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ELT Quarterly

An International Peer-Reviewed Journal

Volume: 22 | Issue: 1 | March – 2023



Published by

H. M. Patel Institute of English Training and Research

Vallabh Vidyanagar, Dist. Anand, Gujarat, India.

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Chief Editor

Dr. Mayur Parmar

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ELT Quarterly (ELTQ), as a rule, publishes only original and unpublished texts on the following focus areas:

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- Theory and practice of language teaching
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Paradigm Shifting Phenomenon of AI in the Field of English Teaching

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Abstract

ChatGPT and AI have brought to the English field the new paradigms in writing, editing and enhancement. AI technology is revolutionizing the field of English language teaching, providing an unprecedented range of features and capabilities that can be used to improve student engagement and learning outcomes. AI technology can be used to automate assessments and provide personalized course materials, as well as to create interactive learning experiences that provide students with an immersive and engaging way to learn. AI technology can also be used to analyze student responses and provide feedback in real-time, helping teachers tailor their instruction to the needs of individual students. By utilizing AI technology, teachers can create engaging and effective learning environments that can help students reach their full potential.

In this paper the researchers will try and explain the use of AI and its various components to use in language testing, language learning and English Language Teaching. The researchers will also take a look at a few of the AI programme which are currently used and would like to hypothesize whether the AI will be a boon or a bane for ELT.

Keywords: ChatGPT, AI, ELT

There is so much novel about the development of artificial intelligence. In this section, we will discuss how the artificial intelligence included into language learning and language development may help you improve language writing and other spheres.

A recent article from UNESCO outlined certain hurdles that need to be overcome when it comes to the knowledge and integration of artificial intelligence by educators. These problems may be found in a recent release from UNESCO. One of them, titled 'Leveraging AI to enhance education and learning' (UNESCO, 2019), is directly related to the ways in which instructors might employ AI during lectures, and this topic will be the subject of today's blog post. Because of the new tools that are accessible with built-in AI, we are able to delegate part of the work that would normally be done by the instructor to the pupils. This allows us to share some of the responsibility that we have. We are developing their independence by encouraging

them to have a more proactive approach towards their learning, and we are encouraging them to have a more proactive attitude towards their learning.

- **Artificial Intelligence: What Is It?**

Many of us are acquainted with artificial intelligence, even if we may not fully understand it (AI). Have you ever avoided phoning a company's customer service department by communicating with them using an automated chatbot instead? If this is the case, you should be thankful for artificial intelligence. Have you ever made a purchase based on a suggestion you saw on a social media platform? That was also the work of the AI. When you use a digital assistant like Siri or Alexa, you are communicating with artificial intelligence. This is true regardless of the specific digital assistant you are using.

“Artificial Intelligence (AI) Software is a computer program which mimics human behavior by learning various data patterns and insights.” (10 Best Artificial Intelligence Software (AI Software Reviews In 2023), 2023)

Artificial intelligence, or AI for short, refers to the best possible solutions that may be anticipated based on the data that is processed by computer systems via a process called machine learning.

In order to deliver useful software features in many facets of life, including writing, artificial intelligence makes use of machine learning, a technology that makes predictions by using statistical approaches. However, how precisely might the use of artificial intelligence benefit the writing process? Language tools now include artificial intelligence in order to improve your writing.

A rule-based method is one of the most common approaches used by popular text editors to repair typos. A rule-based methodology is used by some language tools as well. However, they also make use of artificial intelligence, which enables them to make changes that are more comprehensive and sophisticated.

Using statistical analysis techniques, machine learning software is now making an attempt to "read out" these patterns and rules from the pool of phrases. If these predictions are used in the next step to analyze texts and detect errors, then we will be talking about artificial intelligence, which is made available to us writers by software. If these predictions are used to analyze texts and detect errors, then we will be talking about artificial intelligence.

- **Correction based on rules vs correction based on artificial intelligence**

Language tools come highly recommended as a correction tool due to the fact that it utilizes both AI-based analyses that are too complicated to be broken down manually and individually authored recommendations to address exceptions. These analyses and suggestions can be found in language tools.

Although we may find some errors in the AI phenomenon but the programming is becoming much sophisticated and "...AI tools often complete jobs quickly and with relatively few errors..." (Tucci, 2023)

Artificial intelligence, which goes beyond simple corrections, is used in the usage of language tools. Additionally, it is able to produce phrases that have been rephrased. Language Tools that employ artificial intelligence may thus assist you if you are having difficulty writing anything in a formal, fluent, or clear manner.

What unique benefits does AI such as ChatSonic, ChatGPT and other provide in language development and language learning?

- Integrated Google search for the latest information
- AI image generation
- Voice commands so you don't need to type
- Remembers past questions or comments in your conversation and can easily answer follow-up questions.
- Text2Speech like Siri or Google Assistant
- Edit, Copy, Download, and Share a specific response or even your entire conversations with your friends, colleagues, family, and followers.
- Talk to ChatSonic as a specific personality like teacher, fitness trainer etc.

"Artificial Intelligence can also be defined as the development of computer systems that are capable of performing tasks that require human intelligence, such as decision making, object detection, solving complex problems and so on." (Lateef, 2023)

- **AI Apps for Literature Writing such as ChatGPT**

ChatGPT, a contextual-based AI system designed for automated literature writing, is a rapidly advancing technology that is transforming the way that authors create stories. With its conversational AI capabilities, ChatGPT can understand text-based interaction, learn from its mistakes, and use machine learning algorithms to generate new content from scratch.

The application of AI apps for literature writing is the ability to generate unique, creative material with minimal human input. ChatGPT can create written works that are more vivid and detailed than what a human author could produce alone. Through its use of natural language processing and other sophisticated algorithms, ChatGPT can generate cohesive stories and dialogues that could pass for authentic literary works.

ChatGPT can also help authors come up with ideas for new stories by analyzing the works of other authors. It can also help authors refine their stories by suggesting better word choice and sentence structure, as well as suggesting different plot points and character development.

ChatGPT is an incredibly powerful tool for authors and aspiring writers alike. Its ability to generate original content and provide helpful feedback on existing stories can help authors create their own masterpieces. As AI technology continues to evolve, the possibilities for literature writing with ChatGPT are unlimited.

Modern Man

Caught in the rush of all that's new,
Lost in the whirlwind of life's view,
Technology breeds a strange dichotomy,
A world of push and pull, of ebb and flow.

Modern man, so fast and adept,
Racing from one task to the next,
Seldom a moment to take and reflect,
The pace of life, so hard to digest.

We are consumed by the sound of the now,

Caught in a pattern of haste and wow,
Always striving for something more,
Forgetting the beauty that lies just before.

So take a moment and look around,
Acknowledge the beauty that's all around,
Life is a journey, not a race,
Slow down, take time, and embrace.

Written by ChatSonic (Chatsonic, 2023)

The above poem is written or rather prepared by the AI programme known as ChatSonic and it is very difficult to decipher whether it has been written by a human being or a robot with Artificial Intelligence. AI has already made indescribable strides in the field of Arts and creation of pictures with just the commands of words and this has been chided and derogated by the arts community in the current time. Although AI art and literature may not be considered as meaningful and having depth for the time being, as time progresses, we might feel the heat by these clever robots. "An A.I.-Generated Picture Won an Art Prize. Artists Aren't Happy." Jason Allen's A.I.-generated work, "Théâtre D'opéra Spatial," took first place in the digital category at the Colorado State Fair. (Roose, 2022) one more critique said, "AI Lacks the Innate Psychic Structure and Experience to Create Art" (Chambers, 2020)

Artificial Intelligence (AI) chatbots have been making waves in various industries, and the writing industry is no exception. In recent years, AI-powered chatbots have been developed to generate written content, from emails and articles to entire books. With their ability to produce large amounts of content in a fraction of the time it would take a human writer, some people are beginning to wonder whether chatbots will replace human writers in the near future.

While there are many critiques and dooms day foretellers there are who are much optimistic of the use of AI in literature. (Mani, 2016) "Artificial intelligence sheds new light on classic texts. Literary theorists who don't embrace it face obsolescence." Is what the writer says regarding the AIs use in language and literature. As a compelling example, Hopkins and Kiela (2017) state that "evaluators found their generated poems to be more humanlike than those actually written by humans". (Hopkins & Kiela, 2017)

One of the key advantages of AI chatbots is their ability to produce content at scale. With the ability to generate hundreds of articles, emails, or social media posts in a matter of minutes, AI chatbots are becoming an attractive option for businesses and organizations looking to produce large amounts of content quickly. Additionally, AI chatbots can be programmed to follow specific guidelines, ensuring that the content produced is consistent and on-brand.

The human likeness score for "A Fairy Song" by Shakespeare was the lowest, which may be due to the fact that modern audiences are less acquainted with Shakespearean English. On the other hand, Dickinson's "I'm Nobody" is another example of something that was evaluated incorrectly. It is up for debate whether the findings of the assessment would be the same if the judges were only shown modern literary works, that is, works published in modern English. In spite of this, the findings may point to the fact that the participants mistaken problems and idiosyncrasies for defects, or an indicator of artificial intelligence. (The use of metaphor in poetry is rather prevalent; but, if it is taken literally, it might be misunderstood as a mistake.) In addition, it demonstrates a lack of comprehension of the dynamics, operations, and goals of poetic expression. Investigating the roles of ambiguity, uniqueness, and complexity in relation to the development and assessment of text may benefit from the use of literary perspectives.

Another advantage of AI chatbots is their ability to work 24/7. Unlike human writers, who need time off to rest, chatbots are always available to produce content. This makes them ideal for businesses and organizations that operate around the clock and need to produce content on a continuous basis.

However, while AI chatbots have many advantages, they still have some limitations. For example, AI chatbots lack creativity and the ability to produce unique and engaging content. The content produced by chatbots is often formulaic and lacks the personal touch that is so important in writing. Additionally, AI chatbots are only as good as the data they are trained on, meaning that the quality of the content produced is limited by the quality of the training data.

Moreover, human writers bring a level of empathy, understanding, and emotional intelligence that is difficult for AI chatbots to match. Human writers have the ability to connect with readers on a personal level, to evoke emotions and to create a connection with the audience that is difficult to replicate with a machine. This human touch is an important aspect of writing that cannot be replaced by an AI chatbot.

In conclusion, while AI chatbots have the ability to produce large amounts of content quickly and efficiently, they are not likely to replace human writers in the near future. Human writers bring a level of creativity, empathy, and emotional intelligence that cannot be replicated by a machine, and will continue to be an important part of the writing industry for years to come. That being said, AI chatbots can complement the work of human writers, helping them to produce content more efficiently and freeing up time for more creative endeavors.

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English Language in Pre-Independence India

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Abstract

This paper presents an overview of history of English language in the Indian linguistic ecosystem in the pre-Independence period. It includes a detailed description of the ways in which the English language was initiated, then consolidated, and finally, institutionalized in the linguistic ecosystem via education. It occupies a prominent place in the education system given its mandatory study from elementary to tertiary level studies. In the present context the English language is conceptualised in a variety of ways including a means of social justice, world language, colonial imposition to mention a few. This paper presents a broad sketch of the history of this language before Independence to make sense of its role and place in the present time.

Key words: English, education, linguistic ecosystem, India

Introduction

In India the English language is perceived and understood in wide range where at one end it is labelled as one of the languages of India and at the other a colonial imposition. Having said this, it also needs to be mentioned that these interpretations are largely restricted to the academia and educational policies. In the perception of the common public, the English language is panacea for all ills and evils. It could not be altogether incorrect to state that the English language is conceptualised as gateway to prosperity and social mobility. The aim of this paper is to explore how and why the English language developed such strong roots in the Indian linguistic ecosystem via education. One of the salient features of English in India is that it is a language that is learned in classroom rather than by using it outside in the real world. Therefore, the teachers need to be aware of the history of English Language Education (ELE) in order to make sense of the language attitudes, domains of use, and language choices etc. The intended audience for this paper is practicing teachers at all levels as they are the one of the primary stakeholders in English language. The paper is written in two parts – it begins with a description of key events that initiated and consolidated the position of English and the second part briefly discusses the implications of the history for the present time.

English in India

English in India, as described, discussed, and debated in a range of studies (for example, Syed: 1985, Aggarwal: 1984, Vishwanathan: 1989, Mehrotra: 1998, Krishnaswamy and Krishnaswamy: 2006) concur that it was Lord Macaulay's Minute of 2 February 1835, called the 'Manifesto of English Education in India' is

responsible for the introduction of English language in the Indian education system. Prior to this event the educational activities were more of informal nature and were largely transacted using the local languages. But saying so amounts to (taking the risk of transgression) giving the credit of the victory in a cricket match to the batsman who scored the winning run. The foundation for the introduction of English was largely laid by Sir Charles Grant in 1790s who was the director of East India Company (EIC). He prepared the first blueprint of English education of Indians in 1792 bemoaning the moral, social and intellectual decline of Indians. He focused on improving moral, social, and mental status of Indians through Western education via English language (Syed, 1895: 113-114). Therefore, sometimes he is called 'the father of modern education in India'. He recommended:

- The introduction of English as the medium of instruction in a Western system of education that included literature, natural sciences, mechanical inventions to remove the superstitions prevalent among Indians.
- The adoption of English as the official language of the EIC and administration for easy communication between the rulers and the ruled.

(Krishnaswamy and Krishnaswamy, 2006: 12)

Masani (2012: 42) observes that Charles Grant believed that adoption of English language on the part of Indians can replace Hindu superstitions with a modern rational approach. Gradually, English language consolidated its position through the provisions of 1813 Charter Act Renewal, demand for English from Indians, and finally William Bentinck's administration policies, and educational policy drafted by Lord Macaulay.

Charter Act Renewal (1813)

The Charter that was granted to the EIC in the year 1600 was to be renewed every twenty years. The renewal of the Charter Act in 1813 is notable for making the education of Indians the official responsibility of the EIC. Until then it was only missionaries engaged in educational venture for Indians with the support of the EIC. This Act made a provision of financial support for the education of Indians without discussing the medium of instruction. It just said that the financial provision is for the "revival and improvement of literature and the encouragement of the learned natives of India and for the introduction and promotion of knowledge of sciences among the inhabitants of the British territories in India" (Krishnaswamy and Sriraman, 1995: 32). This ambiguity created a space for controversy among Anglicists (who favoured English medium education in Western knowledge) and Orientalists (who preferred vernacular medium education in Oriental knowledge).

Demand for English from the Indians

Amidst this controversy over the content and medium of education there emerged a demand for Western knowledge through English medium from a few socially active Indian groups. The primary figure among them is Raja Ram Mohun Roy. He made a much cited plea (in the history of English language in India) to the Lord Amherst to provide funds for English education. In his letter to Lord Amherst, the Governor General of Bengal, in 1823 he strongly opposed education in Oriental systems of knowledge and said that the Government should “promote a more liberal and enlightened system of instruction: embracing mathematics, natural philosophy, chemistry, anatomy, and other useful sciences” (Ghosh, 2009: 28 & Agnihotri and Khanna, 1997: 23). The same sentiment and intention was articulated by Gopal Hari Deshmukh known as ‘Lokhitvadi’ in Maharashtra condemning the limitations of Sanskrit knowledge and its irrelevance to making a meaningful living. They visualized the need to equip the youth with contemporary knowledge through English language. They advocated the liberation of Indian psyche from the medieval system of thoughts and were convinced that embracing Western systems of knowledge through English language was the need.

William Bentinck and Lord Macaulay

William Bentinck and Lord Macaulay jointly worked in formally inaugurating and institutionalizing the English language in India in general and in education in particular. When Bentinck arrived in India in 1828 as the Governor General, he noticed that effective administration was not possible with only British officials. He was a firm believer in utilitarian principles. Accordingly, he proposed that English knowing loyal Indians may be involved in the administration. Further, he also recommended that English should be made the official language of the administration and education. Consequently, when the Charter of the EIC came before the Parliament for renewal in 1833 provision for employment was added. It stated:

“No natives of the said territories, nor any natural born subject of His Majesty resident therein, shall by reason of his religion, place of birth, descent, colour, or any of them be disabled from holding any place, office or employment under the said company. (Krishnaswamy and Krishnaswamy, 2006: 28)

This strategic move of Bentinck contributed in inflating the demand for English language education by opening up employment opportunities for Indians. This situation coincided with the arrival of Lord Macaulay in India as the Law Member of Bentinck’s Council in 1834. Bentinck soon appointed him as the President of the General committee of Public Instruction for his intellectual attainments. . It was a period of a great unrest in education because of the controversy among Orientalists and Anglicists about the educational aims and objectives. The primary tasks before

Macaulay were to put an end to this controversy and give a decisive direction to EIC's educational venture. He felt it was desperately needed given the compromising approach of EIC of patronizing Oriental learning on the one hand and slowly promoting English education on the other. He proposed that content of the education should be Western system of knowledge and the medium English language. He preferred English language arguing that Indian languages are not fit for transaction of Western knowledge with his famous remark, "a single shelf of a good European library was worth the whole literature of India and Arabia" (in Ghosh, 2009: 31). He advised the government to stop all funding to Oriental institutions. He based his education model on the cascade principle – from class to mass. In his much cited minute of 2 February 1835 he said that the aim of education was to create a class of Indians equipped with Western knowledge through English medium. He hoped that this class may in turn "refine the vernacular dialects of the country, to enrich their dialects with terms of science borrowed from the Western nomenclature and to render them by degrees fit vehicles for conveying knowledge to the greater masses of the population" (ibid: 33). Bentinck accepted this Minute and issued an official order on 7 March 1835 securing a sound position for English language in the education system.

Wood's Despatch and aftermath

On the occasion of the renewal of EIC's Charter in 1853, the British Parliament constituted a committee to enquire into the progress of education in India and suggest reform. The suggestions of the committee chaired by Charles Wood were issued as Wood's Despatch on 19 July 1854. This is a significant landmark in the history of education in India as it created a distinctly defined space for English in the education system. This document is also known as the 'Magna Carta of English Education in India'. Regarding English language it says, "a knowledge of English will always be essential to those natives of India who aspire to a high order of education" (in Pingali, 2011: 65). However, it also states that vernaculars rather than classical languages (Sanskrit and Arabic) must be incorporated in education. For the spread of higher education the Despatch recommended the establishment of universities in India with English as the medium of instruction.

The outcome was the establishment of universities in Presidency cities of Bombay, Calcutta and Madras in 1857. Consequently, university qualification became a passport to employment and school education minimum qualification for university education. This process resulted in the emergence of several English medium schools in the university towns.

Aftermath of Wood's Despatch is marked by several other commissions that deliberated on the place of English language in the curriculum. The most crucial one among them is the Indian Universities Commission of 1902 (which led the formation of the Indian Universities Act in 1904). This commission moaning the standard of

English of university entrants fixed the responsibility for such dismal situation on schools. Then came a series of commissions and committees on the education of Indians such as Indian Education Commission (1882), Indian Universities Commission (1902), Calcutta University Commission (1917), Abbot-Wood Committee (1936-37), and Zakir Hussain Committee (1937, related to the Wardha scheme of education) (Krishnaswamy and Krishnaswamy: 2006). They continued the rhetoric of English language education combined with vernacular languages. The notable point is that none of these committees opposed the education in English language after matriculation.

What it all means?

Drawing on the above description it can be concluded that the English language in the Indian linguistic ecosystem makes several key changes. The first change can be seen in education – for better or worse – in terms of its mandatory part of the curriculum. Though it is becoming increasingly uncommon at present times (thanks to revisions in assessment systems, for instance, awarding internal marks), the English language was interpreted as a major challenge in school curriculum and at all high stakes examination. It was called a *killer language*. This language has contributed to both career building as well as putting an end to any career aspirations. Drawing the history it can be fairly observed that the English language played (and continues to play) a pivotal role in changing the social organization by way of setting up formal education system, organization of formal work, formations of work cadres, etc. It has also become a language of aspiration as its study (not use always) ensured some form of employment or a source of livelihood that brought a little more comfort to people's lives. The language also connected the people with the wider world. The language continued to stay (see the recommendations of policies mentioned above) with justifications as it attracted and also caught people's attention. Irrespective of the ideologies and subsequent policies, the people have always found the strong correlation between the English language, education, and better life.

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Connecting the Mellowness of Music to the Agitation of Autism: An Experimental Inclusive Education Study

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Abstract

Autism is considered still a taboo in our so-called sophisticated society where people yet give a second thought to discussing the topic openly and discretely. Autism is a mental condition where the concerned person struggles with social connectivity and communication as well as faces challenges with confined or restricted, repetitive habits and interaction issues. These types of learners may face some extraordinary and unexpected hurdles in education especially when it comes to learning languages. Medical treatment and counseling can help the learners like this in mainstream support systems. However, there are several therapies suggested by the experts that actually can help develop these children's confidence and bring them a little closer to normalcy. Music therapy is one of the supporting therapies for these kinds of children and the researcher has attempted to investigate the same therapy on a selected group of local autistic children to find out the truth behind the claims of the experts. The researcher used the mellowness of the music to smoothen the stubbornness of the autistic children and the findings were quite interesting as the researcher can find a drastic change in the behavioural pattern of the autistic learners.

Keywords: *Inclusive Education, Autism, Music, Music Therapy, Stubbornness of slow learners, Experimental Study, Social Connectivity etc.*

Introduction

Both the terms autism and autism spectrum disorder (ASD) are frequently used to refer to a group of individuals with complicated neurodevelopmental abnormalities. ASD is primarily characterised by differences or impairments in communal /social and communication skills, strange, odd and unusual behaviour, conduct, and interests, as well as effects on the nervous system and general cognitive, cerebral, emotional, logical, social intellectual and physical health of the particular person. Typically, in the first three years of a person's existence, fundamental indications and substantial symptoms of ASD are visible. The emotional poignant effects of ASD affect how a kid interacts and collaborates with others as well as how they retort and react to their milieu or surroundings. As a result, this negatively affects growth in the areas of routine operational tasks and social contact and transactions. Additionally, some brain regions' aberrant (subnormal) functioning may impair intellectual abilities. As a result, children with ASD have certain requirements that must be met in a particular way.

Whilst the autism rights association as well as a quantity of researchers analyse autism as a constituent of neuro-diversity—the natural innate diversity in human thought and experience—which has strengths, distinctions, and weaknesses—psychiatry has generally defined autism as a by and large neurodevelopmental condition (Pellicano E, 2022). This point of view contends that although autism is not pathological, some autistic individuals may nonetheless be impaired or require extensive help. However, the only medical treatment may not be sufficient for the cure we might also have to take support from other therapies and additional treatments.

Support and Connecting Therapies for the Autistic Children

Therapies are the extra support system that helps slow learners to calm down, concentrate, interpret and feel confident about them. Children with autism may benefit from different behavioural, developmental, family-based, medical, and alternative therapy as well as other forms of assistance. Making decisions for your kid requires knowledge of the key categories of therapies and supports. Children with autism can grow effectively with the aid of therapies and support.

Children receiving behavioural therapy and support for autism are taught new behaviours and abilities using specialized, controlled procedures. The term "Applied Behaviour Analysis" (ABA) methods often refer to these treatments and supports. Early intensive behavioural intervention (EIBI), discrete trial training (DTT), pivotal response treatment (PRT), incidental instruction, and positive behaviour support (PBS) are a few examples of behavioural therapies and supports.

Developmental therapy and supports improve the abilities of autistic children to have satisfying interactions with others. They aid youngsters in developing social, communication, and life skills in regular, organized environments. According to research, these types of the strategies assist, detriment and promote as well as benefit kids with autism. Developmental treatments and supports include, for instance, the DIR/ Floortime method, the developmental modified social-pragmatic (DSP) model, and responsive teaching.

Integrated, involved treatments and supports are also obtainable as a perfect resource to treat these children and make them feel well. Some treatments and interventions combine aspects of behavioural and developmental treatments and interventions. Because it comprises of the most beneficial concepts and methods from many therapies and supports, a combined approach may frequently be quite beneficial. For instance, any behavioural therapy or support that is family-based and incorporates developmental therapies or supports that emphasise learning skills would be more successful. Recent modern studies put forward the use of collective

therapy and support. The models like the Early Start Denver Model, the SCERTS Model, and TEACCH are a few examples of combination treatments and supports.

They are founded on the principle that parents should participate in selecting and utilising therapies and supports for their children. The focus of family-based treatments and support for autistic children is on the notion that family participation in therapy is essential to addressing the developmental needs of children. The primary symptoms of autism are addressed through Relationship Development Intervention (RDI), a behavioural treatment that is family-based. It emphasises developing social and emotional intelligence. In most RDI programmes, parents receive training to serve as the primary therapist. Families of autistic children are guided, educated, and supported through family-based treatments and services. It is believed that when families are supported, autistic children do better. Well-built, sturdy and strong as well as dependable parent-professional acquaintances are also essential for their success.

These kinds of supports based therapies give attention to certain abilities or challenges. These therapies and support are regularly used in concurrence with sustainable and behavioural or developmental therapy. Children might, for instance, have:

- Speech therapy, which includes tools like Functional Communication Training (FCT), Key Word Sign, or Picture Exchange Communication System (PECS), to help people with language and social skills.
- Physiotherapy- limb based treatment for problems with walking or other bodily motions,
- Psychological or psychiatric treatment for anxiety or depression,
- Occupational or professional therapy to extend daily living abilities, including physical skills.

A wide variety of treatments that are not used by conventional healthcare and autism specialists are included in alternative therapies and assistance for children with autism. This is due to the scant or nonexistent data supporting alternative treatments' ability to benefit autistic youngsters. In reality, a lot of data suggests that some of these treatments, including secretin, are ineffective. Additionally, research indicates that some therapy, including chelation, may be harmful to youngsters.

Even majority of the times, when they don't intend or don't do any actual harm, these therapies and supports take up time, effort, and occasionally financial resources that families could be used to invest in tried-and-true treatments for

autistic children. Alternative treatments and supports include, for instance, chelation, elimination diets, secretin, and control of yeast overgrowth.

Therapies and supports that fall outside of the aforementioned categories are included in this area. There isn't a lot of high-quality evidence available yet on the efficacy of many of these initiatives.

Examples of this kind of treatment include play-based therapies like Lego Therapy, music therapy, and art therapy.

How does music therapy work?

There are several varieties of music therapy. Through participatory musical exercises, music therapy helps autistic individuals develop their social and communicative abilities. Who can be benefitted from the music therapy? Then the answer is - Anyone of any age, gender or skill can be benefitted from music therapy. The real purpose and aim for using the music therapy is using music and rhythm to help autistic child become more social and communicative. There have also been several investigated alternative remedies used. A modified revised Cochrane study, published in 2022, discovered data suggesting that music therapy enhances verbal, nonverbal, and social communication abilities (Geretsegger M, 2022).

What is the history of music therapy?

The interesting fact about the music therapy is the beginning - The military, is where music therapy began. In 1945, amidst the World war II, the United State's Department of War published Technical Bulletin 187, in which there have been a discussion on the use of music in Army hospitals to aid, assist and support soldiers' healing (Bulletin, 1945). Following World War II, studies and recommendations from the US Army and US Surgeon General led to the use of music therapy in military settings beginning to blossom and grow. Even though these endorsements aided in the development of music therapy, there was still a need to evaluate the genuine practicality and worth of music as a medically based treatment. One of the first evaluations of a music therapy programme was led by the Walter Reed Army Medical Center and the Office of the Surgeon General. The study aimed to determine whether "music delivered according to a precise strategy" impacted service personnel with mental and emotional illnesses in their ability to rehabilitate (MA, 1996). Finally, case studies related to this study communicated both the significance and the influence of music therapy services in the healing of military service members. At Columbia University in 1919, Margaret Anderton introduced the first music therapy course that was supported by a university (Wheeler, Funk, Woods, Draper, & Funk). Working with injured Canadian troops during World War II and employing music-based services to speed up their recuperation was Anderton's area of therapeutic expertise.

Children with autism can benefit from music therapy, which was created to aid with their speech and social interaction. An accredited professional who has completed an authorised music therapy programme practices music therapy, which is an allied health profession, to achieve specific goals in therapeutic relationships (Association, 2021).

How is music therapy carried out?

Music therapy comes in a variety of forms. Music therapy assists autistic people in growing their social and communication skills via interactive connections and musical activities. Anyone, regardless of age or ability level, may gain from music therapy. Music therapy accomplishes improvement in social interaction and communication skills with the use of music therapy.

There are several variations of music therapy. Through engaging in musical exercises, music therapy helps autistic individuals improve their social and communicative abilities. Music-related activities can be used by therapists to impart new knowledge. By fusing new abilities with their musical cues, this occurs. Children no longer require the cues once they have mastered the abilities. The signals are gradually eliminated until the abilities come naturally.

A music therapist may also create songs about certain behaviours, such as turn-taking, for a kid with autism. A song the youngster is familiar with is played as the therapist performs the words. The theory is that a young kid could be able to concentrate on information that is sung rather than spoken. For children and adolescents with major depressive or anxiety disorders, there is moderate to low-quality substantiation that music therapy supplementary added to the standard customary treatment may reduce and condense internalizing symptoms and may be more effective than treatment as usual (without music therapy) (Aalbers, et al., 2017).

What is involved in music therapy?

The following steps are often included in music therapy:

1. **Assessment:** The therapist evaluates a kid to determine what requirements the youngster has. The therapist may also speak with the child's doctor or other therapists because music therapy is frequently combined with other autism therapies.
2. **Goal-setting:** Based on the child's needs, an individualized programme is created.
3. **Activities:** Activities tailored to the requirements of each child are included in sessions. Songs, dancing, singing, playing instruments, listening to music, improvising, and working in groups—are only a few examples.

4. Evaluation: The programme is routinely assessed to ensure that it is operating effectively.

Group or one-on-one music therapy sessions are both options. Typically, children attend once a week for between 20 and 50 minutes. The needs of the children determine how long the therapy will last.

Objectives of the Study

The study's main purpose was to evaluate the effectiveness of music therapy. However, let's list down the objectives of the study:

- To determine the challenges the intended audience has,
- To identify the best way to deliver treatment,
- To evaluate how different-level students acquire behavioural patterns through music,
- To analyse the efficacy of therapy.
- To summarize and share the results.

Hypothesis of the Study

- Whether music therapy and support help autistic children behave well
- Music therapy does not have any impact on autistic children's behaviour

Sample, Subjects & Duration

The researcher has been collaborating with the Vadodara-based NGO that looks after autistic youngsters. Even though they have varying degrees of ASD, it has been determined that none of the local youngsters can participate in the research. To use as a sample group for the study, the researcher selected 30 students and selected them to undergo music therapy for 30 days.

Experiment

Most music treatments are built on the understanding that music has a profound impact on both the body and the psyche. Music therapy is "a methodical intervention procedure in which the therapist assists the patient in achieving health by utilising musical experiences and the connections that arise from them as dynamic agents of change." (Bruscia, 2014). According to several types of research, music's sound vibrations have an impact on the body and spirit in addition to providing amusement and delight. Numerous rhythms in our bodies appear to make up the energy of the body, the heart, the respiratory system, the digestive system, and so on. Entrainment is the process through which the body tries to match the rhythm, tempo, and vibrations of the music. Our heartbeat, blood pressure, and pulse rate are just a few of the bodily functions that music may affect. It can also help

us cope with stress, worry, and depression. However, it can have an effect on the cognitive ability development of autistic children, which is important for their mental and emotional growth. Pamela Ott said in her 2011 book "Music for Special Kids" that engaging in musical activities like singing or playing an instrument may boost a learner's self-esteem (Ott, 2011). Teachers should employ music to provide a hands-on, interactive curriculum that includes varied activities including movement, instruments, rhythm, speech, sound exploration, melody, and dance for the greatest results. This is successful in the vast majority of situations. In many circumstances, using music to help children with autism spectrum disorder is highly helpful. The researcher and teachers noticed that employing musical exercises and songs boosted the students' independence and reduced their fear. The observation indicated that presenting the lesson after tying it to the music makes it simple to recall and quickly grabs the kids' attention. In this instance, the researcher had taught the noun—the names of the anatomical parts—before identifying rhymes or brief folk poetry in the mother tongue. Repeating the same phrases day after day for few days before introducing a new English poem or rhyme and continuing for a while improves the understanding. These activities help the students retain the definition of a noun phrase clearly via the use of straightforward examples, and because the musical song helps to ingrain the concept in their memory, it will endure longer.

Administrating Diagnosing Test - Pre-test

The researcher conducted the pre-test of the existing behavioural skills for the selected slow learners and documented the data as below:

Sr No	Student's Code	Pre-test – Behaviour Skills (10)
1	VA001	3
2	VA002	4
3	VA003	4
4	VA004	4
5	VA005	4
6	VA006	5
7	VA007	3
8	VA008	3
9	VA009	4
10	VA010	3
11	VA011	4
12	VA012	5
13	VA013	3
14	VA014	4
15	VA015	5
16	VA016	3
17	VA017	3
18	VA018	5
19	VA019	4

20	VA020	4
21	VA021	3
22	VA022	5
23	VA023	5
24	VA024	4
25	VA025	3
26	VA026	3
27	VA027	2
28	VA028	4
29	VA029	3
30	VA030	5

Table 1.1: Pre-test of the Autistic Learners

Administrating Diagnosing Test - Post-test

After the pre-test and implementing the music therapy the researcher again conducted the achievement test for the same selected slow learners and documented the data as below:

Sr No	Student's Code	Post-test – Behaviour Skills (10)
1	VA001	5
2	VA002	5
3	VA003	6
4	VA004	6
5	VA005	6
6	VA006	6
7	VA007	5
8	VA008	6
9	VA009	6
10	VA010	6
11	VA011	6
12	VA012	6
13	VA013	5
14	VA014	5
15	VA015	6
16	VA016	4
17	VA017	4
18	VA018	6
19	VA019	7
20	VA020	5
21	VA021	5
22	VA022	6
23	VA023	6
24	VA024	6
25	VA025	5
26	VA026	5
27	VA027	4
28	VA028	5

29	VA029	6
30	VA030	7

Table 1.2: Post-test of the Autistic Learners

Pre-test and Post-test Analysis

The pre-test and post-test data show us that there is a significant change in the result of behavioural skills of the autistic children after the implementation of music therapy. This shows that our Hypothesis that there will not be any significant change in the behavioural skills of the autistic children after going through music therapy was rejected. The below table shows the difference that clearly shows the finding that children had effective difference before and after the music therapy:

Sr No	Student's Code	Pre-test – Behaviour Skills (10)	Post-test – Behaviour Skills (10)	Difference
1	VA001	3	5	2
2	VA002	4	5	1
3	VA003	4	6	2
4	VA004	4	6	2
5	VA005	4	6	2
6	VA006	5	6	1
7	VA007	3	5	2
8	VA008	3	6	3
9	VA009	4	6	2
10	VA010	3	6	3
11	VA011	4	6	2
12	VA012	5	6	1
13	VA013	3	5	2
14	VA014	4	5	1
15	VA015	5	6	1
16	VA016	3	4	1
17	VA017	3	4	1
18	VA018	5	6	1
19	VA019	4	7	3
20	VA020	4	5	1
21	VA021	3	5	2
22	VA022	5	6	1
23	VA023	5	6	1
24	VA024	4	6	2
25	VA025	3	5	2
26	VA026	3	5	2
27	VA027	2	4	2
28	VA028	4	5	1
29	VA029	3	6	3
30	VA030	5	7	2

Table 1.3: Comparison between pre-test and post-test analysis

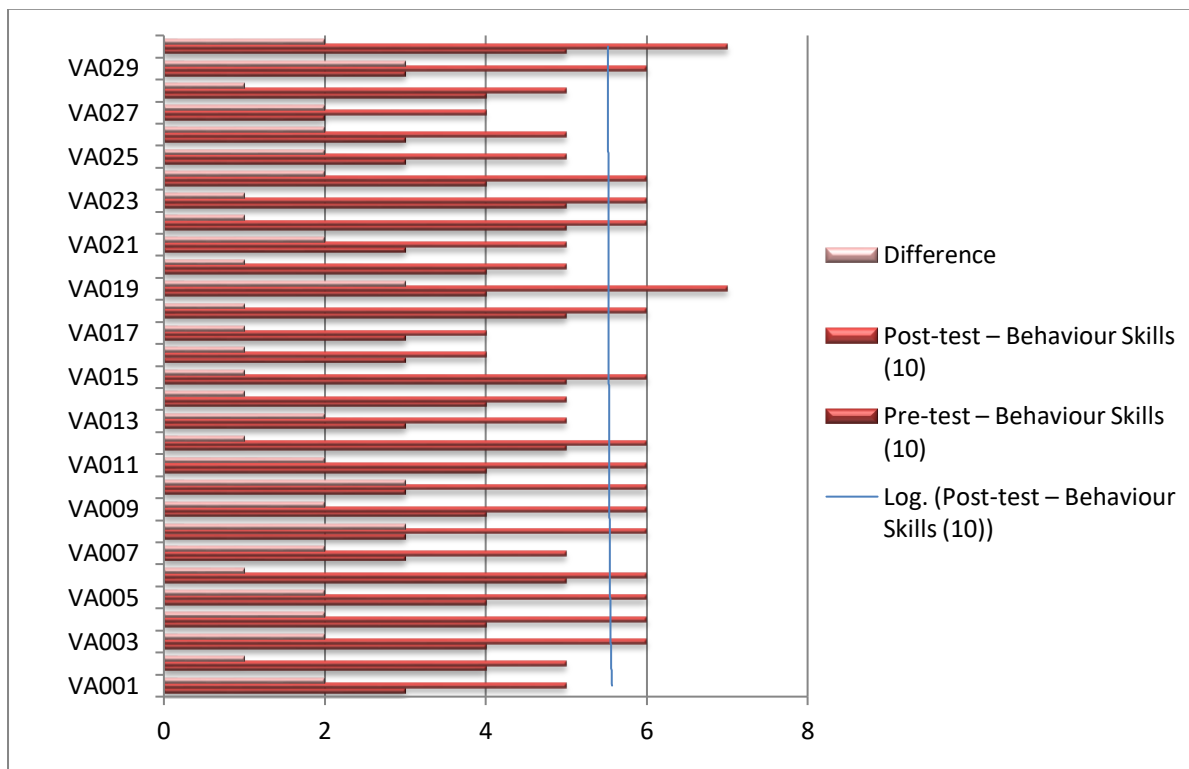


Figure 1.1: Comparative Analysis & Interpretation

Table no 1.3 shows the difference between pre-test and post-test values. If you go to see the average value of the pre-test is 3.8 and the average value of the post-test is 5.53. Hence, the average of the difference value is 1.73. The average difference of both the tests elaborately shows the significant improvement in the behavioural skills of the autistic children while administrative music therapy on the selected group.

Conclusion

According to research, music therapy can aid in the growth or improvement of social, communicative, and play abilities in kids. It could benefit children with intellectual difficulties and autism more than those with regular development. Here with this experiment, we can conclude that if within the limited duration of time, the mellowness of the music therapy can change the behaviour of the autistic learners then if we implement music therapy persistently; it can create a magical difference mellow down the agitation of the autistic learners.

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An effort to recognize psychoanalysis and reanalyse the paternal interference as a boost of passion and infatuation in adolescents in Shakespeare's *Romeo and Juliet*

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Abstract

*The theory of psychoanalysis was written many years after the great Renaissance dramatist William Shakespeare wrote one of the most dramatized, adopted and translated romantic tragedy *Romeo and Juliet*. Therefore, it would be incautious to state that Shakespeare attempted to fit the psychoanalytic model. However, the unrestricted feelings of love, passion and fascination for each other in adolescents *Romeo and Juliet* are so universal that recognition, appreciation and analysis are never enough. And the re-examination of the psychology of the fascinated lovers would surely be interesting. Therefore, the present paper attempts to observe and scrutinize the universal emotions of infatuation and love from Freud and Jung's views in a more promising and subtle way. In an attempt to revisit the classic *Romeo and Juliet* from the psychoanalytical view point; the presenter proposes to investigate the major forces including age, time and parental interference as the chief reasons for the acute passion and crazy obsession of *Romeo and Juliet* that ends in the death of the doomed lovers.*

Keywords: *psychoanalysis, Renaissance, infatuation, paternal interference, doomed lovers*

Understanding psychoanalysis and Sigmund Freud and Carl Jung's stand

The theory of psychoanalysis was found in 1890s by the Austrian neurologist Sigmund Freud (1856- 1939) while trying to find an effective treatment for patients with neurotic or hysterical symptoms. Working as a neurological consultant at a children's hospital, Freud realised that there were many mental processes that keep occurring in a human psyche, which one's conscious mind is not aware of. The term 'psychoanalysis' was first introduced by him in his essay titled "Heredity and Etiology of neuroses" written and published in French in 1896.

In an abbreviated description, it can be called a set of theories and therapeutic techniques that deal in part with unconscious mind, and works to develop clinical method for evaluating and treating pathologies seen as originating from conflicts in the psyche. Freud elaborated his theory of the unconscious and went on to develop a model of psychic structure comprising id, ego and super- ego. He postulated the existence of libido, sexualised energy with which mental processes and structures are invested and which generated erotic attachments, and a death drive, the source of compulsive repetition, hate, regression and neurotic guilt.

Carl Jung (1875- 1961), one of the most influential minds of his time, was a research scientist and conducted a lengthy correspondence with Sigmund Freud. Freud saw the younger Jung as the successor he had been seeking to take forward his 'new science' of psychoanalysis and to this end secured his appointment as president of his newly founded International Psychoanalytical Association. However, they parted ways later on but both of them worked very seriously on the human psyche, the role of childhood in the formation of an individual and the clash between the individual and the society.

The Swiss psychiatrist and psychoanalyst, Jung founded analytical psychology, the central concept of which is individuation—the lifelong psychological process of differentiation of the self out of each individual's conscious and unconscious elements. Jung considered it to be the main task of human development. The recurring theme of his famous work 'The Undiscovered Self' is how individuality is often misinterpreted and neglected because it's observed by the lens of the general, not individual understanding.

Though psychoanalysis was explored much later than the writing of our evergreen romantic tragedy *Romeo and Juliet*, the influence of age, time and parental interference in the formation of the psyche of the 'doomed lovers' clearly indicates how the versatile dramatist Shakespeare was quite aware of the existence of the science of psychoanalysis. The acute passion and crazy obsession of Romeo and Juliet, that end in suicide require careful observation and interpretation. The presenter attempts to understand the psyche of the lovers to recognise the mindset of the young lovers that grows intense as it is attempted to be bound by customs and age- old family traditions.

William Shakespeare and a brief plot overview of *Romeo and Juliet*:

Arguably the most influential writer in the English language, William Shakespeare (1564- 1616) is often called the England's 'national poet' and 'Bard of Avon'. His tremendous work consists of 39 plays, 154 sonnets and three long narrative poems; all of which continue to be studied and reinterpreted all over the world. His fascinating and widespread plays have been translated into every major living language and are performed more often than those of any other playwright.

Classified as tragedy, comedy and history plays, Shakespeare's plays have got wide recognition due to prevalent characters that have been presented in his work; Romeo and Juliet are the two major awakening leads. Formulated in the tragic structure, *Romeo and Juliet* is considered to be the drama of a struggle for individual freedom and self- realization. Along with *Hamlet*, *Romeo and Juliet* is one of Shakespeare's most frequently performed plays. So much so that the title characters are regarded as archetypal young lovers today.

In the city of Verona, Italy, the Montague and Capulet families live, carrying on a feud for as long as they could remember. The daughter of the Capulet family, Juliet meets Romeo, the son of the Montague family and both of them fall in love at first sight. Romeo and Juliet decide to unite whatever the feuds of families might be, but in an attempt to halt a street fight, Romeo kills Tybalt, Juliet's blood thirsty cousin; for which Romeo is banished. Meanwhile, Friar Lawrence makes a plot that Juliet will be given a drug that will show her as dead as a result of which she will be buried and Romeo will relieve her from the tomb later on. However, as the message fails to reach Romeo in time, Romeo believes that Juliet is dead, and he takes his life in her tomb. Waking from the effect of the drug, when Juliet finds Romeo's corpse beside her, she also kills herself. Seeing the dead -bodies of the young lovers, the grieving families agree to end their age- old feud.

The tragic story of the doomed lovers has been translated, adopted, reanalysed and reinterpreted countless times in the various languages till now. The reasons for the widespread popularity of the play have been enlisted by number of critics till date. Out of these, the major reasons are: the age, time, phase of the lovers, the parental pressure, the universality of the story and the depiction of the most celebrated feeling of love and infatuation by the dramatist. These factors require to be re-examined because the love of the condemned lovers end in the death- which clearly suggests that the lovers believe in freedom; freedom not just from the family pressures and worldly rules but also from the mortality. In a way, by killing themselves they free themselves from the shackles of society and unite forever.

Such a shocking and harsh end must have required exceptional courage and extreme passion from the lovers. In a short span of meeting, the lovers seem to have developed for each other so much of obsession and craze that they completely resisted the norms of the world and registered their defiance by committing suicide. Even if this suicide seems ridiculous to some, this act has been repeatedly performed by young lovers in so many parts of the world even today. This requires serious consideration and contemplation.

Reanalysis and Re-examination of the acute passion and crazy obsession of the lovers

Shakespeare starts the play with the entry of the chorus:

Two households, both alike in dignity
(In fair Verona, where we lay our scene),
From ancient grudge break to new mutiny,
Where civil blood makes civil hands unclean.
From forth the fatal lions of those two foes
A pair of star- crossed lovers take their life,
Whose misadventured piteous overthrows

Doth with their death bury their parents' strife."
The Prologue, *Romeo and Juliet*

Shakespeare suggests the unfortunate death of the 'star-crossed lovers' from the beginning, in fact even before the play starts. This is surely because the audience is supposed to know the story prior to the stage performance. The sad tale of the 'death-marked love' was narrated by Shakespeare in 16th century and became immensely popular, but in reality it has been happening in the various corners of the world since the time unknown till the date. Therefore, this is not just a story, rather a phenomenon that is as old as humanity. In fact, this is not just a tale, it is the manifestation of the age-old crisis between the individuality and society. Therefore, its popularity is unmatched and its universality is unprecedented.

The love that seems so sudden and yet is so intense that it compels the innocent lovers to commit suicide requires to be understood in better light. Romeo and Juliet are sixteen and thirteen years old boy and girl. Their age and the short-spanned relationship also do not make them forget each other even after the strict parental pressure. In this context, the position of individual in the society should be comprehended. Carl Jung, in 'Undiscovered Self' has clearly highlighted the crisis between individual and society:

The individual is increasingly deprived of the moral decision as to how he should live his own life, and instead is ruled, fed, clothed and educated as a social unit, accommodated in the appropriate housing unit, and amused in accordance with the standards that give pleasure and satisfaction to the masses.

(Undiscovered Self- 8)

Jung clearly suggests that society or state policy decide what shall be taught and studied. The individual psyche is left with no other option than to revolt. In the characters of Romeo and Juliet, the individuals rebel against the age-old animosity of the families by getting married and planning to run away. Though they fail to unite mortally, they do reject the societal norms. Their suicide is suggestive of their refusal to agree with what their parents and their society force them to do. In this regard, Paul A. Kottman explains very well in 'Defying the Stars: Tragic Love as the Struggle for Freedom in Romeo and Juliet':

However, the tragic core of our self-realization springs not from our personal struggles with external social or natural necessities but from the dawning realization that nothing, not even mortality, separates or individuates us absolutely. This awakening leads Romeo and Juliet to the realization that, if they are to claim their lives as their own, they must somehow actualize their separateness for

themselves, through one another. Their love affair is not the story of two individuals whose desire to be together is thwarted by “A greater power than we can contradict” (5.3.153). Rather, it is the story of two individuals who actively claim their separate individuality, their own freedom, in the only way that they can—through one another. Their love affair demonstrates that their separateness or individuation is not an imposed, external necessity, but the operation of their freedom and self-realization. To show this, they will stake their lives.

The phenomenon called ‘Romeo and Juliet effect’ can help the understanding of the love better. Romeo and Juliet effect is an experimental finding in social psychology that parental opposition can lead to the strengthening of a young couple's love. *Robert Cialdini, a persuasion scientist and author of the newly expanded “Influence: The Psychology of Persuasion”, commented in an article entitled as ‘Romeo and Juliet effect’; adapted in part from Influence: The Psychology of Persuasion (Harper Business, 2021):*

In research done with 140 Colorado teenage couples, parental interference made the pairs feel greater love and desire for marriage. As the interference intensified, so did the love experience. When the interference weakened, romantic feelings cooled.

(<https://characterlab.org/tips-of-the-week/the-romeo-and-juliet-effect/>)

The hatred and anger in the Capulet and Montague families attempt to stop the lovers from loving each other. But the more they are banished from loving, the more intense their feeling grows. The psyche of the lovers plays major role in moulding the events and making the things happen in the way they do in Romeo and Juliet. The psyche of the lovers require to be comprehended fully to understand their love better. Romeo’s fascination with another woman called Rosaline before he meets Juliet shows his ability to love; he talks with Benvolio in the first scene of the first act:

Love is a smoke raised with the fume of sighs;
Being purged, a fire sparking in lovers’ eyes;
Being vexed, a sea nourished with loving tears.
What is it else? A madness most discreet,
A choking gall. And a preserving sweet.
(184- 189; scene 1, act 1 *Romeo and Juliet*)

He is endowed with the capacity to die for the one he loves; So is Juliet, as she asks the nurse in the 5th scene of 1st act: “If he married,/ My grave is like to be my wedding bed.” The readiness to die for each other was already there in both the lovers, and it became intense as they had to face more and more challenges.

In 1905 Freud wrote a series of essays on sexuality. He stated plainly that sex- or the libido- drives our desires and impulses, whether we know it or not, and that this drive is formed early in childhood. Freud believed that human behaviour was a result of intentions that were unknown. Freud theorized that all aspects of the human personality are derived from biological instincts. Romeo and Juliet had intense attraction for each other at the first sight. For his part, having gladly missed the "fray," young Romeo finds it difficult to pass the time: "Ay me, sad hours seem long".

Benvolio: What sadness lengthens Romeo's hours?
Romeo: Not having that which, having, makes them short.
Benvolio: In love?
Romeo: Out.
Benvolio: Of love?
Romeo: Of her favor, where I am in love.
(157- 161; Act 1, Scene 1 *Romeo and Juliet*)

The favor, here can be analysed as sexual appetite of Romeo. He is yearning of emptiness: 'Such is love's transgression. Grievs of mine lie heavy in my breast.' (180 scene 1, act 1). The thoughts of dying linger in the mind of the young lover even at this time: "She hath foresworn to love, and in that vow/ Do I live dead that live to tell it now." The psyche of the young man is full of desire and emptiness. Juliet also, when enters, is in almost the same state of psyche: With news of her betrothal to Paris, Juliet approaches the masquerade ready to be moved by eros: "I'll look to like, if looking liking move" (act 1, scene 3, line 97). She thus encounters Romeo in the spirit in which he encounters her. Moved by a desire for one another that replaces all others ("Did my heart love till now? Forswear it, sight / For I ne'er saw true beauty till this night" [1.5.51-52]), they swiftly progress from looking to speaking to caressing to kissing (ll. 92-109).

Juliet: Saints do not move, though grant for prayers' sake.
Romeo: Then move not, while my prayers' effect I take.
Kisses her.
(Act 1, scene 5, lines 102 to 104)

Though written hundreds of years before Freud came out with the theory of 'libido', Shakespeare clearly draws lovers as sexually thirsty for love; Juliet, after being kissed in the first meeting says, " You kiss by th' book." (Act1, scene 5, line 107).

The lovers grow more and more stubborn in their desire to live with one another. The more their families try to make them hate each other, the more obstinate grow for each other. When the nurse informs Juliet that Romeo killed Tybalt, she rather expresses more grief at the fact that Romeo has been exiled from the city:

“...with a rearward following Tybalt’s death,
‘Romeo is banished.’ To speak that word,
Is father, mother, Tybalt, Romeo, Juliet,
All slain, all dead. ‘Romeo is banished.’
There is no end, no limit, measure, bound,
In that word’s death. No words can that woe sound.
(123- 127, Act 3, scene 2 *Romeo and Juliet*)

The banishment becomes the chief reason of grief also for Romeo as he talks to Friar Lawrence: “Hadst thou no poison mixed, no sharp- ground knife? No sudden mean of death, though ne’er so mean,/ But ‘banished’ to kill me?—“Banished” !O Friar, the damned use that word in hell.” (44- 47 Act 3, scene 3) The separation seems more painful than death to Juliet and Romeo. Romeo feels Juliet’s existence is the only place where he can live, separation from her is equal to death for him. Death is present in the psyche of the young lovers at all these times.

Besides, Juliet’s refusal at her parents’ order that she should get married to Paris is taken so cruelly that Capulet says that he will not pardon her if she thinks of disobeying them:

An you be not, hang, beg, starve, die in the streets,
For, by my soul, I’ll ne’er acknowledge thee,
Nor what is mine shall do thee good
(93- 96 Act 3, scene 5)

Her father’s words make things clear before her: she is not allowed to refuse to follow her parents’ orders, and her life is valued by her family only because she is, to them, already ‘as good as dead,’ as we hear in Lady Capulet’s chilling words: ‘I would the fool were married to her grave’ (140, Act 3, scene 5) Capulet would ‘drag thee on a hurdle’ if she refuses to ‘go with Paris to Saint Peter’s Church’. For him, Juliet would be nothing more than ‘green sickness’ and ‘baggage’ as he addresses her. Juliet can do nothing but request her father to hear her ‘with patience to speak a word’. But he denies: Hang thee, young baggage!’ The mother also is not exception: “Talk not to me, for I’ll not speak a word./ Do as thou wilt, for I have done with thee.” (203- 204, Act 3, scene 5) If the family loves the individuals as if they were ‘as good as dead,’ and any rebel of children makes them utter a plaguing statement like ‘we have a curse in having her’. The design is clear: Juliet must subvert her household’s authority, as well as the very source of that authority: the claims of mortality upon human sociality. She must surrender to the parents’ desire and get married to the boy selected by them. This is where Juliet shouts for freedom: “If all else fail, myself have power to die.”

The urge to die is not sudden in *Romeo and Juliet* in the last act; it resides in the psyche of the socially tormented individuals. The analysis of the psyche of the lovers clearly suggests that had family feud not tortured them, their passion for each other had not deepened. When Romeo realizes that Juliet has died and has been buried in the tomb, instead of living without her, Romeo feels: "I will stay with thee,/ And never from this palace of dim night/ Depart again." (106, Act 5, scene 3)

Thus, instead of living the life of dead according to the wish of their parents, the *Romeo and Juliet* choose 'to take their life' as mentioned in the prologue. The most striking quality of their love is that they have been in love despite all the opposition from the external world. Neither Nature, mortality, family enemy or civic norms are reasonable for their love; In fact, *Romeo and Juliet* realize over the course of events that by attempting to stop them from loving each other the families actually make their bonds even stronger. They experience freedom and self- realization as lovers, only by negating these external forces- to the point of taking their lives- but in the acts of mutual self- recognition that this negation makes it possible. Rather than the sad story of two individuals whose desire to be together is both formed and thwarted by "A greater power than we can contradict" (l. 153), we see the tragic story of two individuals who enact their separate individuality, their own freedom, the only way that they can—through one another, even in the act of dying.

The individuals who were always taught to hate the others belonging to the rival families in fact determine to practice their own individuality. Their act of committing suicide actually displays their dawning realization that nothing, not even mortality, can separate them. In exercising their individuality thus, the couple determines their love even more absolutely, finally bringing the age- old enmity of the families to an end.

Of the 37 plays written by William Shakespeare, *Romeo and Juliet* is the play that appeals most strongly to young people. Although it was written in the language of another century, the conflicts in this play are timeless. Both the consuming urgency of *Romeo and Juliet's* love and the ill-fated couple's defiance of their parents evoke a strong sense of identification from today's teenager.

G. Lipson & S. Lipson (2007)

<https://www.ijsrp.org/research-paper-1018.php?rp=P827845>

In portrayal of the crazy lovers Shakespeare displays his understanding of the psychoanalysis- the science of psyche of people. The shocking suicide of the lovers leave the audiences spell- bound and speechless, but the dramatist very carefully draws the characters to express his knowledge of the understanding of the role of psyche of the individuals. The Renaissance writer quite tactfully shows the young but determined lovers to prove what the psychoanalysts said much later: Sexual

drive plays an important role in making the individuals what they are and the pressure from society intensifies their determination. By implementing their individuality the lovers register an open challenge to the families and society. In presenting them so Shakespeare celebrates the psyche of the lovers: they are delighted as they are 'doomed' and 'star-crossed'. The prince truly acknowledges their death in the following words:

A glooming peace this morning with it brings;
The sun, for sorrow, will not show his head:
Go hence, to have more talk of these sad things;
Some shall be pardon'd, and some punished:
For never was a story of more woe
Than this of Juliet and her Romeo.
(Act 5, scene 3, 315- 320 *Romeo and Juliet*)

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Impact of Task-based Materials for Developing Writing Skill in English among Prospective Teachers

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Abstract

Teachers have high expectations since education is the cornerstone of any developing nation. Teachers require life skills and subject expertise to compete in the world. N.C.T.E, N.C.E.R.T, and G.C.E.R.T persistently organise teacher education programmes that answer to enquiries with strong empirical knowledge that supports the necessity for well-rounded, comprehensive teacher education programmes. G.C.E.R.T allows Gujarati IASEs and CTEs to do teacher education research to better elementary and secondary teachers. Gujarat Vidyapith's Shikshan Vidyashakha (IASE) conducts advanced research to improve teacher education. To achieve this, the researcher, a teacher educator at Shikshan Vidyashakha (IASE), conducted this investigation. The English instructor must be adaptable and open to test different methods to see what works best with students. English teachers work hard to help students learn. Passion is the most important factor in success, and most do it because they love their topic and aiding aspiring teachers. A teacher educator teaching English methods must train prospective teachers with suitable language competency to fulfil today's need. This initiative tested task-based English writing instruction for potential teachers. Participants were 2015-16 B.Ed students of Gujarat Vidyapith's Faculty of Education (IASE). Task-based material helped them teach writing at primary school. Teacher-made writing achievement tests provided the data. After working with collaborative assignments that focused on form for a short time, these learners were able to moderately improve their written English, gain self-confidence, and motivate themselves to keep learning in class. They enjoyed studying writing through task-based tools.

Key Words: Prospective teachers, writing skill of English language, ELT, Task-based materials.

Introduction:

In every sphere of education irrespective of any discipline writing plays an important role in our personal, academic and professional lives. There are many situations in life where the written message is considered as the reliable source. Writing is also considered as a tool to grab power and as an opportunity to attain economic growth in our society. The employees are expected to channelize their thoughts and ideas in an organized manner in the written form. The resume exhibits the writing skill of any candidate prior to interview. The good impression can be made with the effective writing skill. Writing is a source of self-expression and understanding. Good writing skills are essential for academic and professional success. Even the most basic position in any fields either government or private requires good written communication skills. The common mode of teaching to the students in most of the schools remains the traditional way of classroom teaching, wherein the teacher dictates the sentences or writes on the blackboard, which the

learners are supposed to copy down. While the college level students are expected to write on their own. To acquire this proper spelling, grammar usage and a professional way of imparting information are the important competencies that must be mastered. Hence the necessity to develop writing skill is the need of an hour.

Research Review on Teaching Writing & TBLT

The ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments., writing skills must be practiced and learned through experience. Writing also involves composing which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. Perhaps it is best viewed as a continuum of activities that range from the more mechanical or formal aspects of writing down on the one end to the more complex act of composing on the other end (Omaggio Hadley, 1993).According to Galina Kavaliauskienė (2005), "Teaching through tasks creates favourable learning conditions for students as TBL involves them in performing tasks relevant to their future profession". It is also known to increase learners' motivation. In the Indian context, Task-based learning (TBL) was first implemented on a major scale during the early 1980s, and was advocated by Prabhu through his research studies (Colin J. Thompson and Neil T. Millington, 159).Task based Language Teaching has been advocated by many researchers to focus on developing the skills thereby increasing the learner's use of language for communication purposes. Ruso's research findings revealed that TBL is helpful in motivating students to learn. According to her the variety of tasks influences the progress of the students and their attitude towards the lesson. Another interesting study was conducted in Iran by HadiAtefeh (2012) to review the Iranian EFL learners' perceptions of TBLT. Hadi believed that TBLT has received the attention from the researchers globally due to its focus on process-based syllabi that increases learner's active use of the language for communicative purposes (103). She developed a task-based questionnaire to examine the perceptions of the participants on the implementation of TBLT in their classes. The questionnaire items were partly adapted and modified from Nunan's (2004) checklist for evaluating communicative tasks. It was found that learners had a firm grasp of the linguistic characteristics of tasks. Hadi stressed the need for teachers to inspire and encourage learners to use task-based activities. In order to achieve this, she suggested that language teachers should participate in language teaching programs and become familiar with the strengths and weaknesses of TBLT as well as its basic principles and techniques. Rai Zahoor Ahmed (2018)in his quasi experimental study "The Effect of Task Based Language Teaching on Writing Skills of EFL Learners in Malaysia" has validated the effectiveness of Task Based Language Teaching (TBLT) in promoting writing skills of EFL learners enrolled in

undergraduate programs at public sector Malaysian universities. Research participants were divided into an experimental and a control group. The data were collected following a Mixed Method Research paradigm during pretest and posttest. A Paired Samples T-test was used to determine the statistical significance of the learners' scores in pretest as compared to the posttest. The vast majority of the learners opined in their reflective journal that TBLT was the most interesting and a learner centered approach enabling learners to use their existing linguistic resources. Luz Elena Madera González (2011) in her Article "The Impact of Task-Based Language Teaching On Learners' Writing Skills" gives an account of an action research project aimed at determining the effect of Task Based Language Teaching and various writing strategies on public school learners' writing skills. The study implicated a diagnostic stage, an action stage and an evaluation stage within an Action Research methodology. Initially, at the diagnostic stage, it was detected that the participants had to improve their writing production and reach the levels of competence established by the Common European Framework (CEFR) and The Ministry of National Education (MEN) guidelines. In the following developed phase, six workshops were designed within the framework for Task-Based Learning (Willis & Willis, 2007), including pre-task, task, planning, report, and language focus. Along with this, various writing strategies were used, including brainstorming, listing, questioning, reading pictures, and classifying words. Findings reported that the use of TBLT improved the students' writing skills. Conclusions and pedagogical implications are presented for teachers, schools and policy makers to incorporate TBLT and writing strategies in the future curriculum development as a means to contribute to the English language methodology. A tentative Study on "The Task-Based Teaching of Writing to English Majors in Chinese Settings"(2015) by Sun employs Jane Willis' TBL framework and examines its effects on the improvement of EFL learners' writing competence when such a framework is applied to English writing course for English majors in Chinese EFL context. The findings of this research reveal that the application of TBL framework to English writing classrooms in Chinese EFL settings is effective in improving English majors' writing competence and performance. This study provides the teaching of EFL writing a feasible and effective.

Objectives:

1. To prepare a set of task based language materials developing writing skill among prospective teachers.
2. To study the effectiveness of the task based language materials for developing writing skill among prospective teachers.
3. To study the relation of variable namely gender with reference to the effectiveness of task based language material.

Hypotheses:

1. There is no significant difference between the mean scores of pretest and posttest of the prospective teachers of control group and experimental group on writing skill of English language.
2. There is no significant difference between the mean scores of the control group and experimental group on writing skill of English Language.
3. There is no significant difference between the gain scores of the control group and experimental group on writing skill of English Language.
4. There is no significant difference between the gain scores of female prospective teachers and male prospective teachers of B. Ed College on writing skill of English Language.
5. There is no significant interaction effect of teaching method and gender on prospective teachers' development of written expression.

Variables:

Here the enhancement of written expression is taken as a Dependent variable which depends on the use of different language tasks, therefore the language tasks are Independent variables. Male and female prospective teachers were taken as moderator variables whereas subject matter of writing skill, time duration of the experiment and college environment were controlled variables for the present study.

Research Methodology:

Origin of the Research: The skill of writing is considered one of the active skills of English language. The investigator as a teacher of English has personally experienced that in schools the prospective teachers are given very little space to express their thoughts and ideas on their own. They are either spoon fed or made trained parrots that repeat and write what is already given to them as they are tested only on that during their practical classroom teaching. Due to this reason prospective teachers are unable to develop their own thinking process and organize their thoughts and ideas. This leads to the strangling of the inquisitive and creative abilities of the prospective teachers. Their language ability is limited to the dictated notes. Therefore, the researcher has chosen to prepare task based language material which would enable the prospective teachers through practice and repetition develops strategies to write efficiently and have enhanced written expression which will further strengthen them to teach writing appropriately.

Research method: In the present study the Quasi experimental method of research was used to measure the effectiveness of the language tasks for developing writing skill among prospective teachers.

Experimental Design: In the present study two groups were selected for experiment with cluster random method of sampling. Therefore the present research carried

“Two Groups Pretest-Posttest” designs. The layout of the research design was as follows:

Two Groups Pretest - Posttest Design

Group	Pretest	Treatment	Post test	Effectiveness
Experimental	T _{1E}	Task based Language Materials for teaching writing skill	T _{2E}	$H_0:(T_{2E}-T_{1E})=(T_{2C}-T_{1C})$
Control	T _{1C}	Traditional classroom teaching	T _{2C}	$H_1:T_{2E}-T_{1E}>T_{2C}-T_{1C}$

Population:

All the male and female prospective teachers of B.Ed College studying English (second language) as their main methodology of teaching made the population of the present study.

Sample:

In the present study sample of 20 prospective teachers of B. Ed College were taken up following the cluster random sampling method. Total 8 prospective teachers were the subjects of control group learning writing skill through the traditional way of classroom teaching whereas other 12 prospective teachers be the subjects of experimental group being taught writing skill of English through task based language materials. Thus total 20 of the prospective teachers were selected as the sample for the present research.

Tool Construction:

Pretest & Post-test: With a view to test the effectiveness of the language tasks in the present study, the researcher has prepared pretest and post-test for data collection.

The objectives of Pretest and Post-test in the present research were as follows;

1. To know the progress of the prospective teachers' increasing proficiency in writing skill of English language.
2. To know prospective teachers' writing skill development in English language
3. To know the effectiveness of the language tasks for writing skill through the gain scores prospective teachers will obtain in the test.

The test was the combination of objective and subjective questions as test items. The parameters used in evaluating subjective questions were as follows:

- Effective Paragraphing
- Clarity in expressing ideas and thoughts

- choice of vocabulary
- creativity in writings
- consistency in Tense

The test was prepared and determined by item-analysis of the test items and experts' opinions. The posttest remained the same having few changes to suit the level of the test. The level of difficulty was a margin higher compared to the pretest in terms of the language used in the subjective tasks. It had the same parameters for evaluating subjective questions.

Construction of task based language material:

The purpose of the present research was to prepare language tasks and to know its effectiveness for developing the writing skill among prospective teachers. The researcher therefore prepared 10 language tasks for task based language teaching. These tasks had the set of exercises and communicative activities prepared based on the language items like vocabulary, reading comprehension, guided writing, etc to enhance prospective teachers' ability to write effectively in English language.

The task based language material:

Different task based language material for the enhancement of written expression of the prospective teachers was designed as a tool for the experiment. Total 10 Tasks were prepared for the experiment. The experiment along with the pretest and post-test took a total of 20 days and 20 hours. The actual experiment was conducted in 18 days with each class of one hour per day. The investigator began by a brief discussion on the tasks and the topic followed by the written exercise among sample.

TASK-1

Free Writing: The prospective teachers were asked to write on any topic for a few minutes. They were given time to think for about 10 minutes and then compose their writing. It was meant to see how much they could write without any help or guidance regarding topics chosen by them.

TASK-2

Guided Writing: The prospective teachers were given a common topic and a brief discussion was conducted among them so that they could gather points and ideas for their topic and then write. They were asked to then construct paragraphs based on those points and present them in the class by reading it aloud. The idea was to help them organize their generated ideas and thoughts in a systematic form and do justice to their creativity.

TASK-3

Paragraph Writing: Here the prospective teachers were given two activities. **1)** The points were given using which they had to construct paragraphs. No extra points were to be added apart from what were given. A suitable title was to be provided. **2)**

A piece of prose with lots of details was given. The prospective teachers had to first group the details according to the ideas and their relevance. Then they had to synthesize them and form an effective paragraph. The idea was to help them learn idea grouping and consolidation at sentence level to effective paragraphing.

TASK-4

Précis: The prospective teachers were given a paragraph pitched at an average level of difficulty with some detailed descriptions and details. The prospective teachers had to read the paragraph and use the skill that they had learnt in the previous activity of consolidation and elimination and reduce the paragraph to one third of its original length. According to their perception of the passage or paragraph they had to give a suitable title.

TASK-5

Descriptive Writing: A brief outline was given to the class on what descriptive writing is all about and the style to be adopted while writing a descriptive piece. One or two examples of descriptive passages were read out in the class by the investigator. The rationale behind this activity was to help them to identify the different modes in which they could present their compositions and also the use of vocabulary as per the requirement of the topic.

TASK-6

Narrative Writing: Few examples of narrative passages were read out. Then a brief discussion was held on their observations regarding the descriptive and narrative passages that they had heard. After this the students were asked to compose narrative process based on the topics given by the investigator. The pattern that was followed for descriptive writing was followed for this activity also. This activity was to help them to identify the different mode in which they could present their compositions and the use of vocabulary as per the requirement of the topic.

TASK-7

Creative Writing: Three activities were conducted. 1) A picture was given to them and they had to write a paragraph based on that. They were free to use the descriptive or the narrative mode of writing. 2) The beginning of a story was given and they had to construct the story give a suitable end and a title to the story. 3) They were given a beginning and an end based on which they had to weave a passage or a story as per their choice. The idea behind this task was to help prospective teachers do full justice to their creativity; they could take the required clue from the picture in the first activity to base their composition on. On the second, they had a clue in the form of a beginning to shape their story towards an end that they found suitable. In the last activity they had to shape a story of their choice keeping the beginning and an end in mind.

TASK-8

Comprehension: The prospective teachers were given an extract or a prose piece and some questions based on them. They had to read the passage carefully and then answer the questions in their own words. This exercise was given to them to see if they could read and comprehend the piece as it was meant to be understood. It is important to be able to read, understand and connect to the piece as intended by the writer.

TASK-9

Expansion of an Idea: Some proverbs and sayings were given to the prospective teachers to analyze and interpret. They were then asked to write briefly upon them. Apart from understanding the text as it is intended it is also necessary to form one's own interpretation and perception. Therefore, this task was administered to the prospective teachers.

TASK-10

Essay Writing: Composition in any written language is a package of a number of skills and the utilization of those skills effectively to serve the purpose is a skill in itself.

This task was given to prospective teachers at the end of experiment to test if they were able to use the skills and techniques that were taught in the earlier tasks. No discussions were held during this session. Briefly they were asked to recount from memory, the skills that they had learned from the previous tasks and to use them in the process of writing their essay.

The Experiment:

The experiment was carried out for a period of 20 days with the prospective teachers doing their B.Ed in Shikshan Vidyashakha(IASE),Gujarat Vidyapith, Ahmedabad in the year 2015-16.The investigator also took an orientation session for introduction of prospective teachers and orienting them towards the treatment. It helped in later part of the treatment in creating conducive climate for the learners. Prior to the experiment both the groups were given pretest of writing skill. They were than exposed to the specific treatment by the researcher who was also their teacher of English Method. These task based language material were based on various themes according to the age and interest level of the learners. The prospective teachers of control group were taught writing skill through the traditional classroom teaching whereas the prospective teachers were taught writing skill through task based language material. For teaching of each task 2 hours were spent. The post test was given to the prospective teachers of both the groups after the completion of the treatment to know the effectiveness of the language tasks for writing skill. Independent CR and ANOVA were selected as statistical technique because two groups' gain scores were to be compared for its significance. F-test and CR is used

for analysis. Effectiveness is measured by comparing gain scores obtained by prospective teachers of experimental group and that of controlled group with reference to variable like gender.

Results and Findings:

Comparison of Pretest and Post-test results: In the present research it was necessary to test whether the post test scores are significantly higher than pretest scores achieved by prospective teachers on writing skill. Therefore hypothesis-1 was constructed.

Statistics relating the hypothesis testing is represented in table.1

Table - 1
Mean Achievement Scores, Standard Deviation and CR of Control group in Pretest & Post-test

Test	No.	Mean	SD	t-value	Level of significant
Pre-test	8	12.41	4.69	2.49	0.05
Post-test	8	14.35	5.08		

Here the mean of pretest and posttest were 12.41 and 14.35, respectively that was significant difference between the mean scores of pretest and post-test of that of control group. The calculated t-value was 2.49 which was significant at 0.05 level. Hence Hypothesis: 1 was not accepted. Thus the teaching of writing skill in English using traditional method proved effective.

Similarly in the present research it was necessary to test whether there is a significant difference between the pretest scores and post test scores in experimental group. Therefore hypothesis-2 was constructed.

Statistics relating the hypothesis testing is represented in table.2

Table - 2
Mean Achievement Scores, Standard Deviation and CR of experimental group in Pretest and Post test

Tests	No.	Mean	SD	CR	Level of significant
Pretest	12	58.86	5.10	7.46	0.01
Post-test	12	75.15	8.81		

Here the mean scores of pretest and post-test of experimental group were 58.86 and 75.15 respectively. The mean of post-test was significantly higher than that of pretest

that showed significant difference between the mean scores of pretest and post-test of that of the experimental group. The calculated CR was 7.46 which was significant at 0.01 level. Hence **hypothesis - 2 was not accepted**. It proved that the treatment given to experimental group for teaching writing skill in English language using task based language materials was also effective.

Groupwise Effectiveness of Task based Language Materials: To examine the effect of task based language materials for teaching writing skill in English was also one of the important objectives of the present research. To fulfill this objective hypothesis-3 was constructed. Pretest post-test scores on writing skill were available for prospective teachers of both control and experimental group. Gain score was calculated using following formula.

$$\text{Gain Score} = \text{Post-test score} - \text{Pretest Score}$$

The analysis and interpretation of pretest and post-test gain scores obtained by the prospective teachers of experimental group and control group on writing skill was shown here.

Statistics relating the hypothesis testing is represented in table.3

Table - 3
Mean Gain Scores, Standard Deviation and CR
of Control group and Experimental group

Groups	No.	Mean	SD	CR	Level of significant
Control	12	1.94	3.72	9.62	0.01
Experimental	8	5.29	5.23		

Here the mean gain of experimental group and control group was 16.29 and 9.62 respectively. The mean gain of experimental group was greater than that of control group which means the achievement of experimental group in writing skill of English language was significant than that of control group. The calculated CR was 9.62 which was significant at 0.01 level. Hence the **hypothesis:3 was not accepted**. It showed that there was significant difference between the gain scores of experimental group and that of control group. The teaching of writing skills in English using innovative task-based materials was more effective than the traditional method.

Gender wise Effectiveness of Task based Language Materials: In order to examine the effect of gender on gain in writing skill achieved through task based language materials hypothesis-4 was constructed.

Statistics relating the hypothesis testing is represented in table.4

Table - 4

Mean Achievement Scores, Standard Deviation and CR of Male and Female Prospective teachers of Experimental Group

Gender	No.	Mean	SD	CR	Level of significant
Male	4	17.16	3.85	1.16	0.05
Female	8	15.46	6.24		

Here the mean of male prospective teachers and female prospective teachers were 17.16 and 15.46 respectively. The mean achievement of male prospective teachers and that of female prospective teachers appeared almost same. The calculated CR was 1.16 which was not significant even at 0.05 level. Hence the **hypothesis: 4** was accepted. Thus task based language materials for teaching writing skill in English proved equally effective for male prospective teachers and female prospective teachers of B. Ed.

Interaction Effect of Teaching Method and Gender on Prospective Teachers'

Writing Skill Development:

One of the objectives of the present research was to test the interaction effect of teaching method and gender on prospective teachers' writing skill development. In order to achieve this objective hypothesis-5 was constructed.

Statistics relating the hypothesis testing the Interaction Effect of teaching method and gender on prospective teachers' writing skill development is shown in table.5

Table - 5

Gender Wise Descriptive Statistics for Experimental and Control Group

Groups	Gender	Mean Gain	SD
Experimental	Male	17.16	3.85
	Female	15.46	6.24
Control	Male	2.88	2.32
	Female	1.50	4.16

Here the mean gain of male and female belongs to experimental group was 17.16 and 15.48 whereas 2.88 and 1.50 were for control group respectively. In order to test the interaction effect, F test is conducted. **F-statistics is shown in table.6**

Table - 6
F Statistics Testing the Interaction Effect of Teaching Method and Gender on Prospective teachers' Writing Skill Development

Source of variation	Sum of squares	df	Mean squares	F-Value	Significance of F	Interpretation
Main Effects	6457.17	2	3228.58	171.36	less than 0.01	Significant at 0.01 level
Group	5969.16	1	5969.16	316.81	less than 0.01	Significant at 0.01 level
Gender	68.57		68.57	3.63	0.06	NS
2- Way Interactions of Teaching method and Gender	0.74	1	0.74	0.04	0.84	NS
Residual	2373.69	126	18.84			
Total	8831.87	129	68.46			

Here F-value testing the significance of interaction effect of teaching method and gender on prospective teachers' writing skill development was 0.04 for which significance level was 0.84 which was higher than 0.05. This showed that interaction effect was not significant. Therefore **hypothesis-5 was accepted**. It showed that there was no significant interaction effect of teaching method and gender on gain. Thus the effect of gender in control group was same as in experimental group. Gain difference for male (2.88 to 17.16) was almost equal to female's one (1.50 to 15.46). Therefore the task based language materials for teaching writing skill in English has been equally effective for male prospective teachers and female prospective teachers.

Findings:

1. It was found from the primary observation that the task based materials used in this study for teaching writing skill in English language were very effective. It was beneficial for improving writing skill of prospective teachers.
2. The experimental group scored significantly higher on post test than pretest. It proves the effectiveness of the task based language materials.
3. The post test performance of the experimental group was significantly higher. The mean gain score of experimental group with reference to teaching of writing skill through task based language materials shows that tasks were beneficial for enhancing writing skill.
4. There was no observable sex difference in writing skill taught through any of the language tasks. The teaching of writing skill of English language through

task based material proved equally effective for male and female prospective teachers of B. Ed colleges.

Few Observations:

- A learner centered approach is very essential in the classroom atmosphere. It is noticed that prospective teachers identify with the teaching when they feel that the entire session is for them and not for the teachers' excellence. They know that they are the center of attention and so easily adapt to the situation. Certain observations given below were quite visible.
- The prospective teachers should be given ample exercises wherein they can think and write on their own. This would enable them to develop them to develop creativity which is a must in order to write well. The realization that space is given to them hood in their motivational endeavor to create a piece of writing.
- Once they come up with their own creative thoughts they would find the best way to express their thoughts and feelings prospective teachers ride on cloud nine when they come up with something new, they do feel the need to express themselves in the best possible style. so they take the trouble to improve.
- Teaching through different language tasks makes it not only easy for the teacher to concentrate on the specific skills but also helps the learners quickly grasp the. If specific skills are to be taught then specific tasks serve the purpose better rather than abstract teaching.
- Once different language tasks are administered to teach specific skills then the prospective teachers should be encouraged to use those skills in different writing assignments as per requirements. Practice makes a man perfect. This rule applies to every art and writing too requires that practice Encouragement to write and re-write plays a very important role in enhancing written expression.
- Pre-task thinking discussions and then writing works, effectively on the prospective teachers psyche. They give better performances when they are helped with guidelines and outlines. Everything requires preparation before the grand finale. Students too require preconditioning of mind before anything is given to them. Once they become familiar with the methodology the teacher uses and can understand what is being administered to them then comprehension and execution becomes easier.
- It is observed that the teacher has to be very encouraging in providing feedback. They should It motivate the prospective teachers to take up writing without any hesitation. The corrections should be done in such a manner that the prospective teachers do not get discouraged and their attention is not diverted

forgetting the purpose of writing a composition. They should work towards the larger goal of self-development.

- Understanding learners' individuality and respecting that, helps the teacher crack the nut-shell of prospective teachers' resistance. Give them the space that they need and slowly lure them to your side and that is the secret that functions the best.

Conclusion:

Writing is a skill and skills have to be developed. They can't be acquired overnight. Therefore, if initiatives are taken by the decision making authorities to incorporate writing as a compulsory activity at classroom level in the schools and colleges with emphasis on creativity, and then writing would become an enjoyable task for every student. It should be step undertaken by teachers, the school and college managements, and material designers. The involvement of all is mandatory for this type of a project to be initiated and made a success. The investigator concludes with the hope that this study proves useful and can be used as a guideline by researchers who would like to reflect upon the ideas presented in the study and develop them further.

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