

Peer Reviewed Refereed and UGC  
Listed Journal (Journal No. 46776)



2018-19

25

6

2018-19

Volume VIII, Issue I  
January - March - 2019  
English Part - IV

IMPACT FACTOR // INDEXING  
2018 - 5.5  
[www.sjifactor.com](http://www.sjifactor.com)

ISSN 2277 - 5730  
AN INTERNATIONAL MULTIDISCIPLINARY  
QUARTERLY RESEARCH JOURNAL

# AJANTA

**Ajanta Prakashan**



ISSN 2277 - 5730  
AN INTERNATIONAL MULTIDISCIPLINARY  
QUARTERLY RESEARCH JOURNAL

# AJANTA

Volume - VIII Issue - I English Part - IV January - March - 2019

Peer Reviewed Referred  
and UGC Listed Journal

Journal No. 40776



ज्ञान-विज्ञान विमुक्तये

IMPACT FACTOR / INDEXING

2018 - 5.5

[www.sjifactor.com](http://www.sjifactor.com)

❖ EDITOR ❖

Asst. Prof. Vinay Shankarrao Hatole

M.Sc (Maths), M.B.A. (Mktg.), M.B.A. (H.R.),  
M.Drama (Acting), M.Drama (Prod. & Dir.), M.Ed.

❖ PUBLISHED BY ❖



**Ajanta Prakashan**

Aurangabad. (M.S.)



## CONTENTS OF ENGLISH PART - IV

S. No.	Title & Author	Page No.
1	Importance of Nutrition in our Health <b>Dr. Prati P. Gawande</b>	1-3
2	Some Ethno Medicinal Plants Used in the Treatment of Livestock Diseases in Palangaraj and Tampur Wildlife Sanctuaries of Yavatmal District <b>Shinde V. S.</b> <b>Baci J. P.</b>	4-11
3	Significant Study of Library Networks in India <b>Dr. M. P. Labhretwar</b>	15-20
4	The Skills of Teaching English Language is Urgent for the Emerging Educators in India <b>Dr. Kiran Khandare</b> <b>Dr. Nitin Jadhao</b>	21-25
5	A Hasty Life Leads to Hazardous Damage <b>Dr. Lata J. Waghela</b>	26-29
6	Effect of Circuit Training Program on Selected Physical Fitness Components among Inter Collegiate Male Players <b>Dr. Vikrant Ramchandra Wankhade</b>	30-35
7	Use of Drone Technology on Agriculture / An Agrobusiness <b>Shubhankar S. Wankhade</b>	36-39
8	Emerging Trends in English Literature <b>Mr. Ajay Anandrao Kite</b>	40-44
9	Examination Reforms: Need of the 21st Century <b>Dr. C. D. Thakare</b> <b>Ku. Mohini P. Chaudhari</b>	45-51
10	Impact of Television Advertisement on Young Viewers Buying Decision Making <b>Dr. Sunil S. Patalbansi</b> <b>Dr. M. K. Khupse</b>	52-57



## 4. The Skills of Teaching English Language is Urgent for the Emerging Educators in India

**Dr. Kiran Khandare**

Associate Professor in English, Dept. of English, Shivaji Arts,  
Commerce & Science College, Akola.

**Dr. Nitin Jadhao**

Assistant Professor in English, Dept. of English,  
Raje Chhatrapati Kala Mahavidyalaya, Dhamangaon Badli.

As everybody know the importance of the English language in each and every sector of the human understanding. Particularly, the educational field has to possess the most possible facts about teaching and learning aspects of the language. Suppose an engineer develops a very useful machine or mechanism for the society, he wants to explain each and every part as well as the function of the machine or mechanism in his language. If he wants to make it global he must to speak in English. English language and its skills are very urgent for the emerging educators in India.

### Basic Functions of Language

There are at least three different basic functions of language

1. Informative – words can be used to pass on information.
2. Expressive – words can be used to evoke an emotion that is not a direct result of their meaning.
3. Performatory – words can be as a kind of symbol/action in and of themselves.

Language functions in many different ways. Its most familiar function is informative, i.e. it transmits information. But it also operates expressively, when we attend to the feeling evoked by the words rather than just their meaning. Poetry often combines the informative and the expressive

- The fair breeze blew, the white foam flew
- The furrow followed free
- We were the first that ever burst
- Into that silent sea.
- Samuel Taylor Coleridge, "Rime of the ancient Mariner"



- When Ajax strives some rock's vast weight to throw.
- The line too, labours and the words move slow.
- Not so when swift Camilla scours the plain.

English Language

- Flies o'erth' unbending corn, and skims along the main.
- Alexander Pope, "Fanny on Criticism"
- I sprang to the stirrup, and Joris and he;
- I galloped, Dirk Galloped, we galloped all three.
- Robert Browning, "How They Brought The Good News from Ghent to Aix"

In these verses the rhythm and sound of the words are expressive in themselves. Language is also used expressively in prayer; and when a man whispers "sweet nothings" into his wife's ear or tell her she looks assumptions. And in such sounds as "wow"! and "scram!" and when a politician or preacher or salesman uses words to evoke emotional responses. A third area of language is the ceremonial. Here the words are not necessarily either informative or expressive, but performatory, they are an action in themselves. Examples are "I thank you, apologize, warn, greet guarantee promise welcome etc. These words are complete speech acts they do not describe the acts of thanking apologizing warning etc but instead are those very acts.

They are not propositions which can be true or false. if a man says I bid you good morning that does it even though he may hate you .the use of language solely to establish social relations is called phatic communion by Malinowski in our culture have done exemplifies this. In all of these performatory utterances, as in oaths incantations passwords and rituals there must be no change in the exact words If you are asked whether you take this woman to be your lawful wedded wife and you answer yes instead of I do you may turn out not to be married In its performatory sense language is like any other gesture or symbol the handshake the military salute or the gestures of the baseball umpire . Austin estimates that there are over a thousand performatory verbs in English.

Language also functions to tell a story to declaim to hypnotize to play a part to imagine to soothe to ask o deceive to demonstrate ones feelings and in endless other ways So when it comes to talking about what language does as a TOK student you need to be aware that language actually functions in a variety of ways each of which may have slightly different rules of behaviour.



### Common Forms and Functions of Language

The informative Expressive and directive purposes of language are distinguished from the types of English sentences.

Three Basic Functions are generally noted there is perhaps nothing more subtle than language is and nothing has as many different uses.

- A. Without a doubt identifying just these three basic functions is an oversimplification but an awareness of these functions is a good introduction to the complexity of language.
- B. The Functions of Language I.e its purpose what it does its uses
  1. Informative language function essentially the communication of information.
    - A. Informative function affirms or denies propositions as in science or the statement of a fact.
    - B. This function is used to describe the world or reason about it e.g whether a state of affairs has occurred or not or what might have led to it
    - C. These sentences have a truth value; that is, the sentences are either true or false. Hence, they are important for logic.
  2. Expressive language functions; reports feelings or attitudes of the writer or speaker, or of the subject, or evokes feelings in the reader or listener.
    - a. Poetry and literature are among the best examples, but much of perhaps most of, ordinary language discourse is the expression of emotions, feelings or attitudes.
    - b. Two main aspects of this function are generally noted:
      - 1) Evoking certain feelings and
      - 2) Expressing feelings.
    - c. Expressive discourse, qua expressive discourse, is best regarded as neither true nor false. E.g., Shakespeare's King Lear's lament, "Ripeness is all!" or Dickens' "It was the best of times, it was the worst of times; it was the age of wisdom; it was the age of foolishness..." Even so, the "logic" of "fictional statements" is an interesting area of inquiry.
  3. Directive language function: language used for the purpose of causing overt action.
    - a. The directive function is most commonly found in commands and requests.
    - b. Directive language is not normally considered true or false.



- c. Example of this function. "Close the windows." The sentence "You're smoking in a nonsmoking area," although declarative, can be used to mean "Do not smoke in this area."

It is rare for discourse just to serve only one function, even in a scientific treatise. Discursive clarity is required, but at the same time, ease of expression often demands some presentation of attitude or feeling - otherwise the work might be dull.

- A. Most ordinary kinds of discourse are mixed. Consider the following example. Suppose you want your listeners to contribute to the Multiple Sclerosis Society.
- B. There are several possible approaches.
1. Explain the recent breakthroughs in the scientist's understanding of the disease and then ask for the contribution.
  2. Make a moving appeal and then ask for a contribution.
  3. Command it.
  4. Explain the good results, make a moving appeal, and then ask.
  5. Generally speaking, step 3 is the least effective means. Usually, just making a moving appeal is most effective for the general population; explaining the most recent research is the most effective for an educated audience. Asking for the contribution is often not necessary, since the prospective contributors surmise this step.
- C. Several other uses of language deserve mention.
1. The ceremonial language probably something quite different from simply mixing the expressive and directive language functions because performative aspects are included as well. Example: 'Dearly beloved, we are gathered here together to witness the holy matrimony of...'
  2. Performative utterances language which performs the action it reports. For example, 'I do' in the marriage ceremony and the use of performative verbs such as 'accept', 'apologize', 'congratulate' and 'promise.' These words denote an action which is performed by using the verb in the first person-nothing more need be done to accomplish the action.



3. Phonic language or television talk and direct contact conversations exemplifying a social skill. Note the subtle transition from vocal behavior to body language from saying for example, 'Hi' or 'How are you?' to a nod or a wave of the hand.
4. Most of the example we have been talking about are not priority of academic interest, even though we cannot take time out to trace the far reaching consequences.

Thus, the speakers, users as well as teachers of English language must know the skills of English language. The researchers have explained basic functions of language with the help of various examples from literature. We have also observed the society and the behaviour of the users of the language, to give them directions we have common forms and functions of language as well.

**References**

- (1) Downing, J.E: Teaching Communication Skills to students with Disabilities. Baltimore, MD: Paul H. Brookes Publishing Company, 2005.
- (2) Juliet, K.: Communication and Interpersonal Skills in Social Work, Tucson: University of Arizona Press, 1999.
- (3) Vivian, Cook: Second Language Learning and Language Teaching. London: Arnold, 2008.