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ENG-404

ENGLISH LANGUAGE TEACHING



**Guru Jambheshwar University of Science &
Technology, HISAR-125001**



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In this book the students will follow and get the knowledge to explore the features and importance of English Language as per the demand of English Language Teaching in schools and day to days need. This paper allows the students to have the basics of writing poetry and prose as they will study about the figures of speech and different approaches and methods. The students must learn the key points of plagiarism and difficulties each one of the individual while writing the research paper and their pros and cons. The book completes and covers all the various aspects of English language teaching.



Subject	English
Course Code	ENG 404
Author	Dr. Pallavi
Vetter	Dr. Sunita Bhargava
Chapter 1	Figures of Speech

Lesson Structure

1.0 Learning Objectives

1.1 Introduction

1.2 Main Body of the Text

1.3 Further Main Body of Text

1.4 Check your progress

1.5 Summary

1.6 Key Words

1.7 Self Assignment Questions

1.8 Answer for Check your progress

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1.0 Learning Objectives :

1. The students will be able to learn and analyze about figures of speech.
2. They will be able to use in new creative ideas.
3. The students will be able to elaborate the figures of speech in composition.

1.1 Introduction :



A figure of speech is a poetic device to make the meaning more pointed and clear. Figures are also called images because the thing is represented in the image of another. According to Bain "A form of expression that intentionally deviates from the ordinary mode of speech for the sake of more powerful, pleasing or distinctive effect; it is pictorial or poetic language."

The purpose of figures used pictorial, to increase its force and effectiveness and to communicate their meaning more lucidly.

Figures

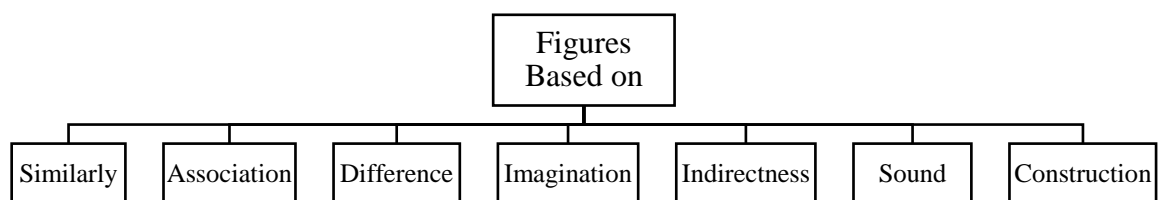


Diagram 1

Examples of figures based on Similarly :

Simile, Synecdoche, Hypallage, Allusion

Figures based on Association :

Synecdoche, Metonymy, Hypallage, Allusion

Figures based on Difference :

Antithesis, Epigram, Climax, Anti-Climax, the condensed sentence.

Figures based on Imagination :

Personification, Apostrophe, Vision, Hyperbole

Figures based on Indirectness :

Innuendo, Irony, Periphrasis, Euphemism

Figures based on Sound :

Paronomasia, Onomatopoeia, Alliteration, Assonance

Figures based on Construction :

Interrogation, Exclamation, Chiasmus, Zeugma



1.2 Main Body of the Text :

Simile :

Simile is a figure of speech by which one thing is compared with or as like to something of different kind or quality.

For ex : As the hart panteth after the water brooks, so panteth my soul after thee’.

Note : The similarity must be actual and meaningful.

Lines from a sonnet by Elizabeth Barrett, Browning.

I love thee freely as men strive for right.

(Neither meaningful nor real).

If he has not been free, how he can strive for right.

A poet must take into consideration in making comparisons.

John Donne makes an effective use :

If they be two, they are two so

As stiff twin compasses are two

The soul, the fixed foot, makes no show

To move, but doth, if thee other do.

Simile serve two purposes :

- (i) One addresses the understanding (To instruct)
- (ii) One addresses to the (to please)

For ex. : “More sweet than odours caught by him who sails.”

Two Kinds of Simile :

- (i) The simple simile
- (ii) The Homeric Simile

Simple Simile : “I wondered lonely as a cloud” - By Wordsworth

Homeric or Epic Simile :



It was first used by Homer, that is why it is called Homeric Simile. Also called as long – tailed simile because the comparison is not confined to someone quality.

For ex. : “The Rope of the Lock”

Abundant use of Homeric Similes :

The broad circumference (of the shield of Satan)

Hung on his shoulders like the moon.

Figure of SPEECH

<p>Smile</p> <p>It is the fact that the powerless of two objects with various relations between them is compared to the strong.</p> <p><i>Example</i></p> <p>When dissolving like soap in water.</p>	<p>Metaphor</p> <p>Metaphor is a concept based on an analogy based on metaphorical meaning.</p> <p><i>Example</i></p> <p>John is a goat.</p>
<p>Personification</p> <p>We call personification to give a human property to non-human beings. It comes from the word person.</p> <p><i>Example</i></p> <p>A rain starts or thinner, then look at the joy in the soil, the birds told me that you are going to distant lands. That beautiful sound of mountain has traveled all around.</p>	<p>Hyperbole</p> <p>It is the art of telling the idea that is meant to be explained by making it larger or smaller.</p> <p><i>Example</i></p> <p>The wave of the sea did not go as far as my heart.</p>
<p>Onomatopoeia</p> <p>If we describe it briefly, we can say the words that are inspired by the sounds of living or inanimate beings in nature and emit those sounds.</p> <p><i>Example</i></p> <p>Can you hear the clicks coming from the roof?</p>	<p>Idiom</p> <p>Idiom is a word formed by using more than one word together and rarely in the connotation of a single word to express a certain concept, a certain emotion or situation.</p> <p><i>Example</i></p> <p>Blasting fire. (Excessively angry, angry)</p>
<p>Proverb</p> <p>Proverbs shows different features in terms of format than other types of writing. Writing types such as stories, novels, poems, essays are formed by combining many sentences and integrating them in terms of meaning.</p> <p><i>Example</i></p> <p>A mischievous worker crime always finds materials. (When a poor worker fails to fulfill the task successfully, he bears the materials or external factors he uses.)</p>	



Conceit : All comparisons discover likeness in things unlike, a comparison becomes a conceit when we are made to do likeliness while being strongly conscious of unlikeness.

Note : In other words, a conceit is a highly exaggerated fantastic and absurd comparison.

According to Helen Gardner :

A brief conceit is like a spark made by striking two stones to gather.

In an extended conceit the comparison is not confined to any single point.

Metaphor is defined as figure of speech in which a word or phrase, denoting one kind of object or idea is used in place of another by way of telling a likeliness between them.

Note : Metaphor says that one thing is another.

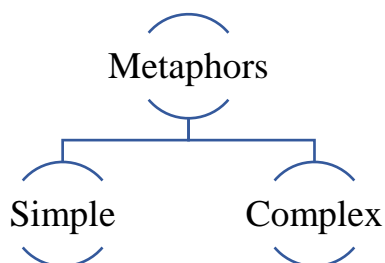
When metaphors bring no picture to the mind are called dead metaphors.

For ex. : In proverb : “The wish is father to the thought”.

But, in poetry, we mean line metaphor.

For ex. : ‘He is a lion in the fight’.

They should not enter too much into details.



Simple metaphor has only one point of resemblance.

Ex. : My love is like a Red, Red rose

Complex Metaphor : There is more than one point of similarity.

Ex. : ‘He has the wild stag’s foot’.

Mixed Metaphor : Sometimes a fault, arises when two or more images are worked out of one image.

Hyperbole : The word “hyper” means beyond “ballo” means throw.



This figure of speech consists in representing things as much bigger or smaller than they are with the intention to produce a striking effect.

For ex. : Alexander Pope, “The Rape of the Lock”.

“Belinda smiled, and all the world was gay”.

“Blind with thing hair the eyes of day”.

P.B. Shelley ‘To Night’!

Transferred Epithet : It is a figure of speech in which an adjective or an adverb is not used with the word it qualifies.

Note : Association with some other word to which it transfers the meaning.

For ex. : “Let us speak

Our free hearts each to each”!

Onomatopoeia : It is a figure of speech in which the sound echoes the feelings sense.

For ex. : The ice was here, the ice was there.

The ice was all around :

It cracked and growled and roared and howled.

Like noises in a swound.

By : Coleridge

Poem “The Ancient Mariner”

Pun : Involves a play on words based on the similarity of sounds.

A single word, between two words with different meanings.

For ex. : Thomas Hood’s

“They went and told the Sexton and the Sexton tolled the bell”.

Punning is the foundation of wit.

Different Varieties :

1. A word of expression used equivocally have two different meanings.



Ex. : I whip my daughter to make her good. (either actions or 'to feel a sharp, pain.

2. The word of expression may be used more than once in different ways.

Ex. : In cards a (1) good deal depends on good playing and good playing depends on (2) good deal.

Expression (1) A good deal much. A good deal : good distribution.

Alliteration : A figure of speech in which consonants at the beginning of words. It is common in verse generally. The use of alliteration is not restricted in poetry.

For ex. : Description of the sacred river “five miles meandering with a mazy motion”!

For ex. : Fire and flood.

Thick and thin.

Antithesis : A figure of speech characterized by contrastive words, sentences, ideas or balancing one term against another for impressiveness and emphasis.

For ex. : “Man proposes, God disposes”

Antithetical Structure

Antithetical Structure --- Not only an opposition of ideas – But – The opposition in various parts through grammatical structure.

In prose we can define it by Samuel Johnson’s Rasselas

Ex. : Marriage has many pains, but celibacy has no pleasures.”

Personification : It is a figure of speech in which in animate objects and qualities are spoken of, imagining them as they were humans.

For ex. : 1. Peace hath her victories.

2. Death lays his icy hands of kings.



FIGURES OF SPEECH

Metaphor

Metaphor is when there is a comparison made between two different things which share something in common.
E.g. The world is your oyster.

Metonymy

Metonymy is when a phrase is replaced with another which has a similar meaning, used to describe something in an indirect manner.
E.g. I remain loyal to the crown.

Onomatopoeia

Onomatopoeia is a word which resembles the sound it is describing.
E.g. My watch ticks loudly.

Oxymoron

Oxymoron is when two words in a phrase contradict one another.
E.g. The girl next door is pretty ugly.

Paradox

Paradox is a statement which contradicts itself.
E.g. Deep down Anna is really shallow.

Personification

Personification is when an object which is not alive is given human qualities.
E.g. My car is a real beauty.

Pun

A pun is a play on words, it uses a word to give a different sense to the sentence and add a double meaning.
E.g. An egg for breakfast is not easy to beat.

Simile

Simile is a phrase which compares something to something else using the words like or as.
E.g. Her hair was as golden as the sun.

Synecdoche

Synecdoche is a statement in which only part of something is expressed to relate to the whole.
E.g. He has just got some new wheel.

Understatement

Understatement is a statement which is made to be less important than what is actually being conveyed.
E.g. I only have two million dollars.

2

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Figures of speech are linguistic devices used to add depth, vividness, and imagery to language. They are often employed in literature, poetry, rhetoric, and everyday speech to convey meaning in a more imaginative or impactful way. Here's a detailed analysis of some common figures of speech along with examples:

1. Simile:



- **Definition:** A comparison between two unlike things using "like" or "as."
- **Example:** "Her eyes sparkled like diamonds."

2. Metaphor:

- **Definition:** A direct comparison between two unlike things, suggesting that one thing is another.
- **Example:** "The world is a stage."

3. Personification:

- **Definition:** Assigning human characteristics or attributes to non-human entities.
- **Example:** "The wind whispered through the trees."

4. Hyperbole:

- **Definition:** Exaggerated statements or claims not meant to be taken literally.
- **Example:** "I've told you a million times."

5. Onomatopoeia:

- **Definition:** Words that imitate the sound they represent.
- **Example:** "Buzz," "Boom," "Sizzle"

6. Alliteration:

- **Definition:** Repetition of initial consonant sounds in neighboring words.
- **Example:** "Peter Piper picked a peck of pickled peppers."

7. Assonance:

- **Definition:** Repetition of vowel sounds in neighboring words.
- **Example:** "The rain in Spain falls mainly on the plain."

8. Consonance:

- **Definition:** Repetition of consonant sounds in neighboring words, but not necessarily at the beginning of the words.
- **Example:** "Mike likes his bike."

9. Oxymoron:



- **Definition:** A figure of speech in which two contradictory terms are combined.
- **Example:** "Deafening silence," "Jumbo shrimp"

10. Irony:

- **Definition:** A contrast between expectation and reality, often with a humorous or sarcastic undertone.
- **Example:** A fire station burns down.

11. Paradox:

- **Definition:** A statement that seems self-contradictory but may express a deeper truth.
- **Example:** "Less is more."

12. Euphemism:

- **Definition:** Substitution of a mild, indirect, or vague term for a harsh or blunt one.
- **Example:** "He passed away" instead of "He died."

13. Allusion:

- **Definition:** A reference to a well-known person, place, event, literary work, or work of art.
- **Example:** "She had the Midas touch."

14. Synecdoche:

- **Definition:** A figure of speech in which a part is used to represent the whole or the whole is used to represent a part.
- **Example:** "All hands on deck."

15. Metonymy:

- **Definition:** Substituting the name of one thing with something closely associated with it.
- **Example:** "The White House issued a statement."

These figures of speech can enhance writing and communication by adding layers of meaning, creating imagery, and engaging the audience's emotions and senses.



Sure, here are some long-answer type questions about figures of speech, each broken down into pointwise responses:

1. What is a figure of speech, and why are they used?

- **Definition:** Figures of speech are linguistic devices or patterns used to enhance the meaning, imagery, and impact of language.

Purpose:

- They add depth and vividness to writing, making it more engaging and memorable.
- Figures of speech help convey complex ideas or emotions in a more accessible and imaginative way.
- They create imagery, evoke emotions, and stimulate the senses, making the language more powerful and evocative.

2. Discuss the difference between simile and metaphor with examples.

Simile:

- **Definition:** A comparison between two unlike things using "like" or "as."
- **Example:** "Her smile was as bright as the sun."

Metaphor:

- **Definition:** A direct comparison between two unlike things, suggesting that one thing is another.
- **Example:** "Time is a thief."

3. Explain the significance of personification in literature with examples.

- **Significance:** Personification assigns human attributes or qualities to non-human entities, making them more relatable and vivid.
- **Example:** "The trees danced in the wind," where trees are given the human attribute of dancing, enhancing the imagery and emotional impact of the sentence.

4. How does hyperbole contribute to literary works, and provide examples to illustrate its usage?



- **Contribution:** Hyperbole exaggerates statements for emphasis or effect, adding humor, drama, or emphasis to literary works.
- **Example:** "I'm so hungry I could eat a horse," where the exaggeration emphasizes the speaker's extreme hunger.

5. Discuss the role of alliteration in poetry and prose, providing examples to support your explanation.

- **Role:** Alliteration adds rhythm, musicality, and emphasis to language by repeating initial consonant sounds.
- **Example:** "Sally sells seashells by the seashore," where the repetition of the "s" sound creates a rhythmic and memorable quality to the sentence.

6. Explain the concept of irony and its different types, providing examples of each type.

- **Concept:** Irony involves a contrast between expectation and reality, often with unexpected or contradictory outcomes.

Types:

- **Verbal irony:** Saying one thing but meaning another, often used for sarcasm or humor. Example: "Thanks for the ticket, officer. You just made my day."
- **Situational irony:** A situation where the outcome is contrary to what was expected or intended. Example: A fire station burns down.
- **Dramatic irony:** When the audience knows something that the characters in the story do not, leading to tension or suspense. Example: In a horror movie, the audience knows the killer is hiding in the closet, but the character does not.

7. Discuss the significance of allusion in literature, providing examples of how it enhances meaning and depth in writing.

- **Significance:** Allusion references well-known people, places, events, or works of literature, enriching the text with additional layers of meaning and cultural resonance.
- **Example:** "She had the wisdom of Solomon," where the allusion to Solomon, known for his wisdom in biblical literature, emphasizes the character's intelligence and insight.



8. Explain how synecdoche and metonymy function in language, providing examples to illustrate their usage.

Function:

- **Synecdoche:** A part of something is used to represent the whole or the whole represents a part.
- **Example:** "All hands on deck," where "hands" represent the entire crew.
- **Metonymy:** Substituting the name of one thing with something closely associated with it.
- **Example:** "The pen is mightier than the sword," where "pen" refers to writing and "sword" to military force, emphasizing the power of words over violence.

9. Discuss the impact of oxymoron on language and literature, providing examples to illustrate its usage.

- **Impact:** Oxymoron combines contradictory terms to create a vivid or paradoxical image, adding complexity and depth to language.
- **Example:** "Bittersweet," where the contradictory terms "bitter" and "sweet" evoke mixed emotions or conflicting feelings.

These questions and answers provide a comprehensive overview of various figures of speech, their functions, and examples of their usage in literature and language.

Summary

Figures of speech are rhetorical devices used to enhance language and communication by deviating from literal meaning. They serve various purposes, including creating imagery, conveying emotions, and adding depth to text. Common examples include simile, metaphor, personification, hyperbole, alliteration, onomatopoeia, oxymoron, irony, metonymy, and synecdoche. Each figure of speech has its own unique function and impact on the reader or listener, contributing to the overall effectiveness and aesthetic appeal of literary works and speeches.

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Chapter 2	Critical Appreciation of Poetry and Prose

Lesson Structure

- 2.0 Learning Objectives
- 2.1 Introduction
- 2.2 Main Body of the Text
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A case for critical analysis

Conscious efforts made to sharpen one's natural abilities through reading and practical criticism are always useful. Bacon said 'Natural abilities are like natural plants, they need pruning by study.'

The solemn aim of literary criticism, foster natural abilities and to make the reading of literature an exploration. It awakens, arouses, and extends our interests. It enables us to experience rare insights that are embedded into literature and enjoy creative works, better enjoy life and better endure it.



Poetry is an art, a verbal artifact, where art and craft are indivisible, it employs all those basic verbal techniques – imagery, sound patterns, word-texture, structure and design. The aim of critical analysis is to reveal such artistic skill and cunning as constitutes the poet's workmanship.

A poem is both its theme and techniques, any critical reading of a poem must pay attention to both these aspects to obtain fuller understanding of the text. The present exercise in teaching critical appreciation concentrates on explicating the various aspects of poetic texts that need be paid attention.

Themes :

A critical appreciation of a poem seeks to consider and examine the various elements of poetic form and poetic function. The two are interrelated. Through poetry, the poet transmits his perceptions about life, about human nature, about truth through the medium of language.

The themes of poetry are eternal; “for fine poetry never deals with any thoughts, sensations or emotions that we haven't felt in some degree. A new poetic technique may block our perception of this until the unfamiliar form is understood; the result sets a new vision of old truth or old mystery.”

The eternal themes of poetry have been time, death, pain, loss, love, frustration, loneliness, quest for wholeness, unlooked for release and peace.

The greatness of the poet's is that they have turned inside out the truths that characterize God's universe. Poets have shared, for example, the truth of human limitations, but have articulated different poetic responses to this theme. It is exciting to note how the three poets writing at various points of time have embodied the theme of impermanence and transiency into different words.

And here face down beneath the sun

And here upon earth's noonward height

To feel the always coming on

The always rising of the night.

The passage is an embodiment of irony and paradox which intensifies the theme of human transiency. The poet is lying on the midday sunshine : ‘the sun’ and ‘the noonward height’, yet paradoxically, he is aware not of light and warmth around him, but of darkness of death, of ‘the always rising of the night’. Unlike an ordinary human being, whose awareness may be fixed on the light and warmth in the afternoon, the poet's perception moves ahead to the terminal point of night fall.



Philip Larkin of our own age, embodies the same theme in his own artistic terms, expressing his own typically cynical attitude in “next please”.

Only one ship is seeking us, a black
Sailed, unfamiliar, towing at her back
A huge and birdless silence. In her wake
No waters breed or break.

The poem expresses the poet’s painful awareness of the inevitability of death in negative, morbid but concrete terms : ‘a black/sailed’, ‘unfamiliar’, ‘A huge and birdless silence’ ‘no waters breed or break’. The attitude held to the reality of mortality is bleak and pusillanimous as compared to the neutral one held by Macleish and Marvell.

James Shirley in “Death the Leveller” transmutes truisms into sheer poetry of power and appeal :

The glories of our blood and state
Are shadows, not substantial things;
There is no armour against fate;
Death lays its icy hand on kings:
Sceptre and crown
Must tumble down

Shirley makes death an actuality through concrete images – ‘a black/sailed ship’ or ‘icy hand’, how Shirley, unlike Larkin, forces into the end moral conclusion.

Imagery :

In a literary work, imagery comprise the set of images that it uses. Images are conveyed by figurative language as in metaphor, simile, synecdoche, onomatopoeia, metonymy personification. An image may have appeal to various senses and to perception.

Metaphor :



Relating to poetic language Robert Frost wrote in “The Constant Symbol” that there are many other things I have found myself saying about poetry. Frost is using metaphor as a blanket term for imagery which can be further divided into simile, image and symbol. Frost’s understanding of metaphor also implies that it is comparison, an analogy between two things, apparently dissimilar but concealing in it a similarity which the imaginative eye of the poet has perceived so well. So a metaphor or any image objects or ideas which are not ordinarily compared or comparable.

A metaphor or a simile has which is either familiar or can be made precisely identifiable. Shakespear’s Sonnet 116 “True Love”.

O, no! it is an ever-fix’d mark
That looks on tempests and is never shaken;
It is the start to every wandering bark,
Whose worth’s unknown, although his height be taken.
Love’s not time’s fool, though rosy lips and cheeks
Within his bending sickle’s compass come;

We have a metaphor. True love (it) is compared to ‘an every-fixed mark which serves as a referent. In the ever moving sea, the only fixed mark is the lighthouse. It is constant, it is steadfast, it defies the tides of the sea.

In the lines ‘Love’s not Time’s fool, we have a metaphor, in the form of personification : the attribution of human qualities to inanimate objects.

Simile :

And what is love? Misunderstanding, pain,
Delusion or retreat? It is in truth
Like an old brandy after a long rain,
Distinguished, and familiar, and aloof.

Love is compared to brandy. It is pertaining to taste in which love’s feeling is compared to the distinguished taste of an old brandy, sipped after a long rain, image is a simile.



A more condensed simile is used to build a desired image in the opening lines of G.M. Hopkins's poem "God's Grandeur".

The World is charged with the grandeur of God.

It will flame out, like shining from shook foil;

The referent in the simile 'Like shining from shook foil' has an immediate appeal to the sense of sight. It is an example of a visual image. The comparison of the brilliance ensuing from the shaking of a thin sheet of beaten silver to God's grandeur produces an image. Hopkins sees the grandeur of God in every created thing. The shimmering reflections from a shaken piece of foil represent to him God's magnificence.

Symbol :

A symbol is an evocative kind of image. The use of symbols, is more elusive – words and images may be overloaded to the poet, a physical thing symbolizes a whole cluster of thoughts and emotions which surround it in his own mind. A rose, as a symbol of beauty, William Blake chooses instead to invoke a sick rose, a worm-eaten rose to function as his symbol to evoke a particular emotional and moral meaning.

In this context, rose, a physical object, becomes a symbol that combines an image with a concept, an abstract idea of life, and the sick rose symbolizes the slow decay. If read on the surface, this short poem is about a flower and garden pest – a rose and a worm. But the verbal pattern around them conveys at once that they stand for something else, that the real intent is symbolic. The poem transcends the obvious, that is, the garden and the pest, and the rose, the invisible worm, and the situation invoked between them symbolizes an inner drama that has nothing to do with a flower garden.

The use of 'he' and 'thy' further specifies this order in human affairs – may it be love or any other – 'thy bed of crimson joy' is surrounded by hostile forces – of sin, guilt, death – who are out to slowly 'destroy' its richness and vitality. The evil force is not named, it is 'invisible' and 'secret', adding to the atmosphere of mystery.

Metre and Rhythm :

Rhythm is as integral to the poet's craft as theme and imagery. A matter of belief in order to succeed, a poem must appeal first to the ear, then to the intellect.

**Alliteration, Consonance, Assonance :**

Alliteration known as initial rhyme is the repetition of the same consonant sound in the beginning of words or stressed syllables.

Coleridge's description of the sacred river Alph in "Kubla Khan" is sonorously alliterative :
'Five miles meandering with mazy motion.

Consonance is another device used for rhythmical effect. It is the repetition of the same/similar consonant sound W.H. Auden's love song "Lay your sleeping head...." illustrate the use of consonance:

Lay your sleeping head, my love,
Human on my faithless arm

Assonance is regarded as a counter-part to consonance as a sound device known as a vocalic rhyme. It occurs when a vowel sound is repeated in the stressed syllables of neighbouring words.

Rhyme :

Similar to these traditional sound devices, in this we focus on metre and rhyme. Rhyme is the identity of sound between syllables, usually at the end of verse lines :

Woods are lovely, dark and deep,
But I have promises to keep
And miles to go before I sleep
And miles to go before I sleep

Metre : Metre is the pattern of measured sound-units recurring more or less regularly in lines of verse.

In English verse, metre is based on stress rather than quantity i.e. a sequence of long and short syllables counted in groups.

The length of a material line is expressed in terms of the total number of feet it contains. A foot is comprised of two syllables which may be arranged in a number of patterns. A dimetre has two feet (four syllables), a trimetre three (six syllables), a tetrameter four, a pentameter five, a hexameter six, a septametre seven, and an octometre eight feet. For example, the following line from Dryden contains five feet (ten syllables) with an accentual pattern – one unstressed syllable (X) followed by one stressed syllable (/) :



And doom'd to death, though fated not to die.

Called iambic pentameter. An iamb is a metrical foot comprising two syllables, one unstressed followed by one stressed, pentameter contains five metrical feet.

For oft/, when on/my couch/I lie/

In Va/cant or/in pen/sive mood/,

They flash/upon/, that in/ward eye/

Which is/the bliss/of so/litude/:

And then/my heard/with plea/sure fills/

And dan/ces with/the da/ffodils./

In the lines above from “Daffodils”. Wordsworth using regular rhyme and metre. Each line consists of eight syllables i.e. four metrical feet. The metre the lines use is tetrameter. unstressed syllable (x) is followed by a stressed syllable (/), forming an iambic pattern. The lines are a fine example of iambic tetrameter. The rhyme scheme used is also regular. The rhyme scheme thus is ab ab cc.

Free Verse :

William Carlos Williams’ “Red Wheelbarrow” seems to suggest.

So much depends

Upon

a red wheel

barrow

glazed with rain

water

besides the white chickens

There is no metre, no rhyme, no repeated rhythmic patterns. The lines just run straight on. They are free verse.

Guided Writing :



One day I wrote her name upon the strand;
But came the waves, and washed it away;
Again I wrote it, with a second hand;
But came the tide, and made my pains his prey;
Vain man, said she, that dost in vain assay
A mortal thing so to immortalize
For I myself shall like to this decay,
And eke my name be wiped out likewise.
Not so, quoth I, let base things devise
To die in dust, but you shall live by fame;
My verse your virtues rare shall eternize,
And in the heavens write your glorious name.
Where, when as death shall all the world subdue,
Our love shall live, and later life renew.

Form : This is a sonnet by Spenser. Work out its stanzaic pattern and rhyme scheme according to Spenserian sonnet.

Theme : First four lines set up a tension between human act of writing the name upon the strand and waves washing it off. The next four lines obtain the poet an understanding that man is mortal and so are all his acts. The next six lines point to the immortality of art. They will die but their love will live forever through this poem.

Imagery : There are no clear images here. The language is suggestive. Writing of the beloved's name on the strand is suggestive of human act. Finally, the poem becomes a metaphor for art, which is immortal.

Metre and Rhythm : The lines are written in iambic pentameter. Instances of consonance, alliteration and assonance.



Our two souls therefore, which are one,
Though I must go, endure not yet
A breach, but an expansion,
Like gold to airy thinness beat,
If they be two, they are two so
As stiff twin compasses are two,
Thy soul the fixed foot, makes no show
To move, but doth, if th' other do
And though it in the center sit,
Yet when the other far doth roam,
It leans, and hearkens after it.
And grows erect, as that comes home.
Such wilt thou be to me, who must
Like th' other foot, obliquely run;
Thy firmness makes my circle just,
And makes me end, where I begun.

Form : These are lines from Donne's lyric "A Valediction : Forbidding Mourning".

Theme : The poet advises his love to stop mourning their temporary separation two souls'.

Imagery : Donne uses a metaphysical conceit the bond between husband and wife is compared to the two legs of a compass.

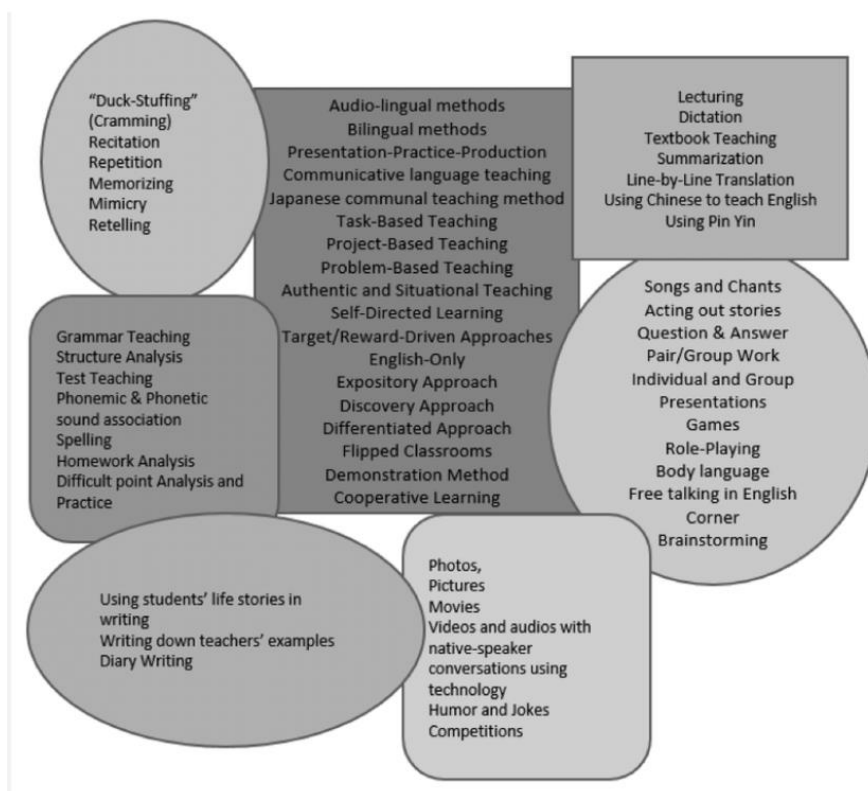
Rhythm and Metre : The lines use consonance and assonance as in 'As in stiff twin compasses are two', 'And though it in the centre sit'.

The sea of faith

Was once, two, at the full, and round earth's shore



Lay like the folds of a bright girdle furled.
 But now I only hear.
 Its melancholy, long, withdrawing roar,
 Retreating, to the breath
 Of the night-wind, down the vast edges drear
 And naked shingles of the world.
 Ah, love, let us be true
 To one another! for the world, which seems
 To lie before us like a land of dreams.



8

Form : These are the concluding stanzas of Arnold's "Dover Beach", the tone is melancholy gives it an elegiac note.

Theme : The poem is about the loss of faith, life's security and the consequent disturbing insecurity in life in general.



Imagery : The poem is rich in imagery. The Sea of Faith – faith is like a vast, sure, deep sea. The world without faith is presented in a simile : it lies ‘before us like a land of dreams’. This is reinforced by the final image depicting the human world without faith as ‘a darkling plain’ ‘where ignorant armies clash by night’ – a picture of frightening world.

Metre and Rhythm : The abundant use of consonance and assonance. The metre is irregular and free monosyllabic sure withdrawing repetitive use of ‘so’ and ‘nor’.

She dwelt among the untrodden ways
Beside the springs of Dove,
A maid whom there were none to praise
And very few to love
A violet by a mossy stone
Half hidden from the eye!
Fair as a star, when only one
Is shining in the sky.
She lived unknown, and few could know
When Lucy ceased to be :
But she is in her grave, and, oh,
The difference to me!

Cruelty has a human heart,
And Jealousy a human face;
Terror the human form divine,
And Secrecy the human dress.
The human dress is forged iron,
The human form a fiery forge,
The human face a furnace seal'd,



The human heart its hungry gorge.

The world is too much with us; late and soon
Getting and spending, we lay waste our powers :
Little we see in Nature that is ours;
We have given our hearts away, a sordid boon!
This sea that bares her bosom to the moon;
The winds that will be howling at all hours,
And are up-gathered now like sleeping flowers;
For this, for everything, we are out of tune;
It moves us not-great God! I'd rather be
A Pagan suckled in a creed outworn;
So might I, standing on this pleasant lea,
Have glimpses that would make me less forlorn;
Have sight of Proteus rising from the sea;
Or hear old Triton blow his wreathed horn.

Tears, idle tears, I know not what they mean,
Tears from the depth of some divine despair
Rise in the heart, and gather to the eyes,
In looking on the happy autumn-fields
And thinking of the days that are no more
Fresh as the first beam glittering on a sail,
That brings our friends up from the underworld,
Sad as the last which reddens over one



That sinks with all we love below the verge,
So sad, so fresh, the days that are no more
Ah, sad and strange as in dark summer dawns
The earliest pipe of half-awakened birds
To dying ears, when unto dying eyes
The casement slowly grows a glimmering square,
So sad, so strange, the days that are no more
Dear as remembered kisses after death,
And sweet as those by hopeless fancy feigned
On lips that are for others, deep as love,
Deep as first love, and wild with all regret,
O Death in Life, the days that are no more

The world is charged with the grandeur of God,
It will flame out, like shining from shook foil,
It gathers to a greatness, like the ooze of oil
Crushed Why do men then now not reckon his rod
Generations have trod, have trod, have trod,
And all is seared with trade, bleared, smeared with toil,
And wears man's smudge and shares man's smell the soil
Is bare now, nor can foot feel, being shod
And for all this, nature is never spent,
There lives the dearest freshness deep down things
And though the last lights off the black West went
Oh, morning, at the brown brink eastward, springs-



Because the Holy Ghost over the bent
World broods with warm breast and with ah! bright wings.

Out of the wood of thoughts that grows by night
To be cut down by the sharp axe of light,
Out of the night, two cocks together crow,
Cleaving the darkness with a silver blow;
And bright before my eyes twin trumpeters stand,
Heralds of splendor, one at either hand,
Each facing each as in a coat of arms :
The milkers lace their boot up at the farms.

When you are old and grey and full of sleep,
And nodding by the fire, take down this book,
And slowly read, and dream of the soft look
Your eyes had once, and of their shadows deep;
How many loved your moments of glad grace,
And loved your beauty with love false or true,
But one man loved the pilgrim soul in you,
And loved the sorrows of your changing face;
And bending down beside the glowing bars,
Murmur, a little sadly, how love fled
And paced upon the mountains overhead
And hid his face amid a crowd of stars.



Whose woods these are I think I know,
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.
My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.
He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.
The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

The apes yawn and adore their fleas in the sun.
The parrots shriek as if they were on fire, or strut
Like cheap tarts to attract the stroller with the nut.
Fatigued with indolence, tiger and lion.
Lie still as the sun. The boa-constrictor's coil
Is a fossil. Cage after cage seems empty, or S
Stinks of sleepers from the breathing straw.
It might be painted on a nursery wall.



But who runs like the rest past these arrives
At a cage where the crowd stands, stares, mesmerized,
As a child at a dream, at a jaguar hurrying enraged
Through prison darkness after the drills of his eyes
On a short fierce fuse. Not in boredom –
The eye satisfied to be blind in fire,
By the bang of blood in the brain deaf the ear –
He spins from the bars, but there's no cage to him
More than to the visionary his cell :
His stride is wilderness of freedom :

May my heart always be open to little
birds who are the secrets of living
whatever they sing is better than to know
and if men should not hear them men are old
may my mind stroll about hungry
and fearless and thirsty and supple
and even if it's Sunday may I be wrong
for whenever men are right they are not young
and may myself do nothing usefully
and love yourself so more than truly
there's never been quite such a fool who could fail
pulling all the sky over him with one smile



Critical Appreciation of Prose Passages :

Introduction

Critical appreciation of prose texts has been often looked upon as a curious activity, reading of prose is smoother, and requires less rigour than a poem does.

The work of prose is a creative effort to encode a certain meaning or theme through the medium of language. In order to decode the message, the reader's mind employs the same strategies as it does vis-à-vis a poem : Retrieve the message analyse them, and the style in which they are presented, for perusal and pleasure. Prose writers, like the poets, have themes to communicate, and they have forms to achieve. The chief distinction is that whereas a poem by itself is a coherent whole, a prose passage is a random extract culled from a novel or an essay.



In order to be able to attempt a critical appreciation of a prose passage. It is essential to know the various kinds of prose writings, their styles and their other related linguistic features. There are three kinds of prose writings – descriptive, narrative and reflective or dialectical.

Descriptive writings :

A descriptive passage is one that describes places, persons, things, situations or their qualities. Through the details the writers are able to present pictures; they use them to express their personal feelings – their likings and dislikings, such passages are personal and subjective in style.

I

The car ploughed uphill through the long squalid straggle of Tavershall, the blackened brick dwellings, black slate, roofs glistening their sharp edges, the mud black with coal-dust, the pavements wet and black. It was as if dismalness had soaked through and through everything. The utter negation of natural beauty, the utter negation of the gladness of life, the utter absence of the instinct for shapely beauty which every bird and beast has, the utter death of the human intuitive faculty was appalling. The stacks of soap in the grocers shops, the rhubarb and lemons in the greengrocers! the awful hats in the milliners! all went by ugly, ugly, ugly, followed by the plaster and gilt horror of the cinema with its wet picture announcements, A Woman's Love, and the new big Primitive chapel, primitive enough in its stark brick and big panes of greenish and raspberry glass in the windows. The Wesleyan chapel, higher up, was of blackened brick and stood behind iron railings and blackened shrubs. The congregational chapel, which thought itself superior, was built of rusticated sandstone and had a steeple, not a very high one. Just beyond were the new school buildings, expensive pink brick, and graveled playground inside iron railings, all very imposing, and mixing the suggestion of chapel and a prison.

The passage by Lawrence is descriptive, the style is highly subjective and personal. The writer gives free play of the place and the people.

The passage describes a place, called Tavershall. The very opening is figurative – the slow difficult pace of the car uphill is described as 'ploughing'. The abundance of alliteration and consonance creates a distinctive rhythm of poetry. The repetition of 'black' throughout, and the 'utter negation....' intensify the effect further. The personification of the church towards the end adds to the literariness of language and style.



Tavershall, as the description yields, is a squalid and ugly suburb, where each house is built by blackened bricks and slate. The writer draws a picture of the surroundings, which impress upon him a sense of irritating despair, he lets loose his personal impression in a scathing language. It was as dismalness had soaked through and through everything'. 'The utter negation of beauty, the utter negation of gladness of life, the utter absence of the instinct for shapely beauty, and so on' all help him paint a gloomy picture. The irony in A Woman's Love, the picture running at local cinema, heightens the horror of the place and the people in the description of the chapels, reveal social snobbery, and the school being constructed in the likeness of a prison.

The passage is personal in style. The adjectives describe the place are as expressive of his own sense. The aim of the writer invite the reader and share directly his own impressions and sensations. The use of repetition, and irony very effective.

Narrative Writing :

A narrative passage is one that tells some true or connected sequence of events, recounted by a narrator to a narrate. It is a narration of events arranged in a particular order. The narrative may be presented in a first person or a third person account, in a personal and subjective style. The passage from Khushwant Singh's Train to Pakistan is clearly narrative in its form.

One heavy night in August of that year, five man emerged from a keekar grove not far from Mano Majra, and moved silently toward the river. They were dacoits, or professional robbers, and all but one of them were armed. Two of the armed men carried spears. The others had carbines slung over their shoulders. The fifth man carried a chromium-plated electric torch. When they came to the embankment, he flicked the torch alight. Then he grunted and snapped it off.

"We will wait here," he said.

He dropped down on the sand. The others crouched around him, leaning on their weapons. The man with the torch looked at one of the spearmen.

"You have the bangles for Jugga?"

"Yes, A dozen of red and blue glass. They would please any village wench."

"They will not please Jugga," one of the gunmen said.



The leader laughed. He tossed the torch in the air and caught it. He laughed again and raised the torch to his mouth and touched the switch. His cheeks glowed pink from the light inside.

“Jugga could give the bangles to that weaver’s daughter of his,” the other spearman said. “They would look well with those large gazelle eyes and the little mango breasts. What is her name?” The leader turned off the torch and took it from his mouth. “Nooran”, he said.

The given prose passage is a fine specimen of a narrative kind. It narrates an incident or a part of it in a simple, lucid manner. The narrative is a third person account by the narrator. The names of the place and characters evoke the context of an Indian village.

The passage narrates how one ‘heavy’ night in August, five men emerged from a keekar row, and they were decoits. They were carrying deadly arms. One of them led others with a torch. The narrator, who is an omniscient, then records their dialogue on the subject of bangles. As the conversation proceeds, we come to know about the weaver’s daughter, with gazelle (large, gentle) eyes and little mango breasts. Her name is ‘Nooran’.

The narrative is very vivid; the night, the keekar grove, and the river depict a perfect hide out for dacoits. Their arms are so vividly noted as if the narrator himself had been there at the sight. They add a literary flavor to the account. The beauty of the girl arouses passions in advance.

The language is precise and apt, the use of the word keekar authenticates the context and adds realism to the narrative.

II

I set off for the village, where I found to my great mortification, that no person would admit me into his house. I was regarded with astonishment and fear, and was obliged to sit all day without victuals, in the shade of a tree; and the night threatened to be very uncomfortable, for the wind rose, and there was great appearance of heavy rain; and the wild beasts are so very numerous in the neighbourhood, that I should have been under the necessity of climbing up the tree and resting among the branches. About sunset, however, as I was preparing to pass the night in this manner and had turned my horse loose, that he might graze at liberty, a woman, returning from the labours of the field, stopped to observe me, and perceiving that I was weary and dejected, inquired into my situation, which I briefly explained to her, where upon, with looks of great compassion, she took up my saddle and bridle, and



told me to follow her. Having conducted me into her hut, she lighted up a lamp, spread a mat on the floor, and told me I might remain there for the night. Finding that I was very hungry, she said she would procure me something to eat. She accordingly went out and returned in a short time with a very fine fish which having caused to be half-broiled upon some embers, she gave me for supper. The rites of hospitality being thus performed towards a stranger in distress, my worthy benefactress (pointing to the mat, and telling me I might sleep there without apprehension) called to the female part of her family, who had stood gazing on me all the while in fixed astonishment, to resume their task of spinning cotton; in which they continued to employ themselves great part of the night. They lightened their labour by songs, one of which was composed extempore; for I was myself the subject of it.

The given passage makes an interesting reading, it is a clear narrative intensely personal style. The narrative is a first person account. The structure of sentences, is complex and involved.

The narrator recalls an event of the past, the use of past tense is very appropriate. He recounts how once he reached a village, which was quite inhospitable to him so that he had to spend the day without much food. The rising winds, the feared rain, the fear of wild beasts force him to spend the night on tree top. But luck came to his rescue when a girl, returning from farm work showed compassion and took him along to her hut. He speaks admiringly about their contented ways of life-they lightened their toil by singing. The passage expresses his varied feelings in a direct manner.

The narrative proceeds naturally and easily. A true account of his own feelings, hardships suffering ('to my mortification', 'astonishment and fear', his discomfort, his fears'), and of their gentleness ('my worthy benefactress', looks of great compassion, her hospitality, and their ungrudging acceptance of the stranger guest) is quite expressive of his own modesty and gentle attitude.

The passage, confronts the readers with some complex language. The sentences are inordinately long and complex. All sentences except the 9th, have a number of clauses within, mostly amplified by participle phrases – perceiving that, having conducted and 'finding that I was....' of this the passage is not dull; on the contrary it makes a smooth reading, uninterrupted by any digressions or pomposity.

Reflective Writing :

Reflective writing comprises a discussion or critical argument on a given topic or problem. It seeks to examine and explore some aspect or various aspects of a problematic subject. The style



involved in reflective passages may be subjective or objective, depending upon the subject, the writer's attitude to it, and his underlying intention.

III

I would not be understood that, while I discard this monstrous invention. I am an enemy to the proper ornaments of the fair sex. On the contrary, as the hand of Nature has poured on them such a profusion of charms and graces, and set them into the world more amiable and finished than the rest of her works; so I would have them bestow upon themselves all the additional beauties that are can supply them with, provided it does not interfere with, disguise, or pervert those of Nature.

I consider woman as a beautiful animal that may be adorned with furs and feathers, pearls and diamonds, ores and silks. The lynx shall cast its skin at her feet to make her a tippet; the peacock, parrot, and wan shall pay contributions to her muff; the sea shall be searched for shells, and the rocks for gems; and every part of nature furnish out its share towards the embellishment of a creature that is the most consummate work of it. All this I shall indulge them in; but as for the petticoat I have been speaking of, I neither can nor will allow it.

The passage under consideration is from Joseph Addison's "Judgement on the Petticoat" it is an argument against any attempt to artificially adorn a naturally beautiful woman by a petticoat. He argues against this 'monstrous invention'. The argument is persuasive rather than offending. The writer first admits a point : 'I am (not) an enemy to the proper ornaments of the fair sex.' Then he deftly counters it : 'on the contrary, as the hand of Nature....' Then, he convinces that the others' argument is allowed 'provided it does not'. Finally, he passes his own judgement in the tone of an arbiter : 'I consider woman.....'

The satire becomes clear when he calls woman 'a beautiful romantic animal'. Even when his argument seems to favour the decking of woman by the treasures of nature, he punctures it by calling her "the most consummate work of nature". He clinches the argument against the petticoat'. Therein lies the mild, gentle irony.

The language of the passage is simple, and the style balanced. Although the tone is predominantly subjective. The style is, forceful. The long sentences and the involved phrases very well carry the oratory and the satiric intention of the writer.



IV

I lay it down as a maxim, that for a family to be happy, they must be supplied with food and raiment. It is a sorry effort that people make to persuade others or to persuade themselves, that they can be happy in a state of want of the necessities of life. The doctrines which fanaticism preaches, and which teaches men to be content with poverty, have a very pernicious tendency, and are calculated to favour tyrants by giving them passive slaves. To live well, to enjoy all things that make life pleasant, is the right of every man who constantly uses his strength judiciously and lawfully. It is to blaspheme God to suppose that he created men to be miserable, to hunger, thirst, and perish with cold, in the midst of that abundance which is the fruit of their own labour. Instead, therefore, of applauding 'happy poverty', which applauding is so much the fashion of the present day, I despise the man that is poor and contented; for such is a certain proof of a base disposition, a disposition which is the enemy of all industry, all exertion, all love of independence.

The prose passage for critical appreciation by William Cobbett. It challenges the age old beliefs about poverty and contentment. The language, is strong and defiant. The writer presents his convictions in hard-hitting rhetoric rather than in persuasive dialectic. The tone is forthright and subjective, yet the appeal is universal. The writer begins by affirming that a family can be happy only when it has secured the basic needs of life. He speaks indignantly those doctrines that preach people to accept poverty as divine will and be content with it. Anyone who toils honestly and lawfully has a right to enjoy the fruit. He even calls it blasphemy to God to suppose that God had created men to be poor and miserable. He despises the man who is content to be poor. Such a tendency is self-destructive; it is the enemy of all labour, and all love of independence.

The style is marked by vigour and affirmation. The coherence is lacking. The word 'fanaticism', 'tyrants', 'pernicious'. 'blasphemy', and 'base disposition', are examples of downright.

The repetitive structure in 'to live well, to enjoy all things....', 'that he created men to be miserable, to hunger, thirst, perish, sharpens his rhetoric. The last sentence seems to sum up the previous points, and the use of word 'therefore' seems to logically conclude the issue. But actually there is no logic. Everything in the passage is directed towards hammering home a point, and it succeeds well in this.

For Further Practice :



Given below are a variety of prose passages to give the students further practice. The ideas and points should be noted down and later developed into complete essays, which will sure train their minds to form ideas and compose them.

V

To a large extent circumstances and world happenings control our lives today. You are tied up in Switzerland and cannot easily get away. The barriers that confine me are much narrower. We shall put up with these temporary impediments and mishaps without being affected by them too much. Anyway, my life is on the wane, though it may take an unconscionable time about it. Yours is to come. Each generation has to solve its own problems, and that perhaps applies far more today, in this fast changing world, than ever before. For a passing generation to impose itself on a new one is bad. Yet we are always doing it, consciously sometimes, unconsciously most of the time. I have no doubt that I do it. And yet I do not want to and I would like you to help me in this. Do not therefore consider me, or what you may think are my wishes in anything, as a burden and an obstacle in your way. I have almost ceased to have any wishes about others, individually considered, though I have these wishes for large impersonal objects. I have learnt from experience that I am not wise enough to advise others. I find difficulty in deciding many questions for myself; how can I decide for others, even though they are dear to me?

VI

Liza, with blushing face and downcast eyes, pretended to be all absorbed in the pouring out of the tea, for she was afraid to look at the officers when they came into the room. Anna Fyodorovna, on the contrary, jumped to her feet and made a little curtsy, and without taking her eyes off the count's face, spoke incessantly, telling him how like his father he was, introducing her daughter, offering him tea, jam, and country fruit-paste. The cornet was so modest in appearance that no one paid the least attention to him, for which he was duly grateful since it gave him an opportunity to study, as far as that was decent, every detail of Liza's beauty, which he was evidently quite struck by. The uncle sat waiting for his sister to finish speaking to the count, hardly able to restrain himself, so anxious was he to give his reminiscences of life in the cavalry. The count lighted a cigar that was so strong that Liza could hardly keep from coughing. He was very loquacious and courteous, at first inserting a word now and then in the stream of Anna Fyodorovna's talk, later holding forth all by himself.



VII

It is a September morning washed with light. After days of mist and showers and driving rain, the sun seems like a gift, an invitation to get out and live. I drive my son Robert to his school through farm country – the first job of every school day. When you make a commitment to send your child to an expensive school, it isn't only a financial one; you sign on for hours on the road, for years of driving up and down the mountain.

But today the driving seems like a gift – to look at the shafts of morning light streaming through the trees, the dappled, shifting shadows, the mist rising off the river that inspires the twists and turns of the road's sinuous course. The quaint barns, the ropy, twisted apple trees that grow to the road's edge and drop their bounty of fruit for any taker; the flock of wild turkeys that gawk and startle at the car's sight and sound, and then stretch their scrawny necks and pick their steps from harm's way. Jigsaw-spotted dairy cows all aligned in one direction rest in green fields that roll and stretch up hillsides – so pretty I would want to take a picture were it not for the fact that I see this nearly every day.

VIII

By the time the 10:30 morning passenger train from Delhi comes in, life in Mano Majra has settled down to its dull daily routine. Men are in the fields. Women are busy with their daily chores. Children are out grazing cattle by the river. Persian wheels squeak and groan as bullocks go round and round, prodded on by curses and the jabs of goads in their hindquarters. Sparrows fly about the roofs, trailing straw in their beaks. Pyedogs seek the shade of the long mud walls. Bats settle their arguments, fold their wings, and suspend themselves in sleep.

As the midday express goes by, Mano Majra stop to rest, Men and children come home for dinner and the siesta hour. When they have eaten, the men gather in the shade of the peepul tree and sit on the wooden platforms and talk and doze. Boys ride their buffaloes into the pond, jump off their backs, and splash about in the muddy water. Girls play under the trees. Women rub clarified butter into each other's hair, pick lice from their children's heads, and discuss births, marriages and deaths.

It happened during the winter holidays. I had been given no food or drink all day long. As I learned later, this was because the groom was drunk. On that day the keeper looked into my stall, and on seeing I had not been fed he addressed a string of abuse to the absent groom and went away. When the groom and his friend brought hay to our stall on the next day I noticed he was particularly pale and



depressed, and there was something about his long back that attracted my attention and roused my sympathy. He tossed the hay through the grating angrily. I poked my head out and wanted to lay it on his shoulder, but he gave me a punch in the nose that sent me flying back. This was followed by a kick in the belly.

“Nothing would have happened if it hadn’t been for this mangy devil!” He said.

‘Why?’ asked another groom.

‘He don’t go round checking up on the count’s colts, but he looks in this own twice a day.’

IX

On a damp foggy day near the end of October of that same year, the young medical students in the anatomy class saw a man of thirty come into the room and take his place as a freshman among them. He was tall and strongly built, with dark, unruly hair and the kind of heavy, bristling moustache popular with the men of the time. His hazel eyes had a way of twinkling with ready laughter and friendship. Yet there was something also in their expression which set him apart from others in the room.

Some of the students might have recognized him as the professor who lectured on philosophy at the University. Others may have heard his sermons at the Church of St. Nicholas beside the River III, or they might have known him as the Principal of the Theological College. And those who loved music had heard him play the organ at the Bach concerts at St. William’s Church nearby.

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Subject	English
Course Code	ENG 404
Author	Dr. Pallavi
Vetter	Dr. Sunita Bhargava
Chapter 3	English Language Teaching

Lesson Structure

- 3.0 Learning Objectives**
- 3.1 Introduction**
- 3.2 Main Body of the Text**
- 3.3 Further Main Body of Text**
- 3.4 Check your progress**
- 3.5 Summary**
- 3.6 Key Words**
- 3.7 Self Assignment Questions**
- 3.8 Answer for Check your progress**
- 3.9 Reference**

Introduction :

In India, English, which started as a historico-political accident, has now become an imperative need. Now, in the wake of globalization, English has assumed the character of a world language. Rossner and Bolitho rightly observe : “An international language is a logical requirement in an area of world-wide information sharing and commercial exchange. For better or worse, the role has fallen to English. The result is that its status in education systems and settings is an extraordinary one.”



Linguists and pedagogues have felt the need for improving matters and making them more realistic. In turn, this has assigned a new responsibility to all those who are engaged in the discipline of English studies.

Needs :

Traditionally, English in India has been recognized as an important and compulsory component of curricula either as a subject of instruction or as a medium. English is accepted as a window on the world, and mastering it has become an important need. In spite of the rapid growth of translation output, there is a vast fund of information, especially in specialized fields of knowledge, which is available only in English. Therefore, acquiring adequate competence in the use of English has become a necessity.

The value of English as language of opportunity should not be underestimated. The learning and acquisition of communicative skills in English for seeking better prospects remains an important need for job-seekers. It is being increasingly felt that proper ability in use of English language is an asset, and a lack of it a handicap. All those seeking employment within and abroad now realize the need for a certain minimal level of communicative ability in English and it is visualized that the need for acquiring communicative competence in English will continue as ever, our sentiments for our mother tongue notwithstanding. The editors of a recent anthology on the subject, currents of change in English language teaching emphasize the same point when they note 'international' language is a logical requirement in an era of worldwide information – sharing and commercial exchange.

Indian constitution has granted it as the associate official language for inter-state administrative business and also for official communication between the States and the Centre. Most business and official proceedings in banks, courts, export-import trade, and international commerce in India are executed in English. It is a language of instruction in higher studies and research. It is a lingua franca between educated people all over the country.

English has always been a vehicle of interaction with the international community.

Currents of Change :

The rationale for the importance of English and its role in developing countries like India may sound detrimental to the nationalistic sentiments but it does take cognizance of the pragmatics of the situation today. The beginnings in this direction were already made by the two study groups on the



teaching of English in 1967 and 1971. The first group recommended change in the study materials from literature courses to “a course in language skills”. (P. 27), the second pleaded for an examination and review of the entire ELT situation. In their distinct ways, this forced the minds of the ELT experts – both theorists and pedagogues – to engage themselves in careful planning of the cardinal factors of education programme men, materials and methods.

Psychology of Learning :

This process of change necessitated the reshuffling of the cardinal factors of teaching / learning of English language. The entire pedagogy has so far been informed by Behavioural psychology underscoring the premise that behaviour is governed by stimulus response process. A stimulus, would elicit response naturally. A teacher would explain rules, and thereby impart knowledge.

The stimulus-response theory provided for this inactive role to the learner. Learning was more a habit forming rather than a shared experience, more a mechanical exercise rather than an organic one. The behavioural psychology of learning was supplanted by a more cognitive approach of Noam Chomsky in 1960s and 70s. It pointed out that learning was not a simple matter of habit forming. Learning was a more complex process.

Input mind output

The input could always be finite but the response was infinite. A limited number of grammatical rules, for example, could produce unlimited sentences from the mind.

This need for proper development of language skills has been further intensified by professionalism & specialization and also by fast emerging international trends in science, commerce, and technology. Rossner and Bolitho observe that “Methodologists, materials writers, and publishers in ELT now find themselves working in an international arena that is unique in the history of education.” This has indeed exercised the minds of theorists, planners, pedagogues, and practicing teachers to replenish the discipline of English language teaching by newer and more relevant strategies.

What are the Philosophical, Social and Psychological Bases of Approaches to Language Acquisition?

Ans.: We learn a language without any persons help. In the society, it comes automatically,



Why does the man only speak? All the creatures have organs of speech but only human beings can speak. Other creatures have brain also but only human species speak.

Language is learnt in the lap of mother. It means the language comes to a child when he comes in environment outside his mother's womb. This learning happens when the child comes across a certain language. All humans have an innate capability to acquire language. Children may acquire one or more first language.

Acquisition occurs passively and unconsciously through implicit learning. In other words children do not need explicit instruction to their first languages but rather seem to just pick up language in the same way they learn to roll over, crawl and walk.

The critical period is defined as the window of time, upto about the age of twelve or puberty, in which humans can acquire first language. In fact no special coaching is required for a child to learn first language.

Language acquisition is a complicated process. A complex system is involved in producing the sound of single word. Human language means that a particular action does not give a particular reaction while other creatures give particular reaction to a particular action. Children are flexible, like them language is also flexible.

Cultural, environmental, geographical, racial, regional or climatic factors have no impact on language acquisition. But a child living in any ambience, can acquire the language of that atmosphere or place.

In this way, the language acquisition is a production of speech sounds, all humans are physiologically alike.

Learning second language means learning a language that is spoken in the surrounding community, whereas learning a foreign language means learning a language that is not spoken in the surrounding community.

The term acquisition is used to refer to the gradual development of ability in a language by using it naturally in communicative situations with other who know the language. The term learning, however, applies to a more conscious process of accumulating knowledge of the features, such as vocabulary and grammar of a language.



Therefore, the second language learning is rather a question of increasing a behavioural repertoire. This implies that they can use some of the rules they already know in the production and understanding of second language. This process is called transfer. They will continue to apply the rules of their first language where new ones are required.

If the nature of the two tasks in language happens to be the same, this tendency to transfer is an advantage. It is called 'positive transfer or facilitation'. It is a fact that different language do have strong similarities.

Certain aspects of the second language are found to be more difficult to learn. Only a well-motivated learner is bound to acquire mastery of the grammatical rules of the second language, but the same cannot be said of his pronunciation.

Inductive Approach

What do you mean by Inductive method / approach? Discuss its steps / procedure in English language.

Ans. : This is an important method to teach language or a subject. Inductive and deductive are the two separate methods but for teaching English. According to Prof. Somler, "As both the feet are essential to walk, in the same way both inductive and deductive methods are necessary for scientific study." Teaching of English as the method of inquiry has its two aspects as follows :

Inductive Method : Inductive method is a procedure to prove a universal law by showing that if it is true in particular case, it is also true in other similar cases. With this method we can formulate rules, frame conclusions, make generalizations and establish connection between cause and effects.

In the word of Keynes, "Inductive method is to establish laws on the basis of examples." While adopting this method the students are required not to accept the already discovered things without knowing how it has been established.

Procedure of this method :

1. Observation of the given Material.
2. Discrimination and Analysis of differences and similarities.
3. Generalization and Abstractions.
4. Application or Verification or Testing.

**Kinds of Inductive Method :**

1. Experimental Inductive approach or method.
2. Statistical Inductive approach or method.

1. **Experimental Inductive Method :** This method is applied only in physical or natural sciences.
2. **Statistical Inductive Method :** In this method the laws and principles are formulated on the basis of statistical analysis.

Merits of Inductive Method :

1. It helps in increasing the pupil teacher contact.
2. It is a scientific method when cause and effect relationship has been proved.
3. It also helps in developing scientific attitude.
4. It enables the students how to observe and how to come at the certain conclusion.
5. Know how a particular formula has been framed.
6. It develops curiosity among the students that keep them busy till the end.
7. It is based on actual observation, thinking and experimentation.
8. It is based on 'learning by doing'.
9. It promotes permanent learning.
10. It develops self-confidence and self-reliance.
11. It develops critical thinking.
12. It develops the habit of intelligent hard work.

Demerits of Inductive Method :

1. It is time consuming and laborious method.
2. Inductive logic is not absolutely conclusive.
3. This method can be considered complete the perfect if the conclusion are verified through deductive method.

Deductive Approach

Deduction is the reverse of induction. Here the approach is confirmatory and not explanatory.



In this method, we proceed from general to particular, from abstract concentrate from the general formulae to special examples. In this method students are told to accept a generalized truth or pre-constructed formulae. Prof. Bounding calls it as knowledge from knowledge and some call it as Analysis method.

Merits of Deductive Approach :

1. It is applicable for all types of students.
2. Less Burden on the teacher.
3. Time saving.
4. It is more applicable for small children.
5. The speed and efficiency increase by the use of this method.
6. It is more useful for practical life.
7. It is more suitable at practice or application stage.

Demerits and Limitations of Deductive Approach :

1. It encourages cramming.
 2. Learning becomes temporary.
 3. It is not a psychological method.
 4. It does not help to develop scientific attitude.
 5. It is unscientific.
 6. Students get disinterested.
 7. It is not a method of discovery but a method of presentation.
 8. The relationship between teacher and pupils remains normal.
- It is a method of work and practice with average teacher.

Constructive Approach / Co-Operative Learning :

Co-operative learning means learning by the students from each other in groups. In it, students learn in collaboration with one another. They share all the information among themselves and help each other in gaining knowledge, understanding and application of the content material in their syllabus. Co-operative learning is based on the principle. "Each for all and all for each."

Definitions of Co-operative Learning :



Foyle and Lynan defined co-operative learning as a strategy involving children's participation in small group learning activities that promote interaction. **Wolfolk** defined co-operative learning as an arrangement in which students work in mixed ability groups and are rewarded on the basis of the success of the group.

Basic Assumptions of Cooperative Learning :

1. The teaching-learning process learner-centered rather than the content or teacher-centred.
2. It emphasizes social learning, in isolation.
3. It advocates an interactive teaching-learning environment.
4. It advocates group goals and individual accountability.

Principles :

1. It is not based on competition.
2. Co-operative learning is based on enhancement of social skills.
3. The ultimate aim of co-operative learning is to make everyone in the group a successful leader.
4. The teacher's role in co-operative learning.
5. Each group consists of students with different proficiency.

Organising Co-Operative Learning :

The following points should be kept in mind while organizing co-operative learning :

1. No group should disturb the other groups while they are working.
2. The students of the class should be divided into groups.
3. Every group should be provided a particular name.
4. It is the duty to assign the separate exercises.

Advantages of Co-Operative Learning :

1. It makes the pillars of language learning string.
2. It is more practical and less theoretical.
3. It helps in improving classroom results.
4. It helps the students to make psychological adjustment.
5. It provides training of leadership to one and all.
6. It creates a very conducive environment.



7. The learners are able to acquire social skills.
8. It makes everybody active in a group.

Limitations :

1. There is more stress on learning social skills.
2. Every learner is made accountable for his performance.

Multilingual Approach to Language Teaching :

Meaning : The multilingual Education, in this approach emphasizes first language first in the child taking the socio-cultural curriculum into classroom culture and then bridge to second language. Multilingual approach supports students ability to transfer the literacy skills acquired in one language to subsequent languages and that teachers can utilize in step planning processes to facilitate global literacy development.

Importance of Multilingual Approach :

1. It develops oral language patterns.
2. It builds the awareness of sounds.
3. It reinforces the phonological aspects and vocabulary.
4. It develops awareness of the languages.

Benefits :

Target language, language acquisition and literacy development.

Language teacher reflect on their existing literacy teaching methods and employ new ways of working collaboratively with classroom teachers.

New literacy resources are developed to support these integrated programs through a range of resources school leaders work with participating teachers to raise the profile and visibility of the language program by supporting the implementation of the Multilingual Literacy approach.

Teaching method and curricular materials are culturally relevant. Effective literacy instruction builds upon the literacy, language and culture. Ongoing professional development on literacy in device classrooms provides opportunities for educators to recognize and address children's literacy needs.

Nature of Language :



1. Language is learnt through conscious efforts.
2. Language is a system.
3. Language is a system of symbols, which are arbitrary and vocal.
4. Language is a skill subject. Its learning requires a lot of repetition in speaking, reading and writing.
5. Language is for communication.
6. Language is not static. It is always changing.
7. Language is habit formation.
8. Language is a powerful tool for human civilization.

Functions of Language :

1. **Expressive Function** : The expressive function is the primary function of language. It is the only medium of expression one's ideas, feelings and thoughts.
2. **Directive Function** : Language is a means of giving directions to others. It is through a language that we can give direction to others.
3. **Informative Function** : Language helps an individual in giving information to others.
4. **Communication Function** : Language provides expression to our thoughts, feelings, needs and other abstract things. Language helps a person in communicating these.
5. **Cultural Function** : Language is a part of the culture of people. It is the component of a culture as well as a central network. The content of every culture is expressible in its language. Language also preserves culture.

According to Thompson and Wyatt, there are four specific aims of teaching English :

1. To understand spoken English.
2. To speak English correctly.
3. To understand written English.
4. To write English correctly.

Listening and reading are passive or receptive skills, whereas speaking and writing are active or productive skills. The aims may be classified as those of 'reception' and 'expression'. Reception means understanding spoken and written English. Expression means speaking and writing English.



In reception we can include listening and silent reading with comprehension. In expression, we can include speaking, loud-reading and writing.

Language consists of letters, words, idioms and syntax. It is through language that we think, feel, judge and express. It is language through which the rich heritage of past passes over to the young generation.

In the words of O. Jespersen, “Language is a set of human habits, the purpose of which is to give expression to thoughts and feelings”.

Sweet defines, “Language is the expression of ideas by means of which speech sounds are combined into words, words are combined into sentences and combination of sentences gives answering to ideas and thoughts”.

Aims :

1. They express the general and broad purpose of education.
2. Aims are difficult to measure.
3. Aims have long term value.
4. Aims constitute educational planning.

Objectives :

1. They express the specific purpose of curriculum.
2. There is a fix limit of time to achieve objectives.
3. Objectives have immediate value.
4. Objectives constitute instructional and teaching planning.

English is an international language. English is the first language in U.K., U.S.A., Canada and Australia. English is a second or a foreign language in India. English is the language of international trade and industry.

English is the language of cultural give and take.

A language has three constituents : Sound, structure and vocabulary. The main problem in learning a foreign language is to master its sound system, i.e. to understand the stream of speech, to hear the distinctive sound features and to approximate their production. The second problem is to grasp the



structure of the language, i.e., the arrangement of words into sentences. The third problem is to learn the vocabulary.

There are two kinds of inductive method as :

1. Experimental Inductive approach or method.
2. Statistical Inductive approach or method.
1. **Experimental Inductive Method** : This method is applied only in physical or natural sciences.
2. **Statistical Inductive Method** : In this method the laws and principles are formulated.

Learner Centered Approaches and Methods of Teaching

What is Method?

The Dictionary defines that a method is a way of doing things. Method deals with ‘how to teach’. According to Anthony, “Method is an overall plan for the orderly presentation of language material no part of which contradicts and all of which is based upon the selected approach.”

Chamber’s Dictionary describes method as “a mode or rule of accomplishing an end : orderly procedure manner of performance.”

What is an Approach?

Approach is a component of method. There are some basic theories in language learning. First component of a method. A theory about the nature of language and its process of language learning suggest methods and techniques that can lead to effective language learning. Such a theory is termed as an ‘approach’ to language learning. An approach to language teaching involves to a certain theory about language and its learning.

The behavioural view of language learning. The cognitivists view of language learning.

The behavioural view of language learning believe that learning takes place through the process of habit formation. The behaviourists think that learners should be motivated through imitation. The cognivist believe that learning does not take place solely by imitation and repetition. For them learning is exposure to the language.

**Difference between Method and Approach :**

Point	Approach	Method
Definition	An approach is a set of assumptions regarding the nature of language teaching and learning.	Method is an overall plan for orderly presentation of language material.
Meaning	Approach is the level at which assumptions and beliefs about language are specified.	The method is the level at which theory is put into practice.
Nature	It is a procedure of education. Content-centred, objective-centred and learner-centered.	It is an abstract entity determined by content.
Purpose	To realize the goals of education.	To make effective presentation
Objective	To achieve educational objectives.	To have the memorization of facts and contents.
Components	Steps of the approach method.	Techniques of teaching.
Effectiveness	Criterion measures, qualitative as well as quantitative.	Qualitative measurement, achievement test, observation.
Examples	Evaluation approach, management approach, multi-media approach.	Lecture, question-answer, project method.

Direct Method :

Direct method is the method of teaching a foreign language through conversation, discussion and reading in the language itself, without the use of the pupil's language, without translation or without the study of formal grammar.

Direct method is also called 'Natural Method'. Its basic principles come from Germany. It is based on the philosophy that "Fluency in reading and felicity in writing follow the fluency in speech." The direct method of teaching is the association of words and sentences with their meaning through demonstration, dramatization and such other means.

**Meaning :**

In other words, of establishing a connection with English and the same habit of direct expression of experience as exists in the use of the mother-tongue.”

According to Felix Frank, “when concept (meaning) and foreign words are intimately brought into contact without the intervention of the vernacular word, we have the direct method.”

Aims :

1. To make the pupils think in English language.
2. To enable the pupils to express their thoughts and feelings.
3. To enable the pupils to acquire the ability to grasp the sense of what he hears or reads.

Principles :

1. **Direct Bond between the Word and the Meaning :** Direct link between the experience and its corresponding expression.
2. **Oral Method :** Oral practice is the basis of this method.
3. **Inhibition of Mother-tongue.**
4. **Sentence as the Unit of Speech :** Emphasis is laid on speaking full sentences.
5. **Limited Vocabulary :** This method is based on needs and experimentation of the learners.
6. **Questionnaire Technique is Adopted.**
7. **Emphasis is given on pronunciation.**
8. **Vocabulary is taught on the basis of selection and gradation.**
9. **Two maxims of teaching are followed.**

Merits / Advantages of Direct Method :

1. **A Natural Method :** It is a natural method of learning a language.
2. **Facilitates Understanding of English :** In this method, the learner acquires the ability to understand English directly.
3. This method is psychologically sound.
4. Lays more emphasis on oral work.
5. It helps the learners to have fluency in speech.
6. Here the unit of teaching is a sentence and not a word.



7. In direct method the cramming of words and their meaning is discouraged.
8. It develops in pupils a taste for English literature. It also assists them to do its critical study.

Demerits :

1. This method promotes the oral aspects of language learning and as such this method is incomplete.
2. It ignores the teaching of grammar.
3. This method cannot be used successfully for the average and the below average students.
4. It is an expensive method.
5. This method sometimes may fail miserably at the early stages.

It is considered a good method for teaching English. However, it is necessary for the teacher to modify it according to the needs and requirements of the learners.

BILINGUAL METHOD

Bilingual Method : Bilingual method means a method where two language i.e. the mother-tongue and the target language (English) are used. This method is based on the similarities and differences between the learner's mother-tongue and the foreign language (English). The use of the mother-tongue becomes a media to learn the unknown foreign language (English). The advocates of bilingual method believe that there is a clear distinction between the bilingual and translation method. The bilingual method shows considerable improvement over the old translation method. It differs from the Translation method in two maxims respectively.

1. The teacher alone uses the mother-tongue only for explaining the meaning of different words, when he feels that students are feeling difficulty in understanding them in English.
2. In Bilingual method pupils are given a lot of practice and drill sentences patterns, which is not taken care in Translation method.

Principles :

1. The use of mother tongue saves the teacher from creating situations for making the meanings of English sentences and words clear to the students.
2. There is a touch of lighter shades of the mother-tongue in bilingual method.
3. The time saved from creating situations for teaching words and sentences of a foreign language.



4. In this method, sentence is the unit of teaching. Rigorous practice is given in learning sentence patterns.
5. In this method, mother-tongue is only used during the early stages. Word for word translation is not done in bilingual method.

Comparison with Translation Method :

Bilingual method is an improvement on the Translation method. In translation method the use of mother-tongue is very liberal. He does it very judiciously. In translation method, there is no need of creating English atmosphere in the class, but in Bilingual method it is believed that it is merely a wastage of time.

Comparison with Direct Method :

In Direct Method of teaching English, many a time the teacher finds it difficult to make the students understand the meaning of words and sentences properly. In that case, the Bilingual method is a very good remedy.

Advantages of Bilingual Method :

1. Bilingual method ensures accuracy. The meanings of English words and sentences are given in mother-tongue.
2. It ensures fluency.
3. It saves time, he explains them in the mother-tongue of the students.
4. This method suits to the average teacher. An average teacher finds the direct method difficult to use.
5. It fully makes use of the language habits already acquired by the learners while learning their mother-tongue.
6. It helps in giving proper training for different skills i.e. listening, speaking, reading and writing. Pattern practice is given to the students.
7. This method is less costly.

Disadvantages :

1. It may confuse the students.



2. This method may degenerate into pure translation method if the teacher fails to handle it properly.
3. This method is useful.
4. A teacher may not be good in both the languages. His use of the mother-tongue may not be up to the mark.

The most important version of the structural approach was called the Audio-Lingual Method. It was perhaps at the height of its popularity during the period 1958-1966. It is also called the Aural-oral approach. It is based on the structural view of language and the behaviourist theory of language learning.

The objective of audio-lingual method of teaching English is to teach the students correct pronunciation and grammar.

Basic Principles :

1. Language is speech, not writing.
2. Language is what its native speakers speak.
3. Languages are different.
4. Language is behaviour and behaviour is a matter of habit. Language learning is a mechanical skill. No intellectual process is involved in it.

Salient Features :

1. Language teaching begins with the spoken language.
2. The target language is the only language of the classroom.
3. New language items are introduced and practiced situationally.
4. Vocabulary selection is based on an essential service vocabulary.
5. Language skills are learned more effectively.
6. Items of grammar are called structures.
7. Reading and writing are introduced after a sufficient lexical and grammatical basis is established.
8. The teacher is the role model for imitation. Student-to-student interaction takes place in chain drill.



Dialogue Memorisation : Short pieces of conversation between two pupils are used. Students memorise the dialogue through imitation. Certain sentence patterns and grammar points are included.

Reception Drill : Students are asked to repeat the teachers model as accurately as possible.

Chain Drill : The teacher begins the chain of asking and answering.

Substitution Drill : The teacher says a line, usually from the dialogue learning out something and gives a word or phrase as the cue.

Question and Answer Drill, Transformation Drill.

Grammar games designed to practice a grammar point within a context are played.

Students are encouraged to master the sound system and grammatical patterns of the target language. Reading, writing and vocabulary expansion are not given importance. The reading material used is structurally graded.

The techniques used are mechanical (i.e. mimicry, memorization and pattern practice) and lack human interest.

Advantages :

1. It aims at developing listening and speaking skills.
2. The use of audio-visual aids have proved its effectiveness in vocabulary teaching.

Disadvantages :

This method is based on false assumptions about language. Mastering of a language depends on acquiring the rules underlying language performance. It requires linguistic, socio-linguistic and discourse competences.

STRUCTURAL APPROACH

Structural approach is the agreement of words as to form a suitable pattern. It comprises two words 'Structural' and 'approach'. The word 'structural' relates to the structures and approach literally means coming near. The structures have different structures is concerned with "how to teach" while an approach is concerned "what to teach".

C.S. Bhandari defines, "The structural approach to English is teaching the learner certain selected structures in a certain order."



Learn the target structures, the repetition drill, substitution drill and completion drill etc. are given. Comparatively structural approach is more effective in teaching a language.

Meaning of Structure :

“The different arrangements or patterns of words are called structure.” It had been found that 100 sentences of the English have about 600 structural words. Some structure or verb patterns :

1. S.V.O. (subject + verb + object)
(a) We bought books.
2. V.S.O. (verb + subject + object)
(a) Is he a teacher?
3. S.V.O. (Negative) (subject + verb + object)
(a) He is not a teacher.
4. V.S.O. (Negative) (verb + subject + object)
(a) Is he not a milkman?

A pattern is a model for a sentence which will be of the same shape and construction made up of different words. These different arrangements of patterns of words are called sentences.

Principles :

1. **The importance of speech**
2. **Mastery of structures**
3. **Productivity** : The sentence pattern is a model from which many more sentences are made.
4. **Meaningful situations** : In order to teach language, a teacher has to make use of various situations and create meaningful situations.
5. **Pupil's activity**
6. **Principle of word order** : The word order has to be learnt systematically.
7. **Teaching one item of language at a time**

Principles of Structural Approach :

1. Importance of speech for firmly fixing word.
2. Importance of child's activity.



3. **Situation approach is termed as multi-skilled approach** : situational approach and communicative approach.
4. **Selection of Gradation**
5. **Emphasis on oral work** : Oral practice in structures is practiced most of the time. 85 percent

Advantages of Structural Approach :

1. **Speech is given importance** : This approach lays emphasis more on oral aspect of a language.
2. **Fluency of Speech**
3. **Habit Formation** : If sentences used by a learner have the fluency in reading, writing and speaking, then habit formation is complete.
4. **Helpful in teaching prose, poetry and grammar equally** : In structural approach teaching of structures of sentence patterns is necessary.
5. **Students become Active** : These activities keep the students busy, attentive and alert.
6. **Language material is selected and graded**
7. **Proper pronunciation** : It helps the learners to have good pronunciation.
8. **Language is taught in situations.**
9. **Equally helpful for all levels of students.**
10. **It is presentation of structures** : The teacher uses different methods to teach patterns of sentences to learners.

Disadvantages of Structural Approach :

1. **Requires talented and intellectual teachers**
2. **Difficult to practice in overcrowded classes** : Structural approach requires oral work and drill work. To make structural teaching successful, a small size of the class is the first requirement.
3. **Not proper planning** : It should be written in such a way that the learner finds it easy to learn as second knowledge.
4. **Time consuming process** : The approach is time consuming. The syllabus is in heavy amount.
5. **Uninteresting reading material** : The rigid sequencing makes the content uninteresting. It is always a requirement that teaching material should be properly selected and graded to make the teaching and learning of structures interesting.
6. **Mechanical drilling** : The drill work is not always interesting.



7. **Importance of content** : Here ‘content’ is ‘structure’. That’s why structure is important. The proper selection and grading of structures is helpful.
8. **Reading, writing and vocabulary expansion are neglected.**

Principles of Selection of Structures :

1. **Usefulness**
 2. **Simplicity**
 3. **Teachability**
 4. **Productivity**
- (i) Structures which identify things and persons.
 - (ii) Structures which locate them in space.
 - (iii) Structures which fix them in time.

1. **Utility**
2. **Difficulty level**
3. **Teachability**

COMMUNICATIVE APPROACH

Meaning : The word ‘Communication’ is derived from Latin word ‘Communis’ which means ‘Common’. Language is a means of communication. The main purpose of language is communication. It simply means the knowledge of structures and sufficient vocabulary etc. in written as well as spoken form.

Thus, language has its importance for communicative function. After mastering over the structures and vocabulary, one should know their meaningful use also.

Definition of Communication :

1. “Communication means sharing of ideas and feelings in a mood of mutuality.” It creates social emotional climate.
2. “Effective communication is a two-way process including feedback and interaction. The communication is verbal and non-verbal.
3. “Communication involves interaction which encourages give and take. This provides feedback to persons involved in exchanging ideas.

**Types of Communication Channel :**

1. **Speaking and Listening :** An interaction is face to face in the case of teacher.
2. **Reading and Writing :** In case of classroom, the teacher writes on the black board, the students read and respond to it.
3. **Visual and Observing :** This is a good channel of communication.

Basic Necessities of Linguistic Communicative Approach :

1. **Linguistic Competence :** It is essential for the students, who want to use language for communication.
2. **Understanding of different forms of linguistic :** It deals with different aspects of language.
3. **Developing skills and strategies of using the language :** The skills are – listening, speaking, reading and writing.
4. **Social Atmosphere or Ambience :** “Language is the characteristic of indeed fundamental to the modern point of view in linguistic to regard language as a social activity rather than as a means of individual self expression”.
 - (i) Will you dine with me?
 - (ii) Would you please dine with me?
 - (iii) Could you please dine with me?
 - (iv) Will you please have dinner with me?
 - (v) Would you mind having dinner with me?

Advantages of Communicative Approach :

1. The person who succeeds in communicating his ideas, thoughts and feeling to others is happy, becomes confident, feels encouraged.
2. The user of the language feels satisfied.
3. He wins the confidence of the social gathering.
4. It is more practical type of learning the language.
5. It is situational, meaningful, motivating others and is self rewarding.

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Subject	English
Course Code	ENG 404
Author	Dr. Pallavi
Vetter	Dr. Sunita Bhargava
Chapter 4	Research paper writing and Plagiarism

Lesson Structure

- 4.0 Learning Objectives**
- 4.1 Introduction**
- 4.2 Main Body of the Text**
- 4.3 Further Main Body of Text**
- 4.4 Check your progress**
- 4.5 Summary**
- 4.6 Key Words**
- 4.7 Self Assignment Questions**
- 4.8 Answer for Check your progress**
- 4.9 Reference**

Plagiarism is the act of using someone else's words, ideas, or work without proper attribution or permission, presenting them as one's own. It is a form of academic dishonesty and intellectual theft that can have serious consequences, including academic penalties, damage to reputation, and legal ramifications. Plagiarism can occur in various forms, such as copying and pasting text from sources without citation, paraphrasing someone else's ideas without acknowledgment, or using someone else's work without permission, such as images, videos, or music. It is important to properly cite sources and give credit to the original creators to avoid plagiarism and uphold academic integrity.

Writing a research paper involves several key steps:



1. **Choose a Topic:** Select a topic that interests you and is relevant to your field of study. Make sure it's specific enough to be manageable but broad enough to have sufficient resources available.
2. **Conduct Research:** Gather information and sources related to your topic from academic journals, books, websites, and other credible sources. Take notes and organize your findings.
3. **Formulate a Thesis Statement:** Develop a clear and concise thesis statement that presents the main argument or purpose of your research paper.
4. **Outline the Paper:** Create an outline to organize your ideas and structure your paper. Include sections such as introduction, literature review, methodology, results, discussion, and conclusion.
5. **Write the Introduction:** Introduce your topic, provide background information, and present your thesis statement. Capture the reader's interest and explain the significance of your research.
6. **Write the Body:** Present your research findings, arguments, and analysis in the body paragraphs. Use evidence from your sources to support your points and organize your ideas logically.
7. **Write the Conclusion:** Summarize the main points of your paper, restate your thesis, and discuss the implications of your findings. Avoid introducing new information in the conclusion.
8. **Cite Sources:** Use proper citation style (e.g., APA, MLA, Chicago) to credit the sources you used in your paper. Make sure to cite both direct quotations and paraphrased information.
9. **Revise and Edit:** Review your paper for clarity, coherence, and accuracy. Check for grammar, punctuation, and spelling errors. Revise as needed to improve the quality of your writing.
10. **Proofread:** Before submitting your paper, proofread it carefully to catch any remaining errors or inconsistencies.
11. **Format the Paper:** Format your paper according to the guidelines provided by your instructor or the publication you are submitting to.
12. **Finalize and Submit:** Make any final adjustments and submit your research paper by the deadline.

Teaching English as a second or foreign language involves various principles and methods to help learners acquire proficiency in English. Here are some key aspects of English language teaching (ELT):



1. **Communicative Approach:** Focuses on developing students' ability to communicate in real-life situations, emphasizing interaction and meaningful communication over rote memorization.
2. **Language Skills:** Teaching the four primary language skills - listening, speaking, reading, and writing - in an integrated manner to ensure overall language development.
3. **Grammar and Vocabulary:** Balancing the teaching of grammar rules and vocabulary with practical, communicative activities to reinforce learning.
4. **Cultural Awareness:** Integrating cultural aspects of English-speaking countries into the curriculum to help students understand cultural nuances and improve cross-cultural communication.
5. **Technology Integration:** Incorporating technology, such as multimedia resources, online tools, and digital platforms, to enhance teaching and learning experiences.
6. **Assessment:** Using a variety of assessment methods, including tests, quizzes, projects, and portfolios, to evaluate students' language proficiency and progress.
7. **Differentiated Instruction:** Adapting teaching strategies and materials to meet the diverse learning needs and styles of students in the classroom.
8. **Classroom Management:** Establishing a positive learning environment that promotes active participation, collaboration, and respect among students.
9. **Professional Development:** Engaging in ongoing professional development to stay updated with the latest trends, methodologies, and resources in ELT.
10. **Lifelong Learning:** Encouraging students to continue learning English beyond the classroom and emphasizing the importance of lifelong language.

The Future of Plagiarism and Integrity in Intellectual Pursuits

Definition of Plagiarism

Plagiarism is the practice of taking someone else's work, ideas, or expressions and passing them off as one's own without appropriate acknowledgment or consent. This unethical action can occur in various forms, including but not limited to, text, music, images, and ideas. The fundamental breach in plagiarism is the misrepresentation of ownership, which can deceive audiences and undervalue the original creator's efforts and rights.

**Plagiarism can manifest in several specific ways:**

Direct Plagiarism: Copying text word-for-word from a source without using quotation marks or providing a citation.

Self-Plagiarism: Reusing significant portions, or all, of one's own previous work without acknowledging that it has been used before or obtaining permission from the original publisher.

Paraphrasing Plagiarism: Rewriting a source's ideas or information in one's own words without providing a citation, often not sufficiently original.

Mosaic Plagiarism (or Patchwriting): Piecing together ideas or sentences from a source or multiple sources into a new whole without proper acknowledgment.

Accidental Plagiarism: Neglecting to cite a source correctly or completely due to oversight or misunderstanding citation requirements.

Each form of plagiarism not only violates ethical standards but may also infringe legal guidelines, particularly in relation to copyright laws.

Importance of Addressing Plagiarism

Addressing plagiarism is crucial for several reasons, impacting individuals, institutions, and the broader intellectual and creative landscapes.

Maintaining Academic Integrity: In educational settings, plagiarism undermines the purpose of education, which is to foster original thought and independent learning. Addressing plagiarism is essential to uphold the standards of academic integrity and ensure that the degrees and qualifications awarded reflect genuine understanding and personal achievement.

Protecting Intellectual Property: Plagiarism infringes on the rights of the original creators. By not crediting the sources properly, plagiarists not only disrespect the intellectual property rights of individuals but can also deprive them of potential recognition and economic benefits derived from their original work.

Encouraging Innovation and Creativity: Originality is the cornerstone of innovation. Plagiarism can discourage creators, thinking their unique contributions may be stolen or undervalued. A vigilant stance against plagiarism promotes a culture where innovation is protected and valued.



Legal and Ethical Consequences: Plagiarism can have serious legal repercussions, especially when the original work is protected by copyright laws. Ethically, it fosters dishonesty and deceit, qualities that are universally discouraged in professional and social interactions.

Cultural Integrity: In a broader sense, plagiarism can dilute the authenticity and reliability of cultural and scholarly discourse. When the origins of ideas are not properly credited, it becomes difficult to trace the evolution of thought and knowledge accurately.

Addressing the Challenge

Efforts to combat plagiarism include educational initiatives to teach proper research and citation techniques, the use of plagiarism detection software, and institutional policies that impose penalties for those caught plagiarizing. On a cultural level, increasing awareness about the ethical implications and consequences of plagiarism is vital.

Ultimately, addressing plagiarism is about fostering a culture of honesty, respect, and integrity, where the contributions of every individual are acknowledged and valued. This respect for intellectual property encourages a more dynamic and ethical exchange of ideas, essential for progress in any knowledge-driven society.

Historical Perspective of Plagiarism

Early Instances and Perceptions

The concept of plagiarism is not a modern phenomenon but has roots that extend deep into history. The term "plagiarism" itself derives from the Latin word "plagiarius," which translates to kidnapper or thief, particularly a stealer of slaves. The Roman poet Martial, who lived in the 1st century AD, was one of the first to use the term in a literary context. He accused a fellow poet, Fidentinus, of presenting Martial's poems as his own, effectively 'kidnapping' his intellectual property.

In ancient times, however, the notion of intellectual property was not as clearly defined as it is today. Texts and ideas were often transmitted orally, and the line between imitation and theft was blurry. The Greeks valued the replication of stylistic forms and motifs as a form of flattery or homage rather than theft. In these cultures, scholars and artists often borrowed liberally from predecessors without the need for attribution that is demanded in modern academia and many artistic fields today.



Medieval and Renaissance Views

During the medieval period, the proliferation of written texts through manuscripts heightened awareness about authorial 'ownership' of a text. However, the concept of plagiarism as a moral or legal wrongdoing remained ambiguous. In many cases, scholars viewed the copying of texts as a necessary aspect of learning and preservation of knowledge.

By the Renaissance, the invention of the printing press and the burgeoning of a literate public transformed the production and consumption of texts. This technological advancement made the copying of works easier and the dissemination faster, leading to more widespread and recognized instances of plagiarism. The Renaissance also birthed the notion of the individual artist or author, which gradually led to modern concepts of intellectual property.

Evolution of the Concept in Academic and Creative Fields

The 17th and 18th centuries saw the rise of copyright laws, such as the Statute of Anne in 1710 in Britain, which began to legally define and protect authors' works. These laws were pivotal in shaping modern notions of plagiarism by legally distinguishing between the creator and the consumer of the text or artistic work.

In academic circles, particularly with the expansion of higher education in the 19th and 20th centuries, plagiarism became a significant ethical issue. Universities developed honor codes and integrity policies specifically addressing plagiarism, framing it unequivocally as a misconduct that undermines the educational process and intellectual honesty.

In creative fields, the evolution has been somewhat similar. As artists and writers gained more recognition and as markets for art and literature expanded, so did the emphasis on originality and personal expression. This shift made plagiarism not only a legal infraction but also a cultural and ethical taboo. The growth of digital media has only increased the stakes, with both the ease of copying and the tools to detect plagiarism improving concurrently.

Modern-Day Perceptions

Today, plagiarism is widely regarded as a severe breach of ethics and legality in both academic and creative fields. It is seen as a violation of intellectual property rights and an offense against the original



creator's labor and creativity. Academia, arts, and even business and journalism have strict norms and increasingly sophisticated tools (like Turnitin and Copyscape) to deter and detect plagiarism.

The historical evolution of plagiarism from an ill-defined concept to a well-understood and widely condemned practice illustrates the changing relationship between creators, their creations, and society. As we continue to grapple with new forms such as digital plagiarism and AI-generated content, the definitions and perceptions of plagiarism are likely to keep evolving, requiring continuous dialogue and adaptation.

Understanding Plagiarism

Plagiarism is a multifaceted concept that manifests in various forms across different mediums. Below, we explore the primary types of plagiarism and the contexts in which they typically occur.

Direct Plagiarism

Direct plagiarism occurs when an individual copies text verbatim from a source without using quotation marks and without acknowledging the source. This form of plagiarism is the most straightforward and blatant. It is strictly prohibited in academic and professional settings as it represents a clear attempt to present another person's work as one's own. Detection tools like Turnitin are particularly effective at identifying direct plagiarism because of the exact match between the copied text and the original.

Self-Plagiarism

Self-plagiarism happens when individuals reuse their own previously published work without proper attribution or permission where it is required. This includes submitting the same paper for different classes or recycling portions of a former paper for a new assignment. Self-plagiarism is problematic because it misleads audiences regarding the novelty and originality of the current work and it can skew academic integrity by allowing a student or researcher to receive multiple credits for the same task.

Paraphrasing Plagiarism

This type of plagiarism involves rewording someone else's ideas or written content without citation. The paraphrased material may change words and sentence structure but the original meaning and structure remain largely intact, which is why it is necessary to credit the original source. Paraphrasing plagiarism can be more challenging to detect because it does not match the source exactly; however,



sophisticated plagiarism detection software can still identify similar structures or unusually close paraphrasing.

Mosaic Plagiarism

Mosaic plagiarism, also known as patchwriting, occurs when a person borrows phrases from a source or sources without using quotation marks or mixes copied material from multiple sources, creating a "patchwork" of texts that make up their paper. This can include replacing some words or phrases while keeping essential, recognizable phrasing. This form of plagiarism may be harder to detect and often reflects either poor understanding of the topic or a deliberate attempt to disguise unoriginal work.

Accidental Plagiarism

Accidental plagiarism occurs when individuals fail to cite their sources correctly or forget to quote a direct statement. This happens often due to negligence, misunderstanding of citation and paraphrasing rules, or lack of knowledge about what constitutes plagiarism. Although accidental, this form of plagiarism is taken seriously and can result in the same penalties as intentional plagiarism.

Sources and Mediums of Plagiarism: Academic, Digital, Music, Art, and Literature

Academic Plagiarism

In educational environments, plagiarism includes but is not limited to essays, research papers, and thesis work. Academic institutions handle plagiarism with strict disciplinary actions, emphasizing the importance of academic integrity.

Digital Plagiarism

The internet has exponentially increased the ease and opportunity for plagiarism, given the vast amount of accessible online content. Digital plagiarism includes copying content from websites, blogs, or electronic journals without proper citation. The digital age also sees unique forms such as content scraping, where website content is copied and republished elsewhere on the internet.

Music Plagiarism

In music, plagiarism involves using melodies, lyrics, rhythms, or harmonic sequences that significantly resemble other artists' work without permission. Music plagiarism disputes often gain public and legal attention, highlighting the thin line between influence and overt copying.



Art Plagiarism

Visual arts plagiarism can range from directly copying another artist's work to creating works that are unduly derivative of existing artworks. Art plagiarism not only disrespects the original artist's creative efforts but also questions the authenticity and integrity of the art market.

Literature Plagiarism

Literary plagiarism occurs when a writer uses another's narrative, ideas, text, or unique concepts without permission or acknowledgment. This can range from borrowing heavily from another's plot to lifting passages directly from another's writings.

In summary, understanding the different types of plagiarism and the mediums in which they can occur is crucial for maintaining ethical standards across all fields of creative and academic endeavors. Proper education on what constitutes plagiarism and how to avoid it is essential for anyone involved in the creation and dissemination of content.

Theoretical Frameworks

Understanding plagiarism requires a grasp of several theoretical frameworks that underpin its ethical, legal, and social implications. Two key areas that significantly interact with the concept of plagiarism are intellectual property rights and ethical theories. Here, we delve into each of these areas to explore how they inform our understanding of plagiarism.

Intellectual Property Rights

Intellectual property rights (IPR) are legal protections conferred to creators over their creations. These rights are intended to encourage innovation and creativity by providing creators exclusive rights to use, modify, and distribute their original works. Intellectual property rights relevant to plagiarism include:

Copyrights: Protect creative expressions such as literary works, music, and art. Copyright laws give authors and artists control over the use of their creations, including the right to grant permission for reproductions and derivative works. When someone copies a part of a copyrighted work without permission, this constitutes a violation of copyright, which is a legal basis for accusations of plagiarism.

Trademarks: Protect symbols, names, and slogans used to identify goods or services. Although not commonly associated with plagiarism, misuse can sometimes overlap with plagiaristic practices, especially in marketing contexts.



Patents: Protect inventions and give the inventor exclusive rights to benefit from their invention. While typically not associated with textual plagiarism, the unauthorized use of patented technology without credit can be considered a form of plagiarism in a broader sense.

Trade Secrets: Protect confidential business information from being disclosed or used without authorization. Similar to patents, trade secrets can be plagiarized when sensitive information is used without proper authorization or attribution.

Understanding these rights helps frame plagiarism not only as an ethical issue but also as a legal one. By infringing on someone's intellectual property rights, a plagiarist illegally exploits another's creative efforts and gains benefits (such as academic grades, professional reputation, or monetary gain) that are not rightfully theirs.

Ethical Theories and Plagiarism

Ethical theories provide a broader philosophical perspective on the principles that define what is morally right or wrong. Three main ethical frameworks can be applied to understand and evaluate plagiarism:

Deontological Ethics: According to deontology, especially as formulated by Immanuel Kant, actions are morally right if they adhere to a set of rules, regardless of the consequences. From a deontological perspective, plagiarism is inherently wrong because it breaches the moral duty of honesty and respect for others' rights.

Consequentialism (Utilitarianism): This ethical approach evaluates the morality of an action based on its outcomes. Utilitarians might argue that plagiarism is wrong because it leads to negative consequences for individuals and society, such as diminished trust in academic integrity and unfair academic or professional advantages.

Virtue Ethics: Founded in the teachings of Aristotle, virtue ethics focuses on the moral character of the individual rather than on specific actions. Plagiarism can be seen as a failure to develop the virtue of honesty and integrity. A virtuous person would naturally avoid plagiarism because it contradicts the traits of a morally good character.



These ethical theories not only help justify why plagiarism is deemed wrong; they also offer a comprehensive view that guides individuals in cultivating personal and professional practices that honor creativity and intellectual labor.

Conclusion

By integrating the concepts of intellectual property rights with ethical theories, we gain a more nuanced understanding of plagiarism. This integration underscores that plagiarism is not merely a practical concern about following rules but a fundamental issue that touches on legal rights and moral integrity. Addressing plagiarism effectively thus involves upholding legal standards and fostering an ethical culture that values originality and respects intellectual contributions.

Psychological and Sociological Aspects of Plagiarism

Understanding the reasons behind plagiarism requires a dive into the psychological and sociological factors that influence this behavior. Various pressures, incentives, and cultural norms can push individuals toward committing plagiarism. Additionally, the rapid advancement of technology has significantly impacted how plagiarism is conducted and detected.

Why People Plagiarize

Psychological Factors:

Pressure and Fear: Many individuals plagiarize under pressure to meet high academic or professional expectations. Fear of failure is a significant motivator, especially in high-stakes environments where the outcome can significantly impact one's future.

Procrastination and Poor Time Management: Delaying assignments can lead to panic-driven decisions where copying seems like the only solution to meet deadlines.

Lack of Confidence: Some may feel inadequate in their ability to produce original content or to articulate their insights effectively, leading them to rely on the works of others.

Ignorance: A lack of understanding about what constitutes plagiarism and how to cite sources properly can lead to unintentional plagiarism. This is often seen in educational settings where students have not been adequately trained in academic writing skills.

Sociological Factors:



Educational and Institutional Culture: If an institution or educational system does not emphasize academic integrity or fails to enforce its policies effectively, it can create an environment where plagiarism is seen as an acceptable risk.

Peer Influence: Group dynamics can play a significant role. If peers engage in or condone plagiarism, individuals may feel pressured to participate in order to maintain social bonds or status.

Accessibility of Information: The vast availability of information in the digital age makes plagiarism seem easy and less risky to those not fully aware of the ethical and legal implications.

The Impact of Technology on Plagiarism

Facilitating Plagiarism:

Ease of Access: Technology provides easy access to a vast array of resources. Texts can be copied and pasted from the Internet with just a few clicks, making plagiarism temptingly convenient.

Information Overload: The overwhelming amount of information available can lead to difficulty in tracking original sources, potentially increasing instances of unintentional plagiarism.

Anonymity and Perceived Consequences: Online environments where users feel anonymous can decrease their sense of accountability, increasing the likelihood of plagiarism.

Combating Plagiarism:

Detection Tools: Software such as Turnitin, Grammarly, and Copyscape utilize advanced algorithms to detect similarities between texts and vast databases of existing content. These tools are regularly used in academic and professional settings to deter and detect plagiarism.

Educational Tools: Technology also enables the creation of educational modules that can train individuals in understanding and avoiding plagiarism. These tools can guide users in proper citation practices, thereby reducing unintentional plagiarism.

Influencing Perceptions and Behaviors:

Increased Awareness: Technology facilitates wider dissemination of information about plagiarism and its consequences. Educational institutions and organizations can use online platforms to educate about integrity and proper research methods.



Cultural Shifts: As more creative and academic work becomes digital, the definition of "ownership" over an idea or piece of content continues to evolve. Technology challenges traditional notions of authorship and copyright, influencing how individuals think about and engage with content creation.

Conclusion

The psychological and sociological factors contributing to plagiarism are deeply intertwined with technological advancements. While technology has made it easier to commit plagiarism, it also offers powerful tools to prevent and detect it. Understanding why people plagiarize and how technology affects these behaviors is crucial for developing more effective educational practices and technological solutions to combat plagiarism. This comprehensive approach is essential to uphold the principles of integrity and originality in academic, professional, and creative fields.

Detecting Plagiarism

Detecting plagiarism is essential for maintaining the integrity of academic, professional, and creative works. Over the years, methods for detecting plagiarism have evolved from traditional manual techniques to sophisticated digital tools. Each method has its strengths and limitations.

Traditional Methods

Manual Detection:

Instructor Vigilance: In academic settings, instructors who are familiar with their students' writing styles can often spot discrepancies that suggest plagiarism. This may include sudden shifts in vocabulary, style, or quality of work.

Peer Review: Peer assessments in academic or professional communities can help identify plagiarized material, as colleagues may recognize content that has been previously published or presented by others.

Reference Checking: Manually checking the references and citations provided in a work can sometimes reveal inconsistencies or fabrications that point to plagiarism.

Printed Sources: Before the advent of digital archives, detecting plagiarism often required educators and editors to rely on printed books and journals to compare suspected passages, a method that was time-consuming and less effective.

Digital Tools and Software



Automated Detection Systems:

Turnitin: One of the most widely used plagiarism detection tools, Turnitin compares submissions against a vast database of academic papers, websites, books, and journals to identify overlaps and potential plagiarism.

Grammarly: Known for grammar checking, Grammarly also includes a plagiarism detection feature that scans documents against billions of web pages.

Copyscape: Primarily used for web content, Copyscape provides services to check if the content on a website has been copied from other sites or sources.

PlagScan: This tool is used in both academic and corporate environments to check the originality of documents by comparing them against online content and its own proprietary database.

These tools work by using advanced algorithms to perform exhaustive searches and compare the text in question with potentially millions of documents online and in databases, providing a report on potential plagiarism incidents.

Limitations of Detection Methods

Traditional Methods:

Time-Consuming: The manual search for sources and the comparison of texts can be extremely labor-intensive and impractical, especially for lengthy documents or large classes.

Limited Scope: Instructors and peers can only detect plagiarism in works they are familiar with; they cannot feasibly verify every claim or citation without extensive research.

Subjectivity: Manual detection can sometimes be subjective and prone to error, depending on the person's familiarity with the subject matter or the sources used.

Digital Tools:

False Positives and Negatives: Plagiarism software may incorrectly flag common phrases, technical terms, or standardized templates as plagiarized (false positives) or fail to detect skillfully paraphrased plagiarism (false negatives).



Database Limitations: The effectiveness of a plagiarism checker depends on the breadth and comprehensiveness of its database. If the work copied from is not in the database, it will not be detected.

Handling of Paraphrases and Translations: Software may struggle to identify plagiarism that involves heavily paraphrased content or content that has been translated from another language.

Dependence on Digital Access: Works that are not available online or in digital format may escape detection.

Conclusion

While traditional methods of detecting plagiarism provide a hands-on and sometimes more nuanced understanding of plagiarism, they are not scalable for larger contexts or deeper analysis. Digital tools, on the other hand, offer quick and broad comparisons but are not foolproof and can sometimes miss or misidentify instances of plagiarism. The optimal approach in most situations involves a combination of both traditional and digital methods to ensure a comprehensive review and uphold the standards of integrity in written and creative works.

Plagiarism Across Different Cultures

Understanding the cultural dimensions of plagiarism is crucial as globalization increases interaction among people from diverse backgrounds. Cultural perceptions of intellectual property vary significantly, which can lead to different views on what constitutes plagiarism. This variance affects how plagiarism is recognized, discussed, and handled in a global context.

Cultural Perceptions of Intellectual Property

Western Perspectives:

In Western cultures, particularly in the United States and much of Europe, there is a strong emphasis on individual ownership and the originality of ideas. Intellectual property rights are rigorously protected by law, and there is a high level of awareness about the legal and ethical implications of plagiarism. The concept of an individual's work being unique and protected by copyright is deeply ingrained.

These societies often see plagiarism as a severe ethical violation and a form of theft that undermines both the individual's and society's advancement.

Eastern Perspectives:



In many Eastern cultures, including parts of Asia, the emphasis might be more on the collective advancement of knowledge rather than on individual ownership of ideas. The notion of sharing knowledge freely without stringent emphasis on citing specific individuals can be more prevalent.

The concept of intellectual property is recognized but might not be as deeply embedded in the educational system as it is in the West. As a result, practices around citation and attribution can vary, and what is considered plagiarism in Western contexts might not always be viewed the same way.

Developing Nations:

In some developing countries, the infrastructure for enforcing intellectual property rights may be less developed. Educational resources about plagiarism and its implications may also be lacking, leading to a lower awareness of these issues.

Economic factors can also play a role, as access to a wide range of sources may be limited, increasing the difficulty of creating work that meets strict originality standards set by more affluent societies.

Plagiarism in a Global Context

Educational Implications:

As educational institutions around the world attract international students, they face challenges in standardizing understanding and policies related to plagiarism. Students from cultures where academic conventions differ significantly from Western standards may not initially understand the expectations for original work and proper citation.

This situation necessitates comprehensive orientation and education programs that clearly communicate the institution's policies on academic integrity and the tools and methods for adhering to them.

Professional and Legal Implications:

In the global marketplace, professionals collaborate across borders, which requires a mutual understanding and respect for the intellectual property laws of each country involved. Misunderstandings or misalignments can lead to conflicts or legal disputes over copyright infringement and plagiarism.

International companies often implement rigorous training programs about intellectual property rights and the consequences of plagiarism to ensure all employees, regardless of their cultural background, understand and comply with the company's ethical standards.



Cultural Sensitivity and Adaptation:

To effectively address plagiarism in a global context, it's essential for educational and professional entities to develop culturally sensitive approaches that consider the diverse backgrounds of individuals. This involves not only the enforcement of policies but also the education about why these policies exist and how they benefit all involved parties.

Promoting a universal respect for intellectual labor and the nuances of cultural differences in the perception of plagiarism can help foster a more ethically aligned global community.

Conclusion

The issue of plagiarism cannot be divorced from cultural contexts. As the world becomes increasingly interconnected, the need for a nuanced understanding of how intellectual property is viewed across different cultures becomes more critical. Effective communication, education, and policy-making that respect cultural differences while upholding universal standards of academic and professional integrity are key to addressing the challenges of plagiarism in a globalized world.

Case Studies: Notable Cases of Plagiarism in Various Fields

Plagiarism spans across various disciplines and fields, from academia to literature, music, and science. Examining notable cases helps us understand the ramifications of plagiarism and the reactions it elicits. These case studies provide insights into how different sectors respond to ethical breaches and highlight the importance of integrity.

1. Academia: The Doris Kearns Goodwin Case

Background:

Doris Kearns Goodwin, a Pulitzer Prize-winning historian, was accused of plagiarizing several passages in her book "The Fitzgeralds and the Kennedys," which was published in 1987. The plagiarism was first exposed in 2002 after a fellow historian noticed similarities between Goodwin's book and several other sources.

Outcome:

Goodwin admitted to the plagiarism, which she attributed to a failure in her note-taking process. She settled with the authors from whom she had plagiarized by agreeing to share a portion of her book's



profits. Despite the controversy, Goodwin maintained her public standing to some extent and continued her career as an author and historian.

Analysis:

The reaction to Goodwin's case was mixed, demonstrating how established reputation and responses to allegations can affect public and professional perceptions. Her swift acknowledgment and resolution of the issue helped mitigate some of the negative impacts on her career.

2. Journalism: The Jayson Blair Scandal**Background:**

Jayson Blair, a reporter for The New York Times, was found to have fabricated and plagiarized content in a series of articles over several years. The scandal came to light in 2003 and was one of the most significant journalistic ethics scandals in history.

Outcome:

Blair resigned from The New York Times, and the incident led to significant changes in the newspaper's editorial policies. The scandal also resulted in the resignation of the newspaper's executive editor and managing editor and sparked a broader discussion about journalistic ethics, oversight, and the pressures facing journalists.

Analysis:

The Blair scandal highlighted the critical importance of editorial oversight and fact-checking within journalism. It also emphasized the potential career-ending consequences of plagiarism and fabrication in the media industry.

3. Music: The George Harrison "My Sweet Lord" Case**Background:**

George Harrison was sued for plagiarism over his 1970 hit song "My Sweet Lord," which was found to have been musically similar to the Chiffons' 1963 hit "He's So Fine."

Outcome:



A U.S. court ruled that Harrison had subconsciously plagiarized the earlier song. Harrison was ordered to pay a substantial amount in damages. Despite this, Harrison's career continued successfully, though the case remained a notable example of unintentional plagiarism in music.

Analysis:

This case introduced the concept of "subconscious plagiarism" into legal discourse around copyright and music. It underscores the challenges in proving intent in plagiarism cases, especially in creative fields where inspiration is often drawn from existing works.

4. Science: The Schön Scandal**Background:**

Jan Hendrik Schön, a physicist at Bell Labs, was found to have fabricated data in numerous scientific papers between 2000 and 2002. His work, which had been considered groundbreaking, was subsequently discredited.

Outcome:

Schön was fired from Bell Labs, and most of his published papers were retracted. The scandal tarnished the reputations of the journals involved and sparked debates over the responsibility of co-authors and peer reviewers in preventing scientific fraud.

Analysis:

The Schön scandal is a severe example of scientific fraud that goes beyond simple plagiarism to encompass data fabrication. It highlights the need for rigorous peer review and verification processes in scientific publishing.

Conclusion

These cases illustrate the diverse forms and severe consequences of plagiarism across different fields. They show that while the repercussions of plagiarism can be managed with swift and honest responses, the damage to reputations and careers can be significant and sometimes irreversible. Moreover, these case studies emphasize the importance of ethical practices and integrity in maintaining trust and credibility in professional and creative endeavors.

Preventing Plagiarism



Preventing plagiarism is a multi-faceted effort that involves educational strategies, institutional policies, and the proactive roles of teachers and educators. Effective prevention is essential not only to uphold academic and professional standards but also to foster a culture of integrity and originality.

Educational Strategies

Curriculum Integration:

Teaching Citation and Research Skills: Incorporate explicit instruction on citation norms, research methodologies, and the ethical use of information into the curriculum. These skills are fundamental to helping students understand how to properly attribute sources and avoid plagiarism.

Use of Examples: Show concrete examples of what constitutes plagiarism and compare these with examples of proper citation and paraphrasing. Visual aids, workshops, and online tutorials can be effective in illustrating these differences.

Technology Utilization:

Plagiarism Detection Software: Educate students on how to use plagiarism detection software as a learning tool rather than just a policing tool. Encourage self-checks before final submission to help students identify and correct potential issues proactively.

Online Resources: Provide students with access to reputable online resources, citation tools, and reference management software to help them organize and track their sources correctly.

Institutional Policies

Clear Guidelines and Consequences:

Code of Conduct: Develop and enforce a clear academic integrity policy that includes specific guidelines about plagiarism. Ensure that these guidelines are communicated effectively to all students at the onset of their academic programs.

Consistency in Consequences: Implement a fair but firm policy on the consequences of plagiarism. Consistency is crucial to ensure that students take the policies seriously and understand the gravity of such violations.

Support Systems:



Writing Centers and Support Services: Establish resources like writing centers where students can get help at any stage of the writing process. This support can significantly reduce the likelihood of plagiarism by addressing students' questions and anxieties about original writing and proper citation.

Training for Faculty: Regularly train faculty and staff on the latest trends in plagiarism and the use of anti-plagiarism software and techniques. Empower them to be not only enforcers but also educators who can guide students in understanding and valuing originality.

Role of Teachers and Educators in Fostering Originality

Modeling and Mentorship:

Lead by Example: Teachers should model good citation practices and ethical research behavior in their materials and interactions. Demonstrating these practices in action can reinforce their importance.

Mentorship: Engage in active mentorship by discussing issues of integrity and originality in one-on-one or group settings. Personal engagement can help instill a deeper understanding and appreciation of these values.

Encouraging Creativity and Critical Thinking:

Creative Assignments: Design assignments that require unique responses or personalized reflections, which reduce opportunities for plagiarism. Encouraging creativity can make the learning process more engaging and personally significant to students.

Critical Thinking Exercises: Incorporate activities that promote critical thinking and problem-solving, which naturally lead to original ideas and expressions. This not only reduces the likelihood of plagiarism but also enhances overall academic and professional skills.

Feedback and Reflection:

Constructive Feedback: Provide constructive feedback on assignments, highlighting instances where students could improve their citation practices or where their arguments might need more original thought.

Reflection Opportunities: Allow students to reflect on their research and writing processes. Reflection can help students identify their own strengths and weaknesses and understand the value of their original contributions.



Conclusion

Preventing plagiarism involves a holistic approach that blends educational tactics, institutional frameworks, and the proactive engagement of educators. By fostering a culture that values originality and integrity, educational institutions and professionals can significantly reduce the prevalence of plagiarism while enhancing the overall quality of academic and professional output.

Legal Framework

The legal framework surrounding plagiarism is primarily rooted in copyright laws but is also influenced by international agreements and evolving technological landscapes. Understanding these elements helps in effectively navigating and addressing plagiarism issues.

Copyright Laws and Plagiarism

Copyright laws protect the expression of original ideas in tangible forms such as text, art, music, and software. These laws give creators exclusive rights to use, reproduce, and distribute their work, and to authorize others to do the same.

Infringement: Plagiarism often overlaps with copyright infringement when the plagiarized work is copyrighted and used without permission. Copyright infringement can lead to legal actions, monetary damages, and injunctions against further misuse.

Fair Use Doctrine: In some cases, limited use of copyrighted material without permission may be permissible under the fair use doctrine. Factors influencing this include the purpose of use, the nature of the copyrighted work, the amount used, and the effect of the use on the potential market.

Statutory Exceptions: Educational settings sometimes benefit from statutory exceptions that allow limited use of copyrighted materials for teaching and research, but these exceptions do not cover plagiarism.

International Agreements and Treaties

Plagiarism is also addressed through international frameworks that regulate copyright protections across borders, facilitating the enforcement of rights in a globalized world.

Berne Convention for the Protection of Literary and Artistic Works: Ensures that works are protected in all signing countries without the need for additional registration, providing a baseline of respect for copyrights internationally.



Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS): Administered by the World Trade Organization, this agreement sets minimum standards for copyright protection, affecting how plagiarism is treated worldwide.

Technological Advances and Plagiarism

Technology plays a dual role in plagiarism, both enabling and combating it.

Ease of Access: Digital technologies make it easy to access and copy vast amounts of text, images, and data, increasing the opportunities for plagiarism.

Digital Fingerprints: Technology also allows for the creation of digital fingerprints and metadata which can help track and prove ownership of digital materials.

Future Challenges

As technology evolves, so too does the nature of plagiarism, requiring continuous updates to legal and ethical standards.

Artificial Intelligence: AI can generate text, art, and music, raising new questions about authorship and originality.

Internet of Things (IoT): As more devices are connected to the internet, more content is shared and the harder it becomes to monitor and control plagiarism.

Evolving Tools for Detection and Prevention

Advanced Detection Software: Tools like Turnitin and Copyscape are constantly evolving to handle not just text but also images, videos, and code.

Blockchain Technology: Potentially useful for establishing and verifying the originality and ownership of digital works, thereby preventing plagiarism before it happens.

Conclusion

Summary of Key Points

Legal Foundations: Plagiarism is closely linked to copyright infringement, and understanding copyright laws helps in defining and dealing with plagiarism.

Global Framework: International treaties play a crucial role in standardizing the protection of intellectual property across borders.



Technological Impact: Advances in technology continuously reshape the landscape of plagiarism detection and prevention.

The Future of Plagiarism and Integrity in Intellectual Pursuits

Looking ahead, the challenge will be to keep ethical standards and legal frameworks up to date with technological advancements. Educators, legal professionals, and creators must work together to foster an environment where originality is valued and protected. As we move forward, the key will be developing robust mechanisms for education, detection, and enforcement to preserve the integrity of intellectual pursuits across all disciplines.

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Subject	English
Course Code	ENG 404
Author	Dr. Pallavi
Vetter	Dr. Sunita Bhargava
Chapter 5	A Quick Revision

Lesson Structure

5.0 Learning Objectives

5.1 Introduction

5.2 Main Body of the Text

5.3 Further Main Body of Text

5.4 Check your progress

5.5 Summary

5.6 Key Words

5.7 Self Assignment Questions

5.8 Answer for Check your progress

5.9 Reference

1. What is English language teaching (ELT)?

- ELT is the process of teaching English to non-native speakers.

2. What are some common methods used in ELT?

- Communicative Language Teaching (CLT), Task-Based Learning (TBL), and the Direct Method are common approaches.

3. What skills are typically focused on in ELT?

- Listening, speaking, reading, and writing skills are all essential in ELT.

**4. What is the importance of culture in ELT?**

- Understanding cultural context helps learners use English appropriately and effectively in real-life situations.

5. How does technology impact ELT?

- Technology enhances learning through online resources, interactive activities, and virtual classrooms.

6. What is the role of assessment in ELT?

- Assessment helps evaluate students' language proficiency and guides instruction.

7. What are some challenges in ELT?

- Adapting to diverse learner needs, maintaining motivation, and providing effective feedback are common challenges.

8. What strategies can teachers use to promote language fluency?

- Encouraging regular practice, providing opportunities for authentic communication, and integrating speaking activities into lessons can promote fluency.

9. How can teachers support vocabulary acquisition in ELT?

- Using context clues, providing exposure to a variety of texts and media, and incorporating vocabulary games and activities can aid in vocabulary acquisition.

10. What role does grammar instruction play in ELT?

- Grammar instruction helps learners understand the structure of the language, enabling them to communicate more effectively and accurately.

11. How can teachers foster a communicative classroom environment?

- Encouraging student interaction, promoting collaboration through pair and group work, and providing meaningful, real-life tasks can foster a communicative classroom environment.

12. What are some effective techniques for teaching pronunciation?



- Using phonetic symbols, modelling correct pronunciation, and providing opportunities for pronunciation practice through drills and repetition can be effective techniques.

13. How can teachers address individual learner needs in a diverse classroom?

- Differentiating instruction, providing additional support or extension activities, and incorporating varied learning materials and resources can help address individual learner needs.

14. What role does culture play in language learning?

- Understanding cultural norms, customs, and values enhances language learning by providing context and insight into how language is used in different cultural contexts.

15. What are some current trends in ELT?

- Blended learning, flipped classrooms, and the integration of technology for personalized learning experiences are current trends in ELT.

Figure of Speech

What is a simile?

- A simile is a figure of speech that compares two unlike things using "like" or "as" to create a vivid image or understanding, e.g., "as brave as a lion."

Define metaphor.

- A metaphor is a figure of speech that directly refers to one thing by mentioning another for rhetorical effect, without using "like" or "as," e.g., "time is a thief."

What is personification?

- Personification is a figure of speech in which human characteristics are attributed to non-human entities or abstract concepts, e.g., "the wind whispered through the trees."

Explain hyperbole.

- Hyperbole is a figure of speech that involves extreme exaggeration to emphasize a point, e.g., "I've told you a million times."

What is an oxymoron?



- An oxymoron is a figure of speech that combines contradictory terms for effect, e.g., "jumbo shrimp."

Define alliteration.

- Alliteration is the repetition of initial consonant sounds in neighboring words or syllables, e.g., "Peter Piper picked a peck of pickled peppers."

Explain onomatopoeia.

- Onomatopoeia is a figure of speech in which words imitate the sound they describe, e.g., "buzz," "hiss," or "clang."

What is a paradox?

- A paradox is a statement that appears self-contradictory or absurd but may contain a hidden truth, e.g., "less is more."

Define irony.

- Irony is a figure of speech in which the intended meaning of words is different from the literal meaning, often resulting in humor or a twist, e.g., "The fire station burned down."

Explain euphemism.

- A euphemism is a figure of speech that replaces harsh or unpleasant terms with milder or more indirect ones, e.g., "passed away" instead of "died."

Importance of English language in the modern era**1. Why is English language important in the modern era?**

- English is crucial in today's world primarily because it serves as the global language of communication, facilitating interaction among people from diverse linguistic backgrounds.

2. How does English proficiency benefit individuals in terms of education and employment?

- Proficiency in English opens doors to higher education opportunities, job markets, and career advancement globally, providing individuals with access to a wider range of academic programs and international job opportunities.

3. What role does English play in accessing information and staying informed?



- English is the language of a significant portion of the world's information, including academic research, literature, and media. Proficiency in English enables individuals to access and engage with this wealth of knowledge, staying informed and connected in today's information-driven society.

4. Why is English important in the context of technology and innovation?

- English is the dominant language of the internet, software development, and technological innovation. Fluency in English allows individuals to participate in online communities, access digital resources, and stay abreast of advancements in various fields.

5. How does English proficiency contribute to cultural exchange and entertainment?

- English-language literature, music, films, and television series have a global reach, shaping popular culture and facilitating cultural exchange. Proficiency in English enables individuals to enjoy and participate in these cultural experiences, fostering understanding and appreciation of different perspectives.

6. What role does English play in travel and tourism?

- English serves as a lingua franca in the tourism industry, enabling travelers to communicate with people from different countries and navigate diverse cultural settings. Proficiency in English enhances travel experiences and facilitates cross-cultural interactions.

7. Why is English important in the realm of diplomacy and international relations?

- English is widely used in diplomatic negotiations, international conferences, and intergovernmental organizations. Proficiency in English is essential for effective communication and collaboration in addressing global challenges and promoting peace and cooperation among nations.

8. How does English proficiency contribute to a nation's soft power and influence?

- Countries with strong English language capabilities often wield greater soft power and influence on the global stage. English proficiency enhances a nation's ability to engage in



cultural diplomacy, attract foreign investment, and promote its values and ideas internationally.

Critical Appreciation in prose writings

Question: What is meant by critical appreciation of prose writing?

Answer: Critical appreciation of prose writing involves analyzing and evaluating a piece of prose literature with a discerning and analytical approach. It goes beyond simple comprehension to explore the deeper meanings, themes, techniques, and stylistic elements employed by the author.

Question: What are the key aspects to consider in critically appreciating prose writing?

Answer: Key aspects to consider include:

1. Theme: Identifying the central message or themes explored in the prose piece.
2. Plot and Structure: Analyzing the narrative structure, plot development, and organization of the prose work.
3. Characterization: Examining the development, complexity, and motivations of characters.
4. Language and Style: Evaluating the author's use of language, literary devices, and stylistic techniques to convey meaning and create impact.
5. Setting: Understanding the significance of the setting in relation to the themes and characters.
6. Tone and Mood: Assessing the emotional atmosphere created by the author through tone, mood, and imagery.
7. Context: Considering the historical, cultural, and social context in which the prose work was written and its relevance to contemporary issues.

Question: How does one analyze the theme of a prose piece?

Answer: Analyzing the theme involves identifying the underlying message or central idea conveyed by the prose work. This may involve examining recurring motifs, symbols, and conflicts to uncover deeper layers of meaning. Additionally, considering the author's perspective, purpose, and the socio-historical context can provide insight into the thematic significance of the work.

Question: What role does characterization play in prose writing?



Answer: Characterization involves creating believable and complex characters that drive the narrative forward. Critically appreciating prose writing requires analyzing the development, motivations, and interactions of characters to understand their significance in conveying the themes and messages of the work. Examining character relationships, conflicts, and growth can provide insight into the author's exploration of human nature and society.

Question: How does the author's language and style impact the prose piece?

Answer: The author's language and style shape the tone, mood, and overall impact of the prose work. Critically analyzing language involves examining the author's choice of words, sentence structure, and use of literary devices such as imagery, symbolism, and metaphor. Assessing the effectiveness of these elements in conveying the intended meaning, evoking emotions, and engaging the reader is essential in appreciating the prose piece.

Example of Critical appreciation in Prose Writing:

1. Example 1:

- Text: "The Great Gatsby" by F. Scott Fitzgerald
- Theme: The novel explores the decay of the American Dream and the emptiness of wealth and privilege.
- Analysis: Fitzgerald uses vivid imagery and symbolism, such as the green light and the Valley of Ashes, to depict the moral corruption and disillusionment of the Jazz Age elite.

2. Example 2:

- Text: "To Kill a Mockingbird" by Harper Lee
- Theme: The novel addresses themes of racial injustice and moral growth in the American South.
- Analysis: Through the character of Atticus Finch, Lee highlights the importance of empathy and integrity in the face of prejudice and social injustice.

3. Example 3:

- Text: "1984" by George Orwell



- Theme: Orwell explores themes of totalitarianism and the manipulation of truth in a dystopian society.
- Analysis: The novel's bleak and oppressive setting, coupled with Orwell's chilling prose, serves as a warning against the dangers of authoritarianism and surveillance.

4. Example 4:

- Text: "The Catcher in the Rye" by J.D. Salinger
- Theme: The novel deals with themes of alienation and the search for authenticity in a conformist society.
- Analysis: Salinger's colloquial prose and the character of Holden Caulfield capture the angst and disillusionment of adolescence, highlighting the struggle to find genuine connections in a world perceived as phony.

5. Example 5:

- Text: "The Old Man and the Sea" by Ernest Hemingway
- Theme: The novella explores themes of perseverance and dignity in the face of struggle and adversity.
- Analysis: Through the character of Santiago, Hemingway conveys the resilience and grace under pressure inherent in the human spirit, portraying the universal struggle against nature and mortality.

Research Paper writing:

1. What is a research paper?
 - A research paper is a written document that presents the author's analysis, interpretation, or argument based on research and evidence.
2. What is the purpose of a research paper?
 - The purpose of a research paper is to explore a specific topic, provide new insights, contribute to existing knowledge, or persuade the reader of a particular viewpoint.
3. What are the key components of a research paper?



- The key components include an introduction, literature review, methodology, results, discussion, and conclusion.
4. How do you choose a research topic?
 - Choose a research topic that interests you, aligns with your expertise, and has significance or relevance to your field of study or discipline.
 5. What is the importance of conducting a literature review in research paper writing?
 - A literature review provides context for the research, identifies gaps in existing knowledge, and helps situate the study within the broader academic discourse.
 6. How do you formulate a research question or thesis statement?
 - Formulate a clear and specific research question or thesis statement that addresses a relevant issue or problem and guides the direction of your study.
 7. What is the role of methodology in a research paper?
 - The methodology outlines the research design, data collection methods, and procedures used to address the research question or test the hypothesis.
 8. How do you analyze and interpret research findings?
 - Analyze research findings by organizing and synthesizing data, identifying patterns or trends, and interpreting the results in relation to the research question or thesis statement.
 9. What is the significance of the discussion section in a research paper?
 - The discussion section provides interpretation of the results, discusses their implications, and evaluates the study's limitations, contributing to the overall understanding of the research topic.
 10. How do you ensure the integrity of a research paper?
 - Ensure the integrity of a research paper by accurately citing sources, adhering to ethical guidelines, and transparently reporting research methods and findings.

Research Paper Ethics:

1. What are research paper ethics?



- Research paper ethics refer to the principles and guidelines that govern the ethical conduct of research, ensuring integrity, honesty, and respect for participants and the scientific community.
2. Why are research paper ethics important?
 - Research paper ethics are crucial for maintaining trust and credibility in the research process, protecting the rights and welfare of participants, and upholding the integrity of scientific knowledge.
 3. What are some common ethical considerations in research paper writing?
 - Common ethical considerations include informed consent, confidentiality, protection of participants from harm, honesty in reporting results, and avoidance of conflicts of interest.
 4. What is informed consent in research?
 - Informed consent is the voluntary agreement of individuals to participate in research after being provided with all relevant information about the study, including its purpose, risks, benefits, and their rights as participants.
 5. Why is confidentiality important in research?
 - Confidentiality is important for protecting the privacy and anonymity of research participants, ensuring that their personal information is not disclosed without their permission.
 6. How can researchers ensure ethical treatment of research participants?
 - Researchers can ensure ethical treatment of participants by obtaining informed consent, maintaining confidentiality, minimizing risks, providing debriefing after the study, and respecting participants' rights and autonomy.
 7. What is plagiarism, and why is it unethical in research?
 - Plagiarism is the act of using someone else's ideas, words, or work without proper acknowledgment or citation. It is unethical in research because it violates academic integrity, misleads readers, and undermines the credibility of the researcher.



8. How can researchers avoid conflicts of interest in their research?
 - Researchers can avoid conflicts of interest by disclosing any financial or personal relationships that may influence their research, being transparent about funding sources, and maintaining objectivity and impartiality in their work.
9. What is the role of institutional review boards (IRBs) in research ethics?
 - Institutional review boards (IRBs) review research proposals to ensure that they meet ethical standards and comply with regulations regarding the protection of human subjects in research.
10. What are some consequences of unethical research practices?
 - Consequences of unethical research practices may include damage to the reputation of the researcher or institution, legal repercussions, harm to research participants, and erosion of public trust in science.

Research Paper proposal:

1. What is a research paper proposal?
 - A research paper proposal is a concise document that outlines the topic, objectives, methodology, and significance of a proposed research project.
2. What is the purpose of a research paper proposal?
 - The purpose of a research paper proposal is to provide an overview of the planned research project, seek approval from supervisors or funding agencies, and demonstrate the feasibility and significance of the proposed study.
3. What are the key components of a research paper proposal?
 - The key components include the research question or thesis statement, background literature review, research objectives, methodology, expected outcomes, and potential implications.
4. How do you choose a research topic for a proposal?
 - Choose a research topic that interests you, aligns with your expertise, and has significance or relevance to your field of study or discipline.



5. Why is a literature review important in a research paper proposal?
 - A literature review provides context for the research, identifies gaps in existing knowledge, and helps justify the need for the proposed study by demonstrating its relevance and contribution to the field.
6. What is the significance of the research methodology in a proposal?
 - The research methodology outlines the specific methods and procedures that will be used to address the research question or test the hypothesis, ensuring the validity and reliability of the study.
7. How do you justify the significance of the proposed research in a proposal?
 - Justify the significance of the proposed research by demonstrating its relevance to current debates, gaps in knowledge, or practical implications in the field. Highlight how the study will contribute new insights or address important questions.
8. What are the expected outcomes of the proposed research?
 - The expected outcomes may include new empirical findings, theoretical advancements, practical applications, or policy implications, depending on the nature of the research project.
9. How do you format a research paper proposal?
 - Follow the formatting guidelines provided by your institution or funding agency, which may include specific sections, word limits, and citation styles. Typically, research paper proposals are written in a clear and concise manner, with a logical structure and consistent formatting.
10. Who is the audience for a research paper proposal?
 - The audience for a research paper proposal may include supervisors, funding agencies, academic reviewers, or members of a research committee who will evaluate the feasibility and significance of the proposed study.

Plagiarism:

- What is plagiarism?



- Plagiarism is the act of using someone else's ideas, words, or work without giving them proper credit or acknowledgment.
- What are the consequences of plagiarism?
 - Consequences of plagiarism can include academic penalties such as failing grades or expulsion, damage to one's reputation, and legal repercussions in some cases.
- How can plagiarism be avoided?
 - Plagiarism can be avoided by properly citing sources, paraphrasing ideas in one's own words, and referencing all borrowed information.
- Why is plagiarism considered unethical?
 - Plagiarism is considered unethical because it involves dishonesty, undermines academic integrity, and violates the rights of original authors.
- What are some common types of plagiarism?
 - Common types of plagiarism include direct copying without citation, paraphrasing without proper attribution, and self-plagiarism (reusing one's own work without citation).
- Discuss the importance of academic integrity and how plagiarism undermines it.
 - Academic integrity is essential for maintaining honesty, trust, and fairness in scholarly pursuits. Plagiarism undermines academic integrity by misrepresenting others' work as one's own, deceiving instructors and peers, and compromising the credibility of academic institutions.
- Explain the difference between intentional and unintentional plagiarism.
 - Intentional plagiarism involves deliberately copying or stealing someone else's work without proper attribution, while unintentional plagiarism occurs when individuals fail to properly cite sources due to ignorance or carelessness. Both types of plagiarism are serious ethical violations, but intentional plagiarism is typically considered more egregious.
- How can educators and institutions prevent plagiarism?



- Educators and institutions can prevent plagiarism by educating students about proper citation practices and academic integrity, providing resources and guidelines for citing sources, using plagiarism detection software to identify potential cases of plagiarism, and imposing consequences for academic dishonesty.
- Discuss the ethical implications of self-plagiarism.
 - Self-plagiarism involves reusing one's own previously published work without proper citation. While it may not involve the same ethical concerns as plagiarizing others' work, self-plagiarism is still considered unethical because it misleads readers and violates the principle of academic honesty. Authors have a responsibility to provide full disclosure of their sources and previous work to ensure transparency and integrity in scholarly communication.
- What are the cultural differences and nuances surrounding plagiarism?
 - Plagiarism norms can vary across cultures, with some cultures placing less emphasis on originality or attribution than others. It's important for individuals to understand and respect the cultural norms and expectations regarding academic integrity in different contexts. However, regardless of cultural differences, academic institutions typically have clear policies and expectations regarding plagiarism that apply universally.

Critical Appreciation of Poetry:

1. What is critical appreciation of poetry?
 - Critical appreciation of poetry involves analysing and interpreting a poem to understand its meaning, themes, language, and poetic devices.
2. Why is critical appreciation important in understanding poetry?
 - Critical appreciation helps readers engage deeply with a poem, uncovering layers of meaning, symbolism, and emotional resonance that may not be immediately apparent.
3. What are some common poetic devices used in poetry?
 - Common poetic devices include imagery, metaphor, simile, personification, symbolism, alliteration, rhyme, and rhythm.



4. How does the structure of a poem contribute to its meaning?
 - The structure of a poem, including its form, stanza organization, line breaks, and rhythm, can enhance the meaning and impact of the poem, conveying emotion, pacing, and emphasis.
5. What role does the poet's language and word choice play in critical appreciation?
 - The poet's language and word choice contribute to the tone, mood, and imagery of the poem, shaping its meaning and evoking specific emotions or sensory experiences.

Long Answer Questions:

1. Discuss the importance of interpretation and analysis in critical appreciation of poetry.
 - Interpretation and analysis are essential in critical appreciation of poetry because they allow readers to delve beneath the surface of the poem, exploring its themes, symbolism, and underlying messages. Through interpretation, readers can uncover the poet's intentions and the multiple layers of meaning embedded within the poem.
2. Explain how poetic devices contribute to the effectiveness of a poem.
 - Poetic devices such as imagery, metaphor, and symbolism enhance the effectiveness of a poem by creating vivid sensory experiences, conveying complex ideas and emotions, and engaging the reader's imagination. These devices add depth, richness, and texture to the poem, making it more memorable and impactful.
3. How does the context in which a poem was written influence its interpretation?
 - The historical, cultural, and personal context in which a poem was written can significantly influence its interpretation, providing insights into the poet's background, influences, and the socio-political climate of the time. Understanding the context can enrich the reader's appreciation of the poem and illuminate its relevance to broader themes and issues.
4. Discuss the significance of form and structure in poetry.
 - The form and structure of a poem, including its rhyme scheme, meter, and stanza organization, contribute to its aesthetic appeal and rhythmic flow. Form and structure can



also reinforce the poem's themes or create contrast and tension, adding layers of meaning and complexity to the work.

5. How does the reader's own interpretation and subjective experience shape their appreciation of a poem?
 - The reader's interpretation and subjective experience play a crucial role in shaping their appreciation of a poem, as each reader brings their own background, emotions, and perspectives to the reading process. A poem's meaning and impact can vary depending on the reader's individual interpretation and personal resonance with the themes and imagery presented.

Example:

1. Poem: "Stopping by Woods on a Snowy Evening" by Robert Frost
 - Analysis: Frost's use of imagery and metaphor creates a serene, contemplative atmosphere, inviting readers to reflect on themes of nature, solitude, and mortality.
2. Poem: "The Road Not Taken" by Robert Frost
 - Analysis: Frost's exploration of choices and paths in life, coupled with his use of ambiguity, prompts readers to consider the complexity of decision-making and the consequences of one's choices.
3. Poem: "The Love Song of J. Alfred Prufrock" by T.S. Eliot
 - Analysis: Eliot's fragmented narrative and stream-of-consciousness technique reflect the modernist themes of alienation and existential angst, offering a portrayal of the inner turmoil and disillusionment of the modern individual.
4. Poem: "Ode to a Nightingale" by John Keats
 - Analysis: Keats's rich imagery and evocative language convey the speaker's longing for transcendence and escape from the mundane world, exploring themes of beauty, mortality, and the fleeting nature of life.
5. Poem: "Do Not Go Gentle into That Good Night" by Dylan Thomas



- Analysis: Thomas's use of repetition and urgency conveys the speaker's plea for resistance against death, exploring themes of defiance, resilience, and the human spirit's struggle against mortality.



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