

**CONCEIVING CONCEPTS THROUGH COMPASSING EXAMPLES IN
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*A good example is the best sermon.**The road to learning by precept is long, but by example short and effective.*

- Seneca the Younger

ABSTRACT

English teachers face challenges in teaching on a daily basis. Classroom dynamics dictate and demand changes in teaching methods and the way a teaching-learning transaction is imparted. This is more so in the case of teaching Under Graduate students. This is because, by the time they join the Under Graduation Programme, they get accustomed to specialization such as Bio-Technology, Micro Biology, and Electronics. This makes an Under Graduate class a divergent one. With the ushering in of CBCS and MOOCS in the Higher Education sector, the specialization for students started at the Graduation for Under Graduate students in Telangana. This makes an English teacher's job more challenging. In addition to this, the teacher has to face the students of 'Z' Generation.

Students treat their English teacher as omniscient. This makes an English teacher's job even harder. This paper tries to prove that creative examples for any topic in English language and literature help attain the goal of a satisfactory class. Examples help lucidly clarify concepts. Apt examples help to explain the concept in a crystal-clear manner. So, there is a dire need to test if 'the impact of examples to make a concept clear is possible'. It has been tested and found that if examples are employed to make concepts clear, the topics for which the examples were provided understood clearly by students. Each class has its speciality. It is understood that no two classes will have the same examples for topics. This is because students of life sciences will not understand the topic if examples meant for social sciences are given and vice versa.

When two groups are chosen at random for the sake of experimentation about explaining concepts with Group 1, apt and interesting examples were given, this was not the case with the other Group. The tests were administered choosing many a type of topic picked up from the realms of language and literature. The results thus obtained proved our hypothesis supporting the view that apt examples powerfully pave way for establishing concepts.

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