A Special Issue on

Emerging practices in the Teaching- learning of English Language and Literature: A Journey from Theory to Praxis

The Conference proposes to .....

The seminar proposes to explore varied dimensions on the forms of literature, and literarycriticism of differentperiods. A sweepingsurvey of creativesurge/literary gamut of various eras brings out a panoramic overview through fruitful scholarly deliberations and analytical academic discussions. The seminar sets up a platform for throwing light on a wide range of thematicconcerns and issues reorienting in line with the latest trends/practices that come up in contemporary literary world in the backdrop of NEP 2020. A reorientation in terms of a study of language and literature is the need of the hour and especially with reference to an international language, library language, and link language, English. There has been emergence of many a new trend and practice in the teaching-learning process of English language and literature. A detailed, analytical, explorative, and scholarly discussion is to be taken up for a better outcome and fruitful end.

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Emerging Practices in Teaching-Learning of English Language and Literature: A Journey from Theory to Praxis

Editor in Chief
Prof. P. Bala Bhaskar

Editor
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Department of English Government City College (A)
Hyderabad, Telanagana

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I would like to convey my heartfelt gratefulness to **Prof. R. Limbadri**, Chairman, Telangana State Council of Higher Education (TSCHE), Hyderabad for his guidance and sponsorship for organizing a Two Day National Seminar.

I feel it is a great pleasure in expressing my gratitude to **Prof. P. Bala Bhaskar**, Principal, Govt. City College (A), Hyderabad for his considerable support and motivation to make the seminar a grand success and for his time to time help in bringing out this book.

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Prof. K. Venkata Reddy,
EFLU, Hyderabad.
The members of my family and the Dept. of English, Govt. City College(A), Hyderabad

Preface

About the College

Govt. City College is a 100-year-old autonomous institution affiliated to Osmania University. With a massive strength of more than 4,500 students pursuing academics at both UG and PG disciplines, spanning over 60 combinations of optional subjects, the institution with rich and vast heritage at its back, is a premier institution in the entire Telangana. The college has a cosmopolitan environment with a heterogeneous composition comprising students from diverse backgrounds evincing multiculturalism. The College has nurtured thousands of students over the last 100 years and has produced political leaders, public administrators, academicians, scientists, sportsmen, Guinness book awardees, Arjuna awardees and artists to this country. Thousands of its alumni settled in various positions at national and international level. The college has highly qualified and experienced faculty who are committed to thecause of educating students with innovative teaching methodologies, taking up research projects, organizing seminars and conferences for the benefits of the student community. Sri. Marri Chenna Reddy, Sri. Veerendra Patil, Sri. Shivraj Patil, Sri. Shiva Shankar, Sri SB Chavan, Sri YB Chavan, Kaloji Narayana Rao, JK. Bharavi, Prof. G. Hara Gopal, Prof.K. Nageswar, Prof. SV Satyanarayana, Paruchuri Gopala Krishna are some of the notable alumni. Stalwarts like Sri. Rabindranath Tagore, Sri. Sarvepalli Radha Krishna, Md. Ali Jinnah visited the college.

About the Department

The Department of English is as old as the institution and goes back to the year 1929. City College being a constituent of Osmania University, several eminent English teachers worked in the department during the first few years. Stalwarts in the field of English and American literature like Prof Isaac Sequeria, Prof Anand Rao Thora and several others worked as lecturers in department.

About the Conference

English as a language pervades all the spheres and fields of science and technology, literature, social sciences to carry out multifarious activities. It is flexible enough to assume and accept continuous changes in diverse areas and keep pace with the changing times. The remarkable truth of this language is its wide ranging popularity and outreaching capacity and occupancy in intercontinental regions. India has rocketed into the global setting evolving a unique variety of the language, and carved an exclusive niche for itself crossing many barriers in the course and on its way to establish its supremacy in a variety of literary genres in English. Now Indian writing in English is a broad and dominant domain on the canvas of world literature with many a promising writer of Diaspora with established name and fame.

Nevertheless, the priority of this language can never be undermined in the fields of industry, technology and academic institutions. In modern era, the role of technology in education and various allied fields has been instrumental and key to success. This seminar focusses on the latest trending practices in language (teaching-learning) and literature. From different perspectives and dimensions, both theoretical and practical approaches.

Language and literature are the two faces of the same coin. Language is the basis, the skeletal structure and the theoretical part and literature is the continuum, and the practical counterpart. Literature plays a key role in transforming the society to a great extent and the other side envisages that the society too with its entire social, political, economic and cultural milieu influences the literature. The seminar proposes to explore varied dimensions on the forms of literature, and literary criticism of different periods. A sweeping survey of creative surge/literary gamut of various eras brings out a panoramic overview through fruitful scholarly deliberations and analytical academic discussions. The seminar sets up a platform for throwing light on a wide range of thematic concerns and issues reorienting in line with the latest trends/practices that come up in contemporary literary world in the backdrop of NEP 2020.

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The National Education Policy (NEP) 2020, an upgraded, revised version of the National Policy on Education, 1986, and the New Education Policy, 1991 purports to bring about equitable, just access to all reforming the earlier systems and practices in vogue.

Similarly, the advent of NEP 2020 in our country paves way for new horizons. In this context and backdrop, a reorientation in terms of a study of language and literature is the need of the hour and especially with reference to an international language, library language, and link language, English. There has been emergence of many a new trend and practice in the teaching- learning process of English language and literature. A detailed, analytical, explorative, and scholarly discussion is to be taken up for a better outcome and fruitful end.

The present book consists of research papers presented in the Two-Day

International Conference on Emerging Practices in English Language and Literature: A Journey from Theory to Praxis (Sponsored by TSCHE, Hyderabad) on 1st and 2nd of February 2024 in Govt. City College (A), Hyderabad. The research papers in this book cover a variety of topics including teaching and learning of English Language and Literature perceived through varied perspectives, viewpoints and dimensions, use of and the role of technology, such as mobile, television, the role of literature and ESP in ELT, Social media, self-learning English, communicative English, approaches and methods in English Language Teaching, Computer Assisted Language Learning (CALL), influence of mother tongue on English Language Learning and Teaching, role of textbooks in ELT, challenges in multi-cultural English language classrooms, learning English through YouTube etc on one hand, and different forms and genres of literatures, varieties of literature, learning language through literature, innovative/current, latest, emerging, upcoming trends/practices in the domains of language and literature are discussed. The unique nature of this work contents will interest professionals and academicians on par.

Dr. B. Krishna Chandra Keerthi*, Hyderabad*

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The Use of ChatGPT in Developing Vocabulary Skill among First-Year Engineering Students of VIT

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Abstract
The emergence of ChatGPT in language intelligence offers human-like text, and it is a powerful tool for automatic text-based tasks and interactive communication. In addition, ChatGPT comprises diverse vocabulary, which helps improve second-language learners' diction. This study analyses the learners' perception and attitude towards ChatGPT to support self-directed learning and examines its continual interaction, which helps the learners expand their lexicon. The online survey method is used to collect the data, and the descriptive analysis method is used as a statistical tool to analyse the data. The questionnaire was circulated to sixty-six first-year engineering students of VIT to identify ChatGPT's use in developing vocabulary skills. The results found that ChatGPT provides an invaluable resource for self-directed learning and contextual vocabulary development. It offers a dynamic learning environment that augments traditional methods of vocabulary learning.

Keywords: Chat GPT, Vocabulary, Self-directed learning, and English language learning.

Introduction

The term 'Language intelligence' is often referred to as linguistic intelligence, which explains the cognitive abilities involved in comprehending, manipulating, and using language. Language intelligence also includes a distinct range of skills such as fluency, vocabulary and understanding subtle wordplay (Gardener, 1983). ChatGPT (Generative Pretrained Transformer) is one of the most powerful language intelligence tools, which generates realistic human-like text formats and produces language with fluency, creativity, and subject-specific vocabulary (Mhlanga, 2023). Artificial Intelligence (AI) tools like ChatGPT converse is trained with English data compared to other languages (Brundage et al., 2018). Since, English is a universal language (Crystal,

2003), it helps ChatGPT gain worldwide users (Brundage et al., 2018). ChatGPT engages learners in a realistic interactive conversation with fluency and develops their confidence, which is also one of the main reasons for gaining worldwide users (Nguyen & Yang, 2023). Additionally, it acts as a tutor for students by explaining subject-oriented questions and clarifying doubts with references (Javiad et al., 2023). According to Athanassopoulos et al. (2023), ChatGPT works as a translator for teachers and refugee/migrant students to translate vocabulary to teach and write essays in multicultural classrooms. The studies mentioned above discuss the importance of ChatGPT, fluency and realistic conversation with AI tools. From these previous studies, the researcher found the research gap that the learners' perception and attitude towards developing vocabulary skill is not focused. So, the researcher formulated the research objective and question based on those criteria.

Research Objective

Based on the previous studies, the following objectives were formulated:

1) To identify the use of ChatGPT to enhance vocabulary skill among the first-year engineering students of VIT.
2) To find the support of ChatGPT in self-directed learning among the first-year engineering students of VIT.

Research Questions

1) What are the learners' perceptions towards using ChatGPT to enhance vocabulary skill and self-directed learning?
2) What are the learners' attitudes towards utilising ChatGPT to enhance vocabulary skill and self-directed learning?

Research Methodology

The present study intends to understand the learners' perceptions and attitudes towards utilising ChatGPT to enhance vocabulary skills and self-directed learning. The study uses a quantitative method to analyse the data. A total of sixteen questions, which cover four demographic details, eleven closed-ended questions and one open-ended question, were developed and circulated using Google Forms. This questionnaire was adopted from previous studies (Fageeh, 2013; Liaw et al., 2007; Mistar & Embi, 2016; and Khan et al., 2021) and modified according to the present study. A five-point Likert scale (five from strongly agree to 1 for strongly disagree) was used to examine the use of ChatGPT among learners. The reliability of the questionnaire was found to be 0.70 through the Cronbach Alpha statistical tool, and this collected data can be used to examine the learner's perception and attitude towards the use of ChatGPT. The study sample consisted of first-year VIT engineering students. A total of 66 participants responded to the questionnaire. The (Statistical Package for the Social Sciences) SPSS tool was used to analyse the participant's responses. The respondents were ChatGPT users, which helped the researcher to analyse the data without bias.

Results

The learners' perception and attitude of ChatGPT to enhance vocabulary skill and support self-directed learning was analysed through descriptive statistics using the SPSS tool. The questionnaire was analysed using the following coding methodology. The statements were quoted as code 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree, and 1 for strongly disagree.

S.No	Item	N	Mean	Mode	SD
1	Vocabulary learning through ChatGPT is a good source	66	3.621212121	4	1.249801849
2	Vocabulary learning through ChatGPT motivates self-directed learning	66	3.606060606	4	1.434506486
3	Vocabulary learning through ChatGPT saves time	66	3.651515152	4	1.208844639
4	ChatGPT is an excellent source for identifying subject-specific vocabulary	66	3.893939394	4	0.962828971
5	The use of ChatGPT can enhance vocabulary learning skill	66	4.060606061	4	0.974739222
6	I use ChatGPT to identify vocabulary for class assignments	66	3.5	4	1.056117709

Table 1. Learners' perception towards ChatGPT

The learners' perception of using ChatGPT to enhance vocabulary skill and support self-directed learning is explained in Table 1. The mean (4.06) shows that most of the learners agreed that ChatGPT can enhance vocabulary skill. In addition, the mean (3.89) indicates that ChatGPT supports the identification of the subject-specific vocabulary. Apart from this, the mean (3.5 and 3.6) provides information that learners have a low perception on self-directed learning. The mode (4) in all the items signifies that most learners have chosen "agree" on the Likert scale for using ChatGPT, and the value of mode brings out the positive perception of using ChatGPT for learning vocabulary.

S.No	Item	N	Mean	Mode	SD
1	The utilization of ChatGPT increased the vocabulary learning chances	66	3.757576	4	1.177489
2	ChatGPT offered varied subject-specific vocabulary	66	3.969697	4	1.052027
3	The use of ChatGPT developed my self-directed learning	66	4.166667	4	0.954074
4	ChatGPT usage improved my vocabulary skill	66	4.015152	4	1.059643
5	ChatGPT application supported my vocabulary retention and its usage	66	3.787879	4	1.059973

Table 2. Learners' attitude towards ChatGPT

The learners' attitudes towards ChatGPT and the mean value 4.1, which denotes that ChatGPT developed self-directed learning among the learners, are represented in Table 2. In addition, the mean value of 4.01 also shows that ChatGPT supported the learners' vocabulary enhancement. Overall, the mode value of 4 indicates that most participants have chosen "agree" on the Likert scale. This mode value indicates a positive attitude towards ChatGPT among the learners.

Conclusion

The results show that the integration of ChatGPT with English language learning supports the learners to enhance their vocabulary skill. The results highlighted that the learners have an optimistic opinion towards ChatGPT. The positive opinion reveals that ChatGPT has a gradual growth in language intelligence and develops itself as a powerful tool in the AI world compared to other language tools such as Bard and Chatbot. The ease of accessing, explaining ideas and facts with reference, delivering contextual meaning, saving time to find information, and finally, having a massive number of datasets are the features that create a positive attitude among learners and users. These features also promote self-directed learning among the learners. From the observation of results, the researcher found that the learners have positive perceptions and attitudes towards ChatGPT usage for language education. Along with that, it also offers a dynamic environment in language classrooms that augments the traditional classroom settings. The above positive impact on learners leads to the foundation for future study. The ChatGPT and other AI language tools pave the new way for English language learners to develop their LSRW (Listening, speaking, reading, and writing), including sub-skills such as intonation, scanning, skimming and pronunciation and lastly, other skills like critical thinking and creative writing skills.

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Communicative Competence- Challenges in Acquiring Language Skills

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Abstract

When people interact, they bring their own identities and beliefs to the situation. Similarly, an ESL classroom is a miniature world of multicultural communication across national and state boundaries among people of same or different speech communities. Language learning is an emotional process that includes cognitive, imaginative, metaphorical, creative and conceptual thinking.

Materials that lead learners from their own cultural competence to intercultural competence encourages them to view their role as social actors engaged in communication and interaction which is different from that of native speakers.

This paper enumerates the various challenges that these learners encounter in mastering different language skills. Additionally, we probe into the factors that may impede their efficiency in achieving communicative competence, providing a comprehensive understanding of the language learning process in an ESL classroom.

The learner of ESL is likely to use English to communicate with people from his/her own country or with people from other countries. But the development of a learner's understanding of the beliefs, behaviours and attitudes of a group in intra-national communication is the first step towards the communicative competence.

The learner's own culture will be viewed as only a set among many sets of cultural interactions or at least make the learner aware of the parameters of the action as well as identity of the other speakers.

As the language is the contributor in making preparations for encounters of the learners with other speakers, in communication, the question of relationship between language and culture is central,. The challenges that ESL learners face are spread over all the skills of English language because of various factors as enumerated below

Cultural Influence on Language Skills

The challenges faced by the L_2 learners in learning various skills of language and the factors that hamper efficiency need to be viewed.

Challenges in Listening

ESL learners face significant problems because of barriers that may be in the form of a message, delivery, environment, audience or the speaker.

According to Nunan listening is the basic skill in learning a language.[1] Without this skill, communication of learners is bound to be ineffective. Most learners of ESL spend approximately 50% of their learning time in listening.

It is helpful to know that listening involves hearing, transforming, absorbing, accumulating as well as retrieving the data.[2]

Cognitive strategy is used to know the linguistic input and the received data. Sometimes an L_2 learner may not know the meaning of the words or cannot guess its meaning from the context. Here the cognitive strategy fails to function.

The metacognitive strategy calls for conscious listening to the text to plan, evaluate and monitor the information gathered from the listening act. In other words metacognition is like thinking about one's own thinking.

Socio-affective strategy is a process that ensures and encourages a positive emotional reaction and opinion about the language in use. Potential problems in ESL classes may be as follows:

1. Cultural Differences

Being familiar with the cultural knowledge plays a major role in understanding the context of interaction. Listening to completely different cultural matter causes difficulty in imagining what has been said. The unfamiliarity causes discontent and leads to loss of interest in the L_2 learners.

2. Accent

Derwing and Munro[3] state that too many accent genres result in drastic reduction in listening comprehension. Exposure to the language through media and the interaction at school and college facilitates some amount of comfort with the accent. The elision of a sound or syllable are stumbling blocks for an ESL learner.

3. Unfamiliar Vocabulary

Unfamiliar content with new words in social, historical and political themes hinders comprehension. It destabilizes the student's confidence and increases hesitation to go further. Phrasal expressions and idiomatic language cause further confusion as it is semantically and pragmatically alien.

4. Length and Speed of Listening

The level of the learner is directly proportional to the comprehension of the length of the text heard. It is not easy to have the information stored if the text is too long. The speed of the reader of the spoken text also causes difficulties in comprehension. In fact L_1 speakers often try to understand the meaning of a sentence by its structure. Unfamiliarity with structure component adds to L_2 learners' inability. Physical conditions and lack of concentration are the other problems in an ESL class.

Listening is a major part of daily communication and unfamiliar context hampers this important skill in the ESL class. The use of language in L_1 culture's authentic material causes difficulty and linguistic features become barriers to language learning.

Challenges in Speaking

While speaking, a learner may be able to produce grammatically correct sentences but they may not sound "English" as there is mother tongue interference. According to Walters "a student may be grammatically correct, but unacceptable because of interference from the native language in style, usage or arrangement of ideas."[4]

The explicit connection between language and culture leading to verbal and non-verbal interaction is culturally defined. The emphasis since 1998's has been on the need to study the speech acts in their social context and the cultural influences in the interactional patterns. The other important components of interactional contexts of social nature are the participants themselves, the social status, purpose of communication, setting, the sequencing of speech acts and the accepted norms of appropriacy. All these components play an important role in the participants' communicative competence.

The speech act theory assumes regular use of language within the socio-cultural groups where polite and appropriate behaviour is expected. This is not possible in the case of L_2 learners as the speakers are not familiar with the social context and cultural parameters to achieve the intended meaning or the interactional effect.

Challenges in Reading

Most English Text content is culture bound. A prior knowledge of literary genres such as social and mythological tales builds background knowledge. Lexis without the socio-cultural awareness of the pragmatic and discoursal dimensions becomes a potent hurdle in the process of learning.

The challenges are some or all of those mentioned below:

- Presence of idioms and figurative language in the text disturb the L_2 learner.
- Unfamiliar Lexico–grammatical features cause breakdown in comprehension. Uses of grammar especially "exceptions to the rules" are hard to comprehend. Sentence structure, word order and syntax are also difficult.
- The connotative and denotative meanings of words in context, use of regional L_1 dialects, cause difficulty in processing the meaning of the interactional frame.
- Since the context is alien, story themes, titles and endings may seem inexplicable.

- Analysis and predicting characterization also hinders the learning process.

The ESL learner thus faces problem in reading competence as it is one of the toughest of all the skills of a language. The process of reading involves identification of the topic, recall of the background knowledge to anticipate further the text that is to come. If, on the other hand, the context is outside of learner's schemata, then it is an unknown territory of incomprehensible world. At this point of uncertainty, some learners may take maximum time to read slowly, while others may compensate by wild guessing. Both these strategies invariably lead to ineffective reading skills. **Challenges in Writing**

The purpose of writing in Anglo-American culture is often associated with knowledge acquisition. The "cultural constructs" are invariably interwoven with "rhetorical paradigms." Research by Edwin Thumboo has questioned whether an ability to produce a native-like writing skills is really necessary when this proficiency may not be easily acquired.[5]

Even with a common language, successful communication depends upon socio-cultural factors, which consist of conventions of the language use. This new realization has led to renewed interest in investigation of interface of the language and culture.

Several studies have shown that institutionalized varieties of English that are used in the countries of the Outer Circle have adapted their own textual and grammatical forms to express context in culture. For example, in Indian English the differentiation between static and dynamic verbs is not significant. "You must be knowing that" and "Yes, I am hearing you" are heard, though not acceptable grammatically. The studies on world varieties of English have suggested that users of these varieties are bilingual or multilingual. Hence, there is visibility of stylistic features of Indian languages on English used in India.

Eli Hinkel argues that the classroom activities, need to guide the students to detect patterns applied in interaction through a systematic study of interactive patterns.[6] In this way interactional competence in the second language can be enhanced. The skills needed as a part of the interactional competence that are proposed by Hinkel are:

1. Skill to *notice* a specific linguistic item and its function.
2. Skill to *reflect* on its interactional appropriacy; the interactants, the sequence in the interaction, the possible results from its different uses.
3. Skill to *formulate* and *test* the preconceived ideas about its accepted uses, meaning and consequences.
4. Skill to *develop* knowledge about its domains of practice.

5. Skill to *create alternative usage* of the resource pool that leads to realisation of own goals in the parameters of larger practice.[7]

The above skills as part of interactional competence are relevant to acquire the level of familiarity with the L_1 content and the need for conscious assimilation of the language by the learner, to develop the linguistic and pragmatic competence in a graded manner.

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Gender Contours in Literature: An Exploration of Social Constructs and Stereotypes

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Introduction:

Gender contours and stereotypes in literature provide a captivating lens through which societal norms, expectations, and perceptions are explored, dissected, and often challenged. Much like a painter wielding a brush to craft intricate landscapes, authors navigate the vast canvas of literature to delineate the complexities surrounding gender, surpassing mere depiction and delving into the nuanced facets that define societal constructs. The analogy of a droplet of water retaining its identity until merging with the vast ocean, losing singularity but contributing to shaping the ocean's identity, mirrors the complex interplay of gender and its associated stereotypes within the realm of literature. Gender, beyond a mere biological difference, encompasses a spectrum of roles, behaviors, and societal expectations attached to perceived gender identities. Gender plays a crucial role in literature as it helps us understand how society views the roles, limitations, and expectations of men and women. John Money in 1955 first used the term 'Gender', to describe a human characteristic. Formlessness, passivity, subordination, selflessness, narrowness of character are some of the characteristics that prevail in most of the literary stereotypes of women. Gender identities, include male, female, transgender, gender neutral, non-binary, agender, pan gender, gender queer, two-spirit, third gender. Gender in English indicates whether a particular noun or pronoun is masculine, feminine or neuter. Though most nouns in the English language do not have a gender(neuter gender), there are nouns related to people and animals which have different genders. Gender studies in literature focus on dissecting and understanding how gender identity, stereotypes, and expectations shape the narratives within literary texts. Girls in children's literature are represented as sweet, naive, conforming, and dependent, while boys are typically described as strong, adventurous, independent, and capable. Gender stereotyping is a generalized view or preconception about attributes, or characteristics that are or ought to be possessed by women and men or the roles that are or should be performed by men and women. Gender stereotypes can be both positive and negative for example, "women are nurturing" or "women are weak" Gender bias in English proves that in the past women authors were rare, and most books about women placed them in stereotypical roles. Stereotypes about gender can cause unequal and unfair treatment because of a person's gender. This is called sexism.

Diverse Perspectives in Literature

Literature is a reflection of the human experience, providing a window into the intricate tapestry of societal norms, cultural expectations, and individual identities. One of the most compelling aspects explored within literature is the dynamic and multifaceted nature of gender. This exploration delves into the social constructs and stereotypes that shape our understanding of masculinity and femininity. The fluidity of gender, encompassing a spectrum of identities beyond the binary, challenges traditional notions and paves the way for a more inclusive literary landscape.

Expanding the Notion of Gender

The exploration of gender in literature extends beyond the binary understanding of male and female. Authors increasingly delve into a spectrum of gender identities, acknowledging the existence and validity of transgender, non-binary, genderqueer, and other identities. This expansion challenges the rigid boundaries imposed by societal constructs, inviting readers to question preconceived notions and embrace the diversity inherent in human experiences.

In the works of authors like Virginia Woolf, whose groundbreaking essay "A Room of One's Own" delves into the limitations placed on women in the literary world, there is a call for dismantling gender-based expectations. Woolf argues that women should have the freedom, both socially and economically, to pursue their creative endeavors without being constrained by traditional roles. This perspective not only challenges gender stereotypes but also calls for a reevaluation of societal structures that perpetuate inequality.

Intersectionality in Literature

The intersectionality of gender with other aspects of identity, such as race, class, and sexuality, adds layers of complexity to literary explorations. Authors like Chimamanda Ngozi Adichie, in works like "Purple Hibiscus" and "Half of a Yellow Sun," seamlessly intertwine gender narratives with post-colonial experiences, offering a nuanced understanding of how various identities intersect and influence one another.

Adichie's characters embody a spectrum of gender roles that defy simplistic categorizations. The exploration of gender in the context of post-colonial Africa challenges Western-centric perspectives and highlights the importance of considering diverse cultural contexts when analyzing gender dynamics. This intersectional approach broadens the scope of gender discourse in literature, acknowledging the interconnectedness of various identity markers.

Breaking the Chains of Stereotypes

Literature has the power to dismantle deeply ingrained stereotypes and challenge societal expectations. Ursula K. Le Guin's science fiction masterpiece, "The Left Hand of Darkness," is a prime example of how speculative fiction can be a powerful tool in reimagining gender roles. Set on the planet Gethen, where individuals

are ambisexual and only assume a gender identity during periods of sexual activity, Le Guin invites readers to question the arbitrary nature of gender norms.

Le Guin's narrative challenges not only traditional gender roles but also the very concept of a fixed gender identity. By presenting a society where gender is fluid and not tied to specific characteristics or behaviors, the author prompts readers to reconsider the limitations imposed by societal expectations. This transformative approach in literature contributes to reshaping the contours of gender, encouraging a more open-minded and inclusive perspective.

Literature as a Reflection of Social Change

Literature often acts as a precursor to, and a reflection of, broader social changes. The evolving portrayal of gender in literature parallels the progress made in dismantling restrictive gender norms in society. The feminist movement, for instance, finds its echoes in literature across different periods. From the suffragist writings of Mary Wollstonecraft to the contemporary feminist narratives of Chimamanda Ngozi Adichie, literature has been a vehicle for expressing and advocating for gender equality.

The emergence of LGBTQ+ literature further amplifies the diverse voices within the gender discourse. Works like Audre Lorde's "Zami: A New Spelling of My Name" and James Baldwin's "Giovanni's Room" offer profound insights into the experiences of individuals whose gender and sexual identities challenge societal norms. These narratives contribute to a more comprehensive understanding of the complexities inherent in human experiences of gender and sexuality.

Literature's Role in Education and Empathy

An essential aspect of literature's impact on gender contours lies in its potential to educate and foster empathy. Through the portrayal of diverse gender identities and experiences, literature serves as a bridge connecting readers to the lived realities of others. This empathetic engagement with characters who defy stereotypes cultivates a more compassionate and understanding society.

Education, especially in the formative years, plays a crucial role in shaping attitudes towards gender. Children's literature, in particular, has a profound impact on early perceptions of gender roles. Authors like Jacqueline Woodson, in works such as "Each Kindness," challenge traditional gender expectations by presenting characters who prioritize kindness and empathy over conforming to societal norms. This not only broadens children's perspectives but also lays the foundation for a more inclusive and tolerant society.

Literature and Global Perspectives on Gender

Literature, as a universal medium of expression, serves as a bridge that spans across continents and cultures, allowing for the exploration of diverse perspectives on gender. Its global reach enables readers to delve into narratives that capture the intricacies and challenges inherent in different societies. Through the lens of literature,

the intricacies of gender dynamics unfold, providing readers with a rich tapestry of experiences that contribute to a more nuanced and comprehensive understanding of the complexities surrounding gender roles.

One exemplary work that transcends geographical boundaries is Chinua Achebe's "Things Fall Apart." This seminal novel explores the profound impact of colonialism on traditional gender roles within Igbo society in Nigeria. At its core, the narrative revolves around the protagonist, Okonkwo, who grapples with the seismic shifts in his community's dynamics as external influences challenge time-honored power structures. Achebe's exploration extends beyond the clash of colonial and indigenous cultures; it delves into the disruption of established gender norms.

The novel meticulously unfolds the layers of cultural, colonial, and gender dynamics, offering readers a panoramic view of the multifaceted forces at play. Okonkwo's struggle becomes emblematic of the broader societal shifts, reflecting the tension between tradition and change. As readers navigate through the pages of "Things Fall Apart," they are confronted with the complexities of gender expectations in the face of external forces that seek to reshape cultural landscapes.

Achebe's work, rooted in the Igbo experience, becomes a universal narrative, inviting readers from diverse backgrounds to engage in a global dialogue on gender. The novel's exploration of the impact of colonialism on traditional gender roles resonates with readers worldwide, transcending geographical boundaries. Through Okonkwo's story, readers are prompted to reflect on the universal themes of power, identity, and societal expectations.

Literature's ability to convey these global perspectives on gender is not confined to a specific cultural context. Authors from various corners of the world contribute to this dialogue, shedding light on unique challenges and triumphs within their societies. The global nature of literature facilitates a cross-cultural exchange of ideas, fostering empathy and understanding.

In India, Arundhati Roy's "The God of Small Things" provides a poignant exploration of the intersectionality of gender, caste, and societal expectations. Roy's narrative unfolds in the Indian state of Kerala, weaving together the lives of two twins, Estha and Rahel. The novel scrutinizes the rigid caste system and its implications on gender roles, portraying the struggles of women who defy societal norms. Through Roy's evocative storytelling, readers gain insight into the complexities of gender within the Indian context.

Similarly, in the Middle East, the works of renowned Egyptian author Nawal El Saadawi, such as "Woman at Point Zero," confront deeply entrenched patriarchal structures. El Saadawi's literature challenges societal norms, exploring the experiences of women in a region where traditional gender roles often intersect with political and

cultural complexities. Her narratives provide a lens through which readers can comprehend the intricate dance between personal agency and societal expectations.

Moving to Japan, Haruki Murakami's "Norwegian Wood" delves into the emotional landscapes of its characters, navigating the complexities of love, loss, and identity. Murakami's work goes beyond conventional gender roles, offering a contemplative exploration of individual experiences within the broader cultural context of Japan. The novel's introspective approach prompts readers to reconsider societal expectations surrounding relationships and personal fulfillment.

These diverse literary landscapes, each rooted in a specific cultural milieu, collectively contribute to a global conversation on gender. The universal themes woven into these narratives resonate across borders, inviting readers to broaden their perspectives and challenge preconceived notions.

Literature becomes a catalyst for change by presenting alternative narratives that break the chains of stereotypes. The power of storytelling lies in its ability to humanize experiences, fostering empathy and understanding. As readers engage with characters facing diverse challenges related to gender, they are compelled to question their own beliefs and assumptions. This transformative potential transcends geographical boundaries, creating a shared space for reflection and dialogue.

Furthermore, literature serves as a historical record, documenting the evolution of societal attitudes towards gender. Classic works such as Jane Austen's "Pride and Prejudice" provide insights into the gender norms of the past, allowing readers to trace the trajectory of societal expectations over time. By understanding the historical context embedded in literature, readers can appreciate the progress made and recognize persistent challenges.

Literature and the Shaping of Self-Identity

Literature, with its vast array of narratives, plays a pivotal role in shaping self-identity. It serves as a mirror that reflects the multifaceted aspects of human experience, allowing individuals to navigate the complex terrain of their own identities. Within this expansive landscape, LGBTQ+ literature emerges as a beacon of affirmation, offering a sanctuary for those seeking validation and understanding in a world that often imposes rigid norms.

The works of influential authors, such as Audre Lorde, exemplify literature's transformative power in the realm of self-identity. Lorde's poetry collection, "The Black Unicorn," stands as a testament to her ability to interweave themes of race, gender, and sexuality. For readers who grapple with the intersections of these identities, Lorde's words become a source of resonance and empowerment. Through her eloquent exploration of the nuances within these facets of identity, Lorde provides a literary landscape where individuals can find their reflections and, in turn, embrace a deeper understanding of themselves.

LGBTQ+ literature, in particular, plays a vital role in offering representation to individuals who may feel marginalized or invisible in mainstream narratives. The power of seeing oneself reflected in literature is transformative, as it provides a sense of validation and legitimacy to one's own experiences. Characters who embody diverse gender identities and sexual orientations become companions on the journey of self-discovery, offering solace and a sense of community to readers who may feel isolated.

The impact of LGBTQ+ literature extends beyond mere representation; it actively contributes to the empowerment and self-acceptance of individuals whose identities defy societal norms. As readers engage with narratives that celebrate diverse expressions of gender and sexuality, they are encouraged to embrace their own authenticity. Literature becomes a space where the complexities of identity are explored, celebrated, and normalized, fostering a sense of belonging for individuals navigating their unique paths.

Moreover, literature provides a platform for individuals to explore the fluidity and evolution of identity. Characters in novels, poems, and plays often undergo transformative journeys, mirroring the real-life experiences of readers. These narratives offer a lens through which individuals can examine their own growth, challenges, and triumphs. The dynamic nature of identity, as portrayed in literature, encourages readers to view their own self-discovery as a continuous and evolving process.

In the broader context, LGBTQ+ literature contributes to a more inclusive cultural landscape, challenging societal norms and prejudices. By showcasing diverse narratives, it broadens the understanding of what it means to be human and fosters empathy. Through the lens of literature, individuals are invited to step into the shoes of characters with different identities, promoting a greater appreciation for the richness of human diversity.

The impact of literature on self-identity is not limited to the LGBTQ+ community; it extends to individuals across various intersections of race, ethnicity, religion, and more. Literature becomes a tapestry of voices that collectively weave the intricate stories of humanity. In the words of authors from different walks of life, readers find echoes of their own experiences, struggles, and joys, facilitating a profound connection between the literary world and the fabric of individual identities.

As individuals navigate the complexities of self-discovery, literature remains a steadfast companion, offering a sanctuary where diverse identities are acknowledged and celebrated. It empowers readers to embrace the full spectrum of their existence, providing narratives that inspire courage and resilience. In the midst of a world that may not always recognize the richness of individual identities, literature stands as a testament to the power of storytelling in shaping and affirming the multifaceted journey of self-identity.

Challenges and Opportunities for Future Narratives

While literature has made significant strides in challenging and redefining gender contours, there are still challenges to overcome. Representation remains a crucial issue, with certain gender identities and experiences marginalized or underrepresented in mainstream literature. Authors from marginalized communities, including trans and non-binary authors, continue to face barriers in having their voices heard.

The literary canon itself has often been criticized for its lack of diversity, with works by predominantly white, cisgender authors dominating academic curricula. Efforts to decolonize literature and amplify voices from marginalized communities are essential for a more comprehensive and inclusive understanding of gender.

Additionally, the rise of digital platforms and self-publishing opens new avenues for diverse voices to be heard. Authors who may face barriers in traditional publishing can now share their narratives directly with audiences, contributing to a more democratic and varied literary landscape. These emerging platforms offer opportunities for the exploration of gender in ways that challenge traditional norms and amplify voices that have historically been marginalized.

Conclusion: The portrayal of gender contours in literature embodies the intricate interplay of societal, cultural, and individual factors that influence our perceptions and experiences of gender. These narratives not only challenge established norms but also advocate for inclusivity, equality, and the reshaping of societal expectations. Embracing diversity and actively challenging stereotypes remain pivotal in transforming these contours. Literature serves as a catalyst for societal change by offering diverse and powerful narratives that inspire readers to reconsider entrenched gender roles. It urges us to advocate for equality, amplify diverse voices, and foster more inclusive and equitable societies. In essence, literature's role in reshaping gender contours transcends mere storytelling; it becomes a platform for empowerment, fostering a collective narrative that celebrates diversity and advocates for a world where gender equality thrives.

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A Study on Techniques and Role of Writing Skills in Students

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Abstract

Writing is one of important skill in English subject beside the other skills. To improve the students' writing skill, we have to know what strategy is the most suitable for the students'. This research is all about the techniques used for improving the writing skills. The papers identifies the various techniques used for improving the writing skills for students. Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. Strong writing skills may enhance students' chances for success. Writing is an essential factor of language. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements. Process Approach stresses writing activities which move learners from the generation of ideas and the collection of data through to the publication of a finished text.

Keywords: Writing, students, language

Introduction

Writing is one of the fundamental skills taught in schools. What starts with the introduction of the English language to alphabets and numbers advances to sentence formation, grammar, vocabulary, etc. It is needless to say that writing skills should be acquired by each student. It is a form of communication that is necessary for education as well as for any profession. Learning English writing skills in school can go a long way for students. This globally acquired form of communication is also an efficient job skill that one must possess. Irrespective of what field one chooses, they are required to use their writing skills to convey their thoughts. School curriculums are designed in a way that fosters the writing skills of the students. Aside from being a pre-requisite to succeeding in the professional world, the importance of English writing skills for students can be scaled across the following benefits.

- **Self-evaluation**

Writing is a form of expression and self-evaluation. Poetry, prose, stories, journals, and books are forms and mediums of writing that help individuals reflect upon their most intimate thoughts. Students who are indulged in extensive studies can use writing as a form of hobby or escape to take some time off for themselves. This helps

them grasp their thoughts and put them into words. Mastering the art of putting thoughts into words helps students improve their writing skills on a personal level.

- **Necessary for academic success**

The academic curriculum in today's time is focused on encouraging students to express their learning and imply it practically. Hence, for students, writing skills are at the core of their education. To support the same, schools and colleges focus on assigning writing activities like research papers, essays, reports, presentations, etc. Each academic year, the curriculum excels and so do the writing skills with these forms of assignments and exams.

- **Helps choose a career path**

Since writing is so deeply engraved in the academic syllabus, it gives students a chance to reflect on career options based on writing. Students can focus on improving their writing skills in school and prepare themselves for a professional writing career. There are many forms of writing, such as narrative, argumentative, research-based, creative, etc., that students can pursue based on their English writing skills.

- **Co-related to reading and writing skills**

It is common for students to possess good writing skills but fall short on their speaking skills. In that case, English writing, reading, and speaking skills go hand-in-hand. If students read enough, it stimulates their brains, triggers their imagination and fills them with more knowledge. This gives them more content to write about. When they get into the habit of writing, inspired by their reading, it enhances their ability to put across their thoughts, which is also an important skill when it comes to speaking. Hence, a combination of these three forms of communication evolves students in a wholesome way.

- **Helps draft ideas**

Writing skills are not only essential when leading to extensive results. It could be simply used to take notes in the middle of a lecture, online workshop, or work meeting, or to draft an outline of the idea that you wish to convey. Writing takes place in many stages. It is as important in the brainstorming and ideation stages as it is in the final stage. Writing skills also help in excelling at English proficiency tests like PTE Academic, which helps students secure admission to the best colleges across the globe. However, students should acquire writing skills to achieve goals that go beyond just good grades. Some students have a flair for writing, while others don't. There is no need to stress about it even one bit because it can be acquired with constant practice and definitive study materials. Students can use Pearson K-12 as their ally in enhancing their English writing skills. It is customized according to the curriculum of CBSE, ICSE, State and International Boards, and includes highly engaging content. So it is possible for students to develop writing skills without deflecting from their academic

syllabus. Good writing skills enhance focus and help students develop eloquence. This is a quality that sticks with them for life and hence, it is best to develop it early in school.

Importance of Writing Skills

Being able to write well is a form of effective communication, which many employers see as a crucial job skill. In fact, strong communication—spanning written, verbal, non-verbal, and visual—is among the nine common employability skills that employers seek in job candidates. Regardless of your role, with good writing skills, you can clearly transcribe your thoughts into meaningful messages, enabling you to share your ideas, build relationships, and strengthen your professional image.

Effective ways to improve your writing skills

Writing, like any other skill, is something we can get better at with time and practice. Here are some strategies for developing your own written communication:

How To Improve Writing Skills

Make Use Of Wide Vocabulary: While You Are Practicing Your Writing Skills, You Will Find Yourself Repeating Some Words. You Are Not Alone. Almost Every Writer Has Their Own Favorite Words, Which They Like To Use Often. However, Using Fillers And Repeating Words Throughout The Document Will Annoy Your Readers. Instead, Make Use Of Varied Vocabulary, Synonyms, And Antonyms To Make The Content Fresh, Effective, And Readable.

Write For Your Audience: This Applies to Everyone Whose Job Role Requires Business Writing Skills. Whether You Are Writing a Blog Or Drafting An Email To Your Client, Having A Strong Understanding Of The Intellectual And Reading Levels Of Your Target Audience Will Help You Tailor Your Text Accordingly.

Creativity: People Are Always Bombarded With More Information Online And Offline Every Day. This Often Makes Your Readers Fickle, Especially When They Are Forced To Read 10- Page Long Reports Or Manuals. Thus, It's Your Chance To Show Your Creativity And Present The Same Information In Fewer Words Without Affecting The Credibility And Meaning Of The Content.

Edit And Proofread: The First Draft Is Never Perfect. Whether You Are Just Starting Or Have Years Of Experience, Every Writer Needs To Edit And Proofread Their Content. Try To Write Down Your Ideas And Relevant Information In The First Attempt. Go With Your Natural Creative Flow. Don't Pause To Edit And Correct Your Mistakes As You Can Do It Later On.

Writing has become an important part of every professional's life. The way you convey your message, ideas, and thoughts to your peers, managers, and clients affects your chances of climbing the career ladder. So waste no time and start developing effective writing skills online with Harappa's Writing Proficiently course.

Objectives

To study importance of writing for students

To study the components, use for improving writing skills
To study the techniques used in the writing skills

Methodology

Secondary data can come from within an organization but more commonly originate from an external source. If it helps to make the distinction, secondary data is essentially just another organization's primary data. Secondary data sources are so numerous that they've started playing an increasingly vital role in research and analytics.

Analytical Study

Techniques useful for improving writing skills

Developing a Neat and Legible Handwriting

The handwriting of your students. To develop a neat and legible handwriting, first of all you should give attention to the way they sit, hold pencil or pen and keep the paper/notebook on which they have to write. A good posture, correct holding of the pencil or pen and free and rhythmical arm and hand movements contribute significantly to a good handwriting. Apart from the above, you should advise your students to keep in mind the following aspects:

- Correct formation of letters,
- ii) Uniform and adequate spacing between letters and words, and
- iii) Uniform slant of all letters.

As with any other aspect of teaching, the teaching of handwriting is most effective when both the teacher and the students have a favourable attitude towards handwriting. You as a teacher can help instil this attitude in your students by making certain that you form letters correctly and neatly, by holding the pen, pencil or chalk correctly, by writing smoothly and rhythmically and by being in a good posture. In addition to this, the following suggestions may also be helpful:

- Provide practice frequently but for short durations,
- Insist on neatness in writing. Proper margins, centering of headings, proper use of erasers should be emphasised,
- Children should learn to evaluate their own performance,
- iv) Samples of children's writing should be collected at intervals for analysis of their errors by the other students and by the teachers, and
- Constant attention to all details by you is necessary for forming the habit of neat handwriting.

Mechanical Elements of Writing

You have to be careful about the mechanical elements of writing. There is no specific way to teach the mechanical elements of writing. There are a few essential principles which your students must remember. Mechanical elements of writing could be categorised into various parts and some of them are being discussed below:

- punctuation;
- capitalization and titles; and
- abbreviations and numbers.

Below are some of the punctuation marks. Ask your students to speak orally while making these marks in their copies.

a) Full stop (.) b) Comma (,) c) Interrogation mark (?) d) Exclamation mark (!) e) Colon (:) f) Semi-colon (;) g) Parentheses (()) h) Dash (—) i) Quotation marks (quotes and em quotes) (“ ”) j) Hyphen (-) k) Apostrophe as in (Ram’s)

Learning to Spell Correctly

The ability to spell is surely needed by children in order to carry on their school work successfully and as a preparation for their later study and for their adult life. All elementary schools should give attention to spelling. How well children learn to spell depends primarily upon their attitude toward spelling. When an attitude of concern for correct spelling has been developed, the children will make efforts to spell words correctly. Therefore as an elementary teacher, your main goal in spelling teaching should be to give your pupils both a consciousness of correct spelling and a spelling conscience — a ‘kind of compulsion for correct written expression’. In the words of Tomkinson, ‘spellings are caught rather than taught’. Attitudes may be improved if you follow the practices given below:

i) Having the children study only those words which testing has shown them to be unable to spell. This implies a pretest before spelling instruction.

ii) Regarding spelling as something important for good communication. This regard may be shown by your own correct spelling and your insistence upon correct spelling of words in children’s written work.

iii) Making children individually, and as a class, aware of their progress in learning spelling. This means the keeping of progress charts so that each child may know his and his class’s achievement level.

iv) Teaching no more words in a given period than a child can successfully learn to spell. Repeated failures simply bring on more failures and frustration.

v) Making sure that the words the children are learning to spell are words that are important to them in their own writing. You should make your students also aware of the importance of these words by making them realise the frequency of their use in the reading material and written work meant for students.

Spellings, it must be remembered, are more a matter of the eye than of the ear. The eye must get used to the details of a word and detect the mistake, if there is any. The ability to detect a mistake by eye comes through familiarity, and familiarity comes through repeated association with words. You, as a teacher, should collect the common mistakes of your pupils and make them familiar with them by constantly writing them on the blackboard and making the pupils practise them in their notebooks. It is a good

practice to ask the students to write the mis-spelt words a number of times. But, remember, never write a wrong spelling on the blackboard to inquire which of the two spellings is correct, because the wrong spelling has as much chance of sticking in the memory as the correct one. Every effort should be made that correct habits of spellings are formed and incorrect avoided.

Dictation as a Technique for Developing Writing Skills

Once upon a time, dictation was regarded as a means of improving the spellings of the pupils. It may be true of some schools even now. But now, by and large, it is being accepted that "dictation does not and cannot teach spellings". Dictation nowadays has been regarded as a technique to train pupils to listen carefully, concentrate for the time being and retain what is being spoken and reproduce it in good handwriting at a reasonable speed. Listening to dictation demands concentration on the part of pupils. Besides concentration, it is an exercise in retention and writing neatly and legibly with a good speed. In dictation, adopting the following procedure would be helpful:

Before dictating a passage, the main idea of the passage should be briefly explained. If the passage is taken from their book, you should point out the story or the lesson from which it is taken. This helps prepare the pupils' minds for what is coming.

ii) Now read the passage once.

iii) Write the difficult words on the blackboard. Allow pupils to look carefully at them for two to three minutes before you rub them out. In case of classes I and II where, instead of a passage, vowels and consonants and words are to be dictated, you should write the letters and words on the blackboard. Ask the students to observe them carefully and then remove them from the board and dictate. The purpose is to help them remember the letter formations.

iv) While dictating a passage you should carefully group the words you are going to speak at one time. These words should be neither too few nor too many in number. They should be spoken once or at the most twice with small children. The habit of repeating them several times should be avoided. One purpose is to train the children to listen carefully.

v) In the end, read the passage/words once again so that any omissions that there might have been may be made good.

WRITTEN COMPOSITION

Written composition includes paragraphing, story writing, comprehension, essay writing, letter writing and dialogue writing. When we talk about developing students' ability for written composition, we essentially focus on their ability to write a paragraph or a story, comprehend ideas, and write an essay, letter or dialogues in the elementary grades. As such it is desirable that you should help your students to develop their ability in all these areas of written composition. Of course, as in other activities, there are linkages among the activities that are meant for developing students' ability

for any type of written composition. In a paragraph, students are expected to write a few sentences which would introduce the subject matter, then the supportive details, i.e., more ideas or information to be written and finally a few sentences must be written to conclude the paragraph. You can start paragraph writing by showing a picture to your students and asking them to write a paragraph on the picture. Students can be asked to write paragraphs on parents, friends and the class-teacher. In upper primary classes, children can be asked to write paragraphs on the places they have seen. If you ever go with your students to any place on a trip or tour, ask them to write a paragraph about the place on the spot.

CORRECTION WORK AND EVALUATION

The correction of written work is a major problem that a teacher faces. Being a teacher you cannot avoid it, rather you should try to check as much as you can. Some of the solutions have been discussed below: i) One solution would be to ask the learners to exchange note-books. This would serve very well, where the exercise requires something like filling in the blanks, dictation or a spelling exercise, or is based on usage. ii) The learners can work in groups. Cooperative activity with guidance from the teacher encourages students to do their best. The weaker learners are assisted by their more advanced colleagues. There are also fewer note books to be corrected. iii) Free composition and letter writing require individual correction, but the amount of correction work required will be significantly reduced if these are introduced to them in a phased manner and are preceded by oral work. iv) All written work whether guided or free must be preceded by oral drilling. This will help the writer to be clear in his mind about what he wants to write and how he is going to arrange his matter. Traditional or routine methods of evaluation take a great deal of time and, as a result, teachers are hesitant to assign written work. This of course only compounds the problem, because no one can learn to write without writing. There are, however, certain ways in which correction of written work can not only be simplified but made more effective.

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Unveiling The Past: 19th Century Feminism and The Voices For Equality

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Abstract

Prior to the Victorian era, it was uncommon for women to be authors or to feature female protagonists in their works. During the 19th century, however, there was a swift rise in the number of female writers and a focus on feminist themes. The advent of feminism has sparked resistance against prevailing patriarchal practices and ideologies. The goal of feminism has been to collectively confront traditional societal norms. Throughout literature, novelists have emerged as powerful voices illuminating the realities of patriarchal societies through their works. Their collective efforts have advanced women's rights and gender equality.

This study provides insight into early feminism, particularly women's entrance into literature. The Victorian era was a time of significant change that elevated England's global standing considerably. However, gender inequality remained deeply entrenched, as the imbalances between men and women were still severe. It traces ideas and passions from that time and how they relate to the start of feminism. Understanding that connection better helps us grasp the various reasons and sentiments behind it. Simultaneously this analysis we will look into the works of various male writers such as J.S Mill, who advocated for gender equality, and Thomas Hardy, whose novels depicted the lives and condition of women.

Keywords: Victorian Era, Feminist consciousness, Oppression, patriarchy, liberation, Gender Equality.

Introduction:

For centuries, there has been a noticeable imbalance of power between men and women. Since then, women have faced all sorts of obstacles that men have not. They have dealt with societal inequalities that have made their lives more difficult in many ways. However, despite all of this, women have shown such remarkable strength and determination in pursuing equal rights. On the other hand, men have always been the ones in charge. They've consistently exerted power and authority over other men and women, and they've pretty much controlled everything - nature, society, you name it. This system where men are in charge is commonly known as patriarchy.

In response to the imbalances that have been so prevalent in society for so long, feminism has arisen as a powerful movement. Feminism champions the important cause of achieving true gender equality. It bravely questions the entrenched norms of the patriarchal system that has been in place. Feminism's influence can be seen across many aspects of culture and literature. It strives to magnify the voices of women and directly confront the unique challenges that women face on a daily basis.

For many years, women were expected to stay home and care for the family. As industrialization grew, work moved out of homes and into factories. This excluded women from meaningful jobs. At the same time, the gap between rich and poor widened. Rich women became pampered, while poor families struggled with no way for women to contribute. Pioneers saw the unfair situation women faced across all classes. They spoke up about women's plight and called for change. More women then started venturing out into the world. Being active in society broadened their horizons. Having jobs in the economic sector also helped women realize how suppressed they had been. This sparked the movement for women's rights.

In the 19th century, ideas of freedom and equality from the Victorian and Romantic eras encouraged women to see their low status. Many famous women writers from this time laid an important foundation. Through their vivid characters, these authors brought feminist issues to light in groundbreaking literature. Novels written by women then emerged as a way to highlight feminist consciousness even more. The works of the Bronte sisters, like Jane Eyre and Wuthering Heights, and works of male writers such as J.S Mill, Thomas Hardy, were especially impactful. Their stories encouraged the feminist movement and empowered women to fight for their voices to be heard.

Methodology:

This study utilized a combination of historical and analytical methods. It relied on a range of primary and secondary sources for information such as books, novels, journals, articles, reports, websites and non-fictional works that mostly concentrate on Victorian era, feminist consciousness, fight for equality, and first wave feminism. The major four novels mentioned here are analysed within a theoretical framework that is pertinent to this paper.

Writers For The Sake Of Feminism And Equality

Jane Eyre's life story has a lot of similarities to Charlotte Bronte's own life. On the surface, it's a classic tale of romance and overcoming adversity. But digging deeper, I see Charlotte Bronte putting so much of herself into Jane. Charlotte knew hardship from a young age. She lost her mother and was sent to a harsh boarding school as a girl. Those experiences clearly influenced how she depicted Jane's upbringing - losing her parents and being mistreated by her cruel aunt. Like Charlotte, Jane matured early having to face so much injustice. She refused to let her aunt or cousins walk all over

her. Even as a child, Jane had an independent spirit. When things got really bad at her aunt's house, Jane chose starvation over humiliation. That's how strongly she felt about protecting her dignity.

Lowood school was another difficult period for Jane. The teachers showed the students no kindness. Food and shelter were barely adequate. Yet Jane found purpose in her studies and hope in friends like Helen Burns. Even in that bleak environment, Jane's fiery personality shone through. She told Helen that if badly beaten, she'd fight back hard to ensure it never happened again.

Jane carried that defiance with her as she grew. When she fell for Mr. Rochester, she didn't care what society thought about their difference in class. All that mattered was their connection of mind, heart and soul. Even after discovering Rochester's deceit of already having a wife, Jane stood up for her independence and refused to be used or bought.

Though she loved Rochester deeply, Jane left Thornfield rather than compromise her principles. But their story wasn't over. After the fire, Jane returned to find Rochester in need. In the end, they overcame all obstacles to be together as equals - a testament to the strength and courage of two independent spirits like Charlotte Bronte and her beloved character, Jane Eyre.

Jane Eyre had a strong character and pursued the world eagerly, unlike typical meek Victorian women. In relationships, she wasn't submissive like traditional women, believing relationships should be equal. Charlotte Bronte stressed more on women's independence and having their own views rather than just being extensions of men. She fought against patriarchal society and advocated equal respect for women. This is seen in Jane Eyre dedicating to earn a living. Charlotte was aware of opposition to women's rights. So, her feminism emphasized women respecting and loving themselves, not just getting respect from others. This is reflected in her works showing characters like Jane Eyre with sincerity and self-love. Jane Eyre displayed Charlotte's views on progressive feminism.

Wuthering Heights challenged Victorian ideals regarding religion, morality, social class and gender inequality. Catherine came from a prestigious background but had no rights as a woman in the patriarchal system. But she never gave up trying to be happy, which I guess showed how rebellious women were starting to feel. Even when playing, she'd try to be the boss of everyone. So, I think on some level, little Catherine wanted to take charge of her own life. She seemed to like making Heathcliff do what her dad hated. Like it was her way of sticking it to the patriarchy. She'd be all "why do I have to be good if my dad isn't even good?" Catherine was really questioning and judging the whole male-run society.

After her father died, Catherine went to Thrushcross Grange. The noble home instilled traditional values in her and brought her back into the patriarchy. Marrying

Heathcliff meant being cast out, while marrying Linton gained approval but required surrendering her identity. Pressured by society and her anxiety, the rebellious Catherine lost herself and chose Linton, compromising with society's rules. However, she couldn't accept betraying her soul and true self, leading to trauma. Catherine was afraid of seeing her reflection, as she no longer knew herself. She insisted on keeping the window open in cold weather, knowing she could never be free again. She said "If only I was a girl again; wild, tough, and free.

Catherine is seen as a feminist role model from the Victorian period. She was very independent and had free views, unlike most women at the time. The book can be seen as starting a new tradition written by a woman for empowering women. It explores Catherine's inner conflict. Catherine's real struggles have made Wuthering Heights open to feminist criticism because it tells the truth.

John Stuart Mill, a strong supporter of women's rights, penned an essay titled "On the Subjection of Women". He developed the ideas with his wife Harriet Taylor Mill. The essay argues for equality between men and women. Mill believed that as humans become more educated and civilized, it leads to greater happiness. He thought everyone should have the right to vote to defend their own rights and progress.

However, inequality of women was still seen as normal. Mill emphasized the need for women to challenge existing laws that denied their rights, which were deeply rooted in prevailing ethical beliefs surrounding marriage and family life. Consequently, feminists during the nineteenth century focused on reforming laws related to women, such as property rights for married women, access to divorce, and child custody. Mill further argued that granting women the right to vote was crucial for the moral advancement of humanity. He depicted the status of women as marginalized, contending that the legal, political, and cultural restrictions placed upon them were remnants of a bygone era characterized by strict authority and unquestioning obedience.

Mill criticized marriage laws the most. He showed marriage then was unfair and harsh on women. But he did not want to end marriage or change it completely. He wanted marriage laws and women's rights fixed to improve women's situation in families and society. He mostly talked about married women's problems. He said little about single women. Society used force to make women obey, like fathers selling daughters to husbands. In Victorian times, women had no choice in husbands and could not disobey parents. After marriage, a woman was seen as part of her husband, not as her own person. Her money and things went to her husband's control with no rights for her. Husbands even had power over life and death. Wives could not fight back legally - only listen to their husbands. Mill strongly disliked these "coverture" marriage laws that kept women unequal.

Thomas Hardy, another famous English novelist of Victorian era in England. He highlighted economic injustices against women through several of his novels. He

sought to depict the miserable conditions that many women faced. Readers could see through his stories how downtrodden and suffering innocent women's lives were during this time. One such novel was Tess of the d'Urbervilles. In this story, Hardy presented the hardships experienced by a poor country girl named Tess. Due to her parents' ignorance and prejudices, Tess endured great hardships.

The novel follows Tess's struggle to find her place in society. Her mother sends Tess to wealthy relatives hoping she'll marry the rich Alec D'Urberville. But Alec takes advantage of Tess, seducing and abusing her. After giving birth to a child who dies, Tess is tormented by guilt over her perceived impurity. However, she later meets a young man named Angel Clare who falls in love with her. After some time, Tess agrees to marry Angel. But when he discovers her past, Angel deserts poor Tess, leaving her heartbroken. Angel eventually regrets this decision but when he returns, he finds Tess engaged to Alec. Tess advises Angel to leave, blaming Alec for destroying her relationship with Angel. Desperate to escape this fate, Tess kills Alec in an act of revenge and passion. She is imprisoned and sentenced to death for his murder.

By the end of the story, Tess's life has been ruined by the prejudices and economic injustices of her time. Through his vivid portrayal of Tess, Hardy gives readers insight into the miseries and hardships faced by Victorian women. He used Tess's story to expose and critique the unfair social, emotional and political treatment of women during that era. Hardy's novels highlighted the economic plight of women and advocated for improved rights.

Conclusion:

To conclude, Feminism challenged Victorian views of women's roles. Feminists argued that women deserved independence and equality. They warned women about the dangers of male dominance in society. As women spoke up more about their situation, it impacted British culture and literature. Novels from this era explored how social rules oppressed women. Writers like Hardy, Dickens, Bronte sisters showed how their characters pushed back against prescribed gender roles. Their female characters believed that all people deserve happiness and fulfilment in life. Despite facing hardships, these brave women fought for dignity and self-respect. Studying these writers helps us understand the reasons, ideas, and feelings of the Victorian era better. They shared their perspectives on feminism, which at its core was about reforming democracy so it was founded on principles of equality for all. These feminist voices, writers and philosophers really helped lay the groundwork for feminism to truly take shape and have an impact in later centuries. Their voices were an important part of the movement gaining more acceptance and momentum over time. So, they played a key role in feminism achieving its goals more fully as the years went on. Overall, their stories showed that gaining independence and equality as human beings should be every woman's priority.

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K.V. Raghupathi's Poetic Craftsmanship: A Study of Imagery, Ekphrastic, Visual and Cinematic Elements

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Abstract

This abstract presents a comparative analysis of the poetic devices used by KV Raghupathi in *Between Me and the Babe* (2015) and *Orphan and Other Poems* (2010), two of his well-known poetry books. Through an examination of the subtleties of odes, images, imagery, ekphrastic, and cinematic or visual poetry, the analysis seeks to reveal the unique qualities of Raghupathi's poetic style in the chosen poems from the two volumes. The study will commence with an examination of odes within Raghupathi's verses, exploring how he utilizes this lyrical form to express heightened emotions and celebrate diverse themes. Through close readings, the presentation will delve into the thematic variations and stylistic nuances in the odes presented in both collections.

The second segment of the analysis will scrutinize the poet's adept use of image and imagery. By examining specific instances in the selected poems, the study will unravel how Raghupathi employs vivid and evocative language to paint mental pictures, fostering a sensory experience for the reader. The study will also delve into ekphrastic elements, investigating instances where he responds to visual art within his poetry. This exploration will shed light on how the poet intertwines verbal and visual expression, creating a dynamic interplay between the two mediums. By examining the poems through a cinematic lens, the study aims to uncover the visual storytelling elements inherent in the poet's work. This comparative analysis seeks to offer a comprehensive understanding of Raghupathi's poetic versatility, shedding light on the interplay of diverse literary devices across the collections. Attendees can anticipate gaining insights into how Raghupathi seamlessly navigates through different forms, creating a rich tapestry of poetry that transcends conventional boundaries. (275 Words)

Keywords: Poetic devices, Odes, Images, Imagery, Ekphrastic, Cinematic/ Visual poetry.

KV Raghupathi, an exceptional poet, showcases remarkable craftsmanship in his poetic endeavors, particularly in the vivid depiction of images and the skillful use of imagery. His works exhibit a profound mastery of capturing intricate visuals through words, offering readers a rich tapestry of sensory experiences. Raghupathi's poetic

canvas extends beyond traditional descriptions, delving into ekphrastic poetry, where he artfully brings to life scenes and emotions inspired by visual art. His poems are imbued with cinematic qualities, as he employs language to create moving images, akin to scenes unfolding on a screen. Raghupathi's adeptness in visual poetry is evident in his ability to seamlessly blend words into captivating pictures, inviting readers to not only read but to see and feel the sounds, images, landscapes, emotions, and characters he presents. In exploring these various facets of visual representation, KV Raghupathi emerges as a poet whose craftsmanship transcends the boundaries of language, inviting readers into a world where words paint pictures and evoke emotions with visual and cinematic clarity. The select poems from the *Orphan and Other Poems* (2010), *Between Me and the Babe* (2015) and Transition (2022) by KV Raghupathi beautifully capture various facets of life, nature, and human experiences. The poet's vivid imagery and emotional depth create a connection with the reader.

The poems in these two collections include various elements of odes, vivid imagery, and ekphrastic or visual qualities. Here's a breakdown for each element:

Raghupathi's Odes:

Raghupathi's use of odes, vivid imagery, and ekphrastic elements adds depth and sensory richness to his poetry, allowing readers to connect with the scenes and emotions he portrays. First, I would like to discuss the odes here.

The ode poems have a rich history that spans from ancient Greece to the present day. The term "ode" comes from the Greek word "oide," which means "song" or "lyric." In ancient Greece, odes were originally performed with music and dance during public celebrations, especially to honour athletic victories and other significant events. Pindar, a Greek poet of the 5th century BC E, is often credited with popularizing the ode form in this context.

The structure and style of odes evolved, and they experienced a resurgence during the Romantic period in English literature, around the late 18th to early 19th centuries. Romantic poets like John Keats, Percy Bysshe Shelley, and William Wordsworth embraced the ode as a poetic form to express intense emotions, celebrate nature, and explore the complexities of the human experience. These Romantic odes often featured elaborate language, vivid imagery, and emotional depth. For example, Keats' "Ode to a Nightingale" and Shelley's "Ode to the West Wind" are celebrated examples of this poetic genre.

In modern times, the term "ode" has broadened in meaning. While it still retains its connection to praise and celebration, contemporary poets have experimented with various styles and forms, adapting the ode to suit different themes and purposes. Modern odes may not strictly adhere to the classical or Romantic structures but continue to serve as a vehicle for expressing deep emotions, paying homage to people, places, or ideas, and exploring the beauty of language.

Overall, the evolution of the ode from its ancient Greek roots to its diverse expressions in the modern era reflects the enduring appeal of this poetic form and its ability to capture and convey the essence of the human experience.

S.No	Ode Qualities	Picturesqueness
	Differences	
1	An ode is a formal lyric poem characterized by elevated language, elaborate structure, and a reflective or meditative tone. It often praises and celebrates its subject, and it may follow specific rhyme schemes or structural patterns.	Picturesque refers to the quality of being visually attractive or vivid, often associated with landscapes or scenes that are charming or artistically appealing. While picturesque qualities can be found in various poetic forms, they are not exclusive to odes.
2	**Elevated Language:** Odes typically use elevated and formal language. While the language in these poems is descriptive and emotive, it might not always reach the level of formality associated with traditional odes.	**Vivid Imagery:** Picturesque qualities involve vivid and picturesque imagery. Many of these poems are rich in imagery, painting vivid scenes of nature, emotions, and experiences.
3	**Praise and Celebration:** Odes traditionally praise and celebrate a person, event, or object. "Ode to My Cycle" and "It Cackled for Fifteen Years" can be seen as praising and reflecting on the significance of personal possessions.	**Nature and Landscape Descriptions:** "The Sea in the Evening," "Clouds," and "Drought" exhibit strong picturesque qualities by describing nature and landscapes in detail.
	Structured Stanzas: Odes often have a structured and formal organization, often consisting of stanzas with a specific rhyme scheme. Many of the poems in the provided text follow a free-verse structure rather than a strict ode structure.	

Evaluation of the Poems:

"Ode to My Cycle" and "It Cackled for Fifteen Years": While these poems share some qualities with odes, they are not strictly following the formal structure or rhyme schemes commonly associated with traditional odes. They do, however, celebrate and reflect on personal possessions, showing elements of praise. Whereas poems like "The Sea in the Evening," "Clouds," "Drought," and "Garden" exhibit picturesque qualities with their vivid imagery and detailed descriptions of nature, landscapes, and emotions. They capture scenes in a way that aligns with the picturesque tradition.

These poems incorporate elements of both odes and picturesque qualities. They celebrate personal experiences and possessions while vividly depicting nature and emotions. The lines between poetic forms can be fluid, and these poems showcase a blend of different stylistic elements.

Image and Imagery:

"Image" and "imagery" are terms often used in literature and poetry to describe the way language creates mental pictures or sensations for the reader. While they are related, there are nuanced differences in their meanings:

S. No	Image	Imagery
1.	**Literal Representation:**	**Literal or Symbolic** Imagery can be either literal or Symbolic
	An image refers to a literal, concrete representation or picture that can be perceived by the senses.	Literal imagery directly represents sensory experiences.
	In a broader context, an image can be a mental picture, representation, or impression of something.	Symbolic imagery uses sensory details to convey abstract ideas or emotions.
2.	**Visual Element:**	**Figurative Language:**
	Images can be visual, auditory, olfactory, tactile, or gustatory, appealing to various senses.	Imagery refers to the use of vivid and descriptive language that appeals to the senses, creating mental images for the reader.
	In literature, an image often evokes a sensory experience, allowing readers to see, hear, feel, taste, or smell what the author is describing.	It involves the use of figurative language such as metaphors, similes, and personification to convey a sensory experience.
3.	**Real or Abstract:**	**Emotional Impact:**

	Images can represent both real and tangible objects or abstract concepts.	The purpose of imagery is often to evoke emotions, enhance the atmosphere, or convey the author's message more effectively.
	They serve to make the text more vivid and engaging by creating a clear mental picture for the reader.	It allows readers to connect with the text on a deeper level by experiencing the sensations described.

An image is a concrete representation, while imagery involves the use of descriptive language to create a sensory experience. Together, they contribute to the richness and depth of literary works by making the text more evocative and engaging for the reader.

KV Raghupathi's poems are a culmination of vivid images and evocative imagery, seamlessly weaving together sensory experiences and emotional landscapes. In "Ode to My Cycle," the poet paints a visual journey of summers spent pedalling, describing the roads, bridges, and landscapes traversed with the clinking and creaking of the bicycle. The disappearing spokes are likened to *maya*, adding a touch of mysticism.

I loved the clinking, creaking, screeching
And the disappearance of spokes like *maya*.
(*Between Me and the Babe* 52)

After pedalling the cycle for "sixteen summers" "like a lone tiller in lone world", one day the poet sold it to a mechanic for a "fabulous price" to trim his "life faster/to the spattered roads with purring and whirring". Despite this, the poet nostalgically tells that "its wheels still sing in my memory like humming birds." (*BMB* 52)

"It Cackled for Fifteen Years" uses the metaphor of "a jungle babbler" to convey the passage of time and the inevitable silence that follows. The image of a broken chair covered with a rat-bitten lungi symbolizes the decline and neglect of something once cherished.

Now, like a broken chair, it lies on the slab
covered with a rat-bitten faded blue checkered lungi.
(*BMB* 62)

In "The Sea in the Evening," the moon-tinselled sea with tentacles grasping ill-shaped rocks creates a captivating scene, while the poet explores the connection between the sea and the human soul.

The moon-tinseled sea with innumerable tentacles
leaps and grasps the ill-shapen rocks and boulders
to crawl into the world and teach strollers

the danger of sailing upon the desires
with the desires to the glimmering Infinity.

(*Orphan and Other Poems* 33)

"Kaveri" vividly describes the river's journey through four states, employing imagery of princes fighting over a share, reflecting the contentious nature of water-sharing disputes.

Four states[2] like four princes
fight over the share
It is happening
as the crowds gather on either side of the two states,
with brandishing sticks and stones, screaming
but she flows unmindful, wounded
carrying scolds, abuses, charges and counter-charges
like paper boats released by kids.
(*BMB* 64)

[2.] Karnataka, Kerala, Tamil Nadu, and Pondicherry

The poem "Clouds" beautifully personifies clouds meandering through landscapes, and the poet expresses a yearning to race with them to heavenly heights.

I am drunk with the dribbling manna of their joyous spirit
as I sit in the lap of soaked hills
and hear their feeble but penetrating voice calling me
to wake up and race with them to the heavenly heights.

(*OOP* 31)

"Tap" captures a poignant moment with the ashy-necked crow pecking at a sun-heated pipe, highlighting the obliviousness of passersby to its plight, symbolizing the apathy in society.

Drip drop drip drop stopped on a mid-summer evening
yet the ashy-necked crow after a day's reckless flying
slightly bending and clawing
the sun-heated pipe
pecking peck, peck, the hollow mouth
as the purple sun sitting on the banana leaf watching.
It knows no meaning of the hollowness.

(*OOP* 23)

"Drought" uses stark imagery of barren landscapes, dried-up branches, and people yearning for a drop of water to portray the harsh realities of drought.

There is no trunk standing
only the raw earth with no opening
staring at the sky for a drop

while men and women try hard to break the silence
with parched throats and dried eyes.
(*OOP* 11)

In "Garden," the poet explores the desolation of a once vibrant garden, drawing parallels with societal struggles and the burial of innocence. The poet compares the "plants blinded without flowers" with "the silent mourners" and "the severed wilted flowers" with "bullet-ridden, innocent school children" (*OOP* 30).

"Clock Tower" symbolizes the relentless passage of time through a two-faced clock tower, contrasting the bustling life in the streets with the ticking of time. Its singing every hour has reminded the poet of "the dark rings under the eyes". Now the singing has stopped and it has reminded the poet of "the grey hour under the nose" (*OOP* 20). Yet the life keeps moving unmindful of "the swirling time".

yet milling people crowd the glittering shops unmindful of
the swirling time beyond the dusk
while the hopping little children in the infested streets
play in the drifting twilight
with the full-blown moon and dainty stars like antiquated lovers.
(*OOP* 20)

The poem "Steam Engine" unfolds "buried memories" associated with a steam engine, symbolizing the unstoppable wheels of life despite inevitable changes. The poet seemed to have "played back and forth/as the wheels screeched on the track" in his childhood. (*BMB* 20) Now things have changed. The steam engine has been replaced by diesel and electric engines. It stands "in front of the Rail Nilayam as a hollow." (*BMB* 21) Despite these changes that the poet has witnessed in his life, "life's wheels never ceased/with no fears on the track." (*BMB* 21)

In "A Broken Image," the poet presents a stark and haunting image of a deceased woman, drawing attention to the markings on her body and the unsettling circumstances surrounding her death.

One wrinkled woman extending her trembling right hand
with a much-scrapped stick in her unsteady left hand
arrested me as I dragged my wheeled suitcase across the footbridge. (*OOP* 59)

The poet says that he has "never seen such a frightening image before"; "her withered flesh/like a half-dried fish sticking out of thigh bones". (*OOP* 59) The image of comparing her flesh with "a half-dried fish" is apt and striking. It shows that the dead woman is skeleton, giving poignant feelings to the poet. The vivid descriptions of her body and the clotted milk in her breasts create a vivid and distressing mental picture. The juxtaposition of the lifeless woman and the illusion-sucking babe amplifies the tragedy. The poem offers a powerful commentary on the plight of an elderly woman seeking alms on a footbridge. The detailed depiction of her worn-out appearance and

her impassioned narrative about her daughter in the hospital creates a vivid and emotionally charged image. The imagery of the broken bangle and passing trains adds depth to the portrayal of her struggles.

"An Image" captures the desperation of a woman in a “faded, dusted blue saree,” holding “a greased stick”, with a babe suckling “the loosely hanging left breast.” (*OOP*24) The image reflects the harsh reality of poverty and the struggle for survival. The poet skillfully uses visual details, such as “the glistening grey Cheverlot” and the neon lights, to intensify the impact of the scene.

In "On My Revisit to Guntakal After Thirty-Seven Years," the poet uses images to convey the changes in the town over the years. The poet left the place in 1974 and exactly after thirty-seven years in 2011 he revisited it. Much to his surprise he has noticed cataclysmic changes in the town. Like “the lost child” he retraces his “footprints in the memory lanes and by lanes.” (*BMB* 14)

The vivid descriptions of the railway station, market, *jatka* stand, and the juxtaposition of old and new elements paint a nostalgic yet realistic picture of the evolving town.

There still stands the old *jatka*** stand defying changes,
the town all the more sits like an art piece in a museum. (*BMB* 15)

**carriage drawn by a single horse.

The imagery of the peepal tree, sitting as “Buddha”, the railway hospital, “the only jewel of the town” and the school where the poet “sat and studied in the room in the south of the building”, and “the noise, the play, the pranks with mates and teachers” that reverberate in his ears and eyes and pass like nimbus clouds” (16) evoke a sense of continuity amidst change and “rain pristine joy” in his heart. The poet had “the simple joy” in all these details that he felt he had “the smell of the black soil in my memory”. (15) After a couple of days, the poet is back to the railway station to bid farewell. He boards the train that whistles and chugs, “the platform smiles”. He says that he had “fantastic and romantic” experiences “with no regrets and parting pain.” (16) He had a sense of “fulfilment” on his revisit to his home town where had spent his childhood days. The poet's recollections of the town have not faded, despite the poem's overly sentimental recall of his former affiliation with the now-growing town. The poet admits that he has had his fill of the picturesque town. His intercourse with the romantic town is complete, the poet confesses.

"Room in a Bogie" presents a crowded train compartment where the poet navigates through the challenges of finding space. The poet employs vivid imagery to describe the crowded conditions, the foul smell, and the interactions between passengers.

The overused superfast train screeched and halted
like heavy machines in the industry.

Wearied, some like ants alighted.

Unwearied, some like sheep in a barn
jostled and pushed into the bogie to occupy the space.
No thoughts barred, but I ambled along inside the dusty,
foul-smelling bogie
pushing the hurrying passengers (*BMB* 17)

Inside the bogie, the poet seeks room for himself amidst the jostling of the passengers. The poem depicts realistically the typical conversation he had with the passengers with a sense of humour. The image of the moving train and the changing landscape outside the window adds dynamic energy to the poem. Towards the end, the train screeches and halts a while. "The running trees, rocks, and stones stopped" but "thoughts emptied not" and

Moved into another compartment of my 'self'
Like water from one field to another. (*BMB* 19)

In the poem, "Drought" the poet employs visual and sensory imagery to convey the desolation and despair brought about by the absence of water: "flowers not falling", "leaves hanging like bats", "empty branches stretching, bony hands", "trunk standing, abandoned child in the desert", "raw earth with no opening", "staring at the sky for a drop" and "men and women trying to break the silence". The images create a powerful and poignant visual landscape that reflects the impact of drought. The poet uses imagery to paint a stark picture of desolation, barrenness, and the struggle for survival.

There are no flowers falling
only leaves hanging like bats.

There are no leaves falling
only empty branches stretching in
empty space like bony hands.

There are no branches spreading
only the trunk standing
like an abandoned child in the desert.

There is no trunk standing
only the raw earth with no opening
staring at the sky for a drop
while men and women try hard to break the silence
with parched throats and dried eyes. **(***OOP*. 11)

Raghupathi's poetry is a rich mosaic of images and metaphors, inviting readers to immerse themselves in the poignant beauty and profound reflections woven into each verse. They vividly portray powerful and often striking images that leave lasting imprints on the reader's mind.

III

Ekphrastic, Visual quality, and Cinematic Elements:

Ekphrastic poetry involves vividly describing or responding to a work of visual art, such as a painting or photograph. It aims to bring the visual image to life through words. Visual quality refers to the aesthetic characteristics and vividness of the imagery in a literary work, emphasizing the creation of mental images for the reader. Cinematic elements suggest that poetry shares characteristics with cinematic storytelling, incorporating vivid imagery, movement, and a narrative flow.

	Ekphrastic Elements	**Visual Elements**	**Cinematic Elements**
Definition:	Ekphrasis refers to a literary description of or commentary on a visual work of art, often a painting or sculpture. Ekphrastic elements are those aspects of a literary work that engage with or respond to visual art.	Visual elements refer to the components that make up a visual artwork, including elements like line, shape, colour, form, texture, and composition. In the context of visual arts, these elements contribute to the overall aesthetics and meaning of the work.	Cinematic elements pertain to the components and techniques used in filmmaking to create a visual and auditory experience. Elements include cinematography, mise -en-scène, editing, sound design, and narrative structure.
Medium:	Primarily associated with literature, especially poetry and prose, where words are used to describe or respond to visual artworks.	Primarily associated with the visual arts, including painting, drawing, sculpture, photography, and other forms of visual expression.	Associated with filmmaking, where a combination of moving images, sound, and other elements creates a narrative or artistic expression.

Purpose:	The purpose of ekphrasis is to explore the interplay between different art forms, allowing the written word to capture and interpret the visual.	The purpose of visual elements is to convey meaning, emotion, or aesthetic experience through non-verbal, visual means.	The purpose of cinematic elements is to tell a story, convey emotions, and create a sensory experience through the integration of visual and auditory elements.

A. Ekphrastic Elements:

Ekphrasis refers to the vivid description of visual art, often found in poetry. In the poems by KV Raghupathi, while direct references to visual art are not present, there are instances where the poet paints vivid images, creating a sense of visual representation through words. Here are some ekphrastic elements in the mentioned poems:

In the poem, 'Broken Image' there is a detailed description of the dead woman's body, including the markings on her brown cheeks, neck, and hands, paints a vivid and disturbing image. The portrayal of the little babe with no tears-sucking illusion creates a visual contrast to the lifeless scene:

She lay dead
like a fish on the shore.

The markings on the brown cheeks, neck, and hands
in the golden thin light
through the partially closed windows
indicate either raped or poisoned.

But she lay there on the wet floor
with her legs apart and hands thrown
in between two murky pillows and two displaced boxes
her breasts partially opened
nipples pointing to the partially broken roof,
full and round with clotted milk.

The little babe with no tears
sucking illusion in its mouth
as her carcass stretched from corner to corner.

Brown body turned to pale bluish in the passing sun

as the illusioned babe lay holding tight the chest
with no terror on its face
but the right stiff nipple in the unbitten lips
and eyes partially closed in hope
that it might meet its eyes with the mother's. (*OOP*. 9-10)

The poem "An Image" also presents the woman in a faded blue saree beside the glistening grey silvery Cheverlot, allowing readers to visualize the scene. The image of the woman with a greased stick and a little naked babe in her pouch, juxtaposed against the neon lights, adds a visual layer to the poem:

That woman in faded, dusted blue saree
beside the glistening grey silvery Cheverlot
on Y.M. Street*. She will not let me go
in the greying sky and the faintly burning neon lights.

She has a greased stick wobbling
and a little naked babe in the pouch suckling
the loosely hanging left breast.
She will not rest me till I drop a coin in her palm
sticking out of her bony chest.

There is a crashing of wall as I pass her image
but she stands there as if nothing has happened yet.
She walks straight on, toward me
stretching her two weak hands as
the suckling babe stared like an innocent kitten.

She will not rest me
until I fling a coin
and until I fling a coin
her image will not flee from me.
She just stands there
with her shallow looks at the nonchalant world. (*OOP*. 24)

'On My Revisit to Guntakal After Thirty-Seven Years' uses visual descriptions to convey changes in the town, such as the modified railway station, slightly modified shops, and the old *jatka* stand, allowing readers to visualize the evolving landscape. The image of the peepal tree, the church dome, and minarets adds visual richness to the depiction of the town.

Back to the bustling town
I see the same slightly modified shops on either side of the

long unwinding road,
the marketplace, the small hotels making small business
with no buildings rising to melt into the blue sky.
There still stands the old *jatka*** stand defying changes,
the town all the more sits like an art piece in a museum.
I go round to amuse myself in wafer-thin changes
and watch houses built here and there on the rising land
nestle together like pairs of pigeons,
the simple joy I felt I had
the smell of the black soil in my memory
I pause at the mound of earth on which a newly built
temple rests
the church dome looming like St. Peter's Cathedral
the minarets holding the blue sky
exemplifying the supreme harmony in this little town. (*BMB* 15)

Visual Elements:

Raghupathi's poetic verses exhibit a compelling array of visual qualities that vividly encapsulate the essence of nature and human experience. The metaphorical portrayal of the sea as the "king of rivers and streams," characterized by invincibility and unknowability, conjures an image of a majestic, powerful force. The subsequent plea to be taught about elements that "hold, but are not flooded" and "rustle on the surface, but are tranquil at the bottom" introduces visual contrasts, symbolizing resilience and calm beneath the surface.

O the king of rivers and streams!
Invincible and unknowable
teach me that which holds, but is not flooded
that which rustles on the surface, but is tranquil at the bottom
that which receives but gives back nothing
that which stretches far and wide, but without tilt
that which reaches the abysmal to touch the Infinity above.

I come, O mighty sea, boisterous sea, tranquil sea
to merge my little self with your quiet world at the bottom.
(*OOP*. "The Sea in the Evening" 33)

Let me take another poem, "Drought". The poet's exploration of drought intensifies the visual impact, depicting a desolate landscape with "leaves hanging like bats" and empty branches reaching out like "bony hands." (*OOP*. "Drought" 11)

The opening lines create a visual image of a landscape devoid of the usual signs of life. The absence of falling flowers and the presence of leaves hanging like bats evoke

a sense of emptiness and unnatural stillness. The second stanza intensifies the visual impact, portraying empty branches stretching into empty space like bony hands. This imagery conjures a stark and barren landscape, emphasizing the lack of foliage and vitality. The third stanza introduces the striking visual metaphor of a trunk standing like an abandoned child in the desert. This vivid image humanizes the natural elements and emphasizes the solitude and vulnerability of the landscape. The final stanza focuses on the raw earth staring at the sky, creating a visual representation of parched land yearning for a drop of water. The portrayal of men and women trying hard to break the silence adds a human dimension, intensifying the visual impact of the struggle.

Throughout the poem, the poet uses contrasting elements such as flowers and leaves, spreading branches and empty branches, to create visual tension. These contrasts enhance the overall visual impact and emphasize the unnatural state brought about by the drought. The choice of the desert as a backdrop in the metaphor of the abandoned child adds a layer of visual harshness. The arid and unforgiving landscape intensifies the emotional impact, contributing to the reader's visual interpretation of the scene. The final stanza brings the human experience into focus, with parched throats and dried eyes. This visual depiction of human suffering adds a visceral layer to the poem, allowing readers to imagine the harsh conditions faced by individuals in the drought-stricken landscape.

Overall, the poem skillfully employs visual qualities through vivid imagery and metaphorical language, creating a compelling and immersive experience for the reader. The carefully crafted visual elements contribute to the overall emotional impact of the poem, conveying the devastating effects of drought on both the natural world and human life.

Transitioning to human experiences, Raghupathi's depiction of an overcrowded, overused superfast train screeching like heavy industry machines paints a chaotic scene, emphasizing weariness and disarray.

The six-part poem, “Images of Afghanistan” is rich in visual elements, using descriptive language to create powerful and poignant images in the reader's mind. The scenes of desperation, chaos at the airport, and the suffering of individuals are depicted with vividness and clarity, contributing to the overall visual quality of the poem.

The airport scenario unfolds with people rushing like scared rats fleeing gunshots, transforming the space into an old railway station. The tragic image of people thrown off a flight like fireballs adds an emotional and visual crescendo, underscoring the profound impact of the narrative. Through adept use of metaphor, simile, and vivid descriptions, Raghupathi crafts a poetic canvas that engages the reader with powerful, evocative visuals, fostering a deep connection between language and imagery in the exploration of both nature and human turmoil. The poem, especially in Section II, uses cinematic language to describe the scenes at the airport. Phrases like "the airport was

transformed into an old railway station," and "the stranded flights like trains to pick up the tyrannized" evoke a cinematic feel, as if the reader is watching a film unfold.

II

Like scared rats, they rushed to the airport,
all to flee from gunshots.
There were no rules on the tarmac and the runway.
Soon, the airport was transformed into an old railway station
and the stranded flights like trains to pick up the tyrannized.
They scrambled like the flood victims for food,
some squatted on the wings, some hung to the wheels,
some held whatever their hands could,
yet hundreds ran with the moving flight
as though escorting the wounded Freedom.
The flight took off, the pilots unmindful
throwing off the people on the wings
like fireballs
to fall to their death from the sky.
Freedom was so elusive,
it flew with the wings,
off in the sky and then vanished like a falcon
in the thick ashy clouds that partly concealed the bleeding mountains.

(*Transition* 23-4)

***

Cinematic Elements:

KV Raghupathi's poems, particularly "Clouds" and "Room in a Bogie," exhibit several cinematic elements that contribute to the vivid and immersive nature of his poetic expression. Here are some cinematic elements found in these poems:

Visual Imagery:

Raghupathi employs vivid visual descriptions, creating mental images akin to cinematic shots. For example, in "Clouds," he describes clouds meandering through firs, conifers, rocks, boulders, and hearts of hills. This paints a visual landscape in the reader's mind.

Meandering through firs and conifers
rocks and boulders and hearts of hills
like the rain-fed runnels in the Tirumala Valley
they pause for none in their quest.

Cruising through the bridges and cliffs
over the soft grass and flower-tops

like the Siberian cranes, not whistling and not flapping
they wait for none in their longing and fulfilment.
(*OOP* 23)

In "Room in a Bogie," the poet utilizes visual imagery to depict the train journey, with moving trees, rocks, stones, and tiny hamlets triggering thoughts and memories. The scenes of the train screeching, halting, and moving are reminiscent of cinematic sequences. The poems seamlessly transition between different scenes, similar to how scenes change in a movie. There's a shift from the train screeching and halting to the poet's introspection and interaction with the environment. This creates a dynamic flow, enhancing the overall cinematic feel.

The train roared and the wheels wheezed
then off, off, the platform is orphaned
the city is left like a piece of cloud far behind the hill
as the train curved

The moving trees, rocks, stones, and tiny hamlets
triggered my thoughts, memory
I slipped into it like a silkworm

The moving trees, rocks, stones, and tiny hamlets
triggered my thoughts, memory
I slipped into it like a silkworm
"Water bottle, cool water bottle, water, water, *tunda pani*[1]"
"*Babu, dharmamcheyi*[2], I am blind"
"*masala borugulu, masala borugulu*[3]"
I leaned with half-closed eyes

The train screeched and halted for a while.
The running trees, rocks, and stones stopped
thoughts emptied not
but moved into another compartment of my 'self'
like water from one field to another. (*BMB* 17-19)

Cinematic Language:

Raghupathi uses language that evokes a cinematic experience. In "Room in a Bogie," phrases like "The train roared," "the wheels wheezed," and "the platform is orphaned" evoke auditory and visual sensations, contributing to a cinematic atmosphere. The repetition of phrases like "water bottle, cool water bottle" and "*masala borugulu, masala borugulu*" in the midst of the train journey adds a rhythmic quality, resembling a soundtrack in a film.

Point of View and Framing:

The poet adopts a specific point of view, allowing readers to see the world through the poet's eyes. The mention of "I slipped into it like a silkworm" in "Room in a Bogie" gives a personal perspective, akin to the framing of shots in cinema. The description of the town from the moving train in "Room in a Bogie" reflects a changing perspective, similar to how a camera captures different angles and frames in a film.

Temporal Elements:

The use of temporal elements like the train journey progressing, the platform changing, and the transition from day to night in "Room in a Bogie", "On my Revisit to Guntakal After Thirty-Seven Years" contribute to a sense of time passing, mirroring the temporal progression in a film. In conclusion, KV Raghupathi's poems exhibit a cinematic quality through the use of visual imagery, scene transitions, cinematic language, specific points of view, and temporal elements. These elements collectively create a rich and immersive experience for the reader, reminiscent of watching a film.

Back to the Railway station
I board the train,
the whistle blows
and this time it is fantastic and romantic
with no regrets and parting pain.
My eyeballs roll with joy-filled
and my heart swells with fulfilment and satisfaction
as I kiss the dainty town in air
standing at the doorway, waved
I carry the bucket full of living memories of a silent town
soaked in poetry.
The train chugs and the platform smiles
I enter the compartment dragging my loneliness.
Through the darkened window
I watch the sagging frame of the station
suddenly becoming electric and effulgent
and this time it is real, my intercourse with this
romantic town complete.

(*BMB* "On My Revisit to Guntakal After Thirty-Seven Years" 16)

Conclusion:

KV Raghupathi's poetic mastery is evident in his adept handling of odes, imagery, ekphrastic elements, and cinematic nuances. He transforms ordinary words into a vivid tapestry of emotions, seamlessly balancing celebration and depth in his odes. His acute sensitivity to the power of language creates mental images that are both palpable and evocative, enhancing his verses with layers of meaning. His exploration

of ekphrastic elements and emphasis on visual qualities contribute to a unique fusion of literary and visual art. Meticulous attention to the aesthetics of language, combined with cinematic storytelling, distinguishes his work, making each poem unfold like a captivating cinematic sequence. His poetry resonates universally, offering a multi-dimensional exploration of life's intricacies through themes, emotions, and visual modes. His art is a rich kaleidoscope that transcends language, leaving a lasting impact on readers. These qualities masterfully transcend the boundaries of language to create art that resonates deeply with readers. His poetry is a kaleidoscope of themes, emotions through visual modes like odes, picturesque, images ekphrastic and visual and cinematic Elements. Through these elements he creates a multi-dimensional exploration of life's intricacies. Whether reflecting on personal nostalgia, celebrating nature's beauty, or addressing societal issues, Raghupathi's poetry resonates with universal.

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Role of Games in English Language Learning: A Study

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Abstract

Technology and communication are prevalent in this period. With the development of computers, smartphones, and the internet, knowledge is easily accessible. As such, there has been a significant transformation in the teaching-learning process. Activity-based learning, or learning by doing, is prioritised over other approaches, and learner-centred approaches are additionally valued. There is no exception for language classes. In order to acquire knowledge, improve proficiency, and raise employability, learners everywhere have to pick up minimum one or two languages other than their mother tongue. Language games are a vital and efficient teaching tool in acquiring second, third, and foreign languages. They are appropriate for the traits of today's students.

The purpose of this paper is to provide a framework for the utilisation of language games. We go into great length on the benefits and drawbacks, characteristics, standards, procedures for organising a game class, situations in which games are used, and categorization of games.

Keywords: technology, communication, learner-centred, language games

Introduction

Gaming is an essential and organic aspect of growing up. In essence, games are interactive, rule-governed learning experiences. Gaming can be a very effective method for learning a language. The goal of the language games is to negotiate and persuade your way to the desired outcomes by utilising the target language. Both the receptive and productive talents are used in this process. Students can study in a fun and laid-back environment by playing games. The chance to utilise language in a stress-free manner is given to the learners. When engaging in games, learners focus on the message rather than the language. Rather than considering if language forms are correct, they put all of their effort towards winning. This reduces the anxiety of receiving unfavourable feedback from others. By creating verbal fluency and lowering fear in a game-oriented setting, communicative competence can be attained. Even though it's not a novel approach, teachers are nevertheless apprehensive to use games on a regular basis in the classroom because they may be perceived as time-consuming. One of the most crucial things to remember is that kids might not be aware of how much time and work goes

into making a game. They might not even be aware of the games' true educational worth. It is essential to describe the game's logic.

Proper games are prepared in advance and used during lessons by teachers. They need to think about which kind is best for the kids' proficiency and the subject goals. Furthermore, if games are not properly managed, they may incite aggression in students. High-esteem students might not give up on their failures, because during gaming, they could experience disappointment and lose their composure. Nonetheless, a lot of academics believes that activity based learning is an essential component of language instruction. Games are regarded as a crucial part of language instruction in an improved education system. Teachers from all around the world have used games in the classroom to help pupils feel differently about traditional learning subjects and to create a more intimate learning environment.

Games tend to help pupils connect with the real world and give them opportunity to practise language since they bring real-life scenarios into the classroom. With the significant contexts that games offer, they also motivate language learners to focus their efforts on language acquisition. Majority of the time, these games combine mental, spiritual, physical prowess, and linguistic knowledge in the classroom help kids improve their language skills and feel more at ease. When a class incorporates gaming, teachers can more effectively assist students in picking up unfamiliar forms and vocabulary. To determine the greatest performances, students can evaluate their language experience and the lessons they have acquired; formation of new vocabulary and language chunk will emerge during this process.

Games can be used to practise all of the fundamental language skills—speaking, writing, listening, and reading—as well as other IT, communication, and critical thinking abilities. Students can therefore practice and revise those language skills when they are immersed in the games. Additionally, games can successfully promote language acquisition and inspire students. Therefore, playing games can help students feel good about how they performed, which may include looking at their grades, their communication skills, their vocabulary knowledge, or their ability to work in a team.

Game results demonstrate how learners are rewarded. Put another way, a student's ability to bring what they have acquired and comprehended to a game and work with others to overcome obstacles and meet goals is reflected in their performance, both when they win and lose. Teachers can use game characteristics to inspire their students to work hard and accomplish their goals in a variety of courses and fields, not only language study. Teachers that are able to bring out these aspects of games in their lessons will see a noticeable improvement in their students' perception and learning. One way to think of games in language classes is as a way to connect teachers and students. Students participate in games under the guidance of their professors, discussing, working together, and applying what they have learned to meet the

objectives and conditions of the games. Teachers can assess pupils' character, aptitude, attitude, and desire through games. These will enable students to interact more closely with one another and offer more support. Teachers should not let students lose interest in the language they are learning. Learning shouldn't be boring; instead, it should be centred on memorising, where pupils absorb knowledge by repeating or cramming. By utilising a variety of teaching tactics, educators can capitalise on the creativity and energy that students bring to the classroom in order to raise student performance. For these factors, games should increase students' motivation, involve them in the material, replace boring teaching strategies, and support their creativity, self-worth, and ability to concentrate. By doing this, teachers can keep an eye on their pupils and foster strong relationships with them. Teachers are able to assist kids in learning progress on a regular basis since they have a thorough comprehension of them. Games are sometimes thought of as entertaining and pleasurable resources for teaching languages, but occasionally they can go wrong and have a negative impact on the pupils. When playing games, some kids may become overly competitive and aggressive, turning the activity into needless competition. Alternatively, if someone does anything that offends the sentiments or other people. Teachers need to be mindful of this and exercise appropriate control when implementing games in the classroom.

Instructors must exercise common sense in observing the attitudes and feelings of participants and offering support when needed. It also means that educators ensure that all students have a pleasant gaming experience and that the classroom never turns into an atmosphere where students feel helpless or inadequate. It's also important for teachers to recognise that not all games are appropriate for the classroom and have the desired impact on every kid, and that it can be challenging to choose the proper ones. Thus, it's important for teachers to remember that an appropriate educational game should strike a balance between challenging and fun. While playing the games, the students are having fun, but the difficulty level requires them to use all of their abilities. It's crucial for educators to keep in mind that while games are an excellent teaching tool, they are still just one of many strategies they employ in the classroom. When selecting games for a genuine language development class, teachers must exercise caution because a game that works well for a particular instructor or one set of students may not work well for another instructor or set of students. For this reason, before selecting games for language classes, teachers should give it serious thought and calculation. Teachers must first see their kids engaging in the games. To assign activities that are suitable for learners, they need to have a thorough understanding of both the personality and linguistic skills of their students.

For the selected group of pupils, teachers should lay out a goal and motivate them to participate fully. While choosing a game that is suited for a particular group of students may be simple, choosing games for multiple groups in a big classroom might

be difficult for teachers. As a result, they must ensure that the game being played is appropriate for the age and language ability of their pupils and that it is pertinent to the topic. They shouldn't select a too difficult game because that could make the pupils lose interest. A simple game might not hold students' interest and have an undesirable effect. As a result, educators must be astute and resourceful when selecting appropriate language games for their children. Teachers should also make sure that all players comprehend their instructions before beginning a game and that the rules of the game are communicated in detail. Students may become discouraged from the messy games if they don't comprehend the instructions.

TYPES OF GAMES:

` Pedagogical card games: One such activity is bingo, which acts as a great way to teach language since it allows the teacher to draw words while the kids just have illustrations on their cards, or the other way around. In this manner, in order for the pupils to match the words to the correct picture, they must comprehend the words.

Word games: Word games are particularly useful when teaching languages. This section has word searches and crossword puzzles where students can obtain words in their home language, but the words in the word search are hidden, and they are restricted to matching the clues found in the target language. Additionally, it is simple to assign students to use the language of target in the game "Filling in a chart," in which players must locate various objects, such as a nation, a town, a living being, or a kind of food.

Story games: "To Tell a Story" is a great illustration of a game that falls under this category. One person takes on the part of the storyteller while the others sit in a circle. Each pupil is given a single word that the teacher whispers into their ear and asks them to remember it. Subsequently, the storyteller starts narrating a tale, pausing occasionally to indicate a student, who must then speak the word the teacher had uttered to him. The storyteller must then use this word in the narrative, which typically has humorous results. Because both the story and the vocabulary in this game are in the target language, it is an excellent fit for language instruction.

Question games: "Riddles is a decent game in the question game category. The students are split up into pairs, and each pair is given a particular country to research and create a brief riddle about. Once the pairs have finished, they should make their way to the forefront of the room and seek the other partners to solve their puzzle. After all pairs have posed their riddles, the other pairs must put down what they believe to be the correct solution. The pairs with the most accurate replies are then declared the winners. The teacher needs to abandon the conventional all-in-one or all-in-all mind-set, gives up his authoritative style, adopts a new outlook, be amiable, and become one of them. In order to move student ideas and concepts forward and make the process of learning and teaching more learner-centered than teacher-centered, they must remain open-minded. Second, the teacher should conceptualise and contextualise the educational

components by utilising the range of E-learning audio-visual resources at his disposal, including computers, smartphones, tablets, podcasts, and other electronic and printed resources like clippings from newspapers, journals, books, and magazines. They should even design some activities based on brainstorming, such as enjoyable exercises or task-based activities. They can employ technology in the classroom whenever it is possible to make their instruction dynamic, engaging, and bipolar. Additionally, by creating game-based learning activities, teachers may create a dynamic, joyful, and fun-filled learning atmosphere in their classrooms with or without the use of technology. Here, the teacher's position takes on greater significance. They bear an increasing amount of responsibility for organising every gaming session, but they labours will not go unrewarded. Rich rewards will undoubtedly follow because language games inspire and motivate students at a high level and open doors for their participation in class activities.

Conclusion

As a result of the study's findings, it is clear that games play a significant role in creating a comfortable learning environment for students in language instruction settings. Additionally, games that serve an instructional rather than recreational purpose are beneficial to both teachers and students.

Games allow for purposeful language practice, they can be used as the activities that come after the lesson plan to practise and reinforce the necessary abilities. They may additionally be applied to the recycling and revision of previously learned abilities or knowledge. Playing games can improve one's proficiency with language, discourse, sociolinguistics, strategy, and socio-culture. All three of the learning domains—cognitive, emotional, and psycho-motor—benefit from their assistance. They enhance the way in which specific cognitive and psychological components operate. Playing games to learn improves communication, boosts motivation, self-worth, and spontaneity, reinforces learning, and boosts confidence.

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Metafiction

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Abstract
Metafiction is a self – conscious literary style in which the narrator or characters are aware that they are part of a work of fiction often most closely associated with postmodern prose, metafiction involves a departure from standard narrative conventions, in which a self aware narrator infuses their perspective into the text to create a fictional work that comments on fiction. This kind of fictional writing can appear in novels, short stories, plays, video games, film, and television.

Keywords: Metafiction, postmodern prose, novels, short stories, plays, video games, film, and television.

Introduction:

Meta means about something. Here metafiction is about fiction which is a creation that is not a real. Metafiction describes a fictional characters in novel that creates and imagines and it is self – conscious. The audience involves in the characters and they think they are the characters in the novel. It is its own narrative structure. It is like a vehicle or main sources for literary exploration and it played an important role in story narration. Fiction shows us imaginative or invented stories which are created by an author or writer as opposed to factual or real events. Meta taken from the Greek prefix and preposition, which mans often or beyond and of something that is written or performed. Metafiction is about imaginary or unreal characters and events in which the process of writing is described or explained.

Definition of Fiction and Types of Fiction:

Fiction, in literature created from the imagination, not given as fact, though it may be based on a real story or situation. Types of literature in the fiction genre include the novel, short story, and novella. The word is from the Latin Language "Fictio" means the act of making, fashioning, or molding. There are different types of fiction in literature.

I. **Novel :** It's a long, narrative work of fiction. It focuses on character development and plot description.

Examples of Russian author notable novels

1. War and peace (Historical Novel) (1869)
2. Anna Karenina (1877) (A tragic tale of Love)
3. The Death of Ivan llyich (1886) A Novella that reflects on the nature of life and death.

II. **Short Story :** A short work of fiction that typically focuses on single plot or theme.
Ex : 1. The lottery – Shirley Jackson
A tale about a small town's annual ritual with a shocking twist.
2. The gift of the Magi by O. Henry
It's about a young couple's selfless Christmas gifts to each other.
3. "The Tell – Tale Heart " by Edgar Allan Poe it's a psychological thriller narrated by murderer obsessed with the soon of his victim's beating heart.

III. **Novella :** It not a short story because it give more explanation than short story but shorter than a novel. Simply say its neither a short story nor a novel.
Ex : 1. Animal Farm by George Orwell (Satirical allegory)
2. Of Mice and Men by John Steinbeck it classic work of two displaced ranch workers.
3. Heart of Darkness by Joseph Conrad it explains the nature of African Congo.
4. The little prince by Antonie de Saint – Exupery

IV. **Science Fiction :** It retates to Technology Ex : " Night fall" by Isaac Asimov". Foundation by Isaac Asimov, it's a series explains about the epic saga of a mathematician's plan to preserve knowledge.

V. **Mystery :** It is like a puzzle that cannot be solve or explain easily.
Ex : Agalka Christie's " Murder on the Orient Express "

VI. Fantacy : It refers to imaginative character and magical elements. It is a far from reality.
Ex : J.K. Rowling's " Harry Potter " which is well known series and it has magical adventures of a young wizard and his friends at Hogwarls School of Witchcraft and Wizardry.

VII. Historical Fiction : These Novels filled with fictional elements with real historical events in a particular historical period or time .
Ex : Ken Follett's " The pillars of the earth " This novel explores the construction of a cathedral in medieval England against a backdrop of political and social upheaval.

VIII. Romance : The content of the novel captured by the central theme of Love, Affection and Emotional bonding or relationship between the characters.
Ex : 1. **Nicholas Sparks** " The notebook " is wonderful romantic novel, which tells us a beautiful love story between Noah and Allie.
2. **Jane Austen** " Pride and Prejudice " and ever unforgettable Novel, explains different characters of love journey.

IX. Adventure : It basically refers to an unexpected thrills, facing risks and completely an adventurous events through out the characters journey. It filled with thrill, risk and unexpected situations.

Ex : The best examples of Adventure novels are " Robinson Crusoe " By Daniel Defoe, The Hunger Games by Suzame Collins

X. Thriller : It is genre of fiction, characters of the novel involves audience with unexpected twists, unreveal suspense and strong emotional response, The readers or viewers cannot be come out with the suspense.

The Concept of Metafiction :

The metafiction concept has been used in literature for centuries but it played key role in 20th Century with writers like Jorge Lusi Borge and Argentine Writers. There were many writers who brought an innovative changes in metafiction. They have brought important or notable modifications in story telling in metafiction.

Here are the authors, writers who helped in bring immense changes in narration of the novel or short stories.

1. Jorge Lusi Borges : He used complicated way of narration that challenged traditional story telling structures . His stories were involving a person's ability to think and to understand ideas and information and explored the interplay between reality and fiction.

His notable works - Ficciones (1944)
ElAleph (1949)
Labyrinths (1962)
The Book of Sand (1975)

Pierre Menard Author of the Quixote

2. John Barth : His works are including / with A **Self – Reflective narrative.** It draws attention to the act of story telling itself. It means writer ask questions to himself about his feelings and behavior, in the past and how he would changed by the incidents. We can observe this work in " Lost in the Fun House ". This mode of experiment became a hall mark of metafiction. Authors like Itato Calvino and Salman Rushdie continued to explore metafictional elements in their works, expanding on the themes introduced by Borges and Barth. Actually, The Theory of Metafiction started by look over the state of contemporary through the complex political, social and economic factors which influence critical judgement of fiction.

Generally, these authors questioned and wanted to bring changes in traditional story telling norms, request readers to actively engage with the narrative, questioned the nature of fiction and survey the role of the author in moulding the reading experience. Metafiction became an important source for literacy experiementation and brought better changes in story narration.

Purpose of Metafiction :

Mainly Metafiction focuses the difference between the real world and fictional world of a novel. It creates something new by the characters of the novel and involves the audience in the characters. They feel they are in the novel. The importance of metafcition is it narrates a story by the creation of more stories. The reader who reads the story cannot come out easily by the creation of the story.

The magic of metafiction is is occupies the reader or audience mind with complete fiction. It can break the realism (thinking about reality) the naturalism and illusion of the story.

Element of Metafiction :

Basically there are four elements of metafiction.

1. Self – conscious narration

The writer who uses metafiction his novel or short – story ,he designs his novel with complete self – conscious. He narrates the story by his own creation.

Ex : Itlalo Calvino's if on a winter's night a traveler.

2. Conscious fiction :

This term was first used by the psychologist **William James** in the principles of Psychology (1890).

The stream of consciousness, narrative technique in nondramatic fiction shows the flow of myriad impressions like visual, auditory, physical, associative and subliminal that impinge on the consciousness of an individual and form part of his awareness along with the trend of his rational thoughts.

3. Interactive fiction :

It has another name called as if generally it is used in software, in which players use text commands to control characters and control the surroundings this is called literary narratives or interactive narrations. Another this is we can see this narration in video games. This term can be called as text adventures, some of the users can call or name it as a puzzle free, that focuses on narration and " text adventures that focuses on puzzles.

Direct involvement with reader.

Direct metafiction put in place a reference with in the text one is just reading. In this context when we use these elements the work continually involves audience or readers that they are viewing or reading a work of fiction. Example Jasper Florde's Novel the Eyre affair (2001). The prominent character "Thursday Next, enters Charlotte Brone's Novel, Jane Eyre (1847) through a machine because Metafiction is use to narrate stories that are aware of themselves as stories. The characters know that they are reading fictional story, it isn't real.

VI. **Types or Forms of Metafiction :**

According to Werner wolf, Metafiction can catagorised into Four Pairs of forms that can be combined or joined with each other.

Explicit / implicit (clear, making something easy to understand)
It is identifiable (recognized) through the usage of clear metafictional elements on the surface (top part) of the text.

Rather than speaking on the text, implicit metafiction is the elements are within a narrative that are not clearly stated or highlighted. This can include self – referential moments, narrative reflexivity (self – realization) or boundaries between fiction and reality without direct commentary from the author or characters.

Critical and Non – Critical Metafiction :

It aims (points) to find the creativity or fictionality of a text in some critical way, which is generally done in post modernist fiction.

Ex : 1. Don Quixote
2. The Canterbury Tales
3. Salughter house – Five
4. Pale Fire

Non – Criticl metafiction : It has not containing or making severe or negative judgement.

1. LOS in the Fun house by John Barth

Characteristics of Metafiction :

There are 3 main characteristics of metafiction

1. Breaking the fourth wall : Breaking this boundary between writer and reader blurs the lines between real life story.
2. Self – reflexive : Authors use self – reflexivity, or self – consciousness, to reflect on their own artistic processes, drawing the audience's attention away from the story and allowing them to question the content of the text itself.
3. Experimental : Metafiction is often experiment with the role of the narrator and their relationship to the fictional characters in the story.

Examples of Metafiction in Literature metafictional works written throughout the centuries. Some examples of notable metafiction include:

1. The Canterbury Tales (1387)
2. Don Quixote (1605)
3. Giles Goat – Boy (1966)
4. The French Lieutenant's woman (1969)
5. Slaughter house five (1969)
6. Gravity Rainbow (1973)

VII. **Nature or Characteristics of Metafiction :**

I. Metafiction is characterized by its self – awareness and self – reflexivity regarding the conventions and techniques of fiction. Hence here are some key points of the nature of metafiction.

1. Breaking the fourth wall : It gives information about how the narrator addressing the audience directly. When a performer accept the presence of the audience, the camera, or any other observer. This is usually done by looking directly into the camera and or addressing the audience directly we treat this wall like a one way mirror like the audience can watch and appreciate, criticize, or suggest the story. But the story cannot comprehend the presence of the audience or viewers. It can also be explained as the story becoming aware of itself. This fourth wall separates the fictional world from the real world. This technique generally we observe in comedy or dramatic novels.

Ex : House of Leaves by Mark Daniel Lewski This novel narrative style is the characters are directly addressing the reader.

2. If on a winter's night traveler by "Italo Calvino" This book has a special structure where the narrator speaks directly to the reader and involve them in the story.

3. Breakfast of Champion's by Kurt Vonnegut We often breaks the fourth wall in his work and this novel also in the same category the author himself thinks a character interacting with his creations. By these examples we can able to say here breaking the fourth wall can be used creatively in literature.

II. Self – reflexive or awareness : Authors or writers use this technique on their own narrative process, trying to catch audience attention away from the story and involve them to question the main theme or story of the text itself.

Metafiction often allow it's status as a work of fiction, breaking the traditional boundaries between the story and the reader by drawing attention to its own construction.

3. Experimental : Metafiction often does experiment with the role of the narrator and their relationship to the fictional characters in the story.

Ex : Happy Endings (1983) by Margaret Alwood Fable (2016) by Charles Yu.

The unfortunates (1963) by B.S. Johnson and House of Leaves (2000) by Mark 2 Dannielwski

4. Authorial Presence : It may involve the author directly involves the narrator and addressing the reader or playing a role within the story, make indistinct line between the creator and creation.

5. Reflexion on story telling : It explore and comments on procedure of story narration, put questioning the nature of narrative, character improvement and other elements fiction. And, an audience rarely want to listen a continuous string of facts which sounds like a news article. They want to connect to the story connect to them. They need the emotion in addition to the logos (logic) and this is the power of reflexion in story narration.

VII. **Multiple Layers :**

Stories within stories or narratives but reference their own creation, contribute toe the layered nature of metafiction, expressing the artificiality of the fiction world.

Multiple layers show a story within a story, also referred to as fixed narration, which is a character within a story becomes the narrator of a second story. Stories within stories are called as nested stories like, A play may have a short play within it, such as in Shakespeare's play Hamlet; a film may show the characters watching a short film, or a novel may contain a short story within a novel. We can observes these sort of narration including poems, songs and video games.

VIII. Reader Involvement :

Metafiction often requires an engaged readers who has known literary conventions and willing to participate in discover the meaning of something. Metafictional works generally include humour and irony using self – awareness to create comedic effects or highlight certain narrative conventions.

IX. **Examples of Metafiction Novels in Literature :**

There have been many metafictional works written through the centuries some examples of notable metafiction include

1. The Canterbury Tales (1387)
2. Don Quixote (1605)
3. Giles Goat – Boy (1966)
4. The French Lieulant's Woman (1969)
5. Slaughter house five (1969)
6. Gravity Rainbow (1973)

Importance of Metafiction Novels :

Metafiction novels often explore and draw attention to the nature of fiction itself. These works go beyond telling a story and instead involve self – awareness about the fictional construct. Metafictional elements can include characters acknowledging they are part of a story.

Metafiction invites readers to reflect on the creative process, the relationship between fiction and reality, and the role of the author and reader. It adds a layer of complexity by making the narrative itself a subject of exploration, prompting readers to consider the artificiality of the story and its impact on their perception of reality.

Conclusion:

Metafiction as seen in various novels, serves as a literary technique that goes beyond conventional story telling. It involves self – awareness about the nature of the fiction, prompting readers to reflect on the creative process, the relationship between reality and story telling and the role of authors and readers. By incorporating elements that draw attention to the constructed nature of the narrative, metafiction enriches the reading experience, challenging traditional norms and inviting a deeper engagement with the complexities of story telling in captivating and intellectually stimulating ways.

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Cultural Reflections and Historical Echoes: Literature's Role in Shaping Social Consciousness

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Abstract
This paper delves into the exploration of socio-cultural themes in selected novels by Paulo Coelho and Chetan Bhagat, namely "The Winner Stands Alone," "The Zahir," "By the River Piedra I Sat Down and Wept," "Revolution 2020," "400 Days," and "One Indian Girl." Employing a comparative analysis approach, the study scrutinises how these novels, set against diverse cultural and historical backdrops, mirror and influence societal values and consciousness. The primary socio-cultural themes identified include the pursuit of ambition, the complexities of love and relationships, spiritual introspection, gender roles, and the impact of societal pressures and expectations. These themes are intricately woven into the fabric of the narratives, offering a reflection of contemporary societal norms and challenges. The significance of this research lies in its ability to highlight literature's profound role in shaping and reflecting social consciousness. By examining these novels through a socio-cultural lens, the paper seeks to provide a deeper understanding of the dynamic relationship between literature and the broader social and cultural narrative. This analysis not only enriches our comprehension of the novels' thematic depth but also underscores the enduring power of literature as a mirror to society's evolving ethos.

Keywords: Ambition and Society, Literary Analysis, Socio-Cultural Themes, Comparative Literature, Paulo Coelho, Chetan Bhagat, Cultural Reflections.

Literature, transcending mere storytelling, has long been a potent force in mirroring and moulding the fabric of societal values and consciousness. It acts as a

prism through which the complexities of societal norms, cultural dynamics, and historical contexts are both reflected and critically examined. The intricate interplay between literary narratives and social consciousness offers a unique lens through which to view and understand the nuanced layers of human experience and societal evolution. In this context, the works of Paulo Coelho and Chetan Bhagat emerge as significant contemporary contributions, providing a rich tapestry of cultural, philosophical, and social insights.

This paper argues that Coelho's "The Winner Stands Alone," "The Zahir," and "By the River Piedra I Sat Down and Wept," alongside Bhagat's "Revolution 2020," "400 Days," and "One Indian Girl," serve not merely as literary compositions but as vibrant socio-cultural documents. These novels, through their narrative depth and character constructs, offer profound reflections on the societal norms, challenges, and transformations characterising the societies from which they emerge. In exploring these narratives, the paper seeks to unravel how these literary works mirror and shape the socio-cultural consciousness of their times.

The relevance of this analysis extends to my broader PhD research, which focuses on a comparative study of socio-cultural facets in the selected novels of Coelho and Bhagat. This paper is an integral part of that more significant academic endeavour, seeking to augment the understanding of how contemporary literature, specifically the works of these two authors, engages with and influences the social and cultural milieu.

The structure of the paper is designed to provide a comprehensive exploration of the subject. It commences with a literature review that situates the study within the existing body of scholarly work. This is followed by individual analyses of the socio-cultural themes in the selected novels, leading to a comparative discussion that synthesises these insights. The paper concludes by reflecting on the broader implications of these findings for our understanding of the dynamic relationship between literature and societal consciousness.

The interrelation between literature and social consciousness has been a subject of scholarly interest for decades. According to scholars like Eagleton and Williams, who wrote "The Function of Criticism" and "Marxism and Literature," literature serves as a platform for societal reflection and critique (Eagleton, Terry. "The Function of Criticism." Princeton University Press, 1984; Williams, Raymond. "Marxism and Literature." Oxford University Press, 1977). It offers insights into the collective psyche, embodying the prevalent cultural, social, and political ethos of its time. More recent studies, such as those by Nünning and Sommer, further elaborate on how narrative forms influence societal norms and individual identity (Nünning, Vera, and Roy Sommer, "Narratology in the Age of Cross-Disciplinary Narrative Research," De Gruyter, 2008).

Paulo Coelho and Chetan Bhagat have emerged as influential literary figures, particularly in how their works resonate with contemporary societal issues. Coelho's novels, like "The Alchemist," have been celebrated for their spiritual and philosophical depth, often reflecting on personal and societal transformation (Morais, Fernando, "Paulo Coelho: A Warrior's Life." HarperCollins, 2009). Chetan Bhagat, on the other hand, is noted for his portrayal of modern India, grappling with themes of youth, modernity, and socio-political change (Adiga, Aravind. "The New India." Penguin Books, 2009). However, critical analysis explicitly focusing on the socio-cultural impact of their novels needs to be explored.

`While existing literature extensively discusses the influence of narrative on social consciousness and the individual contributions of Coelho and Bhagat, there remains a lacuna in comparative studies that bridge these two areas. This research aims to fill this gap by providing a comparative analysis of Coelho and Bhagat's novels, exploring how they reflect and shape socio-cultural consciousness. This study not only contributes to the understanding of their literary significance but also offers insights into how narratives from different cultural contexts can have converging impacts on societal norms and values.

In "The Winner Stands Alone," Paulo Coelho delves into the dark underbelly of the world of glamour and success, offering a critical view of the high costs associated with ambition and societal pressure. The novel, set against the backdrop of the Cannes Film Festival, provides a stark depiction of how the relentless pursuit of success can lead to moral and spiritual bankruptcy. Coelho's characters in this novel, particularly Igor, epitomise the destructive consequences of unchecked ambition and the societal obsession with status and celebrity culture. The narrative serves as a cautionary tale about the emptiness and disillusionment that often accompany the achievement of worldly success, echoing Coelho's recurring theme of the need for personal and spiritual integrity (Coelho, Paulo. "The Winner Stands Alone." HarperCollins, 2009).

"The Zahir," another compelling work by Coelho, explores the intricate dynamics of love, obsession, and the journey towards personal growth. The protagonist's quest to find his missing wife becomes a metaphor for the search for self and meaning. Coelho uses this narrative to delve into the complexities of human relationships and the concept of love as an obsession that can consume one's identity. The novel challenges readers to consider the fine line between love and possessiveness and encourages a journey of self-discovery and liberation. Coelho's treatment of these themes reflects a deep understanding of the human psyche and the societal norms that shape our perceptions of love and relationships (Coelho, Paulo. "The Zahir." HarperCollins, 2005).

In "By the River Piedra, I Sat Down and Wept," Coelho presents a poignant exploration of spirituality, love, and femininity. The novel is a lyrical portrayal of the

protagonist's spiritual awakening and the transformative power of love. Coelho's narrative weaves together elements of mystical Christianity, with a particular emphasis on the feminine aspect of the divine. The novel stands out for its portrayal of a woman's journey towards spiritual and emotional fulfilment, challenging the traditional gender roles often depicted in literature. Coelho's exploration of femininity and spirituality in this context offers a unique perspective on the intersection of personal belief, love, and societal norms (Coelho, Paulo. "By the River Piedra, I Sat Down and Wept." HarperCollins, 1996).

Chetan Bhagat's "Revolution 2020" is a compelling narrative that explores the interplay of corruption, love, and ambition in the context of India's socio-political climate. The novel is set in Varanasi, one of India's oldest cities. It follows the lives of three young individuals as they navigate the complexities of love, education, and ambition amidst a corrupt system. Bhagat critically examines how the educational system, meant to be a tool for societal advancement, is mired in corruption and malpractices, reflecting broader societal issues. The characters' ambitions and romantic entanglements are skillfully intertwined with these themes, offering a microcosmic view of the challenges facing contemporary Indian youth (Bhagat, Chetan. "Revolution 2020." Rupa Publications, 2011).

In "400 Days," Bhagat shifts his focus to the realm of relationships, societal expectations, and the challenges of modern life. The novel delves into the complexities of human connections in the digital age, particularly highlighting the impact of social media and technology on relationships. Through the lens of a missing child case, Bhagat addresses broader societal concerns such as the loss of community, the challenges of parenting in the modern world, and the ways in which societal expectations shape individual choices and relationships. The narrative is a reflection on the contemporary social fabric of India, where traditional values often clash with the rapid pace of modernisation (Bhagat, Chetan. "400 Days." Westland, 2021).

"One Indian Girl" marks Bhagat's foray into exploring gender roles, feminism, and societal norms in contemporary India. The novel presents the story of an Indian woman who is successful in her professional life but struggles with the expectations and norms imposed on her by society. Bhagat uses the protagonist's narrative to challenge the conventional roles and stereotypes associated with Indian women. The novel addresses themes such as marital pressure, career ambitions, and the protagonist's quest for personal identity, offering insights into the evolving landscape of gender dynamics in India. Through this work, Bhagat contributes to the ongoing dialogue about feminism and gender equality in Indian society (Bhagat, Chetan. "One Indian Girl." Rupa Publications, 2016).

The novels of Paulo Coelho and Chetan Bhagat, while emerging from distinct cultural and literary traditions, converge in their exploration of universal socio-cultural

themes. Coelho's narratives often delve into spirituality, the quest for meaning, and the complexities of love and ambition, as seen in "The Winner Stands Alone," "The Zahir," and "By the River Piedra, I Sat Down and Wept." Bhagat's works, including "Revolution 2020," "400 Days," and "One Indian Girl," tend to focus more on the societal pressures of modern India, encompassing themes of corruption, relationships, and gender roles.

A striking similarity is their treatment of the individual's struggle against societal norms and expectations. Both authors highlight the conflict between personal desires and societal pressures, though their approaches differ. Coelho's narratives often take a philosophical and reflective tone, while Bhagat's works are more direct, addressing the socio-political realities of contemporary India.

In terms of contrasts, Coelho's works are imbued with a sense of universal spiritualism and philosophical inquiry, transcending specific cultural settings. Bhagat, conversely, grounds his narratives firmly within the Indian socio-political context, offering a critique of contemporary Indian society.

Coelho and Bhagat employ distinct narrative techniques to address societal issues. Coelho's writing style is characterised by its lyrical, symbolic, and often esoteric nature, which allows him to explore deep philosophical and spiritual themes. His storytelling is more global in its approach, with an emphasis on universal human experiences.

Bhagat, on the other hand, adopts a more straightforward and conversational style, making his narratives highly accessible and relatable, particularly to a younger Indian audience. His use of humour, colloquial language, and direct engagement with social issues makes his novels resonate with the realities of modern Indian life.

The works of Coelho and Bhagat are deeply rooted in their respective cultural and historical contexts. Coelho's novels, while often set in diverse global locations, are steeped in a rich tapestry of spiritual and philosophical thought that transcends geographical boundaries. His narratives draw on a variety of cultural and religious traditions, reflecting a global, multicultural perspective.

In contrast, Bhagat's novels are distinctly Indian, providing insights into the challenges of contemporary Indian society. From the educational system to the urban-rural divide and the evolving role of women, his works reflect the rapid social and economic changes occurring in India.

Through this comparative analysis, the paper highlights the unique ways in which literature can reflect and shape societal consciousness across different cultural settings. The works of both Coelho and Bhagat, despite their differing styles and contexts, offer profound insights into the human condition and the societal structures that define our lives.

The novels of Paulo Coelho and Chetan Bhagat hold significant potential for shaping readers' perceptions and awareness of social issues. Coelho's works, with their deep philosophical undertones and exploration of spirituality, prompt readers to introspect about their own life choices, values, and the pursuit of personal fulfilment. For instance, "The Alchemist" (Coelho, "The Alchemist." HarperCollins, 1993), though not a primary focus of this paper, is renowned for its impact on readers' understanding of their legends and dreams. In a similar vein, "The Winner Stands Alone" and "By the River Piedra, I Sat Down and Wept" encourage readers to contemplate the cost of ambition and the nature of love and spirituality.

Bhagat's novels, conversely, are more direct in addressing the socio-political issues of contemporary India. "Revolution 2020" (Bhagat, "Revolution 2020." Rupa Publications, 2011) and "One Indian Girl" (Bhagat, "One Indian Girl." Rupa Publications, 2016) offer insights into corruption, the educational system, and gender roles, thereby fostering a more acute awareness of these issues among readers. Bhagat's storytelling style, often laced with humour and relatability, helps engage a younger audience, making them more mindful of the societal issues they face.

The broader role of literature in shaping and reflecting societal values and consciousness is multifaceted. Literature serves not only as a reflection of the times but also as a catalyst for change, influencing how society perceives itself and its problems. As Eagleton notes, literature can "inform and challenge, to awaken and disturb" its readers (Eagleton, Terry, "How to Read Literature." Yale University Press, 2013). This transformative power is evident in the works of both Coelho and Bhagat.

Coelho's novels, transcending cultural and geographical boundaries, resonate with universal themes, thus influencing a global readership's understanding of broader human experiences and societal structures. Bhagat, focusing on the Indian context, brings to the fore issues that are central to understanding the contemporary Indian societal landscape, thereby playing a crucial role in shaping the social consciousness of a significant section of the youth in India.

In essence, the influence of literature on social consciousness is both profound and far-reaching. By engaging with diverse themes and narratives, literature opens up avenues for dialogue, reflection, and potential societal transformation.

One of the intrinsic challenges in literary analysis, particularly when examining the impact of literature on social consciousness, lies in the inherent subjectivity of interpretation. According to Fish's well-known argument in "Is There a Text in This Class?" the reader's own experiences, beliefs, and cultural background frequently influence how they interpret a text. This subjectivity can lead to a multitude of interpretations for any given literary work. In the context of this study, interpretations of Coelho's and Bhagat's works may vary widely, influenced by the reader's context, thereby affecting the perceived impact of these novels on social consciousness.

For instance, a reader's cultural and societal background might influence their understanding and interpretation of the themes of spirituality in Coelho's "By the River Piedra, I Sat Down and Wept" or the depiction of gender roles in Bhagat's "One Indian Girl." Such varied interpretations highlight the challenge of drawing definitive conclusions about the influence of these literary works on a diverse readership.

Another limitation of this type of literary analysis is cultural bias. Cultural bias occurs when the analyst's cultural background and perspectives unduly influence the interpretation of a literary work, potentially leading to skewed or one-sided conclusions. This is particularly pertinent in comparative literary studies that involve authors from different cultural backgrounds, such as Coelho, a Brazilian author, and Bhagat, an Indian author.

For instance, someone from a culture where the dynamics and difficulties of education are very different might interpret Bhagat's portrayal of the Indian educational system in "Revolution 2020" differently. Similarly, Coelho's universalistic approach to spirituality and philosophy might be interpreted through the lens of different cultural and religious backgrounds, affecting the perceived message and impact of his works.
In conducting this research, efforts have been made to acknowledge and mitigate these challenges. However, readers and scholars need to be aware of these limitations and approach the conclusions drawn in this study with an understanding of the inherent subjectivity and potential cultural biases in literary analysis.

This research has illuminated the significant role that the novels of Paulo Coelho and Chetan Bhagat play in reflecting and shaping socio-cultural consciousness. Through a comparative analysis, it is evident that both authors, despite their distinct cultural backgrounds and narrative styles, address universal themes that resonate deeply with readers. Coelho's exploration of themes such as spirituality, love, and personal ambition, particularly in works like "The Alchemist" and "The Winner Stands Alone," transcends cultural boundaries, offering a global perspective on the human condition. In contrast, Bhagat's focus on the Indian socio-political landscape in novels like "Revolution 2020" and "One Indian Girl" provides a more localised, yet equally impactful, commentary on societal norms and challenges.

The synthesis of findings from this study highlights the power of literature not just as a reflection of societal and cultural realities but as a force that can influence and shape social consciousness. The themes explored in these novels, ranging from personal identity to societal pressures and from spiritual quests to gender roles, demonstrate literature's capacity to mirror and stimulate societal introspection and dialogue.

The broader implications of these findings extend to our understanding of the interplay between literature and societal norms. Literature emerges as a potent tool for societal reflection and critique, capable of instigating change and encouraging a deeper understanding of diverse human experiences. The study underscores the importance of

integrating diverse literary voices into educational curricula, as they offer valuable insights into different cultural and societal contexts. This integration can foster a more inclusive and comprehensive understanding of the world, encouraging empathy and a global perspective among readers.

This study opens several avenues for future research in comparative literature. One potential area is the exploration of other contemporary authors from various cultural backgrounds to understand how their works reflect and influence societal consciousness. Another direction could be an in-depth analysis of reader responses to these novels, which could provide a more nuanced understanding of how literature affects individual perceptions and societal attitudes. Additionally, research could focus on the impact of digital media and social platforms on the dissemination and reception of literary works, examining how these new mediums affect the relationship between literature and society.

In conclusion, the novels of Paulo Coelho and Chetan Bhagat serve as windows into the complexities of human experiences and societal structures. Their works, rich in socio-cultural themes, not only mirror the societies from which they emerge but also contribute to shaping the consciousness of their readers, making a lasting impact on the literary landscape and beyond.

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Translating poetry: A case study of Sri Sri's Kavitha O Kavitha

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Abstract

Translation is an activity of translating a text from a source language to a target language without loss or change of meaning. In order to achieve progress one has to acquire knowledge available in other languages. Translation is reaching out means translating a text for someone whose culture and language are different. This paper explains the problems in translating poetry, strategies used in translating poetry like interpretation. This paper describes how Sri Sri a great Telugu poet earned him fame, how he wrote Kavitha O Kavitha and critically examines the shifts in meaning and organization in his translated poem Kavita O Kavitha Telugu to English the title" To Poesy: A Rhapsody" by Sri Sri and another translator Velcheru Narayana Rao's "Call of Poetry". The losses and gains in translation have been discussed.

Keywords: Translation, Translating poetry, strategies, Problems, Kavitha O Kavitha.

Translation

Translation is an activity of translating a text from a source language to a target language without loss or change of meaning. The language in which the text is originally written is called the Source Language (SL) and the language into which it is translated is called the Target Language (TL). "The most natural view is that a translation preserves the meaning of the original in another language or form"- (Stephen David Ross).

Why do we translate?

In order to achieve progress one has to acquire knowledge available through the texts what is written in other languages. It is impossible for anyone to learn all the languages and read what is written in those languages to gain knowledge in literature, science and technology hence translation acquires its significance in rewriting of the original text in another language. In short we can say that the need for inter language communication necessities translation.

Translation is reaching out

Translation is reaching out means translating a text for someone whose culture and language are different. Translation is called 'a way of establishing contact between cultures'. It is the bridge between two languages, two cultures and two minds.

Translating poetry

Literary translation is not only transfer of content or message from one language to another language but also many historical, social and cultural factors play an important role in the process of translating creative writing. Some additional factors to be kept in mind while translating poetry from one language to another,especially when the languages are linguistically and culturally distant from each other like English and Telugu. Translating poetry between sister languages like Telugu and kannada which are linguistically close to each other and operate in similar social and cultural environment is relatively easy. Robert Frost the American poet says “what is lost in translation is poetry". He is right to a great extent.

In literature how something is said is important as what is said. This is specially true regarding the translation of poetry. A mere literal rendering of a poem can be most disastrous. A poem has a very closely organised linguistic structure with interconnections in all its formal elements like stanza, syntax, imagery, diction, rhyme and meter.

Problems in translation

Translation is not all that easy; translation is not simply replacing SL words by TL words. Words have their contextual and cultural meanings apart from their primary meanings. It is difficult to find TL equivalents which match the SL words in every respect. Thus the translator considers all the possible options that are available to him and then choose the most appropriate equivalent in any given context.

The problems that the translators face could be the following types.

1. Lack of equivalents.

Translators find some lexical gaps in each of the two languages. In the SL there are certain words which do not have a match in the TL For example if you compare the kinship system of English and Telugu you will know that the English words such as cousin, parent, fiancé, fiancée, divorcee and widower have no equivalents in Telugu. Similarly you also realise that the Telugu words such as Wiyyapuralu, Wiyyankudu, todikodalu have no single word equivalents in English.

Other English words like breakfast, brunch, good morning, bread which do not have equivalents in Telugu. The Telugu word 'rotte' is not the same as the English word 'bread'. When there is no equivalent in the TL for the given SL word, translators translate the word into TL and add a note or choose a descriptive equivalent.

2. Two or more equivalents for one SL word

Sometimes translators find two or more equivalents in the TL for a single SL word and he does not know at times which one to choose from. Some of them are given below.

Telugu	**English**
Wellu (వేళ్ళు)	fingers or Toes.
English	**Telugu**
Rice	Biyyam,Annam
Uncle	Mama, Pedananna, Babayi.

There are some words in English which do not indicate sex of the person like cousin, friend, servant, tailor, teacher etc do not reveal their sex whether the persons is male or female.

3. Differences in number and gender.

Sometimes translators find that the TL equivalents of the SL word vary in number and gender. For example the word 'moon' is feminine in English but it is considered as masculine in Telugu. We say in Telugu ' Chandru mabbullo tana mokam chatestunnadu' but in English it would be ' The moon has hid her face behind the clouds'.

Similarly in some cultures the word 'river' is masculine they say 'river god', but in Telugu we say 'river goddess', it is considered feminine in Telugu.

Coming to number all the mass nouns are singular in English but plural in Telugu. In English we say 'There is no water ' but by contrast in Telugu we say neellu levu.

In all cases the translator whether to follow the original or to follow the target culture. There cannot be any solution to this problem.

Strategies used in translating poetry

In order to bring out all elements in the target language, the translator take some strategies in poetry translation. They are

1. Phonemic translation attempts to produce the source language sound in the target language while trying to retain an acceptable summary of the content.
2. Literal translation focus on word-for-word translation.
3. Metrical translation is the reproduction of the source language meter. This is possible when the languages are sister languages.
4. Translating poetry into prose, in this the sense, communicative value and syntax of the source language text can be distorted. .
5. Rhymed translation in this the translation imposes double the restrictions on himself while producing the version in both meter and rhyme.
6. Blank verse translation (Unrhymed iambic pentameter which consists of five metrical feet in each of which an unstressed syllable is followed by a stressed syllable) restrictions are imposed on the translator by the choice of the structure but it is possible in this method to obtain a greater degree of accuracy.

7. Interpretation. In this translation becomes interpretation when the words in the source text give rise to multiple meanings. The translator according to his ideology and the specific context of the original takes one meaning and translates the text contribute to the interpretative aspect of a translation.

About the poet "Sri Sri"

Srirangam Srinivasa Rao (30, April 1910 Vishakapatnam - 15 June 1938 Chennai), popularly known as Sri Sri was a Telugu poet and lyricist who is known for his works in Telugu literature and films. Noted for his anthology Mahaprasthanam he got Sahithya Academy award in 1972 for his poetry.

Sri Sri's place in Telugu poetry

Sri Sri enjoyed popularity both the masses and the elite of united Andhra Pradesh in the nineteen thirties and forties. He gave new direction to Telugu poetry, Sri Sri changed his focus from the innocence of common man to his struggle for existence. His Magnum opus Mahaprasthanam marks this shift in his world view and also his attitude towards his poetic art. It is Mahaprasthanam which he earned him fame as the father of the Telugu progressive poetry and as a harbinger of the new age in modern Telugu poetry. In the preface to the book, Sri Sri said that he responded to the fast changing world around him and spoke boldly about the inequalities and injustices of society. He found the earlier poetry was syllabic meter constricting. Sri Sri used new meters in his poems in which he was influenced by both Gurazada and the folk forms. His lines were on the tongues of the people everywhere.

He expressed immense faith in the possibilities for new India again and again in his poetry. Sri Sri of course loudly and clearly pronounced the birth of a new nation in prophetic terms and this is an important theme (Patriotic fervour) in "Forward march" (Mahaprasthanam)

Kavitha O Kavitha (To Posey)

Now let us see a few lines from Sri Sri's translation Kavitha O Kavitha "To Posey"

Poesy O Poesy
It was long long ago
It was once upon a time
I was young I was green
There was nothing to be seen
The fragrance of my hope
Clung to me like a robe
So long long ago
At once upon a time
Where were you then
Ask the far horizon
In my hope in my dream

I thought I saw your crepuscular car
How beautiful you were
How beyond my reach
Far beyond my gaze
In the days long agone
my life I loafed alone
Dedicated consecrated
To you to you to you
My life I laughed away
Seeking seeking seeking.

Comments on Sri Sri's Kavitha O Kavitha (To Posey)

It is a long poem which is written in the form of an address to a lady, Sri Sri personifies the poetic art and inspiration into the romantic image of a woman who is highly desirable but elusive. In his youth the poet spent time dreaming of her beauty, unable to find her form in her flirtatious movements he languished for hours in his dark cottage. Under her (Poetic art/ personified lady) spell, as he meditates a crowd of pictures flash in his mind. These are strange languages, images and cries of the distressed. He also sees a bunch of golden beams of light. His song takes inspiration from the elements.

In the next stanza the poet gathers numerous sounds to offer her from every part of the earth ranging from calls of the war to the drumbeats emerging from the waves of the ocean on a strong night. The sounds the poet hears from the lady range from the most hopeful and life -affirming to the most abysmal (unlimited) those are from the sweet dreams of a young mother, from primitive memories of an infant, distress cries of striking hungry workers. Nature too can speak to his inner ear represented by the lakhs of stars and millions of waves in the ocean.

When the poet wants to express all his experiences about poetry, flow of words, ideas created him chaos. Sri Sri experiences bliss in the songs he thus creates which purify him of all his sins. To the magic spell of that heavenly song, a symphony begins in the stars. The poet expresses his gratitude to the poetry; it gives him eternal experience of the other world. Calling her the beautiful, merciful and the unrivalled one, he even attributes to her power, the shaping of his physical being.

The poet hopes that what he writes reflects the world. His meditation yields fruit and his song shall ring in the hearts of people to turn it into a chat on their lips. Sri Sri finally asks the lady whether he could give her his song as a gift of love, calling her mother, a stream of essence, a mine of diamonds; he offers her the pollen of his artistic flower.

In his English translation of the poem "Kavitha O Kavitha" with the title "To Posey: A Rhapsody" Sri Sri tried to recreate the rhythms of the original Telugu poem

with resonates with alliteration (long -long, Poesy - Poesy, to you -to you, seeking seeking seeking) and rhymes (green-seen, car-were). He tries to do it by means of repetition of words, phrases. He also retains the elements of direct address to the poetry personified as a woman (Poesy O Poesy). Innumerable synonyms used to describe her (woman) in Telugu but do not occur in the English version. Sri Sri addresses her (poetry/woman) by eight to ten adjectival phrases in Telugu such as unrivalled, matchless, graceful beauty, worthy of worship and so on but in English version just three or four phrases are used to describe her.

There are subtle (small) changes between Sri Sri's Kavitha O Kavitha and his English version "To Posey" in Telugu version rich in concrete descriptive images evokes the figure of the lady, the personification of poetry. In "To Posey" the emphasis is on time, the long period during which the poet kept on searching for her. Moreover Sri Sri used repetition of words for example ' to you to you to you/ my life I laughed away/ seeking seeking seeking '

Call of poetry " by Velcheru Narayana Rao

Velcheru Narayana Rao translated Sri Sri's Kavitha O Kavitha into English with the title 'Call of poetry '

Let us look at these lines from the version of Narayana Rao.

What noises, languages, what views I saw!
What worlds of colours ever new and newer!
My song gained life from what sources of energy !
And what sounds I chose for my poem!

Wherever I searched, I heard
Heaps of sounds, sounds that call,
Sounds of the conch and drum
from the deep of the ocean -
an ocean that is shaken by a wild tempest
in the middle of the night
by torrents of rain from all the sky.

That very night I heard
All the animals of the forests crying, defying rhythm,
all the music hidden deep inside the stars,
earthquakes falling governments
revolutions
war
all of them forms of poetic energy - the world vision of poetry!

In Velcheru Narayana Rao's version "Call of Poetry" which was done about 20 or 30 years later, We can see that the focus is mainly on the meaning. It is rendering in free verse. The translator ignored the sound patterns in the original. Nor is his poem written in the form of an address presented to the lady. As a result, the focus has shifted from the lady to the poet himself and his internal feelings. Sri Sri has used several Telugu echoic words resonating with music in the original poem. Such powerful appeal to the ear is missing in Velcheru Narayana Rao's " Call of Poetry".

Conclusion

After reading about Srirangam Srinivasa Rao, I can say that he is a great poet, with Mahaprasthanam he earned him fame as the father of Telugu progressive poetry. He gave new direction to Telugu poetry from innocence, beauty, romanticism to revolutionary ideas, struggle for existence. His writings reached to common people. We saw the two translations of Kavitha O Kavitha one is translated by Sri Sri with the title "To Poesy: A Rhapsody", another translation is " Call of Poetry" by Velcheru Narayana Rao. Kavita O Kavitha tells us the growth of the poet from a novice to a mature creative artist through the various sensory aesthetic and intellectual experiences. I have seen the two translations of Kavitha O Kavitha, shifts in meaning and organisation of the poem. I have seen small changes in Sri Sri's own translation "To Poesy" and Velcheru Narayana Rao's translation ' call of Poetry".

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The Impact of Energizers in Enhancing Classroom Motivation in the English as a Second Language Classroom: A Theoretical Perspective

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Abstract

The acquisition of a second language is a complex and intricate process that is influenced by various factors such as learners interest, motivation, teacher-student ratio, and instructional tools. It is observed from prior studies that learners are passive in the classes while they learn English compared to the other subjects like science and mathematics. Hence, experts state that incorporating energizers has a certain positive influence on the learners' attitude towards the language. Energizers are short, interactive activities that are designed to increase learners' motivation levels and engagement. Though the curriculum of English as a Second Language (ESL) offers various tools and approaches to guide and monitor the teaching process, incorporation of energizers into the ESL classroom creates a dynamic and lively learning environment. Thus, fostering student interest and motivation. This study presents a theoretical perspective on the efficacy and influence of energizers on the learners' motivation in an ESL classroom. Using energizers can positively impact the learners' language skills, self-confidence, and public speaking, and activate the learners' stimulus process. These activities not only help learners build their language skills but also promote teamwork, creativity, and a positive classroom atmosphere. The present study indicates the effective use of energizers as a positive reinforcement to gather learners' interest in an English language classroom. They play a crucial role in enhancing classroom motivation and creating successful language learning experience for ESL learners.

Keywords: Energizers, English as a Second Language (ESL), Motivation, Classroom dynamics, Motivation.

Introduction

ESL Education in Tertiary Settings

The evolution of the English language has become a fundamental component of our contemporary society. The utilization of language plays a pivotal role in facilitating effective communication across various domains of employment, travel, science, and technology, it serves as a medium through which individuals interact, exchange information, and convey ideas within these realms. It also enables individuals to gain insights into the intricacies and customs of various communities, promoting intercultural communication and a profound understanding of their diversities. Many tertiary-level learners fall within the age range of 18 to 25, a developmental stage commonly referred to as "young adulthood" or "emerging adulthood." According to Kendra (2022), the process of identity formation holds significant importance for young adults as it emerges from a fundamental need and a search for personal identity. Upon completing their schooling, individuals move on into their college lives, where they engage in various activities such as career preparation, higher education, entrepreneurship, and many more endeavours. The acquisition of digital technology skills and language proficiency has become increasingly crucial for tertiary-level learners in contemporary society. This is attributed to the fact that possessing knowledge of ESL can significantly enhance their prospects for better opportunities.

Importance of Motivation in Language Learning:

Motivation is a crucial factor in attaining language proficiency, particularly with linguistic outcomes and the knowledge framework of language, which encompasses vocabulary, grammar, pronunciation, and the four fundamental language skills: Listening, Speaking, Reading, and Writing (LSRW). Understanding, comprehending, and effectively communicating in a second language is significantly influenced by these skills (Anjomsha & Sadighi, 2015). According to Alizadeh (2016), motivation for language learning is influenced by three key factors: the presence of a positive attitude towards the second language community, the experience of joy in the process of learning, and the ability to handle external pressure. Hence, it is important for the instructors to develop a positive learning atmosphere to enhance the learners' motivation for active learning in the language classroom.

Energizers:

Energizers refer to people, activities, or conditions that elevate mood, stimulate drive, and improve efficacy, as stated by the world's largest professional network, "LinkedIn." The psychological and physical well-being of individuals is reliant upon the vital presence of these elements, as they facilitate the maintenance of motivation, investment, and optimism. Icebreakers, warmers, and energizers have been recognized as valuable tools in various educational settings, as long as they are employed appropriately. These refer to a collection of brief activities lasting between 2 to 10 minutes, which are designed to actively involve learners, foster interaction, and

facilitate learning while also introducing diversity and vitality into a classroom setting. Numerous activities within the context of ESL possess the potential to significantly impact the overall classroom ambience as well as foster teacher-student and student-student interaction.

Rationale of the Study:

This research study aims to investigate the effectiveness of integrating energizers in the context of ESL classrooms to enhance learners' motivation and interest. The study also focuses on analysing the existing literature pertaining to the effects of energizers on the motivation and learning capabilities of students.

Research Question:

1. What is the effect of incorporating energizers in the ESL classroom on learners' motivation and interest?

Motivation in Language Teaching & Learning:

Hasan (2022) states that strategically designed instruction is synonymous with successful teaching, leading to improved student learning outcomes. Teaching necessitates meticulous preparation, encompassing content selection, design, preparation, and delivery in a manner that is both productive and efficient. This process must consider the diverse needs of contemporary classrooms and their learners. The acquisition of knowledge and skills by students is greatly influenced by the methods employed in the instructional process. The contemporary educational landscape is characterised by the presence of a generation commonly referred to as "Digital Natives." These individuals, typically found in present-day classrooms, have grown up in a world saturated with digital technology and are intimately familiar with its various manifestations. This phenomenon has significant implications for the field of education, as it requires a re-evaluation of traditional teaching methods and the integration of digital tools and resources. In order to facilitate the acquisition of English language skills, it is imperative for educators to possess a comprehensive understanding of their learners' individual needs and preferred modes of learning. This knowledge is crucial for the effective selection and implementation of appropriate instructional tools and strategies.

The field of language teaching is characterised by its intricate nature, involving a systematic approach that requires decision-making processes across multiple dimensions. In the context of education, instructors bear the crucial responsibility of establishing connections between externally mandated curriculum, objectives, their design and plans of activities and developing materials to capture the learner's attention and increase their motivation for active learning to take place in the classroom. This requires a creative approach to ensure a harmonious alignment between the prescribed curriculum and the instructors' pedagogical strategies. By effectively bridging these elements, instructors facilitate a comprehensive and cohesive learning experience for

students in which the instructors are actively engaged in a process of continuing professional development.

Affective Filters:

Krashen (1985) proposed the concept of the affective filter as a theoretical framework to understand the impact of affective factors, including attitude, anxiety, competitiveness, and emotional responses, on the process of language acquisition. The existing research related to the language learning process tends to focus on a range of affective factors like "personality characteristics, attitudes, and emotional responses." The primary concern revolves around the discrepancy observed between data collected through introspective methods, such as questionnaires and self-reflective reports, and observations. Therefore, there is a need for better instruments to collect data (Hedge, 2000).

Bailey (1995) discusses about classroom anxiety being an emotional factor, and has categorized the causes for anxiety. These factors are:

"self-assessment (comparing one-self with others), anxiety inducing emotional responses to comparisons, aspiration to surpass their peers in exam, emphasis on tests and grades, desire to gain teachers approval, anxiety experienced regarding making errors in language class, withdrawal from the language-learning experience when the competition overpowers."

According to MacIntyre and Gardener (1991) and Hedge (2000), the anxiety among the learners appears to be associated with adverse encounters in verbal communication exercises. Based on language instructors experience and existing research, it is established that anxiety from negative experiences in the classroom is common among many learners, and if left unaddressed, it can affect the language learning process and the learners' interest and motivation. These findings emphasize that it is necessary to consider a more "humanistic" approach in classrooms to improve the learner's motivation by fostering a positive learning environment, and providing constructive feedback and suggestions on areas for improvement.

Importance of Motivation:

Bobakova (2010) states that, to facilitate a seamless transition from teaching to learning, ESL instructors find it advantageous to adopt a pedagogical approach that takes learners' learning tendencies into consideration. The significance of this finding is substantiated by the empirical evidence that learning exhibits considerable variability among the learners as well as the individualized nature of responses to various stimuli. It is important that they identify the learning styles and preferences of individual learners to foster second language acquisition. Ellis (1993) identifies characteristics that instructors can utilise to potentially boost motivation. Before the class begins, they can allocate sufficient time to analyze the group dynamics. Ensure that there is an ample range of input, varying in pace and intensity, as well as opportunities for interaction

and different activities to accommodate learners' individual learning styles. Recognize the variation in motivation, and emotional reactions, and develop strategies to cultivate motivation. Understand that language learning requires determination, and provide enough support, encouragement, and feedback.

Classroom Activities and Motivation:

The use of energizers in tertiary educational settings has become a common practice. Energizers are activities or exercises designed to invigorate and engage participants, particularly in situations where the audience size is relatively small. It serves to alter the tempo of the classroom and liven up the learning atmosphere, making the learners active. These variety of activities enable the students to engage in discussions amongst themselves and communicate with the instructor. These activities may include breakouts from discussions for small groups and participation in group discussions. These energizers promote interpersonal communication among learners, sharing their ideas, opinions, concerns, and questions. Active learning is promoted through fun activities that include the learner's personal opinions, like their favourite movies, celebrities, places, etc. They act as active endeavours, creating opportunities for active student engagement. These could include micro-activities including talking, writing, and drawing, promoting diverse ways of learning.

Role of Instructors and Learners:

The role of instructors in using energizers is to engage the learners in a student-centered atmosphere. Bring out the learner's experience and subject knowledge, demonstrating that learning can be an enjoyable experience. The instructor acts as a facilitator and guides the learning process. The role of learners is to engage in active interaction with their peers and facilitators. To enjoy the learning process as an active learner, communicating with the instructor, expressing their feedback with signs of interest, discussing their queries about unclear instructions or ambiguity in the process of the activities, etc.

Conclusion:

The study focuses on investigating the influence of motivation in the language classroom and exploring the potential benefits of integrating energizers into lesson plans to enhance learners' motivation. The present study does not provide a comprehensive compilation of energizers but, theoretically interprets the benefits and practical strategies provided by language experts in understanding the learners need for motivation in learning a second language. The energizers, when used appropriately, can promote learners' interest and motivation. Language experts state that learning happens only when the learner is interested and has a positive impression of the target language, material, and instructors. The knowledge from previous studies acts as a guide to carrying out student-centered learning environments by capturing their attention and maintaining it throughout the session. This can happen only when the instructor is aware

of the conditions and signs of the learners losing interest in the learning process. And has an active lesson plan including activities to replenish their motivation for the rest of the session. Hence, it is very important for an instructor to be aware of ways in which learners' motivation can be effectively improved.

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Adapting Open Learning Methodology to Enhance Vocabulary from Foreign Languages-A Case Study to Inspire Engineering Students

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In the dynamic landscape of engineering, proficiency in Foreign Languages emerges as a formidable asset, significantly bolstering employability skills. The advantages of learning foreign languages in the realm of engineering are multifaceted. Beyond the immediate benefit of facilitating global communication and collaboration, language proficiency provides engineers with a competitive edge in a diverse and interconnected job market. Mastery of a foreign language not only broadens professional horizons but also cultivates adaptability, problem-solving acumen, and cultural sensitivity—qualities essential in navigating international projects and fostering fruitful partnerships. These language skills position engineers to excel in client-facing roles, comprehend global standards, and access a wealth of international opportunities, ultimately contributing to a more versatile and globally minded engineering workforce.

Objectives: Students develop inspiration to learn Vocabulary of Foreign Languages through simple classroom activities.

Outcomes: The students will be able to

1. heighten their desire to learn at least one Foreign Language.
2. develop many Ice-breaking activities/JAM Sessions in Organizations.
3. explore diverse cultural aspects.
4. ultimately open new vistas for personal and professional growth.

Target Class: B. Tech. First Year Computer Science Engineering Students.

Time: One session of 50/60mts.

Sample Questionnaire with answers –

VOCABULARY QUESTIONAIRE

1) Write five names that you think are derived from any Foreign Language.

A) 1. John
2. Abdul
3. Kim Taehyung

4. Anya
4. Jinhua

2) Why do you think engineering should learn any Foreign Language in two sentences.
A) 1. To communicate with people who doesn't know your native language.
2. To work in private sectors where those connect people around the world.

3) Write any five games in foreign language.
A) 1. Football
2. Baseball
3. UNO
4. Billiards
5. Casino

4) Write any five cuisines of any other country.
A) 1. Sushi
2. Gimbal
3. Red bean Noodles
4. Pizza
5. Spaghetti

5) How does learning a Foreign Language help you life-long?
A) 1.To communicate with people easily.
2. It will help you by giving jobs as Foreign Language plays a key role i.e English, mostly.

6) Name any two Foreign Languages you would like to learn and why?
A) 1. American English-As this is the preferred language in any country.
2. Korean-I love watching dramas and I am interested in K-pop. So, I would like to learn this language.

Analysis: 48 students were asked to note down the questions dictated by the teacher. All the students wrote the answers the questions enthusiastically in 15 minutes after the introduction by the teacher. All the 48 learners exhibited the desire to learn one Foreign language other English, Korean, Mandarin, Spanish, German, French, Sanskrit etc. The session was quite educative and interesting both to the Learner and the facilitator.

1. Introduction: The term "Open Learning" encompasses a flexible and inclusive approach to education, allowing learners to choose from various options related to time, place, instructional methods, and modes of access. This paper focuses on integrating the concept of Open Learning into Engineering Education by introducing Foreign Languages to students in the classrooms.

2. Need for Globalization: Globalization is a driving force in today's world, emphasizing the importance of cross-cultural communication. Integrating Foreign Languages into Engineering Education prepares students for an increasingly interconnected global society.

3. Introducing the Concept of Foreign Languages: A warm-up session encourages students to explore names of places, people, and currencies from different languages. Example: Bugatti La Voiture Noire (French for "The Black Car"). This session motivates students to think beyond their linguistic boundaries.

4. Let the Students Participate: Engaging students in identifying foreign words they already know fosters active participation. This includes Listening (e.g., Volkswagen - German), Speaking (e.g., La belle... sans - French), Reading (e.g., karate - Japanese), and Writing (e.g., Alpha - Latin, Greek word derived from Hebrew).

5. Add Humour and Games: Incorporating humour through songs(que sera sera), film titles(Avatar), and word origins (e.g., Vaseline - Wasser + Elion) makes language learning enjoyable. Games such as language-based puzzles and quizzes boost the learning experience.

6. Peep into Another World/Domain: Exploring words related to professions, fashion, cuisine, games, sports, and technology in different languages broadens students' perspectives. For example, the word "Sushi" (Japanese) or "Eureka" (Greek) provides insights into cultural and technological contexts.

7. Lifelong Learning: The impact of introducing foreign languages includes inspiring, motivating, and creating awareness among students. Out of 46 students, at least 25 exhibited a desire to pursue further language learning.

8. Output: The outcomes include a heightened desire to learn at least one Foreign Language, engage in new activities (e.g., learning a game), and explore diverse cultural aspects, ultimately opening new vistas for personal and professional growth.

Future Prospects: In conclusion, the integration of foreign language learning into engineering education serves as a powerful catalyst for embracing open learning principles and preparing students for a globally interconnected future. The presented strategies, ranging from warm-up sessions to humour-infused activities, actively engage students and cultivate a genuine interest in linguistic and cultural diversity. As our world becomes increasingly intertwined, the ability to communicate across borders and appreciate different cultures is paramount. Integrating foreign languages into engineering education aligns with open learning principles, fostering a global mind-set and preparing students for the challenges of an interconnected world. The positive impact on students' motivation and interest emphasizes the potential of this approach.

The exploration of Foreign Languages not only aligns with the concept of Open Learning but also instils in students a sense of curiosity, lifelong learning, and adaptability. The positive responses observed among a significant portion of the student body underscore the potential impact of this approach. Beyond linguistic proficiency, students express a desire for broader cultural understanding, reflecting a shift towards holistic education that extends beyond traditional disciplinary boundaries.

By leveraging the power of Open Learning through Foreign Language integration, we not only equip engineering students with essential cross-cultural communication skills but also foster a mind-set that values diversity, innovation, and continuous learning. The outcomes, as evidenced by students' increased motivation and interest, indicate a promising avenue for further research and implementation.

As we strive to prepare the next generation of engineers for the challenges of an interconnected world, embracing Open Learning Methodologies with a focus on Foreign Language Acquisition, it emerges as a transformative and enriching educational strategy. This holistic approach not only contributes to the academic and professional development of students but also aligns with the broader goals of creating well-rounded global citizens capable of navigating the complexities of our ever-evolving society.

In the spirit of Open Learning, let us continue to explore Innovative Educational Practices that empower students to embrace diversity, seek knowledge beyond traditional boundaries, and embark on a lifelong journey of learning and discovery.

In the present-day scenario, the need for learning foreign languages has become increasingly imperative, driven by the interconnected nature of our globalized world. As technology facilitates instant communication and international collaboration, individuals across various professions, including business, science, and academia, recognize the profound advantages that linguistic diversity brings. Learning foreign languages is crucial for effective cross-cultural communication, promoting understanding and cooperation in a world where borders are increasingly permeable. It opens doors to international opportunities, both in terms of career advancement and personal enrichment, fostering a global mindset that is essential for addressing complex global challenges. Furthermore, as societies become more diverse, the ability to communicate in multiple languages not only facilitates professional success but also contributes to social harmony by breaking down linguistic barriers and fostering a more inclusive and interconnected global community. In essence, the need for learning foreign languages in the present day is not just a skill; it is a strategic and essential component of thriving in our interconnected and interdependent world.

Learning foreign languages can provide several advantages for individuals pursuing a career in engineering, enhancing their employability skills in various ways. Here are some key benefits:

1. Global Collaboration and Communication:

In the field of engineering, projects often involve collaboration with international teams or clients. Proficiency in foreign languages enables engineers to communicate effectively, fostering teamwork and understanding across cultural and linguistic boundaries.

2. Competitive Edge in the Job Market:

In a competitive job market, having proficiency in one or more foreign languages can set an engineer apart from other candidates. It demonstrates adaptability, a global mindset, and an ability to work in diverse environments.

3. Access to International Opportunities:

Knowing a foreign language can open up opportunities for engineers to work on international projects, participate in conferences, or pursue further education abroad. This exposure can broaden their perspectives and contribute to personal and professional growth.

4. Enhanced Problem-Solving Skills:

Learning a new language requires cognitive flexibility and problem-solving skills. These cognitive abilities can be valuable in engineering, where complex problem-solving is a fundamental skill. The mental agility developed through language learning can be applied to technical challenges.

5. Improved Cross-Cultural Communication:

Engineering projects often involve collaboration with professionals from diverse cultural backgrounds. Language proficiency facilitates clear communication and helps avoid misunderstandings that may arise due to cultural differences, ultimately contributing to project success.

6. Facilitates Technology Transfer:

Engineers working on projects that involve the transfer of technology or knowledge may find language skills beneficial. Understanding the language of the source material or collaborating with experts in their native language can enhance the efficiency of technology transfer.

7. Increased Adaptability and Flexibility:

Learning a foreign language requires adaptability and perseverance. Engineers who have acquired these skills through language learning may be better equipped to adapt to changing work environments, technologies, and project requirements.

8. Client and Customer Relations:

For engineers involved in client-facing roles, being able to communicate with clients in their language can build stronger relationships. This can be particularly important in industries where customer satisfaction and effective communication play a crucial role.

9. Understanding Global Standards and Regulations:

Knowledge of foreign languages can be beneficial when dealing with international standards, regulations, and documentation. It ensures that engineers have a comprehensive understanding of the global context in which their work operates.

10. Personal Development and Cultural Awareness:

Learning a foreign language goes beyond professional benefits; it fosters personal development and cultural awareness. This, in turn, can contribute to a more

well-rounded and empathetic engineer, capable of navigating diverse work environments.

While the world becomes more interconnected and multicultural, choosing to ignore learning foreign languages can result in missed opportunities and limitations in both personal and professional spheres. One of the primary drawbacks is the potential hindrance to effective communication in diverse environments. In a globalized job market, employers increasingly value language proficiency as a valuable asset, and neglecting this skill may limit one's career prospects, especially in fields that require international collaboration. Additionally, the failure to learn foreign languages may impede personal growth by limiting exposure to different cultures, perspectives, and ways of thinking. This can lead to a narrower worldview and a reduced ability to adapt to diverse situations. In an era where diversity and inclusion are celebrated, bypassing language learning may also hinder one's ability to connect with people from different backgrounds on a deeper level. Overall, ignoring the importance of learning foreign languages can result in missed opportunities for professional advancement, personal enrichment, and meaningful connections in an increasingly globalized society.

In conclusion, the acquisition of foreign language skills emerges as a strategic imperative for engineers seeking to thrive in an increasingly interconnected and diverse professional landscape. Beyond the immediate practical applications in global communication, these linguistic proficiencies foster a mindset of adaptability and cultural awareness, equipping engineers with a holistic skill set that extends far beyond technical expertise. As the engineering field continues to evolve into a globalized and collaborative environment, the ability to navigate linguistic and cultural nuances becomes a pivotal aspect of professional success. By embracing the advantages of learning foreign languages, engineers not only enhance their employability but also contribute to the collective strength and resilience of the engineering community on the global stage.Learning foreign languages enhances the skill set of engineers, making them more versatile, adaptable, and competitive in the global job market. It not only improves their professional capabilities but also contributes to personal growth and cultural understanding.

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Unveiling the Pedagogical Canvas: Exploring Diverse Applications for the Flipped Instructional Model in English Language Teaching

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Abstract

This paper seeks to illuminate the dynamic landscape of applications tailored to augment the Flipped Instructional Model within the realm of English Language Teaching (ELT). As the educational landscape undergoes transformative shifts, educators are increasingly embracing innovative approaches, and the flipped model stands out as a powerful paradigm from interactive multimedia resources to collaborative communication tools, participants will traverse a spectrum of technological solutions that cater to the unique demands of language instruction. Through engaging discussions, hands-on demonstrations, and insightful presentations, attendees will gain a nuanced understanding of how these applications contribute to the efficacy of the flipped instructional model in ELT.

The integration of multimedia content to deliver pre-recorded lessons, fostering active student participation through interactive exercises, and leveraging communication tools to facilitate meaningful discussions outside the traditional classroom setting.(Mok H. N,2014)This paper aims that to provide holistic view on the role technology plays in reshaping English language education, emphasizing student-centered learning and fostering linguistic proficiency.

In this paper discusses diverse applications, as we navigate the intersection of technology and language pedagogy, unlocking new avenues for effective, student-centric English Language Teaching in the era of the flipped instructional model.

Keywords: English Language Teaching, Flipped Instruction, Diverse Applications

Introduction:

We embark on a journey titled "Exploring Diverse Applications for the Flipped Instructional Model in English Language Teaching." In this paper, we delve into the dynamic landscape of education, examining how the flipped instructional model revolutionizes traditional teaching methodologies. Join us in unraveling the multifaceted applications and potential transformative impact on English language teaching from interactive multimedia resources the instructor is create a video on a lecture, then send that video to students for understand the concept(Milman N. B,2012)to collaborative communication tools, participants will traverse a spectrum of technological solutions that cater to the unique demands of language instruction. Through engaging discussions, hands-on demonstrations, and insightful presentations, attendees will gain a nuanced understanding of how these applications contribute to the efficacy of the flipped instructional model in ELT.

Key themes include the integration of multimedia content to deliver pre-recorded lessons, fostering active student participation through interactive exercises, and leveraging communication tools to facilitate meaningful discussions outside the traditional classroom setting. The aim to give the holistic view of the role technology plays on reshaping English language education, emphasizing student-centered learning and fostering linguistic proficiency. Join us in this exploration of diverse applications, as we navigate the intersection of technology and language pedagogy, unlocking new avenues for effective, student-centric English Language Teaching in the era of the flipped instructional model.

Educational Applications

The rise of technology has ushered in a new era of education, and educational apps have become integral tools in facilitating learning across various subjects and age groups.Digital learning has become more than just a trend in the modern world (Kristin Vogelsang,Alena Droit, Kirsten Liere-Netheler,2019) they had different viewpoints regarding the potential of apps for developing different language skills (Fatemeh Nami,2020)This essay delves into different types of educational apps, each designed to cater to specific learning needs and preferences.

1. Language Learning Apps: Language learning apps have popularized for individuals learn new languages. Platforms like Duolingo, Babbel, and Rosetta Stone offer interactive lessons, vocabulary drills, and real-life scenarios to immerse users in a foreign language. These apps often utilize gamification to make the learning process engaging and enjoyable.

2. Mathematics Apps: Mathematics apps cater to learners of all ages, from elementary school students to adults seeking to enhance their mathematical skills. Apps like Khan Academy and Photomath provide step-by-step tutorials, practice exercises, and

interactive lessons covering a wide range of mathematical concepts, from basic arithmetic to advanced calculus.

3. Science Apps: Science apps bring the wonders of the natural world to users through interactive simulations, virtual experiments, and informative content. Apps like Pocket Anatomy, Star Walk, and NASA provide engaging experiences that cover topics ranging from biology and astronomy to physics and environmental science.

4. Coding and Programming Apps: In an era where digital literacy is increasingly important, coding and programming apps empower users to acquire coding skills. Platforms like Codecademy, Scratch, and SoloLearn offer interactive coding exercises, challenges, and tutorials, making programming accessible to learners of all ages and skill levels.

5. Reading and Literacy Apps: Reading and literacy apps target early learners, helping them develop essential reading skills. Apps like ABCmouse and Reading Eggs use a combination of games, stories, and interactive activities to foster language development, phonics, and reading comprehension.

6. Test Preparation Apps: Test preparation apps have gained popularity as valuable tools for exam readiness. Apps such as Khan Academy SAT Prep, Magoosh, and Quizlet offer study materials, practice questions, and personalized learning paths for helping students prepare for standard tests like ACT, GRE, SAT and GMAT.

7. Mindfulness and Well-being Apps: Recognizing the importance of mental well-being in the learning process, mindfulness apps like Headspace and Calm are designed to reduce stress, enhance focus, and promote overall well-being. These apps often include guided meditation sessions, relaxation exercises, and stress-relief techniques.

8. Specialized Educational Apps: Specialized educational apps cater to specific subjects or skills. For example, apps like Tynker focus on teaching children to code, while apps like Yousician provide interactive music lessons. These apps offer a targeted and immersive learning experience in niche areas.while these educational apps span diverse subjects and age groups, their common thread lies in leveraging technology to enhance learning experiences. Whether catering to language acquisition, mathematical proficiency, scientific exploration, or well-being, educational apps continue to evolve, providing accessible and engaging tools that empower learners worldwide. As technology advances, the landscape of educational apps will likely expand, offering even more innovative solutions to meet the evolving needs of learners in the digital age.

Flipped Model:

The traditional classroom model, Flipped classroom is the teaching methodology which is growing rapidly in modern education system (Connie KW Liu,2019)with teachers delivering lectures during class time and students completing assignments at home, has undergone a transformative shift with the advent of the flipped

classroom instruction(Gulsum Asiksoy2015),is an active and student-centre approach this was formed to enhance the quality of class. In this innovative approach, the conventional teaching structure is inverted, with students accessing instructional content outside of class and engaging in collaborative activities, discussions, and problem-solving during face-to-face class time. This essay explores the principles, benefits, challenges, and future implications of the flipped classroom model (Halili S.H,2016*)*.At the heart of flipped instructional model is the concept of "flipping" traditional homework and classwork dynamic. In traditional class students passively listening to lectures, instead they watch pre-recorded video lectures, prepare materials, or engage with multimedia content independently before attending class. Class time is then dedicated to active learning, allowing students to apply concepts, receive personalized feedback, and collaborate with peers under the guidance of the instructor.

One of the primary advantages of the flipped classroom model is the promotion of active and student-centered learning. Students have the opportunity to engage with course content at their own pace, review materials as needed, and come to class prepared to delve into discussions and hands-on activities. This shift from a teacher-centered to a learner-centered approach fosters a deeper understanding of the subject matter and encourages critical thinking skills.furthermore, the flipped classroom model enhances the role of educators as facilitators and mentors rather than solely as disseminators of information. Teachers can devote more time to addressing individual student needs, providing targeted support, and fostering a collaborative learning environment. This personalized interaction between students and instructors can lead to stronger teacher-student relationships and a more supportive academic community.

The model also caters to diverse learning styles by offering flexibility in how students consume content. Visual learners can benefit from video lectures, while those who prefer reading may engage with written materials. This adaptability accommodates a range of preferences and ensures that students can access information in a format that suits their individual learning preferences. despite its merits, the flipped classroom model is not without challenges. Implementing this approach requires careful planning, technological resources, and teacher training. Ensuring that students have equitable access to the necessary technology at home is also a consideration, addressing potential disparities in resources that may affect the effectiveness of the flipped model.

Looking ahead, the flipped classroom model is poised to evolve further with advancements in educational technology. Artificial intelligence, interactive simulations, and virtual reality could enhance the online components of flipped learning, providing even more engaging and immersive pre-class materials. As the model continues to gain popularity, ongoing research will illuminate best practices and refine implementation strategies for various educational settings.

Flipped Model Instructional Applications

The flipped classroom model, a teaching method that upends the traditional teaching method by moving teaching content outside classroom and using class time for application and collaboration, has seen a remarkable transformation with the integration of educational apps. These apps have become instrumental in supporting and enhancing the flipped classroom model, offering diverse tools for content delivery, student engagement, and assessment.

1. Content Delivery Apps: One of the key elements of the flipped classroom model is the pre-class delivery of instructional content. Apps such as Khan Academy, Edpuzzle, and Flipgrid empower educators create and share video lessons, interactive quizzes, and multimedia content. These apps enable student access materials themselves, allowing for monotonously learning experiences group to individual needs and learning styles.

2. Collaboration and Discussion Apps: Class time in the flipped model is often dedicated to collaborative activities and discussions. Apps like Google Workspace (formerly G Suite), Microsoft Teams, and Slack facilitate seamless communication, file sharing, and collaborative projects among students. These platforms make awareness on community and make students to actively engage with course content, ask questions, and collaborate on projects during face-to-face sessions.

3. Interactive Learning Apps: To ensure that students actively participate in the learning process, interactive learning apps play a crucial role. Platforms such as Nearpod, Mentimeter, and Padlet allow educators to create interactive presentations, quizzes, and polls. These apps transform class time into dynamic sessions where students can respond to questions in real-time, providing immediate feedback to both students and instructors.

4. Assessment and Feedback Apps: Assessment is an integral part of the flipped classroom model, and apps have streamlined the process. Tools like Socrative, Quizizz, and Kahoot! offer interactive quizzes and assessments that gauge student understanding. These apps provide real-time feedback, helping instructors identify areas of strength and weakness, and allowing students to track their progress.

5. Learning Management System (LMS) Apps:

fast-evolving landscape of education, technological advancements have ushered in a new era of learning, and educational applications stand at the forefront of this transformation. use of mobile device increase in daily learning activities, provide a single-person use combined with interactive various learning materials, simulations, voice identifying and also educational games.(Ivo Damyanov,2018)These applications, designed for various devices such as smart phones and tablets, are revolutionizing way students to get information, engage with educational contents, and develop essential skills.

The Impact educational applications on the learning experience, discussing their benefits, challenges, and future implications. Varying from voice over to videos,

virtual lessons or ask a mentor over net directly for answers to his problem.(Athanasios S Drigas P. A, 2017)One of the key advantages of educational applications is their connectivity. With clicking on a screen, learners are connect with a lot of information for their needs and preferences. This convenience breaks down traditional barriers to education, allowing individuals to learn at their own pace and on their own schedule. Whether it's language learning, mathematics, or science, educational apps provide a personalized learning experience that caters to diverse learning styles.

Moreover, the interactive nature of many educational applications enhances student engagement. games, quizzes, and interactive lessons make the learning process enjoyable and encourage active participation. This not only sustains learners' interest but also promotes a deeper understanding of the subject matter. As a result, educational apps can be powerful tools for fostering a love of learning and cultivating analytical thinking skills. In addition to self-leaning and engage content, educational applications often incorporate adaptive learning technologies. This technology utilizes algorithm analyse ad evaluate a student's activities and set and increase the difficulty level of content. This adaptive approach ensures that each learner receives a customized learning experience, addressing their strengths and weaknesses. Consequently, students are more likely to stay motivated and achieve better outcomes. despite these advantages, educational applications are not without challenges. One concern is the digital division, where access to technology and internet isn't available equally distributed among different socioeconomic groups. Bridging this gap is crucial to ensure that all students can benefit from educational apps and participate fully in the digital learning environment. Additionally, there are concerns about the quality and accuracy of content, highlighting the need for rigorous curation and evaluation processes.

Looking for future educational applications will be more efficient. (AR) Augmented reality and also (VR) virtual reality technologies have been increasing and integrating into educational apps, offering immersive learning experiences. These technologies have the capable to transport students to historical incidents, scientific experiments, or it leads to hands-on training in various fields. Like these innovations continue to evolve, educational apps have the potential to redefine the boundaries of traditional education.

The concept of flipped learning has gained momentum in recent years, transforming traditional education by inverting the traditional classroom model. In a flipped classroom, students engage with instructional content at home through videos or other materials, allowing class time for collaborative activities and in-depth discussions. Mobile applications play a crucial role in supporting and enhancing the flipped classroom model, offering a variety of tools for both educators and students. In this article, we will explore various mobile applications that prove invaluable in the context of flipped learning.

Video Creation and Sharing:

Flipgrid: Flipgrid is an interactive video discussion platform makes educators to post discussion allow students to respond with video clips. This tool enhances communication and collaboration outside the classroom, promoting thoughtful reflections on pre-recorded materials.

Edpuzzle: Edpuzzle lets teachers create interactive video lessons by embedding questions, quizzes, and comments within the Content video content. It ensures that students engage actively with the material and provides valuable insights for educators on student comprehension.

Delivery and Management:

Kahoot!: Kahoot is a game-based learning platform this allows teachers to make quizzes, surveys, discussions and assessments to reinforce concepts. This adds an element of gamification for the learning procedure, making it more engaging students.

***Google Classroom*:** Google Classroom serves as a comprehensive platform for distributing content, assigning tasks, and facilitating communication. Teachers can share resources, post assignments, and provide feedback, creating a streamlined environment for flipped learning.

Note-Taking and Organization:

Evernote: Evernote is a powerful note-taking app that helps students organize their thoughts, create multimedia-rich notes, and collaborate with peers. It ensures that students can effectively capture key points from pre-class materials.

OneNote: Microsoft's OneNote is another robust note-taking application that syncs across devices. Its collaborative features make it ideal for group projects and discussions, fostering teamwork outside the classroom.

Collaborative Learning:

Padlet: Padlet is a virtual bulletin board it allows students and teachers to collaborate by sharing different ideas, images, and links. It serves as a dynamic space for collaborative discussions, brainstorming, and content sharing.

Slack: While often seen as a business communication tool, Slack can be adapted for educational purposes. It facilitates real-time communication and collaboration, making it a useful platform for group work and discussions.

Assessment and Feedback:

Socrative: Socrative is an assessment tool that enables teachers to create quizzes, polls, and exit tickets for immediate feedback. It provides valuable insights into student understanding, allowing educators to tailor their in-class activities accordingly.

Nearpod: Nearpod combines interactive presentations with real-time assessment tools. Teachers can incorporate quizzes, polls, and collaborative activities directly into their presentations, ensuring student engagement and understanding.

Khan Academy:

Function: Provides a vast library of instructional videos covering various kind of subjects, allow students to learn at themselves.

Edpuzzle:

Function: It enables teachers to make interactive topics by mixing questions, quizzes, and discussions within the video content.

Flipgrid:

Function: Facilitates video-based discussions, allowing students to respond to prompts, share their thoughts, and engage in collaborative conversations.

Function: It gives a centralized platform for teachers to distribute assignments, share references, and interact with students, promoting collaboration and organization.

Google Classroom:

Microsoft Teams:

Function: Provides a collaborative workspace for teachers and students, including chat features, file sharing, and video conferencing for effective communication and teamwork.

Slack:

Function: Enhances communication and collaboration among students and teachers through channels, direct messaging, and file sharing.

Smart Sparrow:

Function: Offers adaptive learning technology, creating personalized learning pathways based on individual student performance and understanding.

DreamBox:

Function: Focuses on adaptive math learning, adjusting content and difficulty levels to meet each student's unique needs.

Socrative:

Function: Facilitates real-time assessments and quizzes, providing instant feedback to both teachers and students.

***Kahoot!*:**

Function: Engages students through interactive quizzes and games, promoting a fun and competitive learning environment while assessing understanding.

Applications for flipped Language Teaching:

1. ClassFlow: is a platform designed to enhance interactive literacy gests. Then is how the ClassFlow app can be used in a flipped classroom setting Content Delivery preceptors can use the app to deliver pre-recorded assignments, educational vids, or other multimedia content to scholars outside of class time. This allows scholars to review the material at their own pace. Interactive Assessments The app supports interactive assessments and quizzes. preceptors can produce assessments that scholars complete before class, furnishing precious perceptivity into their understanding and allowing the schoolteacher to knitter in- class conditioning consequently. Cooperative

literacy ClassFlow facilitates cooperative literacy by allowing scholars to interact with content, contribute to conversations, and unite on systems.

This cooperative element enhances engagement and peer- to- peer literacy. Digital White boarding preceptors can use the app for digital white boarding, explaining generalities visually and interactively. This point can be particularly useful for subjects that profit from visual representation, similar as calculation or wisdom. Real- time Feedback The app enables real- time feedback on pupil responses and participation. preceptors can cover pupil progress and understanding, furnishing timely feedback to address misconceptions or support crucial points. Resource participating preceptors can partake fresh coffers, links, or documents through the app, icing that scholars have access to supplementary accoutrements that support their literacy.

2. TES Teach with Blend space: The Tes teach with Blendspace app can enhance the flipped classroom model in several ways Content Aggregation preceptors can use the app to curate and organize colorful educational coffers, including vids, papers, images, and quizzes, into a cohesive assignment. This added up content can be participated with scholars aspre-learning accoutrements. Substantiated Learning Paths The app allows preceptors to produce interactive assignments with a variety of multimedia rudiments.

Preceptors can design substantiated literacy paths, enabling scholars to progress at their own pace and readdress accoutrements as demanded. Visual liar preceptors can employ Tes Educate with Blendspace to produce visually appealing assignments that incorporate multimedia rudiments. Visual liar can enhance engagement and appreciation, making it an effective tool for presenting complex generalities. cooperative systems The app supports cooperative literacy by enabling scholars to work together on Blendspace systems. This cooperative aspect promotes cooperation and participated understanding, fostering a sense of community in the classroom.

Flipped Assessment preceptors can bed quizzes and assessments directly into the Blendspace assignments. This allows for constructive assessment and gives preceptors perceptivity into pupil understanding before class conversations or conditioning. Remote literacy Support In scripts where scholars may need to pierce assignments ever, Tes Educate with Blendspace provides a platform for delivering content and maintaining a flipped classroom approach indeed outside the traditional classroom setting.

3. Clarisketch: Clarisketch is an app that allows druggies to annotate and recite over images. Then is how it can be used in a flipped classroom setting Content Explanation preceptors can use Clarisketch to annotate plates, maps, or any visual content applicable to the assignment. This annotated content can serve as a visual aid to explain generalities, which scholars can also review ahead or after class. Step- by- Step Instructions For subjects that involve a step- by- step process, preceptors can use Clarisketch to produce educational vids with reflections.

This can be particularly helpful for subjects like mathematics, where problem-working processes can be visually explained. Pupil donations scholars can use Clarisketch to produce donations or explanations for the class. This adds an interactive and visual element to their benefactions, fostering creativity and engagement. Feedback on Assignments preceptors can give feedback on assignments or systems by using Clarisketch to annotate directly on the scholars' work, offering a more individualized and detailed assessment. cooperative literacy scholars can unite by using Clarisketch to work together on visual systems or explanations. This promotes cooperation and the sharing of ideas.

4. Ted-Ed: app can be a precious asset in a flipped classroom terrain. Then are some ways it can be used Curated Educational Content The app provides access to a library of TED- Ed assignments, which cover a wide range of subjects. preceptors can assign specific assignments aspre-learning accoutrements , allowing scholars to engage with content outside of class time. Discussion Starters TED-Ed assignments frequently include discussion questions and fresh coffers. Preceptors can work these to initiate meaningful in- class conversations, encouraging scholars to partake their studies and perspectives.

Custom Assignments the app allows preceptors to produce custom assignments by using TED- Ed's platform. preceptors can knitter content to align with their class and educational pretensions. Student Engagement scholars can use the app to explore TED-Ed assignments singly, fostering tone- directed literacy. The engaging nature of TED- Ed vids can capture scholars' interest and curiosity. Flipped Presentation Mode The app has a donation mode that allows preceptors to present TED- Ed assignments in class, making it easy to guide conversations and condense the flipped literacy approach with interactive rudiments. Assessment and Reflection preceptors can use TED- Ed's platform to track scholars' progress through assignments and assess their understanding. also, scholars can reflect on their literacy by responding to questions or creating their own TED- Ed assignments.

5. Explain Everything: This can be a important tool in a flipped classroom setting. Then is how it can be employed Content Creation preceptors can use the app to produce educational vids, explaining complex generalities or furnishing step- by- step guidance on specific motifs. These vids can be participated with scholars to watch before class. Student Engagement The app allows scholars to produce their own donations, demonstrating their understanding of a subject. This can be participated with the class, fostering engagement and collaboration. Interactive Assignments Explain Everything supports interactive whiteboard features, enabling preceptors to produce dynamic and engaging assignments.

This can be particularly useful for illustrating generalities in a visual and interactive way. Cooperative literacy scholars can unite on systems within the app,

working together on donations or assignments. This cooperative aspect enhances cooperation and communication chops. Assessment preceptors can use the app for constructive assessment by having scholars produce donations or break problems. This provides precious sapience into individual understanding and progress. Asynchronous literacy Since Explain Everything allows for the creation of multimedia donations, scholars can review accoutrements at their own pace, breaking, rewinding, and reconsidering content as demanded.

6. Brain POP: app can be a precious tool in a flipped classroom setting. In a flipped classroom, scholars learn new content outside of class through vids or other accoutrements, allowing class time to be used for conversations, conditioning, and deeper understanding. Then is how the BrainPOP app could be used Pre-learning preceptors can assign BrainPOP vids aspire-learning accoutrements for scholars to watch before coming to class. This allows them to gain exposure to new generalities singly.

Concept underpinning The app offers quizzes and conditioning related to the videotape content, helping scholars support what they have learned and assess their understanding. Discussion starter preceptors can use app's content as a starting point for in- class conversations. scholars can partake their studies, ask questions, and claw deeper into the material. personalized literacy The app may offer features that allow scholars to progress at their own pace. This personalized literacy can be particularly salutary in a flipped classroom model. Schoolwork support If scholars have questions or need fresh explanation on the content covered in the vids, they can use the app as a resource for schoolwork support.

7. Doceri: is a tool that allows druggies to produce and deliver interactive donations, including annotated assignments and screencasts. Then is how it can be used in a flipped classroom Interactive Assignments preceptors can use Doceri to produce interactive assignments by annotating over donations or plates. This interactive content can be participated with scholars aspire-learning accoutrements, allowing them to engage with the material before class. Screencasts and Explanations The app is useful for creating screencasts where preceptors can explain generalities step- by- step. This is salutary for subjects that bear a visual and detailed explanation, similar as mathematics or wisdom.

Demonstrations and Problem- working preceptors can use Doceri to demonstrate problem- working processes, show trials, or illustrate complex generalities. This visual approach can enhance pupil appreciation. Student Engagement The interactive nature of Doceri allows preceptors to engage scholars laboriously with the content. scholars can follow along with reflections and laboriously share in the literacy process. Constructive Assessment preceptors can bed questions, quizzes, or prompts within Doceri donations for constructive assessment. This helps assess pupil understanding before in- person class sessions, allowing for targeted conversations.

Cooperative literacy Doceri supports cooperative literacy by enabling teachers and scholars to interact with content in real- time. This can be particularly precious for virtual or remote literacy surroundings

8. Show Me: is a digital whiteboard operation that allows druggies to produce and partake educational vids. Then is how it can be used in a flipped classroom Content Creation preceptors can use the ShowMe app to produce educational vids explaining crucial generalities, problem- working ways, or any other subject matter. These vids can be participated with scholars aspre-learning accoutrements . Step- by- Step Demonstrations The app is particularly useful for step- by- step demonstrations. preceptors can visually walk through processes, equations, or plates, furnishing a clear and visual understanding for scholars.

Pupil- Created Content In addition to preceptors, scholars can use the ShowMe app to produce their own educational vids. This can be a cooperative design or an individual assignment where scholars explain generalities or break problems. Interactive conversations preceptors can bed questions or prompts within the educational vids to encourage interactive conversations. scholars can respond to these questions, fostering engagement and critical thinking. Flipped Assessment ShowMe can be used for constructive assessment by bedding quizzes or challenges within the vids. preceptors can gauge pupil understanding before in- person class sessions. Review Accoutrements scholars can readdress ShowMe vids as review accoutrements before examinations or assignments, buttressing their understanding of the motifs covered in the flipped assignments.

9. PlayPosit: now known as" Bulb," is an interactive videotape platform that allows preceptors to produce and partake vids with bedded questions and interactive rudiments. Then is how the PlayPosit app, or Bulb, can be used in a flipped classroom Interactive videotape Assignments preceptors can use the app to produce interactive videotape assignments by bedding questions, conversations, or reflections directly into the videotape content. scholars engage with these rudiments while watching the videotape, promoting active literacy. Pre-Learning Conditioning In a flipped classroom model, preceptors can assign PlayPosit assignments aspre-learning conditioning. This allows scholars to pierce educational content at their own pace, with bedded questions to check their understanding before class.

Constructive Assessment The app provides real- time analytics on pupil engagement and responses, allowing preceptors to gather constructive assessment data. This data can inform educational opinions and help knitter in- class conditioning to address specific pupil needs. Individualized Learning Paths preceptors can use PlayPosit to produce discerned pathways within a videotape assignment. This customization allows scholars to explore fresh coffers or claw deeper into specific motifs grounded on their individual requirements. Flipped Classroom conversations

PlayPosit includes discussion features that enable scholars to engage in online conversations related to the videotape content. This cooperative aspect can extend the literacy beyond the individualpre-learning exertion. Content Variety Beyond traditional videotape content, PlayPosit supports colorful multimedia rudiments, similar as images, audio, and textbook. This versatility can enhance the donation of complex generalities.

10. Kiddom: can be employed in a flipped classroom setting in colorful ways Assignment Planning and Sequencing preceptors can use Kiddom to plan and sequence assignments, organizing happy and coffers for scholars to pierce before class. This helps insure a structured and coherent literacy experience. AssigningPre-Learning Conditioning The app allows preceptors to assignpre-learning conditioning, similar as readings, vids, or interactive exercises. scholars can engage with these accoutrements singly before coming to class.

Individualized Learning Paths Kiddom supports personalized literacy paths. preceptors can customize assignments grounded on pupil requirements, furnishing fresh coffers or challenges to feed to varying situations of understanding. Constructive Assessment preceptors can use Kiddom for constructive assessment by incorporating quizzes, pates, or other interactive rudiments intopre-learning conditioning. This allows them to gauge pupil understanding and acclimate in- class conditioning consequently. Collaboration and Communication Kiddom provides features for collaboration and communication. preceptors can grease conversations, answer questions, and encourage collaboration among scholars both before and after by- person class sessions. Progress Tracking preceptors can use Kiddom to track pupil progress over time. This point is precious for assessing how well scholars are engaging withpre-pre-learning accoutrements and relating areas that may need fresh attention.

11. Nearpod: can be effectively employed in a flipped classroom setting in colorful ways Interactive Assignments preceptors can use Nearpod to produce engaging and interactive assignments with multimedia content, including slides, vids, and quizzes. scholars can pierce these assignments before class, allowing them to engage with the material at their own pace. Pre-Assessment Nearpod allows forpre-assessment conditioning, where preceptors can gauge scholars' understanding before the in- class session. This helps preceptors conform their assignments to address specific areas of need.

Cooperative conversations The app supports cooperative features similar as pates, open- concluded questions, and conversations. preceptors can use these tools to encourage pupil participation and collaboration, fostering a deeper understanding of the content. Real- Time Feedback Nearpod provides real- time feedback on pupil responses during live sessions. This allows preceptors to assess appreciation, address misconceptions, and acclimatize their tutoring approach consequently. Virtual Field passages Nearpod offers virtual reality(VR) gests and virtual field passages. preceptors

can incorporate these immersive gests into their flipped assignments to enhance engagement and give unique literacy openings. Schoolwork Assignments preceptors can assign Nearpod assignments as schoolwork, allowing scholars to review content singly. This ensures that scholars come to class with a foundational understanding, ready for further in- depth conversations and conditioning.

Conclusion

In conclusion, the diverse applications of the Flipped Instructional Model in English Language Teaching (ELT) underscore its adaptability and effectiveness. Whether enhancing student engagement, promoting self-directed learning, providing personalized feedback, accommodating diverse learning styles, or fostering inclusivity, this model emerges as a versatile tool for classroomseducators. As the landscape of language education continues to evolve, the Flipped Instructional Model stands as a valuable approach, enriching the acquiring new skills.. Its multifaceted nature positions it as a promising strategy for educators seeking innovative and impactful ways to facilitate language acquisition in diverse.

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Significance of Writing Skills in English Language Learning

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Abstract
Communication is a pivotal factor in all domains throughout the era of globalization. Language is the fundamental tool for communication, and communication is nearly impossible without the existence of a language. While it is feasible to convey messages with signs and gestures, this method fails to fully satisfy human aspirations. Hence, language serves as a powerful tool for conveying the ideas, thoughts, and emotions of individuals to their fellow human beings. Therefore, humans acquire linguistic abilities in order to maintain their interpersonal connections. In order to acquire a language, individuals must acquire the specific linguistic abilities associated with that language. In order to become proficient communicators in a foreign or second language, such as English, learners must acquire all the necessary abilities. English language learners face more challenges in acquiring writing abilities compared to the other three language skills: listening, speaking, and reading. Given the intricate phonological, morphological, semantic, and syntactic structures involved in writing, EFL/ESL teachers must consider incorporating other approaches in their classrooms to enhance their students' writing abilities. Consequently, the educators must employ diverse ideas and innovative procedures and approaches to improve the writing abilities of English Language Learners. This research primarily examines the attributes of proficient writing abilities in the context of English language instruction. Thus, this paper focuses on the significance of language proficiency, particularly the abilities needed to acquire the English language. Furthermore, greater emphasis is placed on developing writing proficiency, which poses a significant challenge for English Language Learners who are non-native or second language speakers of English. This research also examines the attributes of proficient writing abilities in the context of English language instruction. Additionally, this article provides valuable recommendations for educators to

implement diverse strategies and techniques in order to enhance the writing proficiency of their students. Additionally, it recommends that English learners adhere to the guidance of their instructors and collaborate effectively with their classmates in order to enhance their writing abilities.

Keywords: activities; effective; ELLs; English classrooms; language skills; novel techniques and approaches; strategies; teachers; writing skills.

Introduction:

The field of communication has seen significant transformations as a result of globalization in the twenty-first century. Language serves as the primary medium for communication, prompting humans to acquire it for the purpose of interacting with others. Hence, individuals acquire linguistic proficiency, particularly encompassing all the associated competencies, in order to effectively engage in communication and foster harmonious interpersonal connections throughout society. Human beings endeavor to acquire a language and the associated abilities in order to achieve their ambitions, objectives, and goals. Recognizing that effective communication is crucial for success in any domain, individuals make a deliberate effort to acquire the desired language in a methodical manner. They strive to acquire linguistic skills in order to demonstrate their achievement as individuals in society. By exhibiting resolute determination and using diligent effort, individuals can achieve success in acquiring proficiency in a language. Therefore, it is imperative for learners to exert significant effort in gaining language skills in order to become proficient communicators.

It is widely acknowledged that learners face numerous challenges while initially attempting to acquire a new language. This is due to the unfamiliarity of various aspects, including vocabulary, grammatical structure, pronunciation, and usage. Acquiring a new language elicits a varied response among individuals. Hence, acquiring proficiency in a new language necessitates substantial effort and extensive practice. Regarding this matter, language learners must acquire the necessary proficiencies in order to effectively communicate with individuals worldwide. Language serves as a means for individuals to articulate their viewpoints, concepts, cognitions, and emotions. Lack of language is a challenge for humans to effectively communicate with others. In order to accomplish their objectives, individuals in the contemporary era must engage in communication using a universally spoken language. Furthermore, proficiency in language is vital for individuals in the contemporary era to properly engage in communication with others. Furthermore, individuals can achieve good communication by just developing language skills. Therefore, it is crucial for ESL/EFL learners to prioritize language skills, particularly writing abilities, as they are fundamental for effective communication in contemporary culture.

The significance of linguistic proficiency in the 21st century, individuals engage in communication with individuals residing in diverse continents, countries, states, and areas. To effectively connect with individuals worldwide, a universal language that is comprehensible to all is required. English fulfills this function, prompting individuals to strive for its acquisition in order to achieve their objectives. People learn all the abilities of the English language because they play a crucial part in their daily lives. In order to acquire proficiency in the English language, English Language Learners must develop competence in all four language skills: listening, speaking, reading, and writing (LSRW). Each of these four abilities is crucial for foreign or second language learners, and they should not neglect any of them.

The above fact reveals that these four talents are categorized into two groups: receptive or passive skills and productive or active skills. Listening and reading are passive abilities in which learners simply absorb and comprehend information without the need to actively generate words. In contrast, speaking and writing are productive abilities that require learners to generate language using these talents. Furthermore, both speaking and writing are highly observable to others and are behaviors that involve guidance and control. The primary emphasis of these skills is in their precision. It is a well-established truth that individuals have greater ease when speaking in their native language, but their proficiency in a second or foreign language becomes evident when they communicate in it. A similar situation is observed in the process of learning English as well. When learners acquire the English language, they encounter numerous challenges in developing the essential language abilities. Therefore, the teachers must exert additional efforts to engage the learners in the process of acquiring English inside the English language learning setting.

Furthermore, learners have the opportunity to enhance, refine, and achieve proficiency in their English language abilities through the use of the internet. In order to achieve proficiency in the English language, learners must acquire competence in all four language skills. English learners should not disregard any of these talents, as each skill holds its own significance. Out of these four skills, listening is the primary skill that English Language Learners initially develop. Hornby (2005) defines listening as the act of directing one's attention towards someone or something that is audible. During the process of developing listening skills, many English Language Learners experience undue stress in their attempt to comprehend every single word in a sentence, which makes it challenging for them to understand spoken language. Therefore, individuals should exhibit greater attentiveness and strive to comprehend solely the significant substance while disregarding the superfluous elements. English language learners must cultivate the ability to anticipate while listening. During typical daily scenarios, they can utilize the assistance of the speaker, visual cues, and the context to decipher spoken

messages. During the listening process, learners must primarily focus on comprehending the message in its entirety.

In order to enhance students' listening skills, teachers must motivate learners to actively engage with the sounds of the English language, hence facilitating the acquisition of accurate pronunciation of English words. Subsequently, the educators must employ diverse tactics to facilitate the acquisition of listening skills by the learners. The talent of listening is frequently employed by learners, who derive pleasure from engaging in dialogues, conversations, and speeches. English Language Learners allocate a greater amount of time to the skill of hearing compared to other skills. This is because they primarily engage in the act of listening without the necessity of actively demonstrating their understanding. Once the learners have acquired proficiency in hearing, they will gradually improve the remaining skills. Hence, it is imperative for English teachers to employ several strategies and techniques in order to enhance the listening abilities of learners in the English Language Learner (ELL) setting.

Speaking is regarded as one of the challenging aspects of English language acquisition, as learners are required to communicate in real-time. Given that learners are required to provide immediate responses to the speaker(s), it is imperative that they possess a strong command of the language's vocabulary and grammatical structure. In the absence of oral communication, language may be limited to written form. Language serves as a means of communication, enabling individuals to express their thoughts and ideas while also gaining insight into the perspectives of others. The English Language Learners must engage in regular speaking exercises both inside the confines of the classroom and in extracurricular settings. Additionally, students are required to collaborate in educational settings in order to improve their oral communication abilities. To enhance the speaking abilities of English Language Learners, teachers must involve students in collaborative activities, such as group or paired exercises. Furthermore, the educators should offer additional opportunities for the students to engage in verbal communication inside the school setting.

Rivers (1978) states that speaking is utilized twice as frequently as reading and writing in human communication. Indeed, individuals devote a significant amount of time on verbal communication compared to reading and writing. Consequently, the English instructors must employ several tactics to prioritize the enhancement of oral communication abilities in English Language Learners.

Reading is classified as a receptive skill, and the majority of them engage in reading their academic subjects in the English language. Engaging in reading enhances learners' proficiency in spelling, vocabulary, grammar, and writing. Extensive reading leads to the internalization of sentence form, resulting in quick imitation by the brain. Consequently, the learners generate comparable phrase structures to express their messages. During the process of reading, learners employ the strategies of skimming

and scanning to enhance their ability to read the intended content with efficiency and speed. Students comprehend the main idea of the text and make inferences based on it. The learners also acquaint themselves with various genres of literature and specialized terminology, while also acquiring new vocabulary. Proficient readers who possess exceptional reading speed are likely to excel in both oral and written communication. To develop their reading skills, teachers should encourage learners to read newspapers, periodicals, and journals in the classrooms, as these sources are commonly used for obtaining information. Furthermore, it is imperative for the learners to peruse their textbooks in order to excel in their examinations.

Teachers should motivate English Language Learners to engage in reading moral stories, short stories, and other captivating subjects in order to enhance their reading proficiency. As individuals continue to read throughout their lives, English teachers must employ several ways to enhance the reading skills of their English Language Learners. Writing is a very productive skill and is considered the most intricate among the four language abilities. The English Language Learners must express their thoughts and ideas through written communication in order to ensure they do not overlook any material. English writing is widely regarded as the most challenging talent due to its intricate structure and extensive vocabulary. Furthermore, the orthographic system of words in the English language is completely distinct from its phonetic representation. Due to the lack of a direct correlation between spelling and pronunciation, many English language learners struggle with writing in English. In addition, the consistency and order of paragraphs are crucial in writing. Teachers should implement collaborative and cooperative learning strategies, such as group and pair activities, in the classroom to enhance the writing proficiency of English Language Learners. The learners actively engage in these activities and successfully complete the assigned assignments. Given the numerous fundamental aspects of writing, it is imperative for lecturers to instruct their students on composing concise English paragraphs.

During the completion of their assignments, the English teachers should provide assistance to the English Language Learners if they encounter any challenges. The English teachers have the responsibility to instruct the English Language Learners in order to enhance their writing skills in English. Literature Review Of the four talents in the English language, writing is the most challenging and crucial skill for English Language Learners to develop due to its inherent complexity. For the majority of English Language Learners, reading and listening appear to be more manageable compared to speaking and writing, as the latter two skills require active production and demand extensive practice to achieve proficiency. Consequently, English Language Learners should exert additional diligence in acquiring these skills and endeavor to adhere to the guidelines provided by their professors. Additionally, teachers should

prioritize employing diverse tactics that effectively engage learners and foster their motivation to acquire writing abilities. In addition, teachers should consider the proficiency levels and interests of the learners when selecting writing themes. They should also explore innovative strategies and approaches to writing in order to encourage active participation and improve performance in the assigned tasks.

Writing: The most complex skill

Writing has experienced numerous modifications and advancements in recent years. Harmer (2007) accurately states that writing is a very recent development in the evolution of humans. As stated by Bloomfield (Cited in Crystal, 1994), "Writing is not language, but rather a method of documenting language through visible symbols." (178) Moreover, Richards and Schmidt (2002) argue that writing is perceived as an outcome of intricate procedures involving planning, composing, reviewing, and rewriting.

Writing is often regarded as the most intricate skill for language learners, including those who are studying English. The skill of writing in English is widely regarded as the most challenging due to its intricate nature in terms of syntax, semantics, morphology, and phonology. Several scholars have identified the challenges faced by English Language Learners (ELLs) hen it comes to writing in English, and they have shared their perspectives on the matter. Negari (2012) asserts that acquiring the skill of writing in a first language (L1), second language (L2), or foreign language (FL) appears to be the most challenging task for language learners in academic settings.Similarly, Kroll (2003) argues that writing is an intricate process that requires the acquisition of various abilities, which collectively contribute to the overall challenge of writing for each individual who uses a language.Similarly, Richards (2008) asserts that acquiring proficiency in writing, whether in a native or second language, is an arduous endeavor that only a minority of individuals can truly excel at.The aforementioned data indicate that writing is a multifaceted skill that requires much effort to master. Hence, it is imperative for teachers to allocate additional time to the development of writing abilities within their classrooms, thereby enabling EFL/ESL students to excel in their assignments.

Characteristics of Effective Writing Skills in English

Writing is a multifaceted process that requires English Language Learners (ELLs) to adhere to numerous components in order to demonstrate their proficiency as skilled writers. Primary and paramount, learners should primarily focus on enhancing their vocabulary and grammar. Once the English Language Learners have acquired a solid understanding of the essential grammatical structures and a sufficient vocabulary, they will undoubtedly receive moral support to initiate the process of composing written works in English. Teachers should provide learners with sample writings and instruct them on how to construct proficient sentences in English and effectively structure these sentences into coherent paragraphs.Subsequently, the educators must motivate the

students to commence their writing endeavors with uncomplicated subjects that pique their attention.

Primarily, teachers should devote greater attention to the selection of topics they assign to learners. When selecting themes, teachers must consider the needs and interests of the learners. Furthermore, the educators should propose the present subjects that the students are already well-acquainted with. In order to fulfill this objective, the educators must peruse newspapers and publications to acquire further insights on contemporary subjects. Simultaneously, the teachers must regularly update the learners on current advancements in modern society, enabling them to comprehend and engage with these changes during their free time. It is crucial for teachers to engage in conversations with learners prior to selecting themes. After reaching a consensus on specific subjects, the instructors should provide the learners with the assigned topic to commence their writing. Furthermore, it is imperative for professors to instruct students on the utilization of certain lexicon when writing in English. The lecturers must illustrate to the learners the specific words they should employ while commencing their writing. Learners are instructed on the usage of appropriate vocabulary that aligns with the specific context, given the existence of many terminologies for diverse purposes. Once the learners have identified the appropriate words for a certain situation, they will employ them with precision in their written work. The terminology should be engaging for the readers and should strive for simplicity. The writers should prioritize utilizing appropriate synonyms rather than repetitively employing the same word. Hence, it is imperative that English Language Learners possess an extensive, engaging, and contextually suitable lexicon.

An additional crucial factor that enhances the effectiveness of learners' writing is the selection of grammatical structures. Given the diverse range of structures employed by English writers, it is crucial for English Language Learners to focus on utilizing various grammatical structures rather than relying on repetitive ones in their writing. To achieve this objective, teachers should instruct their English Language Learners in a range of grammatical structures used in English writing and provide them with rigorous training to attain proficiency in these structures. After being instructed on these structures, the learners must apply them in order to use them appropriately within the given context. Teachers must ensure that their students engage in regular practice of the grammatical structures taught in the classroom. This will enable the students to develop a thorough understanding of the structures and effectively apply them in appropriate contexts.

The correct utilization of punctuation marks is another significant determinant that impacts the writing proficiency of English Language Learners. Punctuation is crucial in English writing for ELLs, as incorrect usage can lead to reader confusion and misinterpretation of the intended meaning. Given the significant impact that the

rearrangement of punctuation marks can have on meaning, it is imperative for teachers to instruct learners on the proper usage of punctuation marks when they begin writing in English. Given the significance of punctuation marks in English writing, it is essential for English Language Learners to have a comprehensive understanding of their usage in their writing assignments. Additionally, the teachers are expected to illustrate the alteration in meaning that occurs when punctuation marks are incorrectly positioned. When writing about the specified topic, it is crucial to communicate the learners' views in a coherent manner without any digressions. Hence, it is important for the learners to be acquainted with the method of jotting down the crucial aspects pertaining to the subject matter and thereafter addressing them within the same paragraph.

Moreover, it is crucial to explain these notions without any gaps, ensuring a continuous flow that enables readers to comprehend the concept effectively. Consequently, it is imperative for teachers to instruct learners on how to maintain a coherent train of thought in their writing, thereby ensuring that their written work is easily comprehensible. An essential determinant of learners' proficiency in writing is their ability to connect their ideas cohesively in their written work. Given that writing requires extensive reading and practice, it is imperative for English Language Learners to engage in extensive reading of various books. Furthermore, it is advisable for them to allocate additional time to honing their English writing skills, alongside their reading efforts. Within this particular context, the educators are required to instruct the students on the right organization of their thoughts and the utilization of cohesive devices to establish logical connections between phrases and paragraphs in a methodical manner. In order to achieve the intended objective of writing, it is imperative that the sentences are properly structured and arranged. Hence, English teachers should prioritize the establishment of logical connections between concepts in ELLs' writing, based on the principles that have been mentioned. Furthermore, it is imperative for teachers to instruct English Language Learners on the proper usage of connecting devices in English writing. This will enhance their ability to effectively compose written texts in English. These attributes are crucial for English Language Learners to demonstrate their proficiency as skilled English writers. Consequently, it is imperative for teachers to prioritize these attributes and inspire English Language Learners to acquire them in order to significantly enhance their writing abilities.

Conclusion:

This research aims to elucidate the attributes of proficient writing abilities in the context of English language instruction. Therefore, this research has specifically emphasized the significance of linguistic abilities, particularly those necessary for acquiring proficiency in the English language. Subsequently, greater focus has been placed on the development of writing abilities, which pose significant challenges for language learners who have English as a foreign or second language. Developing

proficiency in writing skill requires a significant amount of patience, as well as a dedicated commitment of time and consistent practice without extended breaks. Given that writing is widely regarded as the most challenging among the four language skills, English teachers must allocate a greater amount of time to its instruction. In addition, the teachers must ensure that the English Language Learners comprehend the strategies for writing in English and illustrate these skills by providing significant and captivating topics as examples. When instructing writing skills in an English Language Learner setting, teachers must select topics that are both simpler and more engaging. This approach ensures that learners experience greater satisfaction and are more focused on their study. In addition, teachers should employ many tactics and approaches in their instruction to simplify complex tasks. When learners see tasks as being lengthy, teachers should promptly divide the assignments into smaller segments and instruct the learners to solve them.

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Feminist Perspective on Slavery in the Black Historical Fiction with Reference to Wench: A Novel

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Abstract

The Slave narratives are autobiographical accounts of enslaved, escaped and freed before the American Civil War. It has become an important part in African American literature. The Neo-slave narratives, as a distinct literary genre has emerged as the effect of the renaissance in the 20th century. The term "Neo-slave narrative" is coined by *Ishmael Reed* while working on his 1976 novel *"Flight to Canada."*

The slave narratives reached its high peak in the nineteenth century. *The Harlem Renaissance* of 1920s was a great period of flowering in literature and arts. Non-fiction works by authors like W.E.B. Du Bois and Booker T. Washington were discussed and argued about how to confront racism in the United States. The books such as *"Roots"* by Alex Haley, "*The Color Purple" (*1982) by Alice Walker, "The Underground Railroad "(2016) by Colson Whitehead and "Beloved" (1987) by Toni Morrison are a few contemporary works in this genre.

The present research paper titled "Feministic Perspective on Slavery in the Black Historical Fiction with reference to Wench: A Novel" is about the study of slavery. Dolen Perkins Valdez, the author of Wench: A Novel explores the experiences the three women slaves named Lizzie, Reenie and Sweet, who brought to the Tawana House every year in the summer by their white masters. A new woman slave named Mawu is brought to the house on that summer, who persuades the other three to escape from the place. Their quest for freedom, racial and gender discrimination, violence, social inequity and sexual abuses are explored in this study. The study not only brings the predicament of their ancestors but also contemplated the effect of slavery persisting in the form of inequality in the present American society.

Keywords: Slave narratives, Neo-Slave narratives, American Civil War, The Harlem Renaissance, racism, discrimination, predicament.

Historical fiction is a literary genre where the story takes place in the settings of particular real historical events in the past. Black historical fiction is the revisiting of the African American history. That can be of Slave narratives and Neo-slave narratives. Slave narratives are autobiographical accounts of enslaved Africans in America.

Black historical fiction in terms of Afro-American Neo-slave narratives are modern fictional work set in the slavery period by the contemporary writers who subsequently depict the experience or effects of slavery in the New world. They revisit the horrible lives of their ancestors through imagination and narrate the stories which have been lost and buried in the dead past. Not only they brought the tragedy of their ancestors through literature but also contemplated the effect of slavery persisting in the form of inequality in the present American society.

The Neo-slave narratives mainly focus on the intricate relations between the masters and slaves and also the slaves among themselves. These themes were ignored by the traditional slave narratives. The traditional slave narratives told the accounts from the perspective of only one person who is a newly escaped or freed slave. But the neo-slave narratives told the stories from the perspective of multiple characters including feministic which help the readers to have a broad understanding of the institution of slavery and its tragic effect on slaves.

In the present study of African- American literature, I found the genre neo-slave narratives more interesting and observed the institution of slavery in different perspectives. Especially the feministic perspective on slavery is quite interesting to explore the hidden facts in the slave narratives. Treatment of women slaves by their white masters and other fellow black male slaves, their quest for freedom, their courageous attempts to escape from the plantations, resort houses , jails and from their kitchens led me to probe more in to this area. I realized that it is a high relevance genre in the twenty-first century American society as it explores the institution of racial slavery in the context of women slaves in America from 17th to 19th century and persist its effect on African- Americans still today.

In the 21st century, Black women writers across the African descents have written neo-slave narratives to take part in previous perspective within Black feminist literary theory and criticism. Many of them have challenged not only the literary tradition within which they are situated, but they have also sparked a renewed interest within the field's major critical perceptions. The texts like Dolen Perkins-Valdez's Wench (2010) and Andrea Levy's The Long Song (2010) take up a longstanding conversation within the field and within its object of study: sexuality. Both novels,

published in the early part of the twenty-first century, are directly in conversation with critical texts on sexuality in the lives of Black female

For this study I have selected the lack historical fiction of Dolen Perkins Waldez's *"Wench:A Novel"* published in the year 2010.Perkins Valdez, an African American contemporary author. Her subsequent novels are Balm (2015) and Take My Hand (2022). She has contributed short fiction and essays to Kenyon Review, African American Review and other publications.

Majority of the feminists of the African American historical fiction writers explored the oppressive pain, submissiveness, mother figures of black women that they experienced during the practice of slavery as an institution. But only few depicted black women as rebellious and having a firm desire to escape from the clutches of their white masters.

The noun "Wench" is derived from the Middle English "wenchel" means a girl, maid, young woman; a female child.

This novel is nominated for the NAACP image Award for outstanding Literary work. The plot set in the years before the Civil war. The story is about the four black slave women whose white masters keep them as their mistresses at the Tawawa house Resort in the free state of Ohio and they live with them as if they are partners.

The three slaves named Lizzie, Reenie and Sweet are brought to the Tawawa House every year in the summer by their white masters. They are known to each other very well as the regular visit and stay at the resort for the several years.

One day, a new slave named Mawu arrives at Tawawa House. Persuading the other three slaves to seriously consider her plan of escape from the place. On listening the plan about escape the other three slaves immediately attracted to her as she behaves fearlessly and speaks frankly and they have never seen such a daring women of captive before. At the first time they confine of their lives and thinking over the possibilities to flee from their captors. Mawu's master Tip is an extremely cruel and abuses her in routine unlike the other's masters. The other three women have never entertained the idea of flight as they have come to enjoy the benefits of being mistresses to the white masters and do not care or worry about their enslavement. They have less duties on plantation, get decent food, in some cases they get an education and in addition they have children and their elevated status as mistresses to white masters affords the kids some additional protections and special benefits.

The three women assume that if they try to run away from the place, their master would catch them and give the punishment as other slaves and they may lose the benefits. The punishment would be an extreme in case of the slaves who attempt to flee.

Mawu, during her first summer at Tawawa House tries to free herself from Tip. One night she secretly slips to another resort behind them in the woods and meets some free

blacks who lives there. They gave her advice to escape and a map of safe houses so she can plot her route to New York. When she discussed with other three women about it they declined her proposal of escape finding the risk in it. Lizzie informs about Mawu's plan to her master, Drayle and DrayletoTip. Then, Tip furiously drags Mawu to the resort's courtyard and punishes brutally and sodomizes in front of all. Later Mawu determines than ever to escape.

Mawu, during her second summer at Tawawa House, remains enslaved by Tip. Spurned by her friends Lizzie slipping away and spending time with Glory, a white abolitionist who gives Lizzie abolitionist literature which she shares with her friends. Thus her friends begin to warm to her again. Sweet on the hand becomes mad and eventually dies on hearing the words of outbreak of cholera that cause to death of her surviving children at the back home of her plantation.

The incident of dying Sweet inspires Mawu and reenie to form an escape plan. Meanwhile one night Mawu and Tips cabin bursts into flames. Tip escapes largely unscathed .Mawu is saved by other women. Reenie nurses Mawu back at her cabin, and the next morning the two women gone out from Tawana House.

The next summer, Lizzie returns to resorts and meets Glory. With the help of Glory, she could be able to reunite with Mawu in the woods. Reenie has escaped to NewYork and become free. As Lizzie chooses to stay with Drayle, Mawu could not want to leave her behind in captivity. Though she runs to escape, slave catchers find her on the second day of her flight and return her to Tip where her punishment could an extreme way either beating, torture or death.

The study brings out the brutality that black women have endured at the time of slavery. The four female black protagonists of the novel were treated as reproduction machines and sexual objects. The vicious treatment that they receive while resistant and trial to escape. Mawu is a typical character that has been understudied so far is a rebellion black enslaved woman. She is considered to have a significant character in the novel as she impacts the rest of the enslaved women to escape for the freedom by spreading her ideas, plans and thoughts. When her plan to escape was known by her white master she was raped and beaten viciously in front of others. Though she gets the severe maltreatment, she unlike other women, fights against her predicament and persistently endeavor for the freedom.

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Mirza Baig Asadullah Khan Ghalib and his numerous shades of poesy

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Abstract
Mirza Ghalib was a great Urdu versifier occupying a place of pride in the world literature. He is one of the most quotable poets having couplets for almost all situations of life. He was very talented, modest and lover of Ahl Al-Bayt (Family of Prophet Mohammad). His love for Ahl Al-Bayt could even be reflected in his Ghazals and other forms of poetry. His poetical surname is Ghalib and Asad. He is one of the last great Delhi poets, and is the first of the modern poets. He was born in Kala Mahal Agra on 17th December,1797 and expired on 15th February,1869 in Delhi. He wrote poetry in Urdu as well as Persian language. His honorific was Najm-ud-Daula (star of the state) and Dabir-ul-Mulk (Secretary of state) these honorifics were bestowed on him by the Emperor, Bahadur Shah Zafar in the year 1850. He wrote mainly three types of Poetry: Ghazal, Masnavi and Qasidah. Mirza Ghalib was also a gifted letter writer. Some of his contemporaries were Zauq, Momin and Hali. This paper aims to present different shades of Mirza Ghalib's poetry and his love for Ahl Al-Bayt

Keywords: Allah (God) Ghalib (Dominant), Asad (Lion), Ahl Al Bayt (Family of Prophet Mohammad), Ghazal (Lyrical poem), Masnavi (moralistic or mystical parable), Qasidah (panegyric)

Preamble

Mirza Baig Asadullah Khan Ghalib was one of the most acclaimed Indian Mughal Urdu Versifier and he was popularly known as Mirza Ghalib. He occupies a place of pride in world anthologies. He was very intelligent, humble and lover of Ahl Al-Bayt (Family of Prophet Mohammad). His love for Ahl Al-Bayt could even be reflected in his Ghazals and other forms of poetry. He is one of the most quotable poets of nineteenth century having couplets for every situation of life. Ghalib was an intellectual titan whose poetry is instilled with timelessness and universality. He was born in Kala Mahal Agra on 17th December,1797 and expired on 15th February,1869 in Delhi. He wrote poetry in Urdu as well as in Persian language. His honorific was Najm-ud-Daula (star of the state) and Dabir-ul-Mulk (Secretary of state) these honorifics were bestowed on him by the Emperor, Bahadur Shah Zafar in the year 1850. This paper aims to present different shades of Mirza Ghalib's poetry and his love for Ahl Al-Bayt

His pen names were Ghalib (means dominant) and Asad (Lion). Ghalib is not only famous in Indian subcontinent but also among Hindustani Diaspora around the world. He started writing poetry at the age of eleven (11) years. As he was an important courtier of the royal court therefore, he received the title of Mirza Nosha from the Emperor thus enabling him to add Mirza to his name. He was also appointed as a royal historian and poet tutor for twentieth and last Mughal emperor, Bahadur Shah Zafar (1854). And his eldest son, Prince Fakhr -ud Din Mirza (1856). Some of the contemporaries of Mirza Ghalib were Zauq, Momin and Hali. He was influenced by his predecessor poets Abdul Qadir, Bedil (1642-1720) and Mir Taqi Mir (1723-1810). He wrote mainly three types of Poetry Ghazal (lyrics), Masnavi (moralistic or mystical parable) and Qasidah (panegyric). Ghalib took the concept of ghazals and changed them from an expression of anguish in love to philosophies of life. Mirza Ghalib was also a gifted letter writer. His letters paved the way to a simpler usage of Urdu.

His Persian Divan (body of work) is at least five times longer than his Urdu Divan, his fame rests on his poetry in Urdu. Today, Ghalib remains popular not only in the Indian subcontinent but also among the Hindustani diaspora around the world. Hali's biography 'Yaadgar -e-Ghalib' (a memorial to Ghalib, 1897) has been a marvellous resource, it offers a truthful perceptive, compassionate but not hagiographical explanation of the man, his life and his poetry 'There are few poets in the history of Persian and Urdu literature whose verses and prose are as deeply filled with the whole heritage of Muslim Culture as his. Behind his lines lie the wisdom, the charm, and the imagery of nearly years of Persian poetry and eight hundred years of Muslim rule in the northwest of sub-continent. It is therefore; impossible to know Ghalib without thorough knowledge of Persian poetical imagery, the strict rules of meter and rhyme, the numberless rhetorical devices and, of course, the religious

background of mystically tinged Islam as it has lived in the hearts of millions of people since the Middle Ages. (Rahbar, 9)[1]

The ghazals of Ghalib are densely textured and delve deftly into the subtle nuances of universal themes such as love, loss, betrayal and Sufi mysticism. Mirza Ghalib used to proclaim his love for Prophet Mohammad. And his respect for Ali (the Prophets cousin and Son-in-law) is also palpable. He for instance honoured Prophet Mohammad as *Abr e Gauharbar* which means 'Jewel bearing cloud' (Editors Fitzpatrick and Walker, 139)[2].

Hasan Abdullah in his book 'The Evolution of Ghalib'[3] also makes the following observations about Ghalib: Ghalib's Urdu ghazals attract a highly diverse set of people—rich and poor, literary and scientific, uneducated and erudite, layperson and polymath, lover and beloved, men and women, young and old, even the oppressor and the oppressed, those sunk into the past and reactionary, as well as those who are forward-looking and progressive. The plausible reasons appear to be that his couplets, which are expressed in the most exquisite language using devices such as wordplay, hyperbole, irony and paradox, reflect diverse situations, depict a range of human emotions and provide deep insights into man's life and his relationship with Nature. Mirza Ghalib regarded himself as the servant of Imam Ali, peace be upon him (Cousin and Son-in-law of Prophet Mohammad) and he expressed his ardent love, devotion and empathy for the martyrs of Karbala—like Imam Hussain, peace be upon him and his companions—and paid rich and glowing tributes to them.

Poesy Analysis

'Allah existed eternally and nothing else existed'[4]. This hadith (saying of Prophet Mohammad) proves that only Allah existed without a beginning. i.e., before creating any of the creations. He is a necessary being, which is He exists by Himself. 'Allah is self-existing in the sense that he does not depend on anyone for His existence.' (Al-Islam.org)[5] This is also based on what Allah said in the Holy Quran; Surah al Ikhlas (112) Verse 2, Allahu as Samad (Allah is Self Sufficient) which means, everything depends on Him while He doesn't depend on anything.[6] Based on the above concept Mirza Ghalib construes the following couplet of Ghazal (a lyric poem)

Transliteration

Na tha kuch toh Khuda tha, Kuch na hota toh Khuda hota,
Dobaya mujhko hone ne na mein hota toh kya hota. (Ghalib, 27)[7]

Translation

It is said that before Allah (God) there was nothing, and before the world there was only Allah and nothing.

Because of my existence and my focus on my objectives I was drowned. If I wouldn't be there nothing would have signified.

When there was nothing, there was God. Had there been nothing, God would have been there. I was vanquished because I existed. Had I not existed, what difference it would have made? Ghalib Philosophizes upon existence and non-existence by keeping God at the centre and man alongside.

The subsequent lines of the Ghazal are known as Maqta (the final couplet of the lyrical poem) in praise of Prophet Mohammad, peace be upon him

Transliteration

Unki Ummat mein hoon mein mere rahein kyun kaam bandh
Wastey jis shah ke Ghalib gumbad-e-be-dar khula (Ghalib, 14)[8]

Translation

I am in his nation (i.e., his follower), why my works should not be achieved
For whose sake Ghalib, Dome without doors (i.e., sky) opened.

According to world view and Keinath images the sky is gumbad-e-be-dar that means no ways can be formed in the sky but for Prophet Mohammad Allah (s.w.t) made way in the skies when the Lord Almighty called him up in the skies on Shab e Meraj (also called Isra night and on this night, Prophet Mohammad went on a special journey to meet the Creator of this Universe Allah, crossing the seven skies.)

Mirza Ghalib says in this couplet that he is in the nation of Prophet Mohammad, peace be upon him. He is his follower and for his sake; the one (i. e, Prophet Mohammad) for whom the doors of the sky (which is also known as dome without pillars) opened. His (Mirza Ghalib's) works should be done. He depends on Prophet Mohammad for the solving of his works and problems.

The following lines of Manqabat, a Sufi devotional poem in praise of Ali ibn Abi Talib, the son in law of Prophet Mohammad, peace be upon him are:

Transliteration

Ghalib Nadeem-e-Dost se Aati hai Bu we Dost
Mashghool e haq hoon Bandagi-e-Bu-Turaab mein (Ghalib, 75)[9]

Translation

Ghalib, the fragrance of the friend (Lord) emanates from the friend's (Lord's) Companion. (i.e., Ali ibn Abi Talib)
I am engaged in truthful obedience of Ali (also named as father of Dust)
(Bu Turab' is a title of the Commander of the faithful, Hazrat Ali Ibn Abi Talib, Cousin and Son in Law of Prophet Mohammad.)

Ghalib If I follow and obey Hazrat Ali, then it's as if in reality I obey the Lord. Because the aroma of a friend is certainly present with the companion of the friend. That is, if Hazrat Ali is the Lord's friend than obedience to him is the obedience to Lord. The ensuing Ghazal (a lyrical poem) of Mirza Ghalib conveys his love for Hazrat Ali Ibn Abi Talib, Cousin and Son in Law of Prophet Mohammad, peace be upon him.

Transliteration

Ghalib mein nosh hone par gar Jannat na ja sakoon,
Hasrat yahi hai ke baad-e-marg kuch kaam aa sakoon;
Indhan bana de mujh ko Jahannum ka aye Khuda'
Har dushman-e-Ali ka kaleja jala sakoon. (Digital Akhbar "Imam Hussain…" 2020)[10]

Translation

Ghalib, if my intoxication prevents me from entering Paradise
I pray that after demise I may still be of some usage
My Lord, make me amongst the Burning coals of Hellfire
So that I may be used to burn the Livers of the Enemies of Ali

Ghalib! If I can't go to Paradise for being a wine bibber, I wish that I be of some use after my death. I implore you to convert me into the fuel of Hell; so that I can burn the hearts of the enemies of Ali ibn Abi Talib, the cousin and brother of Prophet Mohammad. These lines of Mirza Ghalib illustrate his love for the progeny of Prophet Hazrat Mohammad and abhorrence against the foes of Ahl-Al-Bayt-e-Athar. (family of Prophet Mohammad)

The subsequent lines portray the devotion Mirza Ghalib had for God and his beloved Mohammad and his representative.

Transliteration

Mein Qail-e-Khuda-o-Nabi-o-Imam Hun
Banda Khuda ka aur Ali ka Ghulam Hun (Wahid, pg.85)[11]

Translation

I believe in God and Prophet and his representative
Servant of God and I am a slave of Ali

The above lines of Mirza Ghalib profess that he believes in the Unity and oneness of God and he also believes in God's Apostle, Prophet Mohammad and his representative Ali Ibn e Abi Talib (cousin and brother of Prophet Mohammad). He articulates that he is the servant of Allah and the slave of his Prophets representative Ali ibn Abi Talib.

Mirza Ghalib was a lover of Ahl Al-Bayt. In the following lines he portrays his grief of Hussain ibn Ali, the youngest grandson of Prophet Mohammad who was martyred brutally in 'the battle of Karbala' which took place on October 10th 680 AD, according to the Lunar calendar it was 10th Moharram ul Haram, 61 Hijri. Hussain ibn Ali, the youngest grandson of Prophett Mohammad, peace be upon him was a righteous man. He was the holy authority of Muslim Ummah (community). When Yazid ibn Muawiya declared himself as an independent ruler over the Ummah, he demanded faith of allegiance from Hussain ibn Ali, peace be upon him. Hussain ibn Ali flatly vetoed Yazid's rule. There was no way Yazid could represent Islam as he was a deviant, sot,

corrupt and one who went against the rules of Islam. Hussain ibn Ali refused to give allegiance of Loyalty. Yazid ordered his commanders to seize Hussain ibn Ali's allegiance of loyalty at any cost. The commanders of Yazid surrounded Imam Hussain ibn Ali's camp and forcefully started cutting off his basic necessities. Thus, in the land of Karbala in Iraq, Hussain ibn Ali, the youngest grandson of Prophet Mohammad sacrificed his family, friends, followers and close relatives in a war against evil to let the truth triumph. Hussain ibn Ali was martyred mercilessly on the land of Karbala along with his seventy two followers.

Transliteration

Ghame Shabbir se ho seena yahan tak labraez
Ke rahein khoon e jigar se meri ankhein Rangaen (Ghalib, 183)[12]

Translation

With the grief of Shabbir the chest should be filled to the extent
That my eyes should be red coloured like the blood of liver.

Mirza Ghalib mourns the martyrdom of the youngest grandson of Prophet Mohammad, Shabbir (also known as Hussain Ibn Ali) and says with grief the eyes should be red.

Mirza Ghalib was a man of the world. Mostly he has written romantic poetry and poetry on different situations of life. In the following couplets of Ghazal, he portrays about desires and wishes.

Transliteration

Hazaron Khwahishen aisi ke har Khwahish pe dam nikle
Bahut niklay mere armaan, lekin phir bhi kum nikle (Ghalib, 163)[13]

Translation

Thousands of desires are such, each worth dying for
Many of my desires I have realized, Yet I yearn for more

This is the first couplet of one of the poems of Mirza Ghalib. Here the poet conveys that there are thousands of desires in lives of human beings which are Marvelous and are worth dying for. Many desires are already fulfilled yet he says he yearns for more. These wishes or desires are endless in number and therefore they cannot be fulfilled. Therefore, according to Mirza Ghalib we should not run after desires as they are multitude in numbers.

At many places in his couplets Mirza Ghalib shows us how to lead our life. The following is one among them:

Transliteration

Kuch iss tarah maine Zindagi ko Asaan kar liya
Kisi se Mafi maangli kisi ko maaf kar diya (Deewan e Ghalib)[14]

Translation

Somewhat like this I made my life easier

I Apologised to someone and forgave someone

Mirza Ghalib says he made his life easier by apologizing to people he has wronged and forgave the people who have hurt him. Thus, his poetry at some places teaches people moral values to lead a good life.

Death is said to be an irretrievable termination of all biological functions that sustain an organism. Mirza Ghalib portrays life and death very logically in his following couplet:

Transliteration

Zindagi uski jis ki maut pe Zamana Afsoos Karey, Ghalib
Yun to har Shakhs aata hai iss Duniya mein marne ke liye! (Deewan e Ghalib)[15]

Translation

Life is of those on whose death the world regrets, Ghalib
As every person comes in this world to die someday!

Every living being is certain of one thing in their life and that is the foreseeable death at one point of time. The thing which most frightens to a human being is the thought of one's death or the death of a loved one. Mirza Ghalib states in the above couplet that death is of that person; whose death news makes everyone around pained. All of us come in this world to die one day.

This luminary expired in Delhi on 15th February 1869. His tomb is located in a large open courtyard adjacent to the Ghalib Academy. The area comprising of Chausath Khamba, Urs Mahal courtyard and Mirza Ghalib Tomb, form the largest open space in Nizamuddin Basti. He has left many lovers of his poetry from all walks of lives.

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A Comprehensive Approach to Language Learning Through Linguistics, Media, and Creative Expression: An emphasis on linguistic landscapes.

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Abstract
This study explores effective strategies to initiate language learning, emphasising Communicative English and the role of linguistics in fostering a positive learning outlook. Children's programs or cartoons lay a foundation for interactive and vocabulary-rich learning experiences. Vlogs and cooking channels contribute to real-time conversation comprehension, enhancing vocabulary and communication skills. Podcasts and audiobooks, through their immersive nature, improve listening skills, pronunciation, and vocabulary. Linguistic landscapes, where the observation of signboards becomes a valuable tool for vocabulary enrichment, alphabet and script learning, and spelling improvement. Animated movies, exemplified by Disney productions, offer highly expressive content with intentional conversations, dramatic moves, and interactions contributing to language development. Also, the paper suggests writing fanfiction to teach writing skills, focusing on existing characters and plots. In conclusion, this abstract highlights diverse techniques, combining linguistic principles with practical language learning methods to create a holistic and engaging approach to mastering English.

Keywords: Linguistic Landscapes, media, language learning, self-study, media

Introduction

Language learning is indeed a lifelong journey characterised by continuous growth and adaptation. It begins in infancy, as humans absorb their first language effortlessly through immersion and interaction with caregivers. However, the process does not end there; it evolves throughout one's life. As individuals encounter new experiences, cultures, and environments, they often find themselves compelled to learn additional languages to navigate and communicate effectively. Whether for professional opportunities, personal enrichment, or travel, the motivation to learn languages persists across various stages of life.

Moreover, language learning is about acquiring vocabulary and grammar rules and understanding cultural nuances, social contexts, and communication dynamics. It involves mastering the technical aspects of a language and developing the confidence and cultural sensitivity to engage meaningfully with speakers of that language. As learners progress through different phases of life, their language learning strategies and goals may shift, reflecting changing priorities and aspirations. However, the journey remains ongoing, with each new language learned opening doors to expanded horizons and deeper connections with the world around them. Thus, language learning is a dynamic and enriching process that continues to unfold throughout one's lifetime.

Effective language learning strategies are paramount for learners aiming to achieve proficiency in a new language. These strategies encompass a range of techniques and approaches tailored to individual learning styles and goals. By employing such strategies, learners can optimise their study time, enhance retention, and accelerate their progress. For instance, techniques like spaced repetition, which involves reviewing material at increasing intervals over time, have significantly improved long-term retention. Moreover, strategies such as immersion, where learners engage with the language in authentic contexts, facilitate linguistic proficiency and cultural understanding. Ultimately, mastering effective language learning strategies empowers learners to navigate the complexities of language acquisition more efficiently and effectively.

Furthermore, effective language learning strategies foster learner autonomy and motivation. When learners feel equipped with the tools to tackle language acquisition, they are likelier to stay engaged and persevere through challenges. Strategies that emphasise self-assessment and goal setting enable learners to monitor their progress and celebrate milestones, fostering a sense of accomplishment. Additionally, by tailoring strategies to their interests and preferences, learners can personalise their language learning journey, making it more enjoyable and sustainable in the long term. Ultimately, the importance of effective language learning strategies lies in their ability

to empower learners, enhance their engagement, and facilitate meaningful progress towards linguistic proficiency and cultural competence.

Emphasis on communicative English underscores the practical application of language for effective communication. It prioritises developing speaking, listening, reading, and writing skills within real-life contexts. This approach encourages learners to engage in meaningful interactions, where comprehension and expression precede rote memorisation of grammar rules. By focusing on communication, learners are better equipped to navigate diverse linguistic situations, whether participating in discussions, giving presentations, or writing emails. Moreover, communicative English fosters cultural understanding and empathy as learners grasp the language and appreciate its nuances and contextual usage in various cultural settings.

Linguistics plays a vital role in understanding language mechanics and structure, enhancing communicative English skills. Linguistic analysis offers insights into phonetics, syntax, semantics, and pragmatics, providing learners with a deeper understanding of language functions. By delving into linguistic principles, learners can identify patterns, recognise errors, and adapt their language usage to convey their intended message effectively. Linguistics also aids in teaching strategies, allowing educators to tailor language instruction to meet the diverse needs of learners. Overall, integrating linguistics into communicative English education empowers learners to communicate fluently and comprehend the underlying mechanisms of language, fostering lifelong linguistic competence and cultural appreciation.

A brief outline of the strategies to be discussed.

Children's Programs and Cartoons this helps build a foundation. Children's programs and cartoons facilitate interactive learning experiences. Because it has conversations and dialogues, which are small and daily conversations, this helps in learning a new language, even without the help of another person. Children's programs and cartoons are vital in facilitating interactive learning experiences by creating engaging narratives and characters that children can relate to. Through visually stimulating animations and entertaining storylines, these programs capture children's attention and immerse them in a world where they can actively participate in learning. Many cartoons employ interactive elements such as songs, games, and quizzes that encourage children to engage with the content and reinforce their understanding of critical concepts. Additionally, these programs often incorporate repetition, essential for reinforcing learning and memory retention in young minds. By providing a fun and interactive platform for education, children's programs and cartoons effectively promote active learning and critical thinking skills in children. Children's programs and cartoons contribute significantly to vocabulary enrichment and language acquisition. Through exposure to various words and phrases in context, children naturally develop their language skills while watching these shows. Cartoons often feature colourful and

expressive characters with diverse vocabularies, helping children expand their repertoire. Additionally, the repetition of words and phrases within the context of a storyline helps reinforce their meaning and usage. Furthermore, many children's programs incorporate educational objectives focused explicitly on language development, such as teaching letter sounds, phonics, and basic grammar rules. By immersing children or ourselves in a language-rich environment and providing opportunities for active engagement with the content, cartoons play a crucial role in fostering language acquisition and linguistic competence in young learners and adults, with the expectation of watching it to learn a new language.

Vlogs and cooking channels help people understand real-time conversation comprehension. The benefits of vlogs and cooking channels in enhancing communication skills are that they help in learning vocabulary and situational conversations and help to develop dialogue delivery. Vlogs and cooking channels are unique platforms for enhancing real-time conversation comprehension and communication skills. Firstly, they offer a rich source of vocabulary as hosts often articulate their thoughts, instructions, and experiences conversationally. Viewers are exposed to various words and phrases related to multiple topics, from cooking techniques to personal anecdotes, expanding their lexicon.

Moreover, these channels provide invaluable opportunities to grasp situational conversations. Whether following a recipe step-by-step or observing interactions between hosts and guests, viewers are immersed in realistic scenarios that mirror everyday communication. This exposure helps individuals understand how language is used in context and improves their ability to comprehend and respond appropriately in similar situations they might encounter in real life. Additionally, observing dialogue delivery in vlogs and cooking channels aids in refining one's communication skills, from intonation and pacing to nonverbal cues, fostering more effective and engaging interactions in personal and professional settings. Vlogs and cooking channels serve as dynamic educational resources for honing communication proficiency through immersive, real-world experiences.

Podcasts and audiobooks are potent tools for immersive language learning, primarily due to their ability to enhance listening skills and pronunciation. Through regular exposure to native speakers' voices and varying accents, listeners can train their ears to distinguish pronunciation, intonation, and rhythm nuances. This process helps improve spoken language comprehension as listeners become more adept at understanding real-world conversations and natural speech patterns. Moreover, consistent engagement with podcasts and audiobooks allows learners to practice mimicking pronunciation, aiding their speaking proficiency.

Furthermore, podcasts and audiobooks offer an effective means of vocabulary acquisition through immersion. By presenting vocabulary in context within engaging

narratives or discussions, these mediums expose learners to words and phrases used in authentic situations. This contextual learning enhances retention and comprehension, as learners can infer the meanings of unfamiliar words based on their usage within the broader context. Additionally, repeated exposure to vocabulary through podcasts and audiobooks reinforces learning. It facilitates the integration of new words into one's active vocabulary, ultimately contributing to more fluent and expressive language use.

Linguistic landscapes refer to the visible manifestation of language in the public space, encompassing signs, advertisements, graffiti, and other written texts that shape the environment in which we live and interact. These landscapes are significant in language learning as they offer rich opportunities for exposure to real-world language usage outside formal educational settings. By observing linguistic landscapes, learners are immersed in diverse linguistic forms, styles, and contexts, which can deepen their understanding of language usage and cultural norms.

One precious aspect of linguistic landscapes is their role in aiding alphabet and script learning. When learners engage with signboards, they encounter written language in its practical application, which can help them recognise and internalise alphabets and scripts more effectively. Whether it's deciphering street signs, storefronts, or advertisements, learners are presented with authentic examples of written language that reinforce their understanding of letter shapes, formations, and combinations. This process facilitates alphabet and script learning and fosters familiarity with the visual representation of language, laying a solid foundation for further language acquisition.

Furthermore, the observation of signboards promotes active engagement and contextualised learning. As learners navigate their surroundings and interact with different types of signage, they are encouraged to actively apply their knowledge of alphabets and scripts in real-world contexts. This hands-on approach helps solidify learning by connecting abstract concepts to tangible experiences, making the learning process more meaningful and memorable. Additionally, by encountering language in its natural habitat, learners gain insights into how written communication is used for practical purposes, deepening their appreciation for the cultural and linguistic diversity inherent in linguistic landscapes. Thus, utilising signboards for vocabulary enrichment enhances alphabet and script learning and fosters a broader understanding of language and culture in the world around us.

When learners encounter signboards in their environment, they are prompted to actively apply their knowledge and skills in deciphering and understanding the written language. This active engagement encourages learners to make connections between the letters, words, and phrases they have learned and the real-world contexts in which they are used. For example, when reading a menu outside a restaurant or a directional sign in a city, learners must draw upon their understanding of the alphabet

and scripts to comprehend the message conveyed. This real-time application process strengthens their literacy skills and reinforces their grasp of language fundamentals.

Moreover, the contextualised learning facilitated by signboard observation offers invaluable language practice and reinforcement opportunities. As learners navigate different environments and encounter diverse types of signage, they encounter language in meaningful contexts that resonate with their daily experiences. This contextual richness enhances retention and understanding by providing relevant and relatable examples of language usage. For instance, seeing a signboard in a grocery store with the names of various fruits and vegetables reinforces vocabulary and the association between words and their corresponding objects or concepts. By engaging with language in context, learners develop a deeper appreciation for its practical utility and relevance, motivating continued exploration and learning. Overall, the observation of signboards enhances alphabet and script learning and fosters a dynamic and immersive language learning experience that empowers learners to engage with language confidently and effectively in real-world situations.

Animated movies, particularly those produced by studios like Disney, play a significant role in language development through their rich and expressive content. These films offer a captivating medium through which viewers are immersed in engaging storytelling, vibrant visuals, and memorable characters. As audiences follow the narrative arcs, they are exposed to a wide range of vocabulary, idiomatic expressions, and linguistic nuances. Additionally, the emotive performances of animated characters help convey emotions and intentions, aiding comprehension and facilitating the internalisation of language patterns. Furthermore, the universal appeal of animated movies transcends linguistic barriers, making them accessible to viewers of various ages and language backgrounds, thereby fostering a diverse and inclusive learning environment where language acquisition can thrive.

Intentional conversations and interactions also play a crucial role in language acquisition, complementing the passive exposure provided by animated movies. Through purposeful dialogue exchanges and interpersonal engagements, learners can actively practice and refine their language skills in real-time interactions. These conversations offer a dynamic platform for applying learned vocabulary, grammar structures, and communication strategies in authentic contexts. Moreover, interactions with peers, teachers, or language partners offer valuable feedback and corrective input, helping learners navigate linguistic challenges and refine their linguistic competence. By actively engaging in meaningful conversations, learners reinforce their understanding of language principles and develop confidence and fluency in expressing themselves effectively, thus contributing to comprehensive language development.

Fanfiction offers a unique platform where writers can hone their storytelling abilities by immersing themselves in familiar settings and narratives. By working with

pre-existing characters and worlds, learners are presented with a framework that encourages creativity while providing guidance and structure. This process allows writers to focus on developing critical aspects of storytelling, such as character development, plot construction, and narrative pacing, within a supportive and inspiring community of fellow enthusiasts. For example, a student interested in the Harry Potter series may write fanfiction exploring an alternate ending or imagining new adventures for their favourite characters, thereby practising their writing skills while engaging with their passion for the fictional world.

Furthermore, fanfiction engages learners by offering a dynamic and interactive environment where they can receive feedback, collaborate with peers, and experiment with different writing styles and genres. Through participation in online fanfiction communities or workshops, writers can share their work, receive constructive criticism, and learn from others' perspectives. This collaborative aspect of fanfiction fosters a sense of camaraderie among writers and encourages continuous growth and improvement in writing abilities. Additionally, the freedom to explore diverse interpretations and reinterpretations of established characters and storylines allows writers to develop their voices and explore their creative potential in ways that may not be possible within traditional educational settings. Fanfiction is a valuable tool for teaching writing skills by providing a supportive and stimulating platform for learners to unleash their imaginations and develop their craft.

Benefits with self-learning

These diverse language-learning techniques offer significant benefits for individuals engaged in self-learning a language. Firstly, platforms like vlogs, cooking channels, podcasts, and audiobooks provide accessible and engaging resources that learners can utilise at their own pace and convenience. Without the constraints of a formal classroom setting, self-learners can tailor their learning experience to suit their individual preferences and schedules, allowing for greater flexibility and autonomy in language acquisition.

Furthermore, the immersive nature of these resources facilitates independent language exploration and comprehension. By engaging with authentic content in various formats, self-learners immerse themselves in real-world language usage, thereby organically enhancing their listening, speaking, reading, and writing skills. Through repeated exposure to diverse vocabulary, idiomatic expressions, and cultural nuances, learners gradually internalise linguistic patterns and develop a deeper understanding of the language.

Additionally, specific learning techniques' interactive and participatory nature, such as fanfiction and online communities, fosters community and collaboration among self-learners. By connecting with fellow language enthusiasts and exchanging feedback and ideas, individuals can enhance their language proficiency while building supportive

networks of like-minded learners. This collaborative aspect provides motivation, encouragement, and opportunities for peer learning and cultural exchange, enriching the self-learning experience.

These diverse language-learning techniques empower individuals to take ownership of their language-learning journey and progress at their own pace. By leveraging immersive resources, active learning strategies, and community engagement, self-learners can cultivate a comprehensive understanding of the language and achieve fluency in English or any other language they seek to master.

Conclusion

In conclusion, this article has explored various language learning techniques that can significantly aid individuals in mastering English. We began by discussing the immersive nature of vlogs, cooking channels, podcasts, and audiobooks, which provide real-world exposure to vocabulary, situational conversations, and pronunciation. These mediums offer engaging platforms for language acquisition, allowing learners to immerse themselves in authentic language usage and cultural contexts. Additionally, we examined how linguistic landscapes, such as signboards, contribute to vocabulary enrichment and alphabet learning through active engagement and contextualised learning experiences.

Furthermore, we explored the role of animated movies and fanfiction as innovative tools for enhancing writing skills and fostering creativity. Animated movies captivate audiences with their expressive content and provide opportunities for exposure to diverse vocabulary and linguistic nuances. Similarly, fanfiction offers a creative outlet for writers to explore existing characters and plots within established fictional universes, encouraging experimentation with storytelling techniques and collaboration within online communities.

Throughout this discussion, it becomes evident that mastering English involves a holistic approach that combines linguistic principles with practical methods. By embracing diverse learning techniques and engaging with language in various contexts, learners can effectively develop their listening, speaking, reading, and writing skills. Through this comprehensive and engaging approach, individuals can unlock their full potential in English language acquisition, empowering them to communicate confidently and fluently in both academic and real-world settings.

In exploring diverse language learning techniques, we've traversed a spectrum of methods designed to immerse learners in English. From the dynamic realms of vlogs and cooking channels to the immersive experiences offered by podcasts and audiobooks, each platform provides unique opportunities for language acquisition. These resources enrich vocabulary and expose learners to conversational English nuances, helping them confidently navigate real-life situations. By engaging with

authentic content in these mediums, learners absorb language in context, fostering a deeper understanding of linguistic usage and cultural nuances.

Moreover, our investigation extended beyond conventional learning environments to explore the significance of linguistic landscapes, particularly signboards, in vocabulary enrichment and alphabet learning. Through the observation of signboards, learners actively engage with written language in their everyday surroundings, reinforcing their understanding of alphabets and scripts while contextualising their learning experiences. By deciphering street signs, advertisements, and directional cues, learners connect language to practical applications, deepening their literacy skills and enhancing their ability to navigate linguistic diversity in real-world settings.

In addition to passive immersion, we delved into active learning strategies facilitated by animated movies and fanfiction. Animated movies captivate audiences with their vivid storytelling and emotive characters, providing a platform for language exploration and expression. Likewise, fanfiction empowers writers to engage creatively with established narratives, honing their writing skills while immersing themselves in fictional worlds. By embracing these holistic and engaging approaches, learners can cultivate a multifaceted understanding of English and literature, fostering a lifelong passion for language learning and expression.

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National Education Policy (2020) & Status of English

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Abstract

"Knowledge without action is useless,
and action without knowledge is futile"
- JYOTIRAO PHULE.

Realising one's full potential, creating a just and equitable society, and advancing national progress all depend on education. Ensuring that every person has access to high-quality education is essential to India's sustained rise to prominence in the world economy, national integration, scientific advancement, social fairness and equality, and cultural preservation.

The greatest approach to utilise and develop our nation's many skills and resources for the benefit of each individual, society, the nation, and the world is to provide all citizens with access to high-quality, universal education. Over the next ten years, India will have the largest youth population in the world; the future of our nation will depend on our capacity to offer them opportunities for a top-notch education.

Given the rapidly evolving global ecology and job market, it is becoming more and more necessary for kids to learn, but more crucially, how to learn. Therefore, education needs to shift away from content and towards teaching students how to think critically, solve issues, be creative and interdisciplinary, and innovate, adapt, and take in new information in domains that are new and evolving. To make education more immersive,

comprehensive, integrated, inquiry-driven, learner-centered, discussion-based, adaptable, and, of course, pleasurable, pedagogy must change. In addition to science and mathematics, the curriculum has to provide fundamental arts and crafts, humanities, games, sports and fitness, languages, literature, culture, and values to help students develop all facets of their skills and to make education more rewarding, practical, and well-rounded.

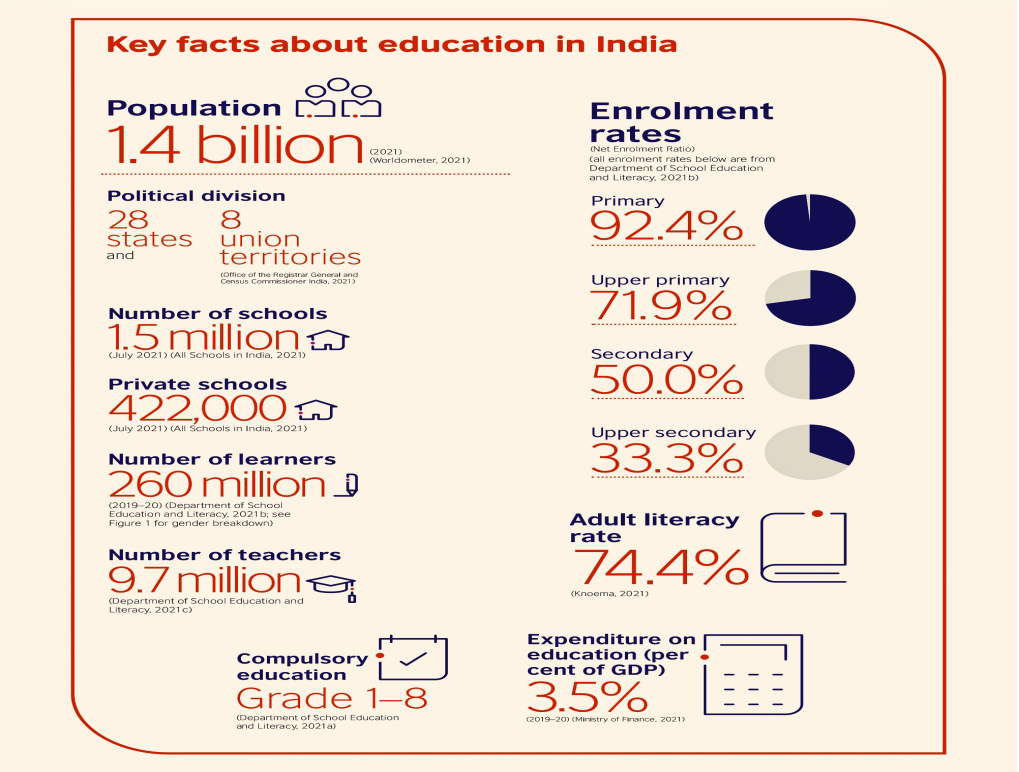
All children, regardless of where they live, must have access to a high-quality education system under this new education strategy, with an emphasis on historically underrepresented, underprivileged, and marginalised groups. The best means of attaining inclusion, equality, and economic and social mobility is through education, which also acts as a great leveller. Actions must be taken to guarantee that, in spite of innate barriers, every student from these groups is given a variety of focused chances to enrol in and succeed in the educational system.

Keywords: Equity, Quality, Affordability, Accountability.

Introduction

The Union Cabinet of India launched the National Education Policy of India 2020 (NEP 2020) on July 29, 2020, outlining the goals for the country's future educational system. The National Policy on Education, 1986, has been replaced by the current policy. The strategy provides a thorough framework for vocational training and education from elementary school to higher education in both rural and urban areas of India. By 2030, the initiative hopes to change India's educational system.

The National Policy on Education of 1986 is superseded by the NEP 2020. A group led by former Cabinet Secretary T. S. R. Subramanian began the New Education Policy consultation process in January 2015. Based on the committee report, a panel headed by the former chief of the Indian Space Research Organisation (ISRO), Krishnaswamy Kasturirangan, submitted the draft NEP in 2019. The Ministry of Human Resource Development later announced the Draft New Education Policy (DNEP) 2019, which was followed by further public discussions. The NEP draft contained 484 pages. The Ministry created the draft policy after a thorough consultation process: "Over two lakh suggestions from 2.5 lakh gramme panchayats, 6,600 blocks, 6,000 Urban Local Bodies (ULBs), 676 districts were received."



An overview of the policy

1. ***School Education:-***

- ***Early childhood care & education:***

More than 85% of a child's total brain development happens before the age of six, highlighting the vital significance of early brain stimulation and care for promoting healthy brain development and growth. Millions of young children currently lack access to high-quality early childhood education, especially those from socioeconomically disadvantaged families. All early children might benefit from this kind of access, which would allow them to engage with and succeed in the educational system for the rest of their lives, if ECCE funding is increased. Thus, it is imperative that high-quality early childhood development, care, and education be made available to all by 2030 at the earliest. Every child is expected to go to a "Preparatory Class," also known as a "Balavatika," or before Class 1, which is taught by a teacher certified by the ECCE before the age of five. The Preparatory Class's curriculum will mostly be play-based, with an emphasis on the development of early literacy and numeracy skills as well as cognitive, affective, and psychomotor skills. The mid-day meal initiative will also be expanded to include primary school preparatory classes. The growth tracking and health

checkups offered by the Anganwadi system will now be extended to primary school pupils and Anganwadi Preparatory Class students.

- ***Foundational literacy & numeracy:***

Proficiency in reading, writing, and basic arithmetic operations is an essential starting point for all subsequent education and lifelong learning. However, a number of governmental and non-governmental surveys suggest that we are currently experiencing a learning crisis: a significant number of elementary school students, estimated to be over 5 crore, lack foundational literacy and numeracy skills, which include the capacity to read and comprehend simple text and perform basic addition and subtraction using Indian numerals. Thus, achieving foundational literacy and numeracy for all children will become a pressing national priority, requiring numerous urgent actions and setting specific short-term targets (such as ensuring that all students will master these skills by the time they enter Grade 3). The attainment of universal basic literacy and numeracy in primary school by 2025 will be the top priority of the educational system. Only after our students have met this most fundamental learning requirement—basic reading, writing, and math skills—will the remaining provisions of this policy start to make sense.To this purpose, the Ministry of Human Resource Development (MHRD) would prioritise establishing a National Mission on Foundational Literacy and Numeracy. As a result, all State/UT governments will immediately begin to draft an implementation plan that will establish stage-by-stage targets and goals that must be met by 2025, as well as rigorously track and monitor the progress towards achieving universal basic literacy and numeracy in all primary schools.

- ***Minimising dropout rates:***

Ensuring that students are enrolled in and attending school must be one of the main objectives of the educational system. India has achieved nearly universal enrolment in elementary education in recent years, thanks to programmes like the Right to Education Act and the Sarva Shiksha Abhiyan. The data for later grades, however, points to some significant problems with keeping kids in the educational system. In Grades 6–8, the GER was 90.9%; however, in Grades 9–10 and 11–12, it was only 79.3% and 56.5%, respectively. These differences suggest that a sizable percentage of enrolled kids leave school after Grade 5, and particularly after Grade 8. There will be two main efforts to get kids who have dropped out of school back on track and to stop other kids from doing the same. First and foremost, adequate and efficient infrastructure must be established to ensure that all kids, from pre-primary through grade 12, have access to a safe and stimulating education. In addition to assigning regularly scheduled, qualified teachers to each level, extra effort must be made to guarantee that no school is left without enough infrastructure support. Government schools need to regain their credibility, which can be done by modernising and expanding the ones that already exist, constructing new, high-quality schools in areas where none currently exist, and offering hostels and/or safe transportation, particularly for girls.

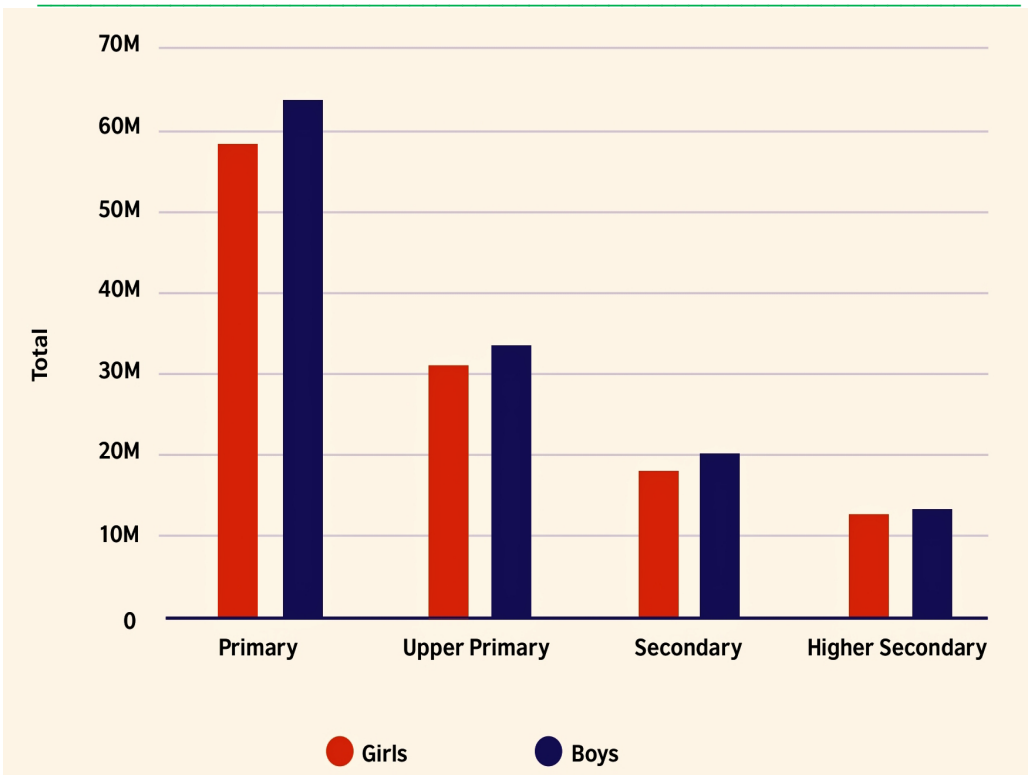


Figure 1: Learners in primary and secondary education in India (Department of School Education and Literacy, 2021b)

- ***Teachers:***

The destiny of our country is shaped by the teachers who work with our youngsters. In India, the teacher held the highest regard in society due to their noble profession. Teachers were only the best and most learned of people. The resources instructors, or gurus, needed to impart information, skills, and ethics to students in the best possible way were provided by society. Because of deficiencies in the areas of teacher empowerment, recruiting, deployment, and service conditions, as well as in the quality of teacher education, teachers' motivation and quality fall short of expectations. To encourage the best people to pursue careers in teaching, the profession's high standing and the high regard for teachers must be reinstated. Every State should undertake a technology-driven, all-inclusive forecasting exercise for teacher requirements in order to determine the anticipated number of subject-specific teacher openings over the next twenty years. The recruitment and deployment efforts outlined

above will be scaled as necessary over time to fill all openings with talented educators, including local educators, and provide appropriate career management incentives.

2. ***Higher education:-***

- ***Quality Universities & colleges:***

In order to create India as envisioned in its Constitution—a democratic, just, socially conscious, cultured, and compassionate nation respecting liberty, equality, fraternity, and justice for all—and to promote human as well as societal wellbeing, higher education is crucial.

The nation's economic growth and the provision of sustainable livelihoods are greatly aided by higher education. Young Indians are expected to pursue higher education at an increasing rate as the country transitions to a knowledge-based economy and society.

A few of the main issues facing India's higher education system at the moment are:

(a) a highly fragmented higher education ecosystem;

(b) a lack of focus on the acquisition of cognitive skills and learning outcomes;

(c) a rigid division of disciplines, with early specialisation and streaming of students into narrow areas of study;

(d) limited access, especially in areas with low socioeconomic status and few higher education institutions that offer instruction in the local tongue.

(e) low levels of teacher and institutional autonomy;

(f) insufficient systems for faculty and institutional leader advancement and career management based on merit;

(g) a lack of competitive, peer-reviewed research funding across disciplines at most universities and colleges;

(h) inadequate HEI governance and leadership;

(i) large affiliated universities with low undergraduate education standards.

The following significant adjustments to the current system are part of the policy's vision:

Large, multidisciplinary universities and colleges—at least one in or close to every district—as well as more higher education institutes (HEIs) throughout India that provide instruction in local or Indian languages are the goals of

(a) the movement towards higher education;

(b) the shift towards a more multidisciplinary undergraduate education;

(c) the shift towards faculty and institutional autonomy;

(d) the redesign of the curriculum, pedagogy, assessment, and student support to improve the quality of the student experience;

(e) the affirmation of faculty and institutional leadership positions through merit-based appointments and career advancement based on teaching, research, and service—as well as the creation of a National Research Foundation to fund outstanding peer-

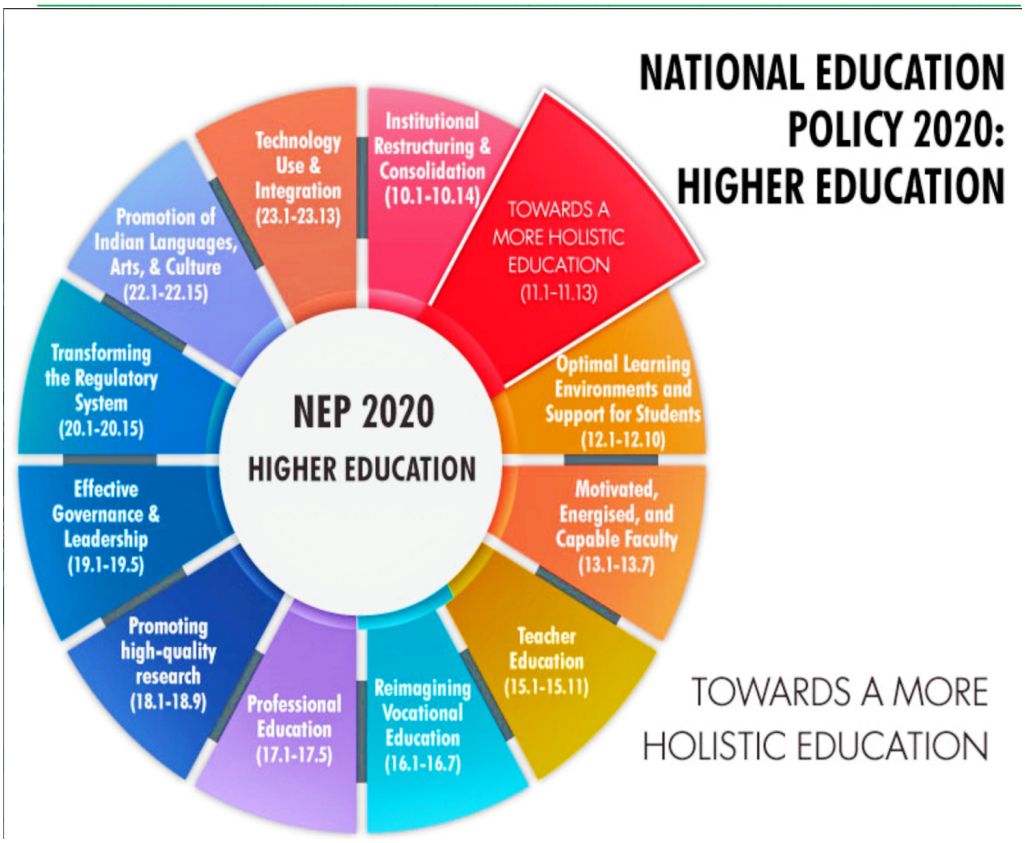
reviewed research and actively seed research in universities.
(f) "light but tight" oversight for postsecondary education by a single authority;
(g) improved access, equity, and inclusion through a variety of strategies, such as more chances for exceptional public education; scholarships from private or charitable universities for students from disadvantaged and underprivileged backgrounds; online learning and Open Distance Learning (ODL); and making all facilities and instructional materials accessible to students with disabilities.

- ***Institutional restructuring & consolidation:***

In terms of higher education, the primary goal of this policy is to stop the fragmentation of the field by creating large, multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs, all of which will strive to enrol 3,000 or more students. In addition to enabling students to become well-rounded across disciplines, including artistic, creative, and analytical subjects as well as sports, this would also help create vibrant communities of scholars and peers, dismantle harmful silos, develop active research communities across disciplines, including cross-disciplinary research, and improve resource efficiency—both human and material—in higher education. Higher education institutions (HEIs) will have additional important duties in addition to teaching and research, which they will carry out with the help of suitable funding, incentives, and frameworks. These include helping other higher education institutions grow, being involved in the community and performing volunteer work, contributing to different practice areas, developing professors for the higher education system, and assisting with school instruction. Globally, a university is a multidisciplinary institute of higher education that conducts top-notch teaching and research and offers undergraduate, graduate, and doctorate programmes. The country's HEIs will no longer use the convoluted names "deemed to be university," "affiliating university," "affiliating technical university," or "unitary university," in favour of just calling them "universities" after they meet the requirements.

- ***More Holistic & Multidisciplinary education:***

India has a long history of holistic and multidisciplinary education, which is demonstrated by the numerous Indian literatures that combine studies from different fields and universities like Takshashila and Nalanda. A good education was defined in ancient Indian literary works like Banabhatta's Kadambari as knowledge of the 64 Kalaas, or arts. These 64 "arts" included subjects like singing and painting as well as "scientific" and "vocational" fields like chemistry and mathematics, carpentry and clothing making, medicine and engineering, as well as "soft skills" like discussion, debate, and communication. The idea of having a "knowledge of many arts," or what is now commonly referred to as the "liberal arts," needs to be reinstated in Indian education since it is precisely the kind of education that will be required for the 21st century.



 Optimal learning environment & support:

A comprehensive strategy including relevant material, captivating pedagogy, ongoing formative evaluation, and sufficient student assistance is needed for effective learning. In order to satisfy the required learning outcomes and keep up with the most recent knowledge requirements, the curriculum needs to be engaging and up to date on a regular basis. In order to effectively teach students the curriculum information, high-quality pedagogy is then required; pedagogical practices define the learning experiences that are given to students, thereby directly influencing learning outcomes. The methods used for evaluation must be scientific, aimed at enhancing learning over time and evaluating the application of information. Not to mention, high-quality learning also depends on students developing the skills that support their wellness, including physical fitness, excellent health, psycho-social well-being, and a strong ethical foundation. Curriculum, pedagogy, ongoing evaluation, and student assistance are therefore the main components of high-quality education. Sufficient infrastructure and resources, including top-notch libraries, classrooms, labs, technology, sports and recreation areas,

student discussion spaces, and dining areas, are necessary, but more will also need to be done to guarantee that learning environments are stimulating and encouraging and that every student can achieve.

- ***Importance of Vocational education:***

Vocational education's historical emphasis on dropouts from Grades 8 and up and on students in grades 11 and 12, is one of the main causes of the low enrollment of students in this programme. Furthermore, many students who completed vocational courses in Grades 11 and 12 had no clear plan for pursuing their chosen careers in further school. Additionally, students with qualifications from vocational education were not given preference in the admissions process for general higher education, which put them at a disadvantage compared to their peers with "mainstream" or "academic" education. Students in the practical education stream were consequently completely unable to move vertically; this is a problem that has just lately been rectified. Vocational education is primarily intended for kids who cannot handle regular education and is thought to be inferior to it. Students' decisions are influenced by this perception. It's a significant issue that will only be resolved by completely rethinking the way that students will be able to receive vocational education in the future.This policy calls for the gradual integration of vocational education programmes into mainstream education in all educational institutions in an effort to dismantle the social status hierarchy that is connected to this field of study. A high-quality vocational education will be seamlessly incorporated into higher education, starting with early exposure to the workforce in middle and secondary school. It will guarantee that every youngster is exposed to multiple careers and learns at least one. This would result in highlighting the value of many professions involving Indian arts and artisanship as well as the dignity of employment.

STATUS OF ENGLISH

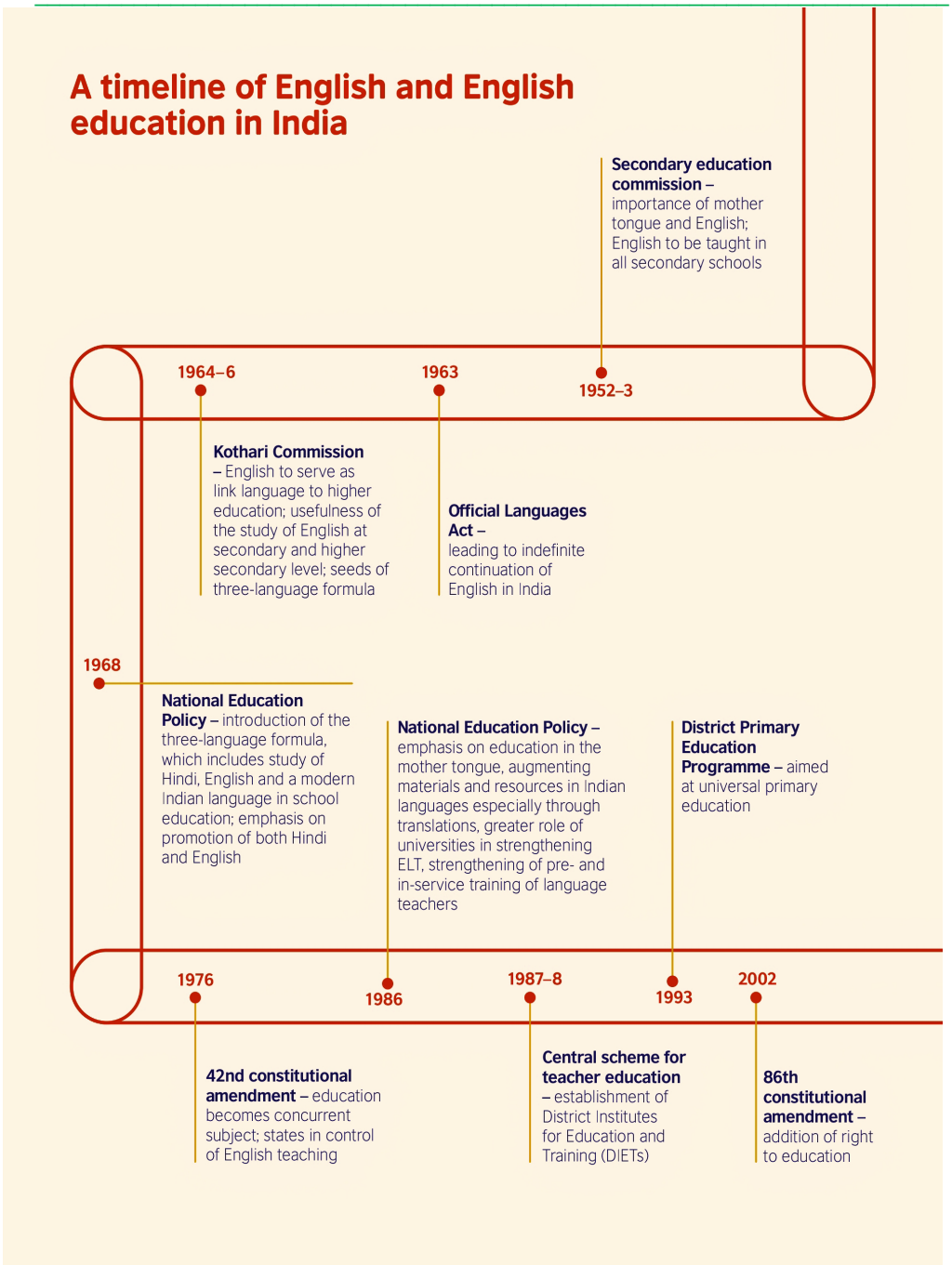
According to ***Timothy J. Scrase***, "English is everywhere in social interaction, not just important for getting a better job." You are nothing if you are unable to speak it. This viewpoint demonstrates how highly esteemed English is in our nation. In their interpersonal contact, people who belong to the same speech community as well as separate linguistic groups speak English.

It is quite hard to find an educated person in a large Indian city who can speak any Indian language fluently without constantly using English vocabulary. Its significance lies not only in the sheer number of speakers but also in the range of applications. In current era of globalisation, it is the primary language of trade, commerce, news, and information. It is used for internal air traffic control in nations where it is not a native tongue, as well as higher education and research, maritime communication, and international air traffic control. As a result, given the constantly shifting economic landscape, it has become a universal language.

The fact that multilingual India is the third-largest English-speaking nation in the world, behind the United States and the United Kingdom, is rather interesting. It is becoming more and more of a "must-know" language in India.

It now serves as both "a window to the world" and a ladder for social mobility upward. Since there is such a high demand for learning this language in our nation, even after independence, there are many English coaching centres, private tutoring businesses, and English-medium schools that are springing up all over the place. These signs of the language's respectability among democratic Indians are undeniable.

TIMELINE OF ENGLISH IN INDIA:


A timeline of English and English education in India
Secondary education commission – importance of mother tongue and English; English to be taught in all secondary schools
1952–3
1963
Official Languages Act – leading to indefinite continuation of English in India
1964–6
Kothari Commission – English to serve as link language to higher education; usefulness of the study of English at secondary and higher secondary level; seeds of three-language formula
1968
National Education Policy – introduction of the three-language formula, which includes study of Hindi, English and a modern Indian language in school education; emphasis on promotion of both Hindi and English
1976
42nd constitutional amendment – education becomes concurrent subject; states in control of English teaching
1986
National Education Policy – emphasis on education in the mother tongue, augmenting materials and resources in Indian languages especially through translations, greater role of universities in strengthening ELT, strengthening of pre- and in-service training of language teachers
1987–8
Central scheme for teacher education – establishment of District Institutes for Education and Training (DIETs)
1993
District Primary Education Programme – aimed at universal primary education
2002
86th constitutional amendment – addition of right to education

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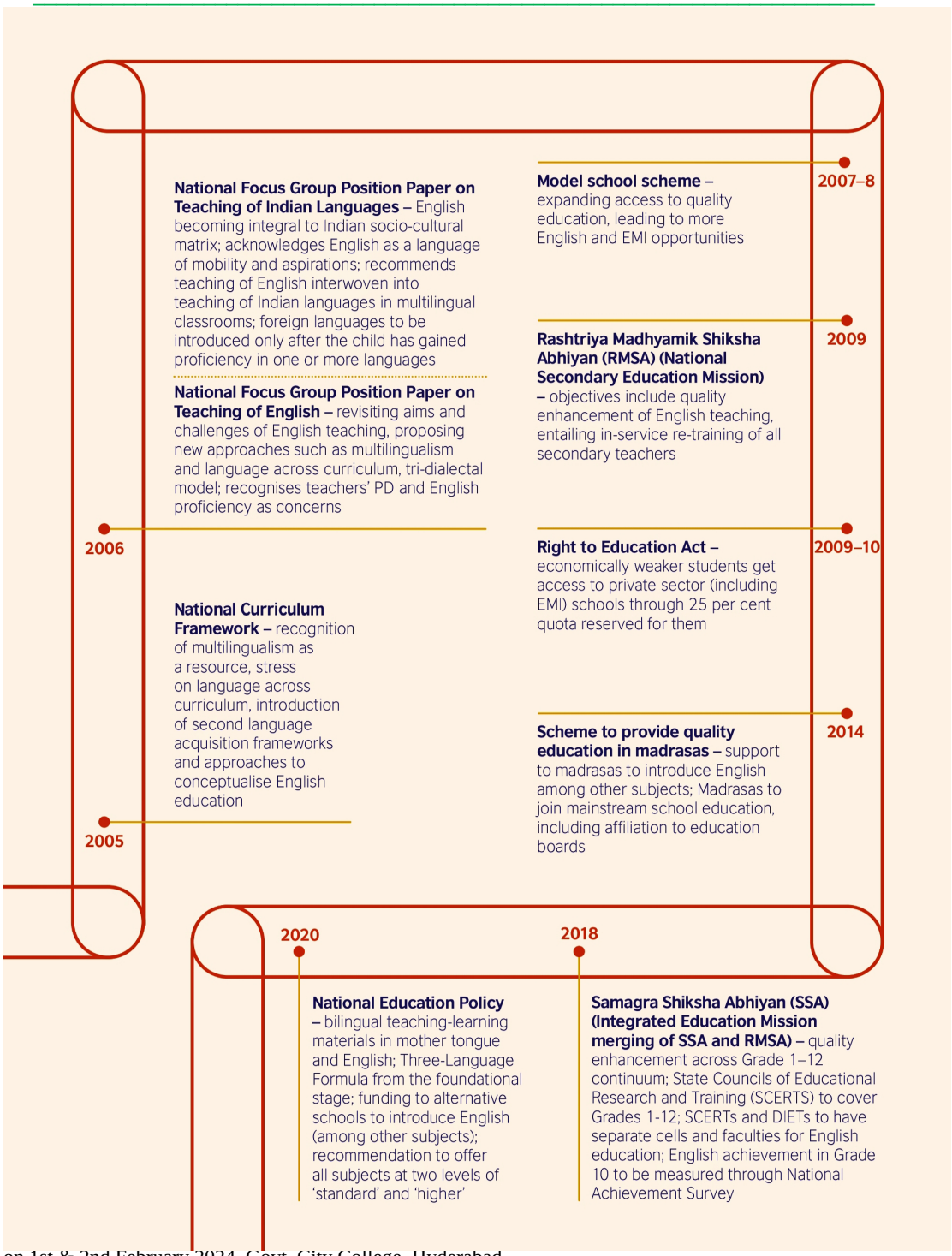

For both public and private schools, the National Education Policy (NEP) 2020 has promoted using home language, mother tongue, local language, or regional language as the medium of teaching up until at least Grade 5, but ideally until Grade 8 and beyond. It is recommended by the recently implemented National Education Policy (NEP) that every student be taught three languages in school. India should be the native speaker of at least two of the three languages.

However, the strategy discusses doing away with the English language in favour of emphasising the value of multilingualism, which is very beneficial to young children's cognitive development. For instance, a student in Hyderabad who is taking Telugu and English will have to select another Indian language to study.

The New Education Policy places more emphasis on the value of multilingualism than it does on doing away with the English language. Basic arts and crafts, humanities, games, sports, and fitness, as well as languages, literature, culture, human values, science, and mathematics, will all be included in the new curriculum to help students develop all of their skills. As a result, it gives education a more comprehensive and practical feel for the student.

It is rare to overlook the practical necessity of learning English, given that it is the second most spoken non-native language in India after Hindi. The teaching of English in India has thus taken many forms, ranging from EFL (English as a Foreign Language) to ESL (English as a Second Language) in addition to EAP (English as an Additional Language). Up until the learner is prepared for the workforce, from schools to colleges, there is competition between studying English as a subject and as a language from elementary school through college and up until the learner is prepared for the workforce.

Indian customs, culture, and society are diverse. Our Indians take great pride in its moral principles and human values.

Therefore, NEP has placed a high value on integrating these elements to enhance cooperation, self-knowledge, self-confidence, and national integration. NEP 2020 acknowledges the significance of online learning materials at the same time. It's the reality that rural areas have very little access to digital media. Mass media, including community radio, radio, and television, has advanced significantly, though. The policy also emphasises the value of multidisciplinary and interdisciplinary holistic education for integrated, rigorous exposure to science, art, humanities, mathematics, and other professional courses at the undergraduate level.

The use of various e- resources to learn process in and out of the class. The Teacher uses some form of technology in the class. It creates positive changes. It also helps learners to realize the topic with enthusiasm and develop their knowledge. The present study emphasizes on the National Education Policy (NEP) 2020 which advocates the medium of instruction is home language/mother tongue /local

language/regional language and also ICT resources to improve Language Skills for English language proficiency.

Indian English Studies framework in the twenty-first century: contexts and strategies for tackling challenges:

Because of a number of factors, including the growing significance of English as a worldwide language, the development of the internet and digital media, and shifting societal and student demands, the position of an English teacher in India has changed dramatically in the twenty-first century. English teachers in India used to be expected to be more holistic educators who assisted students in developing a variety of abilities such as communication, critical thinking, and cultural awareness. In the past, their main areas of attention were grammar and literature. The 21st century has seen a rise in the complexity and diversity of the English teaching profession in India, and educators are expected to be adaptive and flexible in order to meet the evolving needs of their students and society.

The growing significance of English as a worldwide language is a significant factor in the evolving role of an English instructor in higher education. Since English is the lingua franca language of commerce, science, and technology, many Indian colleges today place a high priority on assisting students in developing the English language skills necessary to flourish in a globalised environment. Mother tongues have received more attention in the National Education Policy, which will influence speech in a variety of ways.

In India's higher education system, English teachers may encounter the following difficulties:

1. Language proficiency:

It's possible that many Indian students struggle with their English, which might make it challenging for both teachers and pupils to comprehend the subject matter.

Student diversity: Students from various areas, cultural backgrounds, and linguistic groups frequently enrol in higher education institutes in India. Because of this, it may be difficult for educators to modify their pedagogy to suit the needs of every student.

2. Limited resources:

It may not always be possible for Indian higher education institutions to obtain the same resources as institutions in other nations, which can make it challenging for educators to give students the tools and assistance they need to achieve.

Evaluating pupils' language proficiency can be difficult because there are numerous approaches to determining proficiency. To effectively gauge their students' development, teachers might need to employ a range of assessment techniques, including essays, tests, and presentations.

3. Time constraints:

Indian higher education instructors frequently deal with sizable class sizes and little time for content coverage, which can make it difficult to provide each student the individualised attention they need. Stereotypes and biases: Due to their occupation, English teachers in India may also encounter prejudices and stereotypes that may hinder their ability to engage and instruct students.

In the twenty-first century, there are various strategies to go beyond obstacles when studying Indian English:

1. Make use of a range of resources:

To develop a more comprehensive grasp of Indian English, think about utilising online resources like blogs, podcasts, and videos in addition to conventional print materials.

Work together with natural speakers: To develop a deeper grasp of Indian English and its nuances, work with native speakers of the language. Look for multidisciplinary methods: To obtain a more comprehensive grasp of Indian English, think about combining knowledge from disciplines like sociology, anthropology, and linguistics. Put an emphasis on real-world application: Apart from delving into the theoretical aspects of Indian English, contemplate the real-world applications of your acquired knowledge, such as instructing English as a second language or engaging in translation and interpretation tasks.

2. Stressing the value of language proficiency:

Students must acquire high language proficiency in reading, writing, speaking, and listening in order to communicate in English. Instructors can incorporate these skills into their lesson plans and give students chances to practise and advance their talents.

3. Promoting cultural sensitivity and awareness:

India's many languages and cultures have an impact on Indian English. Through the cultivation of cultural sensitivity and awareness, educators can assist students in comprehending and appreciating the subtleties of the language.

4. Providing sufficient resources and support:

A deficiency of resources and support is another issue that Indian English studies must deal with. Teachers may guarantee that students have the resources they need to achieve by giving them access to sufficient materials, including dictionaries, textbooks, and online resources.

5. Creating strong networks and partnerships:

Creating strong networks and partnerships with other scholars, instructors, and organisations involved in Indian English studies helps encourage the exchange of ideas and knowledge as well as collaboration.

6. Promoting the creation of new materials and technologies:

These can aid in the development of fresh methods for instruction and learning as well as assist the study of Indian English. Using apps, other digital tools, and online

learning platforms may fall under this category.

7. Continuing professional development and support for educators:

Ensuring that educators engaged in Indian English studies receive continuous professional development and support can help to prepare them for the demands of teaching and learning in the twenty-first century. This could involve assistance in creating fresh teaching methods and techniques as well as training in the use of new tools and technologies.

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Literary Expression of Environment and Waste Management: Perspectives and Challenges

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Abstract:
"There is enough for everybody's need and not for everybody's greed" – Mahatma Gandhi As the saying goes, nature provides everything for us to fulfil our needs but nature can never meet man's greed. Mother earth suffers a lot at the hands of human race which has been responsible for the damage by causing all sorts of pollution. Man has been dumping all the waste into the environment, solid wastes, plastic wastes, liquid wastes from the industries, gaseous wastes, chemical wastes, radioactive wastes, E-wastes, biological wastes, agricultural wastes, and aquaculture wastes into the environment and thereby making the living conditions on this planet unbearable and horrible. As a result, the ecosystems, equilibrium, gets disturbed and loses its balance. The wastes cast a drastic effect on the environment impacting the life of all the creatures, both the flora and the fauna on the earth. An action in this direction to check the issue is the need of the hour. Reuse, recycle, repair, reduce, recover, and reproduce are the various stages/phases of waste management. Waste disposal, waste management, waste and treatment are some steps. This paper makes an attempt to throw light on the contribution of literature in offering a solution for the management of wastes through expression in the form of poetry appealing to all on the seriousness/magnanimity of the issue.

Keywords: waste, man, pollution, disposal, treatment, management, effect

Effective waste management is the need of the hour and the best solution is bringing about a change in the mindset of the people rather than changing things in the name of fashion, piling up wastes.

Waste Management

World leaders are pontificating
About the effect of global warming
Symposium after symposium
Talking-talking on every podium.
Everyone is putting forward their own solution.
Mine is a minor revolution.

Abolish all those re-cycling stations!
Now modify your expectations.
After you have made your perfect purchase,
Give up your desire to ditch and replace.
Each yearly change simply for fashion
Makes massive inroads into our resource ration.
Exchanging for something equally effective
Needs a mind that is surely defective.
Try keep-using and don't keep abusing.[1]

Perhaps if we didn't have to keep up-grading for the most trivial of reasons our resources would survive much longer and that includes the massive amounts of energy spent on goods that are dumped when fashion changes. -

The over use of plastic affecting the life of aquatic as well as terrestrial creatures has proved to be a menace which needs to be curbed at any cost. The poem reflects the fatal impact of use of plastic on living beings.

Plastic Poem

Plastic bottles are drifting,
Fishing nets are sifting,
The oceans are a mess,
We need to try our best,
To help our fishy friends,

Our fishy folk are dyin',
Baby seals are cryin',
There's trash among the kelp,
These animals need help,
To survive our sloppy oceans,

We've got filthy ocean floors,
And dirty ocean shores,
We need to start policing,
The garbage that's increasing,
To save our lovely waters,

Islands of trash are forming,
Plastics are swarming,
Fish are eating garbage,
Their stomachs are turning hostage,
To these vile micro toxins,

Plastic is on the beach,
You can hear the animals screech,
Birds are eating rotten,
And they're also chewing toxins,
From the plastic in our oceans,

Waste is washing ashore,
Our oceans have to be cared for,
Wouldn't it be fantastic,
If we could keep our toxic plastics,
Out of our beautiful oceans,

Trash is thrown to float,
Caps get stuck in sea turtles throats,
Our oceans are too lovely,
To make them all turn ugly,
With all this plastic pollution,

And sooner or later,
It'll all come back to us,
Because our oceans are our water,
And our water is our life.[2]

The preservation and protection of environment to safeguard the balance / equilibrium is portrayed in a nutshell through the poetic expression.

This Poem Is Garbage! ! !
Preserve and cherish,
The pale blue dot,
This is the only home,
We've, ever got! !

Landfills burning desire,
Garbage, as Earth's attire,
Methane killing lives,
Recycle, the only revive.

Ecosystem, is what lost,
Please protect it at any cost,

Plastics, glasses and tin,
Please, go back to your bin.

Soil, is what defile,
Making our earth hostile,
Dioxins filling up hills,
Waste, giving no chills!

Holy River, is now black,
Filled with dirt & slack,
Factory waste, is what strife,
Killing entire Marine life.

The air, seems bleed,
Stinking of people greed,
Asthma, is their prize,
No tears, left in eyes!

Don't feed the rodents,
They may harm you,
& please don't litter,
or, things may be bitter!

Mt. Everest highest heap,
only b/c of some cheap,
Obstruction of sewer drains,
Flood giving lasting pain!

Mosquitos, All around,
Sucking blood from ground,
Challenges are just bout,
Sink in and sink out!

When we place our,
Garbage in the right bin,
Both of us & nature,
Will clearly get win!

Reuse, reduce & recycle,

The words we all need to know,
Reduce waste, reuse the old,
Recycling's the way to go!

Garbage, all around,
Destroying billion pounds,
Our future seems waste,
Garbage, an alarming Haste.[3]

Control and management of threats to the harmony of the ecosystem is of utmost importance and the poem given below holds good in mirroring all the issues which affect negatively. Cleanliness of all sorts is a dire necessity.

Cleanliness of the world a necessity
Waste management in scientific terms
Water sources kept as sacred and clean
A great necessity of the time and tomorrow.

Plastic waste a big concern and problem
Where it is thrown in such callousness
Never in friendships of earthly acceptance
Recycling, reprocessing and other sources
Management of plastic waste a must.

Wonderful world, beautiful nature
The earth itself gives us all in kindness
We have to bother to maintain, cleanliness
Where human concern of waste management
A time of necessity in health factors.

E wastes a likely problem of tomorrow
May scientific advancement find the solution
Living in such comforts of computers
Air conditioners and such modern amenities
Waste a problem to be managed everywhere.[4]

The significance of 3Rs reduce, recycle, and reuse is best delineated through this poem.

Waste Management

Solid waste management...
A cause that should be given full encouragement
If you see garbage on the roads,
And the air smells like pollution.
When it's all piling up,
Remember, there's always a solution.
Reduce, reuse, recycle...
These are three simple words.
But when put into action,
They are mightier than swords.
The little things we do,
Make this earth a better place.
If we go on polluting like now,
Soon there'll be yes flowers to put in the vase.

Nature is the best teacher, solacer, nourisher and the elements/components of nature lament, and express their anguish against the damage caused by the mankind to it.

Whispering Winds

The wind whispers in the trees,
Don't you hear it?
It tells tales of the earth's shift,
How we've marred her beauty with our indifference.
Can we, denizens of this once-verdant globe,
Not feel her pain as we tread heavy-footed upon her?
Wilderness Whispers
Winds whisper through the leaves
In the forest, where we believe
Life is wild, free, and pure
Dreams take flight, and endure
Echoing the songs of the seas
Reminding us to live with ease
Nature's beauty, our only cure
Environment's call, we must not ignore
So let's protect, preserve, and ensure
So that its magic continues to lure

Nature's Plea

In whispers of wind,
A plea from the verdant Earth,
Tread lightly, she sighs.
Marred beauty seeks our kindness,
Will we answer her soft cry?

The Sky's Tears

The sky weeps, tears cascading down,
A plea for mercy from the heavens above.
We've clouded her visage with our carelessness,
Can we restore her to her former glory?

Heavenly Appeal

Sky's tears tumble down,
A plea from the heavens high.
Clouded by our acts,
She yearns for her former glow,
Can we restore her radiance?

Clear Skies

The sky is an amazing sight,
Its beauty stuns us with light,
But with warming air,
We're losing our fair,
It's time for us to make things right.

Mourning the Polluted Skies

Once upon a time, the skies so blue,
Held clouds of white, and rainbows too.
Now grey and heavy, they hang with sorrow,
A grim reflection of our tomorrow.

Ocean's Lament

Oh, the ocean's lament, a siren's song,
Echoes through the depths of its azure heart.
We've tainted her waters, yet she endures,
Her resilience a testament to life's tenacity.

Will we heed her call, or continue our destructive dance?

Siren of the Sea
Ocean's lament rings,
Azure heart tainted by man.
Endurance echoes,
Her call for care resonates,
Can we halt our harmful dance?
Dirge for the Disappearing Coral
Beneath the waves, a garden grew,
Of coral in every vibrant hue.
Now bleached and barren, it lies in ruin,
A ghostly shadow of the beauty it once knew.

The significance of nature as the best teacher is stated by Wordsworth.

"One impulse from a vernal wood
May teach you more of man,
Of moral evil and of good,
Than all the sages can."[6] — William Wordsworth

But now being tormented, misused nature's lament is expressive in the following lines:
The Forest's Heartbeat
In the forest's silence, a heartbeat echoes.
Each leaf, each twig, pulsating with life.
Yet, we strip her bare, oblivious to her cries,
Are we not the guardians of this magnificent tapestry?
Nature's Call
Forests whispering
To protect our mother Earth
Answer nature's call
Lament for the Lost Forests
Once stood a forest, vast and green,
Now only stumps are to be seen.
A symphony of life it used to be,
Now silence reigns, where there used to be glee.
Forest's Pulse
Silent forest hums,
A heartbeat in every leaf.
Stripped bare, yet she thrives,

Her cries for care resounding,
Are we not her guardians?

Earth's Symphony

Listen to the symphony of the Earth,
A melody composed of wind, water, and wildlife.
Yet, discordant notes invade, our discordant acts disrupting the harmony.
Can we retune our actions, to once again play in concert with nature?

Pollution of all forms such as air pollution, chemical, water, nuclear, sound, radio-active is rampant, profuse and proliferate and making life unbearable on the earth.

Air Pollution

Haze covers the sky
Smog chokes every living breath
Air pollution wins

The after effects of pollution like Global warming have an adverse effect on the environment.

Climate Change

Rising tides engulf
As the Earth's temperatures soar
Climate change takes hold

Plastic Pollution

Oceans filled with waste
Plastic islands now form
Pollution kills life.

Plastic Seas

The ocean's a plastic scene,
Filled with trash and debris obscene,
With animals dying,
And our waste multiplying,
It's time to make the ocean clean

The need for an integrated, conscious, and collective effort to save the environment with a sense of urgency is the order of the present day.

Sustainability's Song

Sunrise paints the sky in hues
Underneath, the earth renews
Stewardship is our role
To nurture, love, and console
As we walk in nature's shoes
Inspired by her myriad views

Now it's time to pay our dues
And ensure her survival ensues
Before we lose
Infinite beauty, that we misuse
Let's make a choice we won't refuse
In our hands, the future ensues
Together, we must diffuse
Yesterday's harm, with today's news

Conservation's Call

Can you hear the call of the wild?
On the wind, soft and mild
Nature beckons us to care
So that her beauty we can share
Every creature, big and small
Respect them, for they enthral
Vows we make, to protect them all
As we answer conservation's call
Together, we can prevent their fall
It's in our hands, after all
On us, their survival does befall
Now is the time, to stand tall

A Call to Nature
Nature's beauty, let us not neglect,
A call to action, we cannot reject,
Beneath the clear skies and cloud's embrace,
A world full of life, let us not deface.
Every bird that flies amidst the air,
And every creature that we hold dear,
We must realize, it's now or never,
And our place on Earth has to be better.
Let us start with recycling today,
And hold industry accountable, let's say,
Forget the greed, and make a change,
Before the earth's beauty, we fully estrange.
And let it be said for generations to come,
That we took care of this planet, our only home.

Nature is everything and to put in the words of Wordsworth,
"The anchor of my purest thoughts, the nurse, / The guide, the guardian of my heart, and soul / Of all my moral being."[7]

So it's very difficult, unimaginable, and impossible to think of our existence without nature

A World Without Nature
A world without nature, we cannot afford,
And yet, we take it all for granted, so bored,
Deforestation, pollution and climate change,
And yet we continue, so calloused, so strange.
Rivers running dry, skies turning black,
Is it too much to ask, to give nature its slack?
Overconsumption, convenience and ease,
But what is the price, for our minds to appease?
We need to reduce, reuse and recycle,
And make sure, we leave the future stable,
Bring back the trees, protect the bees,
Let's make sure, we plant the right seeds.
For a world without nature, is no world we want,
Let's protect it, cherish it, and let our hearts vaunt.

It's our primary responsibility to call for an immediate action to rescue our mother earth from an impending endangerment.

The Call to Action
The call to action, is what we desperately need,
To heal the world, regardless of religion or creed,
Reduce waste, and help reduce pollution,
Change habits, to find the solution.
A world free of plastic waste and debris,
Is one where our children will fiercely agree, So let's decrease our carbon footprint,
And inspire others to help heal the earth's dint.
For every animal, every creature we admire,
Needs us to act, if we don't want them to expire,
So let us change our ways, and make a move,
For it's up to us to show mother nature, some love.
The call to action, let it be heard,

From every heart and every word.

Eulogy for the Endangered
Creatures great and creatures small,
Answered nature's every call.
Now their voices fade away,
In the face of mankind's disarray.
Requiem for the Melting Glaciers
Majestic glaciers, white and pure,
Their timeless presence, we thought secure.
But now they weep, their tears flow fast,
A mournful testament to a warming past.

If we do not realize the harm that the human race is causing to the environment and respond in time we have to pay very dearly.

The Price We Pay
The price we pay for wasted land,
Is one that we cannot afford,
It's time for us to stop close at hand.
We need to heal nature's grief,
And work to protect and restore,
The price we pay for wasted land.
Our oceans suffer from human hand,
Pollution, waste, is what they hoard,
It's time for us to stop close at hand.
For every creature, every strand,
Of nature's balance, should not be ignored,
The price we pay for wasted land.
Let's work to heal, and take a stand,
And protect the earth, our only Lord,
It's time for us to stop close at hand.
For every choice, every demand,
Nature's beauty we can't disregard,
The price we pay for wasted land,
It's time for us to stop close at hand.
Symphony of Life
Earth's symphony plays,
Wind and water, wildlife's tune.

Discord disrupts peace,
Harmony seeks our respect,
Can we retune our actions?

In conclusion, in William Wordsworth's words,
To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears.

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Transformative Methods of Reading in Digital Era

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Abstract:
In the ever-changing field of education, English Language and Literature instruction has adopted innovative approaches to enhance readership, especially in the digital age. This abstract explores the transformative methods educators employ to engage readers in a digital-centric world.
By acknowledging the shift in reading habits, instructors integrate technology and multimedia resources to make learning English Language and Literature more captivating. Tools like interactive e-books, online literature discussions, and digital storytelling platforms are becoming crucial in cultivating a passion for reading among students. The emphasis extends beyond traditional texts to include digital content that resonates with the preferences of the technology-savvy generation.
Furthermore, educators integrate media literacy into the curriculum, guiding students in critically navigating and analysing information in the digital realm. This empowers learners to evaluate sources, comprehend diverse perspectives, and become responsible consumers of digital content.
Through the application of digital tools, English Language and Literature classes evolve into dynamic environments where students not only read but actively engage in a multimedia literary experience. This approach not only enhances readership but also equips students with essential skills to navigate the information-rich digital landscape, ensuring they become not just readers but informed and discerning digital citizens.

Keywords: Reading, Digital Era, Mobility, Libraries

Introduction

The evolution of reading practices has undergone significant changes over the years. While there has been a traditional emphasis on meticulously analyzing what people read, the advent of advanced technologies necessitates a broader understanding. Modern digital devices like the iPad and Kindle enhance versatility in reading experiences. In the past, Gutenberg's printing method using movable types revolutionized the format, enabling mass production of books. Reduced manufacturing

costs, reader-friendly formats, and easy transport transformed books into portable tools for information and entertainment. The conventional book format was long considered ideal, yet over time, this paradigm has been questioned. Ongoing experiments aim to minimize the gap between traditional book formats and the evolving landscape of digital reading experiences.

Contemporary media practices are underpinned by a novel concept of mobility. Mobile devices introduce augmented mobility, characterized by connectivity, networking, and collaboration. The emergence of locative media emphasizes the significance of context alongside content. We put forward that digital reading assumes an inconspicuous nature. Despite the prevalent association of reading with traditional printed books, other screen-based reading activities are often overlooked in the definition of reading. This underscores the necessity for the development of fresh survey methodologies to encompass the evolving landscape of reading practices [1].

A central question in this study concerns the relation between literary reading and digital online life. The development in literary reading is explored through the experiences of the users, namely the readers. Development in technology, media formats, media content and modes of social interaction furnish radical changes in media consumption. The way we use technology and online platforms has led to more ways to read, like streaming services. This affects both the companies providing content and the people consuming it. Digitalization offers many opportunities for learning, entertainment, and getting information [2]. However, because everyone is usually connected online nowadays, reading longer pieces of text faces more competition for people's attention. The use of digital formats for reading is becoming very common, and it's crucial to understand how this affects our experience with books and documents. Even though there's a lot of excitement about eBooks right now, most people still prefer reading books on paper. While the sales of digital devices have skyrocketed, eBooks are not as popular as you might think.

This article revolves around how reading habits have shifted in the digital age. It explores how the way we read has changed a lot over the years. The article also looks at the evolution of learning methods across different eras, comparing the old ways of learning with the new ones. It discusses what techniques were used in the past for learning and suggests some new methods that can be effective in the present time.

1. Old Techniques of Reading

Reading has been integral to human existence since the beginning. Early on, humans observed the signs in the sky for weather predictions and learned to understand expressions on faces before formal communication began. People could grasp the meaning behind someone's behaviour and the way they conveyed messages, discerning whether it signalled a threat or a moment of joy. This ability to read non-verbal cues predates formal language and played a crucial role in human interaction.

Reading has been an integral part of human existence since ancient times, starting with oral traditions that involved sharing information and stories verbally. This early method laid the foundation for knowledge transmission. Around 2400 BCE, the emergence of written language in civilizations like ancient Egypt and Mesopotamia brought about written records and scrolls, signifying a significant shift from purely oral communication to a more tangible and enduring form of recording information [3].

Throughout history, various advancements have shaped the way people read. Ancient Greece introduced silent reading, breaking away from earlier oral traditions, while the Romans popularized the codex format in the 2nd to 4th century CE, using folded sheets of parchment or papyrus for bookbinding [4]. Monasteries played a crucial role during the medieval period (5th to 15th century) by meticulously copying manuscripts and preserving classical texts [5]. The Renaissance witnessed increased literacy and various book formats, leading to Johannes Gutenberg's invention of the printing press in 1440, revolutionizing book production. The following centuries, particularly during the 18th and 19th centuries with the Industrial Revolution, saw the introduction of new printing technologies, enabling mass production.

In the 18th and 19th centuries, the Industrial Revolution brought about significant changes in book production [6]. The introduction of steam-powered printing presses was a major advancement, making books more affordable. This innovation allowed for mass production, marking a shift from manual methods to more efficient processes. As a result, more people could access books economically, contributing to the broader availability of knowledge. The technological changes during the Industrial Revolution played a vital role in transforming the production and accessibility of books.

2. New techniques of Reading

In today's era, the way we read is undergoing significant changes, propelled by the advent of novel technologies and digital platforms. Electronic books, commonly known as e-books, have emerged as a prominent feature, providing readers with accessible and diverse literary content. Portable devices like e-readers and tablets contribute to a dynamic and interactive reading experience, allowing individuals to personalize their engagement with texts. Audiobooks represent another noteworthy trend, catering to those who prefer listening rather than traditional reading. This format's popularity is on the rise due to its convenience and the ability to absorb content while multitasking. The digital realm has further expanded with podcasts and platforms dedicated to storytelling, offering additional channels for narrative consumption.

Social reading platforms have introduced a communal dimension to reading, enabling users to share thoughts, participate in discussions, and join virtual book clubs. These platforms foster a sense of community among readers, fostering connections irrespective of geographical distances. The incorporation of augmented reality (AR) and virtual reality (VR) technologies marks a cutting-edge development, providing

immersive reading experiences. This intersection of technology with literature holds the potential to redefine storytelling, introducing interactive three-dimensional elements to the narrative.

The knowledge we gain from digital platforms through digital reading is truly impressive. In this modern age, the information available online is vast and diverse, covering a wide range of topics. Digital reading allows us to access this wealth of knowledge conveniently and quickly. Whether it's articles, e-books, or educational content, digital platforms provide a remarkable resource for learning. The ease of access and the abundance of information make digital reading an invaluable tool for acquiring knowledge in today's world.

3 Digital Reading Ecology

3.1 Trends

The landscape of reading has undergone profound transformations in the digital era, marked by discernible shifts in readership patterns. A notable trend is the ascendance of electronic literature, commonly known as e-books, facilitated by digital reading platforms. These platforms offer unparalleled accessibility and portability, fundamentally altering how readers engage with textual content. The ubiquity of subscription services and expansive digital libraries has not only democratized access to literature but has also revolutionized content discovery [7].

Concurrently, the surge in popularity of audiobooks presents an alternative modality of literary consumption, appealing to audiences seeking flexibility in their reading routines. Podcasts, serving as a contemporary form of narrative discourse, have gained substantial traction, providing an amalgamation of storytelling, discussions, and expert insights across diverse thematic realms. The advent of social reading platforms further exemplifies the communal dimension of contemporary readership, fostering virtual book clubs, discussion forums, and interactive sharing of literary experiences on a global scale.

Moreover, the integration of immersive technologies such as augmented reality (AR) and virtual reality (VR) into the reading experience stands out as a progressive trend [8]. These technologies, through their capacity to augment or entirely reshape the narrative environment, elevate the reader's engagement, introducing a new dimension to the act of reading. In summation, the digital epoch is witnessing a multifaceted evolution in reading practices, encompassing the ascendancy of diverse formats, the communalization of literary engagements, and the infusion of cutting-edge technologies into the fabric of the reading experience.

3.2 Libraries

Libraries are dealing with big changes. They're stuck between government policies pushing for eBooks to save money and publishers not providing good eBook options for libraries. According to a 2021 survey, more than 93% of US public libraries

offer digital collections [9] . E-books and e-audiobooks are the most popular digital services. In 2015, the National Library of Korea started to prepare for upgrading its C/S-based material management system into a web-based integrated material management system [10]. Subsequently, an online deposit function was added and online and offline user interfaces were integrated to the new system. Now, according to a study, 87.9% of public libraries in Korea provide digital items [11]. Libraries have to change their role from just collecting things to helping people access information. This is crucial during tough times to make sure everyone can get eBooks and use the internet, especially those who can't afford it. Libraries are also becoming places to learn digital skills and find information [12]. They are turning into social hubs, offering various services like job help or access to both classic and new books.

As libraries change, they face tough questions: How should librarians change their jobs? Which rules will be the best, and how should books be borrowed? These questions are hard, and they make it tricky for libraries to plan for the future.

3.3 Publishing

By 2014, 70% of publishers expected to release more than half of their books in digital format, according to ePub Direct. In April 2011, Amazon announced that eBook sales had surpassed those of printed books. Amazon's book sales generate approximately $28 billion annually worldwide in 2023. That is 67% market share of ebook sales in the United States. Book sales account for about 10% of Amazon's global revenue [13].

There was a lot of excitement around eBooks, especially with Apple featuring them as a selling point for the iPad2 and offering apps for self-publishing. However, behind the increasing popularity, the industry faced growing concerns. Questions arose about the best business model and which companies were most equipped to handle the digital revolution – those within the industry or outsiders like Apple [14].

Publishers grappled with issues like publishing standards, business models, and survival in a world where disintermediation, the removal of intermediaries, could become widespread. This transformation strained relationships between publishers and authors, libraries, and bookshops, turning them from partners into competitors [15].

Conclusion

In summary, the changes in teaching English Language and Literature show how educators are adapting to the digital age. They use new methods to make learning more interesting, especially with technology. Looking at how people used to read and how they read now reveals a significant shift over time. From ancient oral traditions to the printing press's impact, the ways we read have always changed. Nowadays, electronic books, audiobooks, podcasts, and augmented reality are changing how we read.

Libraries are also changing. They are caught between policies supporting eBooks and the challenges publishers face in providing good digital options. Libraries are becoming more dynamic, offering digital access and learning resources. However, they still have important questions to answer about their future roles.

Publishers expect a big change to digital formats. eBook sales, especially on Amazon, show a big shift. However, there are still concerns about the best ways to do business and how the industry can handle changes.

In conclusion, this paper shows how technology, education, and the publishing industry work together in the digital era, shaping how we read and learn. The challenges and opportunities need ongoing exploration to make sure we smoothly move into the future of literature and literacy.

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New Education Policy 2020 and Status of English: Gradation of English Language through National Education Policies in India

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Abstract:
India's endeavor to elevate the status of the English language within its national educational policies reflects a nuanced journey shaped by historical, sociopolitical, and economic factors. The intricacies of this upgradation can be understood through a comprehensive exploration of key initiatives, challenges faced, and the impact on diverse stakeholders. Historically, English arrived in India during the British colonial era, becoming a language of administration, education, and elite discourse. Post-independence, India faced the challenge of reconciling its multilingual diversity with the need for a common language to facilitate communication and national integration. English emerged as a pragmatic choice due to its established presence and global significance. The first significant step in upgradation occurred with the adoption of English as one of the official languages of the Indian government. This recognition bolstered English's importance in official communication, creating a foundation for its subsequent inclusion in educational policies. The three-language formula, initially proposed in the 1960s, aimed at promoting multilingualism but inadvertently enhanced the role of English, especially in non-Hindi speaking states. The socio-political factors influencing language decisions, such as colonial legacies, globalization, and economic aspirations. It delves into the tensions between promoting linguistic diversity and the demand for English proficiency in a globalized world. Additionally, it scrutinizes the impact of policies on access to quality English education across different regions and socioeconomic strata. By scrutinizing the nuances of national education policies, this work aims to contribute to a comprehensive understanding of the forces shaping the gradation of English language proficiency in India's educational landscape, shedding light on the implications for social mobility, economic opportunities, and cultural identity.

Keywords: intricacies, multilingualism, proficiency, elite, bolstered, colonial era, reconciling, nuances.

The upgradation of English language education in India has been a dynamic process influenced by various national educational policies over the years. These

policies reflect India's commitment to providing quality education, fostering a holistic development approach, and preparing students for the challenges of the 21st century. They underscore the dynamic nature of education and its crucial role in shaping the nation's socio-economic fabric. The introduction of national education policies in India has played a pivotal role in shaping the country's educational landscape. Starting with the first policy in 1968, subsequent policies have aimed to address evolving challenges and align education with the changing needs of society. These policies serve as comprehensive frameworks, guiding the development of the education system from elementary to higher levels.

Post-independence, India faced the immense task of rebuilding and transforming its education system to cater to the needs of a newly independent nation. The government recognized the pivotal role of education in nation-building and social progress. As a result, the first major policy intervention came in the form of the Radhakrishnan Commission in 1948, led by Dr. S. Radhakrishnan, which laid the foundation for educational planning in independent India. The Radhakrishnan Commission emphasized the need for a scientific and modern education system that would contribute to the social, economic, and cultural development of the nation. It emphasized the importance of universal elementary education and recommended a three-tier structure of education: primary, secondary, and higher education. Building upon the recommendations of the Radhakrishnan Commission, the government formulated the Education Policy Resolution of 1952. This resolution outlined the objectives and framework for the development of education in the country. It stressed the importance of equal educational opportunities and the integration of education with the broader national development goals. The years that followed saw a series of national education policies, each responding to the evolving needs of the country. The Kothari Commission of 1964-66 was a landmark initiative that emphasized the idea of a common educational structure and the use of regional languages as the medium of instruction. It introduced the concept of a 10+2 system of education, streamlining the organization of school education.

1968 National Policy on Education:

A key focus of the 1968 NPE was the promotion of universal elementary education. It emphasized the expansion of educational facilities and the improvement of access to primary education across the country. The policy aimed to bridge the gap between rural and urban education, with a special emphasis on reaching underserved and marginalized communities.

The 1968 NPE recognized the importance of vocational education in preparing students for the workforce. It sought to integrate vocational training into the mainstream education system, ensuring that students acquired practical skills alongside theoretical knowledge. This was seen as a step towards aligning education with the economic needs

of the nation. The policy also underscored the importance of promoting a scientific and technological temper. It aimed to foster a spirit of inquiry, critical thinking, and innovation among students. This was in response to the changing global landscape and the increasing role of science and technology in national development. Acknowledged the global importance of English. Emphasized the study of a second language, which often included English. Encouraged proficiency in English as a tool for international communication. Key features of the 1968 NPE included the emphasis on free and compulsory education for all children up to the age of 14, aiming to reduce the disparities in educational access. It advocated for a regional language as the medium of instruction at the primary level and encouraged the study of a second language.

1986 National Policy on Education:

Education The National Policy on Education (NPE) of 1986 was a landmark initiative in India, outlining a comprehensive framework for the development of education in the country. It sought to address various challenges and lay the foundation for a more equitable and quality- oriented education system.

One of the central features of the 1986 NPE was its emphasis on universal access to education. It aimed to reduce disparities in educational opportunities, focusing on providing elementary education to all children by the end of the century. The policy also stressed the importance of adult education to tackle illiteracy among the adult population.

The NPE 1986 introduced the concept of the "three-language formula," promoting the study of three languages - mother tongue or regional language, Hindi, and English. This approach aimed at fostering linguistic diversity while recognizing the national and international importance of Hindi and English. The policy emphasized a holistic and integrated approach to education, encouraging a shift from a content-centered to a child-centered and activity-based learning model. It acknowledged the role of education in promoting social and national development, aiming to instill values of democracy, socialism, and secularism. Furthermore, the 1986 NPE focused on enhancing vocational education to align with the evolving needs of the job market. It sought to integrate education with the socio-economic environment, preparing students not only for academic success but also for practical application in real-world scenarios.

1992 National Curriculum Framework:

The framework advocated for a shift from content-based education to a more process- oriented and experiential learning model. It recognized the importance of cultivating critical thinking, creativity, and problem-solving skills among students. The 1992 NCF also underscored the significance of linking education with the social and cultural context of the learner, promoting a deeper understanding of societal values and diversity.

One of its notable features was the endorsement of a continuous and comprehensive evaluation system, moving away from a solely examination-driven assessment model. The document emphasized the role of teachers as facilitators and encouraged a multidisciplinary approach to learning. Furthermore, the 1992 NCF highlighted the need for flexibility in the curriculum to accommodate the diverse needs and interests of students. It recognized the importance of integrating vocational education to enhance employability skills. Overall, the framework sought to create a more dynamic and responsive educational system aligned with the evolving needs of society, fostering a generation equipped for the challenges of the future.

2005 National Curriculum Framework:

In terms of content, the 2005 NCF highlighted the significance of cultivating foundational skills such as language proficiency, numeracy, and critical thinking. It encouraged a move away from rote learning towards a more interactive and experiential approach to education. The document recognized the role of technology as an enabler and recommended its integration into the teaching-learning process.

The framework also underscored the importance of connecting education with the cultural and social context of learners. It aimed to instill values of pluralism, secularism, and social justice, fostering an understanding of India's rich diversity. Moreover, the 2005 NCF emphasized the need for continuous teacher training and professional development to ensure educators are equipped with the skills necessary to implement the new pedagogical approaches effectively.

A significant aspect of the 2005 NCF was the emphasis on a three-language formula, wherein children were encouraged to learn and become proficient in their mother tongue or regional language, Hindi, and English. This was seen as a step towards promoting multilingualism and preserving linguistic diversity.

The 21st century witnessed a renewed focus on English in education policies. The advent of globalization and the knowledge economy underscored the significance of English as a global lingua franca. The National Curriculum Framework (NCF) of 2005 highlighted the need for communicative competence in English, aligning with the demands of a globalized world. Promoted a communicative approach to language teaching, including English. Emphasized language proficiency and effective communication skills.

2020 National Education Policy:

Over the years, India has witnessed a significant evolution in its approach to English language education, largely driven by national educational policies. The use of English as a medium of instruction and communication has undergone substantial changes, reflecting the dynamic socio-economic landscape of the country. In the 21st century, the advent of globalization and the knowledge economy further underscored the significance of English proficiency.

The New Education Policy 2020 in India emphasizes a holistic approach to learning, encouraging critical thinking, and reducing the rigid separation between arts and sciences. It introduces a 5+3+3+4 curricular structure, focusing on foundational, preparatory, middle, and secondary stages. The policy also advocates for a multidisciplinary approach, promoting flexibility and creativity in education. Highlighted the importance of multilingualism, promoting proficiency in regional languages alongside English. Aimed at enhancing the quality of English language education, focusing on communication skills. Encouraged flexibility in choosing subjects, allowing students to opt for English-medium instruction. Regarding the status of English, it remains a crucial component in the NEP 2020. The emphasis is on effective language learning rather than rote memorization. This approach aims to prepare students for diverse career opportunities and global interactions, aligning with the policy's overarching goal of fostering a well-rounded and adaptable generation.

One of the key developments in recent years has been the emphasis on digital education. The National Education Policy (NEP) 2020, which replaced the 1986 policy, envisions a more flexible and multi-lingual approach to education. It encourages the integration of technology in language learning, providing students with the tools to enhance their English language skills through online resources and interactive platforms. Moreover, the NEP 2020 places a renewed focus on foundational literacy and numeracy, recognizing the foundational importance of language skills. English language learning is seen as a crucial component of this foundation, preparing students for advanced studies and enhancing their employability in a globalized job market.

Teachers play a pivotal role in this upgradation process. Ensuring their proficiency in English, providing continuous training, and fostering a conducive teaching environment are imperative. The establishment of English language labs, online resources, and teacher training programs are essential components of this ecosystem. Parents, too, are integral stakeholders. Their socio-economic background often determines the exposure a child has to English outside the school environment. Bridging this gap requires collaborative efforts between schools, communities, and policymakers.

NEP 2020 emphasizes the importance of early childhood care and education (ECCE), recognizing the crucial role of the early years in a child's development. The policy aims to ensure universal access to quality ECCE for all children up to the age of 6 by 2030. In summary, the National Education Policy 2020 in India is a forward-looking and comprehensive framework that seeks to overhaul the education system to meet the needs of a rapidly changing world. With its focus on flexibility, inclusivity, and the integration of technology, NEP 2020 aims to transform education into a more holistic and dynamic experience for students across the country.

Conclusion:

In conclusion, India's journey in upgrading the English language through national educational policies reflects a dynamic interplay of historical legacies, global imperatives, and internal socio-economic dynamics. Striking a balance between linguistic diversity and the pragmatic advantages of English proficiency is crucial. The success of this upgradation lies in addressing challenges related to access, quality, and socio-economic disparities, ensuring that English becomes a tool for empowerment rather than a source of division.

However, challenges persisted. The urban-rural gap widened, and the quality of English education varied significantly. The socio-economic divide manifested in the form of private schools offering superior English education, creating an uneven playing field. The need for a standardized curriculum, qualified teachers, and adequate infrastructure became evident. Throughout these policies, there has been a gradual shift towards recognizing English not only as a medium of instruction but also as a crucial skill for various career paths. The emphasis on communication skills and critical thinking in recent policies indicates a move beyond traditional language learning methods. The overarching goal has been to equip students with the linguistic tools needed to navigate a globalized world while respecting and preserving the rich linguistic diversity within India.

For students, English proficiency serves as a gateway to higher education and employment, especially in sectors driven by technology and innovation. However, the emphasis on English has sometimes led to neglect of regional languages, risking the erosion of cultural and linguistic diversity. English language education becomes a vehicle for empowerment and social mobility for all.

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Implementation of SQ3R Method for Improving the Students' Reading Skills

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Abstract:
Learning strategies are the conscious thoughts and actions that learners take in order to accomplish a learning goal (Chamot, 2004). The learning strategies of good language learners, once identified and successfully taught to less competent learners, could have considerable potential for enhancing the development of second language skills (O'Mally et al., 1985). For successful learning and teaching in language classes, strategy-based instruction is essential. The use of specific learning strategies would help students to be more successful learners (McKnight, 2010). Reading is the ability to recognize and understand the contents of something written (written symbols) by reciting or digesting it in the mind. Reading is an activity used to get meaning from what is written in the text. For this purpose, besides having to master the language used, a reader needs to also activate various mental processes in his cognitive system. Reading skill includes two things, namely recognizing written symbols and understanding their contents. The present paper is going to discuss the importance of reading skill for the first-year engineering students. The researcher will highlight the different reading skills and the comparison of the SQ3R and the other types of reading skills. Based on the observations and interviews conducted the findings would be presented.

Keywords: Strategies, SQ3R, Reading skills, Mental Process.

Chamot said that Learning strategies are the conscious thoughts and actions that learners take in order to accomplish a learning goal. O Malley said The learning strategies of good language learners, once identified and successfully taught to less competent learners, could have considerable potential for enhancing the development of second language skills. So one of the language skills that the first year engineering students lack is reading skills. Thanks to Narayana and Chaitanya. The students are trained to mug up everything and they do not have the LSRW skills to learn the language. Most of the students do not have the habit of reading in general except the subject books and textbooks to some extent. These days they don't look at textbooks they just depend on the pdfs that they collect or they depend of the YouTube videos to learn the subject. In order to improve reading skills we have started reading lab in our

college for a decade now. We have students coming to this lab weekly once. They are given practice in reading not just for the sake of reading but to learn how to read. We teach them skimming, scanning, intensive reading and extensive reading. One of the techniques that we teach them is SQ3R technique which is proposed by F.P Robinson in 1970.

SQ3R is a reading strategy designed to help students improve their comprehension memory and efficiency in reading. Briefly, this strategy aims to familiarize students with the material for easier understanding and to illustrate the importance of active review so that information is stored not only in the short-term memory, but also in the long-term memory. A basic premise is that we remember information when it is connected to our emotions and when we can interconnect the ideas. This is an excellent strategy to cut down wasted reading time.

S stands for Survey and in this stage the objectives, introduction, bolded words, conclusion, summary, headings and sub-headings and the diagrams if any will be read. This will give a broad sense of the direction and scope of the topic and allows the students to become familiarised with new terms. As you survey, prior knowledge is activated and any idea you have regarding the topic and show interest in the steps the authors take to reach their conclusions.

Q stands for question. Questions are formulated based on the information you have gathered at the survey stage. Headings are tuned into question, boldface or italicized phrases are tuned to questions.

R stands for Read- In this step the text is read actively by underlining and marking in the text and by answering the questions framed. The text is marked, and the questions are answered in own words rather than using the phrases in the text. The rate of reading is matched with the comprehension level, and we need to slow Recite where it is recited from the memory as much as possible, the important points under each heading, after each section is read. Later the material /article is read out loud and in your own words, recite the key features of the topic and how it relates to previous sections. This recitation can be done by writing, but doing it aloud benefits auditory learners and takes less time.

The third R stands for Review. Here we need to review immediately after reading a section. This should be relatively brief, not more than 5 minutes, and can encompass answering the questions generated and outlining sections by reading out loud and from memory. To inhibit forgetting, try reviewing weekly, and every time you read another section, review the previous section in the same way.

From the observations in the class and the student interviews conducted by me, I have brought out the findings that SQ3R is an effective way of reading technique. The students initially find it a drudgery but as they continue to use this technique they feel it happens as a habit and they feel they can retain the information better and reproduce

it in the exams whenever required. Some of the students feel that until and unless they are motivated to **practice** this technique, they can't use it effectively. So, I feel that it is the teacher's responsibility to motivate and instruct the students to use this technique for their better understanding of the text. Some of the students who used this technique feel that they have not only improved the reading skills but also improved their writing skills as they have better hold on sentence structures, spelling, grammar and vocabulary. Some students have also tried to use sq3r technique to study their technical subjects which serves the ultimate purpose of making the students study their subjects with ease and retain it better. Hence I feel SQ3R technique helps them become better technocrats.

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