



# NURTURING THE NUANCES OF EMOTIVE WRITING THROUGH SHORT STORIES: A GENRE BASED APPROACH

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## ABSTRACT

The objective of this research paper is to edify the nuances of emotive writing to the adolescent students through short stories by employing the genre-based approach. It is being analysed that there is a need to nurture the young minds with the concepts of emotive writing to develop their emotional well being and written communication. The chosen population for the study is 60 students pursuing first-year engineering from a private institution in Tiruppur District. To achieve the objective of this research, the researcher has made use of collections of short stories by Ruskin Bond. The genre-based approach is used to integrate literature in ELT classrooms. An intervention was given using the prepared module and the activities on emotive writing were analysed using the framed rubrics. From the study made, it is observed that there is a significant difference between the pre and post – test on emotive writing. Through this research, it is analysed that emotive writing is a tool to express the unexpressed emotions of the target populace.

**Keywords:** Emotions, Genre-Based Approach, Mental Health, Short Stories and Written Communication.



## INTRODUCTION

This study is an attempt to explore the nuances of emotive writing and its nuances. The world revolves around the word "emotion" from its origin. Every human being in this world always wants to express their emotions to communicate and build a strong relationship. Human beings evolved with the help of language and communication. In recent days, many types of research help to decode the signs of nature and make the people understand the situation. At the same time, the present generation struggles a lot to understand themselves and also others feelings and emotions. Lack in emotional development affects their both intrapersonal and interpersonal skills. Especially, the students who belong to the age group of adolescence face so many problems regarding their state of mind, but many of them fail to identify their emotions and lead their lives in a miserable way. Many researchers suggested "writing" as therapy for emotional problems. Writing gives the peace of mind and makes them refine their thoughts and perceptions. Literature acts as a medium to express and experience the essence of life. It has different genres like drama, poetry, novel, prose and short story. In these major genres, the short story has chosen for this study. This genre is so popular for its brief language and various themes related to the life of a common man. This study highlighted the need for emotive writing adolescent students and the effectiveness of short stories. In order to enrich their state of mind, it blended both the field of language and literature.

## SHORT STORY WRITING

Chekhov stated short story as "*Slice of Life*", similar to this, Somerset Maugham stated that

The short story must have a definite design, which includes a point of departure, a climax and a point of the test; in other words, it must have a plot. The plot pins down and presents a piece of life within the confines of its own construction; in so doing it exhibits life to us, as it were under a microscope and enables us to view it more clearly than we can do in the raw. (139)

The term short story is very popular today but it entered as an independent genre in the literature on 1993. In that year, OED supplement defined the term 'short story' as designating



a particular kind of literary product. Before this term, people used to mention this genre and it evolves as in the forms of a tale, fairy tale, parable, myth, fable, ballad, legend and so on.

### **INDIAN ENGLISH SHORT STORY**

India has a vast literary history, it started from the age of Vedas itself. Indian regional language and its literature have epics like Ramayana and Mahabharatha. Indian English Literature is about 200 years old, in starting days English used only for the purposes of education, political and business. Later it emerged as Indian English Literature. In the era of post-colonialism, Indian writings gained great attention from the world. They came up with different dimensions, characterizations and innovative experimental narration techniques in writings. Literature world recognized the Indian writers like R.K Narayan, Salman Rushdie, Mulk Raj Anand, Khuswant Singh, Anita Desai, Shashi Deshpande, Amitav Ghosh, Dina Mehta, Ruskin Bond; these people were considered as a pioneer in Indian English Writing.

Among these writers, Ruskin Bond's Short stories were chosen for this study. His writings were considered as writing for children but it carries a lot of philosophical and emotive ideas. Introduced his writings among adolescents would create an effective change in their attitude and strengthen their emotional state. He used to describe the minute things of life and his characters were chosen from his inspiration from day to day life. He suffered a lot in his adolescent age, so when he narrated those experience, he created a great emotional impact among readers.

Bond's explained about the issues of adolescents in detail and he discussed

- Nature of adolescents
- Peer pressure
- Fear about future
- Depressions
- Feeling of alienation
- Changes in physical appearance
- Dreams and thoughts
- Sexual Desires



Many teachers were not ready to discuss the problems of adolescents in the classroom. When we introduced these kinds of writers in language classes, it helped them a lot to understand their problems with experiences and they could able to handle their problems in life. It made students gain knowledge in expansion and communication through writing.

## **METHODOLOGY**

The population chosen for the study is 60 engineering students who are pursuing their first year under graduation in a private college in Tiruppur district. The college is in the location of an urban area but it has the maximum number of rural students. More than that first generation learners were more in number. The study was restricted with the population 60 because the minimum population allowed the researcher to test the module and analysed the result in an effective way.

## **GENRE-BASED APPROACH AND EMOTIVE LANGUAGE**

According to Nunan (1999)

“Genre is a purposeful, socially constructed oral or written communicative event, such as narrative, a casual conversation, a poem, a recipe, or a description. Different genres are characterized by a particular structure or stages, and grammatical forms that reflect the communicative purpose of the genre is a question”.

Aasim Jamal (2016) defines emotive language as

“Language that describes words and phrases meant to evoke an emotional response to a subject. Conversely, referential language represents the use of a word or phrase solely by its lexical definition or denotation”.

The Genre-Based Approach was adopted for the study; it allows the researcher to introduce the genre "Short Story" and teach the techniques of emotive writing. In initial stages, this approach considered only for its linguistic perspective but later it explored the area similar to the social context in texts. Moreover, this approach helped to avoid distractions in the research journey and led the study ineffective way to reach the destination.



## **DESIGN**

This study is an experimental study conducted among the chosen population to develop their emotive writing. During the research process, the module was framed and introduced as an intervention. It provided many chances for them to develop their writing skills.

## **MODULE**

The module has 10 activities which gave priority to develop the writing skills of the chosen population. Activities were designed based on their emotional problems like

- Relationship
- Anger
- Pessimistic
- Inferiority
- Suicidal thoughts
- Stress
- Low self-esteem
- Violent behaviour
- Anxiety
- Guilty

Each activity concentrated on one emotional problem and one writing skill. The concepts and nuances of short stories were explained in the classroom using the select short stories of Bond.

## **MEASURES AND ANALYSIS**

The students' performance was assessed using holistic rubrics. The same rubrics were used for both pre-test and post-test. The rubrics and its scoring method were clearly explained to the students. The module was introduced to the experimental group and then conducted the post-test to check the effectiveness of the module, short story and Genre-Based Approach.



The final scores showed the significant difference between the pre – test and post – test among the groups and the analysis are as follows.

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	28.63	60	3.410	.440
	Post	33.38	60	3.059	.395

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	pre & post	60	.423	.001

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pre - post	-4.750	3.487	.450	-5.651	-3.849	-10.553	59	.000

**CONCLUSION**

The result of this study suggested that introducing various genres of literature in the language classroom could help to make the learning as an interesting process and students get awareness about different techniques in writing. The study is limited to 60 students but it can be implemented for a large size of samples and blend the different genres. Students stated that this kind of study helped them to develop their personality and they learn to deal with their



professional life. It develops their creative writing and critical thinking. This study confirms writing as a medium of expression rather than be a therapy.

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