has the power to turn wishes into reality through positive thinking. Research continues to find increasing evidence pointing to the many benefits of positive thinking. According to a Stanford Research Institute study, success is 88 percent through positive thinking, and only 12 percent is education. Therefore, positive thinking is an important factor in our ability to succeed in life. Individuals are not born with certain attitudes. Attitudes are not inherited even. These are acquired and learned by individuals from the situation they face in their life. A positive attitude leads to happiness and success and can change our whole life. If we look at the brighter side of life, our whole life becomes filled with light. This light affects not only us and the way we look at the world, but also our whole environment and the people around us. This article describes the power of positive attitude in one's life and how it plays a pivotal role to succeed in life. It scrutinizes the benefits, obstacles and the resolving steps in developing positive attitude.

Keywords: Research, Positive Thinking, inherited, brighter side, whole environment, benefits, obstacles and resolving steps.

There is an informal accord that "attitude can be your best friend or your worst enemy." It is one of the factors that universally acknowledged being capable of overcoming every possible disadvantage. It is associated with physical neural state, verbal opinion, ideologies and integrated philosophy of life. It is the detailed direction of human behavior. It is a 'learned predisposition towards aspects of our environment.' It is a complex mental state involving beliefs, feelings, values and dispositions to act in certain ways like a position of the body or manner of carrying oneself and a state of mind or a feeling, a disposition. It refers to the way in which your mind that part of you that thinks, perceives, believes, reasons, and imagines, is oriented related to the circumstances both within us as genetic and habitual dispositions, and outside of you, such as the organizational, cultural, social, ecological roles that you play.

Attitudes are composed from various forms of judgments. Attitudes develop on the ABC model which stands affect, behavioural change and cognition. The affective response is a psychological response that expresses an individual's performance for an entity. The cognitive response is a cognitive evaluation of the entity in forming an attitude. Most attitudes in

_____

individuals are a result observational learning from their environment. In nutshell, attitudes are tendencies to feel and behave in a particular way towards some objects, persons or events.

Changing attitude:

Changing attitude is long term process and it takes into account of the whole man, his home life, goals, hopes and concept of himself. Change of concept is a person centred rather than work centred. Change can be happened through cognitive change which receives new information from others or media, affective change which trough direct experience with the attitude object and finally behavioural change in which force a person to behave in a way different than normal. It can be changed by a number of sources including other people, family, media, or the object itself. "In analyzing the attitude change process, you must consider the effect of who says what, how, to whom, with what effect..etc. In order to change attitude in us, a suggestion for change must be reviewed and accepted. Reception and acceptance of changing attitudes are more likely to occur where the changes meet the existing personality needs and desires. The change is more likely to be accepted if

 a. It is in harmony with valued group norms and loyalties
 b. The source of the message is perceived as trustworthy or expert.
 c. Change in attitude is more likely to occur if the suggestion is accompanied by change in other factors underlying belief and attitude.

In the present society, it is very tough to change the attitude of the person. A study conducted in India to find out the challenges faced by modern executive revealed that bringing a desirable change in human being is the toughest job. According to it, changing human being is about 87% in rating yes, changing the culture of organization is about 67% and problem of career growth is 48%.

Ways of changing attitude in a person:

The following are the possible ways to change of attitude in a person
 a. Filling in the information gap
 b. Use of fear
 c. Resolving discrepancies
 d. Impact of peers
 e. Co-opting approach

Attitude in the workplace:

Attitude represents a powerful force in any organization. An attitude of trust can pave the way for better communication between employee and employer. Employers do not want hire job seekers that demonstrate negative attitudes. Your attitude is the most important factor to job success. You can have best education, experience, good credentials, resume and also recommendations, but your attitude is not good it is very difficult you to get a job in the present

_____

scenario. What we say and think is a powerful influence on the world around us. Following are a few instances of how you can develop and maintain a good attitude in your working environment. Try to change yourself to say 'I can' instead of saying every time I cannot in your vocabulary. Take responsibility for your own life. Do not blame others for your troubles. You need to have self control and write down the good things about yourself. What are your strengths, abilities, skills, and personality traits? The people who are finding the good jobs are the ones with good or positive attitude. When it ones o human resource management and recruiting, in recent years hire for attitude has well known concept. The following are the traits to be expected about our attitude in the working environment.

- a. Pride
- b. Passion/commitment
- c. Belief

The power of positive attitude:

The way we think affects all aspects of our life. Learning to listen to your internal dialogue will help you recognize your thought patterns and how they may be affecting the way you handle the stressful solution of daily living. Positive attitude helps to cope more easily with daily affairs of life. It brings optimism into your life, and makes it easier to avoid worry and negativity in thinking. It will bring constructive changes into our life, and make happier, brighter and more successful. Positive attitude maintains the following ways:

- a. Constructive thinking
- b. Creative thinking
- c. Expecting success
- d. Optimism
- e. Motivation to accomplish our goals
- f. Being inspired
- g. Choosing happiness
- h. Not giving up
- i. Looking at failures and problems as blessing in disguise
- j. Looking for solutions
- k. Seeing for better opportunities

The above mentioned points lead to happiness and success if ones want to develop the positive attitude. If we look at the bright side of the life, our whole life becomes filled with light. This light affects not only you and the way you look at the world, but also our whole environment and the people around us.

Developing of positive attitude:

Here are a few suggestions recommended for developing positive attitude in human being:

1. Listen to internal dialogue
2. Learn to communicate
3. Get back to basics
4. Help someone out
5. Find your spirituality
6. Allow yourself to be loved
7. Allow yourself o laugh and find humour in the simplest of things
8. Participate in new physical and mental activities
9. Follow the principles of holistic health

Obstacles in developing positive attitude:

The common obstacles to developing a positive attitude are the types of negative thinking that distort your evaluation of situations.

1. Exaggerating
   Overestimating problems and underestimating abilities
   Example: I am always late for the meetings
   Expression to say: I make it to most meetings on time.

2. Over generalizing
   Taking an isolated event and assuming it always happens
   Example: I am stupid
   Expression to say: this time I made a wrong turn but I usually do get where I am going easily.

3. Personalizing
   Thinking everything revolves around you.
   Example: Everyone noticed that I wore the same dress twice
   Learn to say: I like this outfit; I am properly dressed for the occasion.

4. Thinking
   Seeing things as mutually exclusive, even if they are not
   Example: Either I get the promotion or I am a failure
   Learn to say: My performance has been exceptional and I have a good chance of getting promoted. If I do not get this time, there will be another opportunity.

5. Jumping to conclusions
   Drawing conclusion for limited information
   Example: I was not assigned the project because I was not at the desk when my manager called.
   Learn to say: I will ask my manager if there is a way I can help out with the assignment

6. Setting yourself up for the success
   Nothing chances a positive attitude more than success, so regard success as the normal state of affairs and lack of success as an exception.

_____

7. Avoid perfectionism

Very few things are perfect in this world, so try to recognize that falling short of perfection is not a failure.

8. Helpful approach

Remember that there is no such thing as failure only outcomes. If our efforts produce an outcome that is less successful what you had hoped. So do not say I am failure. Instead, say, I will change what I did wrong and next time I will do better.

9. Focus on the future

We cannot change the past, but if you decide where you want to go to future, you will give yourself the best chance of getting there. Always aim high, and you too will make it a winning life.

a. Never   b. Occasionally   c. More than half the time   d. Always

Questionnaire:

1. I feel comfortable when I am set apart from the group
2. I accept responsibilities when things go wrong
3. I share credit with others
4. I am comfortable accepting a compliment
5. I set goals and visualize accomplishing them
6. I am confident in myself and my abilities
7. I am willing to take challenges and risk
8. I think positively in the challenges
9. I can say 'No'
10. I understand my attitude towards people play a role in my success
11. I see the positive qualities in other people
12. I listen to others
13. I view each new situation as an opportunity or a challenge.

Add the total points and check scoring after the jump:

38-45: high self esteem. You are confident about yourself and your abilities.

30-37: strong self esteem. You are generally confident about yourself and abilities

23-29: moderate self esteem. Positive than negative

15-22: low self esteem. Doubt more pessimistic than negative

0-14: negative self esteem. You have little or no confidence in your abilities. You tend to demonstrate negative attitudes.

Conclusion:

Definitely problems will come and trouble us. People don't have any magical powers to stop the problems or compromising with it. The only mantra that people do follow is being positive in all the odd situations. We have to be ready to fight till the issue would be cleared or

_____

finding resolutions to that particular one. The way we think it clearly shows our magnanimity level and it demonstrates our destiny. All of us strive very minute for self identity or enhancing self esteem level. Therefore it is very much needed to being positive anything would be better than negative nothing. With a bad attitude we can never have a positive day. So be like with good attitude you can never have a bad day.

References:

- Jeff Keller, *Attitude is Everything*, Harpercollins Publishers India, 2007
- Joseph Murphy, *Believe in Yourself* , Digital Fire Publishers New Delhi, first edition 2019.
- Nepolean Hill & W. Clement Stone, *Success through a Positive Mental Attitude*, Fingerprint Publishers, December 2018.
- Simon Tyler, *The Attitude Book: 50 Ways to Make Positive Change in Your Work and Life,* LID Publishing, 2018.
- Shiv Khera, *You Can Win*, A&C Black, 2014.
- http://www.pickthebrain.com/blog/positivity-vs-negativity-question-focus/
- http://www.succeconsciousness.com/positive_attitude.htm

_____

EXPRESSIONISM: A STUDY OF TENNESSEE WILLIAM'S *THE GLASS MENAGERIE*

_____

Manisha.N.Rathod (Ph.D.) (FT)

Research Scholar, Department of English, College of Arts and Commerce, Andhra University, Visakhapatnam, Andhra Pradesh, India

_____

Abstract

Expressionism was an exceptionally key tenet of the 20th-century literary movement known as Modernism at least as far as drama was considered. Modernism as an art movement was first observed primarily in Vienna; however, it did not stay contained in Austria. It later spread to countries such as France, Germany and England, eventually crossed the Atlantic and found its way to The United States of America in fields as diverse and wide ranging as architecture, painting, music and literature. This modern movement manifested itself in new forms such as cubism in painting, rejection of rhyme in music, using new materials such as plate glass in architecture and using expressionistic and impressionistic techniques in literature. Expressionism in any form whatsoever is considered by most critics as an attempt to relinquish both realism and naturalism and this is inherently seen in the works of American dramatists such as Eugene O' Neill, Elmer Rice and Tennessee Williams to name just a few. Expressionistic technique was used by dramatists as a tool that could aid them in looking inwards rather than outwards and it is this reason more than anything that made this technique quite appealing.

Keywords: Expressionism, Modernism, Theatre, Literary Movement,

Introduction:

Robert Bray in his introduction to Tennessee Williams Play, *The Glass Menagerie* (1944) deliberates on the genius that is Williams. Today one can easily understand the why American audiences of the 1940s, weary of realism and prosaic dialogue, eagerly embraced Williams' protean gifts in this rather static and predictable theatre climate. The timing was propitious for his novel voice. Yet why does this play continue to hold our fascination; to engage the talent of such actresses as Helen Hayes, Jessica Tandy, Katherine Hepburn, and Joyce Woodward; . . . More than fifty years after the Wingfields first took to the stage, this dysfunctional family is as popular as ever. It is questions like these that the present study aims to answer and in doing so, this study endeavors to see Williams' work from an expressionistic perspective. In order to understand *The Glass Menagerie* one needs to travel back the first half of the twentieth century and survey the milieu that lead to the literary movement known quite popularly as modernism.

As a literary movement, modernism grew out as a rejection of realism and naturalism that was hugely popular in Europe during the twentieth century. Modernism's evolution can be

_____

traced back to Vienna; however, for the purpose of this study this researcher has solely worked with unconventional techniques such as expressionism and on how it became an integral part of modern American theatre. Furthermore, modernism as a literary movement can be seen as a rejection of tradition and this can be observed quite explicitly in Williams' work. And in doing so, modernism paved the way for experimental forms of all forms and natures. The challenging of traditions and conventions came to be of paramount importance, not just in literature but also in disciplines such as painting, architecture, and music. Peter Barry in his seminal work, *Beginning Theory* (1994) explicates the nature of modernism.

In all the arts touched by modernism, what had been the most fundamental elements of practice were challenged and rejected: thus, melody and harmony were put aside in music; perspective and direct pictorial representation were abandoned in painting, in favor of degrees of abstraction, in architecture . . . in favor of experimental forms of various kinds. (81)

Thus, for the first time in the world of theatre, playwrights began to experiment with expressionism that stressed upon the subjective perspective for everyone involved, be it the playwright or the audience or the character. And most critics believe that as far as Williams was concerned, reality was shattered and this is what helped him in creating new images by using his very same broken bits of reality.

Williams' rejection of conventional forms that were prevalent in American theatre during the first fifty years of the twentieth century laid the foundation of what can be called an eclectic mix of both plastic theatre and memory play, two factors that are often attributed to Williams' plays. Williams deliberates on plastic theory in his production notes of *The Glass Menagerie* and feels that a perfect play should ideally use stage arts in their entirety in order to heighten the theatrical experience. Roger Boxill, the author of *Modern Dramatists: Tennessee Williams* (1987) agrees with William and claims that stage arts such as language, action, scenery, music, costume, sound, and lighting should all come together to form a unit as envisioned by the playwright. (23)

Another unique theatrical device present in Williams' plays such as *The Glass Menagerie* and *A Street Car Named Desire* (1947) is the use of memory in these productions. Boxill attempts to analyze Williams' memory plays that often "look back with longing at a time that has been sweetened in the remembering". (27)

The present play under study is a curious amalgamation of unconventional dramatic techniques and it is these techniques that make the play all the more alluring to theatre goers even today.

Tennessee Williams' *A Glass Menagerie* is seen by many a critic to be autobiographical in nature. However, one needs to study Williams' life in order to understand that such a view is both narrow and restrictive, especially when considering the present play under scrutiny. Much like Tom in the play, Williams' father too was mostly absent during his formative years. However, Williams' father's absence was because he was a travelling salesman unlike tom's father, who had abandoned his family because "he was a telephone man who fell in love with

_____

long distances". (5)Williams also had a sister, Rose Isabel, who like Laura in the play was mentally disturbed and had to undergo a prefrontal lobotomy. Though Tom ultimately abandons both his mother and sister, he does feel a modicum of guilt for his own selfishness. Williams too felt guilty about his sister's lobotomy and blamed himself for not stopping his mother when she decided to let the doctors perform Rose's lobotomy, a surgery that left Rose in a near comatose state and one that required institutionalization.

Williams' younger brother, Dakin Williams does not feature in the play and this exclusion was in fact intentional, since Williams believed that Dakin was responsible for committing him to the psychiatric division of Barnes Hospital for chemical dependency.

However, considering the fact that *A Glass Menagerie* was Williams' most autobiographical nature one can see that these autobiographical inclusions could not have been very easy for Williams. The pathos that one can observe in the play comes from Williams' pain at revealing the most intimate details of his personal life and this added an extra element of credibility to a play that was primarily expressionist and anti-realistic in nature. This play also depicted Williams' literary career and his struggle for recognition not only in realm of theatre but also to the world of letters in general. Though *A Glass Menagerie* is a study of familial tensions and interpersonal issues it is also a study of the economic and social conditions that were prevalent in The United States of America during the 1940s and 1950s.

Tennessee Williams most significant theatrical productions include works such as *A Streetcar named Desire* (1954), *Summer and Smoke* (1948), *Cat on a Hot Tin Roof*(1955), *Orpheus Descending* (1957), *In Masks Outrageous and Austere* (1983) to name just a few. Though Williams is primarily known for his plays, he nonetheless penned novels, poems and short stories too. The two novels authored by Williams are *The Roman Spring of Mrs. Stone* (1950) and *Moise and the World of Reason* (1975), with the former detailing a quest for love and the latter deliberating on a writer's journey. Williams's short story collections such as *Hard Candy: A Book of Stories* (1954) and *One Arm and Other Stories* (1967)have been considered by Gore Vidal, the American criticto be extremely captivating. In a *Critical Companion to Tennessee Williams: A Literary Reference to His Life and Work*(2005), Alycia Smith-Howard and Greta Heintzelman citeVidal's comments regarding Williams' literary skill in his introduction to *Tennessee Williams: Collected Stories* (1985)and state that:

William is not a great short story writer like Chekov but he has something rather more rare than mere genius. He has a narrative tone of voice that is totally compelling. The only other American writer to have this gift is Mark Twain . . . you cannot stop listening to either of these two tellers no matter how tall or wild their tales. (375)

Vidal's aforementioned words remind one of the skill with which Williams handles not just his short stories but also his theatrical productions. The first performance of *The Glass Menagerie* at The Civic Theatre in the city of Chicago went better than Williams had ever envisioned, thereby becoming his first major theatrical success. Contrary to realistic plays that were popular during the 1940s and 1950s, *The Glass Menagerie* is a play that at first seems to

_____

have no action to speak of. However, this paucity of plot does not deter Williams from compensating for this lack by coming up with elements that attempt to fill this void. The use of light for instance, gives "mobility" to an otherwise "static" play, as Williams himself states in his production notes. (xviii)

The other device that Williams wanted to utilize was the screen device; however, it was removed from the acting version of the play. Williams' intention behind incorporating images on the screen was to offer the audience certain points that he felt were structurally important in the scene that was being acted out on the stage. Williams explains the reasons for such inclusions in the following lines:

In an episodic play, such as this, the basic structure or narrative line may be obscured from the audience; the effect may seem fragmentary rather than architectural. (xvii)

The third element that Williams deliberates upon in his production notes is the central role that music plays in the enacting of *The Glass Menagerie*. A single piece of music keeps playing throughout the entire length of the play. This repetitive music is heard during all of the significantly emotional scenes in the play, which only goes to heighten the audience's sense of sorrow. This light but sad music was used by Williams to underscore the sadness that lies buried in a person's psyche. The fragility and lightness that one associates with this music reminds the audience of the delicateness of life. This fragility could also be attributed to Laura's delicate state of mind, with the audience seeing her slip from an introverted state of mind to full-blown schizophrenic attack.

Williams' mastery at handling both music and lighting display his ability to transcend the rigid boundaries of theatre that were set by proponents of realistic drama and secured him a place along with some of the other maestros of American theatre such as Eugene O' Neill and Edward Albee. The Glass Menagerie is a short memory play that has its main action being narrated by Tom Wingfield. The play is set in St. Louis, Missouri with Tom living with his mother, Amanda Wingfileld and sister, Laura Wingfield. Though Tom aspires to become a poet, he nonetheless works in a shoe company to ensure that his mother and sister have a roof over their head. His non-existent father is never seen on stage but is often referred to in the play. Tom and Laura's father had run off quite early in life and other than sending them a post card had never contacted them again. Amanda Wingfield is the quintessential mother, who has nothing but her children's well-being at heart. Amanda's personality is a curious amalgamation of the romantic with the pragmatic as is evidenced by her constant re-telling of her manifold youthful trysts with gentleman callers. One does get the feeling that her narrations might be embellishments at best; however, she is also pragmatic enough to understand that her physically challenged and introverted daughter, Laura's only option at bettering her life is to find a man who can marry and provide for her. And to this end she knowingly disregards Tom's aspirations to become a poet and expects Tom to provide for her and her daughter. Amanda keeps pressuring Tom to bring home a gentleman suitor for Laura, who she knows will have a tough time communicating with other people. Laura's inability to master anything resembling skills is

_____

also brought out; however, Amanda believes that if Laura can get married she might lose her shyness and become more comfortable around people. Amanda begins to sell magazine subscriptions to earn extra money in order to attract suitors for Laura.

The narrator of the play, Tom and his intense dislike for his warehousing job is delineated masterfully by Williams. In an attempt to escape from his present, Tom frequents film theatres and bars, much to the chagrin of his mother, Amanda. Tom's constant arguments and spites with Amanda display his frustration and disillusionment with his life.

Tom brings Jim O Connor, a casual acquaintance for dinner in order to appease Amanda's strident demand for a gentleman suitor. Amanda is quite pleased to know that O Connor is ambitious and driven, two qualities that she has a high regard for. However, when Laura gets to know that it is O Connor who is coming for dinner, she becomes quite disturbed and admits that she was infatuated with him in high school.

It is at this juncture that the audience gets to know that Tom had indeed joined the merchant marine and that he had spent the money earmarked for paying the electricity bill. The action goes downhill from here, with Laura refusing to have dinner and Amanda fawning over O Connor.

When the lights go out because of the unpaid electricity bill, Amanda encourages O Connor to spend time with Laura, who at first is quite flummoxed. It is with O Connor's likable demeanor that Laura comes out of her shell and begins to enjoy talking to O Connor. However, after dancing with Laura and kissing her, O Connor apologizes for his behavior and tells her that he is in a serious relationship with another girl. Williams's symbolism is again brought to the forefront at this juncture. While dancing with Laura, O Connor accidentally knocks over Laura's glass unicorn and breaks the horn, thereby turning it into an ordinary horse.

After O Connor leaves, Amanda chides Tom for bringing a man who was already engaged and accuses him of negligence and inattentiveness. The play ends with Tom telling the audience that soon after O Connor's visit, he loses his job and abandons his family, however, even years later he is unable to forget Laura and the guilt that he associates with leaving her to fend for herself.

References:

- Bray, Robert. "Introduction." *The Glass Menagerie*, Penguin Books, 1999, pp. xii-xiii.
- Barry, Peter. "Postmodernism." *Beginning Theory*, Manchester U P, 2002, pp. 81-95.
- Boxill, Roger. "Form, Theme and Character." *Modern Dramatists: Tennessee Williams*, Macmillan Education, 1987, pp. 21-38.
- Smith-Howard, Alycia and Heintzelman. "Part III Related Entries." *Critical Companion to Tennessee Williams: A Literary Reference to his Life and Works*, Facts on File, Inc., 2005, pp. 339-381.
- Williams, Tennessee. "Production Notes." *The Glass Menagerie*, Penguin Books, 1999, pp. xvi-xviii.

_____

TEACHING LANGUAGE THROUGH LITERATURE
_____

P.Sanjotha[1]
Lecturer in English
ASD.GDC(W),(A)
Kakinada

M. Somaraju[2]
Lecturer in English
Ideal College of Arts & Sciences
Kakinada

_____

Abstract:

Teaching Language through Literature develops the intellectual ability of the learners and exposes them to a variety of linguistic and literary expressions and communicative functions of language. Literature during a language classroom provides enough space for the learners to comment, justify and mirror themselves. The goal of any language should be to equip the scholar for a lifetime of communication. Literature is constituted by language and it represents one among the foremost recurrent uses of language. Language and linguistic analysis also can be used to access literature from the learner's point of view. By using literary text, the language class can end up to be lively and motivating. It is a fully integrated language plan through which the effective and creative teachers use innovative methods of teaching techniques to teach the language. It is widely acknowledged that a literary text with richness and variety are often stimulating for language learners and may be wont to elicit a good range of responses from the learners. Short story is one of the most suitable literary genres used in English teaching.

Keywords: Literature, Language, Communication, Innovative Teaching techniques,literary genre, Short story.

Introduction:

The role of literature is a basic component and source of the language curriculum and it has been gaining momentum. Literature is no doubt a potential source of learners. It leads to the flourishment of interesting ideas, learning, and improved instructions . Literature is constituted by language and it represents one among the foremost recurrent uses of language. Language and linguistic analysis also can be used to access literature from the learner's point of view. Brumfit and Carter emphasized the role of literature as "an ally of language". This technique is by no means novel, since literature has been widely used as a teaching tool in different languages teaching methods. In the grammar translation method, literature was the central component. Literary texts of the target language were read and translated, used as samples of good writing and "illustrations of the grammatical rules". The focus of this pedagogy was on form, on learning the principles of grammar and therefore the lexical items as they appeared within the text. There was no literary interest, nor interest on content. After this method fell in disuse,

_____

literary texts also were forgotten for teachers of second languages. For the structural approaches to teaching , literature was discredited as a tool, because it represented the old tradition. The functional-notional method ignored literature, because during this method the importance lies on communication and that they present authentic language samples. Literature was not considered either to have a communicative function or to be authentic example of language use. Nonetheless, in the last decade or so the interest in literature regarded as one of the most valuable language teaching resources available and has revived remarkably.

Teaching language through literature helps teachers first to acquaint themselves with language and develop their own competence and understand language as a social phenomenon, and not as an exclusive branch of learning. It also helps teachers to think about language as entailing social acceptability in other words; they will look to classroom language as carrying resemblance with the surface language. Nowadays, information technology and globalization necessitate the international communication in the fields of economy, trade and politics as well as the international business. Students need to study culture and language and be prepared for such communication. The modern studies in linguistics, especially sociolinguistics show that culture learning is an influential think about international communication. To this point, one can say that teaching literature or literary texts in the curriculum of the non- native learners solves the problem of relevant vocabulary for social communication and prepares students to be professional translators in different fields such as trading, business, science, law and technology. Both literature and teaching involve the event of a sense for language.

The responses of the learners to the literary texts reading and interpreting will help them to;

- develop their reading skills.
- memorize useful quotations and expressions.
- integrate language skills like listening and reading as receptive skills and speaking and writing as productive skills.
- be exposed to the conversations and the dialogues which are actually used in the outside world. These dialogues and conversations create a situation inside the classroom for using language which the learner might need outside within the society.

In learning language, the ideal way to increase understanding of verbal / nonverbal aspects of communication in the country within which that language is spoken - a visit or an extended stay - is just not probable. literary works, such as novels, plays, short stories etc, facilitate understanding how communication takes place in a particular country. Though the planet of a completely unique , play, or story is an imaginary one, it presents a full and vibrant setting during which characters from many social / regional backgrounds can be described. A reader can discover the way the characters perceive the world outside (i.e. their thoughts,

_____

feelings, customs, traditions, possessions; what they buy, believe , fear, enjoy; how they speak and behave in several settings. Literature is probably best considered a complement to other materials wont to develop the foreign learner's understanding into the country whose language is being learned. Also, literature adds tons to the cultural grammar of the learners. English literature has the supremacy over language learning. Short stories can be used for enhancing students' language skills. Since it is short, and aims at giving a 'single effect', it is easy for the students to follow the story line of the work. Short story is one of the most suitable literary genres to use in English teaching which is supported by Collie and Slater (1991: 196) who listed four advantages of using short stories for language teachers.

• short stories are practical as their length is long enough to cover entirely in one or two class   sessions.

• short stories are not complicated for students to work with on their own.

• Third, short stories have a variety of choice for different interests and tastes.

• short stories can be used with all levels (beginner to advance), all ages (young learners to   adults) and all classes.

The use of short-story in English teaching should be aimed to encourage the scholars to use what they need previously learnt. By doing this, the training process are going to be student-centered. Short stories allow teachers to show the four skills (LSRW) to all or any levels of language proficiency. Some practical suggestions should be considered as below: a)Strong lines: Students are required to read a brief story beforehand. In the class, however, they're not allowed to seem at the story when following this activity. - within the class, teacher asks students to possess a fast check out the entire story and underline ―strong lines that's the words and expressions that they like or that disturb them. - Divide the category into groups of three or four and ask students to share the strong lines with other members in their group.

. b) Storytelling: - Students are required to read the short story beforehand. - The teacher picks up 10-15 words from the passage. Write the words (in the sequence of Occurrence in the text) on the board. - Give students one minute to memorize the words. - Cross out all the words. Ask students to rewrite the words so as within 1 minute. - Check students' word list. Those who can write the most words are the winners.

c) Gap filling: Students are required to read the story beforehand. In the class, however, they're not allowed to seem at the story when following this activity. - Teacher prepares another copy of the text during which there are some gaps for the scholars to fill in. The gaps are often passive vocabulary, adjective vocabulary, etc. so that students will have a chance to revise the lexis later. - Ask students to fill within the gaps, exchange the answers in pair/group. - Remind them of the related grammatical focus. Give them an opportunity to hammer in the language/grammar if possible. Example: Teacher can skip the relative pronouns (who, which, where, when...) or adjectives of describing the people (Later, ask students to use those adjectives to explain the characters in the story.)

_____

d) Storylines: Students are not provided with the text before the lesson. - From each part of the story, select one or two key sentences, Write out these sentences in order and make them up into a task sheet. If teacher wishes to form the activity slightly easier, he/she could also add the opening paragraph and therefore the ending.

e) Guessing from the Title: Using the title to kindle students' curiosity about the story is an efficient warm-up activity. It makes them interested about the story and enhances their involvement. The title of the story can be introduced in the class and the learners are made to speculate what the story is about. This helps them to think more about the text.

Conclusion:

Literary texts motivate the learners and help them acquire the language as a means of communication. The teachers need to focus not only on linguistic but also on literary and cultural elements. Since literary texts on poetry, short story and plays offer these elements, they are highly beneficial to use in language teaching classrooms. The literary texts can be used to provide different activities for reading, listening, writing and for speaking classes. Short story, poetry and plays create a meaningful context to teach different languages and to improve the students' interpretative approaches. The same technique can also serve for a few other language or skills like vocabulary development. The language teacher can provide the learners with interesting elements from the finest treasures of English literature, which creates a desire in them to make reading as a habit and develop text reading strategies. Thus, literature plays a pivotal and stimulating role in the acquisition of language in a relevant and causal sense for effective communication.

References:

- Collie, J, and Slater, S. 1991. Literature in the Language Classroom. (5th Ed.). Glasgow:
- Cambridge University Press.
- Hill, Jeniffer. 1994. Using Literature in Language Teaching. London: Macmillan.
- Lazar, Gillian. 1993. Literature and Language Teaching. Cambridge University Press.
- G. Lazar, Literature and Language Teaching, Cambridge University Press, 1993.
- 5.B. Christopher and C. Ronald, Literature and Language Teaching, Oxford University Press,
  1997.
- A. R. Carter and N. M. Long, Teaching Literature, Longman Publications, 1991.
- 7.T.K.Santhi Teaching Language Through Literature Journal of English and Literature (JEL)
- ISSN2278-4896 Vol.2, Issue 2 Sep 2012 16 – 21.

_____

A CRITICAL STUDY OF ARUN JOSHI'S NOVEL *THE CITY AND THE RIVER*

_____

Ms. Kamidi Jayasree[1]
Asst. Professor of English, Dept of HSS,
UCEK, JNTUK, Kakinada

Ms. Suvarna Suni Dasari[2]
Asst. Professor of English, Dept. of B S & H
Vignan's Lara Institute of Technology and
Science, Vadlamudi.

_____

Abstract

The purpose of the study of Arun Joshi's novels portrays the modern man's problem of self in Indian changing society through his writings. He is able to observe and depicts the motives, emotions, frustrations, and conflicts through his characters which is skillfully depicted in *The City and the River.* The novel goes into the cruelty, coercion, violence and destruction, selfishness and corruption, and administrative reminiscence of the days of emergency in India. The novel *The City and the River* reflects his newer experimentation in satire and allegory even though he fails in creative characterization.

Keywords: Violence, Frustrations, Selfishness, Corruption.

The novel exists as a powerful commentary on the political scenario of the past, present, and the future. It rightly claims a privileged place among the political novels of our literature. But, in many ways it remains a continuation of Arun Joshi's earlier novels. It is an existentialist commentary on the absurdity of human situation.

The main plot of the novel revolves around the theme of power struggle. The Grand Master rules the city by the river and is determined to become its unchallenged king. His schemes meet with stiff resistance from the boatmen who ride use to fall in line with the Seven Hills. Their leader, the Headman, tells the Astrologer: "We have no quarrel with the Grand Master and we have no quarrel with you. If it is a matter of allegiance, our allegiance is only to the river and cannot be shared...". Their refusal accentuates the conflict-the conflict between The City and the River, between the Grand Master and the boatmen, between the urge to dominate and the desire to assert one's identity. This conflict is the life and the soul of the plot.

.The atmosphere of the City is absolutely unnatural and chaotic. It is natural that in an unnatural atmosphere like this even sensible persons suffer from certain existentialist emotions like alienation, weariness, ruthlessness, boredom and meaninglessness. For instance, there is the Rallies Master who is known to be "an unhappy man", and the real cause of his unhappiness is ruthlessness: "His misfortune lay in the fact that instead of teaching him how to row a boat his parents had wanted him to join the ranks of the brick-people... The boatmen did not have the money to hire him, the brick-people considered him an upstart", The Professor is "weary"

Bhumiputra, having been crushed by solitude and burden of human misery, feels utterly alone and alienated: "Bhoma urged him (the man) to stay because he still felt very alone". He is "plunged... into gloom" and thinks of "his own ineffective life.

A sense of overwhelming futility filled him at such times, so much so that he saw no point in living". When the Minister for Trade sees the Grand Master standing "with his face in his hands" and his chest heaving in uncontrolled emotion, he is greatly moved. He tells the Grand Master: "You are tired. In your weariness you let dark thoughts assail you". Dharma's father suffers from "It is the Three Truths Syndrome, stasis of the soul. Atrophy of the brain and loco-motor functions". He means that "we have turned into robots". He himself admits openly: "My insides are rotting. I too am just vanishing". Thus, life of a human being is reduced to "a strange sorry tale", comprising meaningless and "pointless episodes" signifying nothing. In such a world as this, the protagonist is bound to create his own values which determine the way of his life. He rejects the theory of psychological determinism and leads an authentic existence which Sartre new and absolute virtue in existentialism". Marjorie Greene aptly remarks about authenticity: "The concept of authenticity is not a concept of adjustment... in fact with respect to the current ideal of the well-adjusted member of society it is truly and deeply a heresy" . Judged from this point of view, it is only the poor boatmen living in the mud huts by the side of the river who lead an authentic existence.

They are prepared to pay the price they are supposed to for the life they lead. Simple as they are, they are far away from being mere simpletons. They have the courage to be honest and bold and are able to call spade a spade. To the Grand Master, they are both "incomprehensible and stubborn". The novelist tries to picture them clearly: "They are poor, but refuse to work for anyone except themselves... When the Grand Master goes out he rarely sees them greeting him. Where others always have a ready salute for him the boatmen simply stare out of dark unblinking eyes as though he were a stranger... and for their beliefs they are willing to die. And don't let their poverty mislead you into believing that they can be bought".

The City and the River, shows that the ruler in the novel resorts to two types of malpractice: the mean methods adopted to gain and retain power and the foul means resorted to for wiping out dissents. The Grand Master who rules the City has the ulterior 161 motive of becoming an omnipotent dictator. He pretends to be a benign ruler dedicated to the people and their well-being. The Rallies Master and the Master of Trade act as his tools aiding and abetting him using all cunning tactics. The Grand Master directs the Rallies Master to organize rallies in his support to give an impression that he enjoys his subject's confidence and love. He tells the Master of Trade to propose in the meeting of the "Supreme Council" that he be made King. The latter is asked to plead that it is in the interest of the people, and not in his own. The Grand Master stage-manages what he wants to achieve with the help of the Master of Trade. The Master of

_____

Trade proposes in the 'Supreme Council' and of course gets it approved. In his proposal he says: I shall briefly put forward certain criteria that the King of the city should meet. First, as already decided, he must be a wearer of the sacred thread. Second, he must come from a family which has already demonstrated its willingness to make sacrifice for the city. Third, he must command the affection of our masses and the trust of the armed forces and the business class.... Now, gentlemen, the only person who meets these criteria is our beloved Grand Master. I propose, therefore, that he be requested to accept the onerous burdens of the King's high office.

After having achieved his desire by firmly entrenching himself in the throne in the new role of a King, the Grand Master is haunted by a deep desire to have his son as 162 his successor. The Rallies Master is instructed to organize rallies for the Grand Master's son, too, with a view of creating an impression that he also has endeared himself to the masses. In an interview the Rallies Master tells a journalist: "And now, journalist, I must gather rallies not only for the Grand Master but his son as well. The city must now face its final humiliation and I must be an instrument to it". The Grand Master now uses the astrologer as his mouth-piece to pour out attractive arguments justifying the perpetuation of the rule of a family. The Astrologer tries to sprinkle a spiritual mesmerism on the subjects, when he argues: The sacred and mysterious has shown us the light that we have unanimously concluded the Grand Master must immediately request his son to help him maintain the Dharma Rajya that he has established".

The Astrologer puts forth his specious argument saying that by agreeing to make his son succeed him to the throne, the Grand Master makes a great sacrifice: We know what we are asking. We know we are asking for great sacrifice. No sacrifice is greater than the sacrifice of a young son. But we know we are asking this sacrifice from a family that has for a hundred years sacrificed its men, its women, its children, its wealth, its very all for the sake of this city. They have suffered endless privation just so that the city might prosper. Such is the family that we are asking this sacrifice of and we have no doubt that the Grand Master will listen to our pleadings. This city needs his son and he must give him to us.   The narrator satirizes the efforts of entrusting a man with power under the pretext of obliging the country. An overt sanitization is revealed in the speech of the Master of Trade: "At one go every tradition of the city is abandoned. But even that does not satisfy the Grand Master. He must crown the Son as well, make him an heir apparent above the heads of all of us, put him on the Advisor Council, and in days to come, train him for a thousand mischief".

A glaring impropriety is found in the Grand Master's ambition of equating himself with the nation. Again the Astrologer jumps into the scene to promote the evil designs of the ruler. He identifies the scene to promote the evil designs of the ruler. He identifies the Grand Master with the river. He tells the Headman: "Do not bring the Great Yogeshwara into this, Headman. All I ask is that you also swear to the Grand Master. He and the great river are one". The astrologer's words

_____

find an echo in the claim of Louis XIV of France that he himself was the State. Another example of the misrule of the Grand Master is the misuse of public funds to satisfy the whims of their family members rather than meet the needs of the people. The people have to suffer untold miseries for fanciful thoughts of the wife of the Grand Master who orders to straighten the road, Avenue Great River for no ot 164 Attempts are made to cajole the people to continue to tolerate poverty. The poor people who have lost their homes and huts in the process of straightening the palace road, have been exhorted to accept poverty on the plea that they belong to a country whose civilization is spiritual rather than material.

The narrator says: The Astrologer issued an order the next day authorizing the homeless to carry on living on the spots where they had their homes as though their homes were still there. The As though attitude, his orders said, was fundamental to spiritual civilization like ours, where even kings had preferred the purity of the forests to the suffocation of palaces. No doubt there would be initial inconvenience but, in the long run, all was bound to work out the best. Brahma Dutta Sarma, commenting on the use of spiritualism to silence the poor, rightly says: "Here spiritualism is being used as a narcotic to keep people homeless and reminds one of the religions which, as Karl Marx put is, was made to work as opium".

Another horrible step taken by the Grand Master to keep himself in the seat of power is to take the help of the army and the police to frighten the masses into loyalty. These two forces which are expected to protect the state from external threat and internal revolt are blatantly misused for self-protection. The police of the Grand Master are in no way less cruel than the much dreaded Thought Police who maintain law and order in Orwell's 1984. The violence of the police in Joshi's novel is revealed through the arguments of the Commissioner to the Professor: "If you ask me, the New Era is not 165 enough. What we need is a violent clean up". "But the people too might become violent?" "The people do not have the guns. Only we can afford guns, not that we should use them for anything other than securing justice for the poor". "But the whole city is poor," the Professor pointed out. "That is why we need more guns. This might sound absurd but the fact is that the poorer a city is, the more guns its government needs."

In order to acquire absolute powers, one day the Grand Master proclaims the beginning of a new era called 'The Era of Ultimate Greatness' which is nothing but the declaration of Emergency in the State curtailing all fundamental rights of its citizens. The decree enjoins on the people to beware of the enemy within and the enemy without and reminds them of the Astrologer's Three Beatitudes which remind us of the three slogans of the Inner Party: war is peace, freedom is slavery and ignorance is strength of Orwell's 1984. The Grand Master's New Era is inaugurated with the arrest of a boatman and a clown. The Era of ultimate Greatness turns into the Era of barbarity for the suppression of the boatmen. The Commissioner of Police swings into action at

the instance of the Astrologer. Their secret activities for arresting the defiant boatmen during nights are launched.

Every night a few boatmen vanish; they are committed to the God Mines -- the dark dingy suffocating underground jail. Here, a long detention causes a slow and steady decay of body and mind where "the idea of the self suitably dissolves". Patanjali is arrested as a substitute to Bhumiputra (Master Bhoma) because he is not available for arrest. The code of the new Era says: if the actual person evades arrest, then his immediate neighbour would be picked up. Dharma, the arresting police officer, asks Pantaljali to apologize so that he may be set free, Patanjali's boldness is revealed in his reply: "But why should I apologize? I have done no wrong. Rather the Grand Master 166 should apologize for such absurd rules". The other boatmen who follow him are picked up by the police, incarcerated in the ghoulish Gold Mines, fired upon and killed. The charges leveled against the boatmen by the Commissioner are that "the boatmen spurned the Astrologer's three Truths, that they have ridiculed him, calling him a pompous fool; and have indeed, burnt his effigies along the banks of the river". It is clear that the boatmen are arrested, hauled into the Gold Mines and fired upon not because they have committed any crime but because they refused to take oath of allegiance to the Grand Master and raised a voice of dissent against the Grand Master's proclamation of the Era of Ultimate Greatness. The police also resort to heinous crimes to eliminate the rising opposition by opening fire even on people who are staging a peaceful sit-in which is more horrible than Jalian-Wallabagh firings.

The horrible events are reported: "Then all exits were barred from the outside and all lights were switched off. For the next two minutes the machine guns sprayed the pitch dark hall with bullets... At the end of the two minutes the lights were switched on and the gunners were given another minutes to finish their job. These incidents echo the inhuman gassing of the victims to death in Nazi concentration camps during the Second World War. The irony is that all these horrible incidents are carried on strictly in accordance with the provisions of the decree of the Era of the Ultimate Greatness which aims at a violent shake up to give a more happy life to the citizens. It is reminded of the famous quotation from Lord Action's "Lectures on the French Revolution": power corrupts, absolute power corrupts absolutely. The Grand Master and his sycophant coterie carry on this clean-up of the nation only for people's welfare and for achieving the real Era of Ultimate Greatness. Underhand methods are used by the administration for manipulating the prices and the trade of commodities. Pinstripe advises the Master of Trade:"In the light of approaching Festival of the River cooking oil can bring excellent revenues.

Prices can be pushed very high If the produce of the Gold Mines is cornered" Though the government needs money, its role is quite different from that of a selfish businessman. The novelist satirizes the Grand Master's degrees. The decrees are issued to help the people but their implementation is either postponed or held up forever. This is nothing but cheating the subjects.

_____

The Grand Master instructs the Astrologer to issue a decree but never to think of its implementation: "Yes, Astrologer, let us decree that all prisoners shall be told their crimes, or, set free." "Issuing a decree, Astrologer, does not mean its implementation". New curbs are imposed. The freedom of the press is restricted. No independent newspaper is allowed to flourish. The Professor is informed: "There are two newspapers in the city. One of them is owned by a trust of which the Astrologer is the head. The other is owned by a girl. The girl is five years old and cannot manage a newspaper. It is managed for her by the Master of Rallies".

The entire broadcasting and television system and the satellite are controlled by the Master of Rallies, on behalf of the Grand Master because the satellite is the private property of the Grand Master: In such a situation the people can know only the government's version of facts as the newspapers, radio video and the satellite are 168 controlled by the ruler. The Grand Master and his coterie become successful in spreading the false news that Master Bhoma has hatched a conspiracy to dislodge the Grand Master from the seat of power, as near totalitarianism is achieved by the Grand Master virtually seizing the press. The pressmen are strictly warned not to use their papers against the persons in power. The Rallies Master tells Vasu: "unless his underground daily, The Rumblings, ceased publication or changed its tune before the Festival of the River, which was only a month away, he would be expelled from the journalists guild and the businessmen and the little girl who owned the newspaper would be instructed not to give him employment". Clever devices are invented to harass the dissenters causing them inconvenience in one form or another. The Grand Master gets the boatmen's musical instruments destroyed since he himself nurtures "an antipathy to music". Barbarous methods of disabling the citizens are adopted by the over-enthusiastic coterie of the Grand Master in a determined bid to stamp out dissent.

The Headman of the boatmen is "the symbol and repository of strength, courage, honesty and commitment to freedom.... She challenges the intentions of the Grand Master whose mouth-piece the Astrologer is and insists that the welfare of the boatmen is merely a facade, hiding the fact of repression to be practiced on the poor". The Headman is mercilessly blinded. The narrator of the novel described the incident in the following words: "During the night the guards pierced the Headman's eyes with long pointed needles and poured acid into the perforations". Bhumiputra (Bhoma) represents the aspirations of the boatmen who are opposed to the dictatorial regime of the Grand Master and his cohorts. For some time he goes underground as the ruling junta levels a false conspiracy charge against him. Bhoma succeeds to a great extent in enlightening the people about the tyranny of the Grand Master and rousing them to open revolt. But he, along with others, is mowed down in an operation commanded by the King's (erstwhile Grand Master) son. An example of the totalitarian trend can be observed in the Grand Master's policy of population control.

_____

He uses, may misuse the family planning to check the growth of the population of the section of the people who are not loyal to him. He tries to freeze the population of the boatmen as they rise in revolt against him. He decries: "Let their numbers be frozen by law... the force of arms if necessary. Nothing else will suffice". It is further said in the decree that the poor are required to adopt family planning and more than one child to a mother and more than two I children to a family are declared illegitimate because of shortage of food grains. But the Headman questions: It is not true Astrologer, that the city's granaries are full? And is it not a fact that out of the mud-people the city shall always extract work equal to what it feeds them even as it is done to the animals, even though that cannot be said of the brick-people or their children? The fact is that there is no shortage of food, but the boatmen are poor and therefore they cannot afford to buy the good grain which is easily available to the brick people and the ruling elite.

The greatest tyranny in the novel is that the wrong doer blames the victims even for his repressive measures and their attempts to direct the people's ire towards the dissenters. The novelist attempts to satirize the Grand Master when the latter chooses to blame every boatman for his using police and army against him: "He forces us to beat him with sticks and fire bullets and lasers into him. He forces us to call out the army". At last though the Grand Master succeeds in wiping out the dissent by employing inhuman and barbaric devices he cannot escape undergoing punishment in this life itself. Arun Joshi believes in the Divine justice. Though the human beings fail, Nature uses water, one of its elements to punish the guilty. The King (erstwhile Grand Master) becomes helpless as floods of the river continue to rise:

The waters now reached the top of the fourth hill on which the office of the new Grand Master stood. A wave went up encircling the base of the building... Waves nearly as high as the building rose in quick succession and threw a lock around the shining structure. The inmates of the palace shuddered in horror as the new Grand Master's building broke in the middle, floor by floor, frame by frame, fell into the sea. One last wave uprooted the foundations and sent them flying into the sky. The waters swept over the top of 171 the hill and cascaded on to the other side in a loud waterfall. Thus, Joshi's novel, The City and the River is a marvelous satire comparable with George Orwell's great satire 1984. The Grand Master with his ambition of becoming the king lets his coterie adopt ruthless measures to crush the masses, stifle all dissent. A corrupt regime - nepotism is rampant — is revealed to the rider though the ruling janata often argues in favour of the Era of Ultimate Greatness. Referring to the irony and satire, Usha Bande rightly comments on the events in the novel: "Nearer home, the events portrayed here have obvious links with the Emergency time of India, at human and universal level, it is the exposition of human folly and the futility of human aspirations devoid of moral codes. The novel lashes out at corruption in public life, selfishness of the rulers and the political shenanigans of the cronies. It is interesting to note that the author achieves his goal of delivering his message without giving us psychologically realized characters."

The plot of *The City and the River* reveals itself at three distinct levels: the mythic, the primitive and the modern. The Great Yogeshwara, the Nameless-One, the Hermit and the Little Star and the river represent the mythic element. The primitive forces are symbolized by the boatmen, their rites and rituals and the modern element is found in the "weapons" — the lasers and the other machines of war. These three elements are incredibly interwoven into the structure of the novel by Arun Joshi, who "creates the measured rhythms of myths, legends and archetypes to make his work realistic despite the absence, of psychologically-realized characters". If we view the novel from the realistic angle, it is an indictment of the social and political chicanery and at the archetypal level it is a quest for truth.

Subhas Chandra rightly remarks; "Using the strategies of allegory, irony and satire, Joshi dexterously weaves a tale which is a mixture of fantasy and stark realism with a view to communicating the horrors and terror that are unleashed on a society, when a handful of individuals become overly ambitious and selfish". Indeed those who have developed a fancy for the vitality and psychological realism of the earlier novels of Joshi may well feel a tinge of sadness when they peruse the new work. The peregrinations of a philanderer variously depicted having come full circle already, Joshi's attempt to try his hand in a new fictional experiment is perhaps but natural. Thus this novel, The City and the River reflects Arun Joshi's newer path in satire and allegory. "The novel", as R.K. Dhawan puts it, is "evidence of Joshi's 'road not taken', for in this work he turns his focus from the private to the public. And in this, he is following the contemporary vogue of writing a political novel with a theme that holds good for all times".

The novelist fails in characterization. The characters do not develop spontaneously. They lack psychological depths. Joshi leaves them as archetypes than developing them into individual characters. However, as Anup Beniwal puts it, "the novel is a powerful and pungent comment on the political scenario that was, that has been and that shall be. This novel surely claims a pride of place among the political novels of today".

The City and the River, is an existentialist commentary on the absurdity of human situation. Like his earlier novels, herein too, he continues to explore the existential predicament of his characters in an indifferent and hostile world. One thing new in the novel is that here Joshi has widened his canvas by taking up issues that concern larger humanity rather than some individuals. In this novel, too, he takes up his favourite issues of faith, commitment, choice, responsibility and identity, but the way how he handles these issues is somewhat different from that of his earlier novels. Here he looks at them with the spectacles of politics and makes this novel a political satire.

References :
- Shubra Mazumdar, The Book Review, Vol, XV-No. 1, January-February, 1991.

_____

- Githa Hariharan, The Book Review in the Sunday Herald, dated July 29,1990.
- Madhusudhan Prasad, "Arun Joshi" in Indian English novelists: An Anthology of Critical Essays (ed), New Delhi, Sterling, (1982), P.51.
- Inna Walter, "Arun Joshi's Vision of Life, Love, God and Death in The Last Labyrinth" in G.S. Balarama. Gupta (ed), Studies in Indian Fiction in English ,Gulbarga, JIWE, Pub. 1987, P.46.
- Srivastava R.K., Six Indian Novelists in English ,Amritsar, Guru Nanak Dev University, 1987, P. 312.
- Dhawan R.K. (ed), The Fictional World of Arun, Joshi, New Delhi, Classical Publishing Company, 1986, P. 18.

_____

CONTENT BASED LANGUAGE INSTRUCTION AND LEARNING (COBI)
_____

Lakshmi Malathi Thadi

Assistant Professor,(English)

V.S.M College of Engg, Ramachandrapuram

_____

Abstract:

ESP has catered various practical needs of English language teaching. CoBI is the major trend that has delved into the realms of teaching and in particular with content and curriculum designing. The gap between English language curriculum and the learner's professional domain has to be made cognizant. The terms like English for Medicine, Media English, business English and technical English etc… are the off shoots from the drift between language curriculum and learner requirements besides their major subjects in both graduate and postgraduate education. The perception of English language curriculum designers has to make a pragmatic shift from conventional ideologies such as target students' mastery in grammatical structures to content and materials that are used. CoBI doesn't let down conventional approach but both content and context of learning language should compensate effective roles in curriculum design.

The crucial factor that determines the entire instruction and learning process is content oriented materials and methods that are planned for teaching in CoBI. English class room has to make its students potent to reach their world outside the classroom and has to equip them in both the ways of professionally enhancing them in their genre and also in general language skills for employability. English teachers and curriculum designers should work hand in hand with specialized subject teachers to provide students with cognitive model materials to enhance students' knowledge base. This plan of cognitive activities builds an unseen development of their required language skills. In the process students are not made out of their context to learn their target language but language itself can be integrated into their well exposed subject-area. Specific concepts in their discourse community can yield better result through CoBI in language learning. Researching new methods and widening scope of COBI unleashing suitable and flexible materials and methodology is the concern of English teachers.

Keywords: ELT, curriculum, CoBI, content oriented materials, skills for employability, integrated.

Introduction:

Content-based instruction is playing a substantial role in ESP, EFL and professional instructional classrooms. CoBI aligns the role of language as medium for learning content and content as input for learning language to produce intended learning outcomes in language class room.

_____

Content and language are inseparable domains:

Content and language are infused with an organic difference in their usage. Content is culture independent and process of teaching is always culture dependent. Content and language are inseparable domains to achieve specific program outcomes in language teaching. The proper selection of content motivates learners to perceive language skills. The relative importance a language teacher attaches to the linguistic competence development of the student often isolates language and results in monotony of learning process. If potential activities are adopted and implemented in lines of Cognitive Academic Language Proficiency (CALP) CoBI appeals and works out more persuasive results in language learning. This reflects in the argument of Brinton,Snow,and Wesche (1989):

> In a content-based approach, the activities of the language class are specific to the subject matter being taught, and are geared to stimulate students to think and learn through the use of the target language. Such an approach lends itself quite naturally to the integrated teaching of the four traditional language skills. (p.2)

Integration of content and language serves the double learning purpose in a course of study.

CoBI creates comprehensive language learning:

CoBI creates comprehensive language learning along with content which familiarizes and facilitates learner with a suitable context. Isolated language learning fails to achieve intended learning outcomes.

CoBI is an influential tool in student centric teaching and learning process. It develops the attitude to learn, motivates and sustains interest in learner because of their prior exposure to the information. The content is thoroughly explored by the teacher in planning the activities to make the complete use of the resource. The concept of ARCS Attention, Relevance, Confidence and Satisfy -in all the activities that are planned can complement the interests in learning process.

A purposeful frame work of determined themes, texts and topics to envelop both content and language requirements has to be shaped. The process of task based or activity based learning has to conceive in the curriculum which later leaves teachers the scope for creation and development of cognitive models for learning. CoBI supports such learning approaches as peer learning, experiential learning, project based learning over conventional methods of learning processes.

Vocabulary, grammar and the four language skills required for them are emphasized in the resource planning. In the process students are not made out of their context to learn their language but language itself can be integrated into their well exposed subject-area. Creation of effective resources to the teachers for instruction and to the students to participate and learn is the prime

_____

motto of any curriculum designer. The language class has to equip learners in both the ways of professionally enhancing them in their genre and also in general language skills expertise.

Constructivist approach in curriculum design:

Constructivist approach in curriculum design has specific outcome purpose involves in creating authentic curricular models, tasks and materials engaging students in the real life situations. The process of constructive curriculum design starts with defining transparent outcomes to the learners and teachers. These Outcomes are certainly permeated in the curriculum design and it is implemented in deliver of instruction with the authentic materials and documentation of the results of each task exposed to the students. The process of this outcome based learning of language lands students in determined advancement of their careers which is the ultimate course purpose of teaching English at higher education.

Assessment or evaluation in CoBI involves in making judgment by grading learning outcomes and advances to the process of providing means for students to present evidence of their learning. The balance between teacher and student perspective towards assessment can be viewed in the following representation

Back wash effect of assessment:
Teacher's perspective –Intended learning outcomes -teaching activities- assessment
Student's perspective-Assessment-learning activities-outcomes

CoBI determines employability as the program outcome:
Curriculum design should integrate background knowledge with learners' major course work and language learning. In the sense English teacher mediates language classroom with students' professional domain making the curriculum and integral parts to make students equip with employability skills. The mentoring practices in EAP are in tune with the learners' professional or specialized content materials which could probably turn as their future professional domains. Specific concepts in their discourse community can yield better result through CoBI in language learning. Students' prior content knowledge base plays a vital role, works as a tool to guide them towards language acquisition in an amicable environment.

Conclusion:
   The paper stretches on how CoBI promotes a comprehensive language learning associated with their immediate prior knowledge of the content. It gives learners an opportunity to participate in the process of immersion of various subject contents to get reasonable exposure to learn target langue. Learners' knowledge base in the selected content triggers self-motivation in learners towards learning. The flexible teaching methods and approaches drive the teaching learning process towards the destined course outcomes. The cognitive models building in CoBI helps to

_____

achieve learners' lifelong learning attitude and higher order of thinking. Finally it emphasizes to avoid isolated language learning as it remains as an absolute failure to achieve destined curriculum objectives where as CoBI nurtures lifelong learning.

References:

- Dudley-Evans, T. and St John, M. (1998). *Developments in ESP: A multi-disciplinary approach.* Cambridge: Cambridge University Press.
- Fredricka L. Stoller, TESOL 2002, Salt Lake City, UT. *Content based instruction : A shell for language teaching or a frame work for strategic language and content learning.*
- Grabe, W. & Stoller, F. (1997). Content-based instruction: research foundations. In M. Snow & D. Brinton (Eds.), *The content-based classroom: perspectives on integrating language and content.* New York: Longman.
- Prabhu, N. S. (1987). *Second Language Pedagogy.* Oxford: Oxford University Press.
- Widdowson. H. (1987). Aspects of syllabus design. In M. Tickoo (ed). *Language Syllabuses: State of the Art.* Singapore: Regional Language Centre.
- Stoller&Grabe 1997-6 t's approach to CBI
- URL: http://www.carla.umn.edu/cobaltt/modules/curriculum/stoller-grabe19
- Wright, C. (2001). *The benefits of ESP.* Accessed online on 20th November 2006 at 11:00am. Available online: http://www.camlang.com/art001.htm.
- Dudley-Evans, T. and St John, M. (1998). *Developments in ESP: A multi-disciplinary approach.* Cambridge: Cambridge University Press.
- Fredricka L. Stoller, TESOL 2002, Salt Lake City, UT. *Content based instruction : A shell for language teaching or a frame work for strategic language and content learning.*
- Grabe, W. & Stoller, F. (1997). Content-based instruction: research foundations. In M. Snow & D. Brinton (Eds.), *The content-based classroom: perspectives on integrating language and content.* New York: Longman.
- Prabhu, N. S. (1987). *Second Language Pedagogy.* Oxford: Oxford University Press.
- Widdowson. H. (1987). Aspects of syllabus design. In M. Tickoo (ed). *Language Syllabuses: State of the Art.* Singapore: Regional Language Centre.
- Stoller&Grabe 1997-6 t's approach to CBI
- URL: http://www.carla.umn.edu/cobaltt/modules/curriculum/stoller-grabe19
- Wright, C. (2001). *The benefits of ESP.* Accessed online on 20th November 2006 at 11:00am. Available online: http://www.camlang.com/art001.htm.

TEACHING ENGLISH THROUGH 'BLENDED LEARNING' METHOD

Pitta Mahendra Babu
Lecturer in English
Adtiya Polytechnic College, Surampalem
East Godavari Dist

Abstract:

Teaching/learning English is not an easy task and as English language teachers, one should implement various approaches and methods to teach English language to the beginners. Herein the role of technological innovations in classroom teaching which a part of education is in general and English language teaching in particular. New trends have supplemented English language teaching in authenticity and literacy such as reading, writing, listening and speaking skills of students. Using new trends in ELT makes the students willing to learn the language like English that can be understood by everyone across the world. New trends in ELT include embody learning, task based learning, inquiry-based learning, blended learning is the other name for hybrid learning. It is a form teaching methodology in education which combines digital media with more traditional forms of teaching. The students learn language via electronic and online media along with traditional face to face teaching. This method requires the physical presence of both the teacher and the student. In simple terms blended learning is a combination of offline and online learning. So the objective of this paper is to highlight the merits of learning a language through blended learning approach since it provides an opportunity to the learner to enjoy the best of both the worlds-traditional and modern.

Keywords: English language, approaches, technological innovations, task based learning, inquiry-based learning, blended learning, offline and online learning.

Education systems are constantly changing because of the drive to respond to the social, political, and economical challenges that are faced by societies every day. Today's technologies allow us to not only use digital tools to aid teaching, but also to "flip" the traditional classroom and blend instruction for improved outcome. Using new trends in ELT makes the students willing to learn the language like English that can be understood by everyone across the world. New trends in ELT include embody learning, task based learning, inquiry-based learning, blended learning is the other name for hybrid learning. It is a form teaching methodology in education which combines digital media with more traditional forms of teaching. The students learn language via electronic and online media along with traditional face to face teaching. This method requires the physical presence of both the teacher and the student. In simple terms blended learning is a combination of offline and online learning. So the objective of this paper is to

---

_____

highlight the merits of learning a language through blended learning approach since it provides an opportunity to the learner to enjoy the best of both the worlds-traditional and modern.

Generally the term 'blended learning' refers to a combination of traditional face- to-face classroom methods with more modern computer-mediated activities. Blended Learning is the combination of instruction of teaching and learning: traditional face-to-face learning systems and distributed learning systems. Most teachers and students use blended learning methodologies for efficient teaching/learning. In terms of EFL education, blended learning approach enhances anytime/anywhere learning while flexible learning platform is a demanding teaching and learning module in 21st century education.

Blended learning is a relatively new field that combines traditional teaching approaches with distance and online learning. The use of blended learning has been emphasized recently as it combines traditional and online teaching modes.

The term "blended learning" is also known as "hybrid learning", "technology-mediated instruction", "web-enhanced instruction", and "mixed-mode instruction". The concepts first developed in the 1960s, to describe a wide variety of technologies and pedagogical methods in varying combinations.

Blended instruction is simpler than face-to-face or online classes. Blended learning method leads to high levels of student achievement. By employing a combination of digital instruction and one-on-one face time, students can work on their own with new concepts which frees teachers up to circulate and support individual students who may have individualized attention. Teachers can streamline their instruction to assist all students reach their full potential. Proponents of blended learning argue that incorporating the "asynchronous Internet communication technology" into education courses serves to "facilitate a simultaneous independent and collaborative learning experience". This incorporation may be a major contributor to student satisfaction and success. the utilization of data and communication technologies has been found to enhance student attitudes towards learning.

By incorporating information technology into class projects, communication between lecturers and part-time students has improved, and students are ready to better evaluate their understanding in fact material through the utilization of "computer-based qualitative and quantitative assessment modules". Blended learning also has the potential to scale back educational expenses. It lower costs by putting classrooms within the online space and replacing costly textbooks with electronic devices those students often bring themselves to class. E-textbooks, which may be accessed digitally, can also help to drive down textbook budgets. Proponents of blended learning cite the chance for data collection and customization of instruction

_____

and assessment as two major benefits of this approach. Blended learning often includes software that automatically collects student data and measures academic progress, providing teachers, students and parents' detailed students' data. Blended learning allows for personalized education, replacing the model where an educator stands ahead of the classroom and everybody is predicted to remain at an equivalent pace. "Blended learning allows students to figure at their own pace, ensuring they fully understand new concepts before moving on." A classroom environment that comes with blended learning naturally requires learners to demonstrate more autonomy, self-regulation, and independence so as to succeed. The advantages of blended learning are "facilitating student learning, communicating ideas effectively, demonstrating an interest in learning, organizing effectively, showing respect for college kids, and assessing progress fairly".

There are some demerits of this method of teaching: unless successfully planned and executed, blended learning could have disadvantages in technical aspects since it's a robust dependence on the technical resources or tools with which the blended learning experience is delivered. These tools got to be reliable, easy to use, and up so far, for them to possess a meaningful impact on the training experience. the utilization of lecture recording technologies may result in students falling behind on the materials. Using e-learning platforms are often longer consuming than traditional methods and may also accompany new costs as e-learning platforms and repair providers may charge user fees to educators. In conclusion we will say that blended learning approach is an integration of online education with traditional methods which may be applied effectively for EFL education enhancements. It provides a versatile learning platform, endorses EFL learners' motivation toward authentic learning practices, and results in better academic achievement. Additionally, there's a big difference in terms of language proficiency and motivation between EFL learners handling blended learning approaches and learners treated by traditional face-to-face classrooms.

References:

- Enhancing Students' Language Skills through Blended Learning". *Electronic Journal of E-Learning*. 14.
- Allan, B. (2007) Blended Learning: Tools for Teaching and Training. London: Facet Publishing.
- Bonk, C. J., and Graham, C.R. (eds.) (2006a) The Handbook of Blended Learning: Global Perspectives, Local Designs. San Francisco.
- Dziuban, C., Hartman, J., Juge, F., Moskal, P., and Sorg, S. (2006) Blended Learning Enters the Mainstream. In Bonk, C.J. and Graham, C.R. (eds.). The Handbook of Blended Learning: Global Perspectives, Local Designs. San Francisco, CA: Pfeiffer, 195-208.
- Thorne, K. (2003) Blended Learning: How to Integrate Online & Traditional Learning. London: Kogan Page Limited.

_____

SYMBOLISM IN LITERATURE

_____

Miss Monika Maheswari Biswal[1]
Sophitorium Engg. College
Baniatangi, Khordha, Odisha
(Lecturer of B.H.S department)
Supervisor - Prof Sabitha Francis[2]

_____

Abstract:

It is pertinent here to discuss what Symbolism is. Symbolism is the practice or art of using an object on award to represent an abstract idea. Like an action, person, place, word, object can all have a symbolic meaning. When an author wants to suggest a certain mood or emotion he can also use symbolism to hint it. Nether than just blatantly saying metaphors and allegory are literary element that help winters create symbolisms in their literary pieces,colors, objects, seasons, people, situations and words are all types of symbolisms that might be used in a literary work. It is everywhere and exits whenever something is meant to represent something else. We can easily identify objects in our daily life that can be taken as examples of symbolism. Where dove is a symbol of peace, red symbolizes love, black refers to death or unlucky and a broken mirror states the separation. There is no doubt that on every steps in our lives we are using symbols. Symbols do also shift their meanings depending on the mood and situation it is understood by when, where and how it is used. Symbolism is a shorthand-not just in literature but in the world around us. Symbolism reflects the internal state of mind of the writer as reflected through the images.

Keywords: Symbolism, literature, practice, literary pieces

Many people own things that have special symbolic meaning. It can be a gift for someone, it can be a logo of a company, it can be a logo of a company, it can be an engagement ring. Everything has its symbolic meaning. It would be more justifiable to say that we are surrounded by uncountable symbols. Like in our National Flag, its tricolour have also symbolic meaning, where White signifies Purity, Red for Velour and Green stands for Growth and last the Wheel, which we call Dharma and last the Chakra symbolizes Peace and Truth.

Symbols and devices by which ideas as sharing a common culture by transmitting between people. "In literature the systematic use of recurrent symbols of images in a work to create an added level of meaning". For example most of the characters and incidents in Mark Twain's "Huckleberry Finn" can be interpreted symbolically. And also we've come across symbolism in some of our favourite books. Symbolism in famous fiction J.K. Rowling's "Harry Potter" series where his scar symbolizes about his Bravery. Shakespeare's 'As You Like It' is one of the best plays; where the scar refers to the whole world , and the players stands for the different kind of

the people living in the world. Some more examples of symbolism are in Nathaniel Hawthorn's Scarlet Letter, where the letter "A" symbolizes adultery.

Symbolism have literal and figurative meaning, where one is the actual meaning and another is representative. literal symbolism is anything can only be a representation of an actual object, not the object itself. For instance, when a poet writes the word "flower" he is making the reader think of a flower. Metaphors are an example of figurative symbolism. Like in Macbeth "Blood" refers to Violence.

Next example is "Our National Flag". In figurative meaning, it is a cloth used to designated a country. But in literary meaning is stands for liberty.

Meaning and emotion are created by the help of symbolism. Sometimes symbols are things used to represent a country, its people, Its society or background. They are important because they carry meaning such as they values, morals and ideals of a nation. Symbolism, in its many forms weaves together all the disparate threads of a story in to coherent whole, while adding intellectual depth and emotional resonance. Symbolism stands to thread between theme and story to give smoothness for running. Themes alone can sound sententious and stories alone can sound hollow.

So, how does symbolism enhance a story?

We could take some example from some writings like: "Wuthering Heights" by Emily Bronte. The Wuthering Heights are symbolic of the wild nature of the people involved in the story Emily Bronte went for symbolic right in the title of her novel.

"I have not broken your heart. You have broken it; and in breaking it, you have broken mine"

(Older Catherine Earnshaw to Heathcliff, Wuthering Heights)

In this line we can find the tinted love where the love is for need, it is forced and it also tells about the unjust love.

Now let's come to the symbolism in poetry. We know poetry is a written form of art and it won't surprise us that poets are huge fans of symbolism and of course this allows the poets to take in the depth where they sketch in that much of interesting concept. Undoubtedly that will faint the reader's imaginations. Symbolism also grows in much poetry where poets develop a numbers of striking symbols. In poetry, the most famous, Robert Frost's "Stopping by Woods on a snowy evening" is full of symbols. The poem overall symbolizes a journey of an individual throughout the life. Another wonderful symbolism poetry is "Daffodil" by William Wordsworth, which refers to rebirth and also symbolizes hope for a cancer free future.

Example;

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward ye
And then my heart with pleasure fills,
And dances with the daffodils.

(Daffodils, Forth Stanza, by William Wordsworth)

_____

In this stanza where the poet imagines about the flowers and he fills with pleasure, the pleasure is immortal. Here he symbolizes the flower as 'wealth'. He calls it "a bliss of solitude' what shows a blessing of staying alone. It is the intense feeling of the poet, where the daffodils move with the all positive symbols itself.

Hope and happiness are usually easy to pick up because of symbols. We enjoyed visions of rainbows poem. He took the symbolism to the next high mountain pick. Come to the another poem that threads nature and humanity. The "Sick Rose" by William Blake, where the sick rose symbolizes the whole poetry itself the secrecy of love become a disease. The major symbols which were used by Blake are lamb, rose, children, tiger, forest, stars and garden etc.

Symbolism initiated in the result of certain French poets against the fixed conventions controlling both technique and theme in traditional of French poetry. Symbolisms a slackly invented literary and artistic movement that originated with a group of French poets in the late 19th century, spread to painting and the theatre, and influenced the Europeans and American literature of 20th century to varying degrees. Symbolism has gained popular credence with the publication in 1886 of Jean Moreas' manifesto in Le Figaro.

The use of symbolized languages have used finely through people's emotional experiences by symbolists many times . Symbolism originated in the revolt of certain French poetry. The symbolist wished to literate poetry from its functions in order to describe immediate temptation of human's inner life and experience. They tried to pull the man's mind and communicate with him through the mystery of existence of his life through liberal and highly personal use of metaphors and images that drags and convey the reader's minds to make the invisible world visible.

The goals of the symbolists are the replacement of the corrupt and descendent bourgeois life style. Because this goal was based on spirituality. It is about the images of the artist as a visionary – where someone who look inside himself in order to see the world of ideas. A writer uses many things to show something different by their point of view. They use sleep to show the symbol of death, inactive etc. symbolism has great importance in the area of literature. The writers have been used different symbols for different areas like cultures, stories, legends and religious context.

As we know about the symbolism movement, where symbolism rejects realism and served a new idea that truth can be revealed in an indirect way. However, the symbolism is vast sense in itself.

References;

- Symbolism: its function and importance in the world of literature
- Essays on symbolism, free examples of research paper topics, titles grades fixer
- Sodhganga
- The literary symbols by William York, Tindall Indiana university press,1995
- Art history guide: symbolism
- Heilbronn timeline of art history
- The symbolism and motif treasures
- http:literarydevices.net>symbolism

_____

SOFT SKILLS

_____

 V.Sudheethi   **Sk.Ayesha**

19A91A0559   19A91A0552

Aditya Engineering College   Aditya Engineering College

Surampalem ,East Godavari dist .A.P   Surampalem ,East Godavari dist .A.P

_____

Abstract:

Soft skills are personal attributes that drive an individual's interactions, increase job performances and brighten their career prospects. These are learned behaviors which require training and focused application in that particular area. They will enable performers with strong conceptual in any situations. Soft skills play an important role in developing peoples overall personality, thereby enhancing their career prospects. For effective performance in the workplace, companies need their employs to have not only technical knowledge, analytical skills, but the skills to deal with the external world of clients, customers, vendors, the government and public and to work in a collaborative manner with their colleagues. Teamwork, leadership, and communication are underpinned by the soft skills development. These depend from the human resources involved and their capability of positively interacting to achieve a common aim: success.

Keywords: Interactions, Behaviors, Technical Knowledge, Analytical skills.

Soft skills

Soft skills are known as the personal attributes that enable someone top interact effectively and harmoniously with other people. They are more intangible and non technical abilities that are sought from candidates. For example: communication, teamwork, problem solving etc.

Any organization is made of people and its success depends mainly on the capabilities of the human resources and on the kind of collaboration they are able to establish. Human capital is then a fundamental component for any enterprise and the quality of it deeply affects the results that the company can achieve. This happens in both services and manufacturing companies, even if in these last ones, the competitiveness of the product also bases of course on the choice of materials and processes used to fabricate it. In the past manufacturing companies of any kind of industrial product were mainly concerned about the technical aspects of their production, in terms of methodologies, systems, facilities, components etc, and tried to select they workers technically prepared and able to perform the tasks they were hired for. Nowadays this view has changed and workers are considered a key element not only for their ability to perform a certain activity, but in particular for their transversal competences, also called soft skills.

_____

The quality of the industry, in terms of quality of the product, of the organization, of the services and of the workers' life, strongly depends on the soft skills possessed by processed by personnel at any level. The quality of the human capital working at any company then the results they can achieve mainly depends on their soft skills.

Even if the person is good at technical aspects of job, there's more success than nuts-and-bolts know-how.and some of the most important skills in a professional environment can be the hardest to learn. There are 7 types of soft skills:

1. Leadership skills.
2. Teamwork.
3. Communication skills.
4. Problem solving skills.
5. Work ethic.
6. Flexibility/adaptability.
7. Interpersonal skills.

- Leadership skills are useful to the companies who want some employees and can supervise and do etc other works. They want employees who can cultivate relationships up, down, and across the organization chain; assess, motivate, encourage, and discipline workers; build teams, resolve conflicts, and help to create the desired culture.

- Teamwork's are important to most of the employees who are not on an official team need to collaborate with other employees. You may prefer to work alone, but it's important to demonstrate that you understand and appreciate the value of joining forces and working in partnership with others to accomplish the company's goals.

- Successful communication involves five components verbal communication refers to your ability to speak clearly and concisely.non verbal communication includes the capacity to project positive body language and facial expressions .aural communication is the ability to listen to and actually hear what others are saying. Written communication refers to your skillfulness in composing text messages, reports, and other types of documents.

- Problem solving in many people is low as they shrink from problems because they don't understand that companies hire employees to solve problems, glitches, bumps in the road, and stumbling blocks are a part of the job. The ability to use your knowledge to find answers to pressing problems and formulate workable solutions will demonstrate that you can handle – and excel in your job.

- While you may have a manager, companies don't like to spend time micromanaging employees. They expect you to be responsible and do the job that you're getting paid to do, which includes being punctual when you arrive at work,

_____

meeting deadlines, and making sure that your work is error free. And going the extra mile shows that you're

committed to de your work with excellence.

- The flexibility or adaptability in the 21st century, companies need to change at the speed of the light to remain competitive. So they want workers who can also shift gears or change direction as need .also, while the economy may be recovering many companies are not fully staffed , so they want employees who can wear more than one hat and serve in more than one role.
- This is a broad category of "people skills" and includes the ability to build and maintain relationships, develop rapport, and use diplomacy. It also includes the ability to give and receive constructive criticism, be tolerant and respectful regarding the opinions of others, and empathize with them. But suppose you don't have these skills? It's never too late to develop them. For example, you can learn a lot just by observing other people within the company who excel in these 7 areas. Also, offering to take on more responsibilities at work (serving on committees, planning events,etc.) can help you gain valuable experience. In addition, consider taking online soft-skills courses. Developing emotional intelligence will make you a more valuable employee.

Importance of Communication in Employability Skills:

Communication means the exchange of information, ideas, feeling and thoughts. Communication skills are very important for one's career growth.
It is also important to the candidates to write well and to understand emails and memos.
Here are some important tips for learning to communicate more effectively.
- Writing assignments and reports as part of your studies.
- Blogging or using social media.
- Making oral presentations as part of your class work.
- Working in customer service (face to face or on the phone) .
- Volunteering to host community radio programmers.

Some ways to improve your English:

- The knowledge of English is one of the most important employability skills.
- Take English as a second language course.
- Go to places where you can speak English.
- Try to spend as much time as possible speaking English.
- Watch television, listen to the radio and read the newspaper in English.

_____

- The news is an especially good choice because you will learn about new forms of communications.
- Join a club, a social organization or a conversation circle.
- Ask friends and family members to help you if you use an improper. Word or phrase. Ask them to correct your pronunciation in grammar.

Conclusion:

Soft skills are difficult to design in a univocal simple way. Making a "shopping list" of skills isn't a real solution, neither over-simplify. Many elements must be considered to effectively define them.

- Soft Skills must be taught since the primary School and even before within the family.
- Soft Skills can be considered integrated with Hard Skills and can be taught together with them. A synergy exists between Soft Skills and Hard Skills, last trends indicate that it is hard to teach the first ones separated from the second ones.
- The context plays an important role for Soft Skills, which cannot be separated from it. Each individual expresses his Soft Skills relating to the surrounding when he works and lives.
- Soft Skills involve several actors providers such as teachers, employers and schoolmates and colleagues can all help to develop them. A genuine dialogue between all the stakeholders for true understanding is necessary to well define needs and methods.
- The individual himself plays a fundamental role in Soft Skills development, because he must be first of all aware of his skills and able to active strategies and actions to improve his competences.

English is the dominant language at international level because of increasing globalization, it is important to have a refined understanding nature and structure of English and how we communicate with each other. An understanding of the various forms of language and communication will give you the skill to communicate more efficiently in this complex, globalised world.English is one of the most universally used languages. If we have to enter a global work place it is really important for us to learn it. Having good communication skills will help you to get a good job. It can also help you stay in a job and work your way to reach new heights.

References:

- https://www.omniagroup.com
- https://en.m.wikipedia.org
- https://www.caeercontessa.com
- https://www.indusedu.org
- International journal for quality research. By Barbara Cimatti.
- Soft skills for engineering students by Dr.Dana Sorana Urs.

TRENDS IN ELT

M. Mary Jyothi,
Asst Prof of English,
College of Engineering,
Surampalem, EG DT.

Abstract:

Our world is changing faster than ever from technology and trends, to fashion and music, there are so many things that are difficult to keep track of in the age of information and language is no exception. Human communication has undergone great transformation from Stone Age to the Age of Information and Communication Technology. With the advent of new technologies it has pivoted from modernization to network communication. learning language has also changed significantly in the last two decades. The use of technology has changed the methods from teacher-cantered to learner-cantered ones. In traditional classrooms, teachers stand in front of learners ad give lecture, explanation and instruction using blackboard, but basic changes have come in classes beside the teaching methods because chalk and talk teaching is not sufficient to effectively teach and learn and perceive a language. So the objective of the researcher is to discuss at length that though chalk and talk board method is unbeatable, parallelly using technological tools in the process of learning benefits learners voluminously.

Keywords: teaching methods, communication, technology, teaching.

Today, language is one of the most prized possessions of man. Though there are number of means of communication language is most widely used instrument.

A language can be learnt by an individual not simply by knowing about language; but by experiencing or practicing it. Teaching methods and learning targets have changed significantly over the years. The traditional way that teaching was made through recitation and memorization by using chalk and talk but whereas the modern way of doing things involves interactive methods. The biggest challenge for any teacher is to catch each student's attention and conveying ideas effectively enough to create a long lasting impression. In this context every English Language teacher needs to realize that gone are the days when teachers delivered lectures in front of students who used to just sit as passive learners. But today the targets of the learners have changed drastically so that learner centeredness has become the demand of time.

Today, even the role of the teacher is changed and the teacher has to play the role of facilitator in the classroom, but not as an authoritarian. As a teacher, to tackle this challenge effectively, one should implement innovative ideas that make the classroom experience much more lovable for the students. Learning is a process which the personality of a child is developed. Thus the education of tomorrow should be able to play its role effectively by making the student

---

_____

creative, innovative, and effective. One teacher would be unable to cater the individual target of all the students. So Kothari Commission Report (1964-66) recommended "The supply of teaching aids to every educational institution and is essential for the improvement of quality of teaching. It should indeed bring about an educational revolution in the country. The innovative teaching methods incorporated with the latest teaching technologies helps the students to achieve their excellence in education.

When a teacher opens a student up to a learning experience that is exciting and mysterious, it can encourage them to explore it. The view may differ from student to student, but the teacher's role is to show them that are worlds exist beyond the classroom, and their lives can be expanded and enriched by what they learn in the classroom. By demonstrating this, teachers can instil in learners a desire to pursue their education as an essential tool for achieving their ambitions.
Even human communication and language learning has been shaped by new technologies that permeated into every strata of our society. The adoption of technology has considerably changed English teaching and learning methods.

Basically teaching must include two major components, sending and receiving information. Ultimately, a teacher tries his/her best to impart knowledge as the way he/she understands it. The use of innovative methods in educational institutions has the potential not to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development which leads to the development of the country.

Acquiring English language has become a predominant factor for a nation's development as well as an individual's development. To improve the language and communication skills of the learners, innovative teaching methodologies should be introduced to make the learning process interesting. Creativity is a prime factor for any student to develop the lateral thinking in terms of learning a language. Learning English Language especially students from rural background find it very difficult to read and write and speak English even though they studied English as a Second language for many years. In order to cater the needs of such type of student's innovative ideas, interesting teaching material, practicing and drilling learners for learning the second language should be done through infotainment ways.

It is obvious that language plays an important role in various aspects of our daily life. It's role is not limited to communication, rather it extends into the vast branches of knowledge and human sciences. Language alone is capable of developing human knowledge and extending it for the benefit the needs for a scientific and objective study of the relationship between language and education.

Today, technology redefined and transformed learning. Technology made education more flexible and accessible. We have seen a growing popularity of online degrees and mobile learning, and today all the physical boundaries of learning have been removed since the advent of technology. In the present age, student's acquisition of language is measured in terms of their ability to communicate in the language rather than examining their grammatical skills. These days many

educational institutions have taken an extreme step by including a number of computers and related software equipped in the computer in learning a language.

Classroom is a place where knowledge is imparted by teachers and students as collaborators. J. Richards (2001) expresses that "learners roles in an instructional system are closely linked to teacher's status and function" (P.28). Teachers should develop student's confidence, independence, and interest and help them to learn language confidently. In this situation every English language teacher has to be innovative and be receptive to new technology to make the teaching process effective.

A computer cannot supplant the language teacher, but the role of the language teacher has changed and they have to transform themselves to meet the challenges at the global level. Technology has drastically changed the process, like many things in life, technology has changed the way we learn language beyond all recognition. Long gone are the old days of poring over text books and carrying bulky bilingual dictionaries to learn a language. Digitization made it more convenient, since there are currently an enormous amount of resources out there to help anyone serious about learning a new language. Digital text books is the biggest leap foward in technology-based language learning as bulky physical books gave way to digital text, carrying around your learning material became very easy indeed.

In classroom environment, the teacher can only enhance the student's listening ability as maximum time is spent in lecture and the student's participation is almost passive. But language does not only occur in the classroom and should not stop after the learners leave the classroom. One of the biggest impacts of technology is the flexibility students can now learn their best and where they can learn the best.   Learning is no more confined to the four walls of the classroom. The opportunity to learn anywhere any time creates new world of opportunity for students.

Multimedia is a modern and useful tool which makes the teaching and learning time in classroom mare dynamic. The use of multimedia in language labs has displayed an upward growth in language learning and the way we communicate. Twenty years ago the computer lab was a room, for peers to meet and work on computers, but the modern day version of communication and collaboration among peers has expanded beyond the computer lab. Technology can enhance individual learning, removing educational barriers between teachers and students.   There are countless reasons to say that technology is the key aspect of today's learning.   With rapid development of science and technology, the emerging and developing of multimedia technology and its application in teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favourable platform to reform and to explore on English teaching model in the new era.

There are numerous advantages of adapting the multimedia technology in English Language learning and teaching process. To mention few:
➢ Students become interactive.
➢ Student's knowledge is widened in accessing and gaining an insightful understanding various concepts.

➢ Students can learn at their own pace.
➢ It created a platform and context for language teaching and learning.
➢ Learning and teaching using multimedia created interest and curiosity in learners.
➢ Learning has become more hands on.
➢ Students will be engaged in learning for a long time since multimedia creates curiosity and arouse interest.
➢ There are no boundaries and limitations for learning since interest works parallel with multimedia.

Technology can enhance individual learning, removing educational barriers between teacher and students. There are countless reasons to say that technology is the key aspect of today's learning. Many academicians even say that they cannot even imagine education with Information and Communication Technology, ICT (especially internet and multimedia) that plays imminent role in the process of integrating technology into the educational activities. With rapid development of science and technology, the emerging and developing of multimedia technology and its application in teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favourable platform to reform and to explore on English teaching model in the new era.

Conclusion: Finally to conclude, though chalk and talk board method is unbeatable and the traditional methods cannot be written off, from the classroom at any point of time, but including some of the interesting and innovative teaching methodologies will make students to be focused in the learning process, and it benefits learners voluminously. It is proved that, after the inception of multimedia language labs in educational institutions, students found learning in a technology enhanced environment more stimulating and engaging than in a traditional classroom environment. No more English is considered as a subject by learners, but it is considered as a language by students thanks to globalization.

Reference:

• Dr. Shaik Mowla, Dr. M. Prabhakar Rao, B. B. Sarojini, Methods of Teaching English, Neelkamal Publications, 2004.
• Krishna Mohan & Meera Banerji, Developing Communication Skills, Macmillan India Ltd, 1990.
• Bachate A.K. Teaching of Communication Skills using Multimedia and Language Laboratory, Journal of Soft Skill 10(3)2016.
• Diane Larsen, Freeman and Martin Anderson, "Techniques and Principles in Language Teaching" Springer International Publishing, 2011.
• Rahma Al-Mahrooqi and Salah Troudi, Using Technology in Foreign Language Teaching, Cambridge Scholars Publishing, 2014.
• International Journal of Research in English Education (IRJEE), The Use of Technology in English Language Learning, International Journal of Research in English Education, 20 June, 2018.

_____

DIGITAL STORIES AS A LANGUAGE LEARNING TOOL TO DEVELOP PRODUCTIVE SKILLS TO GENERATION-Z LEARNERS: THE PROSPECTS AND PRACTICE

_____

Shamsudheen P[1]

PhD Scholar, Dept. of English

Maulana Azad National Urdu University, Hyderabad

Dr. Nagendra K[2]

Assistant Professor, Dept. of English

Maulana Azad National Urdu University, Hyderabad

_____

Abstract

Storytelling has been one of the ancient approaches used to strengthen the younger generations with knowledge and values. It accomplishes the linguistic transaction, emotional strengthening and social upbringing of the tender hearts. Stories can be sensitive, communicative, magical, creative, emotional and powerful. The childhood memories always foster the reflections of this early emotional moulding with greater importance. The time and space have changed in the modern period. So as the tradition of early language acquisition practices as well. But the practice of storytelling still has the power to influence and infuse the generations with knowledge and social values. The advent of technology has dismantled the traditional social fabric and social practices in the 21st century. The storytelling can be a good practice to re-boost the modern learners as well, but with incorporating the technological advancements effectively. The proposed paper is an inquiry to reframe the fabric of storytelling to enhance the productive skills of generation-Z learners. The observation data collected during the classes engaged for the Urdu learners in MANUU campus, Hyderabad is the base for the study. The practice can be a new experience for the learners and their interest in the learning process can be heightened in this approach.

Keywords: *Digital storytelling, Generation-Z, Productive skills, Digital natives, Digital immigrants*

Introduction:

Storytelling has been an ancient approach used to strengthen the younger generations long before the modern academic practices came into existence. The oral tradition was intended to accomplish the linguistic transaction, emotional strengthening and social upbringing of the tender hearts. Stories are powerful tool to evoke the emotions and reasoning of the learners. They can be sensitive, communicative, magical, creative, emotional and powerful. The childhood memories always foster the experience of this early emotional moulding with greater importance. The time and space have changed in the modern period. The advent of technology has dismantled the traditional social fabric and social practices in the 21st century. But storytelling can still be a good practice to re-boost the modern learners as well. It needs to improvise and update with the

_____

_____

technological advancements of the time. The unrestricted access to multimedia in the digital century can be an asset in this regard. The preferences and behaviour of digital natives are to be counted as well. Studies prove the digital generation is more convincing and impressed with the graphical representation of the ideas and information (Prensky 2001). Such a generation can be best communicated with the practice of digital stories. The elements in the new version storytelling is intended to appease the 21st century learners. The powerful contents with multimedia stimuli may be able to serve the demands of the learners.

Objectives of the Study:

- To explore the advantages of digital storytelling as a tool for enhancing English productive skills of digital natives or Generation-Z.
- To develop an adoptable practice of digital storytelling for English classrooms of 21st century.
- To promote smartphone integrated English learning among teachers and learners.

Generation-Z Learners: Generation-Z learners are the representative generation who were born and brought up during the flourish of information and communication technology. It is the group of learners born after 1996 (Vogles 2019). It is the time when ICT emerged as a stalwart over social life. Their life is influenced and shaped by the latest developments. They were emerged in hallow of digital technology. They are very comfortable with the technology unlike the digital immigrants, their predecessors. Generation-Z is techno savvy, they are heavy users of mobile phones and they have internet access at an early age (Robin 2008). One of the latest studies in the field proves that they spend an average of three hours a day on smartphone (Vogles 2019). Smartphone and social media are their channels of information and communication.

Digital Story: Digital stories are multimedia movies that consists of elements like photos, videos, animation, sound, music and text with narration (Robin 2008). It can be in the form of computer simulation games, webpage inductive stories or podcasts. Normally educational digital stories may be movies with two to ten minutes long (Robin 2008). There is no topic restriction for the digital storytelling, it can cover any topic of individual, social, scientific, environmental and so on (Roland 2006).Helen C. Barrett who developed a set of electronic portfolios for the digital learning transactions says, "A digital story is a 2-to-4 minute digital video clip, most often told in first person narrative, recorded with your own voice, illustrated mostly with still images, and with an optional music track to add emotional tone." (2007).

Advantages of Digital Storytelling: The digital storytelling can be a package tool for teaching and learning. All the questions of technology integration, creativity, and problem solving, Flipping, blending etc. can be attended in single assignment/activity. Digital storytelling can boost the creativity of the learners and urge them to develop their own works communicating and collaborating with the peer learners (Edtech 2013). The digital natives are perfect in combining the images, texts, graphics and audios and weave stories with wonderful threads. The availability of digital camera, smartphone camera, free access websites and smartphone applications activate the learners to perfect their attempts.

_____

Digital Storytelling for language learning: Since stories can appeal the emotions of the learners easily and deeply, it can be one of the best ways to attract and encourage them to the English language learning. The learners can grasp the essence and meaning of the stories easily as it can render audio, video, visual and graphic simulations while narrating the content (Robin 2008). The availability of digital gadgets and accessibility to video editing software make the digital storytelling an executable practice for language learning. The techno savvy generation is an active group of learners who can make anything possible. They enjoy the operation of latest innovations in their activities. The concept of digital storytelling provide a package of learning exercises for them. The communication skills can be improved as it need a lot of conversation between the learners. The creativity of the learners is a demand of the activity. They can improve their media skills along with planning skills while collaborating with the peer learners. It also encourage self-motivation and self-directed learning while collecting and directing the digital story. The activities expose them to more interactions. The preparations demand more writing activities. The teachers can provide the models of digital stories for the preparation of scripts and dialogues. The self-learning can also be promoted by leaving them to surf online information. Flipping can be the best method to provide them the necessary information and instructions. The discussions in the classroom may help the learners to emerge in the subject matter. Classroom can be a warehouse of strategies and idea sharing. The collaboration among the learners to be promoted providing opportunities to strengthen the oral proficiency. The productive skills of the learners could be improved gradually with the digital story telling activities. The package of learning approaches in the digitals storytelling activities can be a promising 21st century model for enhancing productive skills of the digital natives.

Procedure to Activities: Teachers have to find easy and appealing topic to learners and ask them to create own stories about events, places, family, characters, and books. Sample digital stories can be presented to the learners at class sessions. Further, the procedure for developing a digital story has to be conveyed. Teacher has to guide them through the steps like finding an idea for the story, exploring and developing the script, preparation of the story board, collecting the resources like recording video, collecting images, narrating story and recording audio, deciding the software or editing smartphone applications, publishing online, sharing links on social media etc.

Software and Applications for digital storytelling: 1) **VOICETHREAD.** The online interface provides all the facilities to develop a digital story. It can be accessed for free after registering online. 2) **Storyboard That.** It provides the service of creating your storyboard online for the digital story. Log in with google+ or any social media account. Storyboard can be created, edited and shared digitally. It is not free but can experience and utilize the trial for 14 days. 3) **Vyond:** It is a cloud-based, animated video creation platform. It provides lots of templates, sounds, images etc. to create digital storytelling. The trial can be utilized for free. 4) **Kinemaster:** It is a free smartphone application available on Google play store. It is a digital studio editing app that can be utilized to create digital stories joining all the components prepared and collected for the same.

_____

Conclusion:

The 21st century is the era of digital technology. It is influenced all spheres of life. All the social institutions have different 'packages' to materialize the influence of this phenomenon in real life. Terms like insurance package, health and fitness package, tourism package etc. are common in our times. Digital storytelling is such a package for learning activities. It covers all the essential area of learning and skill development like creativity, critical thinking, collaboration, flipping, blending and so on. The approach can add novelty to learning and encourage the learners to acquire their target in life. To draw a straight-line to lead the teachers and learners toward digital pedagogy is not feasible in Indian context. So the responsibility of the teachers will exceed beyond the tagline of a mere facilitator especially in this scenario. The multitudes of learnersand cultures, always pause a challenge to educators and policy makers to frame a unique methodology for teaching and learning. But the teachers can make a difference and equip the learners to meet the demands of the time, if the digital pedagogy is at hand. Digital stories can add novelty to the learning and provide the maximum outcome to the learners.

References

- Alker, Z. Donaldson, C (2016). Digital Pedagogy in and beyond the Classroom. *Journal of Victorian Culture*. Vol. 21, No. 4, 548–549. Retrieved from http:/dx.doi.org/10.1080/13555502.2016.1233906 Accessed on 12-02-2020 11:30 Am IST.

- Barrett, H. (2006). Researching and evaluating digital storytelling as a deep learning tool. In *Society for Information Technology & Teacher Education International Conference*, Vol. 2006, No. 1, pp. 647-654.

- Edtechteacher. (2013). 8 Steps to Great digital Storytelling. Published on 30 May 2013. Retrieved fromhttps://edtechteacher.org/8-steps-to-great-digital-storytelling-from-samantha-on-edudemic/ Accessed on 10 February 2020, 12:30 pm IST.

- Montrieux H, Vanderlinde R, Schellens T, De Marez L (2015) Teaching and Learning with Mobile Technology: A Qualitative Explorative Study about the Introduction of Tablet Devices in Secondary Education. PLoS ONE 10(12): e0144008. doi:10.1371/journal.pone.0144008 Accessed on 12-02-2020 12:30 Pm IST.

- Prensky, Marc. (2001). Digital Natives, Digital Immigrants. *On the Horizon.* MCB University Press, Vol. 9, No. 5, October 20, 1-6.

- Robin, B. R. (2008). Digital storytelling: A powerful technology tool for the 21st century classroom. Theory into practice, 47(3), 220-228. Retrieved from https://www.tandfonline.com/doi/full/10.1080/00405840802153916 Accessed on 19February 2020, 11:35 Pm IST.

- Roland, C. (2006). Digital stories in the classroom. School Art,105 (7), 26. Retrieved from https://guides.library.stonybrook.edu/digital-storytellingAcessed on 18 February 2020, 12:10Am IST.

- The Art of Digital Storytelling: Become a 21st Century StoryKeeper™. Retrieved from https://creativeeducator.tech4learning.com/v04/articles/The_Art_of_Digital_Storytelling Accessed on 18 February 2020, 11:15 Pm. IST.

_____

- *Raised in a digital world, Gen Z will require truly digital insurance offerings and new demand-generation techniques*. Publish date: October 1, 2019. Retrieved from https://www.capgemini.com/2019/10/raised-in-a-digital-world-gen-z-will-require-truly-digital-insurance-offerings-and-new-demand-generation-techniques/# Accessed on 21 February 2020, 08:00 Am. IST.

- Vogels, Emily A. (2019). Millennials stand out for their technology use, but older generations also embrace digital life. Pew research center. Retrieved from https://www.pewresearch.org/fact-tank/2019/09/09/us-generations-technology-use/ Accessed on 21 February 2020 10:00 Am. IST.

VALUE-BASED EDUCATION THROUGH LANGUAGE AND LITERATURE--NEED OF THE HOUR

Dr.A. Pavani [1]

Associate prof, KLEF,Vaddeswaram, Guntur, India,

Mrs.Sita Mahalakshmi, [2]

Asst.Professor, MNR College of Engineering & Technology, MNR Trust, Sangareddy Research   *Scholar, KLEF, Vaddeswaram, Guntur, India.*

Abstract:

Language-Definition:. Language is a means of communication. It is system of communication used by a particular country or community. Humans acquire language through social interaction in early childhood, and children generally start hearing language from their mother's womb and learn to speak fluently from three years old.

Literature-Definition: The written works of famous writers whose passion is analyzing the society in various angles, and put their ideas and experiences they got through analysis and experiences on paper. Literature gives the knowledge of culture, tradition and life style of people in those respective periods of the writers. Literature is nothing but the history of past. Literature and language are two sides of a coin. Without language there is no literature. Without literature there is no value for language. Then it is limited only for communication. It is not easy to define the significance of language and literature. Both play a vital role in the development of mankind. Here I would like to discuss about Indian literature and English literature and their contribution in culture building especially in designing the lives of youth in present and future generations. Now-a-days many inhuman & immoral things are occurring in our society such as Disha, Nirbhaya and so on. What is the reason behind it? The indigenous people were made to believe that their culture was inferior to that of their masters. Disrespect and negation of native values and culture resulted in the erosion of personal and cultural identity & values. This paper focuses on these issues and how to reduce such incidents through the knowledge of literature and the significance of mother tongue.

Key words: Language, Literature, Development, Significance, Inhuman.

Value-**based Education** is a style of teaching that works with **values**. It creates a healthy **learning** environment that enhances academic achievement and develops student's social skills and relationship skills that last throughout their lives.

_____

Importance of learning Language:

Human beings are very curious in their nature. Always they try to know something about the past. How the people were living in olden days. How did they communicate with each other? What kind of clothes they used to wear? How did they acquire knowledge? Number of questions. The answer for all these questions is to listen or to read the history of the past. How can they listen or how can they read? Through language is the answer. Language is the source of expressing ideas. In the beginning of the era before the invention of the language people used to communicate through signs, gestures and through movements of the body which is called non-verbal communication. We can simply say that language is the boon to mankind. There are nearly 6000 languages in the world

Indian Literature:

Vedas

Disciples used to learn by listening through their gurus and remember the same by drilling repeatedly. Our first literature is Vedas which were delivered directly by god. After that these were given a written form by some rishis on Talapatras. Every Science & Technology was there in Vedas. These were translated in English and other languages. Those people, who borrowed that knowledge from India, are getting more benefit through the knowledge in Vedas than Indians.

Epics

A long poem, typically one derived from ancient oral tradition, narrating the deeds and adventures of heroic and legendary figures of the past history of a nation

Puranas

Purana means a vast genre of Indian literature about a wide range of topics, particularly myths, legends and other traditional lore. The longest *epic written* is the ancient Indian Mahabharata, which consists of 100,000 ślokas or over 200,000 verse lines.

There are 18 puranas which represent our culture and tradition. According to Matysa Purana, Lord Brahma *composed Puranas* for the first time. All were composed primarily in Sanskrit which is called as Deva Bhasha. Later on these translated into all other Indian languages and into the Internal Language English also.

Bhagavadgeetha

The solutions for all problems are in Bhagavadgeetha. It was directly taught by Krishna to Arjuna at the time of Kurukshetra war.

Ramayana & Mahabharata

Most of the Indian Literature is in Sanskrit language. Especially there are two holy books in Indian literature. The Ramayana & The Mahabharata. Both give enormous knowledge to humans about the way of living. Through the knowledge of Ramayana and Mahabharata we can understand what to do & what not to do for a better and peaceful life.

_____

Here, in this paper I would like to discuss about the ideal characters of Ramayana(epic) & how the knowledge of the characters change our lifestyle. Now-a-days there is a lot of significance of literature to make the people know the proper life style.

Introduction:

Our lives were very peaceful in the past before the accessibility of technology. After the arrival of social media(what's app, face book, twitter etc) and free availability of Wi-Fi a 8 years boy to 80 years old man are being engaged with their smart phones. It is really killing our personal life and a great disaster to human relations. Moral values are not being taught in schools because education becomes a business. In Telugu we have excellent literature in the form of poems like Vemana Sathaka, Bhaskara sathaka, Sumathee sathaka. Children easily understand as they are in our mother tongue. Government and Parents should give importance to inculcate our culture among the youth through the implementation of literature from KG to PG. Daily. Only they are thinking about commercial education which provides lacks of rupees in future. Due to this lack of values people are becoming like wild animals and involve in illegal & criminal activities. Nirbhaya(16.12.2012,Delhi), Dhisha(6.12.2019, Hyd.). incidents, where teenage people were involved, clearly tells the society that there is a need of teaching moral values to children.

Not only boys, girls also are doing crimes. Keerthi a teenage girl killed her mother (31.10.2019) as mother objected her illegal contacts. Amuratha belonged to Bangalore killed her mother and brother(6.02.2020) over a small issue. Parents are not given proper care by children in old age. There is a rapid change in the society in 5 years span. With the vigorous availability of smart phones, irresponsible movies youth are being provoked to do anything to satisfy their needs. In olden days grandparents used to hold the responsibility of children at homes and they used to tell them moral stories by telling the characters of our epics & puranas, great emperors like Asoka, Shivaji, and our great leaders, freedom fighters etc. Now old people are at old age homes, parents are at their work, children are at English medium schools. In their syllabus there is no touch of values. Funnily Schools are organizing soft skill programmes, speeches by motional speakers instead of knowing the importance of our literature. The responsibility is on our shoulders (teachers and parents) to provide value-based education to children for their, our and the Countries better future.

Ideal characters of Ramayana:

In this epic we can see an ideal son, ideal brother, ideal wife, ideal husband, ideal friend , ideal servant, etc. It gives the entire mankind an excellent message of how our relationships should be with our family members and fellow beings.

The *Ramayana:*

Ramayana is one of the largest ancient epics in world literature. It consists of nearly24,000 verses. The epic, traditionally ascribed to the Maharishi Valmiki, narrates the life

of Ram, the legendary prince of the Koshal Kingdom. *Ramayana* takes place during a perio of time known as Treta Yuga. It is primarily ethical in content.

Kaika was one of the three wives' of Dasaratha and mother of Bharatha. Kaika loved Rama (Kausaya's son) very much than her own son. At the time of Rama's crowning ceremony due to the provocation of Mandhara, her servant maid, she asked Dasaradha to make their son Bharata crown prince and send Ram into exile for 14 years. She reminded him the boon which was given by him when helped him at the time of a war. Dasaradha, who was unable to take his word back, with a heavy heart ordered Rama to go into exile for 14 years. Through this character we have to know without thinking the consequences happen in the future we should not give oath to anybody. After Rama's arrival to Ayodhya she asked her excuses for the sin she had committed

The message from Dasaratha's character is tro think a while about the further consequences before giving an oath to anybody. His boon to Kaika put Rama in troubles. The message from kaika's character is a woman's envy can disturb the entire family. Women must not let others enter into their family affairs.

Rama (An ideal son, brother, husband & master):

When Dasaratha ordered Rama to go for exile, without a word in response he obeyed his father and went for exile along with his wife and brother. Rama is an ideal husband. He loved his wife Seetha a lot and ran after Maareecha, a demon in disguise of golden deer to fulfill the desire of Seetha though he knew that the deer was Maareecha. In the end, after the death of Ravana Rama asked Seetha to prove her purity as she spent nearly for 12 months with Ravana. Seetha with a heavy heart jumped into fire and came back as she was.   If Rama really loved his wife, why did he suspect her character? Rama knew what seetha is. Through this fire test he made the whole world know about Seetha's purity.

Message from Rama's character:

Rama is the symbol of dharma. He obeyed his father.   The present generation should learn how to obey their parents and how to face the dire consequences bravely without blaming others. The present youth are committing suicides over small reasons. Rama's life is the best example for them to know how to face the difficult situations.

Lakshmana & Bharatha:

Rama's brother Lakshmana, son of Sumitra also followed Rama. If we see 50% of the brothers in our society are having enemy towards each other over property issues or taking

_____

responsibility of the parents. Sometimes they try to kill each other. In Ramayana Lakshmana gives utmost respect to his brother. He served Rama and Sita reverently during the exile for 14 years When Ravana was taking away Seetha in disguise of a Brahmin she tore her sari, put orrnaments in the piece of sari, tied tightly and dropped it on Rushyamooka Hill. It showed her intelligence and lateral thinking. When Rama went to Rushyamooka parvatha in searching of his wife seetha and When he asked the people if they had seen Seetha. They, who found the ornaments and kept it safe, showed Rama to identify if they belong to Seetha. Rama, who was in full of grief and unable to identify, asked Lakshmana whether he could identify any of the ornaments belonged to seetha. Then Lakshmana said," brother, I had never seen any of maa Seetha's ornaments except 'Toe Rings'. These Toe Rings belong to maa Seetha as I used to see them while touching her feet daily. This character shows how men should treat other woman. When Ravana's sister Surpanakha approached Rama to marry her, Rama and Lakshmana sent her back by cutting her nose and ears rather than utilizing the opportunity of sacrificing their lust.

Bharatha, another brother of Rama also showed his respect towards his brother Rama. His mother Kaika asked Dasaradha to make her son Bharatha the king of Ayodhya by sending Rama to exile. Dasaradha, the helpless king, did like that unwillingly as he gave a boon to Kaika when she helped her at the time of war. Bharatha, who was at his grandfather's house, knew about this incident later and very angry with his mother for her greediness towards kingdom. Immediately he met Rama at aranya, brought Rama's slippers by carrying on his head and placed them on throne and ruled the kingdom on behalf of Rama till Rama returned to Ayodhya after 14 years. He did not enjoy any luxuries though he was at kingdom. He used to sleep on floor and ate the same food

Lakshmana and Bharatha are the ideal brothers of Rama. Both shared the problem of Rama as theirs. Lakshmana assisted Rama and Seetha for 14 years without rest. Bharatha handed over the kingdom to brother Rama after 14 years immediately their arrival to Ayodhya. If children learn these characters they also try to behave like them towards their siblings. Now-a-days people are having enmity with their own brothers while sharing the property& not interested to take over the responsibilities. Sometimes they fight and kill each other with uncontrollable anger.

 Seetha (an ideal wife and mother):

 Seetha is indeed the ideal example of a <u>woman</u> and possesses all the good qualities that a traditional Indian woman is expected to possess. Seetha, the wife of Rama is the beloved daughter of Janaka who was ruling Mithila.   Rama won Seetha in swayamvara. When Dasaratha ordered Rama to exile for 14 years Seetha also followed her husband by leaving luxurious life at Ayodhya though Rama asked her to stay at kingdom. It shows her love, care

_____

and obedience towards her husband. When Rama asked her to prove her purity she was not angry with him and without hesitation she followed his word and jumped into the fire arranged by Lakshmana. That's why she is called holy woman and treated **as** goddess. She reared her sons Luv & Kush as great warriors.

Now -a -days most of the women are losing their temperament, having impatience, not following traditions, and they don't even like to live along with in-laws. Instead they join them in old age homes. Mothers-in-law also are ill-treating their daughters-in-law and harassing them for dowry and insist them to give birth to male child. Some daughters also are having cruel mentalities and killing their own parents, some women are killing their husbands and children for surviving with their illegal contacts. So many such cases are happening around us. It is necessary to make all girl students to understand how to value our relationships by introducing them Seetha's Character as a part of their curriculum. In olden days grandfather s and grandmothers used to tell these stories to their grand children. Now we cannot see that scenario anywhere. women She was the ideal daughter to her parents, ideal wife to her husband, Rama, and the ideal <u>mother</u> to her twins, Luv and Kush. If women are having good character entire family will be good.

Lateral thinking of Seetha:

Seetha was very much frightened When Ravana was kidnapping her. Seetha tore her sari and put all her things in that, tied tightly and dropped on a mountain. It gave Ram, a little bit clue to search her. Though she was in grief, she thought wisely and left a clue to Rama. Through this we can understand that we have to think spontaneously at the times of difficulty without losing faith

One incident from Seetha's life when they were in exile tells us not to slip our tongue:

When Rama went to bring golden deer for his wife by ordering Lakshmana to take care of Seetha. After some time Seetha heard a scream of Rama, worried and asked Lakshmana to save Rama as he was in danger. Lakshmana, who was obeying Rama's order in taking care of Seetha, comforted her "Maa, nothing will happen to Rama. You don't worry. I think this is the Maya of demons." Seetha was angry with him and said "You are not trying to save Rama as you are having some bad thought on me." Lakshmana could not hear these harsh words. He drew a line around Parnasala and requested Seetha not to cross the line. Ravana, who was waiting for the chance, came there in disguise of a Brahmin and begged Seetha for biksha. Seetha couldn't say 'no' and cross the line to offer him biksha. Then Ravana took away Seetha along with the earth where she stood. Here we have to observe that we should have faith on such people who are taking care of us. **Seetha's lack of faith on Lakshmana, who was serving her as his mother, put her in troubles. She only caused for all her troubles**. Immediately she experienced the result of her sin by departing her beloved Rama and she was

_____

under Ravana's control around 12 months. This incident tells us to think a while before we slip our tongue. Later on Seetha expressed her repentance towards Lakshmana but in vain. So it tells nobody can escape from fate.

Hanuma a good servant, devotee, good communicator and work minded:

In Ramayana, there is a lot of significance to Hanuman's character. He belonged to Vaanara race. A servant and a devotee must be like Hanuma. He was very powerful, strong and energetic.   He was one of the ministers of Sugreea. By the order of Sugreeva he came forward to help Rama in search of Seetha. He found Seetha in Lanka. Then Seetha was in grief. Hanuman tried to console her by the following words. "Existing, Oh maa Seetha, Rama is existing. You need not worry about him." So saying he jumped infront of Seetha. If he started his conversation by uttering 'Rama' in the beginning, Seetha might thought that something happened to Rama, and she would die with grief. So he uttered the word 'existing' in the beginning. Seetha felt happy to listen that word which feasts her ears. Now-a-days all are educated without proper communication skills. Today students are asked to improve communication skills. They are paying thousands of rupees to learn how to communicate. If they read Ramayana they don't need to go for any coaching class. Hanuma was placed top in the list of great devotees. His character tells us how a servant should obey his master and ready to do any kind of task. He brought Sanjeevini Mountain for Lakshmana when he was fainted in the war between Rama & Ravana. Hanuma expected nothing from Rama except pure devotion towards Rama.

Message from Hanuma:

Hanuma was given the maximum responsibility to search for Seetha. *Hanuma obeyed and he did not take rest till he found Se*etha at Lanka. He didn't turn back & dropped from his work. Everybody must learn the determination and dedication towards work through the character of Arjuna

Ravana:

A king or a man should not be like Ravana. Ravana was a great pandit and great devotee of Lord Shiva. He was the king of Lanka. He was a womanizer. He married no. of women. He was having lust towards Seetha. Rama and Seetha were in exile and living in Parnasala which was built by Lakshmana. In the absence of Rama & Lakshman at Parnasala he carried away Seetha in disguise of a Brahmin along with the earth where she stood. We should observe one thing that he didn't touch Seetha. Though he was having lust on Seetha, he waited for her consent to touch her. Here we should appreciate Ravana's character. Though his intention was bad, he followed some morals. It must be acceptable and good quality of Rama.

We cannot see this in present society. Some people are giving importance only for scarifying their lust. Brothers are having affairs with sisters, Fathers with own daughters.

Message from Ravana's character

The reason for Ravana's troubles is nothing but his lust towards other's wife. Ravana's wife Mandodhari and his brother Vibheeshana, advised Ravana not to keep Seetha at Lanka and send her immediately otherwise there would be no Ravana, his kingdom and its people. Ravana didn't listen to him. If he followed his brother's advice there would be no war and Ravana and his kingdom would be safe. With the same reason men are facing troubles in the present society. Desire of having illegal contacts some people are ignoring relations also. Some people are seducing even kids, mad women, beggers, old women to satisfy their lust. Finally for their mistakes they will be punished and sentenced to death.

There will be no end for this. Still many characters like Sumitra, who blessed her son to serve Rama wholeheartedly. Jatayu bird which lost its wings   to save Seetha from Ravana, sugreeva a friend of Rama, stood on his word and helped Rama in searching of Seetha by sending his army. Ramayana is inspirational and motivational epic. The people who are following this won't commit any mistake and having strong mind to face any problem.

Conclusion:

Ramayana must be added in academic curriculum from KG to PG as special subject. This is the remedy for all problems in the society. It tells us how to lead our lives with proper Relations. Every character gives a fine message to mankind. Not only children everybody must spare some time to read it rather than totally involving in social media which doesn't give any benefit except killing our valuable time. Parents though they are busy with their works spare some time with their children and motivate them what to do and what not to do by encouraging them to read the books which projects moral values. Then only we can see a healthy society.

"The Ramayana will enrich our lives and help us mould our children to be the great leaders of tomorrow

References:

* Value based education with special reference to Ramayana. LAP Lambert Academic Publishing (2013-02-21)
* Ethics and Moral Values of life as taught in Indian Mythology-by School of India March-2, 2015
* Relevance of Ramayana to modern life-25 March 1999 Sai Ramesh Hall, Brindavan

_____

TEACHING LITERATURE THROUGH ENTERTAINMENT MEDIA: A REFLECTION

_____

Dr. Sajna Raj N.

Assistant Professor

Department of English

Adikavi Nannaya University

Rajamahendravaram

_____

Abstract:

In the 21st century the impact of media on the minds of students is very high that it tends to lessen the interest of students in studies. Students of any stream of education show more interest in entertainment media than educational media. In an English literature course where poems, novels, plays, short stories and essays are taught, students who do not have reading habit find the content of the syllabus heavy and demanding. In an age when reading books is a dying habit, the very sight of lengthy novels prescribed in the syllabus dishearten them. In such situations, students turn to summaries of the texts which are abundantly available online to study and appear for exams. Teaching literature through entertainment media becomes relevant in such situations. This paper examines its pros and cons to both students and teachers. The entertainment media in this paper is limited to movies which are either the adaptations or true film versions of literary text books offered to students of English literature. The films chosen for the study are *Jane Eyre* and *Samskara* whose screenplays are from Charlotte Bronte's novel *Jane Eyre* and U. R. Ananthamurthy's *Samskara.*

Keywords: entertainment media, syllabus, adaptations, audio visual aids, movies

In the 21st century, the impact of media on the minds of students is very high that it tends to lessen the interest of students in studies. Students of any stream of education show more interest in entertainment media than educational media. In an English literature course where poems, novels, plays, short stories and essays are taught, students who do not have reading habit find the content of the syllabus heavy and demanding. In an age when reading books is a dying habit, the very sight of lengthy novels prescribed in the syllabus dishearten them. In such situations, students turn to summaries of the texts which are abundantly available online to study and appear for exams. Teaching literature through films becomes relevant in such situations. This paper examines its pros and cons to both students and teachers. The entertainment media in this paper is limited to movies which are either the adaptations or true film versions of literary text books offered to students of English literature. The films chosen for the study are *Jane Eyre* and *Samskara* whose screenplays are from Charlotte Bronte's novel *Jane Eyre* and U. R. Ananthamurthy's *Samskara.*

_____

_____

Information and communication technology is widely used in imparting knowledge to learners at primary, secondary and higher education levels. As audio visual aids can help students learn and retain the knowledge they have already acquired, information and communication technology has become a widely accepted tool for teaching and learning. This paper examines the ways in which entertainment media; especially movies help students learn literature. Though the very word 'movies' brings connotative meanings of entertainment and enjoyment, it can also have an additional dimension of education. Movies are audio- visual aids which play more effective role in teaching both language and literature (Sharma 147). It is needless to say that movies are more interesting to students than the text books they have to study. According to Prabha S. Chiniwar, films "appeal not only to eyes, ears, but also to emotions" (180). Even though the students are emotionally carried away by the 'thrilling' aspects in a movie, the moral, cultural and social aspects of it can also help them to acquire knowledge.

In a literature course, the texts prescribed are usually classical novels, plays, poems, short stories and the like. Both canonical and no canonical works have found their way in the syllabus of many universities as the very concept of canon making itself is interrogated. In M.A. English syllabus, the texts prescribed are from a wide range of literatures, though the thrust is given to British Literature. Students in Indian classrooms do not share the cultural and social background depicted in the texts. Consequently, the cultural affinity between the students and the prescribed texts lacks. It is observed that the responses of the students to British and American literary texts are limited in comparison to their responses to Indian texts. Quite often, students find it difficult to imaginatively create the plot of the text in their minds because of the differences in their cultural and social backgrounds. In such cases, movies can help students to understand the text better by watching the plot unfold. By watching the costumes, life style, locale, behaviour and habits portrayed in movies, they are able to understand the cultural and social aspects of the original text from which a movie is made. The primary benefit of a film version of a literary text is that it enables the students to understand the story of the texts without reading it. However, it cannot be denied that the same curtails the habit of reading among the students, which is one of the main objectives of a literature course.

One of the methods of teaching language is through literature. Teaching language through literature has been a method followed by schools and colleges in various parts of the world for many decades. In the wake of the internet boom, other modes of teaching and learning skills have been developed. Presently, many spoken English institutes have mushroomed to train speaking and listening skills of English language. Language cannot be taught as ready to use products. It can only be taught by giving rigorous practice to learners. When language is taught through literature, along with the training of language skills, aesthetic and critical aptitudes of the students will also be developed. A literature and language course

aims at developing both language skills and literary skills. Teaching literature through movies help to develop language skills and aesthetic aptitude.

The novels and movies chosen for the study are classical works in two different cultures – English and Indian. *Jane Eyre* is a novel written by Charlotte Bronte in a typical English society in the nineteenth century. The novel that is structured around five separate locations in northern England relates the story of growth and development of a young woman named Jane Eyre. By watching the English movie *Jane Eyre*, "the pronunciation and spoken English habits can be developed very easily as these are combined with movement and sound. Thus, they provide very interesting direct experience to the pupils" (Sharma 147). It is easier for students to understand as the accent used by the characters in the movie is British accent.

The novel written in bildungsroman form of novel traces the nuances of the personality of the protagonist, Jane Eyre. When the novel is adapted into a movie, the order in which the events are arranged differs. It is a bildungsroman novel written as a first person narrative. A bildungsroman novel, also called as "a novel of education" or "a novel of formation" traces the development of personality of protagonist beginning from childhood to adulthood. The movie starts from the middle of the plot of the novel. When it begins, the protagonist is seen running away from Thornfield Hall. The climactic turn in the novel is the opening scene in the movie. Childhood scenes and the circumstances that drive her away from Thornfield Hall are shown in the movie by using flashback technique. The pain and agony felt by Jane Eyre is shown as the painful memories of the past. The linear mode of narration adopted by the novelist Charlotte Bronte is disturbed in its film version. The plot is unfolded with shifts to the past and present in the movie. Though this technique does not have any bearing on the story, it does have a role in the narrative style. The film version of the novel registers in the minds of the learners a narrative style that is not truly the narrative style of the novel. As a result, the film version of the novel Jane Eyre cannot be used for teaching learners a first person narrative and bildungsroman form of the novel. As thoughts and doubts cannot be articulated through words in the movie, the maturity of the protagonist cannot be vividly traced. But, in the novel her thoughts are revealed by the author and therefore the psychological maturity of Jane Eyre is vividly shown. Hence, the movie gives confused ideas about bildungsroman novel.

The second movie chosen for this study is *Samskara*, a Kannada movie. *Samskara* is a novel written by U. R. Ananthamurthy, an eminent academician and a writer who won Jnanpith award. It is translated into English by A. K. Ramanujan, an eminent scholar and writer. The translated novel is one of the texts prescribed in the paper, Indian literature in English Translation for M. A. English students. The novel portrays a Brahmin society in a village in Karnataka. The novel revolves around the problem of performing funeral rites for a dead man Naranappa who denied Brahminism openly. As the geographical names mentioned in the novel are names of places in Karnataka, the novel seems to depict a real life situation. Despite the fact that it portrays the life of a particular community in India, it is non inclusive of the sentiments

_____

of many other communities in India. It cannot be claimed that the novel helps to bring cultural affinity between the text and the learners. To many readers, the Brahmin society portrayed in the novel is as strange as an English society portrayed in English novels.

As already mentioned, the movie is in Kannada, with English subtitles. Learners of English language and literature are not able to learn pronunciation, tone and accent from the dialogues in the movie. Non-native students, that are non Kannadiga students, are able to understand the movie by reading the subtitles, which in turn helps them to develop their language skills. The period of time during which the novel is set is in the 1960s and the students in the twenty-first century find it difficult to associate themselves with the period without the help of a movie. The locale and the life style of the characters in the novel can be easily comprehended from the visual media. As stated earlier, students are able to understand the storyline of the novel very easily from the movie.

The film version of *Samskara* begins in the same way as the novel begins. The plot in the novel and movie are unfolded in the same way without affecting the linear mode of narration in the novel. But, it does not express the inner conflicts of Durgabhatta who ogles at Chandri and Praneshacharya. In the movie, Praneshacharya who is the protagonist ogles at a woman bathing in the river, which is not shown in the novel. In the movie, the thought process of Praneshacharya cannot be fully communicated to the audience through words whereas in the novel, his thought process and inner conflicts are fully communicated to the readers through words. One has to infer his psychological trauma from the facial expressions shown in the movie. Reading the thoughts of Praneshacharya is very significant in understanding the transformation in him and the various shades of meaning of 'samskara'.

In the novel, after the cremation of the rotting corpse of Naranappa, Chandri packs her things and leaves for Kundapara without informing anybody. Praneshacharya travels lonely initially with an intention to join Chandri, later, wherever his feet take him. The movie deviates from the original source by driving Praneshacharya back to Chandri, who has been waiting for him at Durvasapura Agrahara. Praneshacharya's return to Durvasapura Agrahra in the novel is to do the duties of a spiritual guide who is bound to guide other Brahmins there. He realizes that he should come back to Brahminism instead of running away from it and conduct the cremation of Naranappa's dead body which is actually cremated by Naranappa's Muslim friend, Ahmed Bari. The altered end of the novel brings a major change in the novel. The return of Praneshacharya to Chandri is the symbolical representation of Praneshacharya leaving Brahminism. The novel's final scene with his return to Agrahara represents his homecoming to Brahminism after his spiritual awakening. Obviously, a slight alteration at the end of the novel brings a drastic change in the theme of the novel itself. Hence, the teacher has to make the students unlearn the alteration that is seen in the movie.

Evidently, teaching *Jane Eyre* and *Samskara* with the help of movies has both pros and cons. Both movies help students to imagine the events shown in the novels, understand the story and the social and the cultural milieu. They help to improve listening skills and speaking

_____

skills. But, altered versions of the novels necessitates the students to unlearn and relearn. Movies arouse interest in students while reading a novel destroys their interest. It is one of the challenges a teacher faces. While teaching a literary text, a teacher has to deal with complacent state of mind of the learners who have already watched the film version of the prescribed text. After watching the film version of a prescribed text, students are under the assumption that they know its story completely and think that they have already learnt it. Quite often, some students deliberately choose not to listen to a lecture that a teacher delivers. Contradictory to the expectations of the teacher, teaching through movies curtails the level of concentration of students in the classroom. The point that the use of audio visual media increases the concentration of the students while watching a movie is not questioned.

It is advisable to read the novel first and watch its film version later. As there are many film versions of the same text, students should be advised to watch the film version that is very close to the original text. Nowadays, even literature students are exhibiting the tendency to merely watch the movie, rather than reading the text. They limit their study of the prescribed text solely to the act of watching the movie. In such cases students do no learn the text thoroughly. They get exposed only to story of the text, not to its literary and stylistic features. As visual media easily registers the learning content in the minds of the learners, whatever wrong assumptions they have learnt by watching the altered versions of the movie will be retained in their minds. To enable the learners to be familiarised with the text thoroughly, the wrong assumptions that have been registered in their minds through visual media have to be erased completely. In other words, a teacher has to make the students unlearn the incorrect assumptions and allow them to relearn the text. Instead of reducing the efforts of a teacher in the teaching process, it in a way, doubles the efforts.

Undoubtedly, teaching literature through films has both advantages and disadvantages in teaching learning process. Teacher mediation is necessary, but it is better to be given prior to screening the film. If a teacher mediates while students watch a movie, it will disturb the continuity in watching. Students have to be made aware that reading the prescribed text cannot be replaced by watching its film version.

Reference:

- Ananthamurthy, U. R. *Samskara.* Translated by A.K. Ramanujan. Oxford, 2012.
- Bronte, Charlotte. *Jane Eyre.* Puffin Classics, 1994.
- Chiniwar, Prabha S. *Techniques of Teaching English* , A.P.H. Publishing, 2014.
- Sharma, Parveen. *Teaching English Skills and Methods*. Shipra Publication, 2011.
- https://www. Masterclass.com>bildungsroman, 25 February 2020.
- Fukunaga, Cary,director. *Jane Eyre*.BBC Films, 2011.
- Rao, Singeetham Srinivasa, director. *Samskara*. Rama Manohara Chitra, 1970.

_____

TEXTISM: A CONCERN IN ENGLISH LANGUAGE LEARNING
_____

Dr. J M Kanthi Thilaka
Professor of English

Dept of HBS

Aditya college of Engineering and Technology

_____

Abstract

Textism is an expression that is changing the trends of English language. As the world is influenced by the technology, the users of technology has increased swiftly in field of electronics communication. The introduction of mobile phones has revolutionized the present scenario in using English language predominantly in conveying information. The facility of sending or receiving messages has become easy access and mostly free service which the young generation is enjoying now- a -days. The present paper studies about the English language that is used by the engineering students to send and receive messages through social media and its impact on writing skills in formal communication and the challenges faced by the students and teachers of English.

Key Words: Textism, Basic English, English for academic purposes, lexicon

Introduction:

English language has played major role in the aspect of communication and development. It paved path for technological inventions and innovations through sharing knowledge. The technology that is honed by language and communication startled the arena of English language with its impact on English Language as mention by Hutchinson Social media plays a big role, online networks are crucial to how the next generation interacts(09). Accessibility to internet and gadgetshas revolutionized the social media making it the prime medium for sending and receiving information by all the age group users. The cheap and efficient medium of text-messaging is proving increasingly popular among teenagers and young adults (Drouin&Davis,2009;Pew Internet Survey,2009)(02) While in message exchange the language that is used is utmost important. Many users of message use shortened language which is otherwise (B4U, LOL, K) called TEXTISM.

Textism is a form of English language that is used particularly to communicate through Computermediated communication(CMC) Short message service (SMS) to send and receive messages. Textism is a concise informative English language that is easily acquired to write and understand the messages. Texting can be considered as using of abbreviations, the numbers and the short form of the words etc. Textism is a form of abbreviated written—or actually typed—language, that is characterized by the omission of words and the use of Textism, such as abbreviations, letter/number homophones, emoticons, etc.

_____

_____

(verheijen)(10).The words like OK-K, NOW-NV, COME-CUM, BEFORE –B4, NIGHT –N8, LAUGHT OUT LORD – LOL, OH MY GOD- OMG , CATCH YOU LATER-CYL etc. the concern has raised as the users are using the language not only to write message for CMC and SMS but also using same in formal situations like writing for academic purposes and specific purpose.

Textism and Users:

The users of the Textism are majorly young students particularly the professional students who always communicate through written messages using SMS. The students were enquired through a semi structured interview to know and understand the language that they use to communicate for messaging. They responded that they use English or a mix of English with regional language, focusing on English used for messaging it can be noticed that many use short form of sentences like "KM WD BUK" come with book,   V WIL ABID 2 WAT U SAY we will abide to what u say, B4 U KM I B THR   before u come I will be there, WAT R U DNG what r u doing, OMG HE LST   oh my god he lost. When the same students were tested in formal setting through a test some of the students used SMS language in formal writing. It can be understood that the usage of language is being changed with the interference of technology (electronic communication)crystal saysbelieved that the Internet is moderately changing the language because of the creation of new lexical items. There is a lot of influence of Textism on young generation.

Basic English Language and Textism:

Basic English language is a set of letters, words, grammar (rules) a simplified form of English restricted to an 850-word vocabulary and a few rules of grammar, intended especially as an international auxiliary language and for use in teaching English as a foreign language: devised by Charles Kay Ogden(07).According to the situation the usage of English language is changed which is otherwise called as formal and informal. The users of language switches their language based on situations using grammatical language in formal setting and omission of some words, using short forms or abbreviations in informal setting as is also called as register. We can also speak of a "formal" and "informal" register in English. In writing academic reports and the like, it would be normal to draw most of the vocabulary and expressions from the formal register, and few, if any, from the informal. This entails avoiding colloquial (everyday) or slang expressions in your writing assignments. (ESL BUZZ).

When writing in formal style the writer should follow the rules to present the ideas. Textism has no certain set of rules and considered as informal language and a convenient source for mobile savvy to communicate as well save time. The English language that is employed by users to send text is sometimes unable to understand by the readers as the Text is not recognised genre and mainly focuses on the spoken form of language Text (Textism)

_____

language is distinctive; its foundations are rooted in the principles of the written language but contain features of the spoken language (Durkin et al., 2010)(03). The concern that is laid in English language learning is that many users of E-correspondence are using informal language in formal setting it is believed that technology has influence the way the users use the language. It can be understood that many of the learners lack knowledge in using language according to the situation.

English for Academic Purpose and Writing Skills:

English for academic purposes and specific purposes includes a set of instructions to use English language in formal setting. The instructions include vocabulary and grammar to communicate through the four skills like Listening, Speaking, Reading and Writing. Especially concerned with writing skills of the students. Writing tasks vary from writing short answers in examinations to writing essays, reports, dissertations, theses, journal articles. The purpose of the EAP course is to enable students to express themselves coherently and in an appropriate formal style and provide examples of good academic writing (Dvoretskaya)(04). As professional students it is important for them to learn formal language as it servers for different purposes. The formal English language is understood and accepted throughout world particularly vital communication happens through written communication like Business and Official Letters, Presentations, Reports, Resume to procure the job etc.

In the colleges, the students are given orientation towards functional English and communication skills to enhance the language skills of the students through many language activities. The training is restricted to the classroom as many students spend much time with their mobile phones to communicate with others. The scope to practice formal English language is limited. It is a challenge for the teacher to imbibe the knowledge of formal English in student to use in all situations so as to benefit the learners. Parents, educators and public commentators have all expressed fears about the possible negative effects of this non-standard form of spelling on traditionally literacy skills (e.g., Huang,2008; Sutherland,2002)(08).

In order to overcome the misperception regarding the usage of language the teachers should provide the students orientation towards different writing exercises including lexicon of English language and differentiating the usage of words in formal and informal situations. The practice can be writing a conversation with friends, group work like writing stories, project presentations, and Information transfer. Utmost focus need to be laid on the students while practicing so that they won't deviate from formal to informal.

Conclusion:

Textism has laid an impact on use of English language as the young generation particularly students communicate through messaging using informal language. Lack of knowledge about language usage in different situations is of much more concern and a

_____

challenge to students. According to Basic English language and English for academic purposes (EAP) the students need to acquire the knowledge of lexicon and its usage for communication likelistening speaking reading and writing. The English language writing should be particularly honed by the students with utmost care through practice in academic writing. A well designed activities and simple test to evoke interest willhelp the learners to understand and differentiate the language usage in formal and informal situations.

References:

- Crystal D. *Language and the Internet*. UK: Cambridge University Press; 2001.
- Drouin, M.,&Davis,C.(2009).R u txting? Is the use of text speaking hurting your literacy? Journal of Literacy Research,41,46-67
- Durkin, K., Conti- Ramsdent, G., & Walker, A. (2010). Txt lang: textism use and literacy abilities in adolescents with and without specific language impairment. Journal of Computer Assisted Learning, 27(1), 49–57.
- Dvoretskaya E.V., ENGLISH FOR ACADEMIC PURPOSES IN HIGHER EDUCATION CURRICULUM,pg150 https://www.researchgate.net/publication/299554266_ENGLISH_FOR_ACADEMIC_PURPOSES_IN_HIGHER_EDUCATION_CURRICULUM
- Emily.The Difference between Formal and Informal English, https://www.eslbuzz.com/the-difference-between-formal-and-informal-english/
- http://www.plainenglish.co.uk/basic-grammar-parts-of-speech.html
- https://www.dictionary.com/browse/basic-english.
- Huang, L. (2008, August 11). The death of English. Newsweek, 152. Retrieved 14th March 2011
- Hutchinson Andrew. Text Messaging is the Dominant Form of Communication Among Teens*https://www.socialmediatoday.com/social-networks/adhutchinson/2015-08-07/text-messaging-dominant-form-communication-among-teens*
- Verheijen L. The Effects of Text Messaging and Instant Messaging on Literacy. English Stud 2013;94:582–602. 10.1080/0013838X.2013.795737 [CrossRef] [Google Scholar]

_____

THE PSYCHOLOGY OF LANGUAGE LEARNERS IN SECOND LANGUAGE ACQUISITION

_____

Neelima.Telugu[1]   **Dr.G.SuvarnaLakshmi[2]**

Sr.Asst Professor   Professor

Aditya College of Engineering and Technology   EFLU

Surampalem   Secunderabad

_____

Abstract:

The results of many researches over the past few years regarding the failure of learners second language acquisition is based on one and only key aspect that is learners various attributes in learning a new language. As the title suggests, the psychology of Learners in learning a second Language plays a prominent role, it is also called as individual differences which have had a long tradition in second language studies and nobody would question other factors like language aptitude, motivation, or learning styles are important. For Language teachers such differences constitute mere distractions to their work. My paper talks about learners personality, temperament and mood, language aptitude, Learning styles and Cognitive styles, teaching methods and learning situations and learner characteristics in learning a foreign language.

Keywords: Learners, Language Acquisition, Individual Differences, Learning styles, Learner characteristics….

Introduction:

Learners when learning a second language differ in various aspects and hence they are termed as Individual Differences of the Learners which need to be perceived and understood with a different approach and separate perspective. The molecules of a cell, if treated identically, will respond identically, whereas human behaviour—even that of identical twins— may vary significantly in response to a certain stimulus. Therefore is has become a biggest challenge for the language teachers to identify learner differences. Human species vary in almost all the as aspects and it is extended to educational domain also.The Individual Differences prevent the neat formulation of species wide themes concerning, say, how humans acquire a particular language aspect over time: One exception to this variability in language acquisition is often thought to be the process of first language (L1) acquisition, because this always leads to native-level proficiency in the language. But, contrary to common belief, research had demonstrated (cf. Bates, Dale, & Thal, 1995; Shore, 1995) that IDs are active even during this domain, leading to different learning styles and rates, also as subsequent strengths and weaknesses in the ultimate attainment of our mother tongue. The outcome of the

_____

_____

acquisition of an L2 is significantly more diverse than that of an L1, ranging from zero to native-like proficiency, and a great deal of this outcome variance is attributable to the impact of IDs. Cooper (2002) talks about four main branches of IDs, abilities, personality, mood, and motivation. First and foremost are the learners' age and gender. Both variables are shown to play a big role in affecting learning success and there's a substantial amount of literature on them. The problem with these two basic demographic variables is, however, that they affect every aspect of the SLA process, including virtually all the other Individual differences.

Personality, Temperament, and Mood:

Without any doubt, personality is that the most individual characteristic of a person's being and thus it's appropriate to start out the summary of individual differences with an outline of the various personality factors. The first main issue that emerges once we examine 'personality' is that the recognition that different scholars use the term rather differently, to hide different breadths of attribute . As a first step, therefore, it is useful to distinguish 'temperament' and 'mood' from 'personality.' Although there are no clear definitions, temperament is typically used to refer to individual differences that are heavily rooted in the biological behavior and that are highly genetic (Snow et al., 1996), the kind of characteristics whose traces we can already detect in early childhood. Ehrman, Leaver, and Oxford (2003, p. 314) describe them as "biological differences in life and learning." Thus, temperament and personality are seen as broadly overlapping domains. Several studies have attempted to identify the personality correlates of academic achievement. Whereas no one would doubt that personality variables and types are important factors in determining our behavior in general, from an educational perspective the real question is to what extent these dispositions affect learning, but there is some evidence that personality factors interact with various variables inherent to the social context of the learning situation, which prevents generalized learning . Wankowski explained the shift with the different learning environments students were exposed to, as a result of which the nature of the 'achieving personality' changed.

Perhaps it is for this reason that Naiman, Fröhlich, Stern, and Todesco's (1978) study on the good language learner listed both extraversion and introversion as a positive attribute Therefore it is clear from the above that the relationship between personality factors and learning achievement is often not direct but rather indirect.

Language Aptitude:

The concept of language aptitude is said to the broader concept of human abilities, covering a spread of cognitively-based learner differences. In the domain of L2 learning, aptitude has traditionally been seen as a key factor and, for instance , during a large-scale survey of individual differences, Ehrman and Oxford (1995) found that aptitude measures were the ID variables most strongly correlated with L2 proficiency. The general term (human)

_____

capacity is usually utilized in psychology to ask a spread of human traits that are involved in thinking, reasoning, processing information, and acquiring new knowledge. In other words, mental abilities reflect cognitive processes and skills. When describing such processes and skills, experts and non-specialists alike use several terms, most notably 'ability,' 'aptitude,' and 'intelligence.' How do these differ from each other? Although some scholars distinguish between ability and aptitude, in typical practice the 2 are used synonymously. Furthermore, in educational contexts such as second language learning, ability is often used to mean 'learning ability,' that is, the individual's potential for acquiring new knowledge or skill. Thus, 'language aptitude' means exactly the same as 'language ability' and is typically meant to denote 'language learning ability.'

Language Learning Ability :

Binet Simon Intelligence Scale, was originally developed to identify pupils who could not benefit from regular instruction in school classrooms because of their limited mental ability. Ever since these early days, intelligence has been closely associated with learning success, and therefore it was only a question of time that attempts were made to conceptualize the specific ability to learn a new language. Indeed, language aptitude is one of those psychological concepts that are readily recognizable for researchers and laypeople alike, and nobody would question that the innate ability to learn another language, as a toddler or as an adult, varies significantly from individual to individual. Yet, when we give the concept a closer scrutiny, it also becomes clear that what lies behind the popular surface meaning is rather ambiguous: Even language teaching experts would find it difficult to define what exactly this 'language flair' involves .The crux of the problem is that, strictly speaking, there is no such thing as 'language aptitude.' Instead, we have a number of cognitive factors making up a composite measure that can be referred to as the learner's overall capacity to master a foreign language.

Learning Styles and Cognitive Styles:

According to the standard definition, Learning Styles refer to "an individual's natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills". The concept represents a profile of the individual's approach to learning, a blueprint of the habitual or preferred way the individual perceives, interacts with, and responds to the training environment. Few would question that different learners can approach the same learning task in quite different ways and it is also a logical assumption that this variation in approach is not infinite but is characterized by systematic patterns. These patterns, then, can be rightfully called 'learning styles.' Learning styles are an appealing concept for educationalists because— unlike abilities and aptitudes—they do not reflect innate endowment that automatically leads to success.

_____

That is, styles are not yet another metaphor for distinguishing the gifted from the untalented but rather they refer to personal preferences. These preferences are typically bipolar, representing a continuum from one extreme to a different (e.g., being more global vs. being more particular) and no value judgement is formed about where a learner falls on the continuum: One are often successful in every style position—only during a different way. Thus, ideally, the concept of learning styles offers a "value neutral approach for understanding individual differences among linguistically and culturally diverse students". First, what's the connection between learning styles and learning strategies? The two concepts are thematically related since they both denote specific ways learners set about completing learning tasks. According to Snow et al. (1996), the most difference between the 2 concepts lies in their breadth and stability, with a method being a "strategy used consistently across a category of tasks" (p. 281). In agreement with this claim, Riding (2000a) added that styles probably have a physiological basis and are fairly fixed for the individual, whereas strategies may be learned and developed in order to cope with situations and tasks. Sternberg and Grigorenko (2001) highlighted the difference between the degree of consciousness involved in applying styles and strategies: Styles operate without individual awareness, whereas strategies involve a conscious choice of alternatives. As the authors conclude, although the two terms are often mixed up, "strategy is used for task- or context-dependent situations, whereas style implies a higher degree of stability falling midway between ability and strategy." (p. 3)

Cognitive styles are usually defined as an individual's preferred and habitual modes of perceiving, remembering, organizing, processing, and representing information. As just argued, the advantage of focusing on cognitive styles prior to learning styles is that the former are devoid of any educational and situational/environmental interferences, thereby allowing for a 'purer' definition. Thus, scholars curious about individual variation in cognitive processing have traditionally identified two classes of relevant factors: those associated with ability and people to style. According to Messick (1994), abilities refer to the content and level of cognition (the questions of What? and How much?), whereas cognitive styles ask the way or mode of cognition (the question of How?). That is, ability is associated with the level of performance (e.g., more intelligent people produce better work), whereas style focuses on the manner of performance (e.g., some people prefer to process information by means of visual input like written texts, et al. prefer audio input, like taking note of lectures). A second difference between styles and abilities is that abilities are unipolar (ranging from 'little' to 'more'), whereas most styles are bipolar (forming a continuum between two poles with specific characteristics). Finally, ability is related to an easy value direction therein high amounts of ability are always preferable to low amounts, whereas for cognitive styles neither end of the style continuum is considered better per se. This would mean, in practical terms, that although both style and skill affect student task performance, the rise of ability improves task performance for all students, whereas the effect of style depends on the nature of the task— cognitive and learning styles is potentially important from a theoretical and research

_____

perspective. An increased awareness of learner styles both in the learners and the teachers can have some educational potential but there are also some serious problems concerning any real practical applications.

Problems:

1. Mismatch between the students's learning style and the teacher's teaching style, a conflict that has been dramatically termed a style war by Oxford et al. (1991).

2. Mismatch between the students's learning style and the syllabus, for example when the latter does not cover grammar systematically, although analytic learners would need that.

3. Mismatch between the student's learning style and the language task, for example when a visual student participates in a task that involves receiving auditory input (e.g., from a tape).

4. Mismatch between the student's learning style and his or her beliefs about learning, for example when an analysis-oriented learner believes that rote learning is the most effective learning method (whereas that method would suit a memory-oriented learner better).

5. Mismatch between the student's learning style and the learning strategies applied, for example when a field independent learner tries to apply social strategies, or a global learner uses bottom-up reading strategies.

6. We can even conceive of a mismatch between the student's learning style and his or her abilities, for example when an ectenic learner has underdeveloped grammatical sensitivity.

Remedies:

The most common and somewhat simplistic recommendation is that teachers can modify the learning tasks they use in their classes in a way that may bring the best out of particular learners with particular learning style preferences. Of course, the problem is that learners are not homogeneous in their style preferences, to which the commonsense answer is that teachers should "strive for a balanced teaching style that doesn't excessively favor anybody learning style—or rather that tries to accommodate multiple learning styles" (Peacock, 2001, p. 15).

A second option, mentioned by Oxford and Anderson (1995), is that by getting students to take a learning style questionnaire and by discussing the results with them we can help them to identify their own learning styles and to recognize the power of understanding their language learning styles for making learning more effective.

It would also be beneficial for teachers to find out about their own learning styles because, as Kinsella (1995) pointed out, although the maxim those teachers teach the way they

_____

were taught has some truth in it, it is probably more accurate to say that teachers teach the way they learned best. She argued that many teachers, either consciously or unconsciously, select methods that reflect their own preferred ways of approaching academic tasks. This, however, as Oxford and Anderson (1995) argued, might not be helpful to all the students and awareness in the teachers about how their preferred styles compare to the styles of their students might be beneficial.

Other Learner Characteristics:

Anxiety, creativity, willingness to communicate (WTC), self-esteem, and learner beliefs are other features of a learner to learn language. There is no doubt that anxiety affects L2 performance—most of us will have had the experience that in an anxiety-provoking climate our L2 knowledge often deteriorates: We forget things that we otherwise know and also make silly mistakes. "Anxiety is sort of possibly the affective factor that the majority pervasively obstructs the training process." Creativity is that the production of ideas, problem solutions, plans, embraced, honored, or valued by all or large segments of society. How relevant is creativity to the attainment of a second language? Runco (2004) reported on studies that have found significant differences between classrooms within schools in terms of the level of creative thinking characterizing the students, highlighting the link between the immediate classroom environment and the emerging divergent thinking. The findings also indicate that student creativity is inhibited by certain common classroom conditions and tasks (e.g., test-like activities), whereas activities that are presented in a "permissive and game like fashion" (p. 671) appear to release creativity. Broadly speaking, the purpose of communicative language teaching approaches is to promote the learners' communicative competence in the target language. However, it's not uncommon to seek out people that tend to avoid entering L2 communication situations albeit they possess a high level of communicative competence.

Conclusion:

Language teaching and learning is closely related to psychology. Psychology studies have contribution on and affect the descriptive study of languages, the making of pedagogical grammars, curriculum development, the expression of objectives,teaching procedure, the organization of language teaching in educational systems, and many others.

References:

- Zoltan Dorneyi. (2005) The Psychology of the language learner individual differences in second language acquisition
- Bates, E., Dale, P. S., & Thal, D. (1995). Individual differences and their implications for theories of language development.
- Birch, A., & Hayward, S. (1994). Individual differences. Basingstoke: Macmillan.

_____

- Cooper, C. (2002). Individual differences (2nd ed.). London: Arnold

- Ehrman, M. E., Leaver, B. L., & Oxford, R. L. (2003). A brief overview of individual differences in second language learning. System, 31, 313–330.

- Grigorenko, E., Sternberg, R., & Ehrman, M. E. (2000). A theory based approach to the measurement of foreign language learning ability: The CanalF theory and test. Modern Language Journal, 84(3), 390–405.

- Kinsella, K. (1995). Understanding and empowering diverse learners in ESL classrooms. In J. Reid (Ed.), Learning styles in the ESL/EFL classroom (pp. 170–194). Boston: Heinle & Heinle.

- Oxford, R. L., & Anderson, N. J. (1995). A crosscultural view of learning styles. Language Teaching, 28, 201–215.

- Peacock, M. (2001). Match or mismatch? Learning styles and teaching styles in EFL. International Journal of Applied Linguistics, 11(1), 1–20.

- Runco, M. A. (2004). Creativity. Annual Review of Psychology, 55, 657–687.

- Snow, R. E., Corno, L., & Jackson, D. N. (1996). Individual differences in affective and conative functions. In D. C. Berliner & R. C. Calfee (Eds.), Handbook of educational psychology (pp. 243–310). New York: Macmillan.

- Messick, S. (1994). Cognitive styles and learning. In T. Husén & T. N. Postlethwaite (Eds.), The international encyclopedia of education (2nd ed., Vol. 2, pp. 868–872). Oxford: Pergamon.

_____

ENHANCEMENT OF COMMUNICATION SKILLS AMONG RURAL ENGINEERING STUDENTS

_____

Tangella B V S R Krishna

Assistant Professor

Aditya College of Engineering and Technology rams.tangella@gmail.com

Surampalem

_____

Abstract:

The main objective is to discover the problems of students to communicate in English language especially for engineering students hailing from rural background. The analysis additionally plans to sort out the reasons for such challenges. Activity based language teaching methods are very useful to eradicate inhibitions of the learners. These activitiesare applied for every student to explore the challenges and the reasons for such troubles. The outcomes appeared and showed that there are a few troubles in communicating in English because of dread of committing errors, nervousness, timidity and absence of confidence. The researcher recognized to give condition bolster and urge the students to communicate in English as often as possible.

 Key words: English language, Engineering students, Problems, Rural Area.

Introduction:

Engineering students must build up a decent direction over the English language so as to keep themselves refreshed about the most recent improvements in the field of information and innovation technology. In the present situation, endurance is serious because of the improvement of innovation. Specialized aptitudes can be learned, applied and estimated to a set up degree. Be that as it may, the equivalent can't be said of relational abilities. Connection or even backhanded correspondence over phone or Email, employees adjust to relational abilities will accomplish the two people just as authoritative achievement. This prerequisite of relational abilities in a vocation has made the challenge for landing the position and supporting in the activity is exceptionally extreme. All engineering students who wish to land the best position over their rivals are relied upon to expand their communication abilities.

So the present experts need high communication abilities, aside from the technical knowledge so as to prevail right now. For instilling communication abilities in them, the colleges need to give communication expertise preparing as a part of their academic schedule.

_____

_____

It will improve their total attitude and aptitude, in this way, empowering them to make sure about a decent situation in the corporate world. Typically, rural students are unmistakably all the more lagging in communicational abilities because of the general public where they grow up. So the institutions should find a way to fuse the communication abilities in the educational program as well as in leading workshops at a periodical time and setting up mock meetings.

Hard specialized aptitudes add to just 15% of one's prosperity while the staying 85% is made by communication abilities according to the study. Despite such extraordinary pertinence of communication abilities in the present corporate world, a portion of the organizations are yet to present communication abilities in their educational plan. These abilities are significant for building students to ace.

On account of the significance of interpersonal communication abilities, engineering students need suitable preparing to build up their own viable communication styles. Faculty have the duty to make the ambiance for engineering students to rehearse their communication abilities, give convenient and helpful input, and exhibit the importance of an assortment of communication openings.

Faculty needs an all-around considered arrangement to join preparing into the work process and to give productive and compelling opportunities for students. The students ought to be likewise knowledgeable in all the communication Media like using cell phones, e-mails, and so on. This paper surveys the role of the communication faculty personnel in encouraging the advancement of relational abilities for the provincial students taking part in specialized training and gives methodologies to joining communication and coordinated effort in their particular exercises.

WAYS OF TEACHING ENGLISH IN ENGINEERING COLLEGES:

➢ ☐   It's an immediate technique for educating.

➢ ☐   It's a lecture method.

➢ ☐   It's teaching distinctly in I B. Tech only.

➢ ☐   The number of periods allocated are less in number.

➢ ☐   The duration of period is less.

_____

Teacher's Version about Possibility of Emergence of Communication Skills through the Curriculum:

From the above information, it is seen that the current educational plan of communication abilities has a palatable extent of creating Communication Skills. In light of the rank request, the information further exposes the following.

i.   Presence of Communication Skills, for example, Listening, Writing, Speaking and Reading, and so on in the educational program.

ii.   Scope of Communication Skills in the all-outengineering educational program.

iii.   Scope for utilization of various teaching approaches for creating communication abilities. In any case, the lower side of the rank uncovers that there is a need to improve the extent of creating communication abilities through an educational program on the following perspectives.

i.   Association of industry professionals in the curriculum development vis-a-viscommunication abilities,

ii.   Adequacy of time accessible for the advancement of communication abilities, and

iii.   Appropriate arrangement of various communication abilities in the course.

Making way for Communication:

During the main talk meeting, the staff can make the gatherings arbitrarily however guaranteeing that the gathering ought to have both rural and urban students and furthermore having both genders. The effectiveness of the gathering will increment while having both genders. At that point the staff ought to clarify the students of what they will proceed as a group.

The students will be such as self-introduction, normal interactions, describing an article or their town. Each gathering ought to get a chance to convey the objectives of the gathering. The whole group of students ought to convey a few talks with respect to the assignment during Practices.

Activity based language learning is a methodology dependent on the utilization of tasks

_____

as the center unit of planning and guidance in language teaching. A portion of its supporters are a part of communicative language teaching. The exercises that include genuine communication are important for language learning and the exercises in which language is utilized for doing significant students advance learning. Right now, language that is important to the student reinforces the learning procedure.

In the literature on TBLT, a few endeavors have been made to group assignments into classes, as a reason for task structure and portrayal. The six task types are based on traditional knowledge.

1. Listing 2. Ordering 3. Comparing 4.Problem solving 5.Sharing personal experiences 6.Creative tasks.

Pica, Kanagy, and Falodun divided tasks depending on the type of communication that happens in task accomplishment.

1. Jigsaw tasks: In this task the learners have to combine different pieces of information to form meaningful information.

2. Information-gap tasks: One student or group of students has one set of information and another student or group has a complementary set of information. Therefore in this, they must negotiate and find out what the other party's information is in order to complete anactivity.

3. Problem-solving tasks: Students are given a problem and a set of information. They must arrive at a solution to the problem.

4. Decision-making tasks: Students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation anddiscussion.

5. Opinion exchange tasks: Learners engage in discussion and exchange ofideas.

Setting this kind of stage for the students with these terminologies:

Setting this sort of stage for the students with these wordings will forestall communication issues before they happen. Students can profit by investing time in interactions with schoolmates, learning the role of communication in each position. So the communication ability trainer ought to give superb preparing to the students, particularly from rural regions to create professional relationships. And furthermore the faculty ought to clarify the requirement for this relationship and what all the base for an amazing relationship like the establishment of trust and open sharing of information and it should be a cooperative relationship.

_____

Communication with Colleagues:

All the engineering students will be working with other specialized and supportive staff once they become qualified and moved for the profession. Along these lines, learning and using the interpersonal abilities inside the work environment with all colleagues is something essential for the engineering students. Great correspondence in the working environment starts with mutual respect with other colleagues and they ought to have an ability to turn into a decent team player. To bring such sort of mentality, the foundation should set up the principles in such away. When the students finished half of the portion of their academic sessions they ought to be treated as an engineer.

Among the students they ought to have a corporate relationship with the goal that they can assume a generally excellent role when they were in the working situation. Abilities for giving critical feedback to workers can be exhibited during the student assessment. Effective practices and clerkships include continuous feedback to staff and students, individually. This feedback from an institute or faculty about the student qualities and faults and examine ways they can improve to meet the desires for the evaluator. This sort of feedback isn't easy but difficult to give or to receive, yet whenever done suitably, it tends to be utilized to improve execution.

Communication through writing:

Communication skills in writing also needed for the engineering students to communicate in writing in a variety of ways. Writing Communication abilities can be improved by setting up periodical model writing tasks for the student to make sense of the issues faced by them in written communication skills and check the equivalent. Activities that the student could make and complete during the training incorporate specialized writings, Writing a store stock, Writing an official letter.

Documentation is turning out to be increasingly more significant in all training settings. Faculty ought to assess the documentation made by the students during their preparation routinely in their training. By critically assessing their documentation framework, the faculty can decide the area they need to document more viably. After getting the endorsement from the faculty, enter the documentation. Oftentimes, the faculty can check the documentation for explanation.

The student can survey existing outlines to get comfortable with the documentation framework. They should use the skimming and scanning techniques of reading to get the

_____

theme of the paragraphs. Faculty should give proper training in writing formal letter writings, essay writing and technical writings with adequate structures. It will be very useful in their future lives.

Conclusion:

Communication capability is probably the best apparatus to expand opportunities for a rural engineering student. All the above systems are done and the outcomes appeared there is an excellent improvement of the communication abilities of every single rural student and just as their profound quality likewise expanded. The expressed all philosophies can't be applied in every aspect of the world however they can adjust the systems relying upon the reasonableness of the environment. Communication in different structures is getting progressively significant in the developing universe of Technology. Because of communication abilities set up the result can emphatically affect the technical site, faculty, students, and all the more critically the association.

Effective communication and interpersonal abilities are pivotal to build employment and to contend effectively in the business condition. The genuine key to the adequacy of experts is their capacity to place their technical knowledge into successful practice. To conclude this, the communication skills program is tied in with empowering and strengthening. With this sort of communication skill training programs the students will have a smooth change from hopeful students to youthful fruitful engineers. The paper likewise advances a few recommendations for making.

References:

- J. Sethi.English Pronouncing dictionary.
- M Ashraf Rizvi, Tata McGraw-Hill.Effective Technical Communication
- Globerena Software.
- Internet,Journals(ELT),articles
- DeepshikhaMehra, Vinita Virgandham (2013). Communication Skills for Enhanced Employability of Engineers, ISSN: 2250-138X, Available at http://www.tgpcet.com/E-journal/80%20PAPERS% 20PDF /Deepshikha %20Mehra.pdf
- Kumara, S.A.V., & Sahasranam, C. (2008). An empirical study on students' soft skills inventory test

_____

ENGLISH FOR A SUCCESSFUL CAREER

_____

Ch. Sashidar
Prof of Civil Engineering &
Controller of Examinations
JNTU, Anathapuram

_____

Abstract:

To have a successful career, we must build strong communication and language skills aside from the analytical, interpersonal, professional and technical skills. English language skills ask our ability to use – listen, speak, read and write. English is the only language which is a medium of connection between people of different region, culture, language and countries. The seeds of English were sown by the Britishers in most part of the world where they ruled a few years ago. Indeed, they gave a standard language to the planet . Understanding what people wants or needs through mutual language is extremely important. Proper language skills are vital for getting employment . Good English skills are sort of a one-way ticket to business success. They can take you all over the world or just to the job you want. The importance of English in job requirement is increasing day by day. In a globalised and interconnected world, English is the only common medium of communication among all. It is the mostly used medium of communication which cannot be overlooked. Therefore, it is important to learn English for commuting with the people all over world and explore business opportunities in international market.

Keywords: communication, language skills, interpersonal, professional, technical skills, Good English, English for job.

Every aspect of our life involves language. Language also plays a crucial role within the development of an individual's personality, because communication is that the one which drives our lives and makes ourselves better. Basically, language distinguishes humans from other animal species. Proper language skills are super important for getting a good job in today's time. English always had a reputation of professionalism and greater intelligence. It is an integral part of any organization. English helps in establishing networks in jobs all over the world. It also helps in getting job overseas without English it would be difficult for you to communicate effectively. Learning English can help one pursue and obtain more career opportunities. These days, the work market is global—many companies need employees who can communicate with partners and clients everywhere the planet . ... Learning English is a crucial breakthrough to all or any of these goals.

English is a crucial language for all types of professional and private goals. Whether you're just starting call at English, otherwise you need some motivation to stay going,

_____

_____

understanding the importance of the language will assist you reach fluency and alter your life. English may have a sophisticated past, but it's a bright future. Because numerous people can speak the language, it helps connect us during a global world. It also can assist you in your personal and business life .

Some of the ways in which language can help us: Learning English is an important step forward to all of those goals. The global job market has even created new positions for bilingual people. By learning English, you'll become a translator, a language teacher or an English marketing professional for a worldwide company. No matter what career path you opt to pursue, learning English may be a valuable skill. It'll help you become a better, more sought-after employee as well as a better-rounded person.

If one learns English well enough to pass tests like the TOEFL (Test of English as a Foreign Language) we can study in English-language universities across the globe. To move to an English-speaking region or add one—a student visa can get you there. A successful English test will show colleges and universities that you're ready. The TOEFL, is one of the most common English proficiency tests. Others include the IELTS (International English Testing System) and therefore the Cambridge exams. Some colleges or language centers even offer classes to assist you practice for these tests.Studying for an English test can still really help one improve their language skills. It'll teach you the essential skills needed to speak in English and if you finish up passing the test, it means your English has become very strong!. English Is the Top Language of the Internet. English is that the most-used language online, with nearly 1 billion users typing and chatting within the language. You can read online news articles. You can leave comments on an English video. You can understand Tweets from English-speaking celebrities. You can participate during a discussion on a forum. The possibilities are endless!

Email is additionally now a really common thanks to talk with people everywhere the planet . Email is that the primary way for several companies to speak with customers or other businesses. Being able to write down emails or other correspondences in English is another important asset for employers. Whether it's for fun or for work, if you'll understand English, you'll be ready to communicate with more people online or use more materials.

English makes life more entertaining. Learning English will open an entire world of entertainment for you. You won't got to believe translations—you can enjoy the authentic originals. Understanding English means you'll get to enjoy modern Hollywood blockbusters (very popular/successful movies) also as classic films from different generations.

Today, more and more international companies are using English as a common language of business to communicate. To succeed in business one must have a hold on English language. English is the only language which is used in communicating between people of

_____

different countries and it is must to know English to grow the business at international level. Other uses of English to convince people with English fluency for example, selling products for your business or if you are into sales department of any company then you can easily convince people of different languages with your fluency in English about your product. You will need to make people understand clearly by ensuring that you use proper English in delivering your point of view. English is main component in the use of internet.

The importance of the ability to speak or write English has recently increased significantly because English has become the standard 'lingua franca'. Learning English language has become popular for business, commerce and cultural reasons and particularly for internet communications throughout the planet . English may be a language that has become standard not because it's widely employed by many information and technology industries and recognized as being standard. The call centre phenomenon has stimulated an enormous expansion of internet-related activity establishing the longer term of India a cyber-technological super-power. Modern communications, videos, journals and news papers on the web use English and have made 'knowing English' indispensable. With the planet steadily heading towards economic globalization, it's essential to offer importance to English, in order that the commoner can continue with the planet issues. Barriers of race, color and creed are not any hindrance to continuing spread of the utilization of English. It is a language of the future.

Thus it can be said that though English has acquired a very colorful communicative mode. Just like the fast paced commodity, English is transforming its multidimensional communicative structure day by day, and within the process has enhanced its utility quotient in India. English is out there to us as a historical heritage additionally to our own language. We must make the simplest use of it to develop ourselves culturally and materially in order that we will compete with the simplest in world of mind and matters.

References :

- Ashraf Rizvi M. Effective Technical Communication. Tata McGraw –Hill third Reprint, 2006.
- English for Technical Communication, volume 1 & 2- Combined Edition- K.R. LaskshminarayananSCITECH- Fourth Reprint, 2007.
- Prem Bhalla P. to 7 Steps Effective Communication. Goodwill publishing house.
- Raymond V Lesikar, marie E Flately, Kathryn Rentz, Neeraj Pande. Business Communication-making Connections in a Digital world. Eleventh edition TMH Pvt. Ltd New Delhi, 2009.
- Raman Meenakshi Raman, Sangeeta Sarma. Technical Communication: Principles and Practice. Oxford University Press, 2004

_____

INFLUENCE OF PSYCHOLOGICAL FACTORS IN LANGUAGE LEARNING

_____

D.V.S.S. Aditya[1]
UG Scholar of Information Technology, IIIT, Bhubaneswar, Odisha,

D.V.S.S.S.V. Prasad[2]
Professor of Mechanical Engineering, Aditya College of Engineering, Surampalem, Andhra Pradesh, Email:

_____

Abstract:

Language plays a vital role in communicating the opinions, expressions, emotions and factual information in any environment especially between humans. Communication between humans and non-humans differ significantly. Lot of research has been carried out to determine the influence of psychological factors such as fear of mistake, shyness, lack of motivation along with their cognitive levels in language learning and the research reveals that cognitive psychology pays more attention in language learning. In this work, an attempt is made to find the contributing psychological factors and their influence in language learning in the academic environment and analyzed the factors.

Keywords: Psychological factors, Language, Learning, Cognition, Academics.

1. Introduction:

Some of the foremost fascinating questions on human behavior affect language. Are we born with a propensity for acquiring language, or is this a skill that is nurtured by one's environment? What causes slips of the tongue? How does brain damage influence language functioning? Do individuals who speak different languages think differently? To pursue answers to these and many other questions, one must cut across some of the traditional boundaries of psychology and there is a need to study children as well as adults and examine language both in the laboratory and in natural environment. Ultimately, as we pull all of these different strands together, we come to appreciate language as a whole and the central role it plays in human affairs [1].

Psycholinguistics is that the study of how individuals comprehend, produce, and acquire language. The study of psycholinguistics is a component of the sector of science . Cognitive science reflects the insights of psychology, linguistics, and, to a lesser extent, fields such as artificial intelligence, neuroscience, and philosophy. Psycholinguistics stresses the knowledge of language and therefore the cognitive processes involved in ordinary language use. Psycholinguists also are curious about the social rules involved in language use and therefore the brain mechanisms related to language. Contemporary interest in psycholinguistics began in the 1950s, although important precursors existed earlier in the 20th century [1].

_____

Language generally is vital not only because it distinguishes citizenry from all other animals on the world but because, directly or indirectly, it makes possible the flowery organization of civilized society and language generally is interesting because, although everyone knows and uses a selected language; few people understand what they know. Becoming self-consciously conscious of what's known unself-consciously carries a special brand of pleasure . [2, 3].

2. Psychology and language learning:

Psychology is that the science of behaviour and mind and includes the study of conscious and unconscious phenomena also as feeling and thought. Cognitive psychology studies cognition, the mental processes underlying mental activity. Perception, attention, reasoning, thinking, problem solving, memory, learning, language, and emotion are areas of research. Classical psychology is related to a faculty of thought referred to as cognitivism, whose adherents argue for an information science model of mental function, informed by functionalism and experimental psychology [4].

Psycholinguistics or psychology of language is the study of the interrelation between the linguistic factors and psychological aspects. The field cares with psychological and neurobiological factors that enable humans to accumulate , use, comprehend and produce language. The discipline is especially concerned with the mechanisms during which languages are processed and represented within the mind and brain. Modern research makes use of biology, neuroscience, science , linguistics, and knowledge science to review how the mind-brain processes language and fewer therefore the known processes of social sciences, human development, communication theories and infant development, among others. There are variety of sub-disciplines with non-invasive techniques for studying the neurological workings of the brain; for instance , neurolinguistics has become a field in its title . Initial forays into psycholinguistics were found in philosophical and academic fields, due mainly to their location in departments aside from applied sciences (e.g., cohesive data on how the human brain functioned) [5].

However, some issues are surfaced during the research. Psycholinguistics cares with the character of the computations and processes that the brain undergoes to grasp and produce language. For example, the cohort model seeks to describe how words are retrieved from the mental lexicon when an individual hears or sees linguistic input [6, 7]. Recent research using new non-invasive imaging techniques seeks to shed light on just where certain language processes occur within the brain. There are variety of unanswered questions in psycholinguistics, like whether the human ability to use syntax is predicated on innate mental structures or emerges from interaction with other humans, and whether some animals can be taught the syntax of human language [5].

_____

Two other major subfields of psycholinguistics investigate mother tongue acquisition, the method by which infants acquire language, and second language acquisition. In addition, it's far more difficult for adults to accumulate second languages than it's for infants to find out their mother tongue (bilingual infants are ready to learn both of their native languages easily). Thus, sensitive periods may exist during which language can be learned readily [5]. A great deal of research in psycholinguistics focuses on how this ability develops and diminishes over time. It also seems to be the case that the more languages one knows, the easier it is to learn more [5].

The field of aphasiology deals with language deficits that arise due to brain damage. Studies in aphasiology can both offer advances in therapy for people affected by aphasia, and further insight into how the brain processes language. A 2016 empirical study showed that private associations are mutually inter-related which the concepts of self and world are internally connected via direct and mediated dependences, which reflects the structuring of perception and understanding of self and world in people's minds and discusses its implications for psycholinguistics [5].

3. Influence of psychological factors:

Honey bees communicate to each other using the waggle dance [8]. Multiple attempts have been made to find out whether chimpanzees, Gorillas, and Bonobos could learn language [9]. In popular culture, talking parrots are quite familiar. Parrots demonstrate a remarkable ability to imitate the sounds they hear. African gray parrots can live between 50 and 70 years. Language research with African gray parrots has led to one particular member of the species becoming quite the celebrity. Dr. Irene Pepperberg [10], his trainer, conducted studies with him for over three decades. Behaviorists, such as B. F. Skinner [11], view language as learnable in the same way that other behaviors are learnable, through experiences in which behaviors are modified using reinforcements and/or punishments. This view of language predicts that with appropriate learning experiences, language could be acquired by non-human animal species. In contrast, Chomsky's [12] nativist view of language emphasizes the role of innate knowledge in the acquisition of language by infants. Consequently, the nativist view predicts that language is learnable in humans, but would not be fully learnable by other species.

Communication is important for humans in their lives and a language is required as a medium to communicate with others for their well-being or survival. Communication uses a particular language in day-to-day life and an effective communication is based on psychological factors of a human being and their grooming up right from their childhood apart from the environmental factors. The use of communication increases gradually from primary classes to higher education classes and so on in a person's life. Communication creates both positive and negative impact on the psychological well-being of humans. In the learning environment, learner listen the concept and tries to apply it and does the things in practical situations and it happens by thinking.

_____

20th century witnessed the development of Cognitive psychology and has become important discipline in the research. Humans in cognition perform reaction activity, language acquisition, information storage, processing, attention, modifications and language performance in learning and social environment and they communicate by information transfer process and human perception process [13]. Psychologists developed various techniques of learning through their research. John Dunlosky [14] proposed those learning techniques and evaluated them based on the different variables of generalizability to improve the students' learning in academic environment and are presented in Table1 and Table 2 respectively.

Learning techniques are in general applicable to learn not only a language but also to learn anything and the same techniques can be applied to learn any language effectively. According to Kachru and Smith [15]: "In the era of globalization and rapid diffusion of knowledge, all the nations are aware of the need to prepare their citizens to perform in ways in which would ensure their prosperity and eminence within the world. In order to be competitive, they need to be ready to function well in multinational industrial enterprises, international trade, diplomacy, and scientific technological areas of experience . They have to be innovative and contribute to the knowledge-based of the planet . In order to realize these goals, they have to be ready to utilize the foremost widely used medium, English".

Globalization pushes every professional to learn, practice and use the English language apart from learning other Asian and European languages but whatever may be the language, techniques and learning methodologies are to be used to learn and the learning process is highly affected with the psychological factors. In this direction, researchers contributed [15, 16, 17, 18, 19, 20, 21, 22, 23 and 24] vastly to determine the psychological factors to find the students' academic performance and improvements in schools and higher educational institutions, teaching English as a foreign language and second language teaching and acquisition. Learning is based on the cognitive levels of a learner. Research studies shows that various psychological factors such as fear of mistake, shyness, anxiety, lack of confidence, lack of motivation, personal interest, self-concept, attitude, understanding, thinking, locus of control, creativity are influencing the language learning significantly apart from social, economic and environmental factors.

Table 1. Learning techniques

S. No. Technique Description

1 Elaborative Interrogation Generating an explanation for why an explicitly stated fact or concept is true

2 Self-explanation Explaining how new information is related to known information or explaining steps taken during problem solving

3 Summarization Writing summaries (of various lengths) of to-be-learned texts

_____

4 Highlighting/Underlining Marking potentially important portions of to-be-learned materials while reading

5 Keyword mnemonic Using keywords and mental imagery to associate verbal materials

6 Imagery for text Attempting to form mental images of text materials while reading or listening

7 Rereading Restudying text material again after an initial reading

8 Practice testing Self-testing or taking practice tests over to-be-learned material

9 Distributed practice Implementing a schedule of practice that spreads out study activities over time

10 Interleaved practice Implementing a schedule of practice that mixes different kinds of problems or a schedule of study that mixes different kinds of material, within a single study session

Table 2. Categories of variables for generalizability

Materials Learning conditions Characteristics of learner Criterion tasks

Vocabulary Amount of practice Age and gender Cued recall

Translation equivalents Open vs. closed book practice Prior domain knowledge Free recall

Lecture content Reading vs. listening Working memory capacity Recognition

Science definitions Incidental vs. Intentional learning Verbal ability Problem solving

Narrative texts Direct instruction Interests Argument development

Expository texts Discovery learning Fluid intelligence Essay writing

Mathematical concepts Rereading lagsb Motivation Creation of portfolios

Maps Kind of practice testsc Prior achievement Achievement tests

Diagrams Group vs. Individual learning Self-efficacy Classroom quizzes

_____

aSome of those characteristics are more state based (e.g. motivation) and some are more trait based (e.g. fluid intelligence). This distinction has relevancy to the malleability of every characteristic, but a discussion of this dimension is beyond the scope of this text .

bLearning condition is specific to rereading

cLearning condition is specific to practice testing

Fear of mistake-Fear among the learners is most common factor and learner thinks that they will have a tendency to become fool in the class room activity or outside the class room. This tendency will increase if a learner compelled to perform an activity as fellow learners make comments or laugh and further learner become nervous. During the learning process, a learner has to undergo a rigorous cycle of learning process commits mistakes in general but situation in a group will trigger them to demotivate and learner do not try or attempt to focus on the learning. At this point, teacher should motivate the learners to perform/learn and create a congenial atmosphere to overcome fear of mistake.

Shyness-Shyness is merely connected to emotions of a person and every person undergoes certain stage of emotions every day. Shyness pulls back the person to initiate any activity and is the source of problem among learners to learn, practice and use the concept. Shyness can be found among learners by their nature and personality type and further and due to certain phobias. Learners feel shy because they think that they do not know the concept and it makes them to lose the confidence and cannot present/speak or even they will not try to perform as it is their perception in gauging their ability. Teacher should create open and friendly environment and let the learners commit the mistakes and all such mistakes should be corrected in open class room and motivate the learners to get rid of shyness.

Anxiety-Anxiety is a feeling of tension, curiosity and nervousness associated with learning activity and research shows that it influences the learning activity. Anxiety is the major factor which influences the learner to speak/present and make less fluent. Further, anxiety creates the situation for the learner to communication apprehension, test anxiety and fear of negative evaluation and the comments and laughing of their peers worsens the situation. Teacher should understand the situation of learners in the class room and manage the learning process by presenting the motivating examples. Moreover, teacher should know the strengths and weaknesses of learners and present the concept which makes the learner to adopt his/her own strategy of learning.

Lack of confidence-Lack of confidence usually occurs when there is a communication gap in class room conversation, deviations in their attention levels, understanding levels and

_____

prerequisite knowledge about the concepts. Teacher should adopt certain pedagogical approaches to motivate the learners in learning effectively and make them to practice. In particular, language learning can be effective when the learners get the maximum exposure to language. This can be attained through practice session, make learners to present on any topic before the audience in a proctored approach.

Lack of motivation-Motivation is the important consideration in language learning process and it is known as inner energy of a person. Learner gets motivated to speak/present/oral presentation when he/she is prepared thoroughly. Some situations like monotonous teaching, uninspired teaching, lack of relevant materials, non-familiarity of objectives and goals of programme, boredom pushes the learner get demotivated. Teachers should be able to inspire the learners about the concepts and uses using some teaching aids to motivate the learners and encourage the learners continuously to improve their performance.

Locus of control-Locus of control is another factor along with personality, traits and intelligence influence the learner to control him/her in the current or anticipated situations and their response to the situation in terms of their behaviour. Locus of control consist two components namely internal and external. Internal locus of control represents that one should be in control over other's behaviour and external locus of control is to feel that others are responsible for one person's behaviour and action. Research findings say that persons with internal locus of control will be able to pick the required inputs from environment and learn in a better way and do not wait/expect for the environment components to come forward and contribute. In other words, people with internal locus of control utilize their knowledge, intelligence, depends on their own efforts, belief, personality traits, understanding and thinking and in general, these people are known as achievers.

Creativity-Creativity is the concept in psychology witnessed lot of research and still research is being carried out to tap its full potentiality. As of now, creativity is known as the tendency to generate an idea, plan and organize, analyze the situation, search for better possible alternatives to communicate, solve problems, entertain self and others. Creativity of a person can prosper in a free and motivating environment without any constraints. Learners may have certain creativity in learning language and they do grasp the things fast and becomes better day by day and excel in every situation. At the same time, creativity among people leads to one particular area to achieve/invent/do things differently and become expert in chosen area of interest.

Attitude-Attitude of learner which covers all the personality traits, intelligence, self-knowledge, motivation and locus of control of a person and it is the major attribute to identify a person's behaviour. Attitude consist two components-positive attitude and negative attitude. Persons with positive attitude will have strong positive beliefs and good behaviour and values

_____

their outcomes and attributes positively. In contrary, persons with negative attitude will be with strong negative beliefs and behaviour and values negatively. Attitude represents learners' inclination and interest towards learning a language. Positive attitude persons are self-motivated, self-driven and pay interest to learn anything. Moreover, many socio-economic and environment factors contribute to define or decide the attitude of a person.

4. Conclusion:

Humans require a language as a medium to communicate and for their survival in the society. Language learning is based on the cognitive levels of the human being and affected from the factors of socio-economic, environment and psychological. In this paper, various psychological factors that affect the learning of a language such as fear of mistake, anxiety, lack of confidence, lack of motivation, locus of control, creativity and attitude are analyzed. Further, learner should have a positive attitude in learning the language and at the same time, teacher should create a friendly and open environment to motivate the learners to learn positively.

References:

- David W. Carroll, "Psychology of Language", *Thomson Wadsworth*, Fifth Edition, ISBN-13: 978-0-495-09969-7, 2008.
- Miller G. A., "Linguists, psychologists, and the cognitive sciences". *Language*, 66, 317–322, 1990.
- Miller G. A., "The Science of Words", *New York: Scientific American Society*,   1991.
- https://en.wikipedia.org/wiki/Psychology, accessed during February 2020.
- https://en.wikipedia.org/wiki/Psycholinguistics, accessed during February 2020.
- *Packard J. L., "Chinese words and the lexicon", The Morphology of Chinese: A Linguistic and Cognitive Approach, Cambridge: Cambridge University Press. pp. 284–309, 2000.*
- Altmann G.T., "Words, and how we (eventually) find them.", *The Ascent of Babel: An*
  a. *Exploration of Language, Mind, and Understanding*. Oxford: Oxford University Press. pp. 65–83, 1997.
- Shelia Kennison, " Psychology of Language: Theory and Applications", DOI: 10.1057
  a. /978-1-137-54527-5, 2018.
- Kellogg, W. N., & Kellogg, L. A., "The ape and the child: a study of environmental
  a. influence upon early behavior", Whittlesey House, https://doi.org/10.1177/ 000271623417200170, 1933.
- Pepperberg, I.M. Cognition in the African Grey parrot: Preliminary evidence for auditory/vocal comprehension of the class concept. *Animal Learning & Behavior,* 11**,** 179–185, https://doi.org/10.3758/BF03199646, 1983.
- BF Skinner, "Verbal behavior", New York: Appleton-Century-Crofts Inc, 1957.
- Chomsky Noam, "Knowledge of Language: Its Nature, Origin and Use", *Westport, CT: Praeger*, 1986.

_____

- Guo Liu, "Foreign Language Learning and Teaching Based on Cognitive Psychology", *International Conference on Education Technology and Economic   Management (ICETEM),* 2015.

- Dunlosky J., Rawson K. A., Marsh E. J., Nathan M. J., & Willingham D. T., "Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology", *Psychological Science in   the Public Interest*, 14(1), 4–58. https://doi.org/10.1177/1529100612453266, 2013.

- Youssouf Haidara, "Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia", Universal Journal of Educational Research,   4(7):   1501-1505,   http:// www.hrpub.org   DOI: 10.13189/ujer.2016.040701, 2016.

- Wondu Teshome Beharu, "Psychological factors affecting students' academic performance among Freshman Psychology students in Dire Dawa University", Journal of Education and Practice, 9 (4), 58-65, 2018.

- Chebotarova I, "The role of psychology in teaching foreign languages", *Advanced Education,* 1, 90-95. DOI: 10.20535/2410-8286.39783, 2014.

- Abbas Sadeghi, Maedeh, Gholamipoor, "The Effect of Course Resources Type on the
  a. Quality of Students Learning (QSL) in University of Guilan, Iran (Case Study: General Psychology and Research Methodology Courses)", *International Journal of*
  b. *Educational Science and Research (IJESR)*, 5 (2), pp. 1-8, March-April 2015.

- Suharno, "Cognitivism and its implication in the second language learning",
  a. *PAROLE:Journal of Linguistics and Education,Vol. 1, pp. 72-96, Oct. 2010,*
  b. https://doi.org/10.14710/parole.v1i0.72-96.

- Juhana, " Psychological Factors That Hinder Students from Speaking in English Class
  a. (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia)",
  b. *Journal of Education and Practice*, ISSN 2222-288X (Online), Vol 3, No 12, 2012.

- Eduwem, Joy & Umoinyang, Imo & Otu, Bernard, "Psychological Factors and Secondary School's Students Academic Performance in Mathematics". *IOSR Journal   of Research & Method in Education* (IOSR-JRME), 07, 06-13, 2017, DOI: 10.9790/7388-0702010613.

- Riya Bhattacharya, Dr. Bani Bhattacharya, "Psychological factors affecting student's academic performance in higher education among students", *International Journal for   Research & Development in Technology*, Volume-4, Issue-1, July- 2015, ISSN (O):   2349-3585.

_____

_____

- Osarenren Osaghae RI (Mrs), "The influence of sociological and psychological factors on academic performance of University students", Global Advanced Research   Journal of Educational Research and Review (ISSN: 2315-5132) Vol. 2(6) pp. 144- 150, June, 2013.
- Deepti Swamy & Shailaja Shastri, "Psychological factors influencing academic
  a. achievement: A review of studies", Journal of Research, Extension and Development,
  b. Vol. 3, No. 2, Oct. 2014, ISSN: 2319-1899.

_____

THE POWER AND BEAUTY OF ENGLISH LANGUAGE
_____

Seva Gopi

Asso.Prof of English

Aditya Engineering College

_____

Abstract:

As technology changes our day to day lives in ways that were unfathomable only a few decades ago; the work of work is also undergoing parallel transformation. In his bestselling book; the world is flat, Thomas Freidman argues that the forces of globalization and technology, especially the internet are rapidly and radically alternating how and whom we work for. As a result, new jobs are being continually created that require different mindsets than traditional manufacturing jobs .the aptitude and skills that the 21st century worker needs are indeed quiet different from thus that his predecessors required, argue renowned educationalists. As the world gets more interconnected through the web of globalization, we need to learn to communicate in English so as to accommodate ourselves to the demands of a job that is essential.

Keywords: technology, transformation, globalization, communication, English, job.

The role of English is higher than ever as evidenced by its position as a key subject of medium of instruction and curriculum .English language is at the leading edge of scientific and technological development, new thinking in economics and management, new literatures and entertainment genre. The world population that is so multifarious and multicultural has languages of this own. Therefore world interaction and communication must be supported by one global language, and this one global language in English.

The definition of global language is a language which has been even a specific place within countries and communities around the world, even in places where there are very few native speakers of their language in the world in terms of the number of the native speakers, there are many native Chinese speakers than native English speakers –it is described a "global language", a Chinese language is not. There has been a great deal written in recent years in English in its global context. The (socio)-linguistic literatures and diverse accounts and general models have been put to capture its spread, change and use worldwide. Globalization is readily increasing in today's world. Globalization has many effects on language, both positive and negative. These effects in turn affect the culture of language. However with globalization allowing languages and their cultures to spread and dominate on a global scale, it also leads to

_____

_____

the extinction of other languages and cultures. Languages contribute to the formation of culture especially English language.

English today is considered as the "lingua franca" and according to some estimates is spoken y more than 200 millions of people around the globe including native speakers and those who learn it as a second and foreign language .it is the language of air and marine, navigation, of the world wide web and of diplomacy as well as the vehicle of international scientific exchange and its pervasive presence can be felt in pop culture and the media. This means that, as internet has become a necessity, if we are to keep up with the times, it has consequently become imperative to read, write other nations, as it permits greater mobility of the population as well as the reduction of costs for translation and interpreting.

The most common communicative functions serves by English in international scenarios are those of seeking food, hotels, directions, information of various sorts that it has become a necessary for commerce. acquisition of English for international language communication is useful and this reflects a discourse that legitimates the global spread of English as a natural,neutral and beneficial and a discourse of colonialism that elevates English as a natural ,neutral and beneficial and a discourse of colonialism that elevates English to the status of "marvelous tongue ".the symbolic power attracted to the English as the international language reinforces the perceived simplicity of English over other languages.

This is reflected in and observation that a bilingual child in telugu(or any Indian language)and English is enthusiastically praised, where as a child who is bilingual in telugu and Tamil is paid no special attention. mostly English is described as 'cool and fashionable '.so learning English language bridges multiple cultures, and enables understanding. English being the international language bridges multiple cultures, and enables understanding of the world and cultural diversity. It develops non-biased attitudes and cross-cultural communication skills rather than knowledge about world cultures. the use of English language today also forests national identity.

The English language is important to people because it is their native language and also because of the dominant position of the United States in an increasingly globalized world. Among the world languages, English has subsumed several languages a demerged as a global power. It dominates the global arena in m0ore ways than one. It has seeped into every sector of human endeavor-personal and public. Today proficiency with the nuances of the English language –both spoken and written-promotes the user in several ways. It is no more the language of the British empire but has taken on the status of a global language. The reason for this "globalization of English "is to cite the words of crystal, "a language becomes a world language for one reason –power of the people who speak it". He attributes this power to

_____

political, technological and cultural and economic reasons. In this context, the raise of English takes on interesting dimensions. It is the language of" power and success" and has come to equated with empowerment.

From a colonial construct, English has metamorphosed into English's and now place the role of a global "big brother". it has become more post – global marketable product. It has created the special palace, common platform, across the globe. It has become the "unifying agent ",a common channel of expression and his has strengthened the cooperate and industrial sector and academies global player has impregnated the academia, media, etc, which were earlier posing as the ivory tower. So there has been a paradigm shift not only in the nature but also in the uses of English language. Even in soft skills which is the "in-thing" now``, English language operates at the core. It entices and a tremendous boon is seen global level of the acquisition of skills in English.

One important argument in favour of English as a global language is its effectiveness-it expresses complex meanings, is tonal, which limits the speakers use of tone for emotional and conceptual expressions because of its roman alphabet which is phonetic (represented by sound) rather than the character based (represented by concepts)-more effective method of describing actual sounds of words and phrases. English is widely spoken today and it is the native tongue of 375 million people –UK, US, Canada and Australia.

From the grammatical point of view, English is intrinsically simple by comparison with a host of other languages, having lost its case system, and having reduced gender makers to only a past tense.al other time the major European languages in that it has only a present and a past tense. All other time reference are constructed from a variety of auxiliaries and modals along with participles, a source of great confusion for most learners ,especially those coming from languages having a more complete inflectional system. Though the vocabulary is a little complex(with wealth of idiomatic expressions, phrasal verbs, and newly coined jargon)which allows speaker to express infinite nuances of meaning, yet English possess a vast and ever – changing lexicon that requires a native speaker to constantly update his or her mental dictionary. It is the switch and variegated lexicon which is the true boon/bane of the language but at a basic or the "survival" level, English can be acquired within a reasonably short time, depending on variable such as the individual dispositions toward language acquisition, the amount of time available for the study, the learners motivation and other psychological cognitive and social factors.

So it is this creative flexibility of English that has bought it to the center stage in contemporary that it has fascinated the masses of young people around the world and has this metaphorical tsunami has stolen the spotlight and flooded the world, bringing it with a series of consequences of both positive and negative. This is the true power an d beauty of English language that this powerful linguistic engine dries the global economy and mastering of

_____

English language is a passport to global citizenship. So thanks to British Empire and the nature of American popular American culture that has contributed overall to the spread of English across the planet.

References:

- Block, David.2002,.Globalisation and Language Teaching. London: Routledge.
- Crystal, David.2005.The Language Revolution. NewDelhi: Foundation Books.
- Pennycook, a. 2007.Global Englishes and Transcultural Flaws .London: Routledge.
- Steger, M.2003.Globalisation:a very short Introduction. Oxford: O.U.P
- Manish, A& Vyas Yogesh L.Patel.ed2009.Teaching English as second Language.a New pedagogy for a New Century. NewDelhi: PH learning Pvt ltd.

_____

FEMINIST LITERARY CRITICISM: AN OUT LINE

_____

Dr. K. J. A. Samuel
Noble College
Machilipatnam

_____

Abstract:

Feminism is primarily a revolution in social consciousness. It affected literature and literary criticism from its earliest days. In feminist literature women's experience becomes the central concern. Feminist writers refuse to accept the "images of women" as portrayed by male writers. Feminist literature and literary criticism primarily responds to the way women presented in literature. Recent research in this field has brought to the lime light several significant 'female writers' like Rokeya Hossain, whose works are for long ignored or considered in significant. These take up re-reading of male texts to, mostly to unearth the positive or negative attitudes to feminism. Kate Millet's reading of Henry Miller and Norman Mailer, which reveals their essential sexist view, is a pioneering work of this genre. The feminists believe that in order to understand women's position in the world, one has to study the system of 'patriarchy'. Men, all over the world looked at women from this point of view. The "feminist literary criticism" studies literature in the light of its ideology. Feminist critics find that woman is often "marginalized", "repressed" or "silenced" in literary works. Hence Feminist literary criticism seeks to reinterpret the works of works of earlier authors of 'both sexes' in order to expose misconceptions and culturally conditioned responses. Feminist criticism is committed. It takes literature seriously as a criticism of life. It rejects the premise that male experience is the universal norm, and refuses to see the female experience as 'peripheral'. It has provided a perspective to study literature by demythologizing the claim that the male perspective is the universal human perspective . Hence it has been a major critical revolution.

Keywords: feminism,literauture,outline,society etc

The concept of emancipation of women did not confine itself to socio-political spheres. If found its articulation in the creative arts, especially in literature. The change in perspective on women is best seen in the field of literature not only in the west but also in India.

Feminism is primarily a revolution in social consciousness. It affected literature and literary criticism from its earliest days. In feminist literature women's experience becomes the central concern. Feminist writers refuse to accept the "images of women" as portrayed by male writers. Feminist literature and literary criticism primarily responds to the way women presented in literature. First 'women' presented in literature by male writers from their own

_____

_____

point of view, i.e. Phallocentrism. Second, this premise leads us to another kind of feminist literary criticism known as gynocriticism, example '*The Second Sex*" written by Simone de Beauvoir of France. But this literature seeks to demythologize the 'myth', that man is the universal representative of humanity, and women is the unnamed.In the earliest years feminist literary criticism concentrated on exposing the misogyny of literary practice : the stereotyped images of woman in literature as 'angels ' or 'monsters', the literary abuse or textual harassment of women in classic and popular male literature and the exclusion of women from literary history, according to Elaine Showalter. Feminist literary criticism has now become a fully established branch of literary studies. One section of feminist critics attempt re-readings of literature written by women to discover hidden expressions of feminist protest. As an interesting example of such an endeavor, we can point out the work of Susan Gubar and Gilbert Sandra. They discovered "*The Mad Women in the Attic*" in Jane Eyre as the concealed feminist protest in Bronte. Another section of feminist critics engage themselves in the task of unearthing the forgotten, unknown and unappreciated texts of literary importance.

Recent research in this field has brought to the lime light several significant 'female writers' like RokeyaHossain, whose works are for long ignored or considered in significant. These take up re-reading of male texts to, mostly to unearth the positive or negative attitudes to feminism. Kate Millet's reading of Henry Miller and Norman Mailer, which reveals their essential sexist view, is a pioneering work of this genre.

The 'feminist critique' involves the feminist as a reader offering different interpretations of the images of women projected in the male created texts. Women writers by way of challenging and recasting the male gaze in literature, rewrite and recreate the male created texts from the feminist perspective.The gamut of the 'female literary tradition' has been viewed by Elaine Showalter as an evolution of woman's self-awareness and self-expression. Consequently she divides the stages of growth in women's consciousness into three phases feminine, feminist and female.

First, there is a prolonged phase of imitation of the prevailing modes of the dominant tradition and internalization of its standard of art and its views on social roles. Second, there is a phase of protest against these standards and values and advocacy of minority rights and values including a demand for autonomy. Finally, there is a phase of self-discovery, a turning inward, freed from some of the dependency of opposition, a search for identity.

Another significant attempts in this field has been to discover a "female tradition " in literature one of the pioneering studies in this field that of Elaine Showalter is of

_____

particular relevance to the study. In her "*A Literature of Their Own*" (1977), She studies the works of the famous and not so famous British women writers and discovers a female "tradition and sub-culture" in English literature which has so far been over looked by the other critics.

The feminists believe that in order to understand women's position in the world, one has to study the system of 'patriarchy'. Men, all over the world looked at women from this point of view. And not only that they have also taught and even forced woman to look at themselves from male point of view. Biological sex distinctions of male and female are by and large acceptable to feminists. According to Showalter, the development of this "female tradition" is similar to that of any other literary sub-culture. She substantiates her argument with the new found awareness that "female imagination " is not a Freudian abstraction, but the products of a delicate network of influences operating in history.

In nineteenth century , we find that women writers like Jane Austin, Charlotte Bronte, Ms. Gaskell, Dorothy Richardson, George Eliot, Virginia Woolf and Margaret Drabble anticipated some of the present day feminist issues in their respective works.Dorothy Richardson in her 'pilgrimage' was trying to create what she termed the 'Feminist prose'. It was an attempt to produce a 'feminine equivalent' to the current 'masculine realism'.Virginia Woolf's contribution to literature from the feminist angle is certainly very significant. She felt that literature is a cultural product which can be challenged and changed to open up new possibilities for women and give them a voice. Women felt the need to expressemotions and feelings rather than actions in their works. This expression of emotions and feelings is seen in TaslimaNasrin's*Lajja*in the twentieth century.

Feminism is an ideology which seeks not only to understand the world but to change it to the advantage of woman. To achieve new possibilities they need to break down the limits and norms of traditional literature. The social roles of wife, mother, house wife assigned to women go hand in hand with a division in to the public and private domains. Milton's line "He for God only, she for god in him…." Suggests that man's purpose in life is to serve God, the state, society, not least his own self advancement, while women's purpose is to serve man. Hence she wanted to write and be read as a woman. All these strategies are, in fact, an attempt to find a place for themselves. Yet Sandra Gilbert says that "woman must inevitably find that she has no home, nowhere' and that there is a sense of metaphysical alienation, "I look for myself through the centuries and don't see myself anywhere"

As a result of the feminist movement of the sixties, a new approach to study that uses sex for purposes of domination, and showed how this ideology is present in the works of D.H. Lawrence, Henry Miller, Norman Mailer literature evolved, known as 'feminist

_____

literary criticism' or 'women's studies movement'. The earliest attempt was certainly Kate Millett. In her '*Sexual Politics*' she argued that women are politically and socially oppressed by a patriarchal system Mailer, and Jean Genet.

There was no outpour of books on feminist literary criticism in the seventies and it continued till today. New journals were started expressing a feminist point of view… such as …

1.   A Journal Of Women In Culture & Society (University of Chicago Press, 1975).
2.   International Journal Of Women's Studies (Eden Press, 1978)
3.   Journal Of Women's Studies In Literature (1978)
4.   Feminist Studies (University of Maryland 1973)
       Special Numbers of various other journals on feminist studies keep on appearing.

Women's studies have been included in higher education not only in countries like the U.S. England but also in India. Some universities have introduced Departments of women studies. In 1988 'The University Grants Commission" (UGC) directed Seven Universities to prepare and draft syllabi on women's studies for incorporation in the undergraduate programme as well.

The "feminist literary criticism" studies literature in the light of its ideology. Feminist critics find that woman is often "marginalized", "repressed" or "silenced" in literary works. Hence Feminist literary criticism seeks to reinterpret the works of works of earlier authors of 'both sexes' in order to expose misconceptions and culturally conditioned responses. Feminist criticism is committed. It takes literature seriously as a criticism of life. It rejects the premise that male experience is the universal norm, and refuses to see the female experience as 'peripheral'. It has provided a perspective to study literature by demythologizing the claim that the male perspective is the universal human perspective . Hence it has been a major critical revolution.

References:
- The Mad Women In The Attic - Susan Gauber& Gilbert Sandra.
- A Literature Of Their Own – Elaine Showalter
- Sexual Politics – Kate Millett
- Sexual / Textual politics – Torik Moil

CRITICAL APPRECIATION OF P.K. PAGES' POEMS
(With special reference to *Adolescence* and *First Neighbors)*

Dr.K.Rajamanickam
Lecturer in English
SPMH Degree Kalashala
Machilipatnam

Abstract:

The richest treasure in the world is English literature. In the present times, Commonwealth or New Literatures is one of the significant cultural developments because racially and historically the following countries Australia, India, Canada, New Zealand, Refereces South Africa, Nigeria and the West Indies have produced writers in English who have acquired international fame. It is certainly true of Australian and Canadian literatures that geography has made for a distinctive kind of poetry. For the writers, landscape plays an important role in shaping the poetry. The writers belonging to this category had an English background having got their education in England. Their writings fall into a pattern characterized by a feeling of home sickness simultaneously marked by an attachment for their adopted country. It is manifested in the beautiful description of the new environment. Patricia Kathleen Page [P.K. Page.] the poet, the painter, and prose writer - of every form imaginable - was supremely creative poet born in England and brought up on the Canadian Prairies; she is the author of more than a dozen books of poetry, fiction and non-fiction. It is observed that she shared some psycho analytic preoccupation of contemporary English poets and some of the best of her early verse deals with various forms of neurosis. Through her long career, Page has maintained a style of poetry in keeping with modernist influence of identity developed during her association with the Montréal group of poets in the 1940s.

Keywords: English literature, New Literatures, Canada, poetry, Patricia Kathleen Page, psycho analytic, modernist.

In combining notions of identity with the routines of daily life, this excerpt serves as a fair summation of the content and manner of her poetry, in which prosaic details of life rendered concrete though imagery serves to connect the individual with the larger philosophical questions. Her poems are always thinking and live by wit, wisdom, suspense and muscular and lissome synapse and diction. They are daring in scope, meticulous in accomplishment, and boldly moral with a lovely flavor of a modern verve. She emerged during Canadian poetry's fabled golden age [1945 to 1965] and today still remains one of the world's most affecting poets.

_____

Page provides a comprehensive account of what for her are the deepest mysteries of selfhood. She formulates these mysteries as questions, crystallized in part by her experiences of life in Brazil and Mexico, and then by the shock of her return to Canada. During her time in Brazil, Page did little writing. She turned instead to drawing and painting, partly because of the insistent and gorgeous images with which Brazil "pelted" her.

The formation of the federal government calling it the dominion of the Canada with the union of four provinces is a landmark in Canadian history because it marks the end of the colonial period and the birth of a new awareness of nationhood giving stimulus for fresh literary activity. So the beginning of the twentieth century saw a surge of ballad writing. Robert Service became famous for his *Songs of Sourdough*, popular both in and outside Canada.

After World War II the influence of the leftist, satirical, realistic, Auden-Spender school is very conspicuous among Canadian writers and P.K Page belongs to this group of writers. Many of her poems share both Romantic and Modernist elements with concentration on the lost and lonely self, seeking and occasionally finding at-one-with the world. She, like modern writers, sees writing and visual art as her means of exploring inner and outer realities and as paradigms for the process of self – definition. Many of Page's early poems, such as *The Stenographers, and The Landlady,* which derive inspiration from Eliot's depictions of modern urban life and, more particularly, from Auden's *The Unknown Citizen,* present the alienated self in conventional terms. Often they describe unformed adolescents who exist most fully in their dreams sometimes like The Blowing Boy: "Waking from dreams sometimes he is a ship/without the crew or chart to master it". So after the war of 1914-18, Canadian literature developed rapidly. Poetry magazines established, lyrics and narrative poems in heroic themes were with vigor and craftsmanship.

A Canadian, novelist and painter, P.K Page was born in England in 1916 but brought up on the Canadian prairies. Her family moved to Montréal 1940 and there page was associated with who initiated her into writing verse. She is the author of more than a dozen books of poetry, fiction and non fiction. Her first poems we3ere published in the journal 'Preview', the first issues of which appeared in 1942. Her collection of poems *As Ten as Twenty*" appeared in 1946. She also worked for few years as a script writer for the National Film Board. The poem *The Metal and the Flower* won her a national award. She published a Novel *The Sun and the Moon* (1973) under the pen name Judith Cape among her other pomes are Arrarat (1967) and poem *Selected and New* (1974). It is observed that she shared the psychoanalytic preoccupations of contemporary English poets and some of the best of her early verse deals with various forms of neurosis. To cite the words of Ian Ousby: "all her poetry uses metaphor and symbols to suggest possibilities of human transformation.

Throughout her long career, Page has maintained style poetry in keeping with the modernist influences developed during her associations with the Montréal group of poets. A same time she resisted the creative stultification that such longevity may imply. In an interview Page responds to the suggestion that her work expresses a belief in "multiple selves". "I am

Oray's Publications

Impact Factor: 4.845(SJIF) Research Journal Of English (RJOE) Vol-5, Special Issue-1, 2020

www.rjoe.org.in :An International Peer-Reviewed English Journal   ISSN: 2456-2696

Indexed in: International Citation Indexing (ICI), International Scientific Indexing (ISI), Directory of Research Journal Indexing (DRJI) Google Scholar & Cosmos

_____

aware of the fact that we are multiple all of us…I now think there are many T's in us... Perhaps if we could see them all and let them act out their little lives they might ultimately fuse…"

In combining notions of identity with the routines of daily life serves as a fair summation of the contemporary manner of her poetry, in which prosaic details of life rendered concrete through imagery serves to connect the individual with larger philosophical issues such a notion of the multiple self can free the artist to explore the influences that make up the components of such a self, a freedom that Pages' poetry has taken up.

A distinguished' woman of letters' P.K Page has written variety of poems such as formal poetry, prose poetry, verse free verse, social poems, psychological poems and transcendental visionary poems infusing anything she writes with an unmistakably precise sense of language. Her poetry is a symbol of the Canadian experience. They are deep rooted in the Canadian ethos and reveal the problems of the immigrant- multiculturalism, quest for identity, culture conflict, feminism, politics, search for roots and the struggles to forge a distinct Canadian identity. One of the most characteristic motifs of Page's poetry is present in *If It Were You.* Feeling "directionless in space" is Page's most common metaphor fro self-alienation, and, conversely, finding a cent6re from which to organize space is a primary means of being at home in the world. In her poem titled *First Neighbors*, Page focuses on the theme of immigrant experience- the sense of alienation and quest for roots. Bering and immigrant form England, Page depicts the sense of alienation and rootlessness that she experienced when she first settled in Canada. As D.K. Pabby writes: the immigrant faces deep anguish at the prospect of not being able to return to his mother country and neither being able to adjust to the new country.

The first stanza of the poem expresses that the poets first neighbors where native Red Indian Canadians who were "unforgivably previous to me". They had been living in Canada for ages and they could never forgive a foreigner like Page, who was for them, an intruder breathing their air, stepping on their soil. As the poem proceeds, we realize that she is unfamiliar with the language and culture of the natives. They speak "a twisted dialect to my differently shaped ears".

There were cultural, linguistic and physical differences between Page and the natives. She had come from England and she tried hard to adapt to the ways of the neighbors, but she was misunderstood so badly that even a small child gives her the plain message "go back where you came from". But in her heart, Page honors that her native England was now unreachable. She is like an invalid and could never adjust to that land which she had left behind long ago.

On her return to Canada, to a different place not her own, Page was misled by the belief that neither has changed. This awareness made her question even more urgently the sources of her creativity, the relation between the conscious and unconscious parts of herself, and the possibility of reaching "another realm", beyond the world where masks are inescapable. The three concerns – about the relations between identity and language, self and mask, and

_____

subjectivity and reality- all point to Page's interest in the problematics of the self, in the sense in which selves are formed, experienced and conceptualizing the internal and external conflict. Unable to communicate properly with the natives, Page feels handicapped in Canada. There are many instances when she unknowingly offended the native's sensibilities. She offends a group of red Indians by asking them if they 'roasting deer liver'. Finally Page grew into a 'chapped tarpaulin skin'. This is the metaphor for Pages' attitude. She began to become hard- hearted and tough, learning to cope with the insults she received. She could now accept the reality that she would never fully belong to the foreign land, Canada. Even the forests seem to be keen on tricking her. So for Page 'prediction is forever impossible'. The poet finally resolves not to be surprised, at the same to be strong enough to have a 'buffalo's skin' to endure everything that come on the way. Thus the poem contains touching pictures of immigrant experience that Page encountered on her return to Canada that she experienced an unexpected shock. As one critic writes:" the immigrant may change the skies above his head, but he can never change his heart. He can neither go back, nor put color to his roots in the new one". In style the poem is rich in images and symbols dealing with internal things of man and life. Page's works are like multicolored flowers arranged in bouquet giving out beauty and fragrance so sweet and attractive. So the poem portrays, poetic quality and talent of Page and reveals her as a true modernist poet who writes in a free verse.

Page's interest in Sufi poets such as Rumi, and in Spanish writer's demonstrates that her poetic purview is wider than the Anglo- American modernists of the early twentieth century. In her later poetry, Page makes use of images so striking that critics like George Woodcock was carried away by them: "the most recent poems are more sharply and intensely visual than ever in their sensuous evocation of shape, and color and space". The poem *Adolescence* is a good example of this.

The poem portrays an evanescent period which experiences the first stirrings of love and the consequent frustration. The very title is symbolic as adolescence is a phase between or after the childhood and before adulthood. It is also called teenage. It is the most exciting age fro the youth who are blooming and creamy. It is a period of infatuation and illusory love. The central theme of the poem is young people fall in love at first sight, but their love is transient and cannot stand the test of time. The poem deals with the falling in love and parting of the lovers which is momentary. The poem begins withy the description of two lovers over in a park:

> In love they wore themselves in a green embrace

Early on their love was 'green' and 'rich' under the 'silken' rain- like showers of blessing from the heavens. They spend time making love and feeding swans. This imagery takes us magically beyond any ordinary seeing into a realm of imagining in which the normal world is shaken like a vast kaleidoscope and revealed in unexpected and luminous relationships. The poem is packed with visual images that the readers can actually picturise the scene of the two lovers before their eyes. Though Page has been criticized fro crowding her

_____

poem with an overwhelming number of images – but at the same time she has received commendation from the quality of her imagery. Kewin Lewis stated: "it is no small feat to write convincing poetry in such a thick, imagistic style".

The poem then moves on to describe a night scene: "At night, his two finger whistle brought her down". The two lovers meet by night and their smiles sustain them. They are in a dream: "as in dream things are and aren't".

Now the element of conflict enters. The night has music of its own. Perhaps the lights and the music symbolizing the public glare and intrusion of privacy are too much fro them. All of a sudden they go min different directions leaving each other. Their love no longer holds any meanings for them. Their drifting apart is:"savage and swift as gulls".

They are bewildered just like the onlookers. No one can stop them from making love or their separation because they are like 'half sculptured stones, pointed and sharp'. They realize the fact that the illusion of love ends and quickly fades. So they are left with only questions and no answers. And people see them, as if in a dream: "form and fade before their eyes". The poem ends with the onlookers watching surprisingly at the lovers.

Thus Page has beautifully depicted the nature of adolescent love between a boy and a girl. The central theme is developed through the powerful use of images, metaphors, similes, irony and paradox to probe into the existential p-problems of mankind, from a feminist perspective. Ian Hamilton opines: "P.K. Page was among the first to provide a distinct feminist, modernist poetics to Canada".

The two adolescent lovers presented in the poem seem to be abstractions and more than individuals. They typify the wayward behavior of youngsters who are passing through this stage. Their odd behavior evokes laughter and their actions lack any purpose and seriousness. What is most perplexing about their behavior is separation. The poem is vague regarding the reason for the break-up of their affair.

References:

- McGlashan, Alan. *Savage and Beautiful Country: The Secret Life of tile Mind.* London: Chatto and Winclus, 1966.

- Orange, John. "A Conversation with P.K. Page." *Canadian Poetry 22* (Spring-Summer 1988): 68-77.

- Page, P.K.. *Brazilian Journal.* Toronto: Lester and Orpen Dennys, 1987.

- Ross, Val. "Rifling Through the Page." *Globe and Mail. 23* December 1991: C-1.

- Sullivan, Rosemary "A Size Larger than Seeing." *Canadian Literature* 79 (Winter 1978): 32-42.

- Taylor, Charles. *Sources of the Self., The Making of the Modern Identity.* Cambridge: Harvard UP, 1989.

- Woodcock, George. "P.K. Page." *Contemporary Poets of the English Language.* Ed. Rosalie Murphy. Chicago: St. James, 1970.

_____

KARUKKU AS AUOTBIOGRAPHY: A CRITICAL ASSESSMENT

_____

V.R.Badiger

Prof of English Gulbarga University.Kalaburgi

_____

Abstract

Bama's Karukku is widely popularized Dalit autobiography written more by memory than by documentation. It is an autobiographical novel but not an autobiography in a strict sense of the term. She has shown the Leftist inclinations and accepts fatalism to some extent. Although she loses her faith in established Catholicism she retains her faith in her gown god for the poor but not the idea of God for the rich. In this paper, it is proved that it is an autobiographical novel ,but not an autobiography and it is so far understood by many readers.

Keywords: autobiography, novel, memory, documentation, Leftist Movement, autobiographical novel.

Bama is the penname of the Faustina Mary Fatima Rani (1958--) , a Dalit Tamil woman writer who is famous for her fictional autobiography *Karukku(1992)*, and *Sangathi* (1994)and *Vanam* (2004)and etc. *Manushi* is her recent novel. Besides novels, she has published two collections of short stories-Kusumbnukkaran(1996) and Oru TatuvmErumiyum(2003) which are also translated into English. Her novels also were translated into English and other foreign languages. *Karukku* is her masterpiece who won the Cross word Book Award. It is said that she was influenced by Jayakantan, Akhilan, Mani and R. Parthsarathy.

Karukku means the palmyra leaf which has two sharp edges by which it cuts the person who goes to cut and bring it home. It is out of her memory of childhood when she went to collect the fuel in the wood, she was troubled by the sharp edges of the palmyra leaf. This unforgettable memory of the image became the title of her autobiography and it has been made clear that she, throughout the autobiography troubled by the feudal lords like, the Nickers and Chaliyars on one hand and by the priest and nuns of the Church establishment on the other hand. She is troubled by both and her life became life of pain, sorrow, ennui and frustration.

Although she was born in a Roman Catholic family belonging to the community of *pariyars* in Puthupatti, in the state of Madras. She is the sister of a famous Dalit writer Raj Gautham. She grew up with boldness and a lot of confidence in her. Her father, Susairaj was in army who sent them money and only during the wars, she could not. As girl she led the life of the poor, collecting fuel from the forest along with her mother, Sabastiamma. She had no

Oray's Publications

Impact Factor: 4.845(SJIF) **Research Journal Of English (RJOE)** Vol-5, Special Issue-1, 2020

www.rjoe.org.in :An International Peer-Reviewed English Journal   ISSN: 2456-2696

Indexed in: International Citation Indexing (ICI), International Scientific Indexing (ISI), Directory of Research Journal Indexing (DRJI) Google Scholar & Cosmos

_____

money to spend, no good food to eat, no clothes to wear. *Kangi* was her favourite food in addition to porridge. She studied in the convent school and scored good marks as she passed from one class to the other and at last, she got rank in the matriculation examination. She is praised not only by her people, the *pariyars* but also by the rich people like the Nickers and Chaliyars. She had no money to join the college but one of the nuns sold her ornaments helped her to educate in the college wherein she seriously studied works Kahleel Gibran and Rabindranath Tagore. Even during her college as she was looked down upon by the upper caste classmates and neighbors. She was put to humiliation by the caste –discrimination. She became teacher for some time and later with a zeal to help the poor children, she joined the nunnery where she spends seven years. During this period, she realized the caste discrimination, corruption and etc., in the church system.

After seven years, she decided to come out of the church system giving up her nunship that was not easy; the nuns were not ready to send her out as she was a good teacher and often she was threatened by the transfers to different places. At last, she was transferred to a Convent School in Jammu for which she was not mentally prepared as it was region of terrorists. She prepared to come out of the nunnery and with the help of a nun; she booked tickets back to her native. She was forced to go up to Delhi where she signed some papers of her resignation and she returned to Madurai, by a tedious train journey. This is the trauma that she had and this Trauma motivated her to write this autobiography originally in Tamil and later it was translated into English by Lakshmi Holmstrom.

There are nine chapters- first and second deal with the their village, its surrounding landscape its caste-wise division, location the people and etc of her society in which she lived as a girl.(p.1-3) The third chapter onwards she covers her autobiography from her birth to the end of teaching career and up to seven chapters. The eighth and ninth chapters are again about her persistent struggle in the nunnery to resign and come out. There is a post-script in which she narrates incidents after coming out of the nunnery. There are author's Afterword and biographical details about the author and the translator.

A sensitive reader finds it to be a good autobiography in the fictional mode- so, it may be called as fictional autobiography. But as an autobiography it is not rated very high because it lacks certain features and lack of the authenticity of incidents and time. There is no density of the material in this work. It reads more as a novel than an autobiography. Her language of narration is very simple but most appealing. There lies a sense of humour here and there, in descriptions of some events of the village:"…the father came disguised in sari, saw his son and stood silent, stunned, unable even to cry out loud"(p.43).   The conflict between her community and that of the Chaliyars over the ownership of the cemetery is elaborately narrates and how her men and women suffered in the hands of the police. The priest, having taken gifts during Easter festival, does not come to their help during the time of crisis. She loses her faith

_____

in the church and the priest but retains her faith in the existence of God. But she says that her idea of god is different from the prevailing idea of god for the rich: "We must not accept the injustice of our enslavement by letting ourselves; it is our fate, as if we have no true feelings; we must dare to stand up for change"(p.38). She has shown leftist inclination in the text-sympathy for the poor and hatred towards the rich. There lies the streak of fatalism in her thinking about her own life and life of the community.

Thus it may be concluded that it was not an autobiography but it is an autobiographical novel written in simple language, her revelation of her sorrows of suffering to which she was put in the society as such as she suffered as a Dalit, a Christian and a woman. Three kinds of identities she had – in all she suffered a lot. Her suffering made this a good book which is highly readable. Even without calling her as a Dalit writer, one can consider her as the best woman Indian native writer in English translation. One need not highlight her achievement by categorizing her in the class of Dalit writers; she is a major woman novelist and short story writer with her virtues. Karukku is one of the famous autobiographical novel rarely written by a Tamil educated woman belonging to the subaltern class.

References:

1. Bama, *Karukku*., Madras: Macmillan India Limited, 1992.
2. Gita, Hariharan, "The Hard Business of life" *The Telegraph*, 28 Dec, 2003.
3. Kannan, R., "The Tales of an Epic Struggle" *The Hindu*, 4 May, 2001.

_____

SCIENTIFIC QUEST IN AMITAV GHOSH'S *THE CALCUTTA CHROMOSOME*

_____

Jyothi Endirala
Research Scholar, Dept of English
Kakatiya University
Warangal

_____

Abstract:

This paper interprets Amitav Ghosh's *The Calcutta Chromosome* as a complex research leading to the discovery of the cause of malaria. This novel entwines scientific research and fieldwork with fiction. Set in Calcutta in 1898, it revolves around the character of Ronald Ross, a Noble prize winner. At the opening of the novel, there is the quest of Antar's for locating his former colleague Murugan, who disappears on leave in Calcutta. Using computer as a mediated communication and holographs, he discovers the real scientist, Ronald Ross. The relationship between Ross's discovery and the working of an Indian "counter-scientists" group that Murugan obsessively investigates sustains the novel. Murugan closely follows Ross's investigations and traces his brilliance to the silent and secret contributions of Mangala, a native worker. This group was apparently the driving force behind Ross's Nobel prize-winning discovery that malaria is transmitted by anopheles mosquitoes. The group includes subaltern figures like the scavenger woman Mangala and Ross's favourite servant, Laakhan. The group experiments with pigeon sacrifice and religious rituals in an ultimate quest to achieve immortality. The question of knowledge is raised at different aspects in relation to science and history at different stages of research.

Keywords: Quest, Science, Research, Identity, Knowledge.

Introduction:

Amitav Ghosh is a Bengali writer was born in Calcutta and grew up in India, Bangladesh and Srilanka. He studied in Delhi, Oxford and Alexandria. He wrote many novels including fiction, non-fiction, essays and anthologies. His writings have received a number of awards. He won two lifetime achievement awards and four honorary doctorates. The Government of India honored him with Padma Shri award in 2007 and recently he was awarded the 54th Jnanpith Award, India's highest literary honour in 2018. He was the first English Language writer to receive this award.

Ghosh stands out among his contemporary writers for the excellent straightforwardness and clarity of his novels as well as for his intense view of problematic human relations in the multicultural world. Since Ghosh is a historian and an anthropologist too. His imaginative skill in writing a fiction made a mark in critical acclaim. His description of narrative is different from others, as he finds together different characters from diverse ethnic backgrounds. The

_____

novelist main focus lies in his original perception of reality and he translates through an art. As a postcolonial writer, cultural heritage and identity become an important feature of Ghosh's personality.

The novel *The Calcutta Chromosome* is set in the1990's in Calcutta and in NewYork at some unspecified time in the future. This medical thriller takes the readers through a wonderful journey of time. The narrative is immersed with science, myth, nihilism, philosophy and superstition. The book is based on the life of the Nobel Prize winning scientist, Sir Ronald Ross, who did a breakthrough research on malaria in 1989. It is an attempt to rewrite the story of Ronald Ross's discovery of the malaria parasite. The notable experimentation in the Indian writing encompasses thriller, detective novel, ghost stories, gothic melodrama and historiography. This novel evokes new doors to the Indian English fiction. *The Calcutta Chromosome* experiments for the first time with the new genre of science fiction. This novel won Arthur C. Clarke Award in 1997. According to Claire Chambers:

> Ghosh plays with the notion of science fiction in three ways. Firstly, inaccordance with the conventions of the genre, he creates a society set in the near future that has technological capabilities beyond anything we have yet. Secondly, he fictionalizes the lives of actual scientists, so that the mainstream scene of Ross is depicted as shading into the distinctly deviant scientific innovations of the imaginary priestess Mangala and her followers. Finally, with a playful twist of the notion of science fiction" (Chambers 58).

The Calcutta Chromosome is a thriller that dramatizes the adventures of people brought together by a mysterious turn of events. In the novel the characters take journey for the quest of 'discovery'. The quest is a predominant theme in this novel. The novel dramatizes the adventures of the mysterious L. Murugan, an authority on Sir Ronald Ross, the Nobel Prize winning scientist for his research on malaria in Calcutta (1898). Thus the novel blends elements of science fiction and thriller into a novel about the late 19th century, malaria research that questions the superiority of the west. As Shubha Tiwari points out,

> *The Calcutta Chromosome* is a lovely piece of work. It has science, religion, myth, nihilism, transcendental philosophy, Indian superstitions, logic, rationality. In the boiling cauldron of his brain. Ghosh has cooked a mixed dish for us. But it is certainly tasty ... Ghosh digs into one event, one pinpointed happening in the past. He keeps probing it till he finds patterns, and parallels. It is wonderful to watch this artist's work. He selects an event that he feels is relevant to present times. He establishes connections. He says what he wants to say using symbols of past only as tools for the communication of his overall message or messages. On the face of it, this book is about malaria (Tiwari 51).

The Calcutta Chromosome is an alternate history of Ronald Ross's research on the transmission of malaria. The novel brings together western science with a folk medicine. This

_____

novel also points out who is attributed and unidentified in the discovery of the malaria parasite. In the novel Ghosh investigates the development of Science and Technology. Ghosh deviates maximum from the known fact of Ross's discovery on August 20, 1987, and has to throw off in an altogether different aspect. His aspire is not to write a scientific piece of malaria, but to present an another version of the story and hints at an alternative reality. Critics have stated that the novel is a medical thriller, a Victorian ghost story and a scientific investigation. The novel has complex, fascinating and well imaginative story of the quest and discovery that composes past, present and the future.

In the novel the theme of quest is ingrained as one of the characteristic feature through many characters. The chief characters are Antar, Murugan, Mangala, and Laakhan, The plot has been developed based on three different levels. The first level of narration is the life-story of Antar, an Egyptian clerk, working for the International Water Council in New York in the early years of the 21st century. Antar quest begins by searching for the disappeared Murugan in Calcutta, on his computer Ava. The next level of the story pertains Murugan's obsessive desire revolves around Ronald Ross discovery and the missing links in the history of malaria research. Ross is a British Scientist who received Noble Prize in 1902, for discovering " the manner in which malaria is conveyed by mosquitoes." The last level is a mysterious illogical history of the Ronald Ross's investigation as to be a subordinate research only, controlled by divine power Mangala, a sweeper woman and Laakhan a dhooley bearer. Thus the novel presents British, Egyptian, American and Indian characters appearing in the different decades of the nineteenth, twentieth and early twenty-first century.

The book tells a unique tale which is quite complicated to comprehend as it oscillates briskly back and forth in time. There are three mysteries which seem to be parallel to each other but actually are intertwined. The novel blends with fiction and fact. The first is of the Egyptian clerk, Antar in New York, who works for 'Life technologies'. He works from home on his future generation supercomputer '*Ava*'. He wants to find out about the disappearance of his co worker Murugan in Calcutta. The second one is of Murugan himself, who is passionate about unfolding the story, how Sir Ronald Ross concluded the malaria research. In the third one there is journalist Urmila Roy of '*Calcutta*'magazine. She is intrigued by a series 'Laakhan Stories' produced by a renowned Bengali author Phulboni.

The Calcutta Chromosome is a mystery thriller, like a detective novel. The novel tries to search for the many deep rooted cravings of human being in general. It is the union of fantasy and realism. In this novel the author has employed thorough practicality and realism, makes this novel a classic among the science fiction. Here, the novelist merges the realism and science fiction with elements of the supernatural and the feverish fallacy that lead the novel into a quasi- science fiction.

It would be more pertinent to say that the fictive revolves around Murugan's inquisitiveness to find out the discrepancies in the history of malaria research. He wrote a summary of his research in an article entitled "*Certain Systematic Discrepancies in*

_____

Ronald Ross's Account of Plasmodium B." The article was denigrated by every journal in which he tried to publish his article. This made Murugan obstinate and he decided to go to India to look for the actual malaria story.

Murugan discovered that 'some people' who had served the malaria research to Ross on a plate were, a sweeper women called Mangla and a cleaner called Lutchman. Later on they turned out to be demi-gods. Urmila the journalist was just a connecting wire between the broken ends of the story. At the end, in an unspecified time in future, Murugan was spotted in Antar's (his colleague) living room. With the occult characters of Mangla and Lutchman, the author has denied the caste bars of the Indian society, portraying that knowledge and power can reside with the people who by caste are considered to be weak and downtrodden. The occult characters and the mystic group of Pongrácz counter-strike the western scientific principles which somehow represent India's superiority in knowledge and science. The politics and power of the west have also been covered pertinently.

The main idea behind the whole story is "if you know something that means you have changed it". Silence is the religion for the occult group behind the whole mystery. Enigma is the theme, on which the author has woven his entire narrative. The mystery remains unresolved and is left to the readers' interpretation and thought process. Although the story has been woven cleverly but it disappoints the reader as a straight novel in many things were unattended and the mystery remained unresolved.

The modern science is largely based on the principles and theories propounded by the Western countries that were successful in subjugating some of the culturally rich countries like India among others. Exposing those manipulative strategies which they employed in maintaining their dominance over the colonised for their various economic and cultural interests is a major concern of a typical postcolonial writer. History is replete with the instances that highlight the rich cultural heritage of India, where science and technology occupied a very important place. Starting with the Indus Valley civilization around 2500 BC, India has been the site for significant historical and philosophical developments intermeshed with several facets of scientific and technological activities.

The present paper looks into the subversive devices employed by Amitav Ghosh in his novel **The Calcutta Chromosome** (1996) where he pleads a case for the marginalised natives and their primitive cultural practices and subtly challenges and explicitly dismantles the claims of the science as a West-centric discourse. Presenting an amazing mix of fact and fiction, Amitav Ghosh meticulously weaves the plot of The Calcutta Chromosome around some of the historical events that led to the discovery of the killer Malaria and its cure, while at the same time, the novel also investigates into other relevant philosophical and sociological issues central to the politics of science. Based on the biomedical adventures of Ronald Ross towards

_____

finding out the malaria parasite, the novel could be conveniently categorised as a science-fiction. The novel opens sometime in the twenty-first century with an Egyptian computer wizard Antar in New York who trips through a damaged identity card on his computer. He discovers that the lost person is L. Murugan, a colleague and researcher in Life Watch where he works, and is also the one who has done extensive research on the medical history of malaria. He came to an conclusion that Ronald Ross who was awarded Nobel Prize in 1906 for his work on the life-cycle of malaria parasite (1898) was heading in the wrong direction and was motivated out of the maze by some people onto the correct path.

Ghosh shatters the superiority complex of the West through falsifying Ross "false belief in himself as conductor of the research. Murugan makes fun of Ross: "He thinks he's doing experiments on the malaria parasite. And all the time it's he who is the experiment on the malaria parasite. But Ronnie never gets it; not to the end of his life" (67). This group:
started with the idea that knowledge is self-contradictory; maybe they believed that to know something is to change it, therefore in knowing something, you"ve already changed what you think you know so you don"t really know it at all: you only know its history. Maybe they thought that knowledge couldn"t begin without acknowledging the impossibility of knowledge. (88)Mangala is also the representative of the archetypal mother, the Goddess Kali or Durga with all her immense powers of regeneration.

A prominent critic, Joydeep Banerjee (2009) feels that Ghosh employs the Goddess metaphor to insist on the necessity of coming back to life. After pursuing a series of experiments, Mangala had come to a dead end of her research in the year 1897 and urgently wanted to have somebody who could carry forward this project. It was precisely at this moment that she chanced upon Ronald Ross, the scientist related to the invention of the malaria bug. The unsuccessful attempts left her with the conclusion that with the prevailing strains of malaria, she couldn't make any advance within the right direction. In order to possess the requisite information, she desperately wanted British scientist to offer a correct direction to her research. She deliberately put the required clues and details into the top of Ross and punctiliously started manipulating his experiments so as to make him act the way she wanted. The theme of transmigration and immortality holds a focus of attention within the novel. The believers of a cult that the soul is immortal and death is nothing more than a change of attire, these primitive characters of Mangala and Lutchman hold their faith in continuance of life.

Mangala of the 1890s resurrects into the forms of Mrs. Aratounian, Urmila and Tara of 1995 and Laakhan/Lutchman transforms into Lucky. The changing pattern of names reaffirms the logic of incarnations and reincarnations concerning "the Calcutta chromosome" and thus provides a clue to the text"s preoccupation with perpetuity of soul against the transience of body. The novel employs the technique of magic realism by mixing and juxtaposing the elements of fantasy with reality and brings in the extra/supernatural machinery and mystery along with the real incidents. When the young Phulboni goes to Renupur, he witnesses the supernatural powers of ghosts and phantoms. It was only after a tough struggle for all times that he saves himself from getting killed twice by train – once by the phantom train and again by the

_____

important one. Quite like a suspense thriller, the novel depicts the unusual appearance of mysterious things like the lantern, rail siding, ghost stationmaster, ghost train and the one whose face is wrapped darkly – Laakhan: "he heard a scream, a raging, inhuman howl that tore through the stormy night. It hurled one word into the wind – Laakhan" – then it had been silenced by the thunder of the speeding train" (227).

39. Ghosh elaborates much upon the religious tantric rituals performed by this secret sect for transmigration of soul. He employs the technique of fantastical realism within the narrative so on amaze the readers by its mystical and supernatural strings. Sonali, who works at the Calcutta magazine, becomes the eyewitnesses of the same ceremony on Robinson Street, where Laakhan"s spirit is transferred into the body of Romen Haldar and the entire ceremony is performed by Mangala bibi within the sort of Mrs. Aratounian:

40. She caught a glimpse of the tops of dozens of heads, some male, some female, young and old, packed in close together. Their faces were obscured by the smoke and flickering fire light…. A figure had come out of the shadows: it was a woman….. She seated herself by the fire and placed the bag and the birdcage beside her…. Then she reached out, placed her hands on whatever it was that was lying before the fire and smiled…. Raising her voice, the woman said to the crowd, in archaic rustic Bengali: „The time is here, pray that all goes well for our Laakhan, once again."… The drumming rose to a crescendo: there was a flash of bright metal and a necklace of blood flew up and fell sizzling on the fire (138-40).

41. The novel questions the belief in the grand narrative that the liberation of humanity is only possible through science and offers a glimpse into the existence of alternative possibilities. The Calcutta Chromosome developed by the counter science is taken into account illogical by the proponents of science merely on the grounds that the standard procedures adopted by them cannot codify this unusual phenomenon.

42. The novel becomes scientific thriller with the description of Renupur station. Here the characters encounter with the ghost (Lutchman). Laakhan (also Lutchman) kills the station master when the station master tried to kill him. From that time onwards there is no station master at Renupur. The phonetician Grigson also faced a problem at the station. He is followed by the railway station lantern and he does not see who is trying to kill him. Phulboni also faces the similar situation when he goes to Renupur. Ignoring the words of the station master (Laakhan), he takes shelter in the signal room. He notices strange occurrences, then he believes that he almost gets run over by a train. He manages to hurt himself in order to escape. There Phulboni comes to know about Laakhan and writes a collection of short stories named "Laakhan stories".

43. With this science and technology, Ghosh clearly depicts the future course of computerization. Ghosh is afraid of the new culture which is going to be created by the computers. Already pornography and hawking have become typical problems. Here the opening moment demonstrates only Antar's ability through Ava to see almost anything he wants to see.

_____

References:

- Ghosh, Amitav. *The Calcutta Chromosome*. New Delhi: Ravi Dayal, 1998. Print.
- Chambers, Claire. "Post Colonial Science Fiction: Amitav Ghosh's *The Calcutta Chromosome*." *The Journal of Common wealth Literature*, 1999. 3-24. Print.
- Tiwari, Shubha. *Amitav Ghosh: A Critical Study*. New Delhi: Atlantic, 2003.

_____

ENGLISH AND EMPLOYMENT OPPORTUNITIES

_____

S.V. RoshniVarma   **P. SivaniVineela**

19A91A0554   19A91A0542

_____

Abstract:

Enhanced communication skills in English may result in not only an improved social life but also better job opportunities in future. From job interviews to the particular professional world, communication skills are very crucial and being proficient in English means having the ability to speak clearly and effectively. Communication means the exchange of data , ideas, feelings and thoughts. The type of communication which is employed within the corporative world is Business communication. The ability of expressing fluently in both written as well as oral form of language is very much essential for career growth. English is commonly used language and important in employability skills. A person is taken into account employable only he/she gets the required qualification, experience, interest, learning attitude and expertise within the field where he wants to hunt employment. English is essential for the process of recruitment. The corporative world requires the best and able person who can manage English in any area of communication. The knowledge of English is an important employability skill within India and outside to be employed as well as to become superior one's in professional life.

Keywords: communication skills, employment, job opportunities.

Today the planet and our country especially is witnessing a 3rd technological revolution namely communication revolution. This in turn is having a major impact in the business & workplace. In the international commercial sphere English has become lingua-franca of the corporative and business world irrespective of geographical, social, political or religious differences. It is being recognized together of the six official languages of the United Nations . Earlier people wont to get employment if they possessed expertise within the ir respective fields but in the current era the precise skills should be complemented with communication skills. The need for giving emphasis on English communication development is of utmost importance within the present scenario with an objective to form the work aspirants gainfully employed. This study aims to spotlight the importance of English in multiple sectors which finally cater to the necessity of employability.

In the previous couple of years, because of jobs becoming global, the importance of English has increased manifold. It has over the years become a crucial medium of communication, both at the international and intra-national levels. The importance of spoken English is even more, because there are many cases where one knows his subject well, but fails

_____

_____

to speak it properly. The practice of spoken English, therefore, is sort of essential. Learning English during a country where it's not a language opens variety of opportunities for the individual. In today's corporate world, the necessity for effective communication has been recognized and accepted quite the technical knowledge.

The language of the corporate world is English. An individual can make strides within the management ladder if he/she can speak English fluently. If your English is poor, albeit with brilliant business ideas, you'll still end up languishing at rock bottom of the management LADDER. Your productivity will drop over a period of your time since you'll find difficulty in expressing your brilliant ideas. Those who can speak good English will probably usurp your ideas and obtain the credit for all the diligence you probably did to urge the thought working. So there are immense opportunities for English trainers generally handle individuals abilities to border grammatically correct sentences or his lack of vocabulary , fear of chatting with groups of people, and ineffective presentation skills.

English is that language which connects people from different regions, cultures and nations. By default, thanks to the very fact that British ruled most parts of the planet few years ago, they might conveniently sow the seeds of English and culture in those countries. Though not intended, British gave a standard language to the planet . It has helped the planet in sharing any quite information fast and clears with none translation.

Globalization has encouraged the domestic companies to think beyond their nations. People don't mind taking challenging and fruitful overseas assignments lately . As English is spoken in most of the countries, language is not any more a barrier for people that shall calm down in other countries.

Tools for Employability:

India too has contributed an honest number of vocabularies to the fashionable English and which became a neighbourhood of ordinary dictionaries. As the private sector companies are gaining ground and becoming more competitive thanks to changed world economy, the workers are always kept on their toes. It is like either you're employed hard and show your performance or perish for not taking care of your professional growth. The ability to use a language efficiently is extremely much required to stay employable. Communication skills are considerably essential for one's professional growth. The ability to precise fluently in both written also as oral sort of language is extremely much essential for the career growth.

As it is stated above, English being the foremost commonly used language within the corporate world, the knowledge of English is one among the foremost important employability skills. Knowledge of English is far wanted within the corporate world. Proper English doesn't mean only the power to form grammatically correct sentences. It means other related skills for

Oray's Publications

Impact Factor: 4.845(SJIF) Research Journal Of English (RJOE) Vol-5, Special Issue-1, 2020

www.rjoe.org.in :An International Peer-Reviewed English Journal   ISSN: 2456-2696

Indexed in: International Citation Indexing (ICI), International Scientific Indexing (ISI), Directory of Research Journal Indexing (DRJI) Google Scholar & Cosmos

_____

effective communication like presentation skills, convincing and negotiation skills and interpersonal skills using that language.

Effective communication includes the power to speak effectively in any language. Academicians and researchers are divided in their opinion on the question; is English required for successful business communication? Is it impossible to speak effectively in regional languages and obtain the work done? Those who are in favor of English for effective communication would say that English is that the official language in most of the businesses in cities lately .

So English is much required. But people that vote for regional languages for communication over English would rather say that English isn't required as long together communicates effectively to urge the work done. The customers, for many of the products and services are people of a specific region where an area language is spoken. So what big deal in speaking in English to impress them? Afterall, when it's a matter of cash , people would rather consider quality and repair for the products than the customer care executive's ability to talk in English.

The reality is that the businesses consider the candidate's ability or inability to talk fluently in English together of the main selection criterion. The mere domain knowledge won't guarantee one an honest job. The situation in most of the businesses has changed from a scene where all employees are isolated and would consider their individual performances.

As we've multi-cultural and multi-linguistic manpower within the companies, English is that the language which connects people. It is the language used for official communication; whether it's meeting within or outside, presentations, training, conferences, letters, documents, reports etc., the aim being people are expected to read, write, speak and understand English.

There are an honest number of individuals in rural also as urban parts of India who are literate in regional language medium, but they're highly successful. The point to be made is that in the changed scenario of globalization, liberalization and free movement of people, more and more multi-national companies are coming to India naturally English has gained importance together of the essential requirement to be employable within the corporate sectors. If the companies don't build work force who are fluent in English, then they remain confined to one particular regional level. They may lose contact with the remainder of the planet . If there's no common language to attach the manpower , it becomes difficult for any quite communication and team work.

Corporate Expectations:

As the ability to talk and write in English is taken into account vital by the recruiters at the time of recruitment, allow us to discuss the expectations of corporate world in this regard.

Companies want people that can basically read and understand written words within the sort of instructions, reports, letters, memos, notices and other any sort of official documents.

The ability to precise formal communication in oral also as in written form is equally considered important by the potential employers. As one moves higher within the vertical direction within the organizational hierarchy, it becomes naturally necessary for an employee to be good presenter, negotiator, and convener of meetings. The mastery over English will help an individual to conduct his duties efficiently. One of the important deficiencies found by the employers and recruiters in candidates for various jobs is that the lack of oral also as written language skills.

Many candidates don't skills to answer to the purpose at the time of the interview and can't phrase an easy formal letter or report. It becomes a handicap for the candidates who have good domain knowledge.

Interviewers are going to be in dilemma once they encounter such candidates who have technical expertise, but poor communication skills in English. Left with no other choice they'll take the candidate, but will confirm that they're groomed and trained properly.

Employers would be happy to interview and recruit who have both communication skills in English and job skills. It lessens their burden of giving too much orientation training at the time of induction or the job training.

Effective Communication Skills in English:

Effective communication in English is one among the foremost wanted skills in an employee in the least work places. Proficient English speaking skills can offer you liberating confidence and therefore the ability to precise yourself in English at work. A study indicates a solid growth within the number of companies throughout the planet that need employees with excellent English speaking skills.

If the medium of communication is English, specific amount of proficiency is required in it. As English for us may be a second language and not our maternal language , a continuing practice reception , followed by language-lab sessions, is that the need of the hour. Those institutes which want their students to urge placed in MNCs and reputed companies, must give this an urgent thought. It is here that an English trainer features a role to play. Quickly job depends as much on knowledge of the respective subject as on good communication skills.

Language skills which must be acquired for business purpose:

In the English speaking world, language proficiency is that the ability to concentrate , read, write and speak Standard English during a business like way.

_____

• Listening is often a neglected skill. This should not however be the case because in our lifestyle , active listening is extremely important.

In official work written language is a crucial documentation which is permanent and may be retrieved. Business letters, memos, proposals, brochure, manuals, notices, bulletins etc., are time and again required to be drafted in a corporation .

• Possessing good command over English language in terms of speaking is found wanting in business houses. Nowadays companies search for people that can interact successfully and make significant contributions during group-discussions, presentations and seminars.

Out of the main job markets of the planet , majority are from the countries where English is that the main language or efforts are being made to form it one of the main languages. It would not be wrong to mention that English are often great GDP improving factor for a rustic within the current times. Now having been accepted universally by the doyens of industry the very fact about the importance of English, the foremost logical question which involves mind is that the simple use and therefore the access to the things associated with literature and language of English . This is being facilitated by IT with its treasure of informational tools and portals. On one hand it is teaching and training people in English language and on the other hand giving the trained and skilled people access to the best job markets of the world which otherwise wouldn't be possible to find conventionally.

The English language has already been well established and has acquired its own independent identity. With the amount of foreign investors flocking to India and therefore the growth of outsourcing, English has come to play a key role in professional relationships between foreign and Indian companies. Familiarity with the differences between American and British English has definitely grown the maximum amount business communication is administered consistent with the language style with which a client is comfortable.

English as a language plays a vital role in shaping one's personality. Starting from academia to industry the need of English is inevitable. The need of the hour is to have certain modifications in the education system which will address the needs of the changing economy and the suitable measures at providing mandatory training in communicative English with a view to possess the kids gainfully employed. This will ultimately benefit all the stakeholders, industry, government and economy by increasing the productivity and leading to a better GDP of the state .

References:
- www.scribd.com, www.ijmas.com

_____

IMPARTING LANGUAGE SKILLS THROUGH PRINT MEDIA
(With special reference to Newspapers)

_____

Dr. M. Sandra Carmel Sophia
Professor, Dept of English
Aditya Engineering College
Surampalem

_____

Abstract:

The twentieth century being an era of globalisation requires the redefinition of higher education. Education must not confine itself to mere excellence, but should create wider horizons, create new opportunities ns empower the youth. Education that imparts knowledge without facilitating the learner for employment is not complete. Educational institutions should be committed to the cause of empowering youth through a holistic education that would enrich their personality and groom them into motivated, creative, analytically, culturally rich, self sustained, humane, responsible and confident individuals. To accomplish this end, teaching methodologies in the classroom should be updated and implemented. Teaching is the act of not just imparting knowledge, skills, creating activities, materials, directions and guidance by way of lectures demonstrations, seminars or any appropriate method that facilitate learning of students. But the methodology of teaching/learning and innovations in teaching acquire skills necessary for a professional career. It is here that language skills play a pivotal role. Language skills are communication skills which constitute 'human capital'. These skills help an individual carry themselves more confidently and project a charismatic and gregarious personality. There are many channels to enhance language skills such as the media. The mass media is available in many forms but the print media that is the newspaper as a teaching aid in the classroom has considerable significance at all grade levels. They develop the communication skills to the novice in learning a foreign language like English. Vocabulary, grammar, reading habit, etc can be learnt.

Keywords: globalisation, redefinition, higher education, holistic, methodologies, Language skills, mass media, print media, newspaper, teaching aid.

Teaching is an act of imparting knowledge, skills, crating activities, materials, demonstrations or any appropriate method that facilitates learning of students in educational institutions. The methodology of teaching techniques, of teaching/learning and innovations in teaching acquires a vital role in giving not only quality education but also enhancing skills necessary for professional and personal life. There are many channels to improve and develop the skills in the learners such as games, oral approach, audio-lingual method, ICT to name a

_____

few. But the use of mass media particularly the print media that is the news paper as a teaching instrument in the classroom has increased considerably at all grade levels.

Print media is one form of mass communication. Though it is the oldest, yet it is the basic form of communication. It includes newspapers, weeklies, magazines, monthlies and other forms of printed journals. The contribution of print media is tremendous not only in providing information and transfer of knowledge, but also in imparting and enhancing communication skills. People read newspapers for a variety of reasons such as news, entertainment, information, knowledge and other resources. More so from the perspective of teaching learning a foreign language like English, newspapers enable the development of basic skills such as reading, writing and speaking. Whatever may be the progress made in the field of science and technology, yet the traditional approaches to the teaching/learning has not become obsolete and developing LSRW skills through newspapers is no exceptional.

The newspaper is the most widely used form of media by the people. The use of newspapers has educational tool both to complement and supplement traditional classroom texts and resource materials is to be considered. Once upon a time newspaper tended to be used as secondary material, but today it has acquired the status of a primary asset in teaching communicative skills especially in schools and institutions of higher learning. As a resource material, newspapers help learners of all age groups to develop creativity and improve skills in English communication.

Language learners of a foreign language find newspapers motivating because they offer relevant, interesting, topical and varied information. The newspapers provide one of the obvious keys for opening up the foreign society, its preoccupations, its habitual ways of thought and its prejudices. So, it is considered the most challenging for the learner to use it as a resource aid. Language teachers tend to use the newspapers in three ways: to develop various language competencies including reading comprehension, grammar/vocabulary work; to focus on aspects of the target society and its culture; to stimulate discussion of issues raised by the articles. Hence the newspapers are treated as an object for linguistic or cultural dissection or analysis.

Most people read the newspapers regularly because it is cheap and easily available to buy. It is also a source of topical material written in authentic English which is useful to be omitted from the language classroom. Apart from these, a set of latent skills can be transferred from the mother tongue world to the language learning world. So the newspaper as a text in the classroom instills confidence and familiarity and makes second or foreign language learning comfortable in the class. The English newspapers can be used as an efficacious teaching tool to improve the language skills of the students. The use of newspapers on a regular basis in the

_____

classroom teaching will inculcate the habit of intensive and extensive reading skills.For instance newspapers like The Hindu and The Times of India are very popular among the learners of English language as they have special column/feature to sharpen the English language skills of the readers. So newspapers enhance critical thinking skills, writing skills, skills of grammar, vocabulary, map/chart reading skills, geography skills and social study skills. As a matter of fact, the English newspapers contain a wide range of information like feature stories, business news, sports news, special columns, reviews, advertisements, editorials, entertainment schedules etc., in which a learner can easily pickup the reading material of his/her interest.

The teachers can effectively use the newspapers as a textbook to aid their teaching. A typical English language lesson in composition, comprehension or summary can start with the reading of newspapers. When students read the newspapers they will set goals for reading, relate their past knowledge to the article, think critically about hat they have read, form new concepts and understandings from their readings. Other advantages of using English newspapers in an ESL/EFL classroom are

-provide motivation for reading and discussion in English.

-develop writing, speaking and listening skills of the students.

-helpful in learning grammatical usages, carefully crafted sentence structures and idioms and phrases.

-link students to the real world.

Since newspaper is the best tool for foreign language teaching/learning, the following tips may be useful to the learners in developing the habit of reading English newspapers

-motivate the students to read atleast one English newspaper on regular basis atleast for a month or two.

-all the students to select the most interesting part of the newspaper that appeals to them and report back the same to other classmates.

-encourage the students to read outside the class as much as possible.

-help the students to become better learners by inculcating the habit of reading newspapers to develop reading and writing skills.

-encourage the students to keep and refer to a dictionary while reading the newspapers.

-encourage the students to pen down the details of information that are relevant and useful for them as it will enable them to develop writing notes/precis/essays/paragraphs/summary, etc.,

In conclusion, we can certainly say that for a learner of a foreign language, the newspapers are a great source of inspiration to develop their language skills. Technology enabled English language learning/teaching tools are available only in some educational

_____

institutions and so it is quite advisable for an ESL/EFL teacher to use resources which are readily available such as the newspapers. They can be used effectively for all levels from elementary to higher education. It helps teachers to teach competencies and help students develop sensitivity and awareness of the self, the community, the nation and the world.

References:

- Chandler, Carolyn, Ebel."*Use the News. Press to read. Literacy Now!* Journal of Reading 31(8) May 1988.pp.746-748.
- Diamond, Sandra, & Riekes, Linda ." *Newspapers and Law-related Education*". 1981.
- Fenholot, Janet. *The Newspaper; your key to Better Living. Using the Newspaper in Adult Education Classes*, 1985.
- Hamrick, Lessane."*Newspaper in Education Activity Book*".1981.
- Rhoades, Lynn and Rhoades, George."*Using the daily newspaper to teach Cognitive and Affective Skills*", Clearinghouse 59(4),December 1985,p 162-164.
- Hunter , Carolyn,& McNearney, Janice. "Read Today ". 1988.
- Olivares, Rafael. A. *Using the Newspapers to teach ESL Learners.* International Reading Association, 1993.
- Grundy, Peter. *Newspapers*. OUP, Oxford, 2004.

_____

IMPORTANCE OF TECHNICAL ENGLISH IN ENGINEERING

_____

Esther Rajathy

Asst. Prof. of English

GIET College of Engineering

Rajahmundry

_____

Abstract:

A Large number of Indian engineers have to now travel to many continents and work away from their domicile country. Also, among the scientists, technologists and business experts from culturally and linguistically different communities, English has become the prime language for communication. So, being an engineer requires co-operating and communicating with different people from different part of the world. English is used as the operational language on large extent. In order to harmonize with the colleagues, engineers have to speak fluent English. So, English communication competence plays an important role in the academic life and career of engineering students. An Engineer should be fluent in English for the following reasons: In a student's social life, English language is most important. It helps to build strong relationship and better understanding among fellow students and peers. In the era of liberalisation, privatisation and globalisation, communication skills are the key to success. The English language is now a bridge language of international business, technology, research and aviation. So for communication purposes, an engineer must bear these things in mind:

Most of the theories are taught in English language for which reason an expected level of proficiency in English language is essential.

-To study abroad in some of the best universities in the world, students have to take up standardised tests to prove their English language proficiency. These tests play a major role for admissions to most of the universities overseas. These tests are measurements carried out to ensure that the students from non-English speaking countries are able to write, listen, and converse in English fluently.

-Engineers today have to communicate with their counterparts across the globe with experts who belong to different cultural and linguistic backgrounds. For professional purposes, English may come in very handy.

-In today's world, employers seek graduates with sound communication skills, along with technical engineering knowledge.

-Having good communication skills is a valuable asset for an engineering student's academic life and future career.

_____

In order to master the engineering knowledge and skills better, engineering students should own the English language competence. Most of the scientific papers or journals in the world Communication skills are fundamental requirements for all professionals and academicians particularly engineers. The globalising era demands that everyone communicates in a' lingua franca'. This 'lingua franca' namely the common language English is the need of the hour. The importance of English language is increasing at a rapid pace as there's no alternative language as widespread as this one. English has become the international language, because of its widespread uses. English, as a language, has united the good minds within the past only to end in prolific ideas about inventions. The great engineers from across the globe bore the brunt of commitment and worked together when the skyscrapers, large flyovers, great cars and other mind-boggling inventions saw light of the day, to turn those into realities. The exchange of ideas happened only through English because the engineers could interact easily on the platform, where technology could grow in to fabulous inventions. As knowledgeable , an engineer is required to speak with the clients of diverse fields, academic level and nationality. For handling all these responsibilities, he/she needs to be perfect in communication. So the paper attempts to discuss the significance of technical English in engineering.

Keywords: communication, professionals academicians, lingua franca, English, engineers exchange of ideas, technology,

Communication is the backbone of social as well as corporate world. The ever growing need permanently communication skills in English has created an enormous demand for teaching and learning quality English round the world. Whether a private is an Engineer, a graduate or undergraduate, everybody must communicate in English somewhere. We all know that English is an international and an official language in the world. It is a primary language of worldwide trade & commerce utilized in world affairs . We live within the digital age where we've to form the software's, affect various technologies & Internet. All over the planet the language which is employed is merely English. So English is the language of latest version applications of social media networks and all websites, all the software instruction booklets, installation guides and product fact sheets of populate consumer electronics and entertainment devices.

English is one among the widely spoken languages round the world. For an engineer or an engineering student, fluey in English language is important both in studies and career. Engineering is one among the most important fields of study. Without fluency in English, engineering students may find it difficult to know the concept being conveyed by the authors. Also, many modules in engineering require writing academic reports. Hence, an honest fluency and grasp of English is important . No matter however qualified and proficient a person might

_____

be in their academic career, he/she needs to possess high level of proficiency. As knowledgeable , an engineer is required to speak with the clients of diverse fields, academic level and nationality. An engineer has multi–faceted personality and multiple responsibilities on his/her shoulder, he/ she are required to possess different sorts of abilities. For handling all these responsibilities, he/she needs to be perfect in communication.

Engineering is that the biggest field of study within the world. Most of the assumptions in engineering are taught in English. In academic life, engineering students need to affect the countless lectures, tutorials, labs, project reports and papers in English. The most apt source of information i.e. Internet provides generally the information in English. During the work seeking process in interviews, GD's, it's it's mandatory to realize mastery in English proficiency. After securing the job the engineering students are required to work in groups since their task is to be solved by an individual. Most of the engineering graphs also are marked in English. Moreover, most engineering professors in various universities also are conducting their lectures in English. Hence, engineering students should a minimum of master the essential English ability to affect the countless English lectures, tutorials, labs, projects and papers. Finally, they need to submit their important theses, still in English. All in all, non-native English engineering students should try hard to enhance their English ability, which could help to form both their school life and career more successful and enjoyable.

Hence good English is crucial to an engineer. If they fail to deliver their ideas appropriately and effectively, it may have a negative impact on their image as engineers. Engineering is that the only subject, which has integrated the whole world through technology. The world has become a platform, where everyone could speak his mind, share ideas, and interact with others to form the dreams come true. English, as a language, has united the good minds within the past only to end in prolific ideas about inventions. The exchange of ideas happened only through English because the engineers could interact easily on the platform, where technology could grow in to fabulous inventions.

English is a great language for systematic communication. The first quality of the language is when people use it for exchange of data during communication, 'simplicity' of the language always remains its "brevity". To communicate properly through this language, an individual needs vocabulary strength. As the engineers use their technical jargon during communication, they might not need a very high-powered vocabulary to speak during working hours. They could achieve highest efficiency just by having minimum strength in vocabulary that might help them in expressing the foremost for his or her work.

While the engineers work, they have to speak for self-expression. English language helps tons with its vocabulary and ease in use. The engineers are ready to drive the gist of their

Oray's Publications

Impact Factor: 4.845(SJIF) **Research Journal Of English (RJOE)** Vol-5, Special Issue-1, 2020

www.rjoe.org.in :An International Peer-Reviewed English Journal   ISSN: 2456-2696

Indexed in: International Citation Indexing (ICI), International Scientific Indexing (ISI), Directory of Research Journal Indexing (DRJI) Google Scholar & Cosmos

_____

communication with a modicum of vocabulary that would help in making an efficient speech. It is the one language among few languages that helps in building communication and helping in understanding. The expressions through such language are humble without being hurting but those could command loyalty during a workforce.

As engineering is a very competitive and challenging field, giving motivation to the team members is a necessity. The effective speaking skill in this language could take help of the best available quotations to make the speech meaningful and impressive. Take instance of this famous inspirational quotation-"to the optimist, the glass is half full and to the pessimist, the glass is half empty but to an engineer, the glass is twice as big because it needs be".There are other such motivational sayings that might prove the leadership during a person, who handles large projects and he or she has to do efficient team management. English is now the sole language within the world that millions across the planet speak and understand and therefore the language has proven mettle for bringing solidarity and leadership.

So this mighty language has ever remained a source filled with dynamism. It is extra-ordinarily helpful in creating and developing understanding within the people and in contrast to the opposite languages, it doesn't develop communication blocks, while an exchange of data takes place. It has stayed an excellent tool for communication, research and development, when every revolution in technology has taken place.

In Conclusion we can certainly say that English is one of the widely spoken languages around the world. For an engineer and an engineering student, English fluency is vital both in studies and career. The use of English language is widespread in the career of the engineering students in both the global and local contexts. English language being the only language of communication within the international arena, there's no other alternative language that the engineers may choose . No matter whether or not they are at the stage of studying engineering at an area university, or trying to hunt job opportunity, or within the process of winning scholarship for pursuing their further studies in international universities in an advanced country, they need to prove that they are sufficiently capable enough to communicate in English language. They need the English language to listen to and understand the teacher's lecture and write notes, follow textbooks, use resource centres like library in a proper manner, to get involved within the process of job seeking, winning scholarship and executing their duties. For the students of engineering, English is the life blood for engineers. In order to function effectively in their professional and personal life, the engineers learn English language as they cannot survive without English in the present global as well as local contexts.

_____

References:

- Adhikari U, Yadav RK and Shrestha RN (2012), Technical Communication in English, Trinity Publications, Kathmandu.
- Joshi DH (2013), Importance of English Language for the Student of Engineering. VSRD International Journal of Technical & Non-technical Research, 4(.
- Khanal RN, Aryal RR, and Shrestha, RN (2013), Technical Communication: A Reading Text book for Engineering, Three Star Printing Press, Kathmandu.
- Khanal RN (2008), Need-based Language Teaching: An Analysis in Relation to Teaching English for Profession-oriented Learners. Three star Printing Press, Kathmandu.
- Konar N (2010), Communication Skills for Professionals. PHI Learning Private Limited, New Delhi.
- Reimer MJ (2002), English and Communication Skills for the Global Engineer, Global Journal of Engineering Education, Australia.

_____

SELF- ACCESS LANGUAGE LEARNING

_____

Balla. R. S. S. V. Rao
Sr. Asst. Prof. of English
Aditya Engineering College
Surampalem

_____

Abstract:

The widespread use of English in the world today has given rise to the emergence of new varieties of English and learners need to become effective speakers of English as an international language only when they understand these varieties. The way English is learnt or taught has also changed. We no longer have preoccupations with the search for the best or effective teaching methods because teaching methods used by gurus has proved to be less when implemented under authentic classroom conditions. So other curricular elements such as the syllabus, the teaching materials, the teachers and the assessment procedures play an equally important role in the success of a language programme. Self- access or Self-directed language learning is the need of the hour. Self access language learning is targeted for student learning that is self-directed. Students have access to resources ranging from exercises with answer keys to computer software for language learning. This type of language learning promotes the approach where students study independently. The motif behind this style of learning is that learners of foreign language learn better. Self-access language learning is closely related to approach, and learner autonomy. The focus is on student responsibility and active participation for his/her own learning.

Keywords: English, international language, effective methods, self-accesses learning, independent learning resources, student responsibility, active participation.

Learning a replacement language are often an outcome of either contributing to the advantage of others or for the survival of oneself. Either way, both the explanations are capable of driving a private to enhance their language skills. Technology today has given an increase to varied platforms, like Live Online learning (Virtual Instructor-Led Training) and Self-Study Online Course, that aid in complementing the learning journey, whatever may be the motivation.

There are different approaches and methods to learning/teaching a foreign language. But among the few, self-directed learning describes a process during which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs,

_____

_____

formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes."Self-directed learning can theoretically be initiated by putting two various factors into place: a readiness to find out and a willingness to find out .

Readiness to Learn:

This means a learner has all the logical tools and circumstances for being a prepared and capable learner in situ . It can include things like basic skills (such as literacy, numeracy, and therefore the like), research and knowledge skills, cognitive skills, critical thinking skills, life skills, communication and collaboration skills, and more. It also can mean having an actual problem to unravel or a challenge to face—in essence, a purpose for the training to happen. This is the toolbox that permits learning to require place.

Willingness to Learn:

This is the desire to learn. It means having a real urge for discovery and development and being curious and open to learning from failure. It's a willingness to dig in and obtain messy with learning and make new realizations along the way. Here we also show an interest within the expertise and wisdom of others and see everyone and everything as a possible source of meaningful learning. These are things that make our learning appealing, relevant, useful, and rewarding.

The goal of education is to equip our learners to think for themselves in order to build successful and prosperous lives beyond school. Knowing some essential self-directed learning questions just like the ones below are a step within the right direction. The methodology of self-directed learning focuses on the following:– the requirements of the learner and the way they will perform the task at hand within the best way possible. The three outlining aspects: Purely intrinsic motivation to find out a language, rigorous practice to internalize the content and practical usage in social settings accelerating the learner's journey to fluency.

Self-directed learning essentially means students direct all of the most aspects of their study, like the objectives, methods, materials, and evaluation. This is the way students can tailor their study to their own needs. There are, however, two conditions to self-directed study: students must be ready to manage the aforementioned aspects of the study, and have access to an assortment of resources suitable for autonomous learning. Self-directed study is founded upon the thought of learner autonomy, which is an acquired skill. Students must learn how to learn. In order to realize this goal, students require expert guidance, during this case from a language teacher.

The teacher's role in self-directed language study is different than in traditional teaching. The teacher is not any longer a teacher such a lot as an advisor. As an advisor, the teacher helps students achieve increased autonomy by making them conscious of the training process, their own learning styles and methods , and their attitudes towards their studies, target

Oray's Publications

Impact Factor: 4.845(SJIF) **Research Journal Of English (RJOE)** Vol-5, Special Issue-1, 2020

www.rjoe.org.in :An International Peer-Reviewed English Journal   ISSN: 2456-2696

Indexed in: International Citation Indexing (ICI), International Scientific Indexing (ISI), Directory of Research Journal Indexing (DRJI) Google Scholar & Cosmos

_____

language and learning material. In this way, students gradually manage their own learning and adapt it to their individual needs.

Access to a spread of resources is important to self-directed learning .Each and each student can, therefore, choose resources in accordance with their own interests and therefore the goals they need set for themselves. Technology has facilitated access to resources for autonomous learning, particularly so-called authentic materials, i.e. materials that aren't originally attended for language study but are often used intrinsically . These authentic resources allow students to stay up with current events, thus bringing them closer to their target language and culture.

Self-directed Learning or referred to as SDL has 5 essential elements. The elements are as follows:

1.Control of student over learning experience-The major shift from TDL (Teacher-directed Learning) to SDL is a change in the focus of control from the teacher to the student. This signifies a shift from outer to inner control. Such a modification reflects the major change in the lives of adolescents as they begin to establish themselves as individuals. During these years, they begin to mould their own opinions and ideas, to make their own decisions, choose their own activities, take more responsibility and begin to work. Charging students with the task of developing their own learning, turns them to their own resources, which develops their emerging individuality and helps them to rehearse more adult roles. As they become more self-directing, they not only learn effectively but become more themselves.

2. Development of Skill-Unless students learn to focus and apply their talents and energies passionately, inner control becomes absurd. For this reason, the emphasis in SDL is on the development of skills and processes that lead to productive activity. Students learn to realize course outcomes, to think independently and to plan and execute their own activities. These processes, and therefore the skills involved in them, close in student proposals for study and action. They prepare then negotiate them with their teachers, often within the sort of written agreements, which become records of the contracts that they agreed. The intent is to offer a structure that lets students to spot their interests and equips them to understand them successfully.

3. Challenge to learn the best- Self-directed learning is dormant without challenge. Teachers challenge students to challenge themselves. Challenge includes reaching for a replacement level of performance during a familiar field or launching an adventure into a replacement field of interest. It means setting the quality of accomplishment a step above one can readily attain. Challenging oneself means taking the danger to travel beyond the straightforward and familiar. The challenge is to go out far and in deep: it is the challenge of the hero's journey.

4. Self-management-In SDL, choices and freedoms are matched by self-control and responsibilities. Students learn to precise self-control by checking out , and making a

_____

commitment to, core personal interests and aspirations. In this process, they determine not only what they're going to do but the type of performer they're going to become. SDL requires confidence, courage and determination to energise the trouble involved. Students enhance these attributes as they become skilled in managing their own time, effort and therefore the resources they have to try to to their work. Even well-organized efforts run aground. In the face of obstacles, students learn to face their challenges, find alternatives and solve their problems in order to maintain effective productivity.

5. Self motivation- Many principles of motivation are built into the design of SDL, such as the pursuit of one's own high-interest goals. When students adopt these principles they become the main elements of self-motivation. By setting important goals for themselves, arranging for feedback on their work and attaining success, for instance , they learn to inspire their own efforts. Similarly, students learn to evaluate their own progress. They plan the tactic by which their work are going to be assessed and typically negotiate the terms with the teachers. These terms are often stated within the learning proposals that students present. Since the responsibility for proving that they need achieved their goals lies with students, they gather their proofs and/or products during a portfolio, which becomes the main target of evaluation. Just as self-motivation energizes students to produce the achievements that are evaluated, self-assessment encourages students to pursue the best possible achievement.

Developing learner independence has a crucial role within the theory and practice of teaching . Language learning is a lifelong endeavour, one that begins and ends in a language class room. Most learners and teachers feel that learning consumes a substantial amount of your time . Learners need to work within and beyond the category room to develop their language skills. The notion of learner independence or learner autonomy moves into a neighbourhood where learners can direct their own learning. It could mean those learning activities which happen without the immediate intervention of the teacher. Learners set their own objectives and follow strategies devised by themselves to fulfil them.

An autonomous learner will take more responsibility for learning and is likely to be more effective than a learner who is reliant on the teacher. Learner training in the classroom encourages autonomy and is an important element of language teaching. The concept of autonomy has influenced language education and applied linguistics in recent years. It begins by discussing the philosophical and practical origins of learner autonomy in language education and particularly in English language teaching. Recent developments from the earlier edition are discussed regarding meta cognition and, in particular, various contextual dimensions of learner autonomy. Other emerging topics are also reviewed, including learner autonomy in the world of digital/social media, learner autonomy in curriculum design and published materials, and the relation of learner autonomy to plurilingual perspectives.

_____

In conclusion we can say that "autonomous mode" of learning/teaching foreign languages (especially EFL) has been institutionalized in such a way that it turned out to be suitable to the educational system in general. Self-access learning plays an important role in language education in many parts of the world. It is an individualization of learning in which each learner interacts in a unique way with controlled and/or uncontrolled learning environments. In its broadest meaning, self-directed learning describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning.

References:

- Adamson J, Fujimoto-Adamson N (2012) Translanguaging in self-access language advising: informing language policy. SiSAL J 3(1):59–73Google Scholar

- Ahearn LM (2001) Language and agency. Annu Rev Anthropol 30(1):109–137CrossRefGoogle Scholar

- Barnes D (1976) From communication to curriculum. Penguin, HarmondsworthGoogle Scholar

- Benson P (2011) Teaching and researching autonomy, 2nd edn. Pearson, London Google Scholar

- Candy PC (1991) Self-direction for lifelong learning. Jossey-Bass, San FranciscoGoogle Scholar

- Cave S (2015) The free-will scale. Aeon. https://aeon.co/essays/free-will-is-back-and-maybe-this-time-we-can-measure-it

- Chik A, Aoki N, Smith R (eds) (2017) Autonomy in language learning and teaching: new research agendas. London: Springer

_____

THE SIGNIFICANCE OF FUNCTIONAL ENGLISH FOR COMMUNICATION
_____

M.Kiranmai,
Sr. Asst. Professor, Aditya Engineering College, Surampalem

_____

Abstract:

Functional skills are the important features of English that benefit students to cultivate advanced levels of practical skill, which they can apply to real-life contexts. Functional skills reinforce and supplement in both professional and academic development. The basic fundamentals of functional English empower students to confidently apply and adapt their knowledge of English to understand and communicate effectively in real-life situations. This paper tries to prove that the student's communication skills can be enhanced through function English methodologies and strategies.

Key Words: Functional English, communication, learner-centric, teacher-centric,formulaic expressions.

Introduction:

Functional English is the usage of the English language vital to achieving a particular purpose like academic study or career development. Functional English gives the fundamental knowledge, skills, and learning that will empower the user to work confidently, successfully and autonomously in everyday life and at work. People who have these abilities will have the option to participate and attain progress in education, training, and employment. It also helps to improve and protect the broader range of aptitude, attitude, and behaviour that will empower them to make a constructive contribution to the society in which they live and work.

In recent times, employers, colleges and universities have been emphasizing the students to acquire the skills needed to function confidently, efficiently and independently. The emphasis is given due to the growing challenges of the working environment.

Why Functional English?

Many a time the teaching of the English language does not satisfy its objective. Even after years of English teaching, the students lack the confidence to use language in their day to day life. Communication involves ideas, emotions, feelings, appropriateness, and adaptability. The traditional English class barely permits the students to use language and develop fluency in it. Hence, functional English transforms the students into a confident communicator. It benefits them to comprehend the gentle usage of language in the process of communication and the

_____

barriers to effective communication. In the approach, the students use speech acts or formulaic expressions in new and unknown settings. The most remarkable feature of the functional approach is that it stimulates the students to think creatively.

The main components of functional English are listening, speaking, reading, and writing skills. In a nutshell, it is nothing but the acquisition of language skills to interact in the given situation. In the functional approach, the students are given opportunities to apply their skills to a range of real and realistic topics, relevant to life and work. The topics are given such a way that they are relevant to students, appealing to them by being motivating, interesting and realistic.

As part of the approach, the teacher should focus on developing the oral English ability of the students to communicate freely and spontaneously. To achieve this aim, teachers need to organize activities in pairs and groups, to allow students to use language in face-to-face interactions. They need to create a situation to teach language actively and interestingly because using conventional methods cannot create enough motivation and interest in the students.

Earlier in the traditional teaching methodology language was taught through teacher-centric activities. Now the learner-centric methodology insists that the learner is at the center while the teacher is in the background. The teacher's role is that of a helper or a facilitator.

If the teacher has the urge to improve, only then can he think of new methods, trends and applications to be implemented in the teaching and learning of the English language.

The students obtain English training for many years in schools even thenthey are not fluent enough to communicate in real-time situations. Some of them are not able to produce even some simple sentences. They are not able to describe experiences and events and give explanations for opinions and plans whilst travelling in the area where the language is spoken. Thus extended activities in the form of conversations, role plays, describing people, places, and objects are some of the activities which can enhance the student's English language skills. It is scientifically proved that simulations play a vital role in developing the communicative ability and oral skills of language learners.

According to O'Neil and Lambert (Aydeniz and Ozcelik, 2012), as students find more opportunities for using the language in language classes where activities are conducted compared to conventional language classes their verbal skills such as expression, recognition, explanation, reasoning, convincing, planning, anticipation and decision making are more developed.

_____

Methodology:

The methodology to instruct functional English emphasizes the acquisition of skills required to use English in diverse situations. Functional English as a multi-focal discipline mainly focuses on communication skills that are LSRW plus skills which comprises of grammar, phonetic and vocabulary. The students can be given a list of formulaic expressions/Speech Acts to be used for different language functions and ask the students in groups (as per the demand of situation) to implement those through Role Plays and discussions.

Learning Outcome:

Through functional English, a student can exhibit a strong understanding of the rhetorical circumstances, context, and audience to whom they communicate. The students will be able to exchange information and ideas clearly and effectively. It develops active listening, speaking, reading and writing skills which aids them tochange themselves to speak effectively in public. The group actives will develop the skill of the student to work in teams.

Conclusion:

The conclusion drawn from this paper is that the student's communication skills can be enhanced through function English methodologies and strategies. The functional approach can boost self-esteem, increase classroom morale, influence participation and build confidence in students. Students involved in creative learning understand the concept faster, retain more of what they learn, and are more likely to apply their learning outside the classroom.

References:

- Allwright, D. (1984). The importance of interaction in classroom language learning. Applied Linguistics, 5(2), 156179. doi: https://doi.org/10.1093/applin/5.2.156
- Laser and Freeman (2011). Techniques and Principles in Language Teaching. (With M. Anderson). Third Edition. Oxford: Oxford University Press.
- Tiwari, Sandhya. The Importance of Functional English in ESL Teaching. Pune Research Journal, Vol. 2, Issue 1, ISSBN 2455-314X.

_____

EXPOSITION OF CULTURAL IDENTITY & MARRIAGE: JHUMPA LAHIRI'S *INTERPRETER OF MALADIES*: RETROSPECTION

_____

B. K. Vidyasagar
M. A., Eng. Lit, M.Ed., M.Phil.

H O D &Assoc Professor of English

Aditya Degree College

Forensic Science Dept;

Surampalem East Godavari Dist. A P

_____

Abstract:

Literature has undergone a cataclysmic change down the ages till today's present day literary scenario. Its form and shape has undergone tremendous improvements and innovations. Diasporic literature is one such genre to have emerged from this cataclysmic change and upheaval in the annals of world literature. When debating about this new birth in English literature, it's worth appreciating the fact that it has spawned a wide new field of talented and gifted writers across both genders in almost all continents of the world. These young minds have strived much to bring about a stupendous exposition of the many issues and causes plaguing present-day societies and multi-dimensional traditions across the globe. This aspect of Diasporic literature has influenced to a huge extent the literature of every language of the world. This genre envisages a vast concept and it's an umbrella term which includes in its wake those literary works contributed by authors outside native shores residing in foreign lands. We need to remind ourselves that these works are associated and interwoven around their native culture and traditional landscape. Their works are a poignant elucidation of pent up feelings and overwhelming emotions gushing to the fore at any given time of opportunity. We are to decipher in their works, personalized sagas and individualized recollections which have left many an indelible scars in their lives. This paper wishes to promulgate the sub themes of Cultural Identity & Marriage emanating from this kaleidoscopic genre of Diasporic literature, in context to Jhumpa Lahiri's 'Interpreter *of Maladies*'. It's the deep gnawing sense of loss and acute alienation that raises its ugly emotional head time and again in the wonderful work of Jhumpa Lahiri. Critics of fame ascribed to this genre of literature have agreed upon this aspect as a result of migration and expatriation. The element of nostalgia emerges frequently as a game of hide and seek among the characters as well as with the readers who like devour such category of works

Keywords: cataclysmic, diasporic, genre, upheaval, spawned, stupendous exposition, plaguing, envisages, wake, poignant, elucidation, decipher, sagas, indelible, promulgate, emanating, kaleidoscopic, gnawing.

_____

_____

Introduction:

The very term Diasporic has gone through a very tumultuous upheaval. Its saga is full of tugs and pulls in parallel with the shifting sands and ramifications witnessed in various cultures and traditions. We need to view it from its historical perspective in relation to the catasphoric dispersal of Jews to the rightful inclusivity of varied categories of people residing far from their land of birth in alien and forlorn shores either out of compulsion or circumstances. Not to forget the expatriate working hard earning his livelihood to support the family in the native country. The multi-hued field of skilled and semi-skilled labourers, who never skip the opportunity to maintain emotional and social ties with their land of origin the Diaspora who"result from the migration of borders over people, and not simply from that of people over borders" (Brubaker 2). This paper is a humble attempt by the presenter to elucidate briefly a few aspects namely Cultural identity and Marriage as portrayed in Jhumpa Lahiri's 'Interpreter of Maladies'. She a born London desi is a contemporary and internationally acclaimed Indian (Bengali) writer based in New York City. Her real name goes as Nilanjana Sudeeshna but she under a pseudonym 'Jhumpa Lahiri'.

The work chosen for introspection in this paper is her debut short stories collection. We come across a host of issues and complex situations which address sensitive dilemmas in the lives of Indian migrants settled in the States. A host of interdisciplinary themes namely, marital difficulties, human relationships and the generation gap aptly said as disconnection between the first and second generation of U S migrants, rises to the fore poignantly in this wonderful piece of work. Talking about her writing style, if observed keenly it has an element of 'plain' language very clean, an air of neatness which navigates between the cultural value of her mother land and the adopted nation. It can be safely assumed that her writings are autobiographical and often draws upon her individual experiences, juxtaposed with those of her parents, friends, acquaintances and the Bengali community with which she shares a close affinity. This paper attempts to make a brief foray into two sub themes culled from the 'Interpreter of Maladies'; namely cultural identity and marriage. This title forms the co-birth of another 'The Namesake' which threw the spotlight of the crop of first generation Indian American migrants and their world of sagas on alien shores. We come across the issues of struggle to raise a family in a different country, culturally and traditionally miles apart from native land. There is that constant tension to keep them under the fold of cultural roots even in an alien place. But at certain intervals during the course of the story we find the characters raising their hands up in despair unable to sustain the varied forces emerging against this dictum.

We can observe that in her works the nature and concept of home comes into question, while on the other hand seemingly fixed categories of nationality and culture are persistently subverted and revealed to be fluid, opaque concepts. Her works are embedded

_____

with themes such as cultural and social changes, struggle to preserve the distinctiveness of being an Indian, faith in one's cultural and religious practices, monotony of rituals and traditions, the deepening chasm between past and present, faith in spirituality and shunning materialism, the pull of tradition and modernity, belief in Karma, mysticism, cross cultural contacts and a sense of humanity. Though these crop up according to situation, she can be credited with using these themes very dramatically. In fact when reading her works diligently, she seems to possess the art of suggesting various things in a single situation.

In tune with the title chosen for this paper presentation, the author intends to bring forth to its readers a brief retrospection of the two sub-themes mentioned choosing Jumpha Lahiri's 'Interpreter of Maladies' as the source for a short analysis.

Cultural Identity in 'The Interpreter of Maladies':

Cultural identity is a recurring aspect beautifully inter woven into this memorable piece of literature by Jhumpa Lahiri. This short story gives us a thought provoking identity crisis which afflicts the central characters. The bitter sweet combination of both western and Indian cultural influences are starkly drawn from the characters of Mr. and Ms Das. It's plainly evident to the reader that these two coerce themselves to behave as physically Americans but in reality we need to remind ourselves that they are mentally Indians at the sub-conscious level. They undergo some kind of loneliness and they are trapped under cultural conflicts and displacements.

Ironically, the couple is dominated by the influence of western culture in terms of their dress-sense and the way they speak with the American accent. It is clear that the Das family wanders with "double identity" and it is hard to establish themselves either as Americans or as Indians. The way they appear in India is more of an American and the way they appear in America is more of an Indian. They are dilapidated in America as well as in India. Mr. Kapasi a traditional Indian tourist guide who takes them to the Konark temple sees them in a very different manner. Being a tourist guide he is able to identify tourists who belong to different cultures and traditions. In the beginning, Mr. Kapasi finds the Das family a bit strange but the "Indianness'' of the family which plays peek-a-boo now and then entertains him. Although the couple is born and raised in America they are not recognized completely as Americans.

The American born couple Mrs and Mr. Das had been constantly trying to cultivate the western culture in order to accomplish themselves as Native Americans. As a result of it Mr. Das calls his wife by her first name which is a typical American thing. Mrs. Das for her part has cropped her hair short and had dressed exactly like an American woman. There is a huge difference between people who visit India as people who belong to the other part and people who visit India as the place where they belong to.

People who pay a visit as a foreigner have some specific purpose for their visit but in the case of Mrs and Mr. Das, they visit India neither as tourists nor as natives but as 'distant

_____

Indians' who live abroad. Some of the instances Lahiri point out displays this feeling vividly. When Mr. Kapasi takes the Das family to the Konark temple, the children shout out "Monkeys" with excitement but Mr. Kapasi corrects them by saying Hanuman. He says "we call them Hanuman" [Mr. Kapasi, Interpreter of Maladies]. Through this particular incident one could understand that the Das family is considered as distant Indians. The quality of being Indian or the Indianness in them is not totally dead at the same time Mrs and Mr. Das are super conscious in hiding their Indian trait but the more they try to hide the more visible it gets.

While the Das family is prone to cultural alienation both in India and America the kids undergo a relatively less trauma because of the exclusive fact that their parents are born Americans whereas in the case of Raj and Mina (Mrs and Mr. Das) their parents are born Indians but later settled in America. Cultural Dislocation is seen too, when Bobby, the younger of the two boys asks his father, seeing Mr. Kapasi steering on the right side of the car, "Daddy, Why is the driver sitting on the wrong side of this car too"? [Bobby, Interpreter of Maladies]. So whenever the kids question about their duality in terms of culture both Raj and Mina prefer not to answer them, not because they feel irritated but they are ignorant of it. Mr. Kapasi relates his life with that of Mrs and Mr. Das who also seem to have an unhappy marriage. He feels his isolation is equal to that of the isolation that Mrs. Das shared with him.

It is evident and clear that Mr. Kapasi has had a very unromantic life with her wife. When Mrs. Das has seen something romantic in Mr. Kapasi being an interpreter of people's diseases his perspective about the way he sees himself changes. This compliment particularly from Mrs. Das enthralls him. This is seen when Mrs. Das says about his job which had appealed to her in an unusual and a romantic manner. "But so romantic" [Mrs. Das says dreamily]. The idea of 'interpreting' rings a bell for Mrs. Das who had always wanted someone to whom she can open her heart. Mr. Kapasi started to enjoy closeness with Mrs. Das, despite her being a married woman. At the same time he notices that Mrs and Mr. Das act more like that of an elder brother and sister to their kids than that of parents. Throughout their journey Mrs.Das was self-conscious of her looks and she didn't care to bother about her husband and children.

The word romantic stated by Mrs. Das, repeats in Kapasi's mind and he was "feeling grateful that he had chosen the gray suit that morning and not the brown one" [Mr. Kapasi]. Although Mr. Kapasi knows that no Indian woman behaves as Mrs. Das does with him, he is convinced of the fact that she is American too. Though Mrs and Mr. Das live an unhappy married life, they didn't think about parting their ways from one another since they were raised in the Indian culture. But Mrs. Das couldn't help herself of her loneliness and has an illicit affair with a Punjabi man out of which she gave birth to her very own son Bobby, who is ultimately not the son of Mr. Das. This she confesses to Mr. Kapasi when they have a private talk. After her confession about her dark side of life, Mr. Kapasi feels

_____

disappointed. He not only feels disappointed but loses interest over Mrs. Das. The intimate feeling which Mr. Kapasi enjoyed from Mrs. Das, in no time disappeared. This sudden feeling of disgust could be seen, when he asks Mrs. Das, 'but why have you told me this information?'[Mr. Kapasi]. Lahiri attempts to show the cultural alienation is not only seen outside but inside the family also, more particularly within self and this could be seen through the character Mina who feels irritated to be called as Mrs. Das. When Mrs. Das confessed about her extra marital relationship Kapasi sees her as a woman who is guilty rather than a woman who was desperate and longing for love. "Is it really pain you feel, Mrs. Das, or is it guilt?" [Mr. Kapasi]. This could be because Kapasi was born in such a place where a woman has to suffer even if she couldn't suffer anymore. The Das family as whole suffers from a great malady called "cultural alienation", but Mrs. Das suffers double the sufferings of the family, because of the fact that she could not say out loud that the son is only born to her, but not to Mr. Das. Bobby on the other hand disrespects Mr. Das and does not obey to his commands. The father-son bonding is not of a very good rapport which was like any other son who is not in any way connected to his father emotionally. One of the reasons for the gap between the parents and the children in this short story is because of lack of communication. This 'communication breakdown' is the outcome of their loneliness'.

Throughout the short story Lahiri makes us see how the characters suffer from some of the postcolonial syndromes such as identity crisis, cultural dilemma, isolation from the society and infidelity. Although the characters are deserted by both the cultures, the characters are unable to withdraw themselves completely from neither of the cultures and traditions. The narrator thinks that though the couple Mrs and Mr. Das are Americans in terms of citizenship, their real root lies somewhere in south Asia.

Marriage in 'The Interpreter of Maladies':

Apart from cultural displacement the theme of unhappy marriage is also a striking factor that results from lack of understanding and intimacy between the couples.Marriage is one of the most important themes Jhumpa Lahiri explores in *Interpreter of Maladies*. The success of this marriage contrasts with the relationship of Mr. and Mrs. Das in "Interpreter of Maladies." Both Mina and Raj were born in America. On holiday in India with their family, they are outwardly prosperous and well-adjusted. Inwardly, however, all is not well. Mrs. Das broods over her secret affair with one of her husband's friends. This liaison, outwardly symbolized by the child Bobby, has left her with a need for confession and atonement. Sadly, Mr. Kapasi, the "interpreter of maladies" of the story's title, can do little to cure Mrs. Das of her "malady."

In the case of Mr. Kapasi it is the death of his son that brings out an irreparably awkward gap between his wife and himself; whereas in the case of Raj and Mina their relationship deteriorated in the progression of time. Pathetically, it is the life of Mrs and Mr.

_____

Das that is pitiful because they were in love when they got married. Mrs. Das feels that the spark between them was gone once she gave birth to her first child. The irony is that Mr. Das does not even care to find the difference between Mina before the birth of their first born child and after the birth of their second born child.

Conclusion:

Literature has always been a vehicle for the spread of culture. This assumption can be added to the truth stated and its bound to remain ever so even unto the years ahead. World literature has played a pivotal role in this aspect of amalgamation of cultures, giving birth to this term 'multiculturalism'. A bunch of talented writers in recent times have emerged on the literary scene giving rightful credence to this term and espousing it to powerful heights through their literary master pieces. Diaspora has contributed a lot to this particular theme where a host of short stories and novels have been spawned for adherents of literature.

This story brings to fore the tussle of an individual caught in the deep vortex of how to decide between the culture in which one is brought up and the culture in which one lives.

It's the painful process of acceptance and assimilations of cultures which gives this story the shape and form of a psychological conflict. The cultural differences between the Indian mindset and Indo-American breed of individuals is another component that raises its ugly head time and again in the larger framework of this profoundly popular story. This challenging clash of two different contrasting cultures antagonizes the mind of the writer which can be clearly reflected in their attitudes, values and approaches.

Jumpha Lahiri is one such talented writer who fits in superbly when expounding this view point. She has deftly delved deep into the Indian immigrant's heart and has colorfully pictured their varied experiences and idiosyncrasies with fluid versatility. She is placed rightfully among the pioneers in the realm of the Modern English Short Story. We have experienced in the presentation of this paper, a brief retrospection of how Jumpha Lahiri vividly delineates the characters cultural and inner conflicts.

In the course of this retrospection we can ultimately cull out multicultural elements along with psychological conflicts highlighted to a great deal in the story selected for this paper namely 'Interpreter of Maladies". She has indeed successfully dealt with and shared the quintessentials of Indian and American cultures in spite of certain constrictions and short comings. This story we can truly conclude has seared the conscious and minds of the readers.

- **References:**
- Agnew, Vijay. (2005)Diaspora, Memory, and Identity: A Search for Home, U of Toronto.

- Ali, Monica. (2003) Brick Lane, Black Swan.

_____

- Brubaker, Rogers. (2005) "The 'diaspora' diaspora." *Ethnic and Racial Studies*, vol. 28, no. 1 January.
- Chakravarty R. (2007) Feminism and Contemporary Women Writers: Rethinking subjectivity. Rout ledge, London.

- Clifford, James. (1988) The Predicament of Culture, Harvard University Press.

- De Souza, Eunice. Ed. (1997) Nine Indian Women Poets: An Anthology. Oxford UP, New Delhi.

- Fanon, Frantz. (1967) The Wretched of the Earth. Grove Press, New York.

- Hooks B. (1990) Yearning: race, gender and cultural politics. South End Press, Boston.

- Kalra S.V. (2009) Pakistan Diasporas: Culture, Conflict and Change. OUP, Oxford.

- Kymlicka W. (1995) Multicultural Citizenship: A Liberal theory of Minority Rights.
- Clarendon Press, Oxford.
- Lahiri Jumpha. (1999) Interpreter of Maladies. Haw Pew Collins, New Delhi.

_____

AASHA RANI AS A VICTIM OF SOCIAL DYNAMICS IN SHOBHA DE'S *STARRY NIGHTS*

_____

Ollala Srinivas,

Research Scholar, (Ph.D.)

Krishna University, Machilipatnam AP

_____

Abstract:

Shobha De is one of the most eminent and popular Indian novelists writing in English. She is India's best- selling author. Her works are delightful, interesting and impressive. Her thematic concerns are – human relations, especially giving utmost significance to man-woman relationship. She vividly and beautifully portrays the relationship between wife and husband besides sexual life and its significance in the modern sophisticated life. She is unparallel in another aspect of portraying characters realistically based on pragmatic experiences. Moreover, she has keen power of observation of men and matters. Therefore, her themes are convincing, and the readers are transported into a world of actualization and ambition. The equation of her novel enlightens the readers in the matter of leading a healthy harmonious and quiet life with sense of understanding one-another and the harsh realities of life. The present paper portrays the woman as victims of social dynamics in her novel *Second Thoughts.*

Keywords: Marriage, Family, Love, Marginalization, Glittering world, Extra-marital relationship, Struggle for identity.

Shobha De shines luminously in the galaxy of Indian writing in English. She is famous for an Indian columnist and novelist. She frankly portrays the image of urban people and cosmopolitan life. She writes about man-woman relationship frankly and tactfully. Her novels reveal mental and physical sufferings of female characters. Struggling and sufferings of women are the main themes of her novels.

In today's patriarchal society, women are becoming victims of social dynamics. Day by day women's position is becoming bad. Women have no way to express their problems, feelings, love and emotions in the patriarchal society. Women are confined with the limits of their stereo typed roles as a wife, daughter, sister and mother assigned by a patriarchal system. But, a man has always used woman for his convenience. He gets nurtured and nourished first by a female in the form of his mother. He satisfies sexual appetite when she is his wife. He fulfils his paternal instincts when the female is a daughter. Finally he needs a woman in the form of a goddess to fulfil his spiritual needs. Beauvoir says the bad condition of woman to man in her book *The Second Sex* as follow:

> For the man is not of the woman but the woman of the man. Neither was the man created for the woman but the woman for the man ...for the husband is the head of wife

_____

even as Christ is the head of Church. Therefore, as the Church is subject up to Christ, so let the wives are to their husband in everything". (Beauvoir, 110)

In Shobha de's *Starry Nights* Aasha Rani is the central character. Aasha Rani, the dream girl and the sweet heart of millions is a famous film star heroine. She struggled much in her childhood because of her unsuccessful marriage of her parents. Her father is a famous film producer in Madras, leaves his wife and two daughters to starve and fend for them. The two daughters Aasha Rani and Sudha Rani are in miserable condition under their unaffectionate mother Geeta Devi. 'Amma'- their mother becomes a prostitute to support the family with two daughters. Her mother by nature is selfish, immoral, opportunistic, greedy, and rapacious and can stoop down to any level for the sake of money. Through different schemes, she throws her daughter Aasha Rani at the age of fifteen into the orgy of glittering world of the Bombay cinema to grab the role of a top slut heroine and earn money. Aasha Rani cannot do anything against to her Amma's command. She is scared of those squalid people of film industry to act in the films in front of all the strangers.

Initially Aasha Rani is a dark, awkward, overweight girl, who is transformed into a charismatic cinema heroine. Her actual name is Viji. She changed her name as Aasha Rani- a name with an extra 'a' given by the film producer and mentor Kishenbhai. Most of the film heroine aspirants in the glamour world seek the help of some promoters to reach their goals. Aasha Rani's mother consults Kishenbhai to introduce Aasha as a heroine. When he sees Aasha, he falls in love with her at the first sight and agrees to give chance as a heroine. She finds herself in the hands of Kishenbhai, a producer. He is her first body mate followed by a host of other hungry men. Her mother acts as her pimp to look after all her personal and her professional affairs with big names of the film industry. "My baby is only going to sign for big banners with top-most heroes. We don't mind waiting, but no small, side rolls for her. She is going to be a big star!" (SN 32)

Aasha Rani becomes a star heroine, a 'sweet heart of millions' in the Bollywood. She enjoys name, fame, glory, luxury and wealth. But she is not yet happy because of no genuine love. Though she has sexual relations with many, she did not find a single person who could share her feelings and emotions. When she rises to the top of her profession she falls in love with the top hero Akshay Arora who is a married man. Aasha Rani has a long and passionate affair with Akshay. Her wish for Akshay puts her in shameful situation. Akshay, a typical representative of the society, has no courage to take a bold step, marrying Aasha Rani. He begins to feel Aasha's presence in his life domineering and uncomfortable. So, he strongly decides to get rid of her relation. He becomes frightened of her true love and manipulates against it.

In India, generally a woman, in spite of her economic freedom, does not feel secure without the love and protection of men. In her childhood, she is protected by her parents, in her married husband protects her and later in the old age she is protected by her sons. Passionate Aasha too, deprived of Akshay's love, craves for love and protection which she has expected from him.

_____

Things become so bad that she was not invited to attend a film launch party of Akshay. She is rebuked and beaten up hard-heartedly by Akshay. Akshay declines to marry her. She goes almost mad for Akshay's love. When Akshay declines to marry her she cuts her wrist and commits suicide attempt. Though she is saved, she is disconsolate and despondent. In spite of her wealth, name and fame she misses true love in her life. A number of men are ready to share her bed but no one is honest enough to marry her. All her affairs in her life are with married men only, and that is the reason she of her failure achieve true love in her life. She is a woman with romantic attitude. She is frustrated and feels very sad when she is dejected by Akshay's refusal. Her mother also indirectly discourages her to marry Akshay Arora. She says:

> You must get back to the studios. That is the only way to forget. Who knows, if your stars are right, you may even meet the right man. Don't think I'm being selfish. I want you to get married. I want you to settle down. But before that, you have to organise your life. Don't wait for that bastard to change his mind. Men are all the same. He will never leave his wife. Now even his career is picking up thanks to you. He doesn't need you anymore. The sooner you realize the uselessness of your obsession the better. (SN: 153)

Aasha Rani knew *amma* was right. But the memory of Akshay haunted her day and night. There was hardly a single waking moment when she didn't think of him and their time together. She can't forget Akshay and the lovely days spent with him. She is still in the pleasant memories of Akshay. She broke down and told her mother:

> It's no use, I cannot forget him. Don't abuse him in my presence. He is my *devta*. I worship him. If he is keeping to himself, he has his reasons. I respect his decision. (SN: 154)

Boredom and loneliness of her life can't inspire Aasha to work hard in three shifts. Her heart craves for a standard life; living with outside the film world. Her heart craves for marriage and parenthood. She comes to realize that have power over of *amma* on her life leaves no scope for her to live a free life. To her mother's too much insistence on earning money, she reacts in a violent outburst, "Money, Money, money. That's all you think of. Well, I am fed up of being your money machine. I've done enough for everybody- you, Sudha and the others- now, I want to live for myself and enjoy life." (SN 106) She revolts against her mother and goes to Wellington far away from the world of cinema.

After so many fluctuations, her chance meeting with Jamie Philips changes her life style. She marries Jamie Philips (Jay) in Wellington. Her marriage to Jay brings her a sense of happiness and completeness. Her unconditional acceptance of her as a wife brings her a sense of complete fulfilment. She wants to be a traditional wife and mother. She wants to forget her past painful life. She doesn't want to call anybody even her *amma* during her pregnancy.

> All my life she (her mother) has exploited me. I've known only harshness and punishment from her. Nothing else. Today, she has no further need for me. Why should she bother whether I am alive or dead? Please Jay, let me do this my way, please. (SN 173)

_____

Aasha Rani lives happily with her husband Jay in Wellington. She gives birth to a child, her daughter Sasha. She lives with fame and lives a happy married life. Her intense desire is to share the mutual trust and understanding of her daughter Sasha which represents her idea of family life. When her husband Jay proposes that she should visit India with their daughter, she refuses his proposal. She wants to protect her daughter Sasha from her amma's influence. She wants to bring up her daughter with all the love in the world. She never wants her daughter to meet her grandmother.

On her return to India after five years, Aasha Rani realizes the dire circumstances in which her parents were living. Appa is suffering from illness; amma has disowned her early nature. Amma lost her dictator's image and totally depends upon the mercy of Sudha, her younger daughter, who proficiently occupied Aasha's place in Bollywood. Aasha recalls her previous days of acting in films. She prefers to stay in India, especially in film industry. Her husband Jay co-operates and leaves for Wellington along with her daughter Sasha. He gives Aasha a chance to carry out her wishes, her responsibilities and above all to have a feeling of working and doing something in her life-a feeling of achievement. Aasha realizes that five years have changed everything in the world including Bombay cinema. She gets offers for the roles of mother and mother-in-law but not as a heroine. But she was not interested to act as a mother. She was shocked to have an adulterous relationship with the film producer Jijo to get chance as a heroine. The unhappy incidents one after one breaks her down completely. The most awful of it all is Akshay's death. Meanwhile, she receives a phone call from her daughter Sasha from Wellington that she misses her mother as her father Jay is having affair with Nanny. In confused and desperate condition, Aasha feels shattered and leaves for New Zealand.

Afraid of failure and rejection she decides to find out the truth with Jay. After reaching Wellington she comes to know that her marriage is over. Her husband Jay says that he was in love with Nanny. In fact her sense of security, warmness and affection that Jay had presented to her shatters away. In only one stroke and the so called ideal marriage by all its means and high respects undergo breakup.

While coming to India, Aasha Rani again confronts the problem of existence and belongingness, what is real place in the world? Whom she believe? Whom she reach? Where to go? Her confusing state of mind makes her land in London to find a job. She comes in contact with Sonali, a high class call girl of London's political and upper class society. There she finds herself trapped in the web of Tamil terrorists.

Aasha Rani struggles and escapes from the cruel realities of life and comes back to Madras. She meets all her family members, father, mother and sisters and well wishers. The parents are not independent due to old age, poverty and ailments. Their second daughter does not come to their rescue. All the members of her family who live in Madras welcome her, realising the harsh realities, the vicissitudes she came across in her life. Her father urges her to re-open the old studio. She promises her father to rebuild his crumbling studio in Madras and regain its glory. Her aim of life is to resurrect the family banner and re-open the studio to make

_____

films than ever before. That is her legacy to her father. The only legacy he has left to give. Then, she manages to bring her daughter beautiful Sasha to India to live with her so that she could give her daughter what she had missed from her mother.

With this new endeavour in her hand, Aasha finds an occasion to involve in a creative job using her previous experience. Her endeavour and her care and concern for her parents come together the shattered family and bring back stability, peace and happiness in the family life. Naresh K Vats in his book *Shobha De: A Critical Response points* out:

> Aasha Rani's life resembles a river of fire which has originated from the crater of volcano. This river flows on consuming the passions of sex, hypocrisy, greed and selfishness, and gradually transforms into a peaceful sea of sympathy and contentment. (Vats, 78).

It is observed that, Aasha Rani learns the bitter lessons of living in submissive world from her experiences which she shares from her mother. She succeeds in her life in the glittering world of film industry by using her body as a 'tool'. Here, she believes not in her talent but in the charm of her beautiful body. She would like to draw the attention of the great film producers, actors and directors by wearing beautiful dresses and showing the charm and glamour of her body. She learns many things from her mother amma that the beautiful, charming and fascinating body of the woman is the real weakness of a man. Aasha Rani also wants to make use of this fact. But at the same time, she is also aware of her moral degeneration of her character.

Therefore, anxiety, suffering, depression and bewilderment can be observed in the life of Aasha Rani from the very early age. Her own mother is responsible for her plight and predicament. Apart from her mother's compelling greed for money, Aasha Rani's irresistible sexual desire is not inherent, but the manifestation of a suppressed sense of vengeance of the male world which has its roots in the ill-treatment of her Amma by her Appa, or it is because of her own exploitation by the male world since her childhood.

References:

- Beauvoir, Simon De. *The Second Sex* translated and edited by H.M. Passhley, London: 1974.Print.
- Shobha De, *Starry Nights,* New Delhi: Penguin India, 1991. Print
- Vats, Naresh K. *Shobha De: A Critical Response*, New Delhi: Creative Books. 2010. Print.
- Ningthoujam, L. Sonia. *Image of the New Women in the Novels of Shobha De*, New Delhi: Prestige books, 2006. Print.

PROJECTION OF WOMEN IN LITERATURE

T .Satyanarayana
Lecture in English
Sri.Y.N.College
Narsapur

Abstract:

Women find literature as the most expressive form of art which is true to their experience. Women's writing falls as a separate category and their literature is intimate, confessional and autobiographical. Women works depict the fact that women are victimized by male cruelty and indifference and their identity is formed out of pain and suffering. Women writers have proved to be more serious and this requires much attention. Women in India have started questioning the age old patriarchal domination. Women are seen as idealized and are made a divinity in religious scriptures. In the present scenario, women have shown their ability in every aspect and in some respects, far worthy in the field of literature both qualitatively and quantitatively. They are being conferred not only national and international awards and this is a feather in their academic, domestic, educational cap. Hence the presenters wish to discuss certain truths to show how literature has empowered women and created a unique identity and freedom of all forms to them.

Keywords: literature, women, art, confessional, autobiographical, victimized, identity, idealized, empowered, freedom.

Women find literature as the most expressive form of art, which is true to women's experience. Women's writing falls as a separate category, which articulates the gender specific concerns of women in feminist view point. Women's literature is intimate, confessional and autobiographical. Women are victimized by male cruelty and indifference, women's identity is formed out of pain and suffering. Women writers have proved their stuff to be more serious and that which requires attention. They handle things efficiently balancing tradition and womanhood. Now women in India have started questioning the age old patriarchal domination. Women are seen idealized and are made a divinity in religious scriptures. But on the real earth they have been the object of constant humiliation and persecution by an entirely indifferent, cold patriarchal society. But in the present scenario, woman have shown their mettle in every filed and in some respects, far worth in the field of literature both qualitatively and

_____

quantitatively and are showing it even today without any hurdle. They are being conferred not only national and international awards.

Traditionally, the work of Indian women writers was undervalued due to the bastion of male privilege. One factor contributing to this prejudice is the fact that most of the women wrote about the enclosed domestic space and their perceptions of the experience within it. As a result, a large number of scholars believed that women were simply meek and subjugated, not able to think beyond a home's four walls, as compared to literary male giants with strong and profound themes. Women writers have tried to explore the stance of male chauvinism and the cruel and violent acts against them. The portrayal of women characters enables them to grapple with the realities and reflect the plight of the sufferers.

Recent writers have depicted women within the threshold, women on significant in advocating women's demands. However, in spite of the gigantic expansions of their literature, women writers of today still struggle women writers have emerged with revolutionary ideas, changing the image of stereotypical ones. They adopted and adapted the approaches of the colonizer's language. Besides making significant contributions, contemporary women writers in English possess mastery of the English language as well as fresh and novel themes; in fact, their works are marvelous and have surpassed all beliefs and anticipations. It is interesting to note that they write from a unique position of having been doubly colonized. Their contributions are particularly valuable as they are from those who have twice been forced into the role as 'the other', first as the colonized and then as women. Having been 'doubly others', these writers are inclined to avail themselves of the literary strategies of subversion, deconstruction, and reconstruction in order to break their silence, retell tales and recount their points of views.

Among a thousand books on varied themes, contemporary women writers of today shows a plurality of words; the fact of the matter is they are no longer solely from the elite. In a struggle to sustain their identity, the diasporic women writers have added a great impetus to the growth of creative writing in English. Women have been central to the making of society in the building of civilizations and have shared in the preservation of collective memory that shapes cultural traditions, links generations, and connects the past and future. They have played a marginal role up till now in history making in the sense of ordering and interpreting the past, of giving meaning to events in other words in theorization.

'Amitav Ghosh' remarked

> "Today a woman writing is a woman fighting
>
> For truth, for honesty, freedom, even if not for equality"

For instance, the publicity of the success of Roy, Jhumpa Lahiri, Anita Desai and Chitra Divakaruni, on both sides of the Atlantic, has brought world recognition for Indian women

_____

writers. The Indian women writers expressed the rule and position of woman through their writings in English, have enlightened the literature with its quality and vividness.

Women's writing has always been 'home centered' and it is precisely because of this that not much interest is generated for their writing. The criticism has always been that they do not talk about the 'larger issues' of life and hence the focus and canvas is always limited and small. Women writers have had to face enormous challenges in their writing career. If we were to go back to 1929 and remember Virignia Woolf's a room of one's own, we would understand those challenges. Then it was a demand for 'money' and 'space' for creativity. Today that creative space is not deemed important. That 'space' is private and domestic and with the kind of men's traditions available for women in writing, it is but natural that this domestic space is deemed valueless. Women construct their own histories through which they record their living as Indian women in the times they live.

Women play major roles during various stages of their life as daughter, sister, wife and mother etc. in spite of their contribution to human beings, she still belongs to a backward class on account of various social, political, economic and psychological barriers and impediments. On the one side, women is worshipped as a goddess and on the other side, she is oppresses, suppressed, depresses, exploited and victimized by a male dominated society. There is a serious dichotomy in our ideals and reality, which is particularly painful and especially when it comes to the status of women in our country. Women still suffer from discrimination, exploitation and victimization. The primary challenge facing women today, therefore, is to increase their participation in that they get hold of the situation and becomes actively involved in the process of decision making.

The constitution of India has guaranteed equality, liberty and dignity to the women. Women find literature the most expressive form of art, which is true to women's experience. Women's writing falls as a separate category, which articulates the gender specific concerns of women – feminist viewpoint. The Indian women have significantly contributed to the general world literature as equal with men writers. This contribution of India has been chiefly through the Indian writing in English, novelists being in the forefront in this respect. A number of novelists on the contemporary scene have given expression to their creative urge in no other language than English and have brought credit to the Indian English fiction as a distinctive force in the world fiction. To attempt creative expression on a national scale in an alien medium has seldom happened in human history, and it speaks of the prolific quality of the Indian mind to assimilate the newly confronting situations and the complex dilemmas of modern World. The new English fiction exhibits confidence in tackling new themes and experiments with new techniques and approaches to handle these themes. The novelists come to their task with none preconceived notions of what constitutes literary content. This

_____

encourages them to specialise in a huge and comprehensive canvas and to take a position their themes with epic dimensions. All these Indian women writers could compete with best within the World, perhaps that best in their own right: "It would be no exaggeration to mention that the simplest English fiction within the World is being written by the Indian women writers or those of Indian origin. As far as Indian literature cares , it's perhaps been easier for these women novelists to reflect the new challenges and changes due to the straightforward incontrovertible fact that its vehicle itself is a globalised language. Again, the writers of the new fiction have mostly been a neighborhood of the Indian diaspora. Living within the west, and using English almost sort of a maternal language , they need been thoroughly exposed to significant modern western literary movements like Post-Modernism, and to varied narrative techniques like magic realism. This has enabled them to offer a fresh orientation to fiction. At the same time, the best of them continue to have strong roots in India, so that they remain true to the kindred points of India and the west. It is significant that the spirit of the age is more pervasively and effectively reflected within the Indian woman's fiction than in other forms like poetry and drama.

The novel, by its very nature, is best equipped to affect social reality, whatever, liberties it's going to absorb projecting it. It is hardly surprising therefore that the foremost substantial contribution of the amount comes from the Indian women writings of the fiction. The voice of latest Indian women writers through their writings, published in between 1980s and 1990s, has ushered during a literary renaissance is that the third generation of girls Indian English writers like Nayantara Sahgal, Anitha Desai, Arundhati Roy, Shashi DeshPande, Gita Mehta, Bharathi Mukherjee, and Jhumpha Lahiri. These are the fore- most third generation women novelists and who hold centrality within the contemporary literary Scenario. They have made a definite mark on the planet literary scene with their rich cultural heritage and skilled language control. They have received national and International recognition, fabulous royalties and prestigious awards. On par with great Indian male novelists, the contribution of girls novelists is immensely significant. A number of girls novelists have debut within the nineties. Their first novels are quiet effective in revealing truth state of Indian Society when it involves the treatment of girls . All these writers were born after Indian Independence, and English doesn't have any colonial associations for them. Their work is marked by a powerful pity language and completely authentic presentation of up to date India, with all its regional variations. They generally wrote about the urban bourgeoisie , the stratum of society they know best.

It is from these perceptions one should view the contribution of women writers of the nineties like Anita Desai, Shashi Deshpande, Gita Mehta, Gita Hariharan, Bharati Mukherjee, Uma Vasudev and Arundhati Roy. Undoubtedly, it is understood that they have perceived a good job in exposing the fallacies of the male –dominated society and letting the public beware

_____

of the various atrocities heaped upon women who dared to cross the varied rigid boundaries that were laid on them by society.

References:

- Jackson.E.; Feminism and Contemporary Indian Women's Writing, Palgrave Macmillan UK.2010.
- Krishnaswamy, Shantha: The Woman in Indian Fiction in English. New Delhi: Ashish Publishing House, 2001.
- Kapur, Promilla: Empowering the Indian Woman, New Delhi: Publications Division, 2001.
- Jerilyn Fisher, Ellen, S.Silber: Women in Literature: Reading through the Lens of Gender, 2003
- Alice Thomar, Maithreyi Krishna Raj: Ideals, Images, and Real Lives, Women in Literature and History-2000.

_____

IMPORTANCE OF COMMUNICATION SKILLS IN GLOBALIZATION
_____

V. Vijayanand
Lecture in English
Sri Y.N College (A)
Narsapur

_____

Abstract:

Everything in life is acquired by communication skills: our job, our house, our partner or spouse. It is the foremost crucial skill we've because it can determine results more effectively than any other tool in our skill set. It depends mainly on: Our body language- how we stand, sit, hold our head, move our hands. Our voice - pitch, intensity, modulation. Our eye contact, our smile or frown. We create the results we get - by all of those factors. The best news is: We are the communication tool. It is 100% under our control at any moment. We decide how to use it and determine in large part the results we wish to create. The most amazingly wonderful gift is: this is a skill you can develop. Globalization widens our circle and we can communicate with many people around the world. Well, technology and Internet help tons in communication lately . However, since we will just communicate with people through social media or other platforms like e-mail, it make us lack of communication skills especially once we talk with people face to face. Someone are often excellent when communicating with people in social media but when meeting others in real life; he or she might not be nearly as good as in social media or Internet.

Keywords: communication, body language, Globalization, technology and Internet, social media.

Global communications isn't only the interaction between two employees within your organization. The first step in achieving effective communications is to know your audience. Global communication is directly suffering from the method of globalization, and helps to extend business opportunities, remove cultural barriers and develop a worldwide village. Both globalization and global communication have changed the environmental, cultural, political and economic elements of the planet . The rise within the use of the web especially has been incredibly instrumental in improving the ways during which we connect with each other . Because of technologies just like the internet, we've the chance to look at diverse perspectives that were outside of our scope before. We are ready to fully connect with someone who is thousands of miles away in real time and therefore the effects are profound. Take two children taking a web math course together; a toddler from Texas and a toddler from Japan for instance . These two students are ready to share not only the content of the maths class but their cultural perspectives also . This additional component is no small detail. That kind of exchange exposes your sense of what parts of the planet are accessible to you, which successively lays the inspiration for an evolved worldview.

_____

Another wonderful advantage of globalization is that the planet becomes more accessible and equitable generally . Search engines, E books, online courses and other virtual education give more people the power to find out about subjects that wont to require a particular level of income or social positioning. Information isn't as restricted and it allows us the chance not only to receive information but to enter into academic spaces and contribute. Globalization creates an area for ideas to transcend borders and social strata.

The rise of transmission , like instant messaging and email, has led to a rise of worldwide communication. This increase of worldwide communication has had a profound impact on society. In fact, society has become more global as transmission has eliminated distance as a barrier to communication. The benefits of a worldwide society include making the planet a smaller place, increasing business opportunities and improving cultural education.

Communication skills are getting vital if global business leaders are to effectively manage people across international boundaries. Even the foremost globetrotting manager can't be everywhere directly . the planet of labor is increasingly complex and in our experience of recruiting world-class leaders, strong communication skills are vitally important during a successful leader. they permit a pacesetter to stay attuned to the various cultural and societal expectations of worldwide teams through regular contact, while keeping in mind regional sensitivities and market differences. "Leaders can develop the talents and qualities necessary to create , engage and foster solidarity across different time zones and geographies. "This includes managing alternative ways of working, like differing leadership and cultural styles. Coaching and training in effective communication techniques, like the danger of ambiguity, the necessity for clarity and therefore the benefits of learning the phone or maybe aged a plane, also are essential. How you communicate is significant. Communication is that the most vital component in managing projects and global teams. it's critical to the success of most projects, whether handled by a fanatical project team, a cross-departmental team, or a globally dispersed project team. it's important for global leaders to create communication plans that incorporate technologies and best practices for disseminating information at the proper time and to the proper audience.

Elements of a project communications plan strategy may include:

 • Planning the kickoff meeting;

 • Developing clear roles and responsibilities of the team;

 • Identifying project status meetings and frequency;

 • Identifying project communications (e-mail, chat, video);

 • Determining the extent of detail to the extent of management;

 • Developing communication standards;

_____

References:

- Glass, J. (2015). Artful Thinkers. *Impacting Your Global Communication Strategy*. Retrieved from: http://www.artfulthinkers.com/impacting-your-global-communications-strategy

- Leadership Made Simple. (2012). Leading Change. *The importance of Communication skills in a Global Market*. Retrieved from: http://leadershipmadesimple.com/the-importance-of-communication-skills-in-a-global-market/

- Moran, R. T., Abramson, N. R., & Moran, S. V. (2014). *Managing Cultural Differences* (Ninth ed.). New York: Routledge.

- Armstrong, D. & Cole, p. (2002). Managing distances and differences in geographically distributed work groups. In P. Hinds & S. Kiesler; Distributed Work (pp 167 – 186)Cambridge, MA: Massachusetts Institute of Technology

- Kotter, J. (1999). What leaders really do. Watertown, MA: Harvard Business Press.

- Maznevski, M., & Chudoba, K. (2000). Bridging space over time: Global virtual team dynamics and effectiveness, Organization Science, 11(5), 473–492.

ECO-SPIRITUAL INSIGHTS IN MARGARET ATWOOD'S *ORYX AND CRAKE*

Dr. Sr. Candy D'Cunha

M.A., MPhil, TESOL. Ph. D

Associate Professor of English

Andhra Loyola Institute of Engineering and Technology,Vijayawada.

Abstract

The present 21st century has been witnessing the environment degradation and stress ecosystem throughout the world. The lack of earnestness in dealing with the contemporary ecological crisis is prototypical of the approach of mainstream society. Responding to environmental crisis requires a complete rethinking and reorienting in our way of being and thinking. Fundamentally a transformation of the imagination to think of other possible ways of being and acting with human and non-human can contribute to solve the environmental crisis.

Margaret Atwood is a Canadian poet, novelist, literary critic, essayist, and environmental activist. She is among the most-honoured authors of fiction in recent history. Atwood is known for both the quality and the quantity of her writing. She has published many novels, shorts stories, poems, and works of literary criticism. She has written science fiction, speculative fiction, historical fiction, and realistic fiction. Science is usually an important theme in her books, and Atwood agrees that having a father who was a scientist played an important role in her interest in exploring this field. Atwood has spoken and written prolifically on the art of writing and on being a writer. Atwood is also a feminist writer. Her themes are Civilization vs. Wilderness, Immortality, The nature of Nature, Identical crisis, feminism, ecofeminism, environmental issues etc. *Surfacing, is* one of her most intriguing explorations of the power of science. It is the first book in her trilogy.

The present paper is an attempt to bring out the embedded eco-spirituality in the selected works of Atwood's *Oryx and crake* .

Keywords:eco-spiritual,insights,identical ,crisis etc

The present 21st century has been witnessing the environment degradation and stress ecosystem throughout the world. The lack of earnestness in dealing with the contemporary ecological crisis is prototypical of the approach of mainstream society. Responding to environmental crisis requires a complete rethinking and reorienting in our way of being and

---

_____

thinking. Fundamentally a transformation of the imagination to think of other possible ways of being and acting with human and non-human can contribute to solve the environmental crisis.

The concept of imagination both in the east and the west about the environmental catastrophe have been sprouted in many parts of the world. Many themes concerning environmental degradation have been debated to explore the causes of the environmental disaster and arrive at the proper solution.

Eco-spirituality forms the major concern of eco-studies. Eco-spirituality takes a strong stand in inviting man to become more aware of his intrinsic relationship with the earth and what it means to his daily life. In other words, eco-spirituality is a style of living, which encourages man to transform his faith into action. This encompasses the living, the non-living, the natural and the supernatural into a unified web of creation.John Stanley and David Loy in their essay on At the Edge of the Roof: The Evolutionary Crisis of the Human Spirit writes:

> There is a link between a love for nature, deep spiritual experience and our moral sense. It is a part of human spirit. It can leave us lost for words. By using to word *spirit* and *spiritual*, we are not referring to a religious belief system or to any thing supernatural. We are referring to the fact that we are spiritual animals.

Spiritual Ecology (2014:37)

Margaret Atwood is a Canadian poet, novelist, literary critic, essayist, and environmental activist. She is among the most-honoured authors of fiction in recent history. Atwood is known for both the quality and the quantity of her writing. She has published many novels, shorts stories, poems, and works of literary criticism. She has written science fiction, speculative fiction, historical fiction, and realistic fiction. Science is usually an important theme in her books, and Atwood agrees that having a father who was a scientist played an important role in her interest in exploring this field.

Atwood has won more than 55 awards in Canada and internationally, Atwood has spoken and written prolifically on the art of writing and on being a writer. Atwood is also a feminist writer. Her themes are Civilization vs. Wilderness, Immortality, The nature of Nature, Identical crisis, feminism, ecofeminism, environmental issues etc.*Surfacing,is* one of her most intriguing explorations of the power of science. It is the first book in her trilogy.

*Oryx and Crake*strongly focuses on environmentalissues.These issues can be viewed from an eco-spiritual dimension through the characters and their specific role in the environment.Eco-spirituality in *Oryx and Crake*takes a direction to endeavour all the circumstances in order to usher the flourishing spirit and solidarity and justice through the little acts of earthly functions which may transform the environment. Above all eco-spirituality tries to take keen interest in understanding the position of human beings which is inextricably important in bring out the change. Eco-spirituality creates a sustainable prosperity which paves a way for fostering justice to all humanity. Some of the aspects are taken into account in encountering the ecological balance; following are the chief of them:

_____

_____

- Psychological survival and safety needs

- Self -realization

- Putting ones faith into action

Greater sense of satisfaction and fulfilment can be found through the sustainable prosperity. Thesesustainable prosperities enable man to make his focus clear on the eco-spiritual insights.Atwood's novels often engage with the power of language and the necessity of storytelling and conveying one's point of view through writing or speaking. Through the trilogy Atwood clearly portrays the struggle of man who tries to search for the better world when he has lost everything. Unlike her other novels these three novels are complex but at the same time multifaceted and satirical. Coming to her first book in trilogy *Oryx and crake*:

Oryx and crake is told through the character named <u>Snowman</u>'s point of view, who was once upon a time jimmy. The novel opens with Snowman who is no more a Jimmy but an abominable monster like a yippee wandering on the island. Suddenly he comes across the crakers who ask him many questions and bring him one fish each week. In contrast, he is very fond of, and still hears the transitory voice of Oryx. As the novel progresses, it is revealed that Snowman, father was a geneticist who was constantly investigating upon the pigs to have human organs harvested within them. These animals were called pigoons.

<u>Jimmy's father</u> was always critical of Jimmy's lack of skills in the sciences. Later Jimmy is motivated by his father and he becomes a genetic engineer. Though he hated such kind to job of slaughtering the animals and transplanting the organs, in course of time he developed some kind of fascination for it. He takes over a huge paradise and tries to investigate and invent new methods through transplantation. This leads to a huge disaster. Towards the end of the novel it is to be noted that the world slowly fades as Jimmy is caught up in a huge disaster. Eventually he realizes that he has to leave the complex because the electricity will run out and he will be trapped inside of the electronically locked doors. He introduces himself to the Crakers as a messenger from Crake and a friend of Oryx. He exits the complex with the Crakers and relocates them to a beach side park.

Once there, he builds a small habitat for himself in a tree. It is here that he begins to deteriorate because he runs out of food and entertainment. He is alone among a group of strange creatures that know nothing of the world prior to the viral pandemic. He notes that the Crakers exhibit some of the qualities that Crake initially tried to edit out. It is during this time that Snowman, as he has identified himself to the Crakers, begins to narrate his story.The book closes with Snowman's approach toward the three humans. What he ultimately decides, is not revealed to the reader.

The embedded concept of eco-spirituality has been present in the trilogy in a strong hidden manner. It's worth and importance is truly felt when Jimmy has lost everything and is in utter confusion. This is well depicted by Atwood through the character jimmy. Jimmy the main

_____

_____

protagonist engrosses himself in the power of science forgetting the worth of creation. He tries to manipulate creation through genetic engineering and tries to create a super human being, devoid of all defects. Theexperimentation done by implanting human organs in pigs leads to dangerous consequences.Virus breaks out and threatens to wipe out the entire human race. He considers himself as the centre and the master of the universe and tries to make use of all other realities for his survival, without respect for their intrinsic value and purpose. The harmony and balance in the world are destroyed.

The eco-spiritual reflections state that man has to be conscious of his action. He has to give worth to the other non-human beings and respect the beauty of creation.His ignorance towards the earth which is so spiritual can make him feel totally broken and isolated if he continues with such attitude.

The following poem 'Eco spirituality' invites man to deepen his love for Mother Earth. Eco-spiritual reflection can contribute for balance and harmony on the face of the earth.

Eco-spirituality

Look at the sun and see how brightly it shines,
Sharing equally its light with everyone at all times.
Feel the gentle breeze sweetly whispering all around,
Spreading its wings and enveloping the beautiful ground.
Listen to the pit-patter sound of the drops of rain,
Falling on the seeds in due season to produce the grain.
Every phenomenon in creation is a gratuitous gift,
Every person has an equal right from it to benefit.
Eco-spirituality has no barriers and discriminations,
It breaks all fetters and leads to good inclinations.
It provides new ethos and foundations in the pursuit of justice,
To be kind and respectful to Mother Earth and to strive for peace.
Reconnecting to nature and rediscovering one's love for the earth,
Can bring awakening and fill one's life with laughter and mirth.
Living by Eco-spirituality will fill one's life with wonder and grace,
Cause it has neither caste nor creed, and can give only comfort and solace.

(D'Cunha Candy)

Conclusion:

This work of Margaret Atwood is evidently a scientific fiction which in a very stark and strong manner presents the possible consequences that the world will have to face if the human being continues to behave in an irresponsible and greedy manner. According to her, human being has not changed for the past thousands of years. His emotions and preoccupations continue to be the same and according to her, if man does not change for the better, it will have

_____

disastrous consequences on humanity. Atwood's novels in trilogy are indeed reflective through which we can gain eco-spiritual insights.The present paper is an attempt to bring out the embedded eco-spirituality in the selected works of Atwood's *Oryx and crake* .

References:

- Atwood, Margaret. *Oryx and Crake*London: Virago Press,2004
- Atwood, Margaret *The Year of the Flood*London: Virago Press,2009
- Atwood, Margaret *MaddAaddam*London: Virago Press,2010
- Balachandran,K;*Critical Essays on Canadian Literature*,NewDelhi:Sarupa&Sons,2003.
- Killer R. David and Golly B. Frank. *The philosophy of ecology from science to synthesis* united state university: Georgia press,2000.
- Naess, Arne. *Ecology community and life style,* edited by Rothenberg David, Cambridge University press, 2001.

INTOLERANCE IN MANJULA PADMANABHAN'S *BEADS*

Dr.R.Padma Venkat,

Vidya Jyothi Institute of Technology, Hyderabad, Telangana.

Abstract

Supreme creator creates every living being with perfection. It looks gorgeous despite different colours, size and shape. His creation is precious and ultimate. People are born with different features, colours according to the climatic conditions. Nevertheless, they take it in different ways and create differences. People of different races acquire their own uniqueness'. However, the fair races started dominating others who look dark or brown. Indian society came under powerful web of discrimination. Race discrimination created the gap between the rich and the poor sections. Fair skin people started treating the poor as low class. Social inequality is found in almost every society. Manjula Padmanabhan through "Beads" shows the lives of people are affected by class and race discrimination and brings out the resistance through Farida character in the short story. This paper attempts to discuss the race, culture and class intolerance in the Indian society.

Key words: Racial- Social - Cultural – discrimination, intolerance, Indian society.

Introduction

India is rich in multi-lingua, multi-cultural, multi-religious and multi-races. It is based on the concept where the differences like skin- colour, castes, creed, cultural and religious practices are not looked upon as conflict; Or maybe these distinctions are looked as assortments that improve the general public and the country overall. From times immemorial, differing races relocated in India and settled, in course of time they are absolutely absorbed in the Indian society. The modern Indian has been developed and nourished by multi-racial contributions. However, racism, classism and cultural differences deeply rooted during Colonial era are continuing in Postcolonial India also. This complexity is increasing day by day in the modern India. Manjula Padmanabhan shows through "*Beads*," a short story in the *Kleptomania*, how the race, class discrimination and social inequality affects the lives of people in the present society. Delhi born Manjula Pamanabhan in 1953, is a Children's story writer, Cartoonist, Journalist Illustrator, Playwright and Novelist. Manjula Padmanabhan won the world's richest Play script award - Onassis International Cultural Prize in 1988 for her play *Harvest* and became famous internationally. Her famous works are *Lights Out* (1984) *Harves*t (1997), *Kleptomania* (2004), *Hot Death, Cold Soup* (1996), *Getting there* (1999), *Escape* (2008), *The Island of lost girls* (2013) and *Three Virgins and Other Stories* (2013).

_____

Farida is a seamstress, comes to stitch at Mary's house. Farida's father is a skilled tailor; a road accident cripples him as house-bound. Farida is the eldest of his three daughters by his first wife. Only, she has nice aptitude for using her father's sewing machine in the family. An offer for work comes to them via the press-wallah, who serves the foreigners houses. In her father's place, Farida goes to Mary's house for stitching embroidery work on kurthas and blouses. Mary appreciates Farida's dainty work. Jenny and her daughter Mickey are guests to Mary. Farida sits in the veranda with her father's old hand-operated sewing machine and beads stuff and stitches the blouse of Mickey, Jenny's daughter.

Jenny shower praises for the Farida's outstanding embroidery skill. Pleasure at the praise flushes through Farida because she never hears such accolades in her life. Jenny's attention towards her, embarrass Farida, simply says "thank you" in a very low and respectful voice. Jenny uses several times an unfamiliar word and a phrase to Farida, "extraordinary" and "quite a little beauty". This remark fills Farida's head with a sensation so warm and light that she almost ceases to breathe. In all her fifteen years, no one at home or outside says that before. Jenny admires Farida's talent and decides to give more work to her. Jenny's daughter, Mickey (Michaela) fascinates the embroidery work on her blouse; her keen observation makes Farida nervous. Westernized Mickey has white hair, absolutely short and looks like a boy. Her eyes are like blue glass marbles but outline in thick black make-up and lips paint is black too. She has silver rings pierce through the skin of the eyebrows, two on the right side and one on the left and her skin looks translucently pale.

Mary asks Farida to sit in the veranda as she is from low class. Nevertheless, Mickey cannot bear for making Farida to sit in veranda in the hot Sun and requests to sit inside of her room. Farida nods her head mutely and concentrates on her work again. Mickey's aunt Mary interrupts and advices not to disturb Farida, so feels annoying and leaves to her room rashly.

In the evening at 7 o' clock, Farida leaves for her home. She lives in old Delhi. Unlike the luxurious flat of her employer Mary, Farida lives in a clumsy area with narrow lanes where only four people can walk abreast. Farida's father owns three tiny rooms in the second floor of the area. Farida conveys her experience at employer's house, captivates description of Mickey and her physical appearance to her four siblings and step-mother. Farida gives her earning to Salma-bi and says that there is a possibility of securing her services for a larger commission of work. Farida takes the responsibility of her father as she is elder at home, she is very conscious of the honour being shown to her. Farida loss her mother at the age of five, from then, Salma-bi is the care taker of Farida and her two sisters. She knows only the continuous 'jibes and jeers' of her stepmother. Salma abuses her all the time and reminds her that she looks "black as a buffalo" and threats that she never finds a husband, so she has to accustom herself to earn her own living.

_____

Salma-bi shows imbalanced love towards Farida and her sisters. Grandmothers of the locality murmur that Farida's siblings look fair and it is easy to identify future suitors among the eligible boys for them. But for Farida, no one shows interest in her. Farida intentionally avoids describing Mickey and her style of wearing skimpy top and scandalous shorts to anyone at home, specially her stepmother because she may declare that Farida is corrupted and forbids going for work at Mary's house. Not only that, she avoids to tell about Bahadur, Mary's cook, a Nepali works as domestic helper at Mary's house. Farida is afraid of him due to his thick set and tough looking with Mongolian features. Bahadur suggests her not to work at Mary's house: "Better you don't work here, girlie! 'he told her, in his Nepali-accented Hindi. 'Better for you! Hard to explain. The young mem- the white-haired one-she's not…good! Stay far from her.' (41)

Farida does not mind his words. She feels that job is her only chance of bettering her prospects, which grows dim indeed ever since her mother died. Farida decides whatever happens; she will face the situation alone. She becomes bold enough and hides many matters she comes across in Mary's house from her stepmother. Situations make Farida to learn, to think individually with bold mind and to face the real challenges. Manjula Padmanabhan, through the character of Farida describes that a female can set her own rules to adjust herself in society and at the home.

From her second floor terrace Farida glances towards the modern and brightly lit areas of the city where her employers live, a deep orange glow visible for miles around that area like a festive umbrella. Farida's area in contrast - electricity is a rarity and most people depend on kerosene lamps inside their homes even though they all have power lines snaking across the walls of their dwellings. Water is collected in buckets from the nearest standpipe and stored in earthen pots. Even toilets are rarely equipped with a functioning water connection. Her neighbour has a toilet-stall equipped with functioning water; this facility is used by the inhabitants in the vicinity by paying a modest monthly fee. Inside Farida's home, the kitchen area is at one end of the main stream. A single tap in the kitchen produces a steady stream of water for one hour every morning and another hour every night. All her around, Farida hears the diesel-generators powering the all-night workshops with a continuous thrumming din. Farida is fed up with that sound and finds tranquil environment at her workplace. She notices that her employer's life is equal to 'bed of roses' as they do not work. Mary and Jenny do nothing except talking, shopping, eating and laughing. In Farida's world, in contrast, everyone squeezes every minute of the day bone dry for earning potential. Even so, all they can afford is three small rooms with its single tap!

For Farida, it is astonishing to see Mary's husband and the two women sit together at meal-times just as if there is no difference between them! Farida thinks that mingling of male and female is a specific thing to the fair-skinned foreigners! In her world, that mingling is repugnant; she rarely speaks alone even with her own father and never with any other men. She

_____

_____

covers her face with a head-scarf at all times and always conscious of the need to keep her voice low and keeps her face politely averted. She never laughs out louder except in the company of children. It is highly impossible and unthinkable for her to wear western style garments like her employer .Manjula shows how the culture and traditions in the society rules the lives of the people. Every religion has its own customs and traditions. People follow strictly food and dressing habits in accordance to their religion. Western culture is different and it is hard to compare western to Indian culture. For Farida, it is unthinkable of such physical appearance or behaviour with anything less than absolute propriety is as the "Sun setting in the East!" Manjula shows the deep rooted age-old customs and traditions in the Indian society. Farida meets foreigners for the first time with their fair hair and large limbs that seems to breathe some very different air to her! For her, such people are no different to the bed-time stories to children, to frighten or amuse them. Farida is surprised to see the people whose lives and customs are as fundamentally different to her own and to make them practically unrecognizable as people at all.

Mickey gets divorced, since then she is angry and resentful to her mother. Mickey argues with her mother Jenny that it is inhuman to make Farida work outside in the burning hot. She protests that and invites Farida to her room. She said to Farida: "You're going to work in my room today. I've moved your things in there already.'then her tone softened as she asked,' You…do understand me, yes?' (45) Mickey protests her mother for giving extra work like a slave labour to Farida and paying low wages in return of expensive handcraft. One's social location is a society's overall structure of social stratification and is affected by almost every aspect of social life and one's life chances. The absolute best indicator of an individual's future economic wellbeing is, into which they are conceived. Gender based discrimination and prejudice are major contributing factors to social inequality. In all sectors, women's participation in the work has been expanding universally, yet ladies are still confronted with wage disparities and it is common in all countries. Manjula shows the exploitation of labour with low wages in the "Beads." It is common in highly populated countries like India, where labour get in cheap. Since three decades foreign companies are showing lot of interest to invest and to start their companies in India to manufacture their products for cheaper cost. They flourish year by year with high profits. However, the economic conditions of the workers are stand still with no change in their status.

Mickey invites Farida for lunch on the dining table along with her uncle's guest, Mr.Neelkant with them. She threats her mother that if Farida does not eat lunch with everyone else, she skips the food. Farida becomes dumb for Mickey's disrespectful behaviour towards her own mother. Farida is nervous to eat lunch with strangers and fears that she might encounter forbidden substances in the meal. However, she decides to face the hurdle. In the afternoon, Mickey forces Farida to the dining table for lunch. Four adults, Mary, her husband Andrew, Jenny and the guest Mr. Neelkant already occupy their places before the girls arrive. Andrew sits at the head of the table and Mickey gives her seat to her guest Farida beside Mary

_____

and she sits at the foot of the table. Mary introduces Mr.Neelkant to the girls. He smiles at little muslim seamstress, Farida and asked directly a question in Hindi - whether Farida understands English or not? Farida answers that she understands English very well. Mr. Neelkant exclaims: "An educated girl! A rarity in her community."(48) When the soup is served, Farida feels nervous to start. Mr.Neelkant clarifies Farida in English that the soup is not made of Pork! He feels uneasy to have a guest with food prohibitions and exclaims, it as a curse of religious fanaticism and as a Hindu he is not fastidious about such things!

Once again, Farida hears the same words from Mr.Neelkant that 'she looks beautiful.' But he compares his colour with 'milky tea' and Farida's colour with'strong coffee'! He says he is acceptable and in contrast Farida is not acceptable as she looks dark. He strongly stresses that the fair colour people belong to upper class and the dark skin people associate with toiling under the hot Sun, belong to the labour or low class. It is a sign of social deprivation. Through Farida, Manjula questions, how is it possible that the colour of skin could make such a difference to a person's behaviour? Manjula clearly exemplifies the deep-rooted class discrimination that prevails in the Indian society. Even, in the twenty first century advanced world, people give high priority to the class, religion and race!

Neelkant comments Farida, that it is tough to find a suitable husband to her due to her dark complexsion! Mickey feels bad for rude comments of Mr. Neelkant and says to her uncle that his guest insults her guest Farida. Everyone at the dining table demands Mickey to say apology to Mr.Neelkant but she denies strongly. Farida maintains silence and remain as spectatorwith lot of patience despite the matter in the discussion focuses her colour and poverty. All at the dining table feels that Farida does not belong to that table. Mickey on the verge of tears, said, 'there's something wrong with all of you. You too, mother – you, especially! Or else you'd see it for what it is – Farida's really poor! (49)

Andrew feels bad for Mickey's words to the guest, orders Mickey to leave the table and suggests Mary to send food to her room. Mickey leaves the dining table with gasps and cries at once. Farida runs away from the dining table after the Mickey. She feels that it is inexcusable rude towards her employers and expects eviction orders. She goes directly to Mickey's room and returns to the veranda back to her original place with her stitching stuff. She opens bead cases and begins to work. Her needle moves like a steely bee, back and forth with all the hardest, darkest and shiniest colour beads. Her mind tumbles with hot and angry thoughts. Farida becomes furious and feels as if one layer of her skin has been ripped away for the words of Mr.Neelkant and others and feels tough to bear comments, as if she is a lizard on the wall with no thoughts or feelings. However, Farida amazed for her own daring: eating food that have been prepared in ways forbidden by her religion, no idea to use the armoury of utensils and to be in the presence of strange men without her father's knowledge or permission.

Later, Mickey emerged out of her room with bare feet and sits on the mat beside Farida. Mickey observes the stitching pattern and asks Farida, is it for her? In response - "Farida said in English "yes for you. You like? You want? I teach you? Is easy"! (53)

_____

Farida exclaims for her own handwork as if she saw it for the first time. She stitches in a reckless asymmetry manner in anger after the lunch. She uses multi- colour beads, dull and shinny. It became an extra ordinary design. She decides not to reveal the new pattern to her step mother, who instantly destroys the reckless asymmetry. Farida proudly feels that asymmetry design with higgledy-piggledy arrangement of all the beads in her collection, yet it looks, in an unlikely way, harmonious is the higher pattern. She firmly decides that the Supreme Creator fashions mortal beings in asymmetry way and hence - "If He, in all His perfection, were capable of such pranks, well then! She, Farida, need have no fear! (53)

Conclusion

In basic social orders, those that have few social roles and statuses involved by its individuals, social disparity might be low, but in urban societies the gap between rich and poor is wide. On section of the society enjoys every luxury and the other suffers to face the needs of the livelihood. One enjoys by seeing art or handicrafts but the person who do that, struggle to face the challenges to get better livelihood. For one, it is pleasure and for the other it is need to sustain life. Manjula Padmanabhan's "Beads" compare with the mortals created by Supreme Creator, who fashioned mortal beings in a range of different colours, shapes and sizes like assorted beads. Yet, the same air threads equally through all, stitching everyone into the cloth of reality with randomness and in its own way beautifully!

References :

- Padmanabhan Manjula, Kleptomania-ten stories, Penguin Books India, New Delhi, 2004.
- Banerjee, Laksmisree. "Indian Women's Voices: The Postcolonial and Post-Modernist Era". Postcolonial Discourse: A Study of Contemporary Literature. Ed. R.K.Dhawan. New Delhi: Prestige Books, 2000. Print
- 3. Agarwal, Malti, Women in Postcolonial Indian English Literature Redefining the Self, Ghaziabad, Atlantic, 2011.
- Iyengar, K.R.S. Indian Writing in English, Bombay, Asia Publishing House, 1962.

THE THEME OF JUSTICE ON THE SELECTED NOVEL OF ARAVIND ADIGA THE WHITE TIGER
_____

Dulam Srinivas Rao   **Dr.P.Rajendra Karmarkar**

Asst Professor   Professor

Aditya College of Engineering and Technology   Andhra University

Surampalem   Visakhapatnam

_____

Abstract

Aravind Adiga's new dimensions create amid set of thoughts and ideas to plead human beings to be crueler to implement morality, family bondages and social mobility. His thoughts move family and pairs & duality his thoughts have been driven from darkness to lightening the world. With this new dimension, it can be stated that human attitude has dramatically changed over a period of time.Aravind Adiga's motives make human beings to practice identity well beings in the society. Globalization has been taken place ever since the world has become small village, Aravind's new thoughts and ideas have gravitated towards corruption free society with social mobility.Society is engulfed with different struggles and unethical values which have become more intrinsic in the core values. Human beings try to misuse the power and values based on the situations and contacts. The White Tiger and Last Man in the Tower are the best examples of Aravind Adiga's social intensions in the betterment of human rights. According to Aravind Adiga's thoughts slavery of Human bondage perceived everywhere which dominated human original character. This society is so greedy and people are heartless. His novels are benchmark and thought provoking ideas to search Human Values in a correct and right manner. Aravind Adiga's varied ideas on society are match less.Aravind Adiga's Last Man in the Tower is a kind of novel that is so richly insightful about business and character that is hard to know where to begin singing its praises. His novels know economic well should come as no surprise.His first novel White Tiger reveled in the darker consequences of a world turned the flat.Aravind Adiga's wanted his novel white tiger to both entertained and disturb.And that is where Aravind Adiga's novels push beyond dollars and cents in terms of foreign, rupees in terms of Indian context, because the Man in the Tower is also an existentialist drama. Like Jean Palul Sartre's play no exit?Aravind Adiga's novels are not imperfect; he traces his characters non-wicked pulses more convincingly than occasional surges of virtue.The present research thesis effectively highlights the social issues in the novels. The Novels described through Aravind Adiga's ideas and thoughts on the social and society.

Keywords: Attitude, Corruption, Family, Economic, Human Behavior, Society, Social Mobility, Unethical Values

_____

Introduction:

Aravind Adiga's Man-Booker Prize winning debut novel The White Tiger (2008) is written in an epistolary style. This novel highlights the socio economic, political and moral issues existed in the society. These issues form the core of human existence. Adiga through this novel has pointed out the ambiguity of system that rule the nation. Adiga presents the darkness, the poverty of Indian society, where common man struggles hard to survive. In Marxist term, it is the story of 'haves and havenots'. Adiga looks at the vast disparity in two countries of one India that is 'Bharat of poor' and 'India of rich'.

Lack of justice in the socio economic, political and moral codes in the society:

The education system in the novel is corrupted by the so-called progressive democratic system. This is clearly evident when the government given mid-day meal scheme fund sanctioned for the children is pocketed by the teachers. The parents and other people clearly witnesses it. But they didn't dare to question the teachers or the authorities.

"Big Paan - and spit Man" ,who works as a teacher in Laxamangarh, goes to sleep by noon and drinks toddy in the school. . School uniform is not issued to the children.They turned up for sale in the neighbouring village.The whole education system is governed by the – "crowd of thugs and idiots" which Adiga calls – "Jungle".

The most signified critical aspect of India is the institution of marriage. Marriage is celebrated in a grand manner in India and it has been transformed into a social stigma. Balram has a cousin Reena. Whose family had taken a loan from the Stork to celebrate her wedding and also gave huge dowry.But,because of their financial standards they were unable to pay the bebt and the whole family became slaves including Balram to the Stork. In this novel Adiga points out not only unequal distribution of wealth but also of human rights in the society.The situation observed in the novel hence proved that the poor has to live exclusively at the mercy of the rich. In his narrative, Balram mentions an incident where naxals kidnapped a landlord's son from his village. Unable to find the naxals, the landlord shows all his anger and frustration at the servant who was the caretaker of his son. The landlord tortures and kills his entire family and puts their house on fire. All these experiences one after the other stimulate in him an irrepressible desire for freedom from servitude and poverty. The humiliations and discriminations he had suffered silently culminate in his most shocking action of murdering his master.

In the novel, Adiga boldly tells the internal affairs of political parties, bribe, black-mailing and corruption etc. Mr. Ashok, who is a rich man in the novel, goes to Delhi to solve his tax problem regarding coal mines. The rich people always visit to Delhi to do lobbing with

Oray's Publications

Impact Factor: 4.845(SJIF) **Research Journal Of English (RJOE)** Vol-5, Special Issue-1, 2020

www.rjoe.org.in :An International Peer-Reviewed English Journal   ISSN: 2456-2696

Indexed in: International Citation Indexing (ICI), International Scientific Indexing (ISI), Directory of Research Journal Indexing (DRJI) Google Scholar & Cosmos

_____

politicians to find solutions for their business problems. But the deprived goes in the search of light for better life. Adiga rightly describes the conditions of slum dogs. "The poor bastards had come from Darkness to Delhi to find some light- but they were still in the darkness".

The typical topography of an Indian village has been rightly portrayed ,where one can see electricity poles but no electricity and water taps without water and broken. One can also see children with dehydrated and malnutrition problems. The Hygienic condition of villages is not up to the mark. Balram Halwai, the white tiger, describes that families of the pigs are sniffing through sewage in the middle of the road. Dirty pigs run from here and there. Roosters fly up and down from the roofs of the huts and houses. The structure of the four wall room is so cozy that men and women do not have enough space to sleep peacefully and therefore they sleep on either corners of the room.

Adiga portrayed that caste and religion are important factors in building the life of the individuals rooted in 'Darkness'.Mr.ashok asked Balram about his caste before being appointed as a driver. He instantly knew that it might bias the choice of his masters. He quickly responded. He replied that he was an halwai ,who was capable of making sweets ,by caste. Similarly, he grabbed the opportunity to go Delhi as the driver of Honda city by unearthing the fact that the other driver was a Muslim and not a Hindu. Man is known and recognized by his caste. The old driver of Stork asked Balram: "What caste are you?" Similar question is asked by Stork: "Halwai . What caste is that, top or bottom?"Ram Prasad, the servant of Stork disguised his identity because the prejudiced landlord didn't like Muslim. He claimed to be a Hindu just to get a job and feed his starving family. On disclosure, he was sacked from the job. While playing cricket, Roshan, the grandson of Stork calls himself Azaruddin, the Captain of India. Stork reacts quickly, "call yourself Gavasker. Azaruddin is a Muslim". The marriage of Ashok and Pinky is not appreciated by the society because Pinky is not a Hindu. Later, thanks to caste and cultural differences, their relationship is snapped.

The theme of justice done by the Protagonist himself
Balram Halwai – The Protagonist:

Balram was born at Laxmangarh, in Bihar; He is an intelligent and a promised child. He left the school at an early age and works on a small tea-shop. He works in coal mines in order to support his family. He learns driving in order to earn more money. Accidently he meets the Stork ,who is rich landlord and powerbroker of the village. The Stork appoints him as a driver. He is the chauffeur to drive a luxury car of his son, Ashok, settled in Gurgoan, near New Delhi. At Gurgoan and New Delhi, he often drives his master and his wife to various shopping malls and marts. He is exposed to the glitterati of the 'shining?' and 'rising?' India. He becomes

_____

conscious of the immense wealth, corruption and opportunity all around him. He realizes and thinks of his past incidents. Good never works out in the society and thinks of his father's life.

Balram's father is a rickshaw puller in India, poor but honest man. As Balram says about him "He was a man of honor and courage", whose life ended up with trouble. He has no respect in the society. Though he's honest, no honour is given to the poor as a norm of the society. His father says "My whole life, I even have been treated sort of a donkey. All i would like is that one son of mine a minimum of one should live sort of a man" He remembers the second incident happens at Mr.Ashok house. Pinky madam, who is wife of Mr.Ashok, made a road accident.Balram is asked to accept the case on be half of pinky madam. Balram understands the mentality of the rich. He contemplates over his situation. He realizes that there is only one way in which he can achieve his target or aim, join the bandwagon of the affluent class or society and be a part of this glamorized world – to murder his employer, Ashok and get away with this penurious life.

Balram Halwai is presented as a contemporary Indian hero. He is within the midst of the economic prosperity of India within the recent past. His climbing the ladder of success is by murdering Mr. Ashok, his employer, and stealing his bag filled with money Rs.700,000/-, supported a philosophy of revenge, ambition and corruption. Balram is a representative of the poor in India yearning for their 'tomorrow'. His story may be a parable of the new India with a distinctly macabre twist. He is not only an entrepreneur but also a roguish criminal, remarkably capable of self-justification. Murder of Ashok by Balram Halwai may be a results of deep-rooted frustration of underclass experiencing the polarities between the upper crust and class .
After a criminal offense of committing the murder, Balram plans how he can get to the Bangalore. He decides to pass by train, zig-zagging the country along side his nephew Dharam who consider the journey as holiday. He finds police poster with photo of himself. While lecture an illiterate man, he gets the proof that the photo seems like a stereotype Indian. In the end, Adiga leaves it to the reader to make a decision on who is that the really criminal within the story – the person or the system.

Conclusion:

The novel is a superb "social commentary on the poor-rich divide in India. Balram represents the downtrodden sections of our society juxtaposed against the rich". Deirdre Donahue labels The White Tiger "an angry novel about injustice and power which createsmerciless thugs among whom only the ruthless can survive". Adiga also tries to create a society based on the principles of equality and justice.

References:
- Adiga, Aravind. The White Tiger. New York: Free Press. 2008. Print.

_____

- DiMartino, Nick, (2008),Interview with Aravind Adiga, Author of The White Tiger.[Online] Available: http://universitybookstore.blogspot.com/ (March 13, 2014) 160 International Journal of Language and Literature, Vol. 2(3), September 2014. Online.

- Holgate Andrew. "The White Tiger by Aravind Adiga"The Barnes and Noble Review June 16 2008. Online.

- Kumar, A. "On Adiga's The White Tiger". The Hindu Sunday, Nov 02, 2008. Print.

ACTION & REFLECTION: EMERGING TRENDS AND TECHNIQUES IN ELT

J. Bala Mohan Raju M.A, (Ph. D) [1]
Asst Professor., Dept of BSE
Aditya College of Engineering,
Surampalem, Kakinada
E.G Dist, Andhra Pradesh

P. Raja Sekhara Reddy[2] M.A, B.Ed
Asst Professor., Dept of BSE
Aditya College of Engineering,
Surampalem, Kakinada
E.G Dist, Andhra Pradesh

Abstract:

This paper aims at discussing a couple of points on how English has been taking over its track for the past few years and the way there emerged an inevitable got to subsequently upgrade and update our knowledge levels by knowing and following the emerging trends in English Teaching. Good teaching happens when competent teachers with non-discouraging personalities use non-defensive approaches to teaching and learning, and cherish their students. once we mention teaching , we always attempt to motivate our learners in making them understand Language Acquisition, because learning to speak in another language takes an extended time. it's one among the foremost challenging tasks our students are likely to undertake, and that they can easily become discouraged and tired of it. This section presents techniques that language teachers can use to stay their students interested and motivated by helping them understand the language acquisition process, connect learning with their larger educational and life goals, and succeed as language learners.

Key words: Language Acquisition, Process, Learner levels, learner challenges, emerging trends, teaching techniques, ICT, pedagogy etc.

Introduction to Language Learning:

To make the learners engaged, a language instructor must make the scholars understand that learning a language isn't an equivalent as learning a few language. When students consider the language as a faculty subject like all other, they'll learn an excellent deal about its vocabulary, grammar, and sentence and discourse structure, but the language won't become a

_____

real medium of communication for them and it won't engage them even very deeply. Students got to understand that learning a language means becoming ready to use it to grasp , communicate, and consider – as they are doing in their first or language .

Students also got to recognize that learning takes place piecemeal . Interpretive skills (listening, reading) develop far more quickly than expressive skills (speaking, writing), and therefore the ability that students desire most -- the power to talk the second language fluently -- requires the longest period of growth.

General trend:

English language teaching has undergone tremendous changes over the years, more importantly within the last ten years. Students are highly burdened with studying, learning and grasping the materials, and in fact , lectures with the gathering of relevant information from prescribed materials. Many career alternatives once regarded insignificant are gaining importance at the present like communication skills, soft skills, technical skills, interpersonal skills, etc. the necessity for chiseled graduates to merge successfully within the tough competition of survival within the global market is in great demand nowadays. For this, a change within the trend, especially the teaching learning process of English , has got to undergo a transition for the betterment. Seasons change, fashion changes, attitudes of citizenry change but it's disheartening to notice that within the last century English curriculum has hardly undergone any change.

Older model:

Language learning may be a product of transmission. Teacher transmits knowledge. Learner is recipient. This teacher-centered model views the teacher as active and therefore the student as fundamentally passive. The teacher is liable for transmitting all of the knowledge to the scholars . The teacher talks; the scholars listen and absorb (or take a nap).

The teacher-centered model could also be attractive to new language instructors for several reasons:

• It is the method by which they were taught

• It makes sense: The teacher should be the focus of the classroom, since the teacher knows the language and the students do not

• It requires relatively little preparation: All that the teacher needs to do is present the material outlined in the appropriate chapter of the book

• It requires relatively a little thought about student or student activities: All the students listen to the same (teacher) presentation, then do related exercises.

However, experienced language instructors who reflect on their teaching practice have observed that the teacher-centered model has two major drawbacks:

• It involves only a minority of students in actual language learning

• It gives students knowledge about the language, but does not necessarily enable them to use it for purposes that interest them.To overcome these drawbacks, teaching professionals have adopted a special model of teaching and learning.

Methodologies adapted during the past:

Communication is that the groundwork supported which any idea can progress and become a full fledged one. Without that, sustenance in any field is impossible. Some of the (recent) trends within the ELT are quite apparent while the others are still to form their presence felt. Some are yet to return into existence and thus subject to evolution and alter . During the last decade, various crucial factors have combined to affect the present ideologies of teaching of English like the ineffective methodologies, unsuitable materials, integration of contextualized teaching, over emphasis on multi language skills etc. Teachers who practiced Grammar Translation method during the previous decade solely relied on black board because the apt tool to impart communication skills and therefore the nuances of English . Later on, over head projectors, acted as another medium for the teacher dominated class room.

Newer model:Language learning is a process of discovery. Learner develops ability to use the language for specific communication purposes. Teacher models language use and facilitates students' development of language skills.

In this learner-centered model, both student and teacher are active participants who share responsibility for the student's learning. Instructor and students work together to spot how students expect to use the language. The instructor models correct and appropriate language use, and students then use the language themselves in practice activities that simulate real communication situations. The active, joint engagement of scholars and teacher results in a dynamic classroom environment during which teaching and learning become rewarding and enjoyable.

Language instructors who have never experienced learner-centered instruction can find it discouraging in several ways.

Oray's Publications

Impact Factor: 4.845(SJIF) **Research Journal Of English (RJOE)** Vol-5, Special Issue-1, 2020

www.rjoe.org.in :An International Peer-Reviewed English Journal   ISSN: 2456-2696

Indexed in: International Citation Indexing (ICI), International Scientific Indexing (ISI), Directory of Research Journal Indexing (DRJI) Google Scholar & Cosmos

_____

• It requires more preparation time: Instructors must consider students' language learning goals, identify classroom activities that will connect those with the material presented in the textbook, and find appropriate real-world materials to accompany them

• It feels like it isn't going to work: When students first are invited to participate actively, they may be slow to get started as they assess the tasks and figure out classroom dynamics

• It feels chaotic: Once student start working in small groups, the classroom becomes noisy and the instructor must be comfortable with the idea that students may make mistakes that are not heard and corrected.

The Present Trend

All over the planet , the scholar centered English teachers seem to possess realized that gone are the times when teachers reined their class with all monopoly where the scholars remained as passive. Having realized the necessity of the hour; English teachers organize differing types of conferences and seminars to make a platform and to urge to understand the upcoming ideologies in the ELT and also to upgrade themselves professionally. Academic qualification alone might not help teachers to grow professionally, on the opposite hand, they have to be equipped themselves with the present practices. The teaching materials that are getting used in our country are almost made available everywhere the planet . There had been too many methodologies of teaching English . One method is embraced as a development of the opposite . Still, no method has been a universal remedy for the solution of the ELT problems

English Teaching and the ICT

The dimension of globalization which is inseparable from English teaching is an advancement of data and Communication Technology [ICT]. The field of the ELT has been deeply pervaded by the ICT. The easy access to technology has made information possible for enhancement of learning programme and about 80% of it's in English. At the outset, English teachers regarded internet together of the choice media to show language

The followings are a number of the ICT enabled teaching activities.
Web Based Learning
A web based learning also called technology based learning/distance learning/on line education/e learning is one among the fastest developing areas. There are many of English web based classes that offer trainings for a variety of basic language skills such as Learning, Speaking, Reading and Writing and are made interactive in a variety of ways. Some of the common technologies available for promotion of education are as follows:

_____

E-mail:

The students can correspond with native speakers of the target language using e mail by creating a personal email account which is free. The students can mail their home work to the teachers concerned and obtain it corrected successively . The teacher also can provide revisions, feedback, suggestions for the betterment of each work and send them back.

Mobiles:

Mobile Phone Learners can look for new words using dictionary option within the mobile phones and enrich their vocabulary. They may verify the spelling, pronunciation and usage of the precise word they looked for . Moreover, they will use Short Message Service (SMS) to send queries to their instructors and obtain their doubts cleared. And with the advent of smart phones a wide range of apps are available for mastering a language.

Conclusion

Hence I conclude that the autocratic or the authoritative role of the teacher which pertains to the long cherished traditional notion that pedagogic principles depend on how articulately a teacher teaches. It is imperative to know the present trends and evaluative methods of the ELT. The theories and methods are constantly evolving within the ELT. The teachers of the ELT are conscious of the simplest practices in teaching and learning English and the way they will be made beneficial to the scholars . It is possible for each child to find out English within the most enjoyable manner if it's furnished with the proper quite materials and pedagogy produced by one's own native wisdom. A beautiful combination of art and science, with a fine tune of as many tools as possible to the repertoire can help an ELT to excel in his/her field.

References:

- Nagaraj, Geetha. English Language Teaching Approaches, Methods, Techniques IIedition. Orient Black Swan Hyderabad 1996. Print

- Current Trends in ELT by Yong Kim Journal of English Teaching. A Triannual Publication on the Study of English Language Teaching Vol.1 Feb2011.

- Trends in English Language Teaching Today by Adrian Under hill, A 2004, April. Trends in English Language Teaching Today. MED Magazine, issue 18 retrieved September 15, 2007

- Trends in English Language Teaching Today by Yogesh Ramani.

- 8 Current Trends in Teaching and Learning EFC / ESL by Deena Boraie Dec13, 2013

- Trends in the Education of English Language Learners by Mary Ann Zehr March 10, 2008.

_____

B.R.AMBEDKAR- THE CHAMPION OF WOMEN EMPOWERMENT

_____

John Noble Jawahar Raj
S G Lecturer in Telugu
Noble College Machilipatnam
Krishna District Andhra Pradesh

_____

Abstarct:

Women in ancient India have enjoyed a very lofty position but gradually their status degenerated and women merely began to be treated as objects of pleasure, only to serve the purposes of man and family. As a consequence, they lost their individual identity and basic right. She could not move or do anything in the society on par with other human beings. In Hindu Shastras, a woman was just branded as a plaything almost a rug or a mat on which men could lay off their dust. That is why Dr. Ambedkar, the father and architect of Indian constitution was of the firm opinion that until and unless, we defy the Hindu dharma Shastras, nothing can be changed. According to Ambedkar the Hindu women are tied to bondages of superstitions which they carry till their death. They are also liable for inculcating certain notions learnt through baseless traditions and preaching of the Shastras, within the budding minds of their offspring. Dr. Ambedkar's view on modern Indian feminist thinking provides a powerful source of inspiration to formulate feminist political agenda which simultaneously addresses the issues of class, caste and gender in the contemporary social set up. He also suggests strategies for emancipation from oppression. For this he found that Buddhism or Buddhist values promote equality, self respect and education. Since Ambedkar himself was a victim of oppression and discrimination altogether its severity, his views about women's oppression and equal rights are more useful than anybody else's theory. So this paper attempts to examine the views of Ambedkar in strengthening and promoting women empowerment.

Introduction:

The subject of empowerment of girls has becoming a burning issue everywhere the planet including India since previous couple of decades. Many agencies of United Nations in their reports have emphasized that gender issue is to tend utmost priority. It is held that ladies now can't be asked to attend for any longer for equality. Inequalities between men and ladies and discrimination against women have also been age-old issues everywhere the planet . Thus, women's go after equality with man may be a universal phenomenon. What exists for men is demanded by women. They have demanded equality with men in matters of education, employment, inheritance, marriage, politics and recently within the field of faith also to function cleric (in Hinduism and Islam). Women want to possess for themselves an equivalent strategies of change which men folk have had over the centuries like equal buy equal work.

_____

_____

Their go after equality has born to the formation of the many women's associations and launching of movements.

Women empowerment refers to increasing and improving the social, economic, political and legal strength of the ladies , to make sure equal-right to women, and to form them confident enough to say their rights, such as:

• freely live their life with a sense of self-worth, respect and dignity,

• have complete control of their life, both within and outside of their home and workplace,

• to make their own choices and decisions,

• have equal rights to participate in social, religious and public activities,

• have equal social status in the society,

• have equal rights for social and economic justice,

• determine financial and economic choices,

• get equal opportunity for education,

• get equal employment opportunity without any gender bias,
• get safe and comfortable working environment,

Importance of Women education
The importance of girls education is briefly summarized below:
1. Economic development and prosperity: Education will empower women to return forward and contribute towards the event and prosperity of the country.
2. Economic empowerment: goodbye as women remain backward and economically hooked in to men, the helpless condition of them can't be changed. Economic empowerment and independence will only come through proper education and employment of girls .
3. Improved life: Education helps a lady to measure an honest life. Her identity as a private would never stray . She can read and learn about her rights. Her rights would not get trodden down. The life or condition of girls would improve tons , if we take a broad outlook within the field of female education.
4. Improved health: Educated girls and ladies are conscious of the importance of health and hygiene. Through health education, they're empowered to steer a healthy life-style. Educated mothers can take better care of both herself and her baby.
5. Dignity and honor: Educated women are now looked upon with dignity and honor. They become a source of inspiration for many young girls who make them their role-models.

_____

6. Justice: Educated women are more informed of their rights for justice. It would eventually cause decline in instances of violence and injustice against women like dowry, forced-prostitution, child-marriage, female foeticide, etc.

7. option to choose a profession of her choice: Educated women can prove be highly successful within the fields of life. A girl-child should get civil right for education, so that, she will decide to become a successful doctors, engineers, nurses, air-hostesses, cook, or choose a profession of her choice.

8. Alleviate poverty: Women education may be a pre-requisite to alleviate poverty. Women got to take equal burden of the huge task of eliminating poverty. This would demand massive contribution from educated women. There can't be many social and economic changes unless girls and ladies are given their rights for education.

Dr. B.R Ambedkar towards the Empowerment of Indian Women

The operations of caste both at the systemic level and at the functioning of patriarchy, the growing caste / class divide in feminist political discourse makes Ambedkar's view on women's oppression, political orientation , caste and Hindu social order and philosophy, significant to modern Indian feminist thinking. Although Ambedkar proved, himself to be a genius and was referred to as an excellent thinker, philosopher, revolutionary, jurist – par excellence, prolific writer, social activist and critic and strode like a colossus within the Indian sociopolitical scene unto his death, his thoughts never received adequate attention within the generality of Indian society simply because he was born as an untouchable. However, the contemporary social realities warrant close examination of the wide selection of his topics, the width of his vision, the depth of his analysis, and therefore the rationality of his outlook and there essential humanity of his suggestions for practical action. Hence, for Indian women's movement Ambedkar provides a strong source of inspiration to formulate a feminist political agenda which simultaneously addresses the problems of sophistication , caste and gender in the contemporary sociopolitical found out , which still keeps conservative and reactionary values in many respects, particularly on gender relations. The writings and Speeches of Ambedkar show what values India should develop and the way they might modernize its social and political institutions. Ambedkar saw women because the victims of the oppressive, caste- based and rigid hierarchical social organization .

Dr. B.R. Ambedkar the Champion of Women's Rights

Dr. Ambedkar championed the explanation for women also because the miserable plight of Schedule Castes and Scheduled Tribes throughout his career. He discussed variety of problems of Indian women and looked for their solutions in Bombay legislature , within the Viceroy's Assembly because the chairman of the Drafting Committee and also within the Parliament because the first Law Minister of Independent India. His argument was – "It is in

_____

the interest of the nation that the mother ought to get a certain amount of rest during the pre-natal period and also subsequently, and therefore the principle of the Bill is predicated entirely thereon principle".

Women started participating in satyagrahs and also launched women's associations for untouchable women for spreading education and awareness among them. In the Mahad Satyagraha for temple entry in 1927, even caste Hindues participated. Shandabai Shinde was one such participant. In the Satyagraha it had been decided to burn the Manusmriti, which humiliated women, and shudras. In the demonstration after the bonfire of the Manusmriti quite fifty Women participated. Ambedkar addressed the meeting thereafter and advised women to vary their sort of wearing saress, wear lightweight ornaments, to not eat meat of dead animals. It was upper caste women like Tipnis who taught them proper way of wearing sarees.

At the All India Depressed Classes Women's Conference held at Nagpur on 20th July, 1940 Dr. Ambedkar emphasized that there couldn't be any progress without women. He spoke "I am an excellent believer in women's organization i do know that what they will do to enhance the condition of the society if they're convinced. They should educate their children and instill high ambition in them.

Ambedkar made some memorable speeches within the Round Table conference. He placed the view point of the depressed classes and pleaded for Dominion Status. His speeches created an honest impression upon British public. He served on a number of important sub-committees and prepared scheme of political safeguards far the protections of depressed classes in the future constitution of a self governing India. Ambedkar also advocated the immediate introduction of adult franchise.

Conclusion:

Until the center of nineteenth century, girls and ladies were educated just for traditional household works. Now, the society is witnessing changes within the role-status of girls . There is greater emphasis on education girls and ladies within the same way as we educate boys and men. The modern-day parents want to satisfy the aspiration of their children without gender parity. The educated women should enforce exercising their civil, social, political and economic rights. This will help improve the general condition of girls within the society. We can hope for better days while all women of our country are going to be enlightened and educated.

- **References**

- Ambedkar, B.R. "Women and Counter Revolution", "Riddles of Hindu Women" in Dr.

- Baba Saheb Ambedkar: Writings and Speeches, Vol.3, Department of Education,

- Government of Maharashtra, 1987.

- _____. "Castes in India: Their Mechanism Genesis and Development", "Castes in India" in Dr.Baba Saheb Ambedkar: Speeches and Writings, Vol.I Education Department, Government of Maharashtra, 1979

- _____. "The Rise and Fall of the Hindu Women", The Mahabodhi (Calcutta), 59.5-6 . 137-151. 1950.

SUBALTERN CONSCIOUSNESS

K.L.Praphulla
T.Delsly
Ch.Someswari
Lecturers in English
Sri.Y.N.College,Narsapur

Abstract:

History is the recorded struggle of people forever increasing freedom and for newer and higher realization of the human process. The folk possess the capacity to form history. In fact the historic initiative of the masses has time and again produced social cataclysms that have changed the world. The subaltern approaches centers on and around the less or under privileged, as people constitute the central theme of history. The subaltern studies of history claims to be an improvement on the elitist mode (both Marxist and Non-Marxist type) of exploring and explaining history. This mode of explaining history also referred to as "history from below" aims at constructing the paradigm of subaltern consciousness manifesting in several forms, at different places, and at different times. 'Subaltern Studies' is a new trend of writing history, like other trends i.e. Imperialism, Primitivism, Nationalism, Marxism, Neo-Marxism, Feminism, Ambedkarism etc. The need for rewriting and revaluation on the basis of narration of history is being expressed. Hence the presenter wishes to discuss the major aspects of history of the under or less privileged class and create a subaltern consciousness.

Keywords: realisation, subtlarian, consciousness, paradigm etc

History is the recorded struggle of people forever increasing freedom and for newer and higher realization of the human process. The folk possess the capacity to form history. In fact the historic initiative of the masses has time and again produced social cataclysms that have changed the world. The subaltern approaches centers on and around the less or under privileged, as people constitute the central theme of history. The subaltern studies of history claims to be an improvement on the elitist mode (both Marxist and Non-Marxist type) of exploring and explaining history. This mode of explaining history also known as "history from below" aims at constructing the paradigm of subaltern consciousness manifesting in different forms, at different places, and at different times. 'Subaltern Studies' is a new trend of writing history, like other trends i.e. Imperialism, Primitivism, Nationalism, Marxism, Neo-Marxism, Feminism, Ambedkarism etc. The need for rewriting and revaluation on the basis of narration

of history is being expressed.

Meaning of subaltern studies:-

The word 'Subaltern', denoting 'of inferior rank', is a term adopted by Antonio Gramsci (1891-1937), an Italian Marxist and Communist Party Leader, refers to those groups in society who are subject to the hegemony of the ruling classes. A subaltern is someone with a coffee ranking during a social, political, or other hierarchy. It also can mean someone who has been marginalized or oppressed. From the Latin roots sub- "below", and alternus "all others", subaltern is employed to explain someone of a coffee rank (as within the military) or class (as during a caste system). Subalterns occupy entry-level jobs or occupy a lower rung of the "corporate ladder." But the term is additionally wont to describe someone who has no political or economic power, such as a have-not living under a dictatorship. Different sorts of synonyms are used for the word 'Subaltern', like: folk , lower-class, underprivileged, exploited, inferiors, minors, weak etc. British Historian, E.P. Thomson wrote an article in 'The Times Magazine'. While giving his 82 Odisha Review November - 2014 opinion he used the words 'History from Down Below' Italian Marxist thinker Antonio Gramshi has used the word 'subaltern' for minor, poor, downtrodden people. Subaltern means overlooked, neglected, disregarded, and treated with unconcern and indifference.

Nature of the Subaltern Studies:-

In the thousands years of history-writing it's clearly seen that there existed two sorts of people: Superiors and Inferiors within the society. The superiors have been given more importance. Therefore, it's expected in Subaltern studies to write down the history again, making it free. The inclusion of lower people or common men's history has been agreed. This trend of writing consists of the agony of exploited workers, labourers, oppressed caste, and women's income beyond the planet of thoughts. The consciousness and autonomy of class regarding consciousness is that the foundation of Subaltern studies. "In the work of subaltern studies it is necessary to reach up to not only the ideological part but also the livelihood of common people i.e. poor farmers, shepherds, workers, labourers, oppressed caste women. They are also human beings, they also think, take decisions, decide the way to live and grow in the society. The subaltern studies, therefore, defy those historians who regard people's action as external to their consciousness. So, the chief concern of the subaltern studies venture is thus to appreciate the people's consciousness and their action. A proper analysis of this consciousness and its due recognition by the historians would rightly present and project the subalterns because the maker of the history they live out.

Rise and growth of the Subaltern History Writing:-

The subaltern studies were proclaimed by its adherents as a new school in the field of Indian history writing. In the early 1980s, there emerged in India a 'school' of history

---

'Subaltern Studies' which has now gained a world-wide reputation, and 'Subaltern Studies' is beginning to make its influence felt in Latin American Studies, African Studies, 'cultural studies', and other arenas. Where previously the history of modern India, and particularly of the nationalist movement, was etched as a history of Indian 'elites', now this history is being construed primarily as a history of 'subaltern groups'. 'Subaltern studies' may be a foreign trend of thoughts and therefore the philosophical foundation of this trend is found within the writing of the Italian Marxist thinker Antonio Gramchi. His thoughts were upheld by many thinkers Frants Cannan, Jivche Zanax, Eric, Hobbs Bon George Rud, Shiro Brizand are often specially mentioned. Antonio Gramchi was the founding father of Marxist Party in Italian tradition and famous as a Marxist thinker. He was the organizer and leader of peasant revolt in Italy after the First World War. He wrote many articles after the rise of Mussolini to attack the dictatorship government and asserted the need to organize for changing Mussolini's government. As a result he was arrested in 1926.

During his stay in prison he discussed with the prisoners on the political condition and collected information maintaining the daily record. He died in the prison itself. Later on his writing was published under the titles "Selections from Political Writings" and "Selections from Prison Notebooks." Gramsci tried to give the meaning of Marxist theory regarding the changed condition of world. "The process of production is the foundation of social development and change, economical transactions determine the direction of social development, thoughts and culture."Gramsci makes argument regarding this theory of Mary and says, "Though financial transaction is that the foundation of social life, the cultural building thereon is of an equivalent 83 November - 2014 Odisha Review importance. Social change gives speed and direction to culture". Again Gramsci says, 'Be an Integral Historian and join the ranks of organic intellectuals in recognizing every trace of independent initiative on the part of the Subaltern group, rather than reproducing, the minds and analyzing the actions of the dominant group'. Through the thoughts of Gramsci, the trend of Subaltern studies became conventional.

Criticism and response of the subaltern studies:-
         There has been wide-ranging criticism of the Subaltern Studies from many quarters. Right from the start the project has been critiqued by the Marxist, Nationalist and Cambridge School historians, besides those that weren't affiliated to any position. Almost all positions it took, starting from an enquiry for autonomous subaltern domain to the later shift to discourse analysis, came under scrutiny and criticism. Some of the sooner critiques were published within the scientist . In one of them, Javeed Alam criticized Subaltern Studies for its insistence on an autonomous domain of the subaltern.

_____

According to Alam, the autonomy of the subaltern politics is based on perpetuity of rebellious action, on a uniform tendency towards resistance and a propensity to rebellion on the part of the peasant masses. Whether this autonomous action is positive or negative in its consequences is of not much concern to the Subalternists: 'the historical direction of militancy is of secondary consideration. What is primary is that the spontaneity and an internally located self-generating momentum. Extending the implications of the 85 November - 2014 Odisha Review inherent logic of such a theoretical construction, it is a matter of indifference if it leads to communal rioting or united anti-feudal actions that overcome the initial limitations. Sumit Sarkar, who was earlier associated with the project, later on criticized it for moving towards post colonialism.

Over the years, there began a shift in the approach of subaltern studies. The influence of the post modernist and post colonist ideologies became more marked. In his two essays, 'The Decline of the Subaltern in Subaltern Studies' and Orientalism Revisited', he argues that this shift may have been occasioned due to various reasons, but, intellectually, there's an effort to possess the simplest of both worlds : critiquing others for essentialism, teleology and related sins, while claiming a special immunity from doing an equivalent oneself.' Moreover, such works in Indian history haven't produced any spectacular results. Even earlier, according to Sarkar, there was a tendency towards essential thing the categories of subaltern and autonomy, in the sense of assigning to them more or less absolute, fixed, de contextualised meanings and qualities.

Sarkar argues that there are many problems with the histories produced by the subaltern writers and these arise due to their restrictive analytical frameworks, as Subaltern Studies swing from a rather simple emphasis on subaltern autonomy to a good more simplistic thesis of western colonial cultural domination'. Such criticism of the Subaltern Studies remains continuing and therefore the Subaltern historians have skilled it with their own justification of the project and counter-attacks on critics. The subalternists took a while before reacting to the critiques. Ranjit Guha railed against the criticism by those whom he called the vendors of readymade answers and academic old rods who supposedly posed as the custodians of official truth entrenched within their liberal and leftist stockades. He peremptorily dismissed the criticism by those scholars who have lived too long with well-rehearsed ideas and methodologies. The subalternists took a while before reacting to the critiques. Dipesh Chakrabarty's reply was more detailed and asserted that : The central aim of the Subaltern Studies project is to understand the consciousness that informed and still informs political actions taken by the subaltern classes on their own, independently of any elite initiative.' it had been because, as shown by subaltern historians, within the course of nationalist struggles involving popular mobilization the masses often put their own interpretations on the aims of these movements and proceeded to act them out.

_____

References

- Dr. Satish K.Bajaj, (1988), "*Recent Trends in Historiography*", Anmol Publication, New Delhi.
- Dr. O.V.Ligade, (2009) "*Subaltern Studies: Trend in History writing*", International Research Journal, vol-1, pp.62-63.
- Dr. Binod Bihari Satpathy, (2014) "*Subaltern Approach to Indian History*" Indian Historiography, Paper-viii, DDCE, PP.191-195.
- Dr. Vyas Prakashchandra (1999), "*Itihas Lekhan Shastra*", Abhijeet Publication, Latur.
- Gramsci, Antonio, "*Escritos Políticos*", 4 vols, Lisboa, Seara Nova, 1976-1978 and "*Selection from the Prison Note Books*". Trans. By Quintin Hoare and Geoffrey Nowell Smith (London: Lawrence and Wishart, 1971), pp.52-56.
- Ranjit Guha(ed), "*Subaltern Studies*", Vol-1, Delhi: Oxford University Press. In paper back 1944), pp-1-8.
- Sumit Srakar, "*Popular Movements and Middle Class Leadership in Late Colonial India:*
- *Perspective & Problems of a History from Below*", New Delhi, 1983-1985.

_____

COMMUNICATION IS THE UNIVERSAL BASIC SKILL
_____

P. S. R. Ch. L. V. Prasad

Bvc College of Engineering, Rajahmundry, Andhra Pradesh, India

_____

Abstract:

The way of expressing a person's view to others is called communication. In order to lead and manage our life in this competitive world, communication is more important .It also plays a major role in a human life. The ability to communicate effectively is more important skill that everyone should learn.The communication can be in the form of voice(vocally i.e conversation),written,tone,visually,verbally.written communication can be in the form of using digital media or printed media such as books,magazines,papers,websites,e-mails …..Etc……. tone represents the pitch and the stress in the speech. Visual communication refers to the maps, charts, logo, graphs………….etc……..Verbal communication is done using the body language and gestures. How well the information is transmitted and received by others represents how well we are in our communication skills. The way we express or transmit the information or our views to others should be quite well that others can receive and understand. The communication includes inter-personal skills, principles of communication, and barriers to effective communication, giving and receiving feedback, interview skills, effective speaking, and conversational skills, on –verbal communication: body language.

Keywords: Expressing, view, communication, skill, inter-personal skills, conversational skills

Inter-Personal Skills: The inter-personal skills include the process of people negotiating their roles while communicating with each other and also include "what happens" in a particular situation. But we generally convey our expressions either through our eye contact or facial expressions and in some times we use our hands while expressing the spoken message and convey our emotion towards the present situation. It is quite important to have interaction with the people to build a successful life either professionally or personally. There are some tips that we need to follow to hone our communication skills in order to deal with difficult people ,influence others, speaking confidently in public at a moment's notice include :

- Understanding introversion and extroversion
- Persuading people.
- Negotiating our needs.
- Making small talk.
- Using the right communication method.
- Being confident of our ideas.
- Being neutral (i.e not being either defensive or attacking while having a conversation).

_____

_____

- Listening well.
- We shouldn't interrupt the other person while talking.

Principles Of Communication: All inter-personal communication skills have some basic principles that govern the effectiveness of our communication skills.

- Inter-personal communication is complicated, inescapable and irreversible.
- Inter-personal communication is contextual. This is of four kinds which include psychological context (i.e brings our ideas, dreams into the interaction), Relational context (i.e brings our reactions into interaction towards other person), Situational context (i.e brings the kind of situation and the area where the conversation takes place into interaction), Environmental context (i.e brings the place, temperature, location,physical state, season, time of the day ..Etc... Into interaction), Cultural context (i.e brings the different types of behaviours and the rules that effect communication into interaction).
- It is very important to know the basic information about the audience, purpose and topic that we want to discuss.
- Presenting the information in several ways.
- Achieving credibility with your audience.
- Using multiple techniques to communicate and improve effectiveness in your conversation.

Barriers to Effective Communication: The communication also has barriers to communicate with others such as

- The use of technical and complicated terms may affect the introversion and extroversion.
- Cultural differences may create difference in the social interaction as they may express different emotions in different situations that we may not react.
- Differences in perception, restrictions and point of view.
- Language problems which may create disturbance due to the difficulties in understanding the words.
- Exceptions and prejudice in false exceptions…etc….

Giving and Receiving Feedback:

It is more important to give feedback i.e your opinion on the thing what others do or say as a responsive task. Generally feedback should be given to the behaviour but not the personality of others. It should describe the effect of others behaviour ,facial expressions or words on us. Our feedback should be exact, stable, specific and timely and should be given accordingly to the situation. Whereas the situation is on receiving the feedback, we should be open to it and take it in a optimistic manner.

Interview Skills: while going or attending the interview, first of all, research about the organisation or a company that you need to attend the interview. Prepare for the questions and

_____

be confident while answering. Arrive at the right time and don't make the interviewers wait for so long .Act and dress appropriately as our appearance and body language could be considered or judged. Interact and engage with the interviewers and answer the questions.

Effective Speaking: It is more to speak effective to convey our message or expression. The sound and stress in the sound makes the speech more effective and audience more attentive.The pitch in the voice also expresses our emotions .Our accent and the pitch are the heart of the speech .The accent expresses the politeness and the pleasure that we got to evaluate during the speech.The clarity regarding the topic that we want to speak and words that we are speaking should be maintained.This helps the audience understand our message and could be easy to give feedback .

Non-Verbal communication;Body Language: According to the estimates, it is proved that only 20% to 30% of communication can be done through the speech and the other information can be conveyed through the body language.Body language or body movements(kinesis) is used to reinforce the emotion about the speech such that the audience could understand not only the words but also their emotions behind the speech.The body movements include gestures(i.e serve a same function as a word).llustrators(gestures accompanied to explain a message clearly),regulators(gestures used to give feedback),adaptors (the non-verbal behaviours that satisfy a physical need).Postures(that reflects the emotions,expressions,attitudes and intentions regarding some opinion or message)

References:

- Cohen, A.D. 1998. Strategies in Learning• and Using a Second Language. London: Longman.
- Crystal, D. 1997. English as a Global• language. Cambridge: Cambridge University Press. Ellis, R. 1994.
- The Study of Second• Language Acquisition. Oxford: Oxford University Press. Lin, J. 1997. Policies and practices of• bilingual education for the minorities in China.
- Journal of Multilingual and Multicultural Development 18, 193-205. O'Malley, J.M. and Chamot, A.V.• 1990.
- Learning Strategies in Second Language Acquisition. Cambridge University Press.
- P.s.r.ch.l.v.prasad 2014 "Need of English• language"