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3. Role of Media in English Language Teaching

Amita Rawley Thaman

Assist Prof. PG Dept of English, SCD Govt College, Civil Lines, Ludhiana.

Abstract

English language learning these days is the need of the hour. Proficiency in English language is a prerequisite for survival in the present day competitive times, be it professional environment or personal /social arena. English Language Teaching has come a long way over the past century till date and the teaching strategies are still in for improvement each day. Linguists are still on the lookout for an optimum syllabus for foreign language learners which would ensure them native speaker like proficiency, as a child is able to achieve in his formative years with respect to his mother tongue. The paper aims at capturing the various milestones in the journey of English Language Teaching in India and elsewhere, as the media kept on expanding in its scope with world becoming highly approachable and accessible owing to the advent of satellite communication and internet. The high end technology available to the learners these days is no doubt a huge advantage but it has its own limitations.

English is the third largest spoken first language in the world after Mandarin and Spanish, and has been dubbed as the **most influential language** in the world, owing to its number of speakers (360 million) and the number of countries in which it is spoken. The reverberations of it being primarily a language of colonial rule have long vanished and it has now assumed the reputation of a viable **lingua franca**, a haven for those aspiring for visible growth in the social, financial as well as professional arena. Ever mushrooming English training outlets are a common sight all over India, not only in metropolitan cities but also around suburban areas. A working knowledge, preferably a good command over English is the need of the hour if one wants to progress in life.

English Language Teaching has come a long way over the past century till date and the teaching strategies are still in for improvement each day. Linguists are still on the lookout for an optimum syllabus for foreign language learners which would ensure them native speaker like proficiency, as a child is able to achieve in his formative years with respect to his mother tongue.

Media has always played a pivotal role in propagating new knowledge and help move the civilization forward. From print media to audiovisual aids to social media—English language teaching has become all the more challenging as well as interesting for both the teacher and the taught.

Print Media

Ever since printing press came to the fore towards the end of fifteenth century, print media has been the sole aid for language teaching. Students have heavily relied on print sources for all courses in the form of reference books, journals, grammars, dictionaries or other forms of printed or handwritten notes. The oldest and most conventional method of English language teaching has been Grammar Translation Method. It focussed primarily on the skills of reading and writing, allowed for the use of mother tongue rather freely but stressed on accuracy more than fluency. Subsequently the reformers visualised the importance of listening and speaking skills and brought the Direct Method of teaching to the upfront.

Audiovisual Aids, Radio and Television

During the world wars the British Broadcasting Corporation started to broadcast taped scripts for the aid of foreign language learners. These were an instant hit and considered quite novel and helpful to ELT students. The Army Method or the Audiovisual Method also became popular but did not sustain the test of the marching times and soon gave way to other methods. Thereafter the linguists and language teachers came about with many other methods of teaching English for eg. the bilingual method, the structural situational approach, Total Physical Responses, Suggestopedia etc. However the unanimously agreed upon model approach to teach English language in the present times is Communicative Language Teaching. This method focuses enabling the learners to communicate with others effectively in the target language and entails proficiency in all four skills.

From 1950s upto the 1990s tape based language labs were used as aids in teaching the nuances of language to learners. These have now been replaced by multimedia labs and smart classrooms. Later on, television programmes specific to the subject started being aired and were considered of immense value to the language learners, as visuals leave a lasting effect and greatly enhance the learning experience.



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40778	Behavioural Scientist	UGC	Arts & Humanities	Council of Behavioural Scientists Bal Niwas, Taj Bassi, Agra Scientists Bal Niwas, Taj Bassi, Agra-282001 (Bi-Annual Research Journal)	09725911		India
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40788	Emerging Trends in Education	UGC	Arts & Humanities	Association for Innovative Education Varanasi (UIP) (Referred & Peer Reviewed Bimonthly Journal)	09768696		India
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40797	Journal of Punjab Studies	UGC	Arts & Humanities	Journal of Sikh and Punjab Studies, PU	09715223		United States
40798	Journal of Sikh Studies	UGC	Arts & Humanities	Guru Nanak Dev University, Amritsar	09723765		India
40799	Journal of History and Social Sciences	UGC	Arts & Humanities	Tiwari, Pushpa, Ed & Pub.	22295798	22295798	India
40800	The Journal of Oriental Research	UGC	Arts & Humanities	The Kuppaswami Shastri Research Institute, Madras, 600 004	00223301		India
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Viability of Corpora in Language Learning And Teaching

Abstract

The paper aims at capturing the importance and viability of corpora in language teaching. These large databases provide real-time exposure to the learners and researchers. In the contemporary era of knowledge deluge, corpora form an important means of quick and accurate information gain and immensely aid in teaching, learning and research work. They extend valuable insights to the teachers and help them in imparting effective teaching in their classrooms. In other words, corpora have ushered in a major revolution in as much as real-time and authentic knowledge gain is concerned. Large volumes of theoretical knowledge along with practical illustrations can be tapped from the corpora. Corpora analyse and lay bare the dynamics of a language. All nuances of language variation viz. dialect, accent, register and style are now freely available for access. Authentic study materials can be developed with the help of these. Corpora are the sweet gift of the modern world of digitisation and information boom. We are in fact already reaping benefits from them without knowing.

Keywords: Corpus, types of corpora, use in research, classroom pedagogy, reference publishing, syllabus design, materials developer, tools for teaching, testing.

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The Potpourri of Language Narrative in the Wake of Globalisation: Code-mixing and Replacement of Words by Memes and Emoticons

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Abstract

In the present scenario, language is fast losing its sheen and purity at the expense of mushrooming social media and globalisation. The latter has no doubt brought the world closer but it has infringed the purity of individual languages. In modern era, the spoken language has assumed a life of its own, rife with peculiar idiosyncrasies and unusual combinations. Propelled by the factors of relentless globalization and urbanisation, a new kind of language-mutant has surfaced in the English-speaking Indian demographic. The availability and knowledge of multiple languages is leading to rampant *code-switching* and *code-mixing*. The words and expressions from a regional language often bleed into the anatomy of English and vice versa. A major reason for the perilous position of contemporary language scenario is the fading glory of indigenous cultures and civilisation in the face of Western systems of dressing, eating, speaking and interacting. Also, in the contemporary times there is excessive use of various kinds of memes and emojis. This is leading to massive deterioration of the language narrative in general. Just as extensive use of artificial intelligence is taking posterity on the path of reduced cognitivity and alertness, similarly substitution of regular words in communication by memes, emoticons and cartoons is gnawing at the very roots of the language ability of humanity. Language is a kind of witchcraft, a science, an organic entity which has grown and evolved with its users. So the question arises: should this invasion on the language narrative be allowed to go unchecked or reined in before it assumes the shape of a hollow, philistine 'language sham'?

Language use is more like a litmus test for what is happening in the wider societies. Where language use changes, there is an underlying social upheaval that may have environmental, economic, or political causes.

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43979	DELLH [International Journal of English Language, Literature in Humanities]	UNIV	Arts & Humanities	Smart Moves c/o Support Foundation		23217065	India
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A Panoramic View of the Language Narrative in India: Times Ancient, Colonial and Present

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*Abstract: Language of a nation or a community is highly instrumental in preserving its heritage and individuality through written and spoken discourses. India is a land of multitudes of not only religions, festivals, communities and ethnicities; it harbours hundreds of languages too. This has been described using many terms such as melting pot, salad bowl etc. But none of these can capture the essence of Indian multilingualism which is unique, with no parallel anywhere in the world. Over the past one thousand years, India as a nation has gone through a lot of linguistic overhauling. The language system in India has witnessed huge transformation owing to numerous invaders, rulers and travellers rummaging the nation inside out. Vedic period saw Sanskrit language flourishing and enriching the nation; the Mughal rulers brought Persian to the Indian subcontinent; the British infiltrated our system with their native language and wanted us to learn just enough English so as to facilitate them in the administration of the country. But in the current scenario, the reverberations of English being primarily a language of colonial rule have long vanished and it has now assumed the reputation of a viable **lingua franca**, a haven for those aspiring for visible growth in the social, financial as well as professional arena. English continues to be the associate official language of the country along with Hindi and forms a unifying strand sweeping across our multilingual population. In this paper I have tried to trace the linguistic history of India with special reference to India's pre and post independence language policy and the current language situation. We have come a long way from Sanskrit to English. In one way it is good that we have adapted change and progressed but on the other hand, it can be only ruefully stated that our indigenous languages are rapidly denigrating and demand urgent attention.*

Key Words: Ancient India, Advent of British, Language Policy, Current Scenario.

Introduction

Language is a gift of God to humanity. Human beings are uniquely and naturally endowed with the ability to speak and express themselves. Language of a nation or a community is highly instrumental in preserving its heritage and individuality through written and spoken discourses. India is a land of multitudes of not only religions, festivals, communities and ethnicities; it harbours hundreds of languages too. This has been described

Women Empowerment: Paradigm Shift in Gender Equations in Urban India

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Abstract:- Every human being is born a unique individual and has specific personality traits. But certain traits are precluded in a gender. Gender has been an important issue in humankind since ancient period. Gender distinction entails /assigns specific social and cultural roles for individuals. Gender bias has seeped into our collective conscious since times immemorial. Women have always been taught to be tolerant and submissive; to 'watch' what they say and 'when' they say; and to avoid 'loud' behaviour. The patriarchal system of society teaches women to internalize the concept of male domination in the process of their socialization. There is palpable evidence to prove that women during the Vedic period earned utmost respect and position in society. That is the reason probably why the Vedic society flourished, prospered and touched the pinnacles of glory. In contemporary times however, women are fighting vehemently for their stature. They are most of the times treated like a commodity. Where they find a way, they outshine their male counterparts and prove their mettle over and over again. Today, there is a lot of rise in consciousness amongst women, especially in urban areas. Women in India have finally come to realize that they have a separate identity, a self apart from the family. They have slowly mustered courage enough to proclaim their individuality, to reject subordination through domestication. Literate women are more enlightened about their rights and duties. . Both men and women are the lynchpin of a society and civilization. Together they carry forward the seeds of procreation, impart life to it and nurture it. The need of the hour is to recognize the importance of women in our society. All social evils like eve-teasing, rape, dowry, domestic violence and female foeticide et cetera have to be nipped in the bud. Women do not need to be treated special. They need to be treated with equality and dignity.

Keywords: Gender bias, gender gap, urban India, emerging roles.

*Man for the field and woman for the hearth:
Man for the sword and for the needle she:
Man with the head and woman with the heart:
Man to command and woman to obey;
All else confusion.*

--Lord Tennyson
(The Princess)

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92	Journal of Philosophy and Life world	Vidyapeeth University	0975-8461	NA	View
93	Journal of Religion and Society	Kripke Center for the Study of Religion and Society, Creighton University	1522-5658	NA	View
94	Journal of Scottish Philology	Edinburgh University Press	1479-6631	1755-2001	Indexed in Scopus
95	Journal of South Asian Linguistics	CSLI Publications	1947-8240	1947-8232	View
96	Journal of the Asiatic Society of Bengal	The Asiatic Society	1832-1936	NA	View
97	Journal of the Asiatic Society of Mumbai	The Asiatic Society of Bombay	0972-0766	NA	View
98	Journal of the Association for the Study of Australian Literature Australian Literature	Association for the Study of Australian Literature	1833-6927	NA	View
99	Journal of the Department of English	Vidyapeeth University	0971-5671	NA	View
100	Journal of the Gujarat Research Society	Gujarat Research Society	0374-8388	NA	View



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Journal Title (In Regional Language)	ਓਰੀਐਂਟਲ ਰਿਸ਼ਰਚ ਸੋਸਾਇਟੀ
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Second Language Acquisition- A Critical Overview Of Various Theories

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Abstract

Language is a complex phenomenon. Humans have been endowed with this capability which is used by them to communicate with each other. Quite a number of people are monolingual, a substantial number of speakers are bilingual, and yet others are multilingual who know more than two languages. *Motivation* of a learner as well as *the learning environment* available to a learner are the two prime factors which decide the success rate of the learner in learning the target language. Studies by linguists have shown that *age* also is a major deciding factor as far as the proficiency of the target language is concerned. *Second Language Acquisition* (SLA) has been a matter of debate and discussion since the last century. Various linguists have tried to figure out the exact blueprint of the process behind second language acquisition. Some have given prominence to the language environment available to the language learners. Others have brought to the fore an *innate capacity* in human beings to acquire language through complex cognitive activity. Still others have given importance to a filter and monitoring process in language learning. All said and done, language learning is a highly complex phenomenon amongst humans. It is a precious gift to humankind. Linguists are still on the lookout for a psychologically optimal syllabus of SLA which would result in one hundred percent language proficiency as is the case in First Language Acquisition. In this paper I have tried to provide a critical overview of the various theories surrounding SLA.

Key Words: behaviourism, mentalist, critical period hypothesis, inter language, universal grammar, acculturation

Introduction

Second Language Acquisition pertains to the learning of a new language after the mother tongue (L1) has been mastered. By the time the child or the learner is five years old, he has internalised the system of his mother tongue or native language and is ready to learn another language. Not all the native speakers learn a second language (L2). Quite a number of people are monolingual, a substantial number of speakers are bilingual, and yet others are multilingual who know more than two languages. *Motivation* of a learner as well as *the learning environment* available to a learner are the two prime factors which decide the success rate of the learner in learning the target language. Studies by linguists have shown that *age* also is a major deciding factor as far as the proficiency of the target language is concerned.

Behaviourist Approach

This approach was particularly dominant during the middle of the twentieth century. It basically entered into the field of language from the field of psychology. The main proponents of behaviourism were psychologists and linguists like **Skinner, Watson, Lado and Bloomfield**. The behaviourists opined that language learning takes place as a result of habit-formation and operant conditioning. The learners receive stimuli from the environment and respond to these stimuli. In due course of time they are conditioned to give correct responses. Learners learn through observation and imitation.

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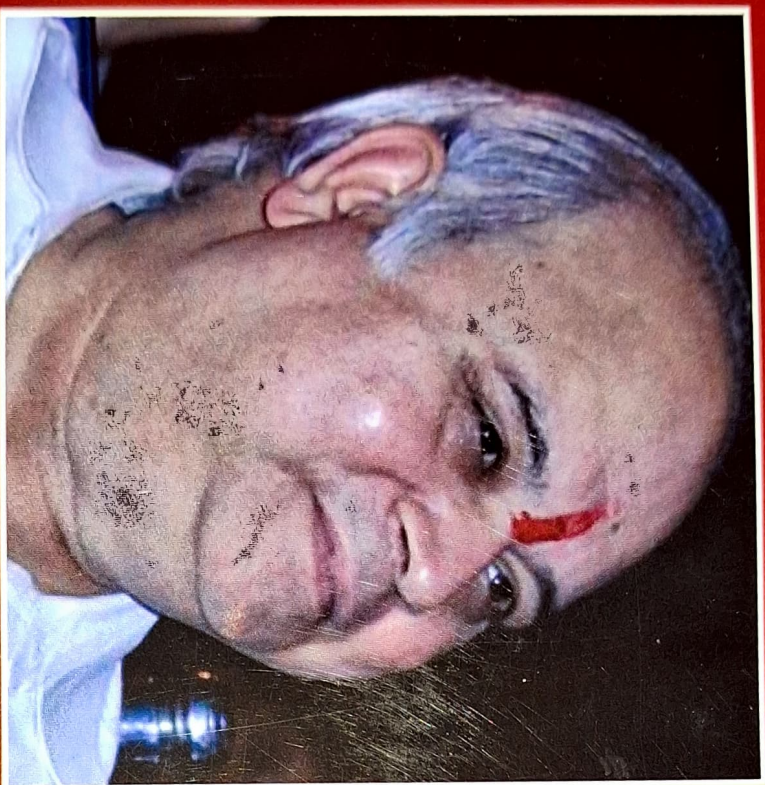
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*The present issue of the Journal is
dedicated to
the ever lasting memory of
an eminent Poet and Educationist
Dr. Kulbhushan Kushal*



(Left for his heavenly abode on 14.11.2019)

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Anita Desai *The Artist of Disappearance:*
Reverberations of Defeat And Disillusionment

Amnia Rawley Thaman*

Abstract

The present paper aims to capture the portrayal of characters and the kind of life throbbing within them in Anita Desai's *The Artist of Disappearance*. It is a collection of three tales: *The Museum of Final Journeys*, *Translator*, and *The Artist of Disappearance*. True to the literary tradition set by herself, all three tales comprise of heartrending descriptions of the inner workings of peoples minds—their fears, weaknesses, complexes and failures. All the three tales reverberate of the bitter realities of contemporary times. The characters depict the precarious predicaments they face whereby Desai gives us glimpses of their lives, the pangs of conscience or the dilemmas they face, the failures they witness owing to their personal weaknesses or inhibitions. They all are essentially a part of modern, corrupt world where people are too materialistic, too selfish to think about others or to do something for them.

Keywords : Ordeal, Disillusionment, inhibitions, complexes.

Anita Desai has embellished the Indian literary scene for over fifty years now. Desai is an artist of a high order and her concern for the human lot has imparted profound appeal to her novels. As a novelist, Desai has always sought to examine the interior landscape, the psychic life of her characters. All her protagonists are rather intense and self-absorbed. In her earlier novels like *Cry*, *The Peacock*, *Where Shall We Go This Summer*, and *Voices in the City*, Desai writes primarily about human relationships. Family and familial relationships have always played crucial roles in her fictional world. In Desai's fiction, one does miss the warmth and compassion for the Indian humanity as a whole. This is because Desai feels about India as an Indian, while she thinks about it as an outsider. Desai's fictional

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world is not bathed in the clear light of day but in the muck of despair. Her neurotic protagonists are born to suffer. Nothing redeems either their life or their world: neither hope, nor delusion, and certainly never love, courage, or passion. R.K. Narayan writes of similarly vulnerable creatures, but seldom with such a sense of doom. —P.S. Chauhan, (Encyclopaedia of Post-Colonial Literatures in English)

Desai's writing style is simply inimitable. For etching her characters on to the literary landscape, Desai uses a number of techniques. There is no linear movement in her novels. As she pens down the innermost feelings, conflicts and dilemmas of her characters, she resorts to flashbacks, diary entries and interior monologue. The disturbed psyche of the protagonist is at times depicted in sharp contrast to a placid description of nature which serves to sensitise the readers all the more towards the turmoil of the characters. All her chief characters are intense and self-absorbed, there is a rather heightened level of awareness, a strong sense of individuality and yet paradoxically a clear-cut quest for identity of the self. They are in search of the truth underlying the surface level of life. In an interview with Yashodara Dalmia, Desai acknowledged: 'One's preoccupation can only be a perpetual search for meaning, for values, for dare I say it truth. I think of the world as an iceberg—the one-tenth visible above the surface is what we call reality, but the nine-tenths that are submerged make-up the truth, and that is what one is trying to explore.'

The Artist of Disappearance by Anita Desai is a collection of three tales: *The Museum of Final Journeys*, *Translator* and *The Artist of Disappearance*. True to the literary tradition set by herself, all three tales comprise of heartrending descriptions of the inner workings of peoples minds—their fears, weaknesses, complexes and failures. The first story *The Museum of Final Journeys* deals with the early career experiences of a disinterested male government civil servant newly posted in a remote station of North-eastern India. There are vivid descriptions of the primitive residence allotted to him and the solitary, languishing hours he spends there after work with practically no alternatives for pastime, no social life, nothing to look forward to. He stumbles upon an estate on the verge of ruin, faces a

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English in India— A Need for Revamping and Optimising the Syllabus Design

Amita Rawley Thaman*

Abstract

The indomitable presence of English in the national and international arena as a language of surging opportunities is but obvious. India is a country with a multitude of religions, communities and consequently languages, but we need to put our home language preferences and our differences aside and work on the language that unites us nationally, and that is incidentally English. In this scenario, we must work towards a novel approach regarding our teaching of English at primary, secondary and tertiary levels. Keeping in mind what can be realistically delivered in the Indian language situation, there are serious points to ponder. Not only do we need to rework our methodology and practices of English teaching, we must train our teachers before that, to effectively deliver those changes. A structured approach needs to be formulated at the national level. Though at the outset this idea seems to be difficult to formulate and subsequently implement, it is not impossible. There may be some initial hiccups on the way but we are a nation with a history of exemplary endurance and perseverance. We can definitely sail through the storms and unleash newer opportunities for our youth which is eluding the nation in search of greener pastures.

Key Words: *Revamping the syllabus design, teacher training, rejuvenating the evaluation system, limitations of Indian situation.*

English is the largest spoken language in the world followed by Mandarin, Hindi and Spanish respectively, and has been dubbed as the most influential language in the world, owing to its number of speakers (1.132 billion) and the number of countries in which it is spoken. The reverberations of it being primarily a language of colonial rule have long vanished and it has now assumed the reputation of a viable *lingua franca*, a haven for those aspiring for visible growth in the social, financial as well as professional arena. Ever mushrooming English training outlets are a common sight all over India, not only in metropolitan cities but also around suburban areas.

A working knowledge, preferably a good command over English is the need of the hour if one wants to progress in life. But the moot point is—why can't we teach English to our students during years of regular study? Why do they have to pay a hefty fee to these private education business centres for something which could have been covered in school and college? Is our education system faulty? Are our teachers to be blamed, or are the students less serious in their founding years? Well, the answer is no. The problem lies in our prescribed syllabus of English as well as our teaching methodology. We urgently need to revamp our syllabus of English at primary, secondary and tertiary levels reinvent our methods of teaching. The blueprint of the present line of syllabus was designed by the British who wanted us to learn just enough English so as to facilitate them in the administration of the country. But today our needs and goals are different. English continues to be the associate official language of the country along with Hindi and forms a unifying strand sweeping across our multilingual population.

Revamping the Syllabus Design

"What is important is that a student who learns English as a second language should be able to feel that he has the basic machinery to say what he wants. It is not easy to instill this confidence in the student; it calls for considerable preparation and creative thought on the part of the teacher."

- C. Paul Verghese,
Teaching English as a Second Language

Communicative Language Teaching is the modern standard method of teaching English. It focuses on the development of all four skills of language but our method for teaching English is still essentially *Grammar Translation Method*. Students study a couple of stories, poems and prose writings along with a few concepts delineated for grammar. Of course, to teach language, we do need to fall back on literature as teaching in context is always fruitful but we have always overlooked the importance of listening and speaking skills. In convents and public schools, students are accustomed to converse in English from kindergarten stage, but in government schools students speak the regional language even in the English period. The teacher *teaches* English in the regional language. Thus their exposure to the language is minimised. The spirit of learning the language in the natural way is marred in the founding years itself.

The current curricula and the system of teaching English needs to be reviewed and revised. What we need to do is to introduce a *practical module* of English whereby the students would be taught how to converse in English, in fact how to think in English and then effectively

communicate in it. Here, the focus should be on teaching all the four skills—*Listening, Speaking, Reading and Writing*. There should be separate modules for learning of *pronunciation, grammar and vocabulary*. Graded lessons in *transcription, translation and transformation* of sentences should be selected and presented at all levels. The students should be put at ease with the language so much so that they no

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Symbolism and Colour Play in F. Scott Fitzgerald's *The Great Gatsby*

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Abstract

F. Scott Fitzgerald's brilliant masterpiece *The Great Gatsby* stands ground as one of the finest epitomes of twentieth century America. It is a meticulous and perfect representative of the Jazz Age America. The novel may have been conceived as the personal history of one man's infatuation for a woman but what it became in the writing is something much more compelling. Of all Fitzgerald's novels, this one shows the greatest consciousness of form in its construction. A subtle symbolism permeates all through the novel. A symbol is made here to function on several levels at once, fitting into the action at the same time as it represents an idea. There is an abundance not only of physical symbols in the novel but those that symbolize action and place as well. This paper aims to throw light on the symbolism and intricate colour play embedded in F. Scott Fitzgerald's novel *The Great Gatsby*. The novel is laden with symbols. The symbols in *The Great Gatsby* are inextricably a part of the novel's fabric. Some of them are mentioned only once and are used to help in our identification of a character's personality. Fitzgerald has shown immaculate dexterity in the use of colour all through the novel. Colours play a pertinent role in depicting the characters and theme of the novel; colours achieve a symbolism of their own. Even the names in the novel are symbolic and have allegorical connotations. Thus it appears as if owing to the commendable talent of F. Scott Fitzgerald, symbolism and carefully sprinkled colour play has naturally seeped into the design of the novel giving underpinnings to the main action in the novel.

Key Words: Physical symbols, Action symbols, Colour play, Symbolic names.

F. Scott Fitzgerald's brilliant masterpiece *The Great Gatsby* was published in 1925 and is one of the finest epitomes of twentieth century America. It is a meticulous and perfect representative of the Jazz Age America. *Gatsby has a double virtue. Except for The Sun Also Rises, it is the best picture we possess of the age in which it was written and it also achieves a sort of moral permanence. Fitzgerald's story of the innocent murdered suitor for wealth is a compendious fable of the 1920s that will survive as a legend for other time.* (Cowley, 141). *The Great Gatsby* may have been conceived as the personal history of one man's infatuation for a woman but what it became in the writing is something much more compelling. Of all Fitzgerald's novels this one shows the greatest consciousness of form in its construction. A subtle symbolism permeates all through the novel. A symbol is made here to function on several levels at once, fitting into the action at the same time as it represents an idea. There is an abundance not only of physical symbols in the novel but those that symbolize action and place as well.

Let us first take up the **physical symbols**. It is hardly too much to say that the whole being of Gatsby exists only in relation to what **the green light** symbolizes. The green light on Daisy's dock across the bay is referred to time and again in the novel. It curiously stands for hope - hope for a future for Gatsby, and in a broader sense, the future of America, the fulfilment of the ever-elusive American Dream. *Its immediate function is that it signals Gatsby into his future, away from the cheapness of his affair with Daisy which he has vainly tried (and desperately continues trying) to create in the image of his vision.* (Bewley, 280). The green light symbol proves very successful as it is firstly visually effective, as it shimmers across the bay, and secondly it encapsulates Gatsby's rather naive sense of the future. The colour green is a motif sprinkled throughout the novel. It has been used by Fitzgerald as many as nineteen times for various reasons. Apart from a copious mention of the light that shines across the dock, there is a mention of the green ticket, green leather, green golf links and even Wilson's face is *green* in sunlight. The symbol makes a heart-rending closing of the novel, as it encloses the essence of the American Dream, Gatsby believed in *the green light, the orgiastic future,*



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