

# **LANGUAGE IN INDIA**

**Strength for Today and Bright Hope for Tomorrow**

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## “Which Way do the Letters Go?”

### A Study of Children Learning about Print Directionality

Renu Gupta Ph.D.

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#### Abstract

Among the earliest concepts about reading and writing that children need to learn is the direction of print. This paper examines how print directionality is taught and learned in the lower primary levels in school, using observational data from two English-medium schools. The data indicate that the format of the textbooks and the lack of instructional support leave students with confused notions about the direction of print, which affects their reading skills.

#### 1. Introduction

Despite the poor performance of Indian students on reading and writing tests in the Indian languages (ASER, 2011; NCERT, 2006, 2008) and English (Educational Initiatives, 2006), little attention is paid to literacy instruction in the lower primary levels. In both English and non-English medium schools, it is assumed that it is sufficient to teach children to form the letters of the script, after which they will be able to assemble them to read words and then read sentences and texts. However, there is more to literacy than merely assembling the symbols. Research shows that when children do not understand basic concepts about print, they lag behind in reading (Clay, 1993).

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One of the most basic concepts about print that children need to understand is directionality. Children are familiar with pictures, but not with print, often confusing the two (Ferreiro and Teberosky, 1982). Tolchinsky-Landsmann and Karmiloff-Smith (1999) draw on Goodman (1976) to point to two critical features of print that distinguish it from drawings/pictures—the element-string constraint and the referential-communicative constraint. First, in writing the elements can be segmented into discrete components with separate meanings (called characters or letters), whereas pictures do not have consistent decomposable elements. Second, the elements in writing have a referential function—in English they refer to the phonemes of the language. So, for example, the letter A is writing because it meets both criteria, whereas its graphic components (slanting lines and sleeping line) are drawings because they do not have a referential-communicative function. A third feature of writing is the linear order of the elements—letters and words are arranged in a linear order. The ordering of the elements varies across scripts: left to right for English and the Indic scripts, right to left for Urdu, Arabic and Hebrew, and from top to bottom ordered from right to left in Chinese and Japanese. Children learning to read and write need to realize that print runs in a particular direction; in environmental print, they may be able to recognize single letters based on the context (Lomax and McGee, 1987), but the linear order is something they need to learn or be taught. Once they understand this concept (as against merely practising it), it is transferred to writing in other languages and scripts. This realization should be followed up with practice in scanning in the correct direction, so that children can read texts. Common problems in reading, such as reading saw for was, and in writing, such as confusing the letters d, b, and p, arise from unstable scanning patterns (Clay, 1975).

This paper, which is part of a longer study on school instruction in early literacy, examines a single strand, namely, how the concept of print directionality is taught in the first two years of formal instruction. The study is based on observations in two English-medium schools. It is an attempt to document pedagogical materials and practices and, through the available research literature, to identify aspects of practice that hamper children’s acquisition of literacy.

## **2. Reading as the Base**

In English, we begin reading/writing at the top of the page, continue from left to right, and make a ‘sweep’, i.e., return to the left-hand position below the starting point. As Ferreiro and Teberosky (1982) point out, directionality (or spatial orientation) is one of the most arbitrary characteristics of writing and “there is nothing on a printed page that indicates where one must begin reading and where one must continue” (p.50). The four-year-olds in their study devised different strategies to follow print, with a marked tendency toward alternating directions -- both at the end of the line (as in boustrophedon writing) and across pages (top to bottom followed by bottom to top). By the age of six, middle class children follow the conventional direction, but

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this was less evident in children from lower class homes. The researchers argue that this knowledge of directionality does not come merely from exposure but from witnessing “acts of reading accompanied by specific gestural cues” (p:50).

Clay (1975) examined the written products of five-year-old children, who were predominantly English speaking, and identified directionality as one problem in beginning literacy. Briefly, she argues that the page is a two-dimensional space and, for writing, children have to organize themselves in this space. The crucial notion is the starting point for writing, which is the top left corner; without this anchor, children may start on the right and write in reverse. Until children gain some control over the directional pattern of movement, they devise a variety of approaches, and they may lapse into incorrect patterns when they encounter new difficulties. Clay found that children acquire the correct directional principles in writing with six months of school instruction.

However, there are two crucial differences between the children in these two studies and the situation in India. The children in the studies already knew the language of the script (Spanish in the first study and English in the second), and were not learning a new language alongside literacy. Equally important, some of the children were already familiar with written texts through storybook reading with parents, and writing came at a later stage; Ferreiro and Teberosky (1982) note that the children who came from a lower socio-economic status did not have this advantage, which affected their performance. In the western middle class tradition, storybook reading is a common practice in middle-class homes (Heath, 1982). Children learn how to handle books; they open the book, turn the pages, and watch as parents run their finger beneath the words. This is one of the precursors of literacy, for here, children begin to understand the linearity of print. When they enter school, they already have this knowledge. However, in families and societies where parents and caregivers do not provide such incidental but steady exposure to the functions and features of print, children may not acquire these notions. They not only have to learn that the marks on paper are linked to meaningful social activities, but also that the marks are arranged in a linear order. The school is one site where this can be taught and learned.

In her later work, Clay (1993) identified basic concepts about print that many children may lack, such as knowing how to turn the pages, realizing when text is upside-down, knowing the difference between pictures and words, locating the first word in a text, identifying a letter, and identifying a word. Teachers take these insights for granted, but without these preliminary concepts children fall behind in their reading. These concepts are now recognized as some precursors of literacy, and for diagnostic purposes children are often tested on their conceptual knowledge of print, using versions of Clay (1985); an example can be found in Justice and Ezell (2001).

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Clay (1975) also discusses the importance of words in writing. It is difficult to identify words in speech, but in a script such as English they are easily identified by blank spaces on either side of the word in connected text. Note that this does not hold true of words seen in isolation. Studies show that children are aware of this convention and use spaces in their writing to separate words (Tolchinsky and Cintas, 2001), using spaces differently for narrative and descriptions (Sandbank, 2001). In formal school instruction, the concept of a word is taught explicitly by asking children to ‘cup’ their hands around a written word.

In short, through exposure to the written world and interactions with adults in acts of reading, children learn about the directionality of print.

### **3. The Study**

The data were collected at two English-medium schools in Karnataka. In the urban school, the children come from lower-middle class homes, where both parents are literate in an Indian language, but not in English. In the semi-rural school, the students’ parents are illiterate. Most of the students in the two schools come from Kannada-speaking homes, but in a few homes Tamil, Telugu, Malayalam, or Hindi is spoken. Hence, the condition of fluency in English is not met, and there may be low exposure to the written world.

Both schools have committed management and teachers, along with excellent infrastructure. This allowed me to focus on curriculum and instruction rather than getting distracted by structural issues.

#### **3.1 Data collection**

From June, when the school year began, to August I visited two sections of Lower KG and Upper KG in both schools (8 sections in all). Class sizes were 40 in the urban school and 30 in the semi-rural school. During the class, I unobtrusively videotaped individual children as they went through the class routines and collected their artifacts; when they were done with their class work, I tested a few students on their reading skills. From November to January, I visited the urban school again to observe and test children’s abilities.

I included one intervention in the urban school. For Section B in Upper KG, I brought in several storybooks from August; these books were 5-10 pages long, with one or two sentences on each page. Children were allowed to pick up the books and I merely observed how they handled the books. In January, as the school year was ending, I took similar storybooks into Section A, so that I could compare the effects of exposure to storybooks on two similar groups.

#### **3.2 Writing as the Base**

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#### 4.1. Forming Single Components

In the first phase, letter components (standing line, sleeping line, etc.) are introduced, but the two schools follow different approaches that impact the learning of print directionality. In the semi-rural school, the teachers write a letter component slowly on the blackboard, providing a model for the children. Further, as each new letter component is introduced, it is added to the sequence on the blackboard. The final sequence that the children see is shown in Figure 2.

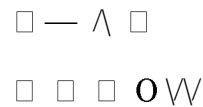


Figure 2. Sequence of letter components on blackboard

As a result, the children formed each component correctly, moving from left to right. However, since children are still at the scribbling/ drawing stage, they treat the letter components as drawings. For instance, one girl was trying to form the curve down shape, namely, □. Instead of doing this in one stroke, she ‘drew’ the top and then extended the lines down each side.

In the urban school, the focus was on the finished product and not the process. Teachers did not draw attention either to direction in forming individual letters or to moving from left to right, but merely instructed the children to open their textbooks and trace/copy the letter components. When the children completed a block, they show the finished product to the teacher who checked that the exercise had been completed.

Hence, the burden of instruction falls on the textbook. The textbook uses arrows to show children how to form each line; for example, the sleeping line has arrows from left to right. It then provides 6 lines with 7 boxes for children to fill in more lines (the same format is used throughout the book to teach the letters). Although this exercise is intended to teach children directionality in forming individual components and letters, at the same time it could be used to teach the directionality of print by requiring children to fill in the boxes starting from the leftmost box and working to the right.

The videotapes captured how children were forming the ‘sleeping lines’. Orientation varied, with about half the children drawing the lines in the reverse direction, i.e., from right to left, or switching between the two orientations. Further, most children filled the boxes in random order—right to left, left to right, from the bottom to the top, or wherever they found an empty box. As late as six months later, when children were forming the lower-case letters and had come to the letter i, two children were filling the boxes with standing lines, going back to the beginning, and then filling in all the dots. This was not evident to the teacher, who saw only the finished product.

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In short, explicit instruction helps children realize that print has directionality, but they may be too young to understand that these are letters and not pictures.

#### **4.2. Linear sequences**

In the first two months of formal instruction, children show little awareness that print has directionality. This emerged when I gave children sheets of paper where they were not constrained by the slate/textbook. Figure 3 shows a typical product; for two months the child would cover the page with symbols in no apparent order; when she found a gap, she inserted another symbol.

Figure 3. Lack of linear order

At the same time, children seek a pattern or order. The artifact from Week 2 (Figure 4) is not a drawing, but an attempt to mimic adult writing. The child moves systematically from left to right in forming these squiggles, which can be seen in the increasing size of the components.

Figure 4. Movement from left to right

In Figure 5 the child has imposed order on the elements. This child in the semi-rural school copied everything from the blackboard—letters and pictures— but arranged them systematically on horizontal lines. He then added a set of numbers in one corner, but these he arranged in columns.

Figure 5. Arranged symbols

This left-to-right directionality is not obvious to all children. Although the semi-rural school emphasized this concept while teaching the letter components, it may not transfer to the arrangement of other elements. One child, who attempted to write the letters of the English alphabet on his own, arranged the letters from top to bottom. This indicates that although children mimic the teacher's actions, they may not have acquired the concept because they do not apply/transfer it to other strings.

The first time children are faced with an explicit left-to-right sequence is when they start writing the alphabet sequence. Most children can do this correctly, but the confusion becomes apparent when they have to write on a blank sheet of paper. As Clay pointed out, children have to (a) locate themselves on a page and (b) they have to practise the ‘sweep’.

(a) Locating the starting point.

In August, children in the urban school could write parts of the alphabet sequence in the correct direction. Yet, sometimes they would write in the opposite direction. This would occur when they incorrectly began writing on the right end of the page. Figure 6 is an example of writing from right to left. The child (in the semi-rural school) copied what the teacher had written on the blackboard—but in the opposite direction—which can be seen in the standard sequence of standing line, sleeping line, etc.

Figure 6. Writing from right to left

Leela in the urban school wrote the alphabet sequence in the correct direction. The next day, she started at the right edge of the page and wrote the sequence from right to left. She got as far as the letter F, realized that something was wrong, turned the page, and began writing in the correct direction.

(b) The sweep.

The sweep from the end of the line presented a problem. Figure 7 shows what happens when the child reaches the end of the line—she proceeds from top to bottom, and then from right to left.

Figure 7. Combination of directions

A similar dilemma can be seen in Figure 8. The child starts writing in one direction, reaches the end of the line, and reverses the direction of writing, which shows up in the way the number 10 is written.

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### Figure 8. Boustrophedon writing

Even after they practice writing the alphabet sequence and can do it correctly, some children experiment with different orientations. Six months after school began, Leela suddenly produced the following artifact, where the letters are in both a linear sequence and in columns.

### Figure 9. Letters in two formats

Hence, observations show that six months after school instruction begins, the left-to-right directionality of English print still has not become the standard orientation for many children.

## 4.3. Directionality in words

After children have learned the alphabet sequence, they move to words, usually in Upper KG. At this stage, problems with print directionality become more evident.

### 4.3.1 Reading test

I will begin with the findings from a short reading test that I gave students in the urban school. In August, two months after they had begun to deal with words, I tested six children in the urban school on their ability to read two-word phrases. The phrases were arranged as follows:

red bag

small cat

The three girls read each word and then moved down the page instead of across, reading the phrases as:

Red

Small

Bag

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Cat

Although I repeatedly pointed to the words in sequence (red and then bag), the girls were unable to do so and treated the phrases as isolated words to be read downwards. The three boys, with some help, managed to spell out the two-word phrases. When I asked what the phrases meant, they were able to explain through actions—by pointing to a student’s red bag or through mime/ synonyms (small mouse was mimed as small plus the word rat). In other words, roughly half the students read words from left to right, but instead of continuing in this direction they sweep to the next line.

#### 4.3.2 Sources of confusion

On the surface it appears that children are being taught and do learn about print directionality. In the semi-rural school, children are taught to copy sentences, such as This is a pot from their first month in Upper KG. The teacher explicitly told them to write a word, ‘leave one-finger space’, and write the second word. In the urban school, the textbook includes a phrase on every page; for the –all family the textbook has a phrase, ball on the wall, but this is almost an afterthought—and is treated as such by the teacher. In both schools, the focus remains firmly on reading out/ copying isolated words.

When we examine the instructional material and pedagogical practice through the lens of print directionality, we find that several established routines subvert the process of acquisition. Many of their assumptions are based on methods used to teach children who already know English and have extensive exposure to books and print in the home, which the students in this study lack. Here I examine two sources of confusion: features that confuse students: the vertical arrangement of words and the vertical arrangement of letters.

(a) Words are arranged in columns.

At this stage, both the instructional material and pedagogical practices focus on teaching isolated words with no reference to connected text. In both schools, the textbooks/ worksheets present words in columns. So, for example, the textbook in the urban school organizes words into word families (for example, the –all word family has the words ball, hall, mall, tall, fall, call, and wall), but the words are arranged in columns that the children read out downwards. This is followed by an exercise in which the children draw three columns in their copybooks, and copy the different words in one column; then they fill in the other columns with the same words. In the semi-rural school, lists of words have been put up in the classroom—but they are isolated words written in columns.

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In effect, children are taught two different strategies: to read/write letters from left to right, but read/write words from top to bottom. This strategy then has to be undone later when the children have to grapple with sentences that run from left to right.

(b) Manipulating symbols

With the focus on isolated words, some textbooks attempt to liven up learning with ‘interesting activities’. An activity such as ‘fill in the missing letters’ preserves the direction of print, but re-arranging scrambled letters to form a word and finding words in a matrix of letters do not.

As a result, children wait for the teacher to write the answer on the blackboard and copy it into their worksheets; only one child in a class of 30 students was able to do the activities on her own. This became evident when the worksheet contained an incorrect word: the letters lbul were given with a picture of a light bulb. In their worksheets, all the children have written the correct word—bulb—which they copied from the blackboard. An additional problem emerged—children do not have sufficient vocabulary to do the exercises on their own. Before the activity, the teacher has to give the English word for each picture (“What is this picture? No, it is not a switch. It is a plug. P-l-u-g.”).

Finding words in a matrix of letters is even more problematic, because children now have to read letters downwards. A sample is shown below (without the pictures). Children circled arbitrary strings (LO, AM, LHJ, or the entire box), while they waited for the teacher to provide the answer.

L	O	G
H	X	U
J	A	M

Figure 10. Activity in textbook to identify words

This exercise highlighted an additional problem: the notion of a word. One boy kept insisting that JCZ was a word; to him, this set had three letters with a beginning, middle, and an end, so it qualified as a word and, at a pinch, it could even be pronounced. The teacher tried to convince him that it was not a word, because it was ‘nothing’. Without going into the intricacies of the need for a vowel in English words and given that students do not have enough proficiency in English to appeal to meaning, the only convincing explanation would be the use of spaces—which are missing in a matrix.

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To summarize, when children move beyond letters to words, the written world that they encounter is limited to isolated words and does not resemble authentic texts. Since the words are organized by sound similarity, they become a list of semantically unrelated items that have to be memorized as a vocabulary list. In terms of directionality, the textbooks actually confuse the students, by arranging words (and even letters) in columns. This breaks up the scanning pattern for reading that students are trying to learn, and does not allow children to use spaces to understand the concept of a word. The next section shows that when the children try to read authentic texts, they lack many of these basic concepts and are unprepared for the task.

#### 4.4 Reading storybooks

The urban school has two sections in Upper KG. From the month of August, I began to bring in simple storybooks only for Section B. In January, I took a similar set into Section A. These storybooks (such as Hop on Pop by Dr. Seuss) had a single sentence on each page. The purpose was to see what children did with non-school material—how they handled books, and if (and how) they could go beyond isolated words to read (and understand) sentences. Note that in the urban school, children are taught to spell out words in the following format: b-a-l-l ball, and so they used a spelling strategy in their reading.

##### (a) Section A

Storybooks were introduced in January, by which time the children had been through almost two years of literacy instruction in English. Since this was their first exposure to material beyond the textbook, children were unsure of their purpose and many asked if these were coloring books. When children picked up a book, they took it to their desks and tried to read it on their own.

Some children realized that this was a new activity and that they needed help. One girl asked me shyly, ‘Show me to read’; she did not know how to turn the pages, and I had to show her the beginning of the book and turn the pages for her, but .she merely looked at the pictures and refused to look at the words. Other requests for help were more silent: two girls spelled out a word like see and then looked at me for help in pronouncing it. In terms of words, all the children I observed (four boys and two girls) spelled out the words in a stream without stopping to say the word. Once the teacher reminded them to stop and say the word, the children showed

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that they were able to do so. None of the children pointed to the words or ran their finger beneath the words.

The most disturbing fact was that the children seemed unable to link the storybooks to their textbooks. Although the children had learned to spell and chant the –all word family in July (all, ball, fall, wall) and had now reached as far as seven-letter words (whisper, etc), when faced with the words all, ball, fall and wall in the storybook one girl pronounced them as if they were new words (b-a-l-l /bæl/) and was unable to name these items in the accompanying picture.

(b) Section B.

For Section B, storybooks were brought into class as early as August and from November the teacher began allowing children to pick up storybooks during activity time. Neither the teacher nor I helped the children during this activity.

In August, the children merely looked at the pictures and could not turn the pages in sequence, but in November, all the children were turning the pages correctly. Their dominant strategy was pointing to single words. Some children could ‘read’ words from left to right and one child could do the sweep correctly. However, two children did not use the spaces between the words, but spelled out the letters without a break (m-a-n-y-f-e-e-t). In January, all the children were running their finger below the words to help them follow the print.

Since there was no explicit instruction for the storybooks, how and where did the children learn to handle sentences given that school instruction is limited to single words? The explanation appears to be diffusion of knowledge from caregivers to the school and then through the class, which is similar to the effects described in Lower KG of the same school (Gupta, 2012). The role of parents can be seen in two children. In November, one boy ran his finger below the words as he spelled them out; this was clearly a strategy he had been taught at home, because his spelling strategy – double O double L – was not used in school. Also, one girl was reading much above her level—she could sight read most words, and resorted to spelling only to decode unfamiliar words. This again was through parental help, for the teacher explained that the mother had taught both her daughters to read. Diffusion through the class occurred over the months because the children began to insist on reading the books with their friends. By January, no child was reading

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alone. In groups of two or three, the children practised reading out the words, learning from one another. Some children extended this collaboration to the ‘display’ of knowledge; they came to me in pairs to jointly recite from the book.

In short, the storybooks provided authentic texts that enabled the children to learn about the directionality of print. This is done not merely through the use of words and spaces that are arranged in the conventional order, but by bringing in meaning rather than a vocabulary list, the children were motivated to move linearly through the text. The caveat is that this does not come naturally, but has to be taught—either by peers via parental input or through the school curriculum.

## 5. Discussion and Conclusion

Although the concept of print directionality is now accepted as an essential precursor for literacy, this study found that both teachers and the textbook pay inadequate attention to this area. In Lower KG, textbook instruction is limited to using arrows to show children how to form each letter, but even this is not taken up by the teacher who only views the children’s finished product. When instruction moves to words, print directionality is not just ignored but undercut by restricting text to isolated words and arranging words and letters in a vertical direction.

It is tempting to conclude that textbooks and instruction should help children develop notions of print directionality, but the approach has to be consistent. There is no point trying to teach a concept and then abandoning it the following year. What we are talking about here is a coherent curriculum based on pedagogical principles rather than a pastiche of activities culled from similar textbooks.

Practice at the Kindergarten level in India has chosen to strip literacy down to the bare bones and teach isolated components in a rigid sequence that is more appropriate for training skills in adults than a pedagogical model appropriate for children acquiring literacy. The obvious place to start is to expose children to meaningful texts, even if they do not understand them; this could be as simple as using familiar environmental print—single-word logos, short phrases in advertisements, the name of the school etc.—that preserves print directionality and is meaningful. Following Ferreiro and Teberosky (1982), children need to observe the act of reading—how adults read authentic texts—and get support through gestural cues—pointing to words, running the finger beneath the words, following a sweep, etc.

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What is required is an understanding of the extraordinary difficulty of becoming literate, because the conventions and assumptions underlying written text are not obvious to the learner. One tactic is to observe what children do as they search for order in the written marks, much as was described in this paper. Once we begin to understand the problems not just of print directionality but also of the entire process of becoming literate, we need a coherent curriculum that integrates these concepts.

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## Dictionary Using Habits of Electrical Engineering Students in Lahore, Pakistan

Anjum Naseem Rao

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### Abstract

The modern day dictionaries, particularly the EFL learner dictionaries, have improved enormously on their micro-macro and super structure, yet the potential users of these kinds of dictionaries are not fully aware of this comprehensive improvement. As a result, the wealth of information, both linguistic and encyclopedic goes unheeded by the potential learners. The main cause of all this is attributed to the lack of requisite reference skill (Dictionary using skills) by the learners. The aim of this study is to find out the extent to which the students of electrical engineering at UMT possess the necessary reference skills to be able to use the EFL learner dictionaries efficiently in situations of linguistic and pragmatic failure. The research methodology used in this investigation is eclectic drawing on the essential principles of both qualitative and quantitative approaches for a comprehensive understanding of the situation under investigation. As many as one hundred students were selected randomly for this study. The findings of the pilot study suggest that most of the students lack the necessary dictionary using skills to make the most of the information provided in the dictionary which, of course, underscores the need to teach the students on how to use the dictionary, the kind of dictionary most suitable for them and integrating the dictionary with the language class. Such a measure is

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expected to improve the linguistic and communicative competence of the learners and will make them confident and self reliant in their study.

## **1. Introduction**

Dictionaries are usually consulted to find meanings, definitions, grammatical descriptions and pronunciations of words. Sometimes they help to identify the origin or root of the words, the usage and collocation. Many of the dictionaries add certain pages about the use of dictionary, maps, general information such as countries and their capitals, currencies, conversion tables, explanation of common symbols and peculiar information about geography, culture, politics and history of European countries, especially the UK or the USA. It is believed that dictionary teaches the learners what is strange and unfamiliar to them; improves the vague impression of the learners towards certain words or phrases and enables them to use these words or phrases appropriately. There is hardly any language learner who can deny the importance and necessity of the dictionary.

This paper highlights the insufficient dictionary use in classrooms especially while teaching communication skills. It throws light on how dictionary use can be made effective in the classrooms and why students find it hard to polish their referencing skills. Dictionary Based Teaching and providing visual images to students for some ethnic, cultural and social words and phrases are better than sticking to traditional dictionary use and the creative way of dictionary use can be applied in EFL and ESL classes. The researcher also recommends adding dictionary based activities to each class. Dictionaries can be consulted during warm up exercise or icebreaker.

### **1.1 Purpose of a dictionary**

A dictionary used by students is usually for explanation of a word or getting meaning of it. Dictionary use is included in referencing skills that have great contributions in study skills and learning and teaching a foreign language. It is a sad fact that dictionary using trend has been affected within the last decade. Internet, mobiles and top of that lack of encouragement from the teacher's side have given a downturn to dictionary use. This paper propounds that habits of dictionary use can be revived if the teachers incorporate dictionary based activities in their lesson plans as well as classroom teaching.

### **1.2 Background and literature review**

Spelling mistakes, errors in pronunciation and knowing the meaning of unfamiliar word or its unfamiliar use cause the dilemma of an EFL speaker and writer. Communicative method that has become popular during the course of twentieth century, advocates spoken English as the first and

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the foremost goal of an L2 learner. But Vivian Cook writes in the introductory chapter of her book that spoken mode of a language cannot be preferred over written mode. As in speaking we do not need to tell spellings but while writing, one has to be conscious of spelling mistakes. It is true that spelling mistakes alone can be rectified by stressing on dictionary use in class rooms. She also stresses the fact that in L2 language leaning written language cannot be ignored.

Electrical Engineering students are basically science students and they are far away from learning language sophisticatedly. Their subjects and educational domain are mechanical and technical. Their teachers also emphasize on communication skills by improving their presentational skills. They also lack necessary referencing skills. Even they do not know which dictionary will serve their study needs. Baxter says “choosing the most appropriate dictionary for students is a recurrent problem” (Baxter, 1980). Not knowing the exact translation of a particular word can lead to unnecessary repetition and confusion. The genesis of this problem lies in lack of adequate referencing skills. Baxter elaborates the point that “a man who uses a great many words to express his meanings is like a bad workman who instead of aiming a single stone at an object takes up a handful and throws at it in hopes he may hit it.” If the appropriate use of dictionary is a great skill, the inappropriate dictionary use is great deficiency. In second language acquisition, the English language learners often use the dictionaries which confuse the students particularly the *polysemy* nature of words, a word having multiple meanings. They also show anxiety when they have to consult a homonym word which spellings they are not sure of.

Dictionary use offers numerous benefits to its users. While looking up for a particular word in dictionary the student comes across many new words and happens to know them just by chance. Jan. H. Hulstijn Merel Hollender and Tine Greidanus in their article ‘ incidental vocabulary learning by advanced foreign language students ; the influence of Marginal Glosses, Dictionary use and Reoccurrence of unknown words’ express that “it is a generally accepted principle that extensive L2 reading is good for vocabulary acquisition.( Brown , 1994, Chap 16, Grabe 1991; nation 1990; Swaffar Arens, & Byrnes, 1991 )”. Reading according to most researchers leads to L1 Vocabulary growth.

### **1.3 Aim of the study**

Referencing skills are part and parcel of study skills of university students. There is a growing trend in universities to include dictionary using skill as part of study skills, note taking and intensive reading. Dictionaries can lead to enormous vocabulary growth in L2 learners. Main aim of this study is to find out the use of dictionary by students. The study is limited to address the following research questions.

### **1.4 Research question**

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1. Do the students use dictionaries outside and inside classroom?
2. Are they familiar and self efficacious in using dictionaries for grasping meaning or pronunciation?

## **2. Methodology**

The method of study is quantitative as well as qualitative. A questionnaire that comprised of 21 questions was conducted among 100 selected students of Electrical Engineering at UMT, Lahore, Punjab.

### **2.1 Population and sample**

The population and sample of study is mentioned below:

A questionnaire is administered through 100 students who were randomly selected from electrical engineering department at UMT, Lahore. All of them participated in filling up the questionnaire about dictionary use. Likert scale was used in questionnaire in measuring student's responses on a continuum of five degrees. Questions were asked to know students' habits of using dictionary as well as their proficiency. Based on their responses, the researcher suggests the ways to improve the existing situation.

### **2.2. The Questionnaire**

The questionnaire was developed by the researcher. It has 21 questions. Questions deal with students' referencing skills, knowing the pronunciation, stress pattern from dictionary, use of dictionaries inside and outside classrooms, effectiveness of pictorial, online and mobile and bilingual dictionaries.

### **2.3 Data analysis**

Age graph of sample population indicates that the selected university students participated in the research. 87 percent of them are pursuing a B.Sc. degree. While asked how do they understand the meaning of a word. 100 percent people said they used a dictionary and use of internet was the second best choice selected by them. 96 % people agreed that they preferred using an online dictionary because of its omnipresence in computer lab. Since all the students belong to engineering group, they rely on technology more than a printed book that is hard to carry.

Dictionary preferences show a very striking result. 100 percent students agreed that they used dictionaries of other languages to understand English. It implies that students find it very comfortable to access bilingual dictionaries. Similarly 98% percent students have also agreed that they prefer to use English to English dictionaries. It clearly shows that consultation of

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dictionary only occurs when the students do not understand a word and it does not matter for engineering students whether it is necessarily a bilingual dictionary or a monolingual dictionary.

Dictionary has a strong link with learning new words; students' responses show a huge discrepancy over this issue. 37 % of them strongly agree that their classroom assignments forced them to consult a dictionary. 33% agreed that they also consulted dictionaries while making assignments. Only 14 % students said that they didn't consult dictionaries while conducting assignments. Many students appreciated the use of dictionaries by saying that they made their course content easier. English language assignments mostly demand use of dictionaries. 61% people agreed that dictionaries help in getting the assignments done.

### 3 . Results and Findings

These results have been extracted from SPSS data tables. Student's responses have been written against each statement. Complete research questionnaire and data tables have been given in the annexure.

Sr. No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Many of your assignments in English language class forced you to use dictionary.	37 %	33%		16%	13 %
2.	While learning English language dictionaries are useful.	37%	43%		14%	
3.	Dictionaries are extremely helpful in understanding the course content.		27%	37%	18%	
4.	Dictionaries also help in getting English assignments done.		32%	29%	21%	15%

5. You like to use picture dictionaries. 9%                      2%	25%	41%	23%	
6. Pictures help you, while learning nouns. 2%	29%	39%	23%	7%
7. Pictorial dictionary explains meanings 1%	36 %	36%	21%	6%
better than simple dictionary.				
8. Online dictionaries give sufficient 9%                      0%	35%	39%	17%	
information regarding any expression.				
9. While studying, you use Google or Yahoo 6%                      0%	38%	42%		14%
for searching meaning of difficult words.				
10. You think you feel difficulty in understanding 18%                      6%	18%	36%		22%
terms/ meanings in a bilingual dictionary. e.g: Urdu to English or vice versa.				
11. Dictionaries should be made available 7%	27%	31%	20%	15%
in classrooms for the students to use extensively during lessons.				
12. You feel any problems of comprehension of 14%                      4%	18%	36%		28%
meaning while consulting any dictionary.				
13. You frequently seek help in learning 1%	19%	33%	33%	14%
pronunciation of an unusual word.				

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14. You learn stress pattern from dictionary.            22%            31%            24%            19%  
4%

1. More than half of the population agrees that the assignments lead them to the use of dictionary. Since all the students belong to the same class, so their response implies that there is a relationship between the assignments and the use of dictionary but a significant portion of the class has not developed the habit of dictionary use or at least fails to find the relationship between their assignments and the dictionary use.
2. About 70% students believe that dictionaries help them while learning English language though the degree of their conviction varies. There is just 6% of the population that observes poor relationship between the language learning and dictionary use. The students who have shown neutral response in this regard refer to the poor training of dictionary use or their ignorance regarding the role of dictionary in the acquisition of language.
3. Majority of the students finds the dictionary extremely useful in understanding of the course content but their response varies between strong agreement and disagreement. Perhaps the word 'extremely' in the question causes this variation.
4. The response of the fourth query is interesting. In the first query, the 70% population finds the relationship between the assignments and the dictionary use but here the percentage decreases to 61% who gets the dictionary help while doing their assignments. This shows the lethargic behaviour of comparatively a small group that knows the relationship between assignments and the dictionary use but does not practice it adequately.
5. One may call it a strange response of Electrical Engineering class that they find picture dictionaries useful and they like to use such dictionaries. At mature level, the explanatory or descriptive dictionaries are considered more useful than pictorial ones but the labeling habit of engineering students may find it more convenient to use pictorial dictionaries.
6. The response of sixth and seventh queries in the line of fifth query. The students like picture dictionaries and a large number of them find these dictionaries helpful in acquiring nouns and they think pictorial explanation is easier than explanatory one. Probably the second language learners face certain barriers in the use of monolingual dictionary. Sometimes they search the meaning of a word or phrase in the monolingual dictionary and they come across another unfamiliar word or its unfamiliar use. In such a situation picture dictionaries help them and they do not indulge in any sort of anxiety.
7. An overwhelming majority agrees that the online dictionaries give sufficient information regarding any unfamiliar expression. It shows that they are more inclined to the use of online dictionaries. If the learners are not technological handicapped and they have access to the latest versions of authentic online dictionaries, they save their time and learn

a lot. The engineering students are supposed to be connected with the online dictionaries and they rightly are.

8. About 80% respondents believe that they get help of search engines such as Google or Yahoo to locate the meanings of the words that seem them difficult. That is an encouraging sign which reflects the students' learning passion. However, it is not clear whether they use these search engines after consulting the authentic and comprehensive dictionaries or they rely more on these search engines rather than the online dictionaries of Oxford, Cambridge, Encarta, etc.
9. More than fifty percent of the students face difficulty if they consult bilingual dictionary and experience a sort of strangeness even in their first language particularly in searching the Urdu equivalents of English terms.
10. The respondents look aware of the importance of dictionary and their majority is favouring the idea of the availability of dictionaries in the classrooms. Perhaps the extensive use of dictionary in the classroom has divided the opinion of the respondents.
11. The majority of the respondents complain the problem of comprehension in searching the meanings into the dictionary. This complaint may be one of the constraints of ESL learners who have limited vocabulary and familiarity with a few structures.
12. The students' attitude towards the pronunciation learning does not depend on the dictionary use only. Perhaps they rely on the pronunciation of their instructor or other means of imitation and accurate pronunciation. As compared to those who seek help of dictionaries for meanings the number of dictionary users for learning pronunciation is low.

## **Discussion**

Role and importance of dictionary can't be denied in the global scenario of language teaching. We can't stop relying on them rather we must find suitable ways to reconnect with dictionaries as it is clear from the findings that students are more prone to use internet and mobile dictionaries. It's high time to incorporate them in our teaching. As language teachers it's our responsibility to keep ourselves updated with the new trends and also facilitate the need of students.

It is very much evident that students lack necessary reference skills. They have succumbed to easy practices of using mobile phone dictionaries and goggling meanings. Now it's the role of the teacher to establish a link between classroom and home assignments with the use of dictionaries. In this way students can be self sufficient in learning language. Deficiency of self efficaciousness in the use of dictionaries makes students lethargic as well as incompetent in language learning. Dictionaries help in vocabulary building and their regular use is highly required at this stage.

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The research also highlights that not only the meaning but also the pronunciation can be learnt from dictionary. But students least consulted a dictionary for learning pronunciation. Likewise, they also don't know that stress pattern can be learnt from dictionary. The researcher recommends that stress pattern and pronunciation exercises and activities should also be incorporated in curriculum. Training sessions of dictionary use must be an important part of teaching English.

## **Conclusion**

The researcher concludes with a two pronged conclusion. On one side, it emphasizes the use of dictionary by making it a compulsory tool and a compendium to language. On the other side, it links visual, explanatory and detailed demonstrations by language teachers to address the social aspect of language and cultural gaps. It also emphasizes that digital dictionaries as well as internet dictionaries can address the academic needs of EFL students. Moreover, referencing skills should be made compulsory for EFL students. It includes learning definitions from dictionaries, learning and improving pronunciation, decoding and all the things related to their use. The paper has brought to limelight the dilemma of EFL students. It is also notable that estrangement of students from dictionaries can lead to deficiency in language learning. Dictionaries are not as much used as they are supposed to be in and out of the classroom.

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## **Managing the Talents – Management’s Challenge!**

**Satya Sidhartha Panda, Ph.D. and Arun K Behera, PDF**

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This paper attempts to persuade the importance of managing talents along with managing men. It tries to explain that the concept of managing personnel has taken a version of managing talents in the management theory. It is an interesting move for both candidates as well as organizations because managing talents focuses on the facts of an individual which are required for the management, which are unique in nature, which vary person to person.

There is a comparison between the management styles adopted before decades and the current progress. The main attribute, which contributes for such progress or shift, is technology and its intervention in the management activities. The technology has made a man more skilled, competent and eligible for any job. It is also benefiting the organization in selecting the best talent and reducing costs in many ways. The positive face of this entire scenario is that the men are accepting the changes as fast as the technology is growing. This quality of him/ her is helping her to concentrate of career but not just on a particular job. So there is also a shift in the mentality of people who are ready to work, from getting a good job to making a better career. The intervention of technology is having a great impact on the ‘people as well as on the organizations’.

Key words: Managing men to managing talents, Talent management, Talent is a skill or an asset, Technology, Intervention of technology in management.

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Managing the Talents – Management’s Challenge!



## **Introduction**

The nature of industry has undergone a huge change in the past 2 decades. There is a lot of difference in the management style adopted by a manager in dealing various situations because of the intervention of science and technology in the management. The concept of managing men has taken a shape of managing talents along with the change in management, which has shifted the entire importance of human resource. One of the 7Ms of management – ‘Men’ that was an asset to the organization is no more an asset. Yes, this statement is surprising, but true. Now the ‘talent’ of men is the asset to an organization more than men.

The scope for managing talents has increased as the people are also enhancing their view about career but not just a job. An employable person is focused on his career growth and development when he decides to work. Why is that? Because earlier finding a job was the top priority since there were less job opportunities and more people applying for the job. The employers had enough choice in selection of the best candidate.

In the current scenario, there is no shortage for the number of jobs available for an employable person. He got a choice to select the best organization where he can grow as an individual in his professional life. The organizations also are front in selecting the candidate who has got talent along with the qualification and experience. Before the management was more focused on managing men as a resource for performing every activity in the organization has tainted now. The talent of human is a reserve to the firm rather than human. Now the inclination is –‘human without talent is equal to waste, not useful for firm’.

### **The various reasons for the shift from personnel to talent**

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- Change is the technology, introduction of various software to improve the efficiency in production. To have a good hand on the software he/she must be talented.
- People are getting adjusted to this trend very quickly. Eg: Computer is introduced as a subject in the schools where in before it was a wonder to a common man.
- There is a cutthroat competition in the market to attract the candidates, for candidates also there is tough time since organizations need skilled workers than qualified once. People are concentrated on their career more than getting a job.
- Candidate's expectations also have been increased, since they know - what is their worth in the market in terms of competency, skills, and knowledge. The focus on personnel management has transferred to talent management.
- Individuals are very particular about acquisition of talent before they enter to the career, which is alerting the management of an organization.

### **The Scope and Need of Talent Management in the Current Era**

- A distinguished concept all together which has grabbed the attention of both employees as well as employers
- Recruitment, and the retention of employees
- Getting the best of all employees
- Helps to deliver corporate objectives and plans effectively
- Productive, and committed working environment
- Succession planning and growth
- Balancing the development of individuals and the needs of the organisation

### **Technology**

From telephonic conversation to face-to-face video conferencing through Internet, technology has made our world smaller and faster. Ideas and massive amounts of information are in constant movement in the industry as well as in the world. The challenge for managers is to intellect and use of what technology offers to them to adopt different strategies. Not all technology adds value to the industries, but technology can and will affect the management directly or indirectly. In the coming

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years, managers will need to figure out how to make technology a practicable, productive part of the work setting. They will need to stay ahead updating themselves as and when the new technology arrives with the flow of new information for optimum results in the business. Otherwise, they will risk being swallowed by a tidal wave of data – not ideas.

### **The Impact of Technology Intervention in Management**

- Increase in the operational efficiency of the process/ department.
- Machines work with the push of a button with particular instructions already specified. It has reduced the dependency on man power.
- There is an investment in the technology, but that will not look huge to an organization since it is an asset to it.
- The cost on manpower has reduced to a greater extent. A machine is equal to more than one man.
- Technology has made men more skilled and talented, it has increased their confidence level, and they are eligible for multi tasking.
- Technology has widened the opportunities for the employees and organizations for individual and overall growth respectively.

### **Conclusion**

Management of technology is the greatest challenge, which is leading to the skilled work force. If an organization has a good control over the trends in technology and updates itself with the innovations happening in the market, there will be no question of lacking behind. The intervention of technology has made the concept of people management change into the notion of talent management. This is a huge move or shift in the concept of human resource management (HRM), because when HRM started all the focus was grabbed by managing human as an advantage for the effective organization, but the talent acquisition and talent management in the current era has snatched the attention of the management Gurus. One of the strong reasons is technology

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intervention for the introduction of talent management.

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# **LANGUAGE IN INDIA**

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## **Computer Assisted Language Learning: Merits and Demerits**

**Ali Farhan AbuSeileek, Ph.D.**

**Atef Odeh Abu Sa'aleek, Ph.D. Scholar**

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### **Abstract**

Computer assisted language learning and teaching has come to a new step, especially with the development of microcomputer and the Internet. Computers can facilitate a variety of learning tasks and have enormous potency as teaching tools. They can help both students and teachers because of their special properties. This paper aims to investigate the merits and demerits of Computer-Assisted Language Learning (CALL) for current foreign language learning and teaching. The findings indicate that it is necessary to apply computers in current second language classroom, although it still has demerits and weaknesses. Therefore, when we try to apply CALL programs to enhance teaching or learning EFL, we should realize what the merits and demerits are in current CALL programs in order to avoid misemploying CALL programs and get its maximum benefits for our EFL teaching and learning.

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Computer Assisted Language Learning: Merits and Demerits

**Key Words:** Computer Assisted Language Learning, CALL merits/advantages, CALL demerits/disadvantages

## **Introduction**

Using Computer-assisted Language Learning (CALL) has increased markedly in the last decades, and numerous studies have been conducted about the role of computer in learning English as second or foreign language in the 20th and 21st centuries. With the advent of Internet and multimedia, studies in recent years (Ali, & Yacob, 2010; Ercetin, 2010; Kilickaya, 2010, AbuSeileek, 2011, AbuSeileek, 2012) have shown an explosion of interest in using computers for foreign language teaching and learning. Computer technology has played an important role in the teaching and learning process around the world. Lockard, Abrams, and Many (1997) point out that “*the computer is an inescapable component of changes now facing education in the United States, indeed throughout the world*” (p. 4).

Today, computers are becoming an increasingly significant element in the teaching and learning of foreign languages and in the study of English as a second and foreign language. Thus, the aim of this paper is to explore the merits and demerits of computer technology in learning of English as a second and foreign language in order to avoid misemploying CALL programs and get its maximum benefits for EFL teaching and learning.

## **Computer Assisted Language Learning (CALL)**

CALL stands for Computer Assisted Language Learning. It is a term used by teachers and students to describe the use of computers as part of a language course. According to Levy (1997), CALL may be defined as the search for and study of applications of the computer in language teaching and learning. In her recent book on CALL, *English language learning and technology*, Chapelle (2003) intentionally uses a variety of terms to signify the applications of technology in English language teaching and learning: CALL is one of them, alongside applied linguistics, technology-mediated tasks and computer mediated communications. (CALL is the only one that includes language learning. Jones & Fortescue (1987), indicate that the traditional

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description of CALL is unfortunate, and they present the computer as flexible classroom aid, which can be used by teachers and learners, in and out of class, in a variety of ways and for a variety of purposes. However, work with the computer, as any other teaching aid, needs to be linked with ordinary classroom work and CALL lessons, like other lessons, need to be planned carefully. As all other methods of language learning and teaching, CALL has merits and demerits.

### **Merits of CALL**

With the great development of computers and Internet, more and more second and foreign language teachers and learners are using these technologies for foreign language teaching and learning today. Although the uses of computers in teaching and learning have a positive effect on the achievement levels of second and foreign language learners, there still remain some barriers, which will be dealt in the current paper.

Educators (Kenning, 1983; Ahmad, 1985; Jonassen, 1996; Salaberry, 1999; Rost, 2002; Wang, 2006; Han, 2008) indicate that the current computer technology has many advantages for second and foreign language learning. Computer and its attached language learning programs could provide second and foreign language learners more independence from classrooms and allow learners the option to work on their learning material at any time of the day.

The reasons for using computer-assisted language learning include: (a) experiential learning, (b) motivations, (c) enhancing students' achievement, (d) authentic materials for study, (e) greater interaction, (f) individualization, (g) independence from a single source of information, and (h) global understanding (Lee, 2000). Also, using networked computers as a way to provide interactive communication has been used extensively and with variable degrees of success in foreign language classrooms since the late 1980s (Kung, 2002). Also, Wang (2006) points out that computer assisted language teaching and learning has come to a new step, especially with the development of microcomputer and Internet. Computers can facilitate a variety of learning tasks, and have enormous potency as teaching tools. They can help both the students and the teachers because of their special properties.

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Some studies (Han, 2008; Wang 2006; Gündüz 2005; Taylor 1980) report that CALL is gaining more popularity in foreign language learning and it mainly enjoys many merits for second and foreign language learners. According to Gündüz (2005), one of the most important advantages of the growth of CALL is that software vendors (and language teachers) no longer feel bound to grammar practice as the main goal of computer use in the language classroom. The movement for communicative teaching with computers is clearly expanding. The vocabulary software has started to be contextualized, to incorporate graphics, audio recording, playback, and video. More sophisticated error-checking programs can provide students real help in the feedback they receive, directing them to further practice or moving them to the next stage. Those who need extra help with those aspects of language that improve with practice can use small, focused programs to give them additional time and assistance outside the regular class time.

Classroom teaching becomes more effective with the help of computers. Computers are good to motivate students. Language teaching in the past was conducted mainly in the classroom with teachers' teaching and students' passive learning, with the aids of, first, blackboard, then, recorders and videos. With computers, teachers can present pictures, videos, and written texts with or without sound. Students feel things are more real and more understandable. Through simulation and other techniques, computers can present abstract things in a concrete and easily understandable way. Many students who get bored and in traditional English classes become more and more interested in this new style of teaching and learning. Thus, students do not get bored easily and may become more active.

Students' learning becomes more individualized and autonomous. One major problem in English teaching and learning is that students, very often, have a variety of interests and levels of English proficiency. Their learning speeds and learning styles also vary greatly. Computers may help teachers to meet different students' needs by providing students with different levels of learning materials, by offering students different studying methods, by making each student work at his/her own pace. This means that students become the center of learning, and teachers, instead, become the facilitators.

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Thus, the computer provides a platform for communication between teachers and students. In contrast to traditional second language classroom study, students can study more independently, leaving for the teachers more time to concentrate their efforts on those parts of second language teaching that are still hard or impossible by the computer, such as pronunciation, work on spoken dialogue, and training for essay writing and presentation. Such individualized instruction can initiate students' active learning, promote learning with comprehension, and allow students to see their progress themselves.

The teaching resources can be stored for a longer time and shared by other teachers and students. One big difference between computers and teachers is that computers will never get tired and can repeat the same thing again and again without complaining. Furthermore, computers can keep teaching resources for a longer time, which is almost impossible in the traditional classroom. The teaching resources can then be shared by other teachers and students.

Language learners have the option to study anytime and anywhere. Traditionally, learners must go to a class themselves at a fixed time and in a fixed classroom. If the place has a network of computer laboratories, learners can use the same materials wherever they are. They can even study at home if their personal computers have a link to the system or network in their school.

CALL programs can be wonderful stimuli for second language learning. Currently, computer technology can provide many funny games and communicative activities, reduce the learning stresses and anxieties, and provide repeated lessons as often as necessary. Those abilities will promote second language learners' learning motivation. Through various communicative and interactive activities, computer technology can help second language learners, strengthen their linguistic skills, affect their learning attitude, and build their self-instruction strategies and self-confidence.

The computer can promote learning interaction between learners and teachers. When computer technology combines with the Internet, it creates a channel for students to obtain a huge amount of human experience and guides students to enter the "Global Community". In this

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way, students not only can extend their personal views, thoughts, and experience, but also can learn to live in the real world.

Warschauer (2000) indicated that the random access to Web pages would break the linear flow of instructions. By sending E-mails and joining newsgroups, second language learners can also communicate with people they have never met before and interact with their own teachers or classmates. Shy or inhibited learners can greatly benefit from the individualized technology-learning environment, and studious learners can proceed at their own pace to achieve higher levels.

The writing process is another area where computers have added a great deal of value. Some programs help students in the pre-writing stage to generate and outline ideas. Most word-processors now come with spelling checkers, giving weak spellers some help in finding their errors and recognizing the correct spelling from a list of options (Gündüz, 2005).

Computers are very useful for teaching composition. In the past, when a writing assignment is given, students have to write their draft first and then retype or copy it again. Writing is not only time-consuming, but cannot also easily be stored for use afterwards. But with computers, students can use a word processing program to write their compositions and make corrections easily so that they do not have to retype or copy their final draft. They can also edit their writing before they turn it in to the teacher, and then to revise the composition based on their teacher's comments. The teachers can check students' writing, make corrections and provide suggestions, and even show it to other students. Furthermore, computers can help both language teachers and learners keep their writings and records for further use.

Further, pronunciation work in particular has benefited from CALL. Most pronunciation programs now incorporate some sort of voice recording and playback to let students compare their recording with a model. Most computer programs stimulate some discussion among group of learners even if oral practice is not the main purpose of the activity. Higgins suggests that the

computer's main value is as an environment, which allows language experiments to be carried out (Higgins, 1995).

Most drills now include games, as well, using the power of the computer and competition for collaboration toward a goal, the fun factor, to motivate language learning. These programs provide a varying amount of instructions along with the games. The other advantages of CALL are (Warschauer &Healey, 1998):

- Multimodal practice with feedback,
- Individualization in a large class,
- Pair or small group work on projects,
- The fun factor,
- Variety in the resources available and learning styles used,
- Exploratory learning with large amounts of language data,
- Real-life skill building in computer use.

Moreover, Gündüz (2005) points out that CALL programs, besides teaching a foreign language, will provide the learner with some sort of computer literacy, which is becoming essential in our modern society and which could be of great help in future training and career prospects. The difference between the computer and other pieces of equipment, such as tape recorders and film projectors is its interactive capability as highlighted in the quotation below (Kenning &Kenning, 1983:2):

*"The unique property of the computer as a medium for education is its ability to interact with the student. Books and tape recording can tell a student what the rules are and what the right solutions are, but they cannot analyze the specific mistake*

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*the student has made and react in a manner which leads him not only to correct his mistake, but also to understand the principles behind the correct solution."*

Therefore, the computer

- gives individual attention to the learner and replies to him/her. Traditionally, it acts as a tutor, assessing the learner's reply, recording it, pointing out mistakes, and giving explanations;
- guides the learner towards the correct answer;
- offers interactive learning and can assess the learner's response;
- can repeat an activity without any of the errors arising from repetition by humans;
- can handle a very large volume of interaction and can deliver to the student feedback;
- can accommodate different speeds of learning; and
- can impose limits on the time available for answering questions (for testing purposes).

### **Demerits of CALL**

There are still many doubts whether computers can serve well in teaching language and whether they can provide learners with efficient and effective practice. According to Gündüz (2005), although computers in language classes have an important role in language learning process, there are some disadvantages of CALL. CALL requires computers and software as well as other equipment all of which are expensive. Once computer laboratories are established, it is not possible to re-equip them for several years. There are many limitations of equipment and facilities, and many teachers may not be able to do what they want to do.

Besides the merits that computers bring to foreign language teaching and learning, computers are not free from weakness. Computers are quite expensive and the upgraded version replaces the older one very fast. Although the prices of computers have come down, the older

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computers become obsolete so fast that replacements require expenditure, which make them unaffordable for the majority of people. It is thus a big problem for schools and universities, which cannot afford many computers to keep pace with newer versions. Computer hardware, software, and programs are continually updated with the technological development, which puts more pressure on educators and learners who want to catch up with new technology. Some scholars argue that CALL increases educational costs and harm the equity of education. When computers become a basic requirement for students to purchase, low-budget schools and low-income students usually would not afford computers. It will cause unfair educational conditions for the poor schools and students.

Computers are not very good at teaching the teachers, and the software does not run the lesson for the teacher. The teacher can adapt, improve and compensate for shortcomings in the software. It can take longer for the teacher to learn a piece of CALL software than handle a textbook, because s/he has to work through it, rather than just skimming through it. The teacher must feel comfortable in the computer lab and with the medium in order to be able to use it effectively. In addition, it is important to use the appropriate program for the students' level. If it is not correct for their level, the activity cannot be prevented from becoming a chaos of uncertainty (Higgins, 1988).

Computers can only do what they are programmed to do. Computers, after all, are machines. Complicated and powerful as they are, they still cannot take the place of teachers. They cannot communicate meaningfully with the users because they do not recognize natural language fully. They can only respond to certain commands that are already programmed in advance. Thus, many programs fail to meet users' individual demands. Second language learners' learning situations are varying nature, dynamic and ever changing. Due to the limitations of computer's artificial intelligence, computer technology is unable to deal with learners' unexpected learning problems and response to learners' questions immediately as the teachers do.

Both teachers and students need training to learn to use computers. Acceptance of the new technologies is an important barrier for language teachers and learners because many of them

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may not be interested in computers and the Internet. They may usually prefer to teach in a traditional classroom because to teach CALL lessons requires them to learn many new things about computers and the Internet besides language. For students, it will take them a long time and a lot of energy to learn the basic skills for using a computer before they can even begin to use them to study a subject. Many teachers do not have enough technical knowledge about computers and the Internet, and new programs and software are developing so fast that teachers sometimes feel they need to learn a new program.

No matter how simple computers and software are, students need to learn a great deal to use them. Some students can never really adjust to using computers. They are never comfortable with them, so these students often make mistakes. On some occasions, the computer programs used with learners or demonstrated to teachers can be overtaken by a power cut, or mechanical failure. Therefore, teachers should be trained in the use of computers.

Computers cannot handle unexpected situations due to technological barriers. Language teachers sometimes have barriers, which are related to the system, such as viruses, connection problems or problems caused by the students unconsciously. Computers may have technical problems and then may result breakdowns though it does not happen frequently. However, a breakdown in the middle of classroom teaching may leave the teachers embarrassed, and waste a lot of time. A breakdown during students' autonomous learning may result in a loss of data and works, and students would then have to do some exercises from the beginning again because everything is programmed in advance. This is really a big challenge for students who are not very skillful with computers.

Some other demerits can be listed as follows:

- Learners who do not have prior experience in using the keyboard may waste a lot of valuable time identifying in order to print their responses;

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- Working with computers normally means that the learners work in isolation. This obviously does not help in developing normal communication among the learners, which is a crucial aim in any language lesson. Suggestion about organizing pair work around the computer have been impressive only in theory, but in practice learners tend, for convenience, to revert to their mother tongue in discussing their strategies and responses;
- Computers are not suitable to all the activities that go on in the classroom;
- Computers cannot cope with the unexpected happenings and ambiguity;
- Computers cannot conduct open ended dialogues and cannot give feedback to open ended questions;
- The time and effort required to develop CALL programs could be considerable, and thus their cost and effectiveness becomes questionable. It requires competence in the target subject area, pedagogical skills and computing experience;
- It is more tiring to read from a screen than from a printed text; or to scroll the screen than turn over the page (Mirescu: 1997; Stokes: 1999; Kenning and Kenning: 1983; Ahmed, Corbett, Rogers & Sussex: 1985, Gündüz, 2005).

## **Conclusion**

Recent past has shown a boom in interest for using computers in the teaching of foreign language and its learning. Besides being powerful and stimulating aids, computers offer great potential for language learning. With the great development of computers and internet, more and more second language teachers and learners are using computers for foreign language teaching and learning today. After we have discussed the merits and demerits of computer assisted learning and teaching for current foreign language learning, we can find it necessary to apply computers in current second language classroom, although it still has demerits and weaknesses. Therefore, when we try to apply CALL programs to enhance their teaching or to help student

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learning, we should realize what the merits and demerits are in current CALL programs in order to avoid misemploying CALL programs and get its maximum benefits for our EFL teaching and learning.

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# **LANGUAGE IN INDIA**

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## **An Analysis of the Problems and Causes of Errors in Spoken English: A Case Study of the Female Engineering Students in the Age Group of 18-21 Years**

**Atanu Saha, M.A.**

**Sakshi Chanana, M.Phil.**

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### **Abstract**

The paper is an attempt to understand and analyze the problems and errors made by the students whose L1 is Hindi and other Indian languages and trying to learn English as a second language in India. The errors made during the test are categorized and analyzed on the basis of a score sheet and PRAAT software. It is realized that the proficiency and effective communication can be developed among the learners if they are instructed correctly.

### **1.0 INTRODUCTION**

With the herald of globalisation and world becoming more of a global village, English language has become a potent tool of socio-cultural and

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knowledge exchange as well as an effective soft skill of enviable market value. In the realm of business communication, correct and effective spoken English acquires an even greater significance, for it provides an almost universal medium to express properly the knowledge and the experience, which for the lack of words, may remain in oblivion. This paper aims to describe the most common errors committed in spoken English, to trace the genesis of such errors and suggest some practical pedagogical ways to deal with it.

## 2.0 PRONUNCIATION

The first major challenge before a language teacher invariably is to inculcate proper pronunciation in students. While conducting this study, it was found that most of the students/second language learners tend to make some common mistakes in speaking English words correctly and, owing to erroneous grammatical understanding, correct English sentences as well. For our purposes, we have taken into account three major features, which largely contribute to the right pronunciation of word. These are *aspiration*, *r-deletion* and *gliding errors*. In English, we usually aspirate the sound represented by *p*, *t* and *k* (*voiceless consonants*), when they initiate the word (that is, release these sounds with an extra “puff” or “h” sound). This is called aspiration. However this rule of phonetics is often violated by students and most of the students fail to aspirate the word. As per the rule of R-deletion, *r* sound occurring in the final position in a word is deleted while articulating words. Gliding refers to the shifting/gliding from one vowel sound to another during the articulation of word. Again these rules are generally flouted by second language learners. As proposed by Selinker (1972), these errors occur due to either the interlingual error or the language transfer. Sometime these errors are described as ‘performance errors’. The current study is conducted on six students who are trying to learn English as a second language in a class for communication building.

### 3.0 METHODOLOGY

The methodology was interview based. Students were asked to produce some English words and sentences and their speeches were recorded with the help of a sound recorder. Their performance was measured with a score sheet on the basis of following criteria:-

There were ten words and ten sentences together and therefore the total score was given as twenty. If the pronunciation was correct then the subject was given the score 1 and if it was incorrect a score 0 was given subsequently. The study is cross sectional because the students were recorded at the same point of time and learning the same course. The number of total subjects was six. Two tests were conducted –one for words in isolation and other for the usage of same words in a sentence. This was done to ascertain whether students can pronounce the word correctly-both in isolation and in sentence.

The sentences for the three features are listed as below.

<b>FEATURE CHECK</b>	<b>ID</b>	<b>EXEMPLARY SENTENCES</b>
<b>Aspiration of the voiceless consonants at the word's initial position</b>	1	I am flying a kite.
	2	Give me that pen.
	3	What is the time?
	4	This is cool.
<b>R- deletion at word final</b>	5	He is my teacher.

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<b>position</b>	6	The doctor is in.
	7	Rose is a lovely flower.
<b>Gliding</b>	8	I am going to station.
	9	Are you sure?
	10	Stay away.

### 3.1. Profile

The profile of the subjects can be seen in the Appendix 1.

### 3.2 Test

Once the recording was complete subjects were given a unique id no. such as S1-S6.

#### Score for words in isolation

<b>FEATU RES age→</b>	<b>S 1 (18.2)</b>	<b>S2 (19.3)</b>	<b>S3 (20. 5)</b>	<b>S4 (21. 0)</b>	<b>S5 (20. 7)</b>	<b>S6 (19.5)</b>
<b>Aspirati on (total 4)</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>r- deletion (total 3)</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>Gliding (total 3)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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### Score for sentences

FEATURE	S1	S2	S3	S4	S5	S6
S age→	(18.2 )	(19.3 )	(20.5 )	(21.0 )	(20.7 )	(19.5 )
Aspiration (total 4)	0	1	1	0	0	1
r-deletion (total 3)	1	0	1	0	0	0
Gliding (total 3)	0	0	0	0	0	0

## 4.0 ANALYSIS

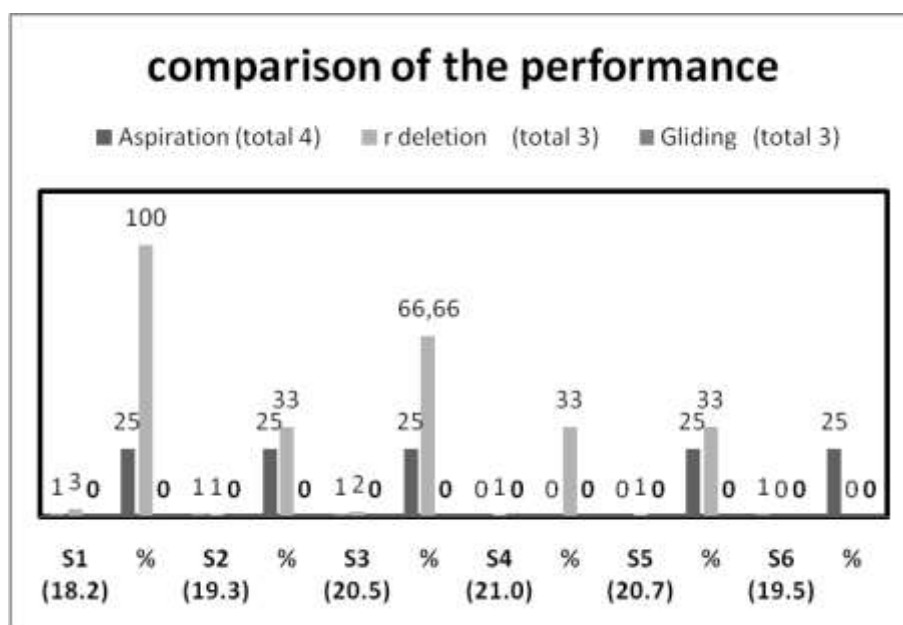


Figure 1 WORD LEVEL

On the basis of our observations following conclusions can be drawn:-

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- ✓ Aspiration word initially was 66.66% for at least one subject (S3) in this study.
- ✓ R-deletion at the word final position was 100% for one subject and 25% in average.
- ✓ Subjects performed poorly in test for 'Gliding'.

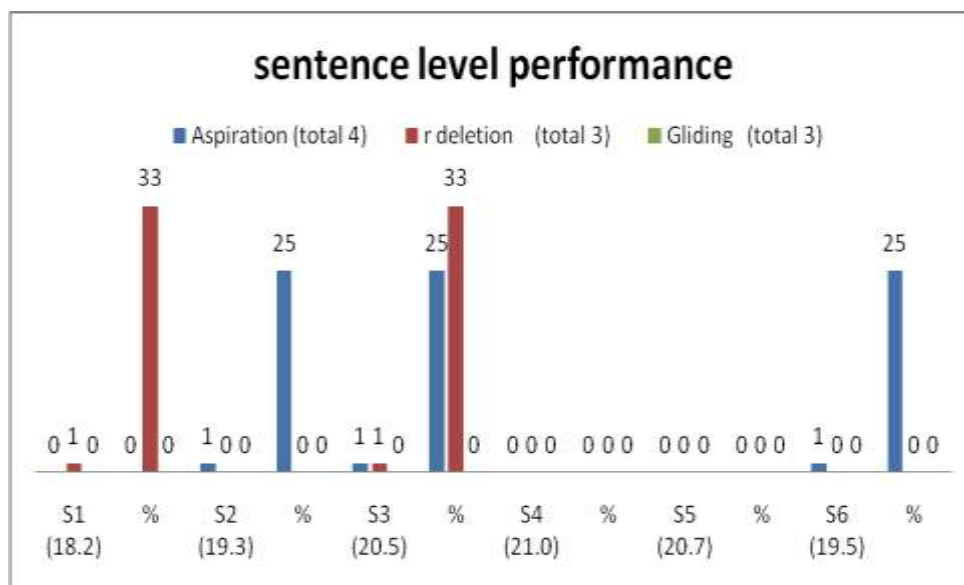


Figure 2 SENTENCE LEVEL

At the sentence level the performance graph was a little different.

- ✓ Out of the six subjects only three subjects were found producing aspiration correctly at least in one case.
- ✓ For 'r-deletion' two subjects made correct answers which was 25 % of the total score provided for this feature.
- ✓ For *Gliding*, the performance was unsatisfactory.

## 5.0 Acoustic Analysis

In the next phase for the purpose of a more scientific analysis we decided to do an acoustic analysis of the subjects' speech. The softwares



we have used here are Wavepad, PRAAT and trial versions of various TTS (text to Speech) softwares like VERBOSE, TypeIT ReadIT and Balabolka.

### 5.1 Aspiration at word initial

First we analyzed the words /k<sup>h</sup>ait/ 'Kite' and /p<sup>h</sup>en/ 'Pen' produced by subject 6 in praat window shown in figure 3 and 6 respectively. In the next phase we compared the data with the same word/ phrase produced by a native female British English speaker.

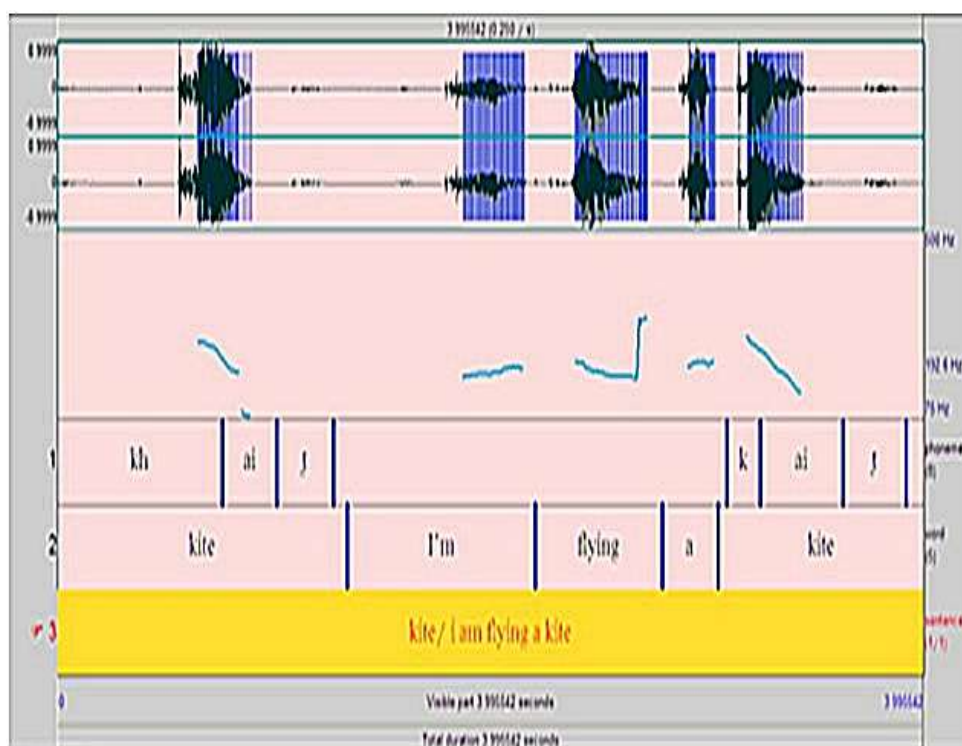


Figure 3 kite as a word and as used in sentence by subject no. 6.

- ✓ The word-initial aspiration is present when the word is uttered in isolation. However when the word is produced in a sentence the aspiration is missing.

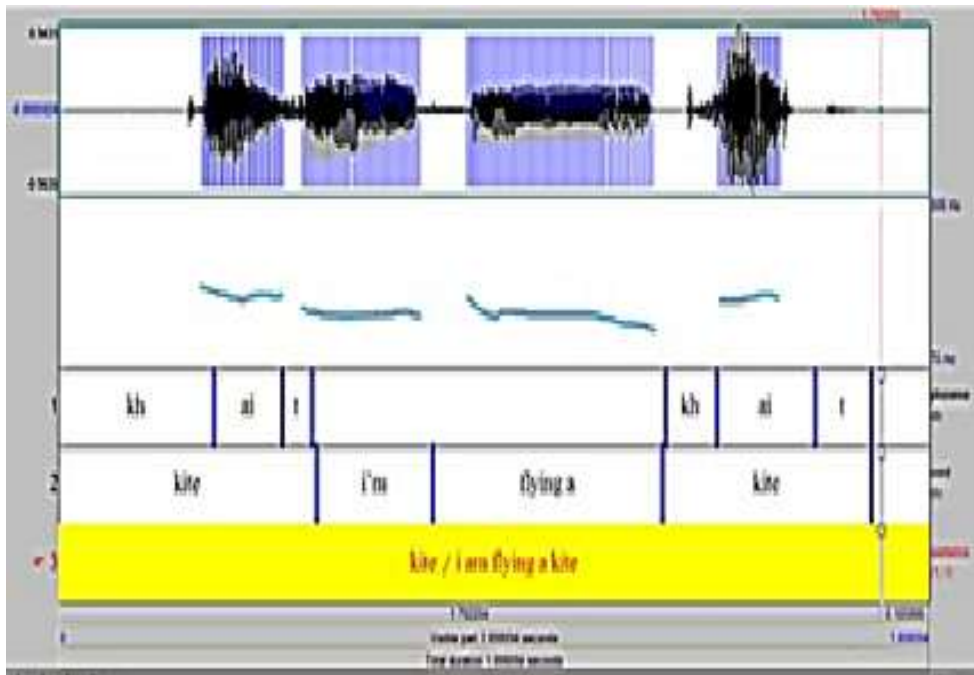


Figure 4 same by a British female speaker

- ✓ Here aspiration is retained in both the word and the word produced in a sentence.

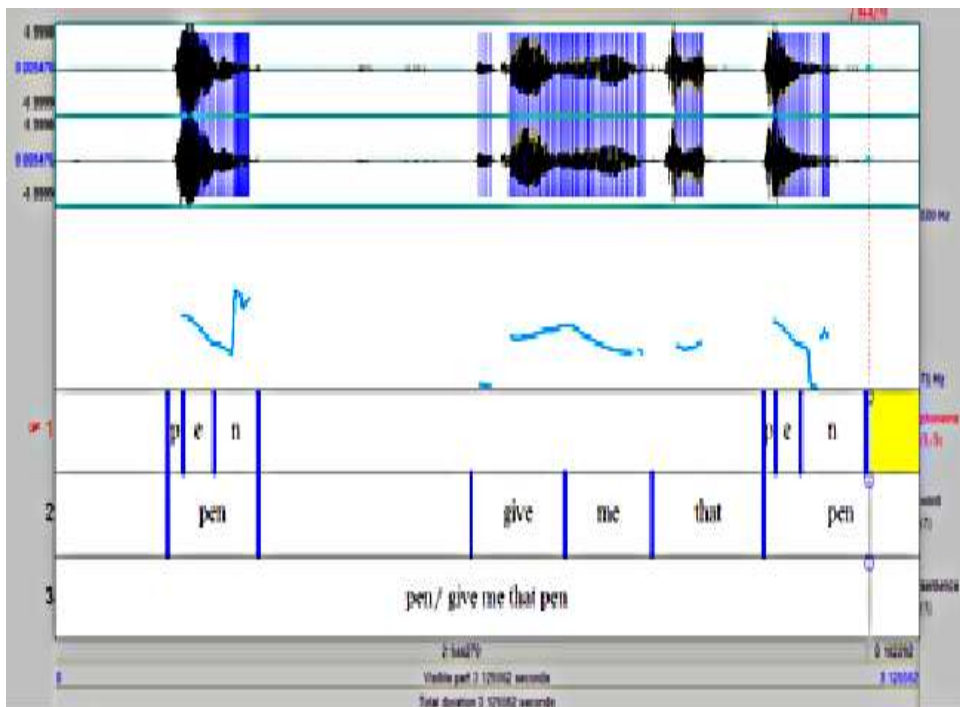


Figure 5 pen by subject number 6.

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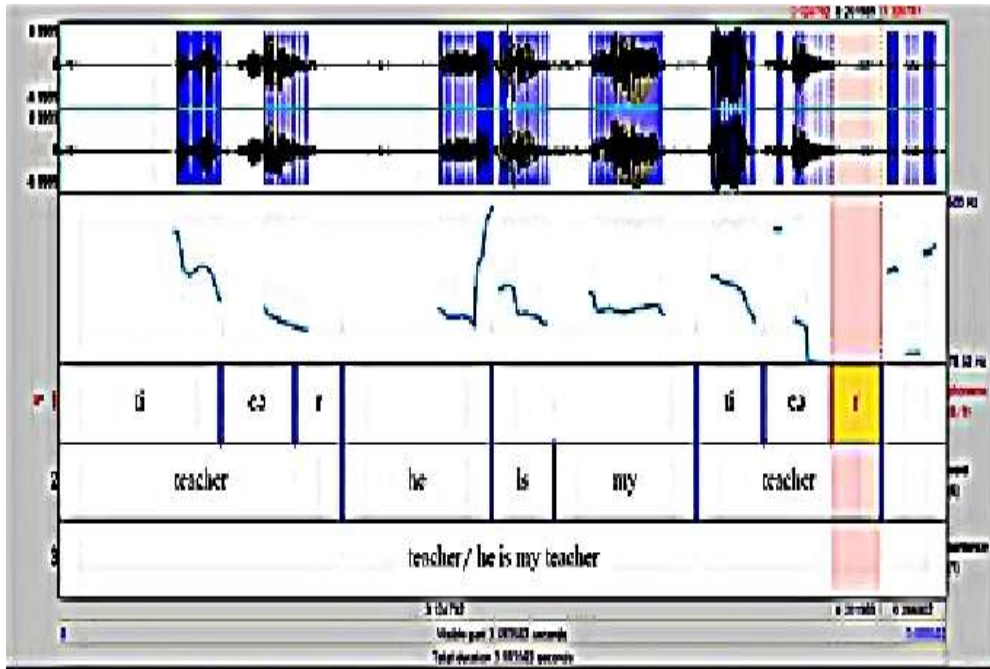


Figure 7 here PRODUCTION OF TEACHER/HE IS MY TEACHER BY SUBJECT 6.

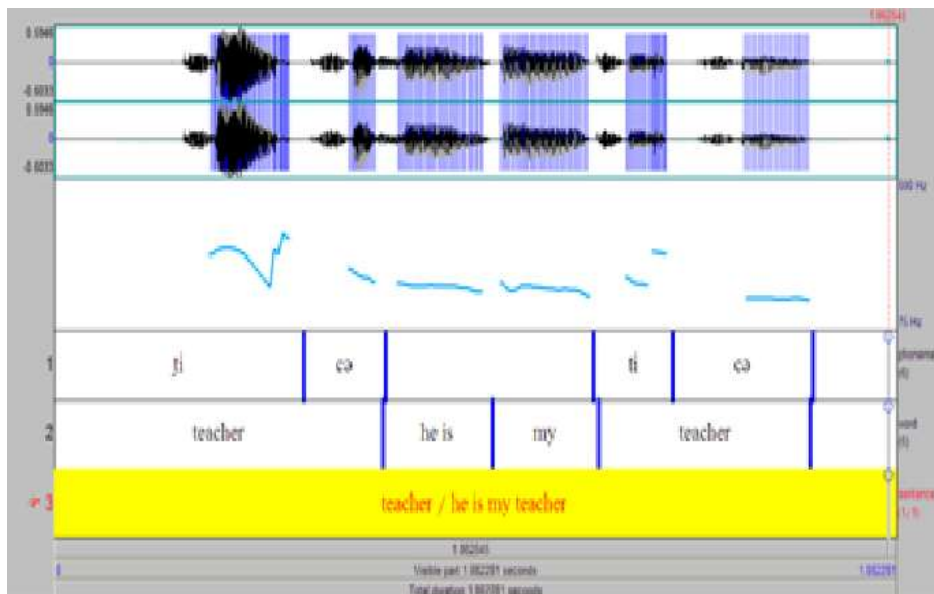
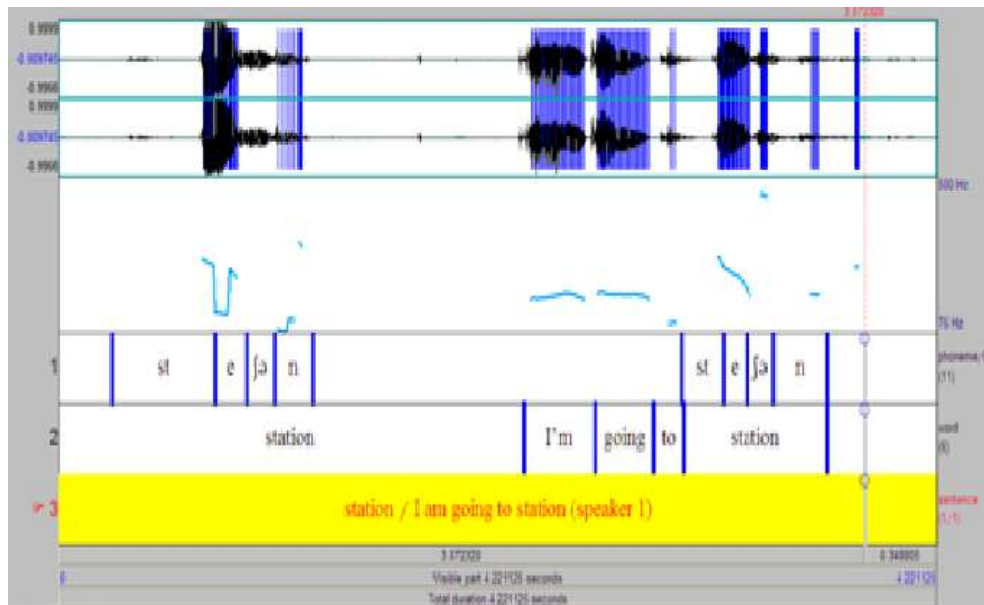


Figure 8 PRODUCTION OF SAME BY BRITISH FEMALE SPEAKER

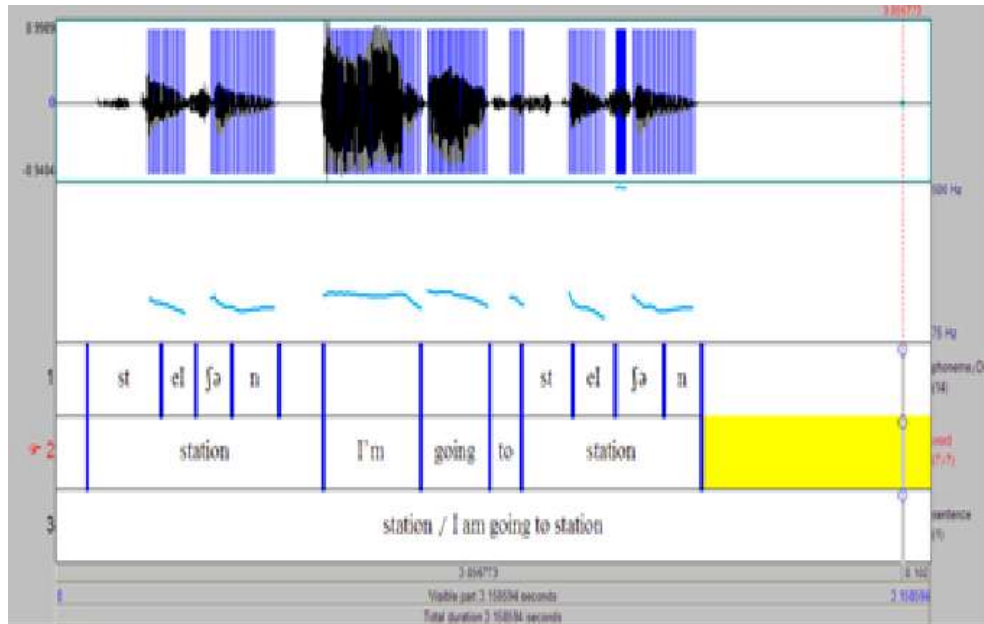
'R-deletion' in word final position is a must for a speaker of English. In figure 7 we can see that the speaker (subject 6) had not done that. The Language in India [www.languageinindia.com](http://www.languageinindia.com) 12 : 4 April 2012 Atanu Saha, M.A. and Sakshi Chanana, M.Phil. An Analysis of the Problems and Causes of Errors in Spoken English: A Case Study of the Female Engineering Students in the Age Group of 18-21 Years

sound 'r' is very much present in her speech. When we saw the wave form of a native speaker we learnt the difference.

## 5.2 Gliding Errors



**Figure 9 STATION, I AM GOING TO STATION BY SUBJECT 6**



**Figure 10 SAME BY A BRITISH FEMALE SPEAKER.**

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Again for gliding we saw the same kind of mistake by subject 6. Conventionally station must be pronounced as /steɪʃən/. the eɪ part is known as “diphthongization” or gliding. We noticed that instead of saying /steɪʃən/ our subject produced /stefən/ or for other speakers we found pronunciations like /Istefən/ or /stɪʃən/.

- ✓ Therefore, we can see that among the three features gliding was a severe problem for subjects.

When aspiration was put correctly in words we could figure out that subjects were aware of the rule or perhaps visualized the actual pronunciation. However, their conscious and deliberate effort worked for single word pronunciation but not in a continuous flow of speech like uttering a full sentence.

For r-deletion similar kind of story emerged. We noticed that speakers who were aware of the rule produced the words and sentences correctly.

Thus, it becomes apparent that second language learners commit many mistakes in spoken English. The major cause for these typical errors like aspiration, r-deletion and gliding *may possibly be* attributed to MTI (mother tongue influence). Owing to this influence, many a times other errors like substitution of the ‘s’ sound by ‘ʃ’ and ‘ʒ’ by ‘s’ can also be seen.

### **5.3 Use of Fillers**

The use of fillers by second language learners is yet another problem that besets ELT. Many students tend to use fillers in an attempt either to speak fluent English or to cover up the inadequacy of their lexicon. It is interesting to find that many factors are responsible for the use of fillers. One of the foremost reasons is MTI as the tendency of human

brain is to give first priority to mother tongue as a choice for the thought process itself. While using a second language for communication the brain translates the thought to be expressed from mother tongue to the second language which results in a time gap that is filled by mostly meaningless and impertinent fillers. Further, there is primary influence of mother tongue on the subconscious and therefore an individual automatically retorts to use of mother tongue/fillers while attempting to speak fluently or when the mind cannot conceive of the equivalent word in target language. The other reasons include teaching by grammar-translation method at the primary stage which reinforces this tendency.

#### **5.4 Wrong Sentence Constructions**

Faulty sentence constructions often mar spoken English. On account of lack of knowledge or inadequate knowledge about the grammatical rules, students commit the errors in simplest of sentences. Some of the examples are given below:

- I is going to school.
- They had went to school.
- How is you?
- Do you agrees with me?
- Why are you tell a lie?
- I will see you latter.

A good number of students struggle with grammatical rules and cannot understand them in first or second reading. These challenges make it important for any English language teacher to undergo formal training in teaching methods and practices. It is not enough to have sufficient skills in listening and understanding the language. Even a native speaker of the English language requires a methodical and intensive training program to qualify as a good teacher of English as a *foreign language*. Many of the skills like understanding specific problems related to particular regions and

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building basic communication skills in students etc can only be acquired through a formal learning of the same. Furthermore, now-a-days the prolific usage of web lingo by youth has started transgressing its boundaries and is breaking free from IMs (instant messages) and SMSs into the foray of written English as repeated usages of typing-comfortable but technically incorrect language might be establishing the erratic language pattern into their subconscious. Errors lie in not just sentence constructions but correct spellings as well. So much is the ambiguity in this usage that sometimes it becomes very difficult to even correctly comprehend what is being said.

## **6.0 INFERENCE**

We propose the following measures for improvement:

1. Rule based training of English for communication skill building.
2. There should be at least one session when speakers' speech will be recorded and compared with conventional speech of English and results along with graphs must be shown to them. This will help them in understanding and learning the language in a better way.
3. Using film clips and videos to enable students to understand English language better.
4. Reader-response technique should be used.
5. Increase vocabulary of students by using flash cards and other audio-visual aids.
6. Continuous practice.
7. Focus on prescriptive grammar: ensuring that at least there is one grammar class per week to strengthen the basics of students.
8. Knowledge and understanding of IPA symbols.

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Chart of IPA Symbols

Symbol	Example	Symbol	Example
/p/	pea	/ɪ/	pit
/b/	bee	/e/	pet
/t/	tea	/æ/	pat
/d/	do	/ʌ/	cut
/k/	key	/ʊ/	pot
/g/	go	/ʊ/	put
/f/	fat	/ə/	potato, upper
/v/	vat	/i:/	key
/θ/	thin	/ɑ:/	car
/ð/	that	/ɔ:/	law
/s/	sip	/u:/	shoe
/z/	zip	/ɜ:/	girl
/ʃ/	ship	/eɪ/	bay
/ʒ/	measure	/aɪ/	by
/h/	hat	/ɔɪ/	boy
/m/	map	/əʊ/	so
/n/	nap	/aʊ/	now

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/h/	hang	/ɪə/	here
/l/	led	/ɛə/	there
/r/	red	/ʊə/	Tour
/w/	wet	/ʊə/	Tour
/j/	yet	/ʊə/	Tour
/tʃ/	chin		
/dʒ/	gin		

9. Training the students to prefer speaking short sentences which minimises the chances of error.

10. Students should be trained to structure their thoughts in English before speaking them aloud.

## 7.0 CONCLUSION

The Study thus highlights the major errors and its analysis in spoken English. It can be safely concluded that with a sincere attempt on the part of teacher and learner, the inadequacies in spoken English can be rectified. Any learner bestowed with effective speaking skills can be an asset to the organisation he serves and shall always have a very charismatic personality. Making learners aware of the advantages that accrue to effective and correct spoken English can go a long way in generating the desire on part of learners, to know and learn by heart.

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Appendix 1

<b>ID</b>	<b>Name</b>	<b>Parent's occupation</b>	<b>State</b>	<b>Sex</b>	<b>Age Yy.mm</b>	<b>mother tongue</b>	<b>Languages known other than MT</b>	<b>Socio economic back ground</b>
<b>1</b>	<b>Manisha Jain</b>	Business	Delhi	F	18.2	Hindi	English	High
<b>2</b>	<b>Akansha Shukla</b>	Business	U.P.	F	19.3	Hindi	English	Middle/ Lower middle
<b>3</b>	<b>Neha Som</b>	Ex-defense	U.P.	F	20.5	Hindi	English	Middle/ Lower middle
<b>4</b>	<b>Ritu Sharma</b>	Govt. Employee	U.P.	F	21.0	Hindi	English	Middle
<b>5</b>	<b>Reena Gupta</b>	Business	M.P	F	20.7	Hindi	English	Middle

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<b>6</b>	<b>Swati Bhardwaj</b>	Govt. Service	U.P.	F	19.5	Hindi	English	Middle/ Upper middle
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2,536 words

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**A Study of Code Switching in Relation to ESL**

**Nannapaneni Siva Kumar, M.A., M.B.A., (Ph.D.)**  
**M. Narendra, Ph.D.**

=====

**ABSTRACT**

Code Switching is a linguistic phenomenon claimed to be the most prevalent and common mode of interaction among bilingual speakers. This paper focuses on how and why teaching English using Code Switching can be an effective teaching and communicative approach and to what extent it helps the students to improve their proficiency of the target language. It also explores how far Code Switching is useful to the teachers of the English language to facilitate students' comprehension. The paper describes Code Switching, Bidialectalism Code Switching and Vernacular Code Switching, difference between Code Switching and Code Mixing, difference between Bilingual Method and Code Switching. The paper presents some of the major factors of Code Switching. Since Code Switching is widely construed as an effective social skill in communication, it is worthwhile to introduce in classrooms and analyze the relevant theory so that students will be benefited.

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Nannapaneni Siva Kumar, M.A., M.B.A., (Ph.D.) and M. Narendra, Ph.D.

A Study of Code Switching in Relation to ESL

## INTRODUCTON

Teaching English language in India has a long history. Ever since the English landed in India, we have been taught this language. Since then many language teaching *methods and approaches* have been experimented. Of late Communicative Language teaching approach is being used. But still we haven't succeeded in making students proficient in the target language. There is a lot of gap between the theory and practice. There is every need for an eclectic approach. With the help of Code Switching we can make the non-native students comfortable in learning and using the language.

## CODE SWITCHING

In simple terms, Code Switching means switching between languages, which is unavoidable among the bilinguals and multi-linguals. This concept has attracted much attention in the recent past. There is no such rule that one has to stick to only a particular code. When and where the need arises one can shift from one code to another.

There have been various definitions for Code Switching. According to Gumperz, "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems". Cook's notion of code-switching is that "going from one language to the other in mid-speech when both speakers know the same languages". Lightbown defines it as "the systematic alternating use of two languages or language varieties within a single conversation or utterance". In the context of Foreign Language classroom, it refers to the alternate use of the first language and the target language, a means of communication by language teachers when the need arises.

## TYPES OF CODE ALTERATION

There are two types of Code Alteration. They are Code Switching and Code Mixing. Code Switching is also called *inter-sentential* Code Alteration. Inter-sentential alteration occurs at a clause or sentence boundary, where each clause or sentence is in one language or another. Code Mixing is also called *intra-sentential* Code Alteration. Intra-sentential alteration occurs within the clause or sentence and is considered to be the most complex form of switching. According to experts it is better to restrict to only Code Switching, (i.e.) Inter-sentential alteration.

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## **BIDIALECTALISM CODE SWITCHING**

To the child of West Indian origin or to an African American student, teaching Standard English is the most difficult task. Current practices are not sufficient to teach Standard English successfully. Because trying to eliminate the non-standard speech by preventing and correcting non-standard features as ‘wrong’ is considered to be mistaken psychologically and socially by the linguists. There arises the need for Bidialectalism Code Switching. In this, the teacher should have some knowledge both of language being taught by him/her teaching and of the child’s dialect, and should have respect for the child’s language. In Bidialectalism Code Switching, the teacher draws upon the linguistic insights that all language is patterned and that dialects systematically contrast with each other. Contrastive analysis and code-switching, tools demonstrably successful in fostering Standard English mastery among minority dialect speakers (Fogel & Ehri 2000, 2006; Rickford 1999; Rickford, Sweetland & Rickford 2004; Sweetland 2006; Taylor 1991; Wheeler & Swords, 2004, 2006).

## **VERNACULAR CODE SWITCHING**

Code Switching is a widespread phenomenon in bilingual speech, and therefore a great proportion of research on bilingualism is going on this topic. Avoiding shifting between languages is almost an impossible task among the bilinguals. Recently there has emerged a notion called Hinglish, i.e. is a mixture of Hindi and English, and Tenglish i.e. a mixture of Telugu and English. In university classrooms, Code Switching comes into use either in the teachers’ or the students’ discourse (Sert, 2006).

## **BILINGUAL METHOD**

C. J. Dodson advocated Bilingual Method. It incorporates different aspects of the Direct Method and the Grammar-Translation Method. The use of mother tongue is allowed but strictly controlled and limited to the teacher. That is the major difference between Code Switching and Bilingual Method.

## **CODE SWITCHING IN FOREIGN LANGUAGE CLASSROOM**

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Code Switching in Foreign Language classroom has recently attracted scholars'/researchers' attention. Advocates of English language oppose to switching the code in the language classrooms. These advocates strongly propose that English teacher must exclusively use only the target language and should not shift to mother tongue now and then. They argue that it is not necessary that the learners understand each and every word used by the English teacher in the classroom.

Some researchers like Chaudron, Ellis and Wong-Fillmore stressed that it is important for second language and Foreign Language teachers to expose learners to as many language functions as possible in the target language. Ellis argued that the use or overuse of the mother tongue by second language and Foreign Language teachers will deprive learners of valuable target language input. Wong-Fillmore thought that learners' constant listening to their teacher' use of the mother tongue produces in them a tendency to ignore the target language and therefore they do not benefit fully from valuable target language input.

In reality avoidance of the mother tongue does lie behind many teaching methods. Methods like Direct Method and Audio-Lingual Method, which have been used in the classroom since 19th century, strictly permit only the target language to be used in language classroom, with an apprehension that the students' native language might interfere with the students' attempts to master the target language.

On the other hand, researchers, such as Stern (1992) and Cook (2000, 2001) argued that students' mother tongue deserves a place in Foreign Language classrooms. They questioned the long-held belief of excluding the mother tongue from the classroom. Cook believed that to let students use their mother tongue is a humanistic approach, as it permits them to say what they really want to say. It was taken for granted for a very long time that in English language classrooms, only English should be used which made language teachers fail to look rationally at ways in which the mother tongue can be integrated in the classroom.

## **FUNCTIONS OF CODE SWITCHING**

According to Gumperz (1982), there are six functions of Code Switching: quotation, addressee specification, repetition, interjection, message qualification and personification. According to Sert (2006), the function of teachers Code Switching in the classroom is as follows:

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topic switch, affective functions, and repetitive functions but some basic functional perspectives as: equivalence, floor holding, reiteration, and conflict control come in students' Code Switching.

## **TEACHERS' CODE SWITCHING**

It is worthwhile to know where and why teachers switch code in Foreign Language classroom. As Sert pointed out, first function is *topic switch*, the teacher alters his/her language according to the topic that is under discussion. This is mostly observed in grammar instruction, that the teacher shifts his language to the mother tongue of his students in dealing with particular grammar points, which are taught at that moment. Here the attention of the students can be drawn by their mother tongue. Cole (1998): suggested that "a teacher can exploit students' previous L1 learning experience to increase their understanding of L2".

The second function is *affective function* that serves for expression of emotions, which is very much useful to build a good rapport with students. Students should understand the correct emotion when they are learning Foreign Language. Affective function can create a supportive language environment in the classroom.

The next one is *repetitive function*. For better comprehension of the students teacher employs this repetitive function. The teacher switches code to mother tongue of the students in order to clarify meaning, and in this way stresses importance on the Foreign Language content for better comprehension.

## **STUDENTS' CODE SWITCHING**

As Sert identified, the first function of students code switch is *equivalence*. Because of the lack of proficiency in the target language, students switch code and make use of mother tongue for the equivalent of a certain lexical item. So *equivalence* function gives the student the opportunity to continue communication by filling the gaps resulting from target language deficiency.

The second function is *floor-holding*. This function works similar to the equivalence. Students who don't know or who can't recall the appropriate language structure of the target language they use floor-holding. This function helps students to continue their conversation

without gaps.

The third function is *reiteration*. Students use mother tongue by using reiteration to give a clear meaning. They use this function may be because when they feel that they haven't conveyed the message or meaning appropriately in the target language.

The next function of students' Code Switching is *conflict control*. Students use this function where there are no culturally equivalent words or phrases in among the mother tongue and target language which may not convey the intended meaning and to avoid the misunderstandings.

## CONCLUSION

Teaching English has been a part of Indian Education System since India got Independence. English Language experts have tried many permutations and combinations to teach target language efficiently to the learners. But unfortunately experts haven't succeeded totally. This is mainly because there is a lot of gap between the theory and the practice. There is a need to train the teachers according to the theory because they are ones who teach the students. Though many theories (Direct Method and Audio lingual method) propose not to use mother tongue in Foreign Language classrooms, most of the teachers switch code for various reasons. As it is suggested, Code Switching in language classroom is not always a blockage or deficiency in learning a language, on the other hand it may be considered as a useful strategy in classroom.

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## The Importance of Thematic Structure in Students' Writing Cohesion

Seyed Foad Ebrahimi

Mohsen Khedri

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### Abstract

Thematic structure plays a major role in organizing the message and in enabling it to be communicated and understood clearly. One issue in students' writing is how students tackle this cohesive device. There is a considerable agreement among linguists that theme acts as a cohesive device in the texts. This paper was centered on reviewing the status of thematic development and progression in students' writing. Reviewing previously conducted studies attest to the fact that thematic structures are greatly effective and valuable tools in writing process. Theme and rheme patterning can also be effectively applied in classrooms to help students in writing. Students will know where they are losing their effectiveness in their arguments due to problems with either thematic progression or thematic selection, or both.

**Keywords:** Theme, Rheme, Thematic Structure, Cohesion

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## Introduction

In Halliday and Matthiessen's scheme, grammar is part of language that can be interpreted from different viewpoints. In one view, language is a set of rules to specify structures; so, grammar as a subsystem of language is also a set of rules that specifies grammatical structures. In the other view, language is a resource that can create meaning through wording (1997, p. 1). Systemic functional grammar theory associated with the school of linguistics was first developed in the work of the grammar of Chinese and used in educational and computational contexts. Unlike the grammatics that is usually presented in school, "systemic-functional grammatics takes the resource perspective rather than the rule perspective" and shows "the overall system of grammar rather than only fragments" (Halliday & Mathiessen, 1977, p. 2). In the same line of argumentation, Martin and Rose (2007) also report:

“Systemic Functional Linguistics (SFL) is a big multi-perspectival theory with more dimensions in its theory banks that might be required for any one job. SFL is called systemic because compared with other theories it foregrounds the organization of language as options for meaning and is also functional because it interprets the design of language with respect to ways people use it to live (pp. 21, 24).”

In this approach, the main focus is on clause, and as Halliday (1994, p. 19) states, the mode of interpretation in this approach is functional in which the grammatical structure is being explained referring to the meaning and there is a general principle in language that larger units act more directly in the realization of higher-level patterns .

In the existing literature in Systemic Linguistics, researchers consider clause as made by a combination of three metafunctions (Halliday, 1985; Halliday & Mathiessen, 1997; Martin & Rose, 2007; Ping, 2003). These three metafunctions are as follows:

1. Interpersonal metafunction: Martin and Rose (2007) point out that interpersonal metafunction “is concerned with negotiation of social relations: How people are interacting, including the feelings they try and share” (p. 24). Halliday and Mathiessen

(1997) emphasize that one of the major grammatical systems of this kind of metafunction is mood, the grammaticalization of speech function (p. 11).

2. Ideational metafunction: Martin and Rose (2007) say that ideational metafunction “is concerned with construing experience: What's going on, including who's doing what to whom, where, when, why, how, and the logical relation of one going on to another” (p. 24). In Halliday and Mathiessen’s viewpoint, transitivity, "the resource for construing our experience the flux of 'goings-on', as structural configurations, each consisting of a process, the participants involved in the process, and circumstances attendant on it, is one of major ideational metafunction's grammatical systems (1997, p. 11). As Halliday (1994) states, “transitivity structures express representational meaning: what the clause is about, which is typically some process, with associated participants and circumstances” (p. 179).
3. Textual metafunction: As Martin and Rose (2007) mention, textual metafunction “is concerned with information flow: The ways in which ideational and interpersonal resources are distributed in waves of semiotic, including interconnections among waves and between language and attendant modalities” (p. 24). Halliday and Mathiessen (1997) argue that theme is one of the major textual systems. It is the resource to set up a local context for a clause by selecting a local point of departure in the flow of information (p. 11).

Davidse (1987) argues that these metafunctions are both intrinsic and extrinsic to language. In the first place, they are separate components, or semantic organizing principles, of the grammar. But the ideational and interpersonal functions also finally refer to social reality. They represent the social uses to which language is put (p. 51). He also asserts that the metafunctions are a key concept in Halliday’s theory since they explain the internal organization of language and are systematically related to the register variables of field, tenor, and mode (p. 57).

Matthiessen (2004) also mentioned that the textual mode of expression is based on degree of prominence. Prominence may be considered in one of three ways: 1) positionally by means of culminative placement at the beginning or the end of the clause; 2) segmentally by means of



some prominence marker that emphasizes one element out of the other elements of the clause; 3) intonationally by means of tonic prominence (p. 549).

In Halliday and Mathiessen's (1997) mind, the textual metafunction-which, as stated by Gosden (1992), is manifested as *theme* in the clause- engenders resources for presenting interpersonal and ideational meanings as information organized into text that can be ongoingly exchanged between producer and receiver. This involves transitions in the development of text (conjunctive relations) and the assignment of different textual statuses. These transitions and statuses enable the exchange of information; the producer is guiding the receiver in interpreting the unfolding text (p. 19).

### **A. The Concept of Theme and Rheme**

Thematic definitions are divided into two sub-parts:

1. Pure definitions which mean that different scholars just provide us with the definitions of theme and rheme.
2. Applied definitions which mean that scholars do not just provide us with definitions of theme and rheme but they also consider the practical side of the definitions and how they are applicable to language teaching contexts.

#### **A.1.Pure Definitions**

The hallmark of the Prague School is the division of the communicative structure in two areas (theme and rheme) and simultaneous assumption that this is basic order of sentence if there is no contextual reason for changing it.

Different functional definitions of theme and rheme are to be found in the work of different scholars. Halliday (1985, p. 30) defines theme as the

“Element which serves as the point of departure of the message and what the speaker has in mind to start with. It is the element in a particular structural configuration taken as whole, organizes the clause as a message. The remainder of the message is called the rheme. Therefore, a clause consists of a theme

combined with a rheme and the sentence is expressed by order. The order is theme followed by rheme”.

Halliday (1985) elaborates further by arguing that “theme is what clause is about, and it comes in the first position, but this position is not what defines the theme; it is a means which realizes the function of the theme” (p. 39).

For Ghaddessy (1995), "the building blocks of spoken and written texts is clause, and each clause conveys a message that has two parts, what comes first is theme and what comes next is rheme" ( p.134).

Green, Christopher, Lam, and Mei (2000) define the term theme as a material immediately preceding the main verb of the main clause. The material which includes the main verb and all other remaining constituents of the sentence constitutes the rheme (p. 100).

## **A.2. Applied Definitions**

Fries (1992) declares that both native and non-native English speaking students have difficulty ordering words in their sentences. Teachers often experience difficulties explaining to students how they should order the information in their sentences. Two concepts are helpful in this task: theme and information focus. Theme is the point of departure of the clause as message. In English one can recognize themes because they occur first in the clause. Fries in his study showed that theme is a very important cohesive element that must be taken into account seriously in writing (p. 1).

Brown and Yule (1983) believe that one of the constraints on the speaker and writer is that they can produce only one word at a time when they are producing their message. They have to choose a beginning point for their utterance in order to organize their message. The initial point is important in the clause and also in the discourse. It influences the hearer and reader’ interpretation of every thing that follows in the discourse since it constitutes the initial textual context for everything that follows. What is placed in the initial position is called theme (p.125).

Ping (2000, p. 13) views theme as an element that generates the boundary of acceptability of possible rhemes from which only one is selected as the actual rheme since they would result in unacceptable clauses. Considering Hallidgian framework of theme and rheme, Ping (2000) argues that this model has two fundamental problems:

1. It cannot be used to distinguish whether a clause is well- formed, unacceptable or dubious, because even an unacceptable clause is deemed to have a thematic structure.
2. It can not clarify that an initial element identified as theme of the clause is functioning as such (p. 5).

In light of the problems attached to Halliday framework, Ping (2000) suggested a new model called the inference-boundary model which interprets the theme/ rheme from a cognitive psychological perspective. Underlying this model is the schema theory and the role of inference during language processing. In this model the “head” and “non-head” distinction was used instead of using the textual, interpersonal, and topical theme labels. Thematic head of a clause refers to the element which is able to generate a boundary of acceptability and within which it is permissible for rheme to occur. Any element either preceding or following the thematic head is a thematic non- head and all called pre-head or post -head respectively (p. 16).

This model can explain why clausal messages are sometimes difficult to process: Interference from the context, non appropriate or less elaborate schema, and theme/rheme mismatch. However, this model has some restrictions:

- 1- As it is centrally concerned with the theme structure at the level of clause, it can not clearly explain how some languages inputs succeed in conveying message even though they do not lend themselves easily to thematic analysis.
- 2- It becomes less useful when less reliance is needed on the thematic structure of language for successful communication to take place (Ping, 2000, p. 21).

Following his view of theme, he defines the theme as a constraining force on the development of the message. For him, theme/rheme notions have an explicit force to organize the clause as a message and draw attention to various cognitive psychological considerations (p.1).

## B. Thematic organization and thematic progression

Halliday (1985, p. 54) classified the elements which occur in initial position of the clause as follows:

- 1. Topical theme** which is presented by a nominal group (e.g., everyone), a prepositional phrase (e.g., with ships continually at sea), or an adverbial group (e.g., by the middle of 15<sup>th</sup> century).
- 2. Interpersonal theme** which consists of any combination of vocatives (direct addresses such as: personal names), modal adjuncts and mood marking elements (finite verbal operator (temporal & modal), WH-interrogatives and imperative *let's*).
- 3. Textual theme** that includes continuatives (small set of discourse items which signal that a new move is beginning, such as: yes, no, oh...), structural elements (coordinates & subordinates) and conjunctive adjuncts which relate the clause to the preceding texts (e.g., in other words).

Following the above classification, Halliday (1985) introduced simple and multiple themes.

- 1. Simple themes** always have a topical element.

For example: She was so kind to her four cats.

topical

- 2. Multiple themes** may have the interpersonal and textual themes in addition to topical theme (p. 55).

For example: And, the servant was waiting for the cats.

textual      topical

The other categorization made by Halliday (1985) is marked and unmarked theme. When an element that occupies the theme position of the clause conflates with grammatical subject, this theme is called unmarked theme.

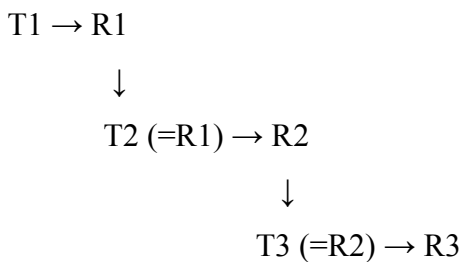
For example: The goat went shopping.

But in marked theme, an element other than the subject occupies the theme position, so a condition is created for the appearance of marked theme (p.44)

For example: In the morning, the goat went to jungle to find the wolf.

Danes (1974, as cited in Downing, 2001, p. 5) proposed a number of thematic progression patterns that manifest differently in different genres as follows: linear TP, constant TP (or thematic iteration), split rheme, and split theme progression.

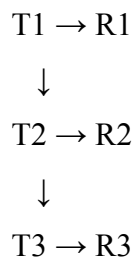
**1. Linear TP:** Danes (1974, as cited in Downing, 2001, p.5) refers to this as the most elementary or basic thematic progression pattern, where the item in the rheme of the first clause becomes the theme of the subsequent clause.



For example:

*"At this point we must add an important qualification to what we have just said. That is, we are using the terms rule and rule-governed in the special way that linguists use them. This usage is very different from the layperson's understanding of the terms".*

**2. Constant TP:** In this pattern, the item in the theme of the first clause is also selected as the theme of the following clause, though not necessarily with identical wording.

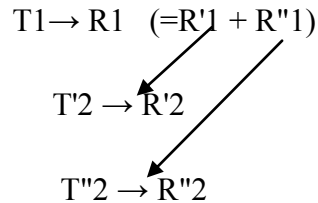


For example:

*"And yet we understand them and don't even notice that they are new. We speak, but usually we are not aware of the movements of our tongue, lips, or other parts of the mouth or throat involved in the production of sounds".*

**3. Split rhematic progression:** In this pattern, the rheme of the first clause is split into two items,

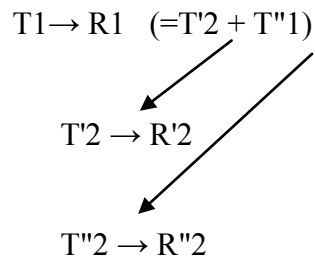
each in turn being taken as a theme element in subsequent clauses.



For example:

"I will use the term 'language teaching method' to mean a coherent set of links between actions and thoughts in language teaching. *The actions* are the techniques and *the thoughts* are the principles in the title of this book: *Techniques and Principles in Language Teaching*".

**4. Split theme progression:** To Danes' patterns of thematic progression one has been added. In this kind of thematic progression which was proposed by McCabe (1999, p. 175), the theme of the first clause is split into two or more ideas, and these ideas are developed in the themes of subsequent clauses.



For example:

*"The mother and the child made a plan. She first found the wolf and tore his stomach, and the child brought some stones to fill the wolf's stomach".*

Adopting the Danes' thematic progression patterns, McCabe (1999, p. 176) considered a revised model of Danes' TP patterns. She categorized these patterns into 2 overall types: a) theme progression including constant theme and split theme and b) rheme progression including simple linear and split rheme. McCabe (1999) did not consider derived theme as a different sort of TP, since it may be related to preceding themes and rhemes through some types of inference involved in simple linear or constant theme (p. 171). According to McCabe (1999), there are a

rather large percentage of clauses which do not fit into any of the TP patterns proposed by Danes, since it appears that Danes employed a standard for theme specification which accords more with the notion of “given”. Therefore, it is necessary to modify Danes’ model in order to apply it in other analyses which use a different standard for theme specification (p. 270). What’s more is that, Danes’ model was only tested on English texts and a few other languages. So, more evidence is needed from other languages to see whether other systematic patterns emerge in texts in other languages.

### **Review of Related Literature**

The notion of thematicity in students’ writings have been addressed by many researchers such as (Belmonte & McCabe, 1998; Coffin & Hewings, 2005; Ebrahimi, 2008; Kularb, 2001; North, 2005; Ren et al, 2009; Thomas & Hewas, 1997; Wang, 2007).

In her study, North (2005) used systemic functional approach to analyze essays written by students from different backgrounds. 61 students from an Open University Course in the history of science (*The Rise of Scientific Europe 1550-1800*), during the academic years of 2002-2003, were selected. 33 students had *art* and 28 students had *science* background. As far as they had considerable variation in age, previous academic study, and working experience, a group of ten art students and a group of ten science students were selected as sample, similar in age, gender and formal education backgrounds. The students were asked to produce essays as part of their course assessment. The data contained 65234 words (p. 435).

The textual analysis of data showed that students with arts backgrounds obtained higher marks for their assignments than students with science backgrounds. This was attributed to the use of more orienting theme (consisting of textual, interpersonal, interpersonal and experiential elements). They provided more explicit guidance to the readers on how to construct a coherent interpretation of the text through the use of theme, and they used themes to form the discussion rather than fact. Art students also thematized other writers much more than science students who tended to make more use of unqualified assertions (North, 2005, p. 438). North concluded that

thematic choices in the students' essays reflected different conceptions of knowledge of academic writing which themselves contributed to success in course assessment.

Wang (2007) studied the relationship between theme and rheme in the academic texts and in improving the textual cohesion in students' writing. For this study a text written by a sophomore student majoring in politics from South-Eastern University in China was selected as corpus of the study (p.5).

The analysis showed that the text was lacking in thematic progression. The problems were lack of cross-referential thematic progression, overuse of constant progression, and empty rheme (Wang, 2007, p.7). He concluded that students' weaknesses in their arguments are due to problems with either thematic progression or thematic selection, or both. Therefore, if students receive instruction on theme/rheme structure, they can improve the textual cohesion of their academic text.

Belmonte and McCabe (1998) attempted to show that theme /rheme can be very helpful as an instructional tool for the teacher to evaluate writing at the level of discourse (p.13). They analyzed 25 student compositions written for a mock T.W.E (test of writing English) exam in terms of thematic selection and progression. The T.W.E. exam required 30- minute written essays in response to a prompt, which involved students in giving their opinion on an issue. They first analyzed 40 professional texts of a similar nature to the corpus; this helped to show how professional writers deal with thematic progression and organization (p. 20).

The result showed that professional writers thematized either discourse themes (e.g. for one thing, for another) or topical themes (e.g. he), and they used different thematic patterns to develop the topic. In the case of students' composition, they discovered a number of problems such as: over-use of constant progression, confusing selection of discursal and topical themes, intervening material between mentioning in rheme and subsequent thematization, empty rheme (over-use of theme), brand-new theme and themes with unclear reference. The result also



confirmed that the theme/rheme construct can be a valuable instrument for teachers when it comes to marking students writing (Belmonte & McCabe, 1998, p.25).

Kularb (2001) studied the discourse features regarding theme and rheme affecting student's paragraph writing. The study involved classroom observation, interview of the teacher and students and examination of nine students' written work. The finding reported that students have problems in both rheme and especially theme. These problems are the use of conjunctions, missing subject of the sentences, redundancy and mother language interference.

Ebrahimi (2008) conducted a study to find out the possible thematic organization and thematic progression patterns and their relation to students' level of language proficiency. For this aim, ninety male and female students majoring in English language translation in Abadan Islamic Azad University were selected. They were divided into three groups- sophomore, junior, and senior students. The three groups also sat for a homogeneity test (Fowler & Coe, 1976). Then three pictorial stories were used for gathering the data from the students. The data were analyzed based on Halliday (1985) and McCabe (1999) models of thematic organization and progression. The result suggested that theme and rheme patterning can be effectively applied in classrooms to help students in writing. Students will know where they are losing their effectiveness in their arguments due to problems with either thematic progression or thematic selection, or both.

Ren, Cao, and Li (2009) studied the thematic organization and progression in the college English writing. The result revealed that even if most of the students have improved their communicative abilities and expected to construct good compositions, but their writings were still loose in structure and disordered in logic; the whole texts lack unity. One of the major obstacles for the students in writing lies in the logical organization of the text content and the coherent layout of the textual structure. In addition, they also pointed out that, one reason behind this lack of unity is that teachers; excessive focus on grammatical mistakes. This misleads students to think that correct grammar is the primary factor in writing, which in turn, leads to the result that students pay too much attention to grammar instead of the rationality of organization and fail to make a coherent writing.

## Conclusion

The reviewed studies suggest that thematic structure is a highly effective and valuable technique in writing. It enhances connectivity between ideas in the text. These studies also propose that our understanding of how texts are created and interpreted would be much poorer without the concept of theme and thematic organization. In students' writings, theme – rheme patterns are important in guiding the reader through the logical paths constructed by the writer. If little attention is paid to these patterns, the writer's attempt to help readers to comprehend the text will be destroyed.

Teachers need to look beyond the traditional grammar of the clause when teaching writing, and teach students how to connect their sentences so as to produce a coherent and cohesive text. Based on the results gained from these studies, theme and rheme patterning can be effectively applied in classrooms to help students while writing. Being aware of these cohesive tools and thematic structures, students will know where they are losing their effectiveness in their arguments due to problems with either thematic progression or thematic selection, or both and can create cohesive composition in three ways: 1) by employing topical theme, the writer represents the propositional content, 2) by applying interpersonal theme, the writer exchanges structure, and expresses his or her attitude, and 3) by using textual theme, the writer can organize the message in the clauses, create texts, and set up a local environment in which the readers can interpret their message.

So, students must be trained in a way that they can create cohesive composition. They should be conscious that if they want to convey information effectively and successfully and to write cohesive composition, focus on the theme-rheme structure is very crucial, useful, and has an immediate result in writing.

Getting familiar with the thematic structures can help the readers to comprehend the text as well. The readers need to be aware of the way different thematic choices are realized in different texts. This awareness can guide them through the logical path constructed by the writers to

comprehend the subsequent segment and help them to understand the text better, since the kind of meaning realized by thematic options may vary depending on the purpose of the writers.

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# LANGUAGE IN INDIA

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## ECP Is Dead, Long Live ECP!

Debaprasad Bandyopadhyay

### 1. INTRODUCING ABHAVA IN SENTENTIAL ONTOLOGY

Primarily, I faced a problem with the bound morpheme –*Ta* in the Bangla sentences like

1. Korchis*Ta* ki?  
do-pr.cont-(-Hon)-classifier what?
2. korcho*Ta* ki?  
do-pr.cont-(+Hon) classifier what?
3. korchen*Ta* ki?  
do-pr.cont-(+Hon) classifier what?
4. Hocche *Ta* ki ?  
happen-pr.cont- classifier what?

In all these cases bound morpheme “*Ta*” is lonely as it is not a part of the preceding verbs which have already got inflections and thus are closed though orthographically “*Ta*” is written with those verb. In all these cases *wh*-object is missing as the speaker of these sentences does not

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have the cognition of that *wh*-object or otherwise s/he is cognizing the absence. The second possibility is that s/he may have the pragmatic competence of cognizing that *wh*-object but s/he is pretending to be an ignorant, i.e. s/he has a cognition of absence of absence which is otherwise a presence, though *Raghunatha* argued that absence of absence is a new category other than that of presence.

This phenomenon can structurally be interpreted by the ECP. However, for the time being, keeping aside the ECP, we will try to understand this absence by deploying the *Nyaya-Vaisesika* (NV) category called “*abhava*”. In the *Nyaya-Vaisesika* tradition, *padarthas* (categories) are distinguished on the basis of their presence (*bhava*) and absence (*abhava*). They considered both the existence and non-existence as categories which are subject to the knowledge or cognition by means of *savikalpa pratyaksa*, generic perception propositional knowledge.

Generally, in the English translations of the NV-literature, this category comes under the notion of negation and its subdivisions are translated as “relational absence” (*samsargabhava*) and “mutual absence” or “difference” (*anyonyabhava*). This paper mainly concentrates on the “relational absence” or simply absence rather than that of difference.

All relations are regarded in *Navyanyaya* as dyadic relations between two terms: *anuyogin* (referend, qualificand, locus X) and *pratiyogin* (counter-positive, referent, qualifier, located Y). Relation (R) is always a property resident in the residence or referend. Thus one can say X –(R- Y) where X is the locus of absence of Y where R is a relata.

In case of relational absence, a qualifier qualifies a qualificand and by negating it we get an “absence of that qualifier” (which is another qualifier) qualifying the same qualificand, “this ground X is qualified by pot-absence Y”. On the other hand, difference is referred to as “this is not pot” type of negation. Thus absence of potness and difference from a pot are two distinguishable sub-categories of *abhava*.

This relational absence is further subdivided into three types, viz. Prior-absence (*pragabhava*), posterior-absence or destruction (*pradhamsabhava*) and constant absence (*atyantabhava*). These subdivisions are not thoroughly maintained in the following exposition.

In case of prior-absence, the absence is prior to the existence of effect or *pratiyogi* (counter-positive, which denotes absence of something or absential adjunct). Examples 1-4 are the perfect examples of this absence as the locus (*anuyogi*) adjacent to classifier –Ta is qualified by the absence of the qualifier or counter-positive wh-object. The very existence of ‘wh’ triggers the yet to be known counter-positive. In case of such absential cognition, the counter-positive is floating as qualifier in the locus or qualificand. Nyaya called qualificand as subject and qualifier (*visesana*) as the property derived from the qualifier or *visesana* in the predicate. For example, in the expression “red cup”, qualifier red colour is residing in the qualificand cup and both of them are limited by the blue-ness and cup-ness respectively. Thus blue-ness or cup-ness is the limiter under the mode of which the awareness of the cognition of absence occurs.

This prior absence or *pragabhava* is marked by the feature (–*adi* or ‘origin,’ +*anta* or ‘end’), because after answering the questions 1-4 one can make an end of prior absence.

Any moved element that leaves behind a trace in the locus may be considered, for the time being, a case of posterior absence. The open question as posited by Chomsky, Lasnik(1991:21) that whether a moved element actually leaves behind a trace or not can be solved by an independent reason of posterior absence which, by assigning the absential qualifier to the locus of empty *anuyogi*, points out the once-upon-a-time cognition of existence of the counter-positive. An NP-trace is an instance of posterior-absence. In the terms of NV, the *samskara* or trace of moved element can be cognized in the locus from where the counter-positive is moved.

Thus the “trace of X” can be interpreted in the chain of (*pratiyogi*, *anuyogi* or qualifier, qualificand or counter-positive, locand, locus) X, t or binder-bindee relation. What Matilal (1966) called as L-relation or sub-superstratum is also a relation between locus and counter-positive or bindee-binder relation or the association of an antecedent with the trace. The Language in India [www.languageinindia.com](http://www.languageinindia.com)

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antecedent binder “John” as a counter-positive binds the locus of e (or antecedent c-commands t) as in

5. John was e<sub>2</sub> expected [e<sub>1</sub> to hurt himself].

By assigning absential qualifier, I want to emphasise the fact that any case of chain like (John, t) is not to be interpreted as only a simple case of “copy and delete” but a case of a definite locus-counter-positive relation or L-relation. If the locus’s (where trace occurs) being the absence of counter-positive amounts to the locus’s being the object referred by the word ‘absence’, that is occasioned by a prior cognition of the counter-positive, then whenever the locus is to be understood as an absence of counter-positive, it will be such an object, and whenever it is understood to be such an object, it will be such an absence. The use of word is subject to the prior understanding of the basis for its employment. And the basis for the employment of the expression “absence of counter-positive” is but the property of being an absence of counter-positive. It must be mentioned here that this whole notion of absence is taken from Gangesa’s (14<sup>th</sup> C) ”*abhavavada*”, where a *navyanyaya* exposition of the property “absence” is defined transparently.

In another case of posterior *abhava*, the counter-positive is destroyed and the counter-positive is responsible for this type of *abhava*. In case of

6. *Srimati* expected to PRO hurt herself.

PRO is a locus or *anuyogi* of the counter-positive or antecedent *Srimati*. It may be called posterior absence where lexical element is destroyed and thus contraction is possible, e.g. in case of wanna-contraction. PRO is always controlled by its counter-positive, though, according to some schools of *Nyaya*, it lacks the *pratiyogitaavacchedaka sambandha*. The relation between PRO and its locus is *samyoga* or conjunction. This posterior absence is marked by the feature (+*adi*, -*anta*), i.e. it has a definite origin, but it lacks the end.



Posterior absence is also found in the case of pro in Null subject languages or pro-drop languages like Italian, where pronominal is dropped or destroyed though the *anuyogi* or the locus of that counter-positive is there. The property of counter-positive is reflected in the *Agr* or phi-features in those pro-drop languages.

In case of constant absence, the empty terms like “*bandhyaputra*” (Son of a barren woman) or “*pokkhiraj ghora*” (The horse with wings like the king of birds) are produced. Here properties of one counter-positive is absent in another locus. Russell opined such empty terms and the notion of selectional restrictions depends on the violation of constant absence in general. This absence is marked by the feature (*-adi, -anta*). All the binary features for distinguishing one phoneme to another also depends on difference or *anyonyabhava*.

## 2. ABHAVA ELABORATED

I want to add here some more NV–notions that are mainly derived from *Navyanyaya*. *Abhava* is distinguished on the basis of

- A. Differences of counter-positives
- B. Differences of property of counter-positives
- C. Differences of delimiting relation of counter-positiveness

**A** denotes the differences between the absence of chair from the absence of table; **B** denotes the absence of limitorship, a second order qualifier of counter-positive in an absential cognition. When absence of table is cognized, the absence of table-ness (which is the limitor or *avacchedakata*) is also cognized; **C** denotes the locus of the absence of counter-positive: locus and counter-positive are in a relational seam (*samsargamaryada*) which is either in *samjoga* (conjunction) or *samavaya* (inherence) relation.

**C** is called *pratiyogitaavacchedaka-sambandha* (Differences of delimiting relation of counter-positiveness). This delimiting relation of counter-positiveness is *pratiyogitaavcche- daka sambanda*, i.e. in the relational seam, the cognition of absence of second order qualifier counter-

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positiveness in the locus is marked by the abstract *pratiyogita- avacchedakata*. The relationship by which the counter-positive is negated in a locus, thus, is called *pratiyogitaavcchedaka sambanda*.

Thus the absence cognized in the **t** is under the mode of limitorship (as postulated in B) of the moved element. The presence of absential locus is marked by the limitorship or *avacchedakata*. Thus, there must be a locus for an absence that is the absential category, though the content of the *pratiyogi* is moved. Some schools of *Nyaya* do not admit any delimiting relation of counter-positiveness in prior and posterior absence. Since, I have dragged the notion of *abhava* from an ontological category to the sentential category by considering the ontology of sentences, this extension needs some more revisions regarding the delimiting relation of counter-positiveness in a given sentence where prior and posterior absences occur. For me, in a sentence, whenever a phonological matrix is lacking, the category as a locus for that moved or destroyed counter-positive exists for absential cognition in a given sentence. If locus is there the delimiting properties of counter-positiveness is also there. Thus, in case of deletion, both the category and content is not hammered and erased, it is only the content that is absent from the category-ness (under the mode of which the counter-positive is absent) of locushood. Thus, though deletion is a posterior absence, it has the delimiting property of being counterpositive-ness, e.g., in case of *wh*-deletion, the locus of *wh* lacks the *wh* (where there is no overt *wh*) as well as *wh*-ness or is marked by the posterior absence of *wh* and *wh*-ness in its locus. The underlying *wh*-phrase undergoes *wh*-movement to COMP leaving an absence or trace behind and then *Wh*-deletion or posterior absence of *wh* occurs. The category persists by means of inherence-relation or *samavaya*. The application of universal Recoverability Condition is subject to the awareness of cognition of absence in the locus of the category. Nothing is recoverable if it is not subject to the absential cognition under the mode of limitors.

Thus the absential quantifier solves a crucial problem of whether a deletion erases category and content or only the contents of a category by positing the category as a locus of the counter-positive. However, there must be a distinction between a moved element and a deleted element. In case of moved element, the resident of **t** or **R**-expression is an instance of posterior absence,

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which I want to call *uttara-abhava*, the subdivision which was not introduced by the old or new school of *Nyaya* and in case of deletion; I want to maintain the notion of destruction or *pradhamsabhava*. In course of deviating from the old NV, I am gaining strength from *Raghunatha* who did not admit prior or posterior absence as an absence and instead he postulated different types of *abhava* deviating from the older school.

### 3. CONCLUSION

This is, needless to say, an introductory paper where a simplified version of the theory of absence is introduced to strengthen the semantics of ECP and deletion. In this preliminary exposition, my main aim is to introduce the concept of *abhava* in the realm of linguistics so that the future work on the ECP may be benefited from this concept.

In the Western system of logic, the absential qualifier or quantifier is not used. If ECP needs to be elaborated in LF, it is necessary to deploy absential quantifier in the sentential calculus. Furthermore, to understand the nature of negation, the concept of *abhava* is also useful as *Raghunatha*, a 15 C *navyanaiyaika*, in his *Nan-vada*, explored the possibility of using *abhava* to understand the semantics of negative sentences. However, that is a different story.

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## Cohesion in Iranian English Textbooks

Seyed Foad Ebrahimi

Seyed Jamal Ebrahimi

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### Abstract

Thematic organization plays a major role in the organization of the text and in enabling it to be communicated and understood clearly. One issue in textbooks writing is how the writers deal with this textual feature. This study made frequency and functional analysis of thematic organization in Iranian English textbooks used for teaching Pre-requisite, English for General Purposes and English for Specific Purposes courses at Iranian universities at B.A level. For this aim, twelve units, from six textbooks were randomly selected. Then the data were analyzed based on thematic organization model proposed by Halliday's (2004). The results showed that there is thematic development exist in case of simple, unmarked, and marked themes in Iranian English textbooks. This study may have implication in syllabus designing and reading comprehension.

**Keywords:** Theme, Rheme, Thematic Organization, English Textbooks

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## **Introduction**

In the EFL context, we see that learners often have problem in comprehending the reading materials. One reason behind this could be that these texts consist of sentences which do not seem to connect together into a cohesive text. Traditionally, cohesion has often been neglected in written texts, where sentences have been created, manipulated, and assessed in isolation. Only from the mid 1970s onwards, did it become progressively assumed in teaching reading and writing that a coherent text is more than a series of grammatical sentences lined up one after another; rather, they interlace, each sentence building on the preceding ones while at the same time advancing the discourse.

Halliday and Hasan (1976) argue that a text can not be regarded as coherent unless it fulfills two points. One of these two points is texture; the concept of texture is entirely appropriate to express the property of being a text. A text has texture and this is what distinguishes it from something else other than the text. As pointed out by Halliday and Hasan (1976), texture consists of structural and non-structural aspects. The former refers to inter-sentence or intra-sentence structures like theme/rheme structure, whereas, the latter refers to the cohesive ties between different elements in different sentences like references, substitutions, ellipses, and conjunctions. As with Halliday and Hasan (1976), Belmont and McCabe (1998) assert that one way of achieving cohesion in text is through thematic organization, which involve the relationship between clauses based on the information contained in their themes and rhemes.

Halliday (1994, p.38) defines theme as the element in a particular structural configuration taken as whole, organizes the clause as a message; this is the configuration theme and rheme. Based on this definition a clause is made of two parts theme followed by rheme. Theme is the starting point for the message; it is the ground from which the clause is taking off. Theme helps us to know what the clause will be about and what is going to tell us. He also gave two examples to show the importance of theme in the meaning of the clause.

1. A halfpenny is the smallest English coin.
2. The smallest English coin is a halfpenny.

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In the first sentence, theme is “*a halfpenny*” this means the writer wants to tell us about “*a halfpenny*” but in the second sentence, the theme is “*the smallest English coin*” this means the writer wants to tell us about “*the smallest English coin*”.

### **Studies on Themes**

A number of researchers have conducted studies on themes in different texts and have substantiated the facilitative role of thematic structure. To name some, Ebrahimi and Khedri (2011) analyzed this structure in the research article abstracts from two disciplinary of Applied Linguistics and Chemistry. Ebrahimi (2008) studied theme manifestation in the EFL students’ composition writing. North (2005) used systemic functional approach to analyze essays written by students from different backgrounds. Ventola (1995) studied thematicity in German philosophy texts produced by German authors and their parallel texts in English, the translation. Jalilifar and Khedri (2011) scrutinized thematic development and progression in English academic texts and their translations in Persian applying Halliday's (1994) thematic organization and McCabe's (1999) thematic progression models.

Even though previous studies analyzed thematic structure of different texts, but to the existing literature, little works have been done in EFL contexts in general and Iran in specific. Therefore this study seeks to find out the theme types applied in Iranian English textbooks taught at Iranian universities at BA level through three types of courses including Pre-requisite, English for General Purposes (Henceforth EGP), and English for Specific Purposes (Henceforth ESP), and the possible relationship between these textbooks regarding theme types and patterns

### **Method**

#### **Corpus**

This study was conducted on the corpus of twelve randomly selected units from six textbooks each two from one course. These textbooks were selected owing to their availability to the researcher. In order to achieve the highest point of reliability and validity of data also control the

researcher bias in textbooks selection, those books which widely taught at Iranian universities and published by famous publications in Iran were selected.

### **Analytical Models**

In order to achieve a well-organized study, Halliday's (2004) model of thematic organization which includes: Topical, Textual, Interpersonal, Simple, Multiple, Marked, and Unmarked patterns was used. The rationale behind this selection was that this model is the most plausible and updated analytical model.

Halliday (2004, p. 68) categorized the elements which occur in initial position of the clause as follows:

1. **Topical theme** which is presented by a nominal group (e.g., everyone), a prepositional phrase (e.g., with ships continually at sea), or an adverbial group (e.g., by the middle of 15<sup>th</sup> century).
2. **Interpersonal theme** which consists of any combination of vocatives (direct addresses such as: personal names), modal adjuncts and mood marking elements (finite verbal operator (temporal & modal), WH-interrogatives and imperative *let's*).
3. **Textual theme** that includes continuatives (small set of discourse items which signal that a new move is beginning, such as: yes, no, oh...), structural elements (coordinates & subordinates) and conjunctive adjuncts which relate the clause to the preceding texts (e.g., in other words).

Following the above classification, Halliday (2004) introduced simple and multiple themes.

1. Simple themes always have a topical element.

For example: she was so kind to her four cats.

topical

2. Multiple themes may have the interpersonal and textual themes in addition to topical theme.

For example: and, the servant was waiting for the cats.

textual topical

The other categorization made by Halliday (2004) is marked and unmarked theme.

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When an element that occupies the theme position of the clause conflates with grammatical subject, this theme is called unmarked theme.

For example: the goat went shopping.

Unmarked

But in marked theme, an element other than the subject occupies the theme position, so a condition is created for the appearance of marked theme.

For example: in the morning, the goat went to jungle to find the wolf.

marked

### **Unit of Analysis**

This study adopted t-unit as the basic unit of analysis. T-unit is defined by Fries (1994) as a clause complex which contains one main independent clause together with all the hypotactic clauses which are dependent on it (p.318). The rationale behind this selection was that:

Analyzing theme at the level of t-unit rather than the individual clause makes it easier to focus on patterns of thematic development in large amounts of text, and can also be justified on the grounds that the thematic structure of a dependent clause is often constrained by the independent clause. (Fries & Francis, 1992 as cited in North, 2005, p.6).

### **Procedure**

At first the widely taught books were collected and twelve units from six books were randomly selected. Second, the data were analyzed based on Halliday's (2004) model thematic organization. Third, the frequency of theme types in different text books was calculated. Finally, in order to see the relationship between text books regarding thematic organization types, Chi-square was run on the data.

One problem with textual analysis is that there is always the danger of making mistakes in interpretation. To increase the reliability in the analysis, two units from the corpus were also

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analyzed by an experienced researcher in applied linguistics and agreement was made on the method of analysis.

## **Result and Discussion**

To identify the types of thematic organization in Iranian English textbooks, the data were analyzed and classified based on the aforementioned model suggested by Halliday (2004) and results were presented in table 1. Then, to see the relationship between textbooks regarding thematic organization types, Chi-square was run on the data, and results were presented in table 2 as well.

As shown in table 1, textual theme was used more than interpersonal theme. This gained result was compatible with those of Coffin and Hewings (2003), Ghadessy (1999), McCabe (1999), and North (2005). This overuse of textual theme is not surprising since there are plenty of conjunctions, coordinators and subordinators functioning as textual theme (Ghadessy 1999). The frequency analysis showed this theme is used in EGP textbooks more than other two textbooks. As far as this theme acts as a link which specifies the relationship of the clause to the surrounding text and context and also provides more explicit guidance to the reader on how to construct a coherent interpretation of the text, therefore this may result in more cohesion in EGP textbooks.

Concerning English textbooks, the reasons behind the low proportion of interpersonal theme in the analyzed data could be that when more than one interpersonal theme appears, only one attitude is emphasized; this is not the case with textual theme. Here it is possible to find two textual themes; one internal, giving information about the organization or function of part of the text, the other external, expressing logical relations which hold in the world. Other reason could be that where the interpersonal stance is signaled by pronouns such as “I” and “We” in theme position it will be categorized as topical not interpersonal theme. The result also declared that ESP textbooks used less interpersonal theme among the three textbooks. This may be because of

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the nature of ESP texts in which the writers may have information that the reader does not have, and thus the writers are not attempting to persuade the reader to agree with his statements, since they present the bulk of their statements as factual.

The result of Chi-square showed that there was no significant difference concerning textual and interpersonal themes in Iranian English textbooks. This means that these themes were treated the same in the textbooks. These similarities can be explained and justified in terms of genre. According to Halliday and Hasan (1976), texts belonging to the same genre represent a similar contextual configuration, that is, they show common characteristics in terms of field, mode, and tenor of discourse (p. 46). As far as academic textbooks have the same family of genre, then this similarity in the textbooks is not odd.

So, similarities in field, tenor, and mode engender similarities in textual choices and are reflected in the thematic choices preferred since the field, tenor, and mode can be realized in topical, interpersonal, and textual themes respectively. Therefore, theme as one of the textual choices provides interesting insight into establishing similarities within and between genres. This is in the same line with what obtained by Ghadessy (1995; 1999), and North (2005). These researchers suggested that different types of theme can reveal crucial characteristics of the texts regarding genre.

### **Simple and Multiple Themes**

In case of simple and multiple themes, the number of simple theme was about two to three times more than that of multiple theme supporting Ghadessy's (1999), and Coffin and Hewings's (2005) findings. Ghadessy (1999) used the theme/rheme system of Halliday to uncover the thematic organization of 150 academic article abstracts and found that the number of simple topical theme was greater than multiple topical theme. This meant that there were no overt textual and/or interpersonal elements in the majority of the themes in his data (p.150). This finding is also compatible with Ghadessy's (1995) finding. Generally speaking, the low proportion of multiple themes in Iranian English textbooks might reduce continuity in the texts,

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and failure to persuade reader to read. Within the gathered data, ESP textbooks used less multiple theme (%6) comparing to other textbooks. This could be due to that, ESP textbooks writers only simplify the original text, and may be when the text goes through a simplification process textual and interpersonal theme dropped, changed, or multiplied. Writers used multiple theme more in pre-requisite textbooks, which means these texts were written with a greater rhetorical awareness and writers wanted to add textual theme and, to some extent, interpersonal theme to topical theme to create continuity and cohesion in the text. Multiple theme in texts result in cohesive text in which there are several cohesive elements that at the same time they signal the thematic perspective of the sentence. So multiple theme is used to make several discourse relations at the same time. As far as multiple themes generally contribute to cohesion, so in the case of Iranian textbooks, pre-requisite were more cohesive.

The result of chi-square in terms of simple theme showed a significant difference between the three textbooks. There was a increase of use of simple theme in the textbooks from pre-requisite with (%73) to ESP textbooks with (%92). This result suggested simplicity in the ESP textbooks. Simple theme use makes a text that lack in continuity between the sentences because in such text there is no textual or interpersonal theme to create connection between the sentences.

Analyzing the data in light of marked and unmarked themes, results indicated that unmarked theme outran marked theme in number which clarified that topical theme occupy both thematic and subject positions. Theme/subject compliance may also be indicative of structural simplicity of textbooks. This result was in the same line with Ghadessy's (1999), and McCabe's (1999) findings, and in contrast to North's (2005), and Coffin and Hewings (2005) findings. The low portion of the marked themes in Iranian English textbooks shows that these texts are less argumentative in nature.

### **Preference for Unmarked Themes**

By using unmarked more than marked theme, it seems that, in Iranian English textbooks, writers prefer to place theme in the subject position of the clause. In Halliday's (1994) view, unmarked

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theme is used in the text if there is no prior context leading up to it, and no positive reasons for choosing any thing else (p.33). The other reason could be that by putting theme in subject position writers could make sure that their sentences are grammatically correct. This is the simple way of constructing canonical English sentences that follow NP VP pattern, owing to the fact that non-native textbooks writers' ability is far from native speaker writers' ability. One more reason could be that unmarked theme gives continuity to the text because the rheme or theme of the previous t-unit is used in the thematic position of the next clause and this connects the t-units together.

**Table 1: Thematic Organization Types in English Textbooks**

	Textual	Interpersonal	Simple	Multiple	Marked	Unmarked
Pre-requisite	11(% 14)	11(% 14)	56 (%73)	20(%27)	72(%94)	4(%06)
EGP	16 (%21)	10(%13)	56 (%75)	18(%25)	65(%85)	11(%15)
ESP	10 (%06)	6 (% 03)	139 (%92)	12(%08)	125(%83)	26(%17)

**Table 2: Chi-square Analysis of Thematic Organization Types in English Textbooks**

	Textual	Interpersonal	Simple	Multiple	Marked	Unmarked
Frequency	11 16 10	11 10 6	56 56 139	20 18 12	4 11 26	72 65 125
Chi-square value	1.669	1.554	54.885	2.084	18.480	24.654
d.f.	2	2	2	2	2	2
Sig.	0.4340	0,4594	0.001	0.3528	0.000	0.000

## Conclusion

Halliday and Hasan (1976) suggest that a text can not be regarded as coherent unless it fulfills two points. One of these two points is texture; the concept texture is entirely appropriate to express the property of being a text. A text has texture and this is what distinguishes it from something that is not a text. Texture, as Halliday and Hasan (1976) argue, consists of structural and non-structural aspects. Nonstructural texture refers to the cohesive ties between different elements in different sentences like reference, substitution, ellipses, and conjunction. Yet structural texture refers to inter-sentence or intra-sentence structures like theme/rheme structure.

A focus on theme and rheme structure in a clause can have startling and immediate results in cohesion of the text. Writers can consciously and strategically draw on this knowledge to construct cohesive in their texts. The cohesion in the texts can be improved dramatically if attention is given to thematic selection and thematic progression in texts. The relationship between theme and rheme is essential in creating a cohesive writing. Thus, the insights gained from theme and rheme pattern are valuable in writing cohesive texts.

Yan, McDonald and Musheng (1993) state that if theme is defined as the point of departure of the message, then its significance can only be understood by seeing how it contributes to the progress of the message in texts. From this point of view, we can see the theme/rheme structure of each clause as textually motivated, organizing the text as a whole (p. 241). So the knowledge of thematicity helps the text coherence.

The aim of this study was to find out the thematic organization types used in English textbooks, Pre-requisite, EGP, and ESP, taught in Iranian universities at B.A. level, and the possible relation between these textbooks.

The data analysis indicated that different types of thematic organization patterns (textual, interpersonal, simple, multiple, marked, and unmarked) were used in the textbooks. The frequency of interpersonal, unmarked, simple, and multiple themes was different across the three textbooks. These differences were attributed to textbooks' different levels. The Chi-square analysis of textual, interpersonal and multiple themes showed no significant difference between

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the three textbooks. This means that these themes were treated somehow similar in the three textbooks. These similarities may attribute to the shared genre. Other studies proved that analysis of different types of theme provides some crucial characteristics of the text regarding genre, since theme as one of the textual choices provides interesting insights into establishing similarities within and between the genres.

The results suggest that thematic organization is a highly effective and valuable technique in creating cohesion in the text. It enhances connectivity between ideas in the text. The result also suggested that our understanding of how texts are created and interpreted would be much poorer without the concept of theme and thematic organization. In text's writing theme – rheme patterns are important in guiding the reader through the logical paths constructed by the writer. If little attention is paid to this pattern, the writer's attempt to help readers to comprehend the text will be destroyed. Theme and rheme progression patterns can improve text cohesion. The result also suggests that theme and rheme patterning can be effectively applied in reading comprehension.

The results of the present study will benefit the text books writers in EFL context in general and Iranian EFL textbooks writers in particular. Theme awareness can help writers to create cohesive texts in three ways: 1) by using topical theme, the writer represents the propositional content, 2) by using interpersonal theme, the writer exchanges structure, and expresses his or her attitude, and 3) by using textual theme, the writer can organize the message in the clauses, create texts, and set up a local environment in which the readers can interpret their message.

Writers should keep in mind that if they want to convey information effectively and successfully and to write cohesive texts, a focus on the theme-rheme structure is very important and has an immediate result in textbooks writings. If writers take into account how to arrange the old and new information in their texts, they would be able to write cohesive texts. The notion of theme can show writers how to write effectively by paying attention to the first paragraph, the topic sentence of each paragraph, and the theme of a clause. Because generally, the first paragraph orients a reader to what the text will be about and predicts the topic sentence of each paragraph of the text. A topic sentence orients a reader to what a paragraph will be about, and it tends to

predict the themes of the sentences in the paragraph. Theme of a clause orients a reader to the message in clause.

The present study can also help the readers to comprehend the text. The readers need to be aware of the way different thematic choices are realized in different texts. This awareness can guide them through the logical path constructed by the writers to comprehend the subsequent segment and help them to understand the text better, since the kind of meaning realized by thematic options may vary depending on the purpose of the writers.

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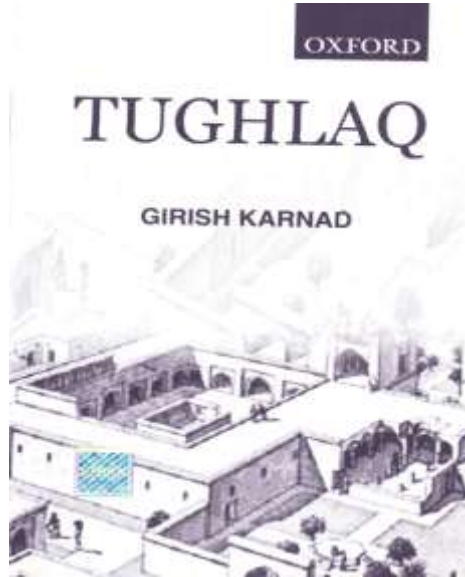
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## A Perspective on Symbols in Girish Karnad's *Tughlaq*

M. Jagadeswari, M.A., M.Phil., Ph.D. Scholar



### Abstract

Imagination creates culture out of nature and it also produces literary language. Symbols are often used to support a literary theme in a subtle manner. Symbol is something that represents something else either by association or by resemblance. The purpose of symbol is to

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communicate meaning. Girish Karnad is the foremost playwright of modern India. Tughlaq, his second play, is a historical play replete with symbolism.

### ***Tughlaq – A Symbolic Play***

Girish Karnad in Tughlaq deals with the life of the medieval Indian ruler, Muhammad Bin Tughlaq. The author skillfully picturises the life and reign of Tughlaq through his intensive use of symbols. Girish Karnad in “Introduction to Three plays” remarks:

“Muhammad the mad” the Sultan ended his career in blood sheds and political chaos. In a sense, the play reflected the slow disillusionment my generation felt with the new politics of independent India, the gradual erosion of the ethical norms that had guided the movement for independence, and the coming to terms with cynicism and real politik.(27)

In the play, the symbols have a myriad of origin as well as forms. He used symbols to represent universal thoughts and emotions. His use of various symbols in the play such as Chess, Aziz and Aazam, Prayer, Python, Daulatabad, Rose and birds like Vulture add greater emotional and associative significance.

### **Chess**

Tughlaq is a skillful chess player. He plays the game of chess not as a pastime but as a means of solving complicated problems. Muhammad says, “I have just solved the most famous problem in chess. Even al-Adli and as-Sarakhi said it was insoluble. And it’s so simple-” (Karnad, Tughlaq 9; sce.2). The game of chess symbolizes Tughlaq’s high manipulative skill of dealing with political rivals and opponents. Tughlaq considers his critics and enemies merely as pawns of chess which he can use at his will. Tughlaq well plays the chess of politics and solves the problem created by Ain-ul-Mulk and Sheikh Imam-ud-din. He uses Sheikh Imam-ud-din as his pawn to solve the problems of Ain-ul-Mulk. Ain-ul-Mulk, the friend of Tughlaq revolts against him and is marching towards Delhi. Sheikh by his constant speech enlightens the people and is inciting rebellion against Tughlaq in Kanpur. Sheikh Imam-ud-din resembles Tughlaq in appearance. Tughlaq crafts a plan. He invites Sheikh to Delhi and cunningly sends him to Ain-ul-Mulk as his envoy of peace in the royal robes. The dress makes them look alike. In the battlefield, Sheikh is killed. Thus Tughlaq craftly overthrows the fighter of Islam. Ain-ul-Mulk is pardoned and is made the governor of Avadh. The chess symbol symbolizes that the whole kingdom is as complicated and full of problems as the game of chess.

P. Bayapa Reddy remarks:

At the macro level, the game of chess is an ordinary game, which is popular in India. It also symbolizes a political game in which the most intelligent and clever politician is check mated by an ordinary washerman. Through this symbolist technique, the playwright has

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succeeded in creating the right political atmosphere.(155)

### Aziz and Aazam

The criminals like Aziz and Aazam symbolize unprincipled and opportunistic exploits of people. They exploit the liberal ideas and policies and the welfare activities of the government. They lack humanity and utilizes every chance to earn money. Aziz, the dhobi, disguises as Brahmin Vishnu Prasad and wins the case against the Sultan himself. To Aziz politics is a profitable profession. Aziz remarks to Aazam: “My dear fellow, that’s where our future is politics! It’s a beautiful world-wealth, success, position, power- and yet it’s full of brainless people, people with not an idea in their head....” (Karnad, Tughlaq 50; sce.7). He murders Ghiyas-ud-din Abbasid and in the guise of the saint, appears before the sultan to bless him and purify Daulatabad. Aziz the wily time-server appears to represent all those who took advantage of Sultan’s visionary schemes and fooled him. The corrupt people like Aziz and Aazam symbolize who took bribes and undue favours from the king.

### Prayer

Prayer symbolizes the fact that the life of Tughlaq is full of corruption. The Amirs, some courtiers, Sheikhs, led by Ratan Singh and Shihab-ud-din conspire to kill the Sultan at the time of prayer. The plan is exposed by Ratansingh to Sultan and Shihab-ud-din is cunningly killed by Sultan. U.R. Anantha moorthy mentions, “The use of prayer for murder is reminiscent of what Tughlaq himself did to kill his father. That prayer, which is most dear to Tughlaq, is symbolic of the fact that his life is corrupted at its very source”(ix).

Sultan is fanatic about prayer. He realizes the futility of prayer and prohibits prayer in his kingdom. The ban is revoked only after five years when Ghiyas-ud-din Abbasid comes to Daulatabad to bless the Sultan. Prayer is exploited as an instrument of murder. The word prayer has lost its relevance in the play. In the words of P. Bayapa Reddy:

At the micro level, prayer symbolizes the religious idealism of Tughlaq. At the macro level, it connects man’s unconscious need for divine protection and guidance in an hour of anguish. In the beginning, prayer is made compulsory but later it is revived. It is reduced to a mockery when the Sultan’s life is threatened at the time of prayer.(155)

### Python

The fort has a long and dark passage coiled like an enormous hungry python inside its belly. The python kills its prey by twisting itself round and crushing it. Similarly, any living creature enters the fort is crushed and swallowed. When the young man pries about the fort the old man says, “yes, it’s a long passage, a big passage, coiled like an enormous hollow python inside the belly of the fort....” (Karnad, Tughlaq 52; sce.8). The python symbolizes Tughlaq’s cunning and crooked tricks with which he traps those who rebel against him. The python

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symbolizes increasing fierceness, brutality, blood thirstiness and inhuman nature of Tughlaq. The python is symbolic of complete degeneration of the personality of Tughlaq.

### **Vulture**

The frustration mood of Tughlaq is symbolized by vultures. It is symbolic that vultures in the form of rebels thrust their beaks into the flesh of Muhammad and has made him to lose all his peace. Mohammad in dejection mood says, “Don’t you see- This patient, racked with fever and crazed by the fear of the enveloping vultures, can’t be separated from me ?... (Karnad, Tughlaq 56; sce.8). The vultures also symbolize Tughlaq’s ideas, ambitions, and desire of revenge. They do not allow him any peace day and night. He is known as a mad emperor.

### **Daulatabad**

Daulatabad city is a Hindu city. Tughlaq wants to flourish Muslim culture there. It is a symbol of Hindu-Muslim Unity. It throws light on the mistrust that is emerging amongst the Hindus and Muslims in Tughlaq’s rule. The old man feels as he is trapped in an “eagle’s nest” (Karnad, Tughlaq 51; sce.8). It shows the collapsed life of the people. It symbolizes the rash and uncalculated decisions of Tughlaq.

### **Rose**

Sultan is a learned man. He is so deeply influenced by the beautiful poems of Sheikh Sadi of Persia. He plans a beautiful rose garden. Later on, the garden is heaped only with the counterfeit coins minted in his kingdom. When Muhammad tells his step-mother about the decision of heaping the counterfeit coins in the rose garden, it can be noted:

STEP-MOTHER: What’s wrong with you: You spent  
years planning that rose garden and now-

MUHAMMAD: Now I don’t need a rose garden, I built  
it because I wanted to make for myself an image of  
Sadi’s poems. I wanted every rose in it to be a poem.  
I wanted every thorn in it to prick and quicken the  
senses. But don’t need these airy trappings now ;  
a funeral has no need for a separate symbol.  
(Karnad, Tughlaq 63-64; sce.10)

The rose garden the king envisages is the garden of ideals which has dried by towards the end. P.Bayapa Reddy remarks: “The rose is a symbol of the aesthetic and poetic susceptibilities of Tughlaq. It later on becomes a symbol of the withering away of all the dreams and ideas of Tughlaq” (155).

### **Tughlaq**

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The play Tughlaq is itself symbolic. It is not only historical but can be seen as a symbol of the contemporary political situation in India. Tughlaq reflects the chaos, disillusionment and prevailing corruption in independent India. The Indian government's policies are echoed by those of Tughlaq. U.R. Anantha Moorthy comments, "It is a play of the sixties, and reflects as no other play perhaps does the political mood of disillusionment which followed the Nehru era of idealism in the country" (vii-viii).

## Conclusion

Girish Karnad has used relevant symbols in an effective way to enrich its beauty. It helps to understand the theme in a realistic way.

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## The Presence of the West in Achebe's Novel *A Man of the People* With reference to Arab Spring

Faiz Abduh Sarhan Thabet, Ph.D. Research Scholar



Chinua Achebe, [www.jamati.com](http://www.jamati.com)

### Introduction

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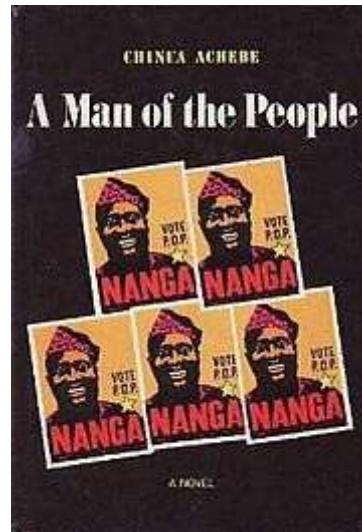
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The Presence of the West in Achebe's Novel *A Man of the People* With reference to Arab Spring

Chinua Achebe is a famous writer not only in Africa, but also in the Whole world. He has been the recipient of numerous honours from different parts of the whole world, including over twenty honorary doctorates from different universities in Britain, United States, Canada and Nigeria. Achebe's themes are universal. He has been writing not only for Africa, but also for the whole world, especially Third World. Achebe has used the English language in his writing to send a message to the western people to tell them that African become aware of their deplorable situation and of the western racism against Africa. At the same time, he wants to send a message to the Third World to stand up for their rights because they are a victim of the West.

This paper makes an attempt to discuss the meaning of the West, from the post-colonial point of view as it is depicted in Achebe's novel *A Man of The People*. The paper also will be from an Arab point of view.



According to Neil Lazarus, Eurocentrism is not only an ideology but also a basis of domination in the colonial and modern imperial contexts. Eurocentricism has been the fetish of "Europe" or "The West".

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exploited the world's resources, hitherto mostly dormant, for their own gain; they enlisted the prowess and resilience of people around the world to make themselves masters. The will to power and the capacity for taking advantage of all opportunities for their own aggrandizement . . . sprang from Europe, from the hothouse competition among the Europeans themselves. In expanding around the world and enlarging their base from Europe into "the West," they foisted their singular qualities on the unwilling and unprepared majority of humanity, dynamically transforming the entire world in their own image and establishing a hierarchy of prestige defined by the success of imitation. (1)

Marxists have an important point of view about the meaning of the term *West*. A general Marxist view is that "The West" is another name for Europeans by which they would enlarge their domination of the other world. The Marxists say 'the West' is a wide way of exploitation for colonizing others. This would mean that the colonizing countries gathered under this name for exploiting other countries.

I reject the view or assumption that there is a coherent geographical location of the West, not only today, but also before. And I also use the phrase the West as a constructed political identity that has enormous resonance and power. So there is a built-intension to my writing: I disclaim the authoritative voice of the West, as simply Western, and I also write as though there is a West. *ibid.* (2)

An American feminist thinker Zillah's opinion about the West is that she doesn't agree with geographical definition of *West*. She associated the term *West* with imperialist countries regardless the time or place. She said that although Africa is a big continent which includes many countries, the West always defines Africa as one mass or one country.

### **Achebe and the Concept of *West***

Achebe, from his part, depicts the West in his novels through white characters who are not flexible or have big heart to love Africans. Achebe, through his novels, shows that the Western people always look for their own interest . The West imposes its culture, ideas, beliefs and ideology on others.

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Achebe and Zillah agree that the West always tries to instil its values, ideas and ideology among others. The West not only imposes its ideas, beliefs and values on others, but also universalizes them as a universal standard.

### **The Focus of *A Man of the People***

*A Man of the People* dramatizes political struggles between Africans, illustrates the continuing influence of Britain and other western countries on African economics and culture, and ends with a government being overthrown by a coup.

The novel is set in a post-independence environment, after a period of colonial-style social and economic development has resulted in a conflicted situation between the emergent elitist middle class and the general population.

Elite class is one influence of the West. It is as a result of Western education in *A Man of the People*. In the novel, the argument Nanga uses against Odili is that Odili is an intellectual who has a European style and education and thus is farther away from the common man. It is a good argument, but coming from the mouth of Nanga who knows how to exploit these things for his sake, to support his position among his people. Nanga attacks on Odili accusing him as person who has Western education and thus his loyalty will be for the West.

Nanga knows how to mislead his people well so people trust him. Nanga consider himself closer to the common man and he considers himself as a man of the people, and far away from the intellectual, who represents more European style of living and thinking. By

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presenting his country after colonialism, he has the incentive to stay as far away from the European style of life and politics as possible.

### **The Presence of the West in the Novel**

The presence of the West in this novel comes through the character of Chief Nanga. He is a picture of the colonizer but this time is from inside the natives and not from the whites. It is a political effect of the West. Achebe reflects his distaste for post-independence Nigeria as a place where leaders who had fought for independence become traitors after attaining power and sacrifice their country for their own interest. Despite the fact that Nigeria is now free from colonial rule, the exploitation of the colonizer is continued by new rulers created by the West. It is an aspect of a political influence of the West on Africa, depicted by Achebe's novel *A Man of the People*. Achebe embodies this influence through Nanga character.

Achebe presents Nanga as a political opportunist. He has no concept of political morality; he has become rich through exploiting his people by taking bribe, corruption and intimidation. Nanga, in the novel, and many others pursue self-interest with false promises of sharing with anyone. Odili, in the novel, is presented by Achebe as the opposite to Nanga. He is totally disillusioned at seeing such a debased form of politics in his country.

Let us now and for all time extract from our body- politic as a dentist extracts a stinking tooth all those decadent stooges versed in text-book economics and aping the white man's mannerisms and way of speaking. We are proud to be Africans. Our true leaders are not those intoxicated with their Oxford, Cambridge or Harvard degrees but those who speak the language of the people. Away with the damnable and expensive university education which only alienates an African from his rich and ancient culture and puts him above his people... (3)

Nanga seems to be as a colonizer after colonizer who is playing the same role as the British colonizer that embodied in plundering the wealth of the people. Nanga uses his

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privilege to attack the educated class in Africa, obviously vital to any country's development, but the villagers are far from understanding him. Nanga recognizes Odili among the people, as an ex-student, he invites him to visit his house in Bori, promising him that he will help him to get a scholarship to England .

Chief Nanga as a new face of the colonizer knows how to play and mislead others. He always misleads his people telling his people the things they like to hear from him and doing another thing .He tries to attract Odili to his side by promising him to help him getting a scholarship to London. Chief Nanga uses all tricks in order to be at the top of the country.

Never again must we entrust our destiny and the destiny of Africa to the hybrid class of Western educated and snobbish intellectuals who will not hesitate to sell their mothers for a mess of pottage... (4)

### **New Rulers and the Impact of the West**

The effects of the West have come this time through African new rulers. Nanga misled his people by attractive speech and false promises. He attacks western educated class, as they do not have any loyalty to their country. He accuses those people who have western education as disloyal people. Achebe reflects by using irony and satire on how new rulers, replaced by European, mislead their people. They say one thing and do another. Nanga is used here as an example of a political impact of the West on Africa. On the other hand, Achebe wants to show that many leaders today, especially in the Third World rule their countries by using the same way as Nanga: with false promises . Today one can find many Nangas, in this world, who mislead their people and exploit their position and power to enrich themselves and their families, clans and friends at the expense of people .

### **Reasons for the Western Support**

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The West supports such rulers for many reasons. First of all, there is a gap between those rulers and their people because those rulers don't have a base that can be relied on among their people. As result of this, those rulers always are needy for outside powers to support their regimes. The Arab Spring is a typical example of the gap between the rulers and their people. As one can see a wide revolutionary in the Arabic countries against their rulers, the loyalty of those people are not for their people but for the West. Secondly, the West can direct and control those countries through their disloyal ruler's. And at the same time the West can dictate western policy to be applied in those countries. In this case, the West can get their interests under the shadow of law.

### **The Influence of the West on Africa**

The influence of the West on Africa took its position in different life aspects such as political, as it represented in Nanga character, and cultural aspects.

Many of us vowed then never to be corrupted by bourgeois privileges of which the car was the most visible symbol in our country. And now here was I in this marvellous little affair eating the hills like yam---as Edna would have said. I hoped I was safe; for a man who avoids danger for years and then gets killed in the end has wasted his care. (5)

According to Marx, the bourgeoisie is a class that owns means of the production. It generates income for the society. This class exploits its people for the sake of themselves.<sup>6</sup>

Fanon, inspired by a Marxist perspective, denied the role that the African bourgeoisie could not play in a liberated Africa. According to Fanon this class was created by European colonizer, so it plays the same role done by colonizer. (7)

### **Preference for the Ways of European Living**

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The cook who came for a job at Nanga house can only prepare European food. The cook was seeking to preserve his self-respect by adopting superior European customs. This shows how much Europeans influence native people and have such deep values. By adopting the European style of cooking, the cook hopes to get good position in the society and a good job. Same as the people who have Western education get a good position. One feels that the West culture, language and religion dominate the life of African.

### **The Outside World and Africa**

Comparing Nanga to Oknokwo and Ezeulu, Nanga is a face of colonization and looking for his interest, but the other two, Ezeulu and Okonowo are loyal to their clan. Okonkwo and Ezeulu refused the impact of the West. In case of Nanga, he was a new colonizer created by European colonizer. Oknokow and Ezeulu sacrifice their lives for the sake of their country, but Nanga at the end of the novel tried to escape out of his country. Achebe wants to show that there is no difference between the person who has no loyalty to his country and people, and the western colonizer both plunder the wealth of the people.

Just think of such a cultureless man going abroad and calling himself Minister of Culture. Ridiculous. This is why the outside world laughs at us. (8)

The narrator (Odili) mocks at Nanga. Odili talk about how a cultureless person is appointed as a minister of culture. The narrator asks what a cultureless person like this can offer to the country and what he can offer for the culture.

The important thing here is what the narrator says “this is what the outside world laughs at us.” The narrator (Odili) as a person who has a Western education and at the same time influenced by the West refers to the West by ‘outside world’ and saying that the outside

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world laughs at Africa because of such acts of decision .Odili seems to be more associated and influenced by the West (outside world)

“...bottles of European drink...” ‘whisky’, ‘alcohol’(9)

### **Language of the Colonizer**

These words dominate many novels of Achebe. It is the language of the colonizer. These words reflect the influence of the culture of the West on African culture. Because of European influence on African, African people started drinking alcohol. People, such as chief Nanga and white men, like to drink whisky. They consider people who drink whisky and alcohol as civilized people. It is one aspect of Western impact on African life.

The influence of English language occurs widely in Nigerian society.

‘Nanga always spoke English or pidgin...(10)

‘they would become English people. Don’t you see they hardly speak our language? (11)

English language is a colonizer language. It becomes a language of educated people and a language of ruling class. Africans called those people who have western education and who speak a colonizer language as a European African. English language deeply influenced Africans and became an official language in many countries.

The impact of colonizer language (English) on natives is inevitable. Language forms a huge part of the culture of a people .through language people express their folk tales, myths, proverbs and history. For this reason, the colonizing powers attempted to stamp out native languages and replace them with their own language. Colonizers used their imposed language

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onto natives in order to impose their cultures and religion. Language is considered the way through which the colonizer dominated the colonized.

The colonial process itself begins in language. The colonizer language is installed as standard comparing to natives' languages. It is a type of the colonizer racism when he considers his language as the only standard and better than other languages. Language provides the terms by which reality may be constituted. It may provide the names by which the world may be 'known'. For example, the Arabic countries are called The Arab World because they speak Arabic language.

According to Ashcroft, Griffiths and Tiffin (*The post-colonial studies reader*, London, Routledge, 1995, p. 283-284), Chinua Achebe has chosen English language for his writings, to convey the Igbo experience of that colonization. For Achebe, English language is a powerful weapon in the fight to regain what is theirs (Africans). By using English, Achebe wants the whole world to know real Africa from the point view of African writings, not from the western point of view. Achebe uses the colonizer language (English) to present the real image of Africa..

In *A Man of The People*, one can observe the dominance of English language among elites as with Odili and also in Nanga's children who speak 'impeccable English' and they despise the 'bush culture'.

'Hi Micah, hi Margaret,' said the woman.

'Hi Jean, hi John,' replied the Minister whom I had never heard anyone call Micah until then. But he seemed quite pleased, actually. I was greatly shocked. These two people were no older than I and yet had the impudence to call Chief Nanga his now almost forgotten Christian name. But what shocked me even more was his reaction. I had turned quickly and anxiously to watch his face contort with fury. But no. He had replied sweetly, 'Hi Jean, hi John.' I

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couldn't understand. I was dead certain that if I or any of our people for that matter had called him Micah he would have gone rampaging mad. But perhaps I shouldn't have been so surprised. We have all accepted things from white skins that none of us would have brooked from our own people. (12)

One can notice in this quotation that the presence and the influence of the West is represented mainly in characters Jean and John ,a young American couple who come to visit chief Nanga. Although, they are younger than Nanga, they do not give a respect to him. Racism and power of the West is represented in the character of these American couple, especially Jean. She calls Nanga as Micah. Odili says that, he is surprised how Jean calls Chief Nanga as Micah and he (Odili) becomes more surprised when Chief Nanga doesn't give any reaction but willingly accepted and replied her sweetly.

Achebe wants to send a message to the whole world and especially third world that a person should give his loyalty to his people and his country not to the West. Also he wants to say that if a person is disloyal to his country and his people, he won't be respected by others (the West). On the other hand, if one is loyal to his country and his people, both his people and the others will respect him.

In our country a long American car driven by a white- uniformed chauffeur and flying a ministerial flag could pass through the eye of a needle.<sup>13</sup>

The narrator wants to explain the influence and the impact of the West on Nigeria .He says that the white man has a power to do anything and to go anywhere .The above quotation describes the white man with full power who could pass through the eye of a needle. The white appears to have double power and influence the first one is his white colour and second one the government support.

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## ***A Man of the People and the Arab Spring***

The Arab Spring today is one result of the presence and the influence of the West. According to Marxist theory, alienation is a very important reason for unstable situation among peoples. This term *alienation* is an important reason for Arab Revolutionaries. Arab countries offer a very clear example for this dilemma and the unstable situation such as what is happening in the Arab Spring in Tunisia, Egypt, Libya, Yemen and other countries. That **Alienation** is one reason that cause instability in the third world countries is shown by Achebe's novels *A Man of the People* and *Anthills of the Savannah*. The Arab Spring is an obvious example that is shown in Achebe's two novels. The main reasons that caused the Arab Spring is the gap or alienation between the Arab rulers and their people. The second reason is that the Arab rulers are more loyal to the West than to their people. The Arab rulers have appeared as a continuously as colonizers and this idea is shown also in Achebe's novels. So, one can say the Achebe's work is very important to understand the goings on in the present Arab world.

The **Arab Spring** is a revolutionary wave of demonstrations and protests against the situations of corruption and injustice in the Arab countries, occurring in the Arab world that began on Saturday, 18 December 2010. To date, there have been revolutions in Tunisia, Egypt, Yemen, Libya, Bahrain and Syria. Also there have been major protests in Algeria, Iraq, Jordan, Kuwait, Morocco, and Oman; and minor protests in Lebanon, Mauritania, Saudi Arabia, Sudan and Western Sahara. The protests have shared techniques of civil resistance in sustained campaigns involving strikes, demonstrations, marches, and rallies, as well as the use of social media to organize, communicate, and raise awareness in the face of governments' attempts at repression and Internet censorship.

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## Some Specific Comparisons

The series of protests and demonstrations across the Middle East and North Africa has become known as the "Arab Spring". It was sparked by the first protests that occurred in Tunisia on 18 December 2010 following Mohamed Bouazizi's self-immolation in protest against police corruption and ill-treatment. Bouazizi can be compared to Okonkwo in Achebe's *Things Fall Apart*, who sacrificed himself for all the people. Bouazizi and Okonkwo both are liberal people who can't accept injustice.

With the success of the protests in Tunisia, a wave of unrest sparked by the Tunisian "Burning Man" struck Algeria, Jordan, Egypt, and Yemen, then spread to other countries. The largest, most organised demonstrations have often occurred on a "day of rage", usually Friday after noon prayers. The protests have also triggered similar unrest outside the region.

Just as Achebe depicted events in his novels, Arab rulers who are loyal to the West and disloyal to their people may be destroyed by their own people and will never be respected by both the West and their people. As of February 2012, governments have been overthrown in four countries. Tunisian President Zine El Abidine Ben Ali fled to Saudi Arabia on 14 January 2011 following the Tunisian revolution protests. In Egypt, President Hosni Mubarak resigned on 11 February 2011 after 18 days of massive protests, ending his 30-year presidency. The Libyan leader Muammar Gaddafi was overthrown on 23 August 2011, after the National Transitional Council (NTC) took control of Bab al-Azizia. He was killed on 20 October 2011, in his hometown of Sirte after the NTC took control of the city. Yemeni President Ali Abdullah Saleh signed the GCC power-transfer deal in which a presidential election was held on 21 February 2012, resulting in Abd al-Rab Mansur al-Hadi formally

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replacing him as the president of Yemen on 25 February 2012, in exchange for immunity from prosecution.

### **Geopolitical Implications**

The geopolitical implications of the protests have drawn global attention, including the suggestion that some protesters may be nominated for the 2011 Nobel Peace Prize. *Tawakel Karman* from Yemen was one of the three laureates of the 2011 Nobel Peace Prize as a prominent leader in the Arab Spring. In December 2011, *Time* magazine named "The Protester" its "Person of the Year". Another award was noted when the Spanish photographer Samuel Aranda, won the 2011 World Press Photo award for his image of a Yemeni woman holding an injured family member, taken during the civil uprising in Yemen on 15 October 2011.(14 )

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## Untouchability-Man-made Discrimination among Human beings in Mulk Raj Anand's *Coolie*

V. Jaisre, M.A., M.A., M.Phil., Ph.D. Candidate

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### The Poor and the Rich

That discrimination among human beings is not divine but man-made and it is pursued selfishly only for the welfare of the haves at the cost of self-respect, equality, status and freedom of the have-nots have been declared by many thinkers. Gandhi wrote that “God never made man to consider another man as an inferior being or an untouchable” (34). Thus the selfishness of those born rich in society leads to the untold hardships of those born poor. Such people consider themselves belonging to such a priority class and think that the poor are created only for them and for their comfortable living.

### Our Lot in Human Arrangements

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People who consider themselves superior fail to realize that as God's creation, all human beings are essentially one and the same. Moreover, they always look down upon the inferior with indifferent attitudes, treat them as untouchables and keep them at distance. Though they were born innocent and good, they learn good and bad as they grow, and they also show the same in their attitudes and behaviour. Those who enjoy everything in life at the cost of others are not the people blessed with good attitudes. They become uncivilized in their behavior towards other human beings lower in status and position and such behaviour reflects only their state of mind. Richard Pettingar endorses the same view by citing the saying of Swami Satchidananda in his *Biography of Swami Satchidananda*:

No person is an untouchable during his sojourn on earth; nor is one human being inferior to the other in his status and his position.

Differences come, not with the work which man does, nor with the caste into which man is born, nor with the status which man occupies, but with the state of his mind (n.pag.).

As untouchability, born out of the caste system and sustained by it, is one of the persistent evils afflicting Indian society, many writers in Indian Writing in English have focused their attention on this social evil in their novels. They have also brought out the untold sufferings of the poor at the hands of the merciless master-cum-monsters of priority class in human form.

### **The Goal of This Paper**

Mulk Raj Anand's *Coolie* has been taken up for study here, not to analyze the evils of untouchability among human beings but to identify the real untouchables among them. The

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people who are ostracized as untouchables in the society are not actually untouchables but all those who show loveless attitudes in their behaviour towards the ostracized are really untouchables.

### **Munoo and His Position in Life**

Circumstances in which man finds himself determine his status and position in life. If the circumstances are favourable to him, he becomes someone superior and privileged in the society. If the same is adverse to him, he becomes unfortunate, and he is treated as inferior and underprivileged. Munoo, the protagonist of *Coolie*, becomes a victim of circumstances. Being parentless, poor and dependent is his status in the society. He has to depend upon his uncle Daya Ram and his aunt Gujri for his livelihood. But his uncle and aunt are also poor like him. Instead of caring him, they show their hatred and merciless attitude towards him in their words and deeds. His uncle is the one who is “completely hardened into cruelty by his love of money, by the fear of poverty and by the sense of inferiority of his position as a peon of a bank” (*Coolie*, 19). Hence, he considers Munoo as an unnecessary burden to him and his family. He also finds ways and means to drive him away from home. He forces Munoo to work as a domestic servant in the house of Babu Nathoo Ram at Sham Nagar.

### **Shedding Tears in Private**

But Munoo’s life as a servant in a different place as he looks forward to is not better either. The cruel treatment meted out to him by the dominating lady of the house is beyond any limit of human consideration. She never treats him as a human being, and she always scolds him using all sorts of uncivilized words, “You eater of your master! You shameless brute! You pig!

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You dog!” (Coolie, 45). He cannot but shed tears silently over his misfortunes in life. However, there is no trace of evil in him towards his oppressors. Among the members of the household, there is one good soul in Chota Babu who is a doctor by profession. He is kind and sympathetic by nature and he has a soft corner for Munoo. He tries all his level best to make Munoo happy by treating him with dignity and love. It is only he who has cured Munoo of his physical wound caused to him during his fight with his fellow servants. But for him, Munoo’s life would have been entirely miserable at Sham Nagar.

### **Family around Munoo – No Help**

Though Munoo’s uncle and aunt are like him in status and position in life, they do not have any good feelings towards their orphaned relative Munoo. Babu Nathoo Ram and his wife are fortunate enough to enjoy status and position in life but they are not good at heart towards Munoo because he is poor and inferior in status. Hence, their attitudes and behaviour to Munoo clearly show that they are only untouchables in the eyes of God. Munoo as an oppressed is not actually an untouchable because he does not entertain any ill-feelings such as hatred and anger towards his oppressors, and he reconciles himself to his wretched life as one of God’s ways. However, he does not want to be “a servant, doing all sorts of odd jobs and someone to be always abused and beaten for no fault of his” (Coolie, 29). He leaves the house of torture and boards a train to a destination unknown to him in search of a place where he can find people treating him as a dignified human being.

### **The World of the Poor and the Rich**

The world of the poor is entirely different from that of the rich in status and power. The poor are not self-centered and they always try to maintain very good relationship with others irrespective of their status. The feeling of comradeship and humanism of man for man exists only among the poor. Munoo experiences the same kind of feeling when he becomes a coolie and moves with the others of his same status with equal respect and dignity. He realizes that every coolie is a human being, and like any other human being in society:

He has eyes and hands, organs, dimensions, senses,  
affections, passions, fed with the same food, hurt with  
the same weapons, subject to the same disease, healed  
by the same means, cooled and warmed by the same  
winter and summer respectively as anybody else is (Coolie,32).

Since one man is not different from other man, there should not be any discrimination from one man to another such as one being superior and the other inferior. But the reality is very bitter with regard to human discrimination

### **Developing a Sense of Belonging**

Munoo's acquaintance with Prabha and his wife Parvati gives him a sense of belonging, dignity and safety. They show their real love and affection to him as if he were their son. Being good, kind, sympathetic and generous, they show their real concern for him which can never be expected from the people of high caste and richness. When Parvati nurses him and takes care of him in time of his sickness, he finds in her his dead mother being alive. Like the evil-minded among the superior beings, Ganpat is wicked to the core among the inferior. There is no trace of

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any dignified attitude in him towards Munoo. Joining hands with the fate of Munoo, he spoils the happiness of not only Munoo but also those who are very considerate to Munoo. Because of his treachery, Munoo once again becomes friendless and finds himself in the street. He also comes across good people like the elephant driver of the circus company, Hari, a textile worker and his wife Lakshmi, Ratan, a Punjabi wrestler, Captain Mainwaring and his wife, and Mohan a rickshaw puller who love him as a dignified fellow being. Only those who treat their fellow beings as dignified irrespective of their status and position are the blessed people. All others who keep their fellow beings always at distance are the untouchables in the society.

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## **The Exploring Nature of Vocabulary Acquisition and Common Main Gaps in the Current Studies of Vocabulary Acquisition**

**Seyed Hossein Fazeli, M.A.**

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### **Abstract**

Vocabulary can be as a key factor for success, central to a language, and paramount to a language learner. In such situation, the lexicon may be the most important component for learners (Grass & Selinker, 1994), and mastering of vocabulary is an essential component of second/foreign language teaching and learning that has been repeatedly acknowledge in theoretical and empirical second/foreign language acquisition research. The intent of the current study is to set out the nature of vocabulary acquisition alongside the expressing importance of vocabulary acquisition. The importance of the present study is to explore the current studies of vocabulary in order to find out common main gaps among such studies.

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**Keywords:** Vocabulary, Vocabulary teaching, Vocabulary acquisition, Vocabulary learning strategies

## **Introduction**

It seems only logical that a text about teaching and learning of vocabulary would begin with definitions of what vocabulary is and what word is. The review of the literature reveals that we do not have a universal definition of the terms vocabulary, and word. As Julien (2006) discusses there is a certain paradox connected with the concept 'word'. Vocabulary and word can be defined in a number of ways based upon the particular aspect of which is approached. In such ways, "vocabulary" is defined as "the body words used in particular language or in a particular sphere of activity" (Concise Oxford English Dictionary, 2008, 1617), or it is as "all the words used by a particular person or all the words which exist in a particular language or subject" (Cambridge international dictionary of English, 1995, 1628). Moreover, "Word" is defined as "a single distinct meaningful element of speech or writing, used to form sentences with the others" (Concise Oxford English dictionary, 2008,1660-1661), or it is as "a single unit of language which has meaning and can be spoken or written" (Cambridge international dictionary of English, 1995,1678), or it can be defined as "a speech sound or combination of sounds having meaning and used as a basic unit of language and human communication" (The new lexicon Webster's encyclopedic dictionary of the English, 1995,1131). Moreover, it must be mentioned that *"Learning" and "Acquisition" used interchangeably as the same concept throughout this study, although the researcher is aware that different researchers may treat these terms differently.*

During the past three decades, the researchers have attempted to express the importance of vocabulary acquisition for second/foreign language acquisition. In such way, vocabulary attracts more and more the attention of scholars that it becomes the subject of numerous research works (Allen, 1983; Morgan & Rinvolutri, 1986; Aitchiston, 1987; Hatch & Brown, 1995; Carter & McCarthy, 1988; McCarthy, 1990; Nation, 1990, 2000, 2001; Coady, 1993; Read, 2000; Nagy and Scott, 2000; Schmitt, 2000, 2008; Thornbury, 2002).

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Nowadays because of many reasons, it is widely accepted that vocabulary acquisition should be part of the syllabus design. For example, Schmitt (2008) believes that vocabulary is an essential part for language mastery. Similarly, Knight (1994) proposes that acquisition of words can be considered the most important aspect of second language acquisition.

## **Review of Literature**

A brief look at the history of L2 acquisition in the last three decades helps us to see the major issues in vocabulary acquisition. In the last three decades, vocabulary constituted an important part of L2 teaching and learning. The researchers have focused their attention on vocabulary in the procedure which second/foreign language learners optimize their vocabulary knowledge. In such way, after long time of neglect, as Stern (1983) mentions vocabulary acquisition had been curiously and unjustly neglected, vocabulary is now recognized as central to second/foreign language acquisition process (Laufer, 1997).

When we observe at the research on vocabulary acquisition over the past three decades, the sheer volume of the literature and welter of topics and findings is incredible. Countless books, papers, articles, schemes and items of equipments have grown out such argument. Especially in the last three decades, there are varieties of both theoretical and empirical researches which are appeared on various aspects of vocabulary acquisition (Harrison,1980; Keen,1985; Cruse,1986; Wallace,1987; Nation,1990; Clark,1993; Huck, Haynes & Coady,1993; Schmitt,2000).

As we enter the 21st century, acquisition of vocabulary has assumed a more important role (Lewis, 1993).This is evidence in the growth of interest in L2 vocabulary acquisition research and in the publication of many books exclusively devoted to the teaching of vocabulary, acquisition of vocabulary, and vocabulary learning strategies.

The recent studies are done on various aspects of vocabulary acquisition, for example vocabulary acquisition via task (Nunan, 1989), vocabulary acquisition via reading activities (Gu & Johnson, 1996), acquisition condition of vocabulary (Joe, 1995), research and techniques of

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vocabulary acquisition (Hatch & Brown, 1995; Oxford, 1990; Nation, 1990), and approaches and strategies of vocabulary learning (Krashen & Cho, 1994; Sanaoui, 1995).

After having long been ignored, vocabulary acquisition is once again of central interest in language learning (Manguerra, 1993); however still as Meara (1980) points out that we know a little about vocabulary acquisition.

### **Importance of Vocabulary Learning**

The statement that “While without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Wilkins, 1972, 111) tells us that mastering of vocabulary is an essential component of second/foreign language learning. Moreover, Read (2000, 1) states that “words are the basic building block of language, the units of meaning from which larger structures such as sentences, paragraphs and whole text are formed”, Nation (1993) discusses that vocabulary knowledge enables language use (as cited in Nation & Waring, 1997), or Anderson and Freebody (1981) emphasize that vocabulary has long recognized as important to reading success (as cited in Dickinson, Flushman & Freiberg, 2009).

Similarly, Carroll (1993), Elley (1991) and Krashen (1993) believe that the development of vocabulary knowledge and the amount of target language reading undertaken by the learners are strongly related, or difficulty levels of vocabulary substantially affect the degree of readability of reading text (Coady, 1993; Alderson, 2000; Nation, 2001). In addition, successful acquisition of the ability to read with comprehension is essential for success and full participation in the mainstream the technological society (Dickinson, Flushman & Freiberg, 2009). In such case, Coady (1993) believes that vocabulary building as integral part of reading.

### **Main Gaps in the Current Studies of Vocabulary Acquisition**

Although there is a welter of studies about vocabulary acquisition, but there are so many areas that have not been considered and discussed at all or seriously. Such areas are observed as gaps of current studies of vocabulary acquisition in this study. The gaps are:

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1. Synonym is a type of relationship among words that are similar in the meaning. Such type is one of the common vocabulary acquisition techniques which is based on the semantic sets. Such technique is applied in order to help learners to learn the unfamiliar vocabularies in terms of the familiar: the meaning of an unknown vocabulary can be expressed in terms of vocabulary whose meaning is known. Here, this problem arises that the meaning of two vocabularies are not same to each other completely; therefore the learners who learn similar meaning of one vocabulary instead of exact meaning of that vocabulary, how they can understand and apply in active skills correctly. Such problem must be considered, studied and discussed from various views. Same problem should be studied on antonym as another common vocabulary acquisition technique which is based on the semantic sets.

2. One of the problems in the studies of vocabulary acquisition is the developing of the model that really clarifies how vocabulary is transferred from short-term memory to long-term memory. The developing of such general and applied model can solve many of the most current problems in the vocabulary acquisition procedure. Such model is needed to be developed.

3. There are very few empirical studies have researched on teacher beliefs about nature of vocabulary, vocabulary acquisition procedure, and the other related subject to vocabulary. Such less studies can be considered as a gap in the studies of vocabulary acquisition.

4. The correlation among constitutes lexical competence, and the factors that facilitate and hinder successful vocabulary acquisition procedure needs to be studied from various views to have particular dominant overall theory in such case.

5. Since text can affect the procedure acquisition of vocabulary, and text types are varied based on the subject type, word difficulty level, complexity of text and the other factors; there are needs to particular studies to be done as clarification of valuation of text in order to have particular model for degree of value for every text.

6. The advantage and disadvantage of the two common acquisition procedures of vocabulary which are incidental and direct learning should be more clarified and classified. Such

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clarification and classification of the advantage and disadvantage are varied depend various factors such as why and how regarding particular individual personality of the learners some advantages and disadvantages follow every type of leaning of procedure of vocabulary. Such classification and clarification are needed to be researched as a gap among the current studies of vocabulary learning.

7. Since the text is the environment for acquisition of vocabulary, the effect of such environment whether it is ‘authentic material’ or not, can affect the vocabulary acquisition procedure. How much such environment can affect vocabulary acquisition when the early stages of acquisition includes such environment, when the condition of L2 acquisition is as a foreign language, and so many factors are needed to be considered, studied, and discussed as long-term of education which leads to more realistic results that are varied from the results of short-term of studies.

8. Since mostly the current empirical studies of vocabulary acquisition were done among advanced and intermediate language proficiency learners and the outcomes of these studies were applied (generalized) for low language proficiency learners as poor language learners, the problem arises that normally the poor language learners do not know when, where and how apply particular strategy regarding vocabulary acquisition procedure as they are applied among advanced and intermediate language proficiency learners as good language learners. Therefore they deal with the difficulty when the application (generalize) the scientific outcomes which are obtained from good language learners. The gap is that it should specific studies among poor language learners and their outcomes should be specified for such learners.

9. The focus of studies of vocabulary acquisition is done on good language learners because normally the poor language learners are not advanced in applying of strategies. The gap in such studies is that there is not focus on how to motivate the poor language learners to begin and continue applying of strategies of vocabulary learning and, how to help the poor language learners to select particular strategies to be succeeded in vocabulary learning through such strategies.

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10. In the studies of vocabulary acquisition, psychologically there is a gap that there is not specific focus why the learners apply particular vocabulary strategies more or less.

11. There are studies on the application of particular vocabulary learning strategies by the learners as general information but from technical point of view, there are not specific studies. For example there is not a technical study that if the learners shift from one or some particular vocabulary learning strategies to another, how the vocabulary acquisition procedure would process and how much the learners would be succeed.

12. There are not complete similarities or differences among a group of language learners; and similarities and differences are varied from one learner to another. In such situation, it should be suggested that vocabulary learning strategies as individual strategies and they should be considered from individual learning point of view; but the vocabulary learning strategies are discussed in the current studies as group strategies and from group learning point of view either directly or indirectly are considered and discussed.

13. The vocabulary knowledge is discussed from two points of view, firstly knowing of vocabulary knowledge and secondly using of vocabulary knowledge. Knowing of vocabulary knowledge includes passive knowledge which is varied from using vocabulary knowledge that is considered as active knowledge. In the studies of vocabulary learning, it is gap that there is not specific studies on which vocabulary learning strategies help the learners to have better using of vocabulary knowledge and which vocabulary learning strategies help the learners to know vocabulary knowledge only.

14. The importance and type of vocabulary learning strategies which are applied among the language learners are discussed in so many studies, but there are not specific researches on how to apply such particular vocabulary learning strategies consecutively for long-type of learning and what kind of procedure is needed to be applied.

15. In the studies of vocabulary, the particular new learning strategies for the language learners are suggested that they should apply to be more succeed, but the gap is that the

researchers do not show how to connect such particular new vocabulary learning strategies to the former vocabulary learning strategies that the learner already had adjusted to them.

16. The flexibilities of every one of vocabulary learning strategies can be as a helpful and useful facility for better application of vocabulary learning strategies by the learners, and easier extension of vocabulary learning strategies among more language learners. In this way, without application of flexibilities for every one of vocabulary learning strategies, some restrictions would occur. However, the studies of vocabulary learning strategies are researched to specific formats and procedures; and the flexibilities of vocabulary learning strategies are not studied and discussed as it should be focused in the studies of vocabulary learning strategies.

17. In the studies of vocabulary and vocabulary learning strategies, there is not a distinctive line between the nature of target language whether it is second or foreign language.

18. The application of every one of vocabulary learning strategies are studied in language learning classes without any consideration from the effect of other course papers that the learners studied before or study simultaneously as they study language learning course. In such situation, it is necessary to be specific studies on probable effects of other course papers on vocabulary learning strategies as variables whether directly, indirectly, consciously or unconsciously, otherwise it is difficult to claim about the applications and outcomes of vocabulary learning strategies.

19. The majority of the studies of vocabulary includes the application of vocabulary learning strategies by the learners, but there is not specific studies on teachability characteristics and evaluation of teachability of such strategies; in other words, it is necessary to research on the possibility of evaluation of teaching particular vocabulary learning strategies, and how the teacher can teach it to the language learners in order to be applied in vocabulary learning procedure.

20. There is lack of balance and high correlation among teachers' approaches, methods and techniques in type of vocabulary learning strategies. Such type of lack is varied from some minimum level to some maximum level of range and from one language teaching class to another. The gap in the studies of vocabulary learning strategies in such case is that the type of

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balance is fixed without any flexibility and without consideration to any correlation among the levels of variation among different groups of language teachers and learners. In such situations, it is difficult to have scientific claim about the application of vocabulary learning strategies.

21. There is no a general agreement of approaches, procedures and evaluation among theoretical researchers, theoretical researchers and teachers, and teachers regarding vocabulary learning strategies. In this way, some problems in type of whole procedure of vocabulary learning strategies would occur. Such problems are as gaps in teachers' aspect of studies of vocabulary learning strategies that need to be studied and discussed more seriously.

22. Target language to be taught may come as a second or third language, or it is taught through mother tongue or other than mother tongue. In such situations, what type of procedure and outcomes regarding the application of every one of vocabulary learning strategies would occur. Such conditions should be more studied in order to be clarified.

23. Communicative competence is as a considerable phenomenon in language learning which is correlated with vocabulary learning strategies that need to be studied and discussed based on application, procedure and evaluation of vocabulary learning strategies.

24. The majority of application of vocabulary learning strategies in academic courses and for examination purposes. In such situations, examination purpose is a variable which may affect the outcomes of vocabulary learning strategies. Here, this question arises if the purpose of application of vocabulary learning strategies is for the long-life learning purpose only, what outcomes would occur, and when we compare application of vocabulary learning strategies for examination purpose with long-life learning purpose only, what outcomes would be obtained.

25. Motivation as a strong instrument for the learners to apply vocabulary learning strategies. However, there are not specific applied studies on the correlation between motivation and type of vocabulary learning strategies; how motivation can be useful and helpful empirically in application of vocabulary learning strategies; and how the teacher can develop motivation of the learners to apply vocabulary learning strategies more.

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26. Motivation can be as a beginning point for the application of vocabulary learning strategies and there is need that using of vocabulary learning strategies to be continued as a procedure. In this way, it is necessary to study how to motivate the learners to develop the continuity of such procedure.

27. Academic language is more abstract than social sciences and that in science; common words can take on specialized meaning (Janet, 1999). In the studies of vocabulary, it should be differences in application of vocabulary learning strategies which are used in academic language or not. Such differences need to be studied in order to develop clarification on the application of vocabulary learning strategies in academic language and another type of language.

28. The majority of studies of vocabulary for other than mother tongue are done on English language learning. Such studies should be done to other than English language, to generalize vocabulary learning strategies as general vocabulary learning strategies.

29. The different scientific backgrounds, fields and majors of the learners may affect application, procedure and outcomes of every one of vocabulary learning strategies. It should be scientific applied studies on the probable effects, and the correlation of such backgrounds and fields of the learners, and vocabulary learning strategies.

30. The proficiency level of same mother tongue of particular group may affect the application, procedure and outcomes of vocabulary learning strategies. The specific studies are necessary to be done in order to clarify the probable effects.

31. The type of test and examination of vocabulary knowledge should be correlated with the type of vocabulary learning strategies. Such type matter has ignorant to be studied and discussed as should be discussed in many studies.

32. In some general course classes such as General English Course as compulsory courses in school and university degree durations, the elementary, intermediate and advanced proficiency level English language learners participate at same class. In such classes, how teachers can present vocabulary learning strategies, how learners are asked to apply particular vocabulary learning strategies, and how the outcomes of application of particular vocabulary Language in India [www.languageinindia.com](http://www.languageinindia.com)

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learning strategies would be tested, scored and interpreted, are as problems which are as gaps in the studies of vocabulary learning of English as example that need to be studied and discussed as serious problem in many studies of vocabulary learning strategies in language learning classes.

33. The application of every one of vocabulary learning strategies by the learners whether it is imposed to be used or not, needs to be studied and discussed clearly and to be focused among the language learners as participants through the style of relationships of the teacher and every one of the learners, because of individual characteristics of the learners in type of vocabulary learning strategies are varied.

34. Since mainly the current experimental studies of vocabulary are based on the short-time of teaching and learning research which includes one session or more sessions and they have not organized based on long-life schedules, the generalization of particular outcomes of limited period of teaching and learning is difficult (sometimes) or even sometimes it is impossible. So there are needs to be longer-experimental type of studies to decide about the nature and scope of vocabulary; related approaches, methods, and techniques regarding of both teaching and learning of vocabulary from more scientific clear and obvious view that really it can solve some problem in vocabulary issues.

35. One of the serious gaps in the studies of vocabulary learning strategies is regarding balanced structured teaching approaches that focus on format training; and open-ended and un-structural activities that focus on cultural central content of the target language. From such two different approaches, teaching, learning, application, evaluation and outcomes of every one of vocabulary learning strategies would be varied. However, in the studies of vocabulary learning strategies, these two approaches based on, through, and from point of view of vocabulary learning strategies are not studied, discussed and focused as it should be.

36. Frequency of vocabulary can affect vocabulary learning, and vocabularies will be more focused when they have high frequency. In the studies of vocabulary learning strategies, there is not specific emphasis on the nature, application and outcomes of vocabulary learning strategies through frequency aspect that vocabularies have.

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37. There are two types of learning, inductive and deductive learning. The effect of every one of these two types of learning and vocabulary learning strategies on each others; and the correlation between these two types of learning and vocabulary learning strategies are as gaps in the current studies of application, procedure and outcomes of vocabulary learning strategies.

## **Conclusion**

The nature of vocabulary, vocabulary acquisition, vocabulary learning strategies, and the approaches, methods and techniques of teaching vocabulary have been the subject of much debate. The sheer volume of the literature and welter of topics and findings of vocabulary and related subjects is incredible.

Our understanding of the relations between nature of vocabulary, vocabulary teaching and learning, vocabulary learning strategies, and the realistic situation of current studies of vocabulary in application are expended in several ways as gaps in the present study.

There is need that the importance of vocabulary learning strategies be considered, studied and discussed as it is repeatedly acknowledged theoretically and empirically in many studies.

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## Cerebral Analysis of Sherlock Holmes in Detection

A. Kayalvizhi, M.A., M.Phil., Ph.D. Scholar



**Sherlock Holmes**

### Abstract

This article analyses the prominent methods of detection practised by Sherlock Holmes, the legendary detective. Though his profession demands him his physical exertion

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too, it is only his mental effort which plays the key role in the detection of truth. Hence the detective techniques of Holmes, which involve his brain, are taken into study.

## **Introduction**

The famous fictional detective Sherlock Holmes, the creation of Sir Arthur Conan Doyle, is a brain-dependent person, and as a sleuth, he uses his brilliant brain to unravel the mysteries involved in his cases. Since he is single-minded in detection of truth, he knows how to use his brain to accomplish it. His brain, the fundamental instrument for finding out the criminals, also paves the way for him to make incredible deductions. His chief supremacy lies in the way he makes use of his intelligence to the core and only that eminent quality distinguishes him from the other investigators. It is indispensable for his brain to work continuously, that he says, "My mind is like a racing engine, tearing itself to pieces because it is not connected up with the work for which it was built" (Doyle, Short Stories 510). To Sherlock Holmes, the intellectual warrior, his brain serves as the primary weapon to combat with the criminals. Since it is multi-functional, it can carry out any mission the concerned case demands and provide a positive result, and the supreme powers among them are discussed here.

## **Observation**

Sherlock Holmes's primary method of collecting the facts was vigilant observation. Observation is the fundamental factor as far as detection is concerned, and Sherlock Holmes is a master in it, since his deductions are based only on observation. The outwardly trivial aspects of a crime scene and the minutiae of the case are vital importance for Holmes. He draws large inferences from the small clues he gathers by his acute observation. Observation for him is "second nature" (Doyle, Study 22). To quote Starrett:

Observation was a close and important second, but it was not always necessary for Holmes to *see* to understand. Pipe in mouth, with eyes half closed or shut, he could listen to a client's tale of mysterious horror and know the answer to the problem before the man had finished speaking. Whatever he might reveal to Watson, in advance of the ultimate revelation, reading the doctor's account of a recital in Baker Street one is always certain that Holmes, himself, is hot on the track. (19)

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Holmes could tell the personal details of anyone, just like a magician, within a few minutes of observation. He often baffles his clients by deducing some facts about them by his observation, that he states, “I have found it wise to impress clients with a sense of power ...” (640). In *The Red-Headed League*, he remarks about the client, “Beyond the obvious facts that he has at some time done manual labour, that he takes snuff, that he is a Freemason, that he has been in China, and that he has done a considerable amount of writing lately, I can deduce nothing else” (17). In *A Case of Identity*, Sherlock Holmes could tell immediately after his client’s arrival, that she is short-sighted and doing typewriting (32), and similarly in “*The Adventure of the Speckled Band*, his observation leads him to deduce that his client has come by train, had a good drive in a dog-cart, along heavy roads, before she reached the station (Doyle, Short Stories 98-99). Booth comments, “When he assessed a man’s occupation and immediate history just by observing him, the readers were captivated. This was for them, a unique experience. Sherlock Holmes seemed to have almost magical powers and yet they were always readily understood when the explanation came” (158). Holmes is good enough to explain Watson later how he derives the truth by observation, though it takes away the charm of his deduction.

According to his friend Watson, Sherlock Holmes is “the most perfect reasoning and observing machine that the world has seen” (1), and often he has been the subject to Holmes’s observations and deductions which offers him habitual surprises. Few moments of gazing at Watson enables Holmes to deduce that Watson, the physician, returned to practice, he got wet lately, and he has a most clumsy and careless servant girl(2). Sherlock Holmes explains the difference between seeing and observing to Watson:

“you have frequently seen the steps which lead up from the hall to this room.”

“Frequently.”

“How often?”

“Well, some hundreds of times.”

“Then how many are there?”

“How many? I don’t know.”

“Quite so! You have not observed. And yet you have seen. That is just my point. Now, I know that there are seventeen steps, because I have both seen and observed.”(Doyle, Short Stories 2-3)

Holmes’s observation goes on to the extent of entering the mind of Watson and reading his thoughts. By observing mere features of Watson, Holmes follows his train of thoughts and responds to it at a juncture. To the astounded Watson, his reply is, “The features are given to man as the means by which he shall express his emotions, and yours are faithful servants.”(Doyle, Short Stories 263)

Louis Pasteur states about observation, “In the fields of observation, chance favors only the prepared mind.” Hence, Holmes, whose senses are open and observant all the time, becomes more alert and focussed at the scenes of crime. His watchful eyes are not to spare anything out of ordinary and this vigilance, in many cases, directed him in catching the criminals, and *The Reigate Puzzle* is one of such cases. Holmes and Watson visit Col. Hayter, an old friend of Watson, at his country estate for taking rest, after having successfully completed an exhaustive case. Just prior to their visit, the home of Acton, the neighbourhood of Hayter, has been burgled of hodgepodge. Shortly after Holmes’s arrival, the coachman of the Cunninghams, another of Hayter’s neighbours, is murdered. The local police inspector Forrester asks for Holmes’s help in solving the case, and Holmes readily agrees in spite of his illness. A fragment of a note was found clutched in the dead man’s hand. As Miller opines, observation is the key to gathering the facts, upon which are built logical inference and theory. Therefore, Holmes, after observing the fragment in which seven words were written, deduces the facts that it was written by two persons alternatively, one of them is older than the other, the young one is dominant, and the men are blood relatives. All these deductions lead him to conclude that the Cunninghams are the criminals.

In *The Adventure of the Norwood Builder*, a young man named John Hector McFarlane is falsely accused of murdering Jonas Oldacre. Holmes decides to take the case in order to save MacFarlane though the official police are quite sure that he is the murderer. Ousby comments on the attitude of Holmes to defy the police: “Explaining the nature of his profession in *A Study in Scarlet*, he portrays himself as the man to whom officialdom turns when it is baffled, but in practice he is often the man to whom the private citizen turns when suffering from the wrongs and mistakes of officialdom” (167).

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Despite McFarlane's protestations of innocence, all the evidences are against him, that his stick has been found in Oldacre's room, and a fire was extinguished just outside in which a pile of dry timber burnt to ashes, with the smell of burnt flesh. Scotland Yard detective Lestrade, to assert McFarlane's guilt, shows Holmes, the next day, a bloody fingerprint of McFarlane on the wall. Fortunately, this clue leads Holmes to find that someone is playing a trick, because he examined that part of the wall the day before, and is quite sure that the thumbprint was not there then. He surveys the house consequently, and his acute observation shows him a hidden room where the so-called victim Oldacre is hiding. It turns out that Oldacre, who was the old suitor of McFarlane's mother and rejected by her, schemed to trap McFarlane into the guilt of homicide, in order to take vengeance upon McFarlane's mother.

Sherlock Holmes's observation of trivial things gives him many indications just as the empty wine glasses in *The Adventure of the Abbey Grange*. It is a story about the murder of a man called Sir Eustace Brackenstall, and the description of the incident, given by Lady Brackenstall who was in the crime scene, is that three burglars broke in the house, one of them, after tying her in a chair, bludgeoned Brackenstall to death, and moreover, they drank wine before leaving. Nothing arouses the suspicion of Holmes save the wine glasses. He finds the beeswing in only one glass and arrives to a firm conviction that he says, "That only two glasses were used, and that the dregs of both were poured into a third glass, so as to give the false impression that three people had been here" (Doyle, Short Stories 483). In spite of being a trifle, the clue he gets from his observation plays its part in proving that the narration of the lady is quite fictitious and leads Holmes to investigate the case thoroughly to find the real murderer. How remarks about Holmes's concern for the minutiae: "A clever fellow; a cool, calculating fellow, this Holmes. He could see the clue to a murder in a ball of worsted, and certain conviction in a saucer of milk. The little things we regarded as nothings were all and everything to Holmes" (62).

Observation is not something like having only watchful eyes. It demands all the five senses to be open to gather the available information and Holmes, a great observer, possesses that extraordinary trait. Holmes himself acknowledges: "I have, as my friend Watson may have remarked, an abnormally acute set of senses ..." (647). In *The Adventure of the Three Gables*, his ears are so intent that he catches even the breathing sound of the eavesdropper

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while listening to his client. He tells his client, “I have been listening to her for the last five minutes, but did not wish to interrupt your most interesting narrative. Just a little wheezy, Susan, are you not? You breathe too heavily for that kind of work” (Doyle, Short Stories 666). Hence, the powerful observation of Holmes plays a major role in his detective work.

## **Inference**

Inference, which is based on observation, is the second step in detection. After observing the clues, the detective is to extract the meaning from the points observed, and deduce the truth. At this point, a number of possibilities and ideas may arise out of the situation and, to arrive at the solution, Holmes’s method is to list the alternative explanations, and exclude all but one. Holmes’s inferences are phenomenal and proved to be accurate as Starrett remarks: “Deduction, of course, was his principal tool of office, and seldom was he at fault” (19).

Sherlock Holmes picked up the habit of making systematic inferences in his college days. In fact, it was only his college mate’s father, who suggested Holmes, on seeing his precise deduction, to become a detective: “I don’t know how you manage this, Mr. Holmes, but it seems to me that all the detectives of fact and of fancy would be children in your hands. That’s your line of life, sir, and you may take the word of a man who has seen something of the world” (Doyle, Short Stories 216).

True to his words, Sherlock Holmes became the best of all detectives in the world with his extraordinary power of inference. As a roommate of Holmes, Watson gets many opportunities to watch his tremendous power of deduction. From the chalk mark perceived in Watson’s left hand, Holmes is able to infer that Watson does not intend to invest in South African gold fields. Though one could find no obvious relation between them, Holmes is clever enough to connect them by constructing a series of simple inferences. He explains his chain of reasoning to Watson:

1. You had chalk between your left finger and thumb when you returned from the club last night.
2. You put chalk there when you play billiards, to steady the cue.
3. You never play billiards except with Thurston.
4. You told me, four weeks ago, that Thurston had an option on some South African property which would expire in a month, and which he desired you to share with him.
5. Your

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check book is locked in my drawer, and you have not asked for the key. 6.  
You do not propose to invest your money in this manner. (351)

Holmes's skill in inference is not confined only to the present facts. He is capable of deducing even the past, as he inferred from Watson's slippers that he was ill the previous week (Doyle, Short Stories 203).

Holmes is not the only skilful master of studying the mankind and making inferences. As accepted by Holmes, Mycroft, his brother, is superior to Holmes in these qualities, though he lacks other requirements to become a detective. The exchange between these two observant brothers, regarding a complete stranger, is an incredible reflection:

“An old soldier, I perceive,” said Sherlock.

“And very recently discharged,” remarked the brother.

“Served in India, I see.”

“And a non-commissioned officer.”

“Royal Artillery, I fancy,” said Sherlock.

“And a widower.”

“But with a child.”

“Children, my dear boy, children.” (Doyle, Short Stories 277)

A miracle, it seems, to see them make precise deduction by handling the mankind as material on which they apply their power of observation.

It is not essential for Holmes to see the man in person to study his characteristics, for sometimes the inferences on the individualities of men are made even from their belongings. In *The Adventure of the Blue Carbuncle*, the hat of an unknown man is enough for him to deduce that the man was highly intellectual, wealthy within the last three years but not then, had foresight formerly which declined and his wife ceased to love him (86). Similarly in *The Yellow Face*, from the pipe of a man, he deduces offhandedly that, “The owner is obviously a

muscular man, left-handed, with an excellent set of teeth, careless in his habits, and with no need to practise economy” (Doyle, Short Stories 192).

Holmes used, in some cases, his skill of making inferences about the physical appearances of the murderers from their possessions as in *The Adventure of the Golden Pince-Nez*. In this story, an apparently motiveless murder happens and the dead man is Willoughby Smith, secretary to an old man, Professor Coram. A pair of golden pince-nez is found clutched in the hand of the dead man and Holmes, after examining it, deduces several things about the murderer, that it is a woman of good breeding, attired like a lady, has a thick nose, eyes close together, a puckered forehead, a peering look, and likely rounded shoulders, and she has been to an optician at least twice over the previous few months (Doyle, Short Stories 452).

The knack of Sherlock Holmes in inferring the truth goes further in *The Resident Patient*. When he arrives at the scene of crime, he is informed that Mr. Blessington, the dead man, has committed suicide by hanging himself. But after searching the room, where he spots some cigars, a screwdriver and some screws, he declares that it is a pre-planned murder. Moreover, he sketches out the past incident so minutely by his inference, that three men involved in the homicide, they have a confederate inside the house, and a discussion of some sort was held with Mr. Blessington. Additionally, he is even able to point out the positions of the murderers and Mr. Blessington while conversing (Doyle, Short Stories 273).

Sherlock Holmes excels himself when he infers the truth, not only from his own observation, but also from Watson’s report. In *The Adventure of the Retired Colourman*, an old man named Josiah Amberley approaches Holmes for tracing out his wife who eloped with her lover, for they have taken considerable sum of his money and securities. As Holmes is busy in another case, he sends Watson as a representative to investigate. Amberley shows Watson his strong room, with an iron door and shutter, from where his wife stole his money. The room is freshly painted, and the explanation of Amberley for it is that he was trying to distract himself from his recent trauma. But when Holmes hears about this from Watson, he suspects that the smell of the paint is to mask the smell of something else, and gets to the bottom of the problem. And as he inferred, Amberley painted the room to cover the smell of

gas which was used to choke the lovers to death. Thus the expertise of Holmes in making inference goes beyond the expectations.

### **Logical Reasoning**

Since Holmes is a scientific detective, his detection is the outcome of logical reasoning. He analyses the gathered data rationally, and any conclusion he arrives at is founded on logical basis. A wizard he is, when he pronounces his deduction; but when he explains how he reached the truth, it sounds quite simple. His inference never comes out of guesswork, for he opines, “I never guess. It is a shocking habit – destructive to the logical faculty” (Doyle, Sign 9).

Miller, a physician, acknowledges Sherlock Holmes’s greatness as a logician: “Sherlock Holmes epitomizes the logical thinker and teaches us more about deductive reasoning than any other character, literary or real. As physicians, if we read between the lines of Doyle’s famous stories, we can learn a good deal about the art of medical diagnostics.”

Holmes’s reasoning starts from trivial things and travels through minor inferences to reach the final destination of solution. For instance, from the absurd fact about one red-headed league and its abrupt close, he derives the truth about bank robbery plan in *The Red-Headed League*. Though these two facts stand apart, Holmes makes a chain by his logical reasoning to connect these two ends and gets a favourable result: The prevention of bank robbery. In this story, a red-haired pawnbroker called Mr. Jabez Wilson comes to Holmes with a peculiar problem that he was appointed in an organisation named Red-Headed League to copy out the Encyclopaedia Britannica, he was happily working since he got generous salary for four hours work, but after eight weeks the league was dissolved. Though it sounds funny, Holmes takes the case and enquires about his assistant who brought the advertisement for the job to his attention. Then he learns that Vincent Spaulding, the assistant, has been appointed recently and enjoys taking photographs and often goes down to cellar to develop them.

Holmes figures out that the Red-Headed League was a trick to get Wilson out of his shop. The mention of the cellar suggests him that Spaulding was digging a tunnel which he

confirms by checking his knees cleverly. Since the shop abuts a bank, it is clear to him that the tunnel is to get into the bank. He even infers that Saturday would be the day of robbery, as it gives the burglars two days of time to escape. So Holmes accompanied by his companion Watson, police agent, and bank director, goes down to the basement vault, and ambushes the robbers. Thus the bank burglary is avoided as a result of Holmes's shrewd reasoning.

Reasoning is a significant skill needed for a detective, and Bargainnier emphasises its importance by comparing the detective with the mythological hero:

The detective is the mythological hero who performs miracles, but he does not use magic or superhuman strength to perform them, rather “nothing but commonsense”, which, however, the detective uses to an uncommon, heroic degree,” and he uses it for the same purpose as the mythic “hero uses his magic powers and talismans – the deliverance of the population from a threat”. Perhaps “nothing but commonsense” should be replaced by “logic” or “reasoning,” but in any case, it is *his mind* which enables him to deliver the innocent from suspicion and danger. (13)

Holmes's reasoning ability is as much as that he finds out the solution sometimes just from the account of the client without any further inquiry. In *A Case of Identity*, Miss Mary Sutherland narrates the story to Holmes about her engagement with Hosmer Angel and his disappearance on the day of wedding. After listening to her, Holmes effortlessly reasons out that the only beneficiary of her money, if she remains unmarried, is her stepfather Mr. Windibank, and it is only him who disguised himself as Hosmer Angel to give false hope of marriage to Miss Mary Sutherland, and make her wait in vain for his hands forever by his disappearance. Even if he solves the mystery by his reasoning, he does not depress her by revealing the truth. Roberts observes Holmes's attitude, “The advice he gives her at the conclusion of the interview has reference to the girl's own peace of mind rather than to the problem of the missing bridegroom” (34).

If the above mentioned stepfather plays a trick for keeping the girl single, Dr. Roylott, the villain of *The Adventure of the Speckled Band*, goes to the extent of killing his

stepdaughter in order not to lose her money. Had it not been for the timely help of Sherlock Holmes and his skilful reasoning, Helen Stoner would have met the same fate of her unfortunate sister, Julia, who died in her bedroom. While examining the room, Holmes observes that the bed is fastened to the floor, and a dummy bell-pull hangs down to the bed from the ventilator between Julia's room and Roylott's. His reasoning competency enlightens him that a snake was sent through the ventilator to kill the person who sleeps in the bed, and thus enables him to save an innocent life. Furthermore, he is as brave as to be in proximity of danger and drive back the lethal adder into Roylott's room. Ousby comments on the courage of Holmes: "The chivalric knight is never more knightly nor more chivalric than in his protection of women. On a number of occasions Holmes rescues single women from dangerous situation, and these tales fall into the familiar patterns of sentimental melodrama" (166).

Holmes's tenet of logical reasoning in many cases is, "when you have eliminated all which is impossible, then whatever remains, however improbable, must be the truth" (Doyle, Short Stories 651). He applies this motto in the cases in which there are different possibilities of solution, and *The Adventure of the Blanched Soldier* is one of them. In this story, Mr. James M. Dodd consults Holmes, that his close friend Godfrey Emsworth was covertly put in seclusion in his outhouse by his own father who is covering it up with a lie that Godfrey has gone on a world voyage. Holmes analyses the secret logically with the certainty that the possible reason for the incarceration could be crime, mad or disease. Had it been a crime, Godfrey's father would have sent him abroad, and moreover, there is no unsolved crime in that district as well. So he eliminates the first possibility and moves on to the next one. If Godfrey is mad, he could not have come out of his confinement, and it is not illegal to keep a lunatic in a private place. Therefore he disregards the second possibility, and decides that Godfrey is suffering from some disease which needs segregation. Then he also finds out from further reasoning that the disease is leprosy.

Holmes, with his logical reasoning, even helped the official police at times of need. The Scotland Yard detective Lestrade is on familiar terms with Holmes, and whenever he is perplexed by some mysterious case he would approach Holmes for his advice just as in *The Adventure of the Cardboard Box*. A lady, named Miss Susan Cushing, was sent a packet containing two severed human ears, and she has no idea of what it means or who sent it.

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Since the motive is unknown, Lestrade seeks the help of Sherlock Holmes. Holmes, while inquiring the lady at her home, sees a portrait of three ladies upon the mantelpiece and he instantly reasons out that the addressee of the packet Miss S. Cushing means Sarah Cushing, the sister of Susan Cushing, whose residence was the same until two months ago. This brilliant reasoning guides him to commence the investigation in different aspect.

Grotesque or weird, some experiences may appear to others. But Holmes could identify the cause for every effect through his reasoning. Even though his clients suspect no criminal basis for their strange experiences, they are eager to find the purpose behind that, and therefore they approach Holmes. The “most incredible and grotesque experience” of Scott Eccles, a respectable man in *The Adventure of Wisteria Lodge*, is that few weeks ago a Spanish young man Garcia made an acquaintance with him, and became very intimate to such an extent that he invited Eccles to stay one night at his home (Doyle, Short Stories 510). Eccles accepted his friendly proposal, and stayed overnight at his home. But when he woke up in the morning, he finds neither Garcia nor his servants there. Shocked, as Eccles was of this experience, he wants to find whether it was a practical joke played upon him or something else. Sherlock Holmes reasons out that the friendship Garcia developed with Eccles was intentional, and the purpose of inviting him to his home was to prove an alibi for he had a criminal enterprise, and calling Eccles amidst his sleep unnecessarily and telling him that the time was one o’clock was to make him believe Garcia was at home until one. His intention was to return home before morning, but unfortunately he met his death at that night.

The questions Holmes asks his clients may seem irrelevant and insignificant to them sometimes. But Holmes never enquires for anything which does not hold any value for the investigation. To substantiate, when Mr. Victor Hatherley, the client in *The Adventure of the Engineer’s Thumb*, is describing his unpleasant experience that a man has taken him from the railway station to a secret place by a horse-drawn carriage, with windows closed, for a journey of nearly twelve miles, Holmes inquires him about the look of the horse before their journey, whether it was fresh or tired-looking. Though the appearance of the horse is beside the point, Holmes with his exceptional reasoning understands from the freshness of the horse, that the secret house is only near the station and the journey of twelve miles was only to deceive Hatherley.

## **Imaginative Empathy**

The ability to take another's role imaginatively in order to understand his feelings, actions, and thoughts is imaginative empathy. J.K. Rowling, the celebrated author of Harry Potter series, expressed her view in her commencement speech at Harvard University that empathy is a form of imagination, for possessing the ability to feel the hardships of others that one has never experienced is an imaginative act.

A detective should have the power of imagination, for that is where crimes are conceived and where they are solved, as Sherlock Holmes mentions in the film, *The Hound of the Baskervilles*. Holmes owns this extraordinary quality, and as a detective, he exploits his imagination to solve some cases. He puts himself in the place of the concerned person and imagines what he would do in such circumstances. This imaginative empathy never failed him to achieve remarkable results in his detection.

Holmes used his power of imaginative empathy for detection in very earlier days of his career. In the story *The Musgrave Ritual*, Reginald Musgrave, one of Holmes's old fellow-students brings a problem concerning his servants. Brunton the butler was caught in act of reading secretly the contents of a private document, what they call Musgrave Ritual, and warned by Reginald Musgrave to leave the house within a week. But after two days, he was found missing within the house at night, and his ex-girlfriend Rachel Howells turned delirious from then on. Three days later, she left the house unnoticed, after throwing a bag containing strange metal objects into the lake. To solve the mysteries of these missing servants, Holmes starts with deciphering the meaning of Musgrave Ritual which interested Brunton. And he finds the spot mentioned in the document which is the cellar. There lays the dead body of the unfortunate Brunton, but Holmes is unable to infer the reason for Rachel Howells's involvement. At this juncture he applies his imaginative empathy to learn their past actions. He later explains to Watson:

“I put myself in the man's place, and having first gauged his intelligence, I try to imagine how I should myself have proceeded under the same circumstances. ... He knew that something valuable was concealed. He had spotted the place. He found that the stone which covered it was just too heavy



for a man to move unaided. What would he do next? He could not get help from outside, even if he had someone whom he could trust, without the unbarring of doors and considerable risk of detection. It was better, if he could, to have his helpmate inside the house. But whom could he ask? This girl had been devoted to him. ... Together they would come at night to the cellar, and their united force would suffice to raise the stone.” (Doyle, Short Stories 235-36)

Gardiner expresses as the view of Sherlock Holmes in *The Whole Art of Detection*, “The good detective has a certain empathy with the criminal. This enables the detective to enter the mind of the criminal and thus anticipate what the criminal will do.” Holmes is certainly a good detective, for he empathised with the criminal in this case, and solved the mysteries involved. After discerning the reason for having Rachel as accomplice, Holmes moves on to detect the cause for Brunton’s death. He again makes use of his imaginative empathy, that he puts himself in the place of Rachel Howells. It enables him to conclude that Brunton could have gone into the hole, and handed up the contents to the girl who was waiting outside, and as Rachel had been wronged by Brunton, the desire for taking revenge would have been aroused within her when she saw him in her power, and she might have removed the support of the slap away to make him die.

In *The Adventure of the Norwood Builder*, a young man named McFarlane is arrested for committing the murder of Mr. Jonas Oldacre. In spite of the fact that all the evidences are against him, Sherlock Holmes is sure that he is guiltless and this certainty is the outcome of his imaginative empathy. He questions Lestrade, the Scotland Yard detective, who firmly believes in McFarlane’s guilt:

You do not add imagination to your other great qualities, but if you could for one moment put yourself in the place of this young man, would you choose the very night after the will had been made to commit your crime? Would it not seem dangerous to you to make so very close a relation between the two incidents? Again, would you choose an occasion when you are known to be in the house, when a servant has let you in? And, finally, would you take the great pains to conceal the body, and yet leave your own stick as a sign that you

were the criminal? Confess, Lestrade, that all this is very unlikely. (Doyle, Short Stories 341-42)

Though Holmes fails in convincing Lestrade, he succeeds in bringing out the truth through his investigation, and the cause for his invaluable intervention in this case is only his imaginative empathy.

In *The Adventure of the Abbey Grange*, Lady Brackenstall gives the account of the murder of Sir Eustace Brackenstall as committed by the burglars. But Holmes is unconvinced of her story, and suspects that she is covering the murderer for some reasons. According to Holmes theft of the silver articles is a blind, and having this in mind he imagines himself as the murderer who needs to get rid of the unwanted stolen silver. When he sees a frozen pond with a single hole outside the house, this empathy enlightens Holmes that the murderer could have thrown the stolen goods into it. Therefore he instructs the Inspector Hopkins to search the pond, and the reaction of Hopkins after searching is, “I believe that you are a wizard, Mr. Holmes. I really do sometimes think that you have powers that are not human. Now, how on earth could you know that the stolen silver was at the bottom of that pond?” (Doyle, Short Stories 486). Thus, through Holmes’s empathetic imagination, the theory of blind proved to be correct.

Similarly in *The Adventure of the Retired Colourman*, while examining the room where Lady Amberley and her lover were murdered, Holmes uses his power of imagination, and gets additional evidence: A short message written on the bottom of the wall. He tells the police inspector, “You’ll get results, Inspector, by always putting yourself in the other fellow’s place, and thinking what you would do yourself. It takes some imagination, but it pays” (Doyle, Short Stories 761).

Holmes’s art of detection is popular all over the world, and even the King of Bohemia is one of Holmes’s clients. He benefited from the imaginative empathy of Holmes in *A Scandal in Bohemia*. The story is that, the King was in love with an opera singer Irene Adler, but unwilling to marry her, due to the comparatively lower social status of her. Now he is planning to marry the princess of Scandinavia; consequently, Irene Adler threatens him that she would send the photograph in which they are together to his fiancée on the day of the

proclamation of their betrothal. Five attempts have been made to steal the photograph but with no success, due to the failure to find its hiding place. So the King comes to Sherlock Holmes as a last resort to secure the photograph. Holmes, endowed with empathetic imagination, does not need to ransack the house for the portrait; in fact, he made Irene Adler show where it is hidden just by playing a drama and using a fake fire. The psychological insight he possesses favours him to achieve a remarkable result. He opines about the nature of women to Watson:

When a woman thinks that her house is on fire, her instinct is at once to rush to the thing which she values most. It is a perfectly overpowering impulse ... A married woman grabs at her baby; an unmarried one reaches for her jewel-box. Now it was clear to me that our lady of to-day had nothing in the house more precious to her than what we are in quest of. She would rush to secure it. The alarm of fire was admirably done. The smoke and shouting were enough to shake nerves of steel. She responded beautifully. The photograph is in a recess behind a sliding panel just above the right bell-pull. (Doyle, Short Stories 13)

Holmes applies his imaginative empathy on animal too in the short story *Silver Blaze*. Silver Blaze, the most famous racehorse and the favourite for the approaching Wessex Cup, disappeared, and John Straker, its trainer, was murdered. Holmes discovers that the horse was taken out of its stable by the dishonest John Straker for doing a delicate operation to make it lame, and also that the murder was accidentally committed by the horse when it lashed out Straker in self-defence. And to find the whereabouts of the horse, Holmes employs his imagination, and tells Watson, "If left to himself his instincts would have been either to return to King's Pyland or go over to Mapleton ... He is not at King's Pyland. Therefore he is at Mapleton" (Doyle, Short Stories 183-184). His imagination proved to be precise, since the horse is hidden in the nearby stable Mapleton. Thus Holmes's imaginative empathy proves to be a beneficial tool for the discovery of truth.

## **Conclusion**

The brain of Holmes holds a vital place in his esteemed mission: The quest of truth. If it is not for the enormous capability of his brain, Holmes could not have achieved such tremendous accomplishments in his career. The success of Holmes represents the success of his brain, for he himself says, "I am a brain, Watson. The rest of me is a mere appendix" (Doyle, Short Stories 654).

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Cerebral Analysis of Sherlock Holmes in Detection

# **LANGUAGE IN INDIA**

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## **A Content Analysis of Grammar Activities in Student's Book of Action Pack Seven as a Textbook for Teaching English as a Foreign Language in Jordan**

**Firas Ali Suleiman Zawahreh, Ph.D.**

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### **Abstract**

This study aimed at analyzing the grammar activities in the six modules of the students' book of Action Pack Seven used as a textbook for teaching English as a foreign Language in Jordan to find out to what extent to which these activities meet the criterion proposed by it compared to those criterion proposed by Celce-Murcia (1991),so the researcher used the following criterion: First, the appropriateness of number balance of the grammar activities, second, the accuracy of the linguistic data; third, the clarity and completeness of the grammar activities, and the fourth, the presentations of linguistic items in meaningful context.

The results of the study showed the following: First, the number of the grammar activities is appropriate and distributed in a good balanced way between the six modules of the textbook. Second, all of the grammar activities meet the second criteria because all of the linguistic data are accurate and correct in details. Third, fifty

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five out of the sixty grammar activities meet the criteria "clarity and completeness". Fourth, fifty out of sixty grammar activities are presented in meaningful context which meet the fourth criteria "meaningful context".

**Key terms:** Content Analysis, Action Pack seven, Grammar, Grammar Activities and Clarity.

## **Introduction**

Nobody can deny that teachers' approach to language teaching is obviously the keystone to their teaching methodology in the classroom. Nowadays the current recognized approach that is generally followed and accepted in the field of language teaching is the communicative language teaching approach. Jordan is not an exception. One of the main characteristics of this approach is that classroom goals are focused on all of the components (grammatical, discourse, function, sociolinguistics and strategic) of the communicative competence. This means that grammatical competence occupies prior prominent position as a major component of communicative competence. Grammar is one of these dimensions of language. The other two dimensions are semantic and pragmatic. It is important for us to become aware that all of these three dimensions are interconnected, so no one can deny that grammar is irrelevant or that grammar is no longer needed in the communicative language teaching framework.

Communicative language teaching pays attentions to the presentation and discussion of the grammatical rules in the classroom, so the researcher finds out that it is very important to analyze the grammar activities in the students' book of Action Pack Seven as a level of the series used in Jordanian classrooms since English language teaching in Jordan is based upon the communicative language teaching approach.

## **Theoretical Background**

### **A-Action pack**

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Action pack is an English course for Primary, preparatory and secondary levels students in Jordan. Action Pack Seven as a level of action Pack includes a students' book, two cassettes with listening material, workbook and teacher's book.

These materials are based on the general framework and outcomes of English Curricula in Jordan, where this language is regarded as a foreign Language. Although the English Curricula outcomes of the Jordanian Ministry of Education approach the language skills separately, the Action Pack materials have approached these skills in an integrated way in terms of the tasks and activities for both learners and teachers. Therefore, the outcomes, appearing at the beginning of each unit, harmonize with and are relevant to the integrity of these skills and interactivity between learners and teachers.

### **What Action Pack provides**

Action Pack provides many regional and international topic- based contents which are designed to appeal to the educational needs and interests of students in Jordan.

The course also builds on and broadens students' knowledge, through text - based work within the topics, and vocabulary development. The “Did you know?” boxes present interesting and fruitful facts, which the students could collect and add to the activities with their special ideas.

The student's book is divided into six modules. Each focuses on a particular theme which develops it in different ways. At the end of each module there is a project.

### **Language**

Action Pack is of comprehensive language syllabus, presenting contextualized grammar and providing scheduled practice.

### **Skills**

The skills syllabus provides regular, staged practice in reading, listening, speaking and writing, where the emphasis is on practice and production of language. There are

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also many of opportunities for students to enhance critical thinking skills and express their special opinions.

### **Pronunciation**

Action Pack also contains regular pronunciation section which provides practice and guidance in areas of difficulty for Arabic speakers. There are different sounds and sound combinations in English. It contains useful and meaningful contrasts between English sounds which are easily confused by Arabic speakers, with many practices in recognizing the differences as well as listening.

### **Project**

The projects give students chances to practice English in a less formal context and encourage groups cooperation and interaction. A project could need extra materials. It involves some research and other preparation which can be done as homework.

### **The role of the students' book**

The students' Book is not designed to be written in, so every student should have an exercise book for writing exercises, and recording what they learn in class.

### **The role of the workbook**

The workbook is designed to the students' writing. it can be used for extra work for the students' homework.

### **The role of the teacher's book**

The Teacher's Book is designed to give comprehensive guidance notes and full answers keys for teachers, as well as complete typescripts for listening materials and a work book answer key at the back. Extra listening for each module is also included.

### **B-Content Analysis**

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Berelson (1962) insisted that Content Analysis is “ a research technique for the objective, systematic, and quantitative description of manifest content of communications”. It is seen as a research tool which focuses on the actual content and internal features of media and it is used to determine the presence of certain words, concepts, themes, phrases, characters and sentences within texts or sets of texts and to quantify this presence in an objective manner.

Some find that texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal conversation, or any occurrence of communicative language. To conduct a content analysis on a text, the text is coded, or broken down, into manageable categories on a variety of levels--word, word sense, phrase, sentence, or theme--and then examined using one of content analysis' basic methods: (a)- conceptual analysis or (b)- relational analysis.

The results are then used to make inferences about the messages within (a)- the text(s), (b)- the writer(s), (c)- the audience, and even (d)- the culture and time of which these are a part.

For example, Content Analysis can indicate some features such as comprehensiveness of coverage or the intentions, biases, prejudices, and oversights of authors, publishers, as well as all other persons responsible for the content materials..

### **Uses of Content Analysis**

Because of the fact that it can be applied to test and examine any piece of writing or occurrence of recorded communication, it can be said that content analysis is used in large number of fields, ranging from marketing and mass media studies, to literature and rhetoric, ethnography and cultural studies, gender and age issues, sociology and political science, psychology and cognitive science. In addition, content analysis does reflect a good relationship with socio- and psycholinguistics, and is playing an important role in the development of artificial intelligence.

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The following offers more possibilities for the uses of content analysis: First, revealing international differences in communication content. Second, detecting the existence of propaganda. Third, identifying the intentions and focusing or communication trends of an individual, group or institution. Fourth, describing attitudinal and behavioral responses to communications. Fifth, determining psychological or emotional state of persons or groups (Berelson, 1952).

### **Reliability and Validity**

It can be said that reliability and validity of content analysis are joined with those addressed in other research methods. The reliability of a content analysis study is a matter of stability, or the tendency for coders to consistently re-code the same data in the same way over a period of time; reproducibility, or the tendency for a group of coders to classify categories membership in the same way; and accuracy, or the extent to which the classification of a text corresponds to a standard or norm statistically.

One of the most important problem of concept analysis research is the challengeable nature of conclusions reached by its procedures. The question is in what level of implication is allowable. in other words, does the conclusion follow from the data or is it explainable due to some other phenomenon?

### **Advantages of Content Analysis**

Content analysis can introduce many great advantages to researchers who are using it. In particular: First, it looks directly at communication via texts or transcripts, and hence gets at the central aspect of social interaction. Second, it can allow for both quantitative and qualitative operations. Third, it can provides valuable historical/cultural insights over time through analysis of texts. Fourth, it allows a closeness to text which can alternate between specific categories and relationships and also statistically analyzes the coded form of the text. Fifth, it can be used to interpret texts for purposes such as the development of expert systems (since knowledge and rules can both be coded in terms of explicit statements about the relationships among

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concepts).Sixth, it is an unobtrusive means of analyzing interactions. seventh, it provides insights into complex models of human thought and language use.

### **Uses of Content Analysis**

Hostli (1969) showed the uses and purposes of content analysis as follows: First, making inferences about the antecedents of communications by asking who? and why? Second, describing and making inferences about the characteristics of communications by asking how?, what? and to whom? Third, Making inferences about the consequences of communications by answering the question with what effect?

### **The process of a content analysis**

According to Krippendorff (2004) six questions must be addressed in every content analysis: First, which data are analyzed? Second, how are they defined? Third, what is the Population from which they are drawn? Fourth, what is the Context relative to which the data are analyzed? Fifth, what are the boundaries of the analysis? sixth, what is the target of the inferences?

### **Literature review**

As a matter of fact, Content Analysis as a research method or tool has been used in a wide variety of disciplines from the mass media, linguistics, history and education. Joubish (2009) considered content analysis as a scholarly methodology in the humanities by which texts are studied as to authorship, authenticity, or meaning. This latter subject include philology, hermeneutics, and semiotics. The uses of content analysis covers a large number of texts including books, essays, interviews, lectures, newspapers, magazines, documents, speeches, advertisements, plays and films (Dweikat, 2006).

In this literature review, and in the terms of using content analysis in education and practically in language of textbooks, the researcher presents few examples of studies in content analysis has been used as a research tool.

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Al-Momani (1998) conducted a study to evaluate AMRA textbooks for the first and second classes in Jordan. Some of the results of the study showed: first, the objectives of AMRA textbooks were based on teaching English for communication, and they met the students' needs and interests. second, the vocabulary items were selected to suit the students' level and to facilitate communication. third, the rationale of AMRA textbooks was suitable. fourth, the exercises in AMRA workbooks were not related completely to the material.

Shatnawi (2005) conducted a study to investigate the role of culture in foreign language textbooks through content analysis and the extent to which culture is represented in "cutting edge" series. The researcher analyzed the content of Cutting Edge series to find out the cultural aspects in these textbooks. The analysis revealed that the textbooks include the cultural aspects: historical, economical, geographical, literary, political, religious, social, man-woman relationship, habits, customs and traditions.

Deiwkat (2006) conducted a content analysis of exercises and Activities of EFL textbooks for the tenth Grade in Palestine. This study investigated the following: to what extent do the activities and exercises meet the behavioral objectives delineated in the syllabus and curriculum?, to what extent do the exercises and activities promote meaningful communication via language?, to what extent do the exercise and activities provide the development of systematic skills?, to what extent do the exercise and activities encourage the students' active Participation?, to what extent do the exercises and activities promote critical thinking? and to what extent do the exercises and activities provide for the development of study skills, such as skimming, note taking, outlining and looking up words in the dictionary?

The study revealed the following: First, "The English for Palestine" textbook showed that the exercises and activities meet to some extent the general behavioral objectives delineated in the syllabus mainly 'to help students learn English and encourage them to become confident users of English. Second, The exercises and activities promote to some extent meaningful communication via the language since the textbooks has a

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good percentage of meaningful and communicative exercises and activities. Third, the exercises and activities provide for the development of systematic language skills because the four skills are clearly and appropriately integrated in each unit of the textbook. Fourth, the exercises and activities encourage the students' active participation. Fifth, the exercises and activities promote to some extent critical thinking. Sixth, the exercise and activities meet to some extent the background and interests of the students.

### **Statement of the problem**

Textbooks of FL should be designed in accordance with the educational policy advocated in the Jordanian content. It can be said that the best way to make sure this is through reliable and valid analysis of the context of the textbooks.

English language teaching should be evaluated in the light of communicative approach which pays attention to the activities in which grammar rules should be presented. Unfortunately, little attention have been paid towards grammar activities included in English textbooks. Action Pack seven is not an exception because it is taught for the first year in schools of Jordan; Therefore this study aims at analyzing the grammar activities in the students' book of Action Pack seven.

### **Questions of the Study**

This content analysis study attempts to answer the following question:

To what extent do grammar activities in the six modules in the Students' Book of Action Pack seven meet the criteria proposed by Celce – Murcia (1991)?

### **Purpose of the Study**

This content analysis study aims at analyzing the grammar activities in the six modules in the Students' Book of Action to find out the extent to which these activities meet the criteria proposed by Action pack Seven compared by those proposed by celce – Murcia (1991).

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## **Significance of the study**

Action Pack series is a twelve-level course for Jordanian students, leading them from the basic to the secondary stage. It is claimed that it is based on the most modern methods of teaching language, combining topic - based approach with functional language practice, careful attention to grammar and vocabulary and a comprehensive skill syllabus. It is also claimed that it offers learners a clear and systematic approach to grammar with thorough practice. Action Pack seven is a level of this series and it is taught for the first year in schools of Jordan, as a result, this content analysis study will be an important attempt to analyze the grammar activities in the Students' Book of Action Pack seven and the findings of this study will be useful and fruitful to the ministry of education of Jordan, supervisors, teacher, students, parents and anybody interested in action pack seven, especially those who are specialist and interested in curricula design and development.

## **Criterion of the Study**

The researcher used the following criterion depending on Celce-Murcia (1991) :

1. The appropriateness of number balance of the grammatical activities.
2. The accuracy of the linguistic data.
3. The clarity and completeness of the grammar activities.
4. The presentations of linguistic items in meaningful contexts.

## **Unit of analysis**

The researcher used the grammar activities as the unit of analysis.

## **Definitions of terms**

Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence (Brown, 2001).

Grammar activities: and all the exercise in the students' book of Action Pack seven that introduce grammatical rules that are represented in grammar activities.

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Meaningful contexts are the activities that are represented in real situations and everyday life language.

Clarity is presenting the grammar activities using simple clear instructions and simple models to be followed.

Completeness is introducing full clear instructions about how to deal with each grammar activities.

### **Limitations of the Study**

This content analysis study is limited to the Student' Book of Action Pack Seven. Moreover, it is limited to the grammar activities.

### **Reliability of Content Analysis**

1. The researcher developed a pre-defined set of concepts and categories. The researcher precisely defined the categories used in this analysis so to ensure the consistency of the analysis.

2. The researcher repeated the analysis again using the same rules and procedures consequently; Scott co-efficient was used to compute the consistency co-efficiency between the two analyses. It was found that the consistency was (0.95) which indicates a high coincidence between the two analyses.

### **Findings and discussion**

This section presents the findings and the discussion of the analysis according to the question of the content analysis study.

Table (1) presents the frequencies and percentage of the appropriateness of number balance, accuracy, clarity and completeness, and meaningful contexts of the grammar activities in the students' Book of Action Pack seven.

**Table 1**

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**Frequencies and percentage of the appropriateness of number balance, accuracy, clarity and completeness, and meaningful contexts of the grammar activities in the students' Book of Action Pack seven.**

Module	The appropriateness of number balance		Accuracy		Clarity and completeness		Meaningful Context	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
One	9	14.8%	9	14.8%	7	12.7%	17	14%
Two	17	23%	14	23%	13	23.7%	10	20%
Three	11	18%	11	18%	10	18%	9	18%
Four	11	18%	11	18%	9	16.4%	8	16%
Five	9	14.8%	9	14.8%	9	16.4%	9	18%
Six	7	11.4%	7	11.4%	7	12.8%	7	14%
Total	61		61		55		50	227
Percentage	26.95		26.9%		24.2%		22%	100%

Table one shows that we have 61 grammar activities distributed in the six modules in the Students' Book of Action pack seven. Nine grammar activities are in module one, fourteen grammar activities are in module two, eleven grammar activities are in module three, eleven grammar activities are in module four, nine grammar activities are in module five and seven grammar activities are in module six.

The analysis shows that the number of grammar activities is appropriate and distributed in a good balanced way between the six modules because the range is between seven grammar activities ( module six) and fourteen grammar activities (module two).Regarding this issue, the analysis show another positive kind of balance between the number of the grammar activities in the whole units of all the modules, the range is between three grammar activities unit eleven of module six) and seven grammar activities (unit three of module two) students' book.

Regarding the grammar activities that meet the second Criterion A which is accuracy, the analysis shows that all the grammar activities meet this criteria. In fact all of the grammar activities are accurate and correct in detail. For example, in module one, unit one, grammar activity number four, the linguistic data is very accurate. It uses tables to present the negative of present simple as the following:

<b>Negative with <i>do/ does not</i></b>		
Salma	(1).....work	During the day.
Nurses	(2).....have	Time to talk to people during the day.

<b>Negative with <i>is/ are not</i></b>		
Salma	(3).....	a doctor
People in the hospital	(4).....	alone at night.

The first table shows that the linguistic data is very accurate because it shows how to negate present simple when the subject is singular and when it is plural. In fact, putting the linguistic data in a table makes it more accurate and clear cut which helps the students to make negative present simple easily.

Again, the students can make use from the well accurate illustrated linguistic data given in the second table by comparing it with those given in the first one. so, they find it easy how and when to use do not, does not, is not and are not.

Another example, in module six, unit twelve, grammar activities numbers one and two present the use of “present continuous”. The linguistic data is very accurate because it shows how the students use “present continuous” and when to use it. The grammar activity makes use of the subject of the beach of sea to teach them how to use the present continuous functionally. We can notice the following sentences written under the picture of the beach:

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*"Right now I'm lying under a tree. I'm resting because we are cycling up a mountain.*

*We are enjoying the wonderful weather: the sun's shining !"*

Regarding the grammar activities which meet the third criterion clarity and completeness, the analysis shows that fifty five grammar activities out of sixty one meet the criterion. In fact, having a close look into most of the grammar activities, it would be very easy to notice how they are clear and complete .Grammar activity number four of module four, page thirty seven is a good example. This grammar activity demands the students to write the missing words by choosing the right form of the verb to- *is ('s), are ('r), isn't, and aren't*. The activity explains to the students that they have to do the following to get the job done.

- 1-They have to choose the verb.
- 2-They have to change the form from the base to the past form.
- 3-The activity pays the attention of the students that some words or verbs are used more than once and shows the students how many times they are going to use it by writing the number beside the verb itself.

These clear complete steps show the students what they should do to accomplish the activity clearly and completely,

Another example is grammar activity number eight of module two page eighty five. It presents how to form comparatives and superlatives forms of adjectives in a clear and complete way. The activity shows the students how to do the job using the following table :

<b>Adjective</b>	<b>Comparative</b>	<b>Superlative</b>
Old	Older	The oldest
Pleasant	More pleasant	The most pleasant
Hot	Hotter	.....

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Famous	More famous	.....
Good	Better	.....
Bad	Worse	.....

When it comes to discuss the grammar activities which are not presented clearly and completely, we find that they are six. Grammar activity number nine of module five is an example. The students are asked to use adjectives to complete the task but the activity is not presented clearly and completely because of the following:

- 1-The grammar activity does not explain or show the function or the use of adjectives in English in general.
- 2-The grammar activity does not show the student the place of the adjective in the sentence.
- 3-The grammar activity does not give examples.
- 4-the grammar activity does not pay the attention of the student that there are some irregular adjectives.

The researcher thinks that the clarity and completeness of this activity can be achieved more successfully if this grammar activity shows and explains the function of the adjectives, shows the place of the adjective in the sentence, gives enough examples which show the possible situations that may face the students and pays their attention to the irregular adjectives, especially that these irregular adjectives are limited in English language.

Grammar activity number one of module three is another example of the grammar activities which are not presented clearly and completely. This grammar activity asks the students to write *some or a/ an* in front of the shopping list while it does not show them when and how to use each one of these, especially that it is not easy for students to differentiate between the uses of them. The researcher thinks that this grammar

activity will be more fruitful and its clarity and completeness will be achieved more successfully if it shows the students the following:

- 1-when to use “a “and “an “and relates that to the vowels and consonants in English.
- 2-When to use” some “and “any “and relates that to the countable and uncountable nouns in English.
- 3-Giving enough examples showing the uses of them.

Grammar activity number four of module three is another example of the grammar activities which are not presented clearly and completely. This grammar activity asks the students to correct the mistakes in the sentences while it does not show them when and how to correct each one of these sentences, especially that it is not easy for students to differentiate between of these sentences. The researcher thinks that this grammar activity will be more fruitful and its clarity and completeness will be achieved more successfully if it shows the students how to do the job by explaining that using enough examples.

Regarding the grammar activities that meet the fourth criteria "meaningful contexts", the analysis shows that fifty grammar activities out of sixty one grammar activities meet the criterion. In fact, the linguistic items in these fifty grammar activities are presented in meaningful contexts. Grammar activity number one of module two is a good example. Pictures and clear cut accurate sentences are used well to present and illustrate the Imperative ( affirmative and negative ).Students are asked to use the words *walk, plant, ,Don't play, take and start* to complete the following sentences written under well clear drawn pictures:

A picture  
of a bus

A girl with a  
brush teeth

A boy playing  
video games

(1).....or

(3).....off the

(4).....

(2).....

Water while you brush

video games all the time

The bus to school

your teeth.

A girl planting  
a small tree.

(5).....trees or (6).....a vegetable garden

Another example shows that the linguistic items are presented in meaningful contexts is grammar activity number five of module five. In this activity, students are asked to fill in the blanks with the verbs investigated, knew, robbed, came, saw, arrived, made and followed paying their attention that these verbs are in the past form mentioning clear cut example.

On the other hand, grammar activity number four of module five is an example of those grammar activities which its linguistic items are not introduced in meaningful contexts. The students are asked to write sentences to compare between two shown books by using a list of adjectives at the time the example given does not explain when to add *er* to some adjectives while to add more in front of some others.

### **Inferences**

After the analysis of the findings, the researcher finds that the students' Book of Action Pack seven mostly offers good useful grammar activities because these grammar activities are enough and distributed in a good balanced way between the six modules and the units given in each unit, all of the linguistic items presented in these

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activities accurately, most of the presentations of these grammar activities are clear and complete enough and most of these grammar activities are presented and introduced in meaningful contexts.

### **Recommendations**

In the light of the results of this content analysis study, the researcher finds that most of the linguistic items in the grammar activities in the Students' Book are presented clearly and completely, and most of the linguistic items in these grammar activities are presented in meaningful contexts but some of grammar activities are not clear and not presented in meaningful context so they should be revised and edited to make all of them presented clearly and presented in meaningful contexts.

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# LANGUAGE IN INDIA

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## Language Technology in India

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### Introduction

In a manner of speaking, we may say that India is a multilingual country where the spoken language changes after every 50 kilometers. Therefore there is no single universal language. Indian languages are classified into five languages families Indo-Aryan (76.87 % speakers), Dravidian (20.82 % speakers), Austro-Asiatic (1.11 % speakers), Tibeto-Burman (1% speakers) and Andmanese (0 % speakers) (Jha, 2003) [1,2]. Constitution of India recognizes 24 languages and 12 scripts. After the information technology revolution which requires the knowledge of English for the manipulation of digital data, information and knowledge store in database and manipulation of the database, i.e., Structured Query Language (SQL), demand for the acquisition of English has increased. In India only 5% of the population is familiar with English and the rest of the population uses different languages. Nearly 50% of Indian population speaks Hindi but it is largely untouched by developments in modern technical knowledge resource. Those who have no knowledge of English may have difficulty in using the knowledge resource. They are also not in a position to enrich the resource due to unfamiliarity with English. Therefore, lack of knowledge of English becomes a hindrance in the progress of science and technology in India due to language barrier.

### Government Effort for Evolving Language Technology

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Indian government was aware about this fact. Since 1970, the Department of Electronics and the Department of Official Language were involved in developing the Indian language Technology. Consequently ISCII (Indian Script Code for Information Interchange) is developed for Indian languages [3] on the pattern of ASCII (American Standard Code for Information Interchange). Also "Indian languages Transliteration" (ITRANS) developed by Avinash Chopde [4] and ITRANS represents Indian language alphabets in terms of ASCII (Madhavi et al, 2005) [5]. The Department of Information Technology under Ministry of Communication and Information Technology is also putting the efforts for proliferation of Language Technology in India, And other Indian government ministries, departments and agencies such as the Ministry of Human Resource, DRDO (Defense Research and Development Organization), Department of Atomic Energy, All India Council of Technical Education, UGC (Union Grants Commission) are also involved directly and indirectly in research and development of Language Technology. All these agencies help develop important areas of research and provide funds for research to development agencies [6]. As an end-result IndoWordNet was developed for the Indian languages on the pattern of English WordNet [7,8].

### **TDIL Program**

Government of India launched TDIL (Technology Development for Indian Language) program. TDIL decides the major and minor goal for Indian Language Technology and provide the standard for language technology [9] TDIL journal *Vishvabharata* (Jan 2010)[10] outlined short-term, intermediate, and long-term goals for developing Language Technology in India.

### **Development of Language Corpora in Indian Languages**

Kolhapur Corpus of Indian English (**KCIE**) was the first Indian language corpora for Indian English, which was developed under the leadership of Prof. S.V. Shastri at the Shivaji University, Kolhapur, India in 1988. **KCIE** contains approximately one million words of Indian English drawn from materials published in the year 1978. This is collected for a comparative study among the American, the British, and the Indian English (Dash) [11]. Central Institute of Indian Language (**CIIL**) is a nodal agency for development of Indian Language Corpora. It has co-coordinated with various Indian agencies and Universities for developing more than 45 million corpora in Scheduled Language of India which is also a part of **TDIL** programme [12]. **Enabling Minority Language Engineering (EMILLE)** program provides the corpora, architecture and tool for Asian languages. It has a monolingual corpus which contains approximate 96,157,000 words and a parallel corpus consists of 200,000 words of text in English which helps in the translation of Bengali, Hindi, Punjabi and others languages.

**C-DAC Noida** has developed the parallel text corpus *Gyan-Nidhi* for 12 Indian languages (Hindi, Punjabi, Gujarati, Marathi, Tamil, Telugu, Kannada, Nepali, Oriya, Malayalam, Bangla, Assamese) and English. **Gyan-Nidhi** is also a multilingual parallel corpus, which is a repository of 'One Million Pages' of knowledge based text [13].

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Mahatma Gandhi International University has started the project ‘Hindi Samgraha’ for repository of Hindi words database and dialect mapping of Hindi [14]. Department of Information Technology of Government of India has started the project for developing the Indian language Corpora, Indian Language Corpora Initiative (**ILCI**). **ILCI** is a consortium project for building the parallel annotated corpora under the leadership of Dr. Girish Nath Jha, JNU, New Delhi. It involves 11 Indian languages and also English [15].

### **Machine Translation in India**

Although Translation in India is old, Machine Translation is comparatively young. Earlier efforts in this field have been noticed since 1980, involving different prominent Institutions such as **IIT Kanpur**, **University of Hyderabad**, **NCST Mumbai** and **CDAC Pune**. During late 1990 many new projects initiated by **IIT Mumbai**, **IIT Hyderabad**, **AU-KBC Centre**, Chennai and **Jadavpur University**, Kolkata [16] were undertaken. **TDIL** has started a consortium mode project since April 2008, for building computational tools and Sanskrit-Hindi MT under the leadership of Amba Kulkarni (University of Hyderabad). The goal of this Project is to build children’s stories using multimedia and e-learning content.

### **Anglabharati**

**IIT Kanpur** has developed the Anglabharti Machine Translator technology from English to Indian languages under the leadership of Prof. R.M.K Sinha. It is a rule-based system and has approximately 1750 rules, 54000 lexical words divided into 46 to 58 paradigm [17]. It uses pseudo Interlingua named as PLIL (Pseudo Lingua for Indian Language) as an intermediate language. The architecture of **Anglabharti** has six modules: Morphological analyzer, Parser, Pseudo code generator, Sense disambiguator, Target text generators, and Post-editor [18]. Hindi version of Anglabharti is **AnglaHindi** which is web based application which is also available for use at <http://anglahindi.iitk.ac.in>. To develop automated translator system for regional languages, Anglabharti architecture has been adopted by various Indian institutes for example, IIT Guwahati.

### **Anubharti**

Prof. R.M.K. Sinha developed **Anubharti** during 1995 at IIT Kanpur. **Anubharti** is based on hybridized example-based approach. The Second phase of both the projects (Anglabharti II and Anubharti II) has started from 2004 with new approaches and some structural changes.

### **Anusaaraka**

Anusaaraka is a Natural Language Processing (NLP) Research and Development project for Indian languages and English undertaken by CIF (Chinmaya International Foundation). It is fully-automatic general-purpose high-quality machine translation systems (FGH-MT) [20]. It has software which can translate the text of any Indian language(s) into another Indian Language(s), based on Panini Ashtadhyayi (Grammar

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rules).It is developed at the International Institute of Information Technology, Hyderabad (IIIT-H) and Department of Sanskrit Studies, University of Hyderabad.

### **MaTra**

MaTra is a fully-automatic indicative English to Hindi translation system. It supports all kind of domains but gives more accurate results in especially ‘News’ and ‘Medical’ domains.

### **Mantra**

Machine Assisted Translation Tool (**Mantra**) is a brain child of Indian Government during 1996 for translation of Government orders, notifications, circulars and legal documents from English to Hindi. The main goal was to provide the translation tools to government agencies. Mantra software is available in all forms such as desktop, network and web based [21]. It is based on **Lexicalized Tree Adjoining Grammar (LTAG)** formalism to represent the English as well as the Hindi grammar [22]. Initially, it was domain specific such as Personal Administration, specifically Gazette Notifications, Office Orders, Office Memorandums and Circulars, gradually the domains were expanded. At present, it also covers domains like Banking, Transportation and Agriculture etc. Earlier Mantra technology was only for English to Hindi translation but currently it is also available for English to other Indian Languages such as Gujarati, Bengali and Telugu. **MANTRA-Rajyasabha** is a system for translating the parliament proceedings such as papers to be laid on the Table [PLOT], Bulletin Part-I, Bulletin Part-II, List of Business [LOB] and Synopsis[23]. Rajya Sabha Secretariat of Rajya Sabha (the upper house of the Parliament of India) provides funds for updating the **MANTRA-Rajyasabha** system.

### **UNL-based MT System between English Hindi and Marathi**

**IIT Bombay** has developed the **Universal Networking Language (UNL)** based machine translation system for English to Hindi Language. **UNL** is United Nations project for developing the Interlingua for world’s languages. **UNL**-based machine translation is developing under the leadership of Prof. Pushpak Bhattacharya IIT Bombay.

### **English-Kannada MT System**

Department of Computer and Information Sciences of Hyderabad University has developed an **English-Kannada MT system**. It is based on the transfer approach and Universal Clause Structure Grammar (UCSG).This project is funded by the Karnataka Government and it is applicable in the domain of government circulars.

### **SHIVA and SHAKTI MT**

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**Shiva** is an Example-based system. It provides the feedback facility to the user. Therefore if the user is not satisfied with the system generated translated sentence, then the user can provide the feedback of new words, phrases and sentences to the system and can obtain the newly interpretive translated sentence. Shiva MT system is available at (<http://ebmt.serc.iisc.ernet.in/mt/login.html>).

**Shakti** is a statistical approach based rule-based system. It is used for the translation of English to Indian languages (Hindi, Marathi and Telugu). Users can access the **Shakti** MT system at (<http://shakti.iiit.net>).[24]

### **Tamil-Hindi MAT System**

K B Chandrasekhar Research Centre of Anna University, Chennai has developed the machine-aided Tamil to Hindi translation system. The translation system is based on *Anusaaraka* Machine Translation System and follows lexicon translation approach. It also has small sets of transfer rules [25]. Users can access the system at [http://www.aubc.org/research\\_areas/nlp/demo/mat/](http://www.aubc.org/research_areas/nlp/demo/mat/).

### **Anubadok**

Anubadok is a software system for machine translation from English to Bengali. It is developed in Perl programming language which supports processing of Unicode encoded and text for text manipulations. The system uses the Penn Treebank annotation system for part-of-speech tagging. It translates the English sentence into Unicode based Bengali text. Users can access the system at <http://bengalinux.sourceforge.net/cgi-bin/anubadok/index.pl>.

### **Punjabi to Hindi Machine Translation System**

During 2007, Josan and Lehal at the Punjab University, Patiala, designed Punjabi to Hindi machine translation system. The system is built on the paradigm of foreign machine translation system such as RUSLAN and CESILKO [26]. The system architecture consists of three processing modules Pre Processing, Translation Engine and Post Processing [27].

## **Contribution of Private Companies in Evolving the ILT –**

### **Indian language Search Engine Guruji**

[guruji.com](http://guruji.com) is the first Indian language search engine founded by the two IIT Delhi graduate Anurag Dod and Gaurav Mishra, assisted by the Sequoia Capital. [guruji.com](http://guruji.com) uses crawls technology, based on propriety algorithms. For any query, it goes into Indian languages contents deep and tries to return the appropriate output. [guruji](http://guruji.com) search engine covers a range of specific content news, entertainment, travel, astrology, literature, business, education and more [28].

### **Google**

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Internet Searching giant Google also supports major Indian Languages such as Hindi, Bengali, Telugu, Marathi, Tamil, Gujarati, Kannada, Malayalam, and Punjabi and also provides the automated translation facility from English to Indian Languages. Google Transliteration Input Method Editor is currently available for different languages such as Bengali, Gujarati, Hindi, Kannada, Malayalam, Marathi, Nepali, Punjabi, Tamil, Telugu and Urdu.

### **Microsoft Indic Input Tool**

Microsoft has developed the Indic Input Tool for Indianisation of computer applications. The tool supports major Indian languages such as Bengali, Hindi, Kannada, Malayalam, Tamil and Telugu. It is based on a syllable-based conversion model. WikiBhasha is Microsoft multilingual content creation tool for translating Wikipedia pages into multilingual pages. So, source language in WikiBhasha will be English and Target language can be any Indian local language(s).

### **Webdunia**

Webdunia is an important private player which assists the development of Indian language technology in different areas such as text translation, software Localization, and Website localizations. It is also involved in research and development of Corpus creation/collection, and Content Syndication. Moreover, it provides the facility of language consultancy. It has developed various applications in Indian Languages such as My Webdunia, Searching, Language Portals, 24 Dunia, Games, Dosti, Mail, Greetings, Classifieds, Quiz, Quest, Calendar etc. [29].

### **Modular InfoTech**

Modular InfoTech Pvt. Ltd. is a pioneer private company for development of Indian Languages software. It provides the Indian language enablement technology to many state governments and central government in e-governance programs. It has developed the software for multilingual content creation for publishing newspapers and also has developed the qualitative Unicode based Fonts for major Indian languages. It has specifically developed the Shree-Lipi Gujarati package for the Gujarati language which is useful in DTP sector, corporate offices and e-Governance program of the Government of Gujarat [30].

### **Conclusion**

In this digital era, knowledge or information is created in English. In India a large section (approximately 95% population) is not speaking English and therefore, they are not benefitting from science and technology knowledge. Hence, new efforts and initiatives have been started for evolving language technology in India. Government agencies and private organizations should work collaboratively to develop new areas in language technology and should develop robust technology to benefit the vulnerable sections. In addition to this, Government should also sanction grants for research and development and also develop a special centre for training in language technology

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## A Comparative Study of Effectiveness of Advance Organizer Model and Traditional Method in Teaching of English in Teacher Education Course

Iftikhar Ahmed, Ph.D., Aijaz Ahmed Gujjar, Ph.D. Candidate,  
Naeemullah Bajwa, Ph.D., and Shafqat Ali Janjua, Ph.D.

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### Abstract

In language teaching, method plays prime role. Well adopted materials without effective method of teaching are practically useless. But with proper tools and instructional materials, a good teacher encourages each member of the class to participate directly in the learning experience. The main objective of this study was to define the advance organizer model and traditional method and to compare the effectiveness of advance organizer model and traditional method. In order to achieve the objectives M.A. education students studying the subject teaching of English constituted the population of the study and the sample of the study consisted of 46 students teachers. On the basis of pretest scores they were placed in two groups randomly. Each group comprised 23 students. Four hypotheses were framed and tested by applying independent sample t-test and dependent sample t-test, the results showed that all the students including low

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A Comparative Study of Effectiveness of Advance Organizer Model and Traditional Method in Teaching of English in Teacher Education Course

achievers and high achievers, who were taught through advance organizer model and traditional method performed equally.

**Key words:** traditional method, advance organizer model, low achievers, high achievers

## **Introduction**

Advance organizer model is designed to provide students with a cognitive structure. Advance organizer model has its genesis in meaningful verbal learning theory. Advanced organizer model helps teachers to organize and convey large amount of information clearly (Joyee & Weil, 1003). The advance organizer model assumes that learning can be improved through better mode of presentation.

Ausubel, (1963) theorized that meaningful verbal learning requires strong cognitive structures. Knowledge of particular objects at any given time should be organized, clear and stable. Previous knowledge is the biggest factor in learning whether it will be meaningful or not, it depends on the students' cognitive structures. Since there is parallel between the ways subject matter is organized and the way people organize their minds. Sprinthal and Sprinthal (1990) explained that advance organizer is deductive approach. Advance organizers are presented to help students focus attention on key points. According to Woolfolk (2003) advance organizers are the statements made by the teacher prior to actual learning takes place. Advance organizers are of two types, comparative advance organizers and expository advance organizers. Comparative organizers connect new learning to previously learned material through analogy, anchoring and comparisons.

Expository organizers begin at a high level of generality than the concept to be presented. Expository organizers provide new knowledge that students need to understand. The objective of advance organizer is to provide scaffolding for the new information. They serve as a bridge between new and the known information (Arif, 1997).

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The function of advance organizers varies from subject to subject. It yields impressive results when students are not conversant with fundamental of the subject. This model provides better results when applied on mature students possessing the ability of manipulating concepts. Advance organizers help learners to activate prior knowledge and think it with in the context of new one.

Advance organizer model of teaching is based on three phases:

1. presentation of advance organizer
2. presentation of learning task
3. strengthening cognitive organization (Joyce and Weil, 2003)

Following steps may be used while using this model:

- i. Teacher presents advance organizer to begin the lesson.
- ii. Concepts are presented by the teacher
- iii. Provision of example and non-examples to clarify the concept

The teacher refers back to advance organizers to link the organizer with the concept in the lesson and emphasizes on deductive reasoning.

Advance organizer is basic tool to improve cognitive structure of the learner. Higher order knowledge is based upon concepts and abstract ideas. Advance organizer model is highly effective to teach conceptual knowledge. Comparison and contrasts are the skills that are vastly used during the teaching learning process (Shual, 1981).

In language teaching method plays prime role. Well adopted materials without effective method of teaching are practically useless. But with proper tools and instructional materials, a good teacher encourages each member of the class to participate directly in the learning experience.

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(Saddique, 2005). Method is an overall plan based on some approach. Shahid (2000) defined method as an overall plan for the orderly presentation of language material. No part of which contradicts and all of which is based upon the selected approach. Grammar Translation method is the most widely used method for teaching of English in Pakistan. In spite of the virulent attacks that the reformers have made, the traditional method has maintained itself remarkably well and is very popular with English language teachers. In grammar translation method, language teacher translates each and every word, phrase and sentence into mother tongue. In this method textbook occupies an important place. The textbook constitutes major reading material which has specific graded vocabulary. The teacher translates every word and explains grammatical rules and principles. The paramount features of the method are:

1. the unit of teaching is word
2. over use of native language
3. explanation of grammatical rules (Tahir, 2005)

Under the translation method, the meanings of English words, phrases and sentences are translated into the mother tongue (Gurrey, 2005).

### **Objectives**

- i. To define the concept advance organizer model and traditional method
- ii. To compare the effectiveness of advance organizer model and traditional method

### **Population**

The purpose of this study was to measure the comparative effectiveness of CAM and Traditional method in teacher education course at the M.A. level. Therefore M.A education students studying the subject of teaching of English constituted the population of the study.

### **Sample**

The sample of the study consisted of 46 students teachers. On the basis of pretest scores

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they were placed in three groups randomly. Each group comprised 23 students.

### **Design of the Study**

This study was experimental in nature. Experimental research is the most valid type of research. It can truly test the hypothesis concerning cause and effect relationships. It represents the most valid approach to the solution of educational problems, both theoretical and practical. In an experimental study the researcher manipulates at least one independent variable, controls over relevant variables and observes the effects on one or more dependent variables. The independent variable also referred as experimental variable. The dependent variable is termed as criterion variable.

### **Characteristics of Experimental Research**

Experimental research incorporates a high degree of control over the variables of study. Proper control over the variables permits to establish caused relationships among research variables. The two defining characteristics of experimental research are:

- (1) Manipulation of an independent variable.
- (2) Control over extraneous variables

An independent variable is a variable whose values are chosen and set by the experimenter. To manipulate independent variables, subjects must be exposed at least two levels of that variables. The specific conditions associated with each level are called treatments of the experiments. The variables whose values researcher observes and records in experimental at design is called the dependent variables. The group receiving the treatment is called the experimental groups. The control group is treated exactly like the experimental group except that is not exposed to the experiential treatment.

The second characteristic of experimental research is control over extraneous variables.

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Extraneous variables are those that may affect the behavior researcher wish to investigate. Extraneous variable can be controlled by two ways.

- (1) Hold extraneous variable constant.
- (2) Randomize its effects across treatment

## Findings

**Ho:1** There is no significant difference in the mean scores of trainee teachers taught through AOM and TM

**Table : 1** Showing Significant of difference between trainee teachers taught through AOM and TM

Group	N	df	Mean	S.D	t-value
AOM	23	22	59.78	10.348	1.02
TM	23	22	60.09	9.835	

Non Significant at 0.05 level

Table value 2.02

Table: 1 explains that t- value (1.02) is non significant at 0.05 level of significance. So the null hypothesis that there is no significant difference between students' achievement in academic test taught through the advance organizer and traditional method is retained and it is concluded that there is no significant difference between the achievements of both groups on the post-test. Students in experimental group gain lower mean score (59.78) than students in control group (60.09) on the post-test. So it is stated that no significant difference can be observed in the mean scores of both groups. Hence both groups should be treated as equal.

**Ho: 2** There is no significant difference in the mean scores of high achievers trainee teachers taught through AOM and TM

**Table: 2** Significant of difference between high achievers taught through

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### AOM and TM

Group	N	df	Mean	S.D	t-value
AOM	12	11	67.50	4.317	0.39
TM	12	11	66.92	2.712	

Non Significant at 0.05 level Table value 2.02

Table: 2 explains that t- value (0.39) is non significant at 0.05 level of significance. So the null hypothesis that there is no significant difference between students' academic achievement taught through advance organizer model and traditional method is confirmed. and it is concluded that both models are equal on the post test scores. Students in advance organizer model gain lower mean (67, 50) than students in traditional method (66.92) on the posttest. So it is found that both groups exhibited nearly similar performance.

**Ho: 3 There is no significant difference in the mean scores of low achievers trainee teachers taught through AOM and TM**

**Table : 3 Significant of difference between low achievers taught through AOM and TM**

Group	N	df	Mean	S.D	t-value
AOM	11	10	51.36	8.103	0.34
TM	11	10	52.64	9.362	

Non Significant at 0.05 level

Table value 2.02

Table: 3 shows that t-value (0.34) is not significant at 0.05 level of significance. So the null hypothesis that there is no significant difference between students' achievement in academic test taught through advance organizer model and traditional method is retained and it is concluded that there is no significant difference between the achievement of both groups on the post test.

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Students in the advance organizer model gain lower mean (8.103) than students in traditional method (9.362) on the post test. So it is established that both groups are almost equal.

**HO: 4 There is no significant difference in the mean score of pretest and posttest achievement of the trainee teachers included in the traditional method group and advance organizer model group.**

**Table: 4 Significant of difference in the mean scores of trainee teachers included in the traditional method group and advance organizer group.**

Group	N	Df	Mean	t-value
TM Pre-test	23	22	59.82	
AOM Post-test	23	22	57.86	0.71

### Interpretation

Table No 4.20 explains that t-value (0.71) is non significant at 0.05 level of significance. So the null hypothesis that there is no significant difference in the mean scores of trainee teachers on the pretest and the posttest is confirmed and it concluded that there is no significant difference in the mean score of both groups. In the pretest trainee teachers gained mean score (59.82) that is greater than the mean scores attained by the posttest advance organizer model group. But this difference is not significant enough. So the Null hypothesis is retained. It is evident that both groups were equal on the pretest and the posttest.

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## **Conclusion**

Following conclusions were arrived at on the basis of the findings:

- 1- It was discovered that trainee teachers taught through advance organizer model and traditional method were approximately equal in their performance.
- 2- It was found that high achievers trainee teachers of advance organizer model groups were equal in their academic attainment.
- 3- It was indicated that low achievers of advance organizer model and traditional method groups showed no vital difference in their scholastic attainment.
- 4- Although advance organizer model and traditional method proven to be equal teaching tools. So it may be stated How ever, trainee teachers taught through advance organizer model and traditional method produced equal performance on the posttest. Similarly in the pretest and the posttest both group showed no significant difference in the academic achievement.

## **Discussion**

This study was an attempt to comparative effectiveness of traditional method and advance organizer model. Advance organizer model is concerned with and is derived from the theory of meaningful verbal learning. This model requires that learning material should be organized in such a way that information is presented meaningfully so that process of learning may be triggered.

In traditional method, students remain inactive and passive recipient of information. In traditional method, knowledge is imparted haphazardly and it lacks any systematic approach. According to Bruner systematic, structured instructional strategy amplifies absorption of knowledge and improves comprehension and understanding.

No significant difference was identified between the mean scores of trainee teachers taught through advance organizer model and traditional method. This finding contradicts the finding of the studies conducted by Senapati (1986) and Rajaria (1987). Lee (2001) conducted study on Language in India [www.languageinindia.com](http://www.languageinindia.com)

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comparative effectiveness of advance organizer model and traditional method and it was found that students were equal on the academic achievement test. Although it is obvious that advance organizer model and traditional method are different strategies but there are similarities between the two as well. Both demands that material should be presented in organized and disciplined fashion. Some times it is hard to discriminate between the two instructional patterns. That may be the one reason of equal performance.

No significant difference was experienced between trainee teachers instructed through advance organizer model and traditional method. Similarity between the scores of two groups may be attributed to various underpinnings. But critical review of either technique yields the answer, that is, they are highly teacher driven and allowing very little space for the students to think, reflect, ponder and arrange discussion. They must keep pace with the instructions. They sat quiet and expected to receive, memorize and patch the received information with the prior one. In addition, both strategies have their genesis in Deductive approach which encourages ready made rules and principles. These results are consonance with the studies launched by Gibson (1986) and Keller (1986)

Although there was no statistically significant difference in the mean scores of advance organization model and traditional method, the mean scores were inclined in favour of traditional method. But no marked difference was experienced in the academic performance of the trainee teacher taught through advance organizer model and traditional method.

Most of the time students remain passive recipient of the information. Apathy, non-involvement and low level of participation may have resulted in poor achievement. But it may not be inferred that trainee teachers taught through Advance Organizer Model and traditional method perform worse. Post test achievement performance was not disheartening at all. Trainee teachers instructed through Advance Organizer Model and traditional method produced promising output.

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The study was conducted in the subject of teaching of English as foreign language. So the results of the study may be generalized only to students studying teaching of English in M.A Education as elective course. The results of the study may not be generalized to all English teaching class room, since the study was conducted in teacher education college. Sample included in the experiment had no or poor back ground in the course of teaching of English. Results however were consistent with the efforts ventured in the past. Because there is rapid increase in realization that model based teaching may create big difference in the field of teaching. So the results of the study are applicable to only the class room wherein the teaching of English is being offered as methodology course in M.A education course.

### **Recommendations**

Analysis, interpretation and conclusions of the present study indicate that the modern teaching strategies in the form of models of teaching should be applied in Pakistan classroom setting. The aim of teaching should be not only to acquaint the learners with the knowledge of their subjects but also develop awareness of surrounding. The teacher seems to be more active than the learner in the present day teaching learning process. The teacher has shown steadfast resistance in accepting and implementing new instructional strategies. He seems to be totally in dark about the development and advancements have been made in field of teaching after the advent of cognitive psychology. This may be due to overwork load of teachers so that he may not be able to implement new instructional techniques or may be due to overloaded curriculum of the school, they are not in position to introduce new techniques in teaching. New techniques in teaching learning process always help in developing the interests of the learners to understand instructional material well. The high and ambitions targets in education can not be achieved through traditional method. New teaching strategies should be given due consideration.

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## The Social Realism in Arundhati Roy's

### *God of Small Things*

Madhumita Das, M.A., M.Phil., Ph.D. Scholar

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The aim of literature is to move forward keeping parallel with the progress of a country, society and time. No literature can ever be great unless it reflects the real pictures of society. From time immemorial society has been witnessing its culture, tradition, values and many age-old beliefs. It changes from time to time reflecting all social norms as per the need of the time. It is the social issues that bring a change and thereby set a new base and values in society. In every age, this has been an inevitable concern for the literary artist to reflect these issues as they are. Very often life is uplifted by the current and cross-current of this social change, or is fragmented by the collision with this new change.

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The Social Realism in Arundhati Roy's *God of Small Things*

According to Ranga Rao, “In every age, in every society, the contemporary socio-political situation always inspires the novelists to write novels on this social or political issues which afterwards becomes an ultimate instrument of socio-political revolution in the hands of the sensitive readers who read and act according to the need of the hour. That is why the contemporary novels of our time are no more culture – based only, but also cast a new picture of socio-political thought to the modern man”.

Today our society is experiencing tremendous transformation, affecting its complexion and ideas. Over the last four to five decades radical changes have been seen in almost all walks of life, challenging the basic assumptions and beliefs and bringing under merciless scrutiny age-old faiths and theories. The disturbance is much more perceptible in literacy world than in any other field of life. This disturbing picture of life has been the main concern in the writings of many socially committed writers like Manju Kapur, Shashi Deshpande, Sashi Tharoor, Amitav Ghosh, V.S. Naipaul and a host of other writers in the post-modern tradition, who have been engaged in reflecting certain social issues and crisis that had remained unquestioned for centuries.

Arundhati Roy is one of the foremost novelists of this socially committed tradition, showing exceptional awareness of the social crisis and sensitivity to the problems. She is one of the few Indian Writers in English who is actively interested in contemporary social-political issues which is amply evidenced in a number of articles, interviews and books she wrote on various topics in recent years. Her books like ‘The threat of Nuclear Weapons’, ‘The Promotion of Equal Rights’, ‘The Narmada Dam Project’, ‘The War on



Terrorism' and 'The Cost of Living' have created great stir and put her in a storm of controversies that has only increased her stature as an intellectual.

Arundhati Roy's *The God of Small Things* can be seen as one of the most powerful novels that project the social realism of Indian Society in an artistic manner in which she X-rayed certain hard realities of Indian Society that has been the main obstacle on the path of peace prosperity and progress of Indian Society. Through this novel the novelist declares war to fight out these social evils that have caused so much oppression of the downtrodden class. As a social activist who always in war with the government and with the social authority for the oppressed and depressed human beings, here in her novel declares the same war against the oppressing class of the society.

The novel problematizes the oppressive machinery based on caste-discrimination and collusion with it of certain political forces. In the words of Arundhati Roy herself "my mother says that some of the incidents in the book are based upon certain things that happened when I was two years old. I have no recollection of them. But obviously, they were trapped in some part of my brain ... Ayemenem is no longer the old fashioned village of the sixties in which the novel is set. It is now a bustling extension of Kottayam town, with 7100 houses and Mash of disk Antenna Paradise pickles still exists".

As the author says her past real-life experiences and observations have profitably been employed in it, such as, for example, her Syrian -Christian back ground, the

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popularity of English language among them, the Kottayam chochin cost, her mother's estranged marriage, for awareness of being unwelcome at her native place, the ancestral house, politics and caste divide in Kerala, and several other details found place in the novel.

The author shows acute sensitiveness to her surroundings which is reflected in his non-fictional works, books and essays. She has been an impassioned critic of globalization and American influence and felt herself part of the contemporary struggle for social justice in our country.

In all these works it is not difficult to see her splendid ability to balance between the significant social impact of industrialization and more intimate observations. 'The God of Small Things' is set in the South-Western State of Kerala. Although her narrative adopts poetic style weaving numerous symbolic strands, Mrs. Roy maintains a firm grip over the realistic vision. The **Social Realism** as portrayed by the novelist, can be well understood if we analyze the social issues which have been raised in the novel. The following paragraphs discuss those social issues which reflect the **social commitment** of the novelist.

Arundhati Roy uses a compressed language, thrifty style of foreground, the essential predicament of the socially oppressed, such is the extraordinary quality of her narrative art. When in Chapter 1, the Kottayam Police Inspector Thomas Mathew

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addresses Amu, his lecherous gaze express his authority making her wince. Here is the brief, naked truth of his coercive behaviour.

"He started at Ammu's breasts as he spoke. He said the police knew all they needed to know and that the Kottayam Police didn't take statements from 'Vehsyas' or their illegitimate children.. If I were you he said I'd go home quietly. Then he tapped her breasts with his button Tap, tap.

Arundhati Roy lays bare the way sex is used by those in authority to cow down the defenceless, an age-old device that has little changed even in a democratic rule. There could be nothing more humiliating than to be called Vehsya (Prostitute) for a respectable woman. Thomas Mathew knows his power and is determined to make her feel it by stripping of her dignity, when he calls her children "Illegitimate". 'this brief scene burns a painful spot in the readers' consciousness. Another instance where sex is used to show superior authority is the Estha-Orange drink - Lemon - drinkman episode in Chapter 40. The casual manner in which the stall-keeper-indulges in it indicates the common practice, but it is in its very casualness one can see lurking the dark oppressive powers.

Reference to Chako's indulgences with woman workers over looked by the Ayemenem House Women as 'Man's Needs' is another similar example which expresses the way sex becomes an expression of certain types of social power, ranging from baton-swinging police officer to a communist sympathiser like Chako to an ordinary cold drink seller. It silences the weak in a way no other physical exercise of

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power can do.

The row over Ammu-velutha relation is the key factor in the novel, that brings about catastrophe and misfortune on all. Their sexual attraction and relation is beautifully woven in more than one level. On the personal level it represents a union that openly defies all socially constructed restrictions and leads to a sense of fulfillment and contentment. "Then for what seemed like an eternity but was really no more than five minutes she slept leaning against him, her back against his chest. Seven years of oblivion lifted off her and flew into the shadows on weighty, quaking winds ... Amid the murderous terror of being captured and destroyed for ever, both Ammu and Velutha find momentary release from the life destroying realities, the deathly inevitabilities into a soul-elevating feelin<sup>g</sup> of mutual support and protection in the dark night on the banks of the Mcenachal.

On the social arena their meetings for thirteen lights carve a fatality for them in terms of gender and caste hostilities. In their sufferings both are utterly lonely. Both die foul, lonely deaths, chrushed and abandoned by all.

The most bitter attack' is carried in the novel against the Sham lives li<sup>v</sup>ed out by the Politicians whose double standards of behavior and talk are exposed by the author. Kerala has always been considered a socially aware state, its awareness level being the highest among all the states of India, with a cent percent literacy rate and a tradition of Marxist politics dominating. Curiously it is also a state where the roots of religious orthodoxy and conservatism go deep and spread over greater part of social Language in India [www.languageinindia.com](http://www.languageinindia.com)

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life. The power of religion was hardly ever destabilized by the coming of Marxism to power for Mrs. Roy herself said in an interview.

"Most interestingly it was the only place in the world where religious coincide, there is Christianity Hinduism, Marxism and Islam and they all live together and rub each other down. When I grew up it was the Marxism that was very strong, it was like the revolution was coming next week. I was aware of different cultures when I was growing up and I am still aware of this now . When you see all the competing beliefs against the same background you realize now they all wear each other down. To me, I couldn't think of a better location for a book about human beings.

The rural environment is a significant element, it builds up the lives of the villagers at different state, Criss — crossing each other and exerting influences that build up the drama with all its stresses and tensions. Arundhati Roy uses the literary devices in a subtle manner to create the rural landscape. Her descriptions are not drawn innocently on pastoral vignettes they add up to basic frame work of value conflict-, that are sharply brought under focus by her.

Apart from the straight forward realistic portrayals there are woven by the author intricate patterns by employing several stylistic devices of remarkable aesthetic beauty but also helps the reader get into the hidden significance of the picture being presented. These passages of unparalleled verbal beauty sharpen the readers vision of essential realities of the lives of village folks.

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On a larger scale 'The God of Small Things' is about politics which through its various agencies exercises decisive influence over the lives of the people of Ayemenem. Unlike writers such as Mulk Raj Anand, Arundhati Roy presents politics as a very complex force, operative at different levels, beginning with home, and manipulated by different people for different ends. As Reena Kothari says "She introduces the power structure in Society and shows how the more powerful victimize the less powerful as there is gender oppression, oppression of the lower caste, subjugation of children, police extremities and the hypocrite Marxist leader Mr. K.N.M. Pillai who too doesn't leave the opportunity to oppress any one for personal gains. It is ironical that the Church makes distinction between lower caste and upper caste.

It is also ironical to see Mr. Pillai using Marxism for personal gains rather than for poor laborers or the lower caste. The novel portrays the forces of power working in alliance in the novel. It shows how the caste system and hierarchy which is still prevalent in India, operates and is a powerful ally of patriarchy which is another powerful component of Indian Society.

Society in the novel is teeming with the exploitive instincts. Even a common place experience of Estha with orange drink Lemon drink man in Abhilash Talkies connotes the prevalence of the subtle workings of exploitive intentions. Pappachi's deep sense of frustration that eventually led to pathetic disintegration of mind has its source in his being exploited professionally when his entomological findings was hijacked by a lesser researcher. Chako and Pillai the polished communist

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manouverer are shown indulging in outwitting each other. At the bottom of the massive oppressive edifice are Ammu, her Children and Velutha. As Surendran rightly points out :

"The dimension of oppression of Ammu, her twins and Velutha are not one plus one plus but one time two times three times all the people and the forces they encounter. The weight of this power is indeed terrible".'

The author's disgust for party politics is barely concealed in her famous portrait of comrade Pillai, Chako's deceptive stances and the freedom with which the police is allowed to unleash its barbarism. In a tone reminiscent of Jonathan swift for its pointed jibes, Arundhati Roy introduces to us the local political heavy weight comrade K.N.M. Pillai and creates a cruel caricature. Pillai is indeed right from the beginning an epitome of all the unpleasant deceptive aspects of degenerate political tradition which is nothing more than a means of self-promotion maintaining one's hold over the citadel of local power by playing one against the other. The Sham facade so assiduously erected by the local practitioners of local politics and the ill-concealed brute forces of real evil are easily seen in men like Pillai. The cruelest irony is that he represents a party that represents worker's interests and exists on the strength of its pledge to protect them from all kinds of socio-economic exploitation. Their leadership survives on the slogan-raising and noisy marches challenging such a society as is based on all forms of inequality. Such leaders exist on perpetual cycle of social crisis or history dumps them into time's dustbin. As the author writes : "only then when it was too late, and paradise

pickles slumped softly to the floor without SO much LIS a murmur Or even the Language in India [www.languageinindia.com](http://www.languageinindia.com)

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pretense or resistance – did comrade Pillai realize that what he really needed was the process of war more than the outcome of victory. War could ha<sup>v</sup>e been the stallion that he rode, part of it is not all the way to the legislative Assembly, whereas victory left him no better off' then when he started off".'

The sneer and sarcasm in these words are clearly, audible to the readers. Pillai is the triumph of Roy's subtle and complex art of characterization whom she builds up in fragments that automatically drift into their right places. From the simple portrayal of the lecherous oil smearing pot-bellied man of the common family man whose devotion to the Marxist ideology stretches to the extent of christening his son Lenin, he pushes his devilish brains into plotting to trap poor Velutha and finally joining hands with the state police in smashing him. Velutha represents the class of down-trodden untouchable used by the politicians and the police as mere pawns in the political game of chess.

Pillai's dubious games are difficult to understand, even for Chacko. In chapter 14 we read: "Nobody ever learned the precise nature of the role that comrade Pillai played in the events that followed. Even Chacko – who knew that the fervent, high-pitched speeches about rights of untouchables delivered by comrade Pillai during the Marxist party siege of paradise pickles were pharisaic never learned the whole story.

When Velutha arrives at the house of Pillai there is tension <sup>in</sup> the air. Pillai has already decided his course of action. There is cold-blooded attitude at the way he prefers to take turn eating his favourite dishes. The scene brings out in sharp

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contrast the essential cruelty of the man: "Comrade Pillai finished his curd unhurriedly. He wagged his fingers over his plate. Kalyani brought water in a little stainless steel container and poured it out for him. The left over Morsels of food in his plate, rose and floated. She brought him a hand-towel. He wiped his hands, belched his appreciation and went to the door."

Once again the manner in which the workers leader disowns Velutha brings out the tragic essence of the untouchables plight who have been pinned down to their age-old position of the lowest of the lowly. Comrade Pillai this time takes recourse to the party principles to remind Velutha "But comrade, you should know that party was not constituted to support workers indiscipline in their private life. Velutha didn't need a long lecture on the subject to understand that he has been abandoned by a party in which he had looked up to for final succour. In what can *only be called the splendid dramatization of inner* mind Arundhati Roy in a small passage brings forth the inherent contradictions of Pillai's position.

"Velutha – watched comrade Pillai's body fade from the door. His disembodied piping voice stayed on and sent out slogans. Pennants fluttering in an empty doorway. It is not in the party's interest to take up such matters. Individuals' interest is subordinate to the organization's interest. Violating party discipline means violating party unity And there it was again another religion turned against itself. Another edifice constructed by the human mind decimated by human nature."

By highlighting human mind with human nature Mrs. Roy seems to focus on the essential human frailty, its inability to get over its weakness. Velutha stands betrayed

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by society by his party which has been seen by millions like him to be substitute for religion in the manner in which Graham Greene's Whisk) priest (in the power and the glory) stand's betrayed by his religion. Green's hero harrowed and hunted down by the state police, and his own religion finally attains martyrdom, Velutha's position is similar.

No wonder the communists felt deeply hurt and expressed their outrage in sharp words. There were reports all over the press that reflected that the Marxists took reference to F.M.S. and CPI (M) rather too seriously. However, a more serious reading of the novel would reveal that it is not a particular part) the author seeks to attack, but the sell'-seeking politicians in general whose principles and ideological commitments act as well-wrought fagade behind which dubious games are played. It is just that in Kerala's politics the communists . happen to have a dominant role and are in a position to influence the course of social events but variations of human temperament and family compulsions transcend the limits of party ideology and these leaders act as any other leader would irrespective of party affiliations. It is the essential debauchery of political people (whatever party ties) and the inherent selfishness that keeps them glued to their seats of power that are caricatured. The author has shown a great deal of artistic insight into human nature in her caricatures of Pillai and Chako. The author critiques not this party or that party. Her anger is directed against the political hypocrisy that is so deeply ingrained in the politicians the unprincipled behavior and the glittering mask they always wear. Transcending even these small frames the author questions the social set up that allows or sanctions inhuman debasement and the cruel caste-ridden structure. In the words of

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Dodiya and Chakraborty.

"Velutha, the skilled Paravan embodies the state of Linlohchable in free India. His plight is not much different from that of Anand's Bakha. In spite of his inborn noble qualities and physique he is not yet empowered to strike back. Though the days of crawling backwards with a broom' sweeping away the foot prints have become a tale of the past, the Paravan's fate has not yet witnessed the change. Velutha a God of Small Things left no foot prints in sand, no ripples in water".

The novel can be read as a potential political story in the sense that politics intervenes in the basic social issues. And one of the major social issues concern centrally the untouchables. Compulsions transcend the limits of party' ideology and these leaders act as any' other leader would irrespective of party.

It is an irony of civilization that people who work hardest to produce riches suffer the most and fare the worst. They are looked down upon and treated shabbily by the powerful. We know them as 'working class' a term used all over the world. They are included in the "small things" Arundhati Roy speaks for. But Indian tradition has left as a legacy of the Aryan past a section which is placed worse than ordinary members of the working class. That is known generally as 'untouchable' or 'Pariah'. As it sounds bitter Mahatma Gandhi named them as 'Harijans' (Children of God) while the census authorities during the British rule referred to them as 'exterior classes'. Now-a-days they are popularly known as the 'depressed' or 'dalits'.

The lot of the socially deprived, the untouchables has occupied Indian English writers centrally and remarkable works have been written on the plight of these lowest

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of the lowly. One of the prominent novelist to have focused on it is Mulk Raj Anand whose novel 'The Untouchable' has become one of the strongest works on the subject. Its protagonist Bakha, though portrayed in a different mould, is as strong as Velutha. Arundhati Roy has been targeted by critics for not treating the subject as sharply as it deserved. The criticism loses much of its sting as we take into account the fact that 'The God of Small Things' is about several things at the same time. Questions have been raised about many social institutions assumptions and agencies that affect common man's and woman's life. Besides being a political satire, as we have already discussed it is also more about the treatment of woman in traditional Indian Society and more importantly about the dalits or untouchables.

The novelist's presentation of the dalits is constantly blended with irony. People well-placed in society attempt to be kind and sympathetic to them but their supremacy undermines their professed liberal or revolutionary aims. A gentleman wants to educate the untouchables but dares not to place them in the same school with the untouchables. A leader talks about social revolution but dreads an untouchable who holds the party card. An employer recognizes the merits of her employee but attaches more importance to his caste.

Then, the untouchable character in the novel are presented as types. The device proves useful for the purpose of giving a realistic view of the varying responses to the grim reality of the dalits. The fact cannot be disputed that though the dalits are subjected to a similar treatment by the upper castes their responses are not uniform.

We come across three characters in 'The God of Small Things' which belong to the

category of the downtrodden. They are Vellya Pappen and his two sons Kuttapan and Velutha. They belong to an untouchable caste called Paapen. They are today trappers according to the tradition. Arundhati Roy gives a lot of information about the untouchables of Kerala in this connection. She also lives a generally perfect picture of the dalits with their oaring responses to the caste-oppression through the device of trio. Vellya' Paapen Kuttapan and Velutha constitute the trio which depicts the three types of the dalits in Indian Society. namely – the docile conformist, the discontented paralytic and the rebel who moves for equality and stakes his life.

The novel mentions only the names of three untouchable castes namely Paravans, Palayas and Pulayas. They were not allowed to enter the house of the higher caste people. "Mammachi told Estha and Rahel that she could remember a time, in her girlhood when Paravans were expected to crawl backwards with a broom, sweeping away their foot prints so that Brahmins or Syrian Christians would not defile themselves by accidentally stepping into a Paravan's foot prints. In Mammachi's time, Paravans like other untouchables were not allowed to walk on public roads not allowed to cover their upper bodies not allowed to carry umbrellas. They had to put their hands over their mouths when they spoke to divert their polluted breath away from those whom they addressed.",

Hierarchical structure of power and oppression at various levels in patriarchal societies are explored in the novel. The character of Velutha has been powerfully drawn in terms of his robust physique and in-born talents for making wooden objects. "He was like a little magician. He could make intricate toys-fine wind

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mills, rattles, minute jewel boxes out of dried palm reeds, he could carve perfect boats out of tapioca stems and figurines on cashew nuts" Not only this, he had exceptional talents for many other things. "Velutha had a way with machines. Manlmchl often said that if only he had not been a paravan he might have become an engineer. He mended radios, clocks, water pumps. He looked after the plumbing and all the electrical gadgets in the house." He was indispensable at Ayemenern house. Velutha's skill had impressed all. But his father Vellya Paapen was an old world Paravan, His heart often filled with Terror because He had seen the crawling Backward Days In a fine passage the author describes his Terror thus Vellya Paapen feared for his younger son". He couldn't say that it was that frightened him. It was nothing that he had said or done. It was not what he did, but the way he did it. Vellya Paapen's fears belong to the harsh tragic realities he had seen and experienced. He belonged to the hierarchical system and couldn't imagine transgressing, the limits set by the caste system. I was extremely loyal to the Mammachi family who paid for the artificial dye that was pronounced for him when he lost in an accident. The pitiable scene of utter surrender to the upper caste family in which we see him groveling before the elderly ladies and offering his eye removed on his palm in pouring rain in chapter 13 is symbolic of the status of the Paravan untouchables. The father — son relation shows the strain and a wide dark gap. The son has confidence in himself, harbours different loyalty showing a dangerous tendency to step over the caste barriers, while the father can't comprehend this beyond the fact that all this could be constructed as insolence.

Mammachi is quite clear about how to draw lines and see that both the

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Paravans remain behind them. In the factory Velutha's talents as carpenter could hardly be ignored as he was always in demand, ever wanted by the factory for various jobs which fact was silently resented by the other workers. But here also the caste discrimination is clearly seen. "To keep the others happy and since she knew that nobody else would hire him as a carpenter. Mammachi paid Velutha less than she would a touchable carpenter but more than she would a Paravan. Mammachi did not encourage him to enter the house. She thought that he ought to be grateful that he was allowed on the factory premises at all. and allowed to touch things that touchables touched. 'She said that it was a big step for a Paravan.'" Is Dodiya & Chakraborty observes in this context :

"Velutha's subjugation is multiple. He is born Paravan son of a ParaParavan a Community in Kerala, subjected to extreme ignominy through ages. To escape the inhuman humiliations Velutha's forefathers had embraced Christianity. But the Christians themselves had adopted as a matter of natural form of adoption the strict and unavoidable caste-system thus the Paravans had only received the status of "untouchable Christians with separate church and priest."

However in Velutha Arundhati Roy presents before us a young of new ideas and strength. Nothing can be more contrasting than the mo figures of father and son-Vellya Paapen and Velutha in their different personalities, approaches and thinking. Velutha is deeply and heartfully aware of his caste and the disadvantages this puts him into. Yet there is a spark of defiance in him a tidal wave of rebellion mute and powerful that makes his father fear the future and

Mammachi household resent him. His rebellion is best expressed in being Language in India [www.languageinindia.com](http://www.languageinindia.com)

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normal as other men are in his doing things that every one does and in his ignoring the fact that he is separated from others by caste barrier. He is the God of Small Things. He possess qualities that are certainly divine especially when they are compared to those of some of the other characters in the novel.

Velutha's relation with Ammu spells his rebellion. In a sense the sexual relationship that Ammu had with Velutha could be described as small things it' properly placed in the Ayemenem context. This is because having illegitimate relations with women was something ordinary for Chako. The position of both of them is that of the out caste who lead lonely lives and are reduced to the condition of creating their own little joys at gravest risks. Ammu's husband was an attractive young man an Assistant Manager of a Tea Estate in Assam. Soon after their marriage she discovers that he was a "full blown alcoholic" and in addition willing to send his extremely attractive wife to the bungalow of his English Manager Mr. Rollick. Their marriage breaks. she leaves her husband and returns unwelcomed to her parents in Ayemenem. She leads a drab and dull life. Ammu quickly learned to recognize and despair the ugly face of sympathy, and so she brought about transformation in her personal ways of lonely life decking herself in flowers listening to songs and music on her radio. She also smoked cigarettes and had midnight swims.

Velutha was also acutely aware of his bitter isolation and hungered for love and belongingness. Three years younger than Ammu. he finds a stable heaven in her, someone in whom he can find response to his strength and confidence and hinds ways to believe in himself. Though Roy depicts the scene of their heights spent

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together on the bank of the river Meenachal with deity of her descriptive art .the latent hunger of the two socially marginalized beings for being set free from all oppressive limits is symbolically depicted. One is constantly aware of the sharp heat of pain and awareness of the final conclusion their acts are shaping in the bodily relations. Even in absolute isolation they were filled with an awful dread because they had no future. This is tellingly described by the author in this way.

"He folded his fear into a perfect rose. He held it out in the palm of his hand. She took it from him and put it in her hair".'

This particular chapter clearly mirrors the horrors of social injustice that hangs over the Velutha — Ammu love relationship from the beginning. Velutha was a sincere Trade Union Worker and that is why <sup>he</sup> came to repose such abundant trust in comrade Pillai and in his Marxist party. Vellutha participated in the much organized by the Travancore – Cochin Maxist Labour Union as part of secretariats March to be organized by their colleague in Trivandrum. Among the demands were an hour's lunch break for the paddy workers, increase in women workers wage from Rs. 1.25 to Rs.3 and for men from Rs.2.50 to Rs.4.50 a day. He also demanded that the untouchables be not addressed by their caste names such as - Achoo Paravan or Kelan Paravan or Kuttan Pulliyan but just as Achoo. Kelan or Kuttan.-

This created a flutter of panic among the beer-sipping barons. The preceding section narrates the growth of the Marxist power. its assumption of the government in the state and its dilemmas arising out of this development.

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Obviously Velutha had great hopes from this government. He had also high expectations from Comrade Pillai by whose side he had remained standing loyally all along as a party worker and as a trade unionist. Comrade Pillai failed to give him any support in the hour of Velutha's gravest crisis.

It is a world of double standards where principles and ideals are used as mask to cover the worst kind of social injustices where cruelty and barbaric behaviour are used as tools to perpetuate the age old exploitative system. As N. V. Raveendran says in his essay 'A Horn on the Forehead' she is full of contempt for the envious old wretches she dislikes the fraudulent politicians. But she is full of sympathy for the exploited classes exploited by the rich and cheated by the trade unionists. She is like many of those who are full of feeling for the sufferers but know not the way out". Disservice to the cause she proceeds to serve. Ms. Vinita Bhatnagar has every right to be proud of her pure U.P. Kayasth blood, but is it not a strange marriage between religious linguistic or ethnic groups ?

One of the categories of "small things" Arundhati Roy cares for consists of women. There can be no gain saying that despite all the socio-economic developments during the last two centuries women don't occupy an enviable position in society. It is relevant, therefore, to look into the causes that have kept them in subordination and relegated them to the status of the second sex.

An important development during the last three decades has been the appearance of some women's journals which have departed from the practice of discussing food, fashion and cinema and devoted themselves to the real problems of

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women. Along with them, a number of women's organizations have come into being. Thus an organized movement to raise the consciousness of women has started. Resistance to harassment cruelty and discrimination against women is no longer sporadic or isolated. It is finding an organized expression and emboldening women to assert their rights. Reservation of thirty three percent of seats for women at the Panchayat level is also bringing a change for better in the villages where the majority of our country lives. It will make more and more difficult to ignore hoodwink or suppress women.

According to an eminent critic, "The God of Small Things' is a product of the social reality", which will be described in the following passages. Before that, let us discuss some of the female characters in the novel. It is interesting to note that in this novel there are more women than men, Most of the men are shadowy, while women are sharply portrayed and occupy the center-stage. Mammachi Baby Kochamma Ammu Sophie Mol, Rahel keep in motion the story. As we have earlier seen The God of Small Things is about several things; One of the chief issues it brings into focus is the family and social mechanism evolved over centuries in traditional Indian Society to suppress women and her independence as a human being. Right at the center is the woeful tale of Ammu, mother of Rafiel and Estha who suffers silently, yet simmers inside in her a deep discontentt.

Now we proceed to discuss the women characters of the novel. Baby Kochamma is the daughter of reverend F. John Ipe, who was a priest of the Mar Thoma Church. Her father was a well-known scholar in Christianity and therefore he was widely respected in the Christian community. So it is not strange for the son

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or daughter of such a man to be attracted to religion. But her family background is not the real reason of her turning to religion in her early life. In fact, she cheats herself and people around her including her family by pretending to be religious. Her adventures in the realm of religion are an outcome of a normal biological impulse which she attempts to promote in a deceptive gap. The attempt fails eventually and the result is she leads in abnormality and perversion.

Her frustration in love and repressed libido provide us with the key to comprehend the cold, calculated and inhuman role she plays in the novel. She has become narcissist and eventually goes to the extent of sadism. Despite her western education and apparent modernization she rears all the reactionary ideas inherited from the feudal past in her heart and misses no opportunity to express them violently in word and deed. She is unkind to children, to the lower castes and classes, to Hindus in general and even to women.

It is a pity that she submits in the name of decency and honour to the very sexist, casteist and communal prejudices that have stood in her way and denied fulfillment to her. Thus social oppression that is a phenomenon that seems strange to us at first sight but is not so rare in society. In fact, it is victims turning the tools of oppression that keeps the wheel, moving.

Obviously, she doesn't believe in women's needs or women's rights. That is why she doesn't bother about the smell of the women Chacko brings to his bed room but wonders how Ammu can endure the smell of Paravan. As soon as Annu's relationship with Velutha is revealed she locks Ammu and rushes to the police

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station with a false complaint. Eventually it leads to the death of Velutha and the banishment and dispersal of Ammu and her children. She is responsible for ruining the lives of Ammu, Estha and Rahel.

People who betray others can't trust anyone in life. They are always haunted by the memory of what they have done to others and afraid of being paid back in their own coins. That is true about Baby Kochamma.

Mammachi is the sister-in-law of Baby Kochamma, the wife of her brother Benoon John Ipe. Her real name is Soshamma but she is generally known as Mammachi while her husband is usually called Pappachi in the novel. Though she is much akin to Baby Kochamma in submitting to the traditional notions of male supremacy love and marriage her disposition and differs a lot from that of Baby Kochamma.

Baby Kochamma suffers because she fails to have the man in her choice. Mammachi has got a husband from arranged marriage seventeen years older than herself belonging to her own country and community. Yet the marriage doesn't prove happy as her husband develops some disorder in his personality. The novelist goes deep into the reality of that disorder and demonstrates a sound knowledge of problems that hunt the families of the ambitious elite sometime.

Thus Mammachi is not only a passive sufferer of her husband's beating, she is a victim of his jealousy also. Despite her suffering at the hand of a male chauvinist and sadist husband, loses all our sympathy when we consider her attitude to sex in respect of people younger than herself. Her ideas here betray sex bias as well as class bias to an outrageous extent. Her daughter as well as her son is a

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divorcee but she applies two different norms to their sex-relation. To her son Chacko she permits "Man's Needs" and doesn't mind his flirting with "Pretty women who worked in the factory.

Mammachi appears unkind and unjust to her daughter when she visits Ayemenem fatally ill with asthma and a rattle in her chest. During that last visit, Mammachi who has developed a perverse mind, asks her if she has been drinking and suggests that she visit Rahel as seldom as possible." That is highly unbecoming on the part of a mother who has given so much indulgence to her son.

It is interesting to note how Mammachi and Baby Kochamma fit into the oppressive family system that blatantly victimizes Ammu. They become active oppressors, seeking to corner her and then drive her to her miserable death.

One of the most glaring instances of it is the ambiguous stand adopted by these women with regard to Ammu's relation with Velutha. They express little sympathy for Ammu's lonely life, her tragic marital circumstances and her anxiety about her children. On the other hand, their casteist hostility finds double force in Ammu Velutha liaison and breaks out in to expression of moral outrage while Chako's sexual indulgences with low caste women is overlooked as 'Men's Need's' Ammu's affair with Velutha becomes an unpardonable offence against family's reputation and status.

This is a typical picture of the double standard of morality practiced traditional India. Men enjoy greater laxity and freedom, while the women suffer in the name of 'infinite tenderness of motherhood'. So she proceeds to reclaim her body, tier walk changes,

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she wears flowers in her hair, she spends hours on the river bank listening to a transistor, smokes cigarettes and has midnight swims. Tired of the proprietary handling of her, she examines her body in bath room mirror which shows her worry about her passing youth. Then there are other factors which stir her. The arrival of Margaret Kochemma provokes her desires and finally Velutha's return after many years makes her take a fatal decision to love by night the man her children loved by day. The secret love affair goes on for thirteen days until it is reported to Mammachi by Veluth's father and compounded by the accidental death of Sophie Mol. The briefest comment on the episode seems to be that of the novelist herself : "Biology designed the dance. Terror timed it-.

To what we can only add that Velutha appears like a father figure to her children and his real love for the children builds a bridge for the love she too needs. But earlier she is drawn to him when she sees him holding a red flag at the procession because he seems to be a rebel, housing "a living breathing anger against the smug ordered world", she too resents. So what seems an illicit relationship between a divorcee touchable woman and an untouchable Paravan is actually a union of two rebels protesting against hypocritical laws of society not in word but in deed.

When that relationship is revealed, Mammachi and Baby Kochamma only tolerated but assisted Chacko in his licentious affairs with working women, become highly indignant. Ammu is tricked into her bedroom and locked while Velutha is implicated in false cases of attempted rape, kidnapping of children and murder of Sophie Mol. Velutha is grabbed by the police and killed, while she is allowed to attend

Sophie's funeral standing separately with her children. Soon after the funeral

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she goes to the police station and tries to set the -record straight. But the Police officer dismisses her pleas with the remark that the Kottayam Police doesn't take statement from Veshyas (Prostitutes) and their illegitimate children. He stares at her breasts while speaking, taps them with his baton and asks her to leave quietly. That shows her moral courage on the one hand and the obscene nature of the enforcers of law and order on the other.

The punishment is unjust as it ruins three lives for the supposed offence of one. Ammu is separated froth her children as Estha is returned to her father and Rahel alone is permitted to live at Ayenienem but Ammu is not allowed to visit her frequently. The last time she conies to Avemenern and meets Rahel, she has asthma and rattle in her chest. Desperately wanting to have a job that enables her to bring her children with her, she tries a number of jobs and dies alone in the Bharat Lodge in Aleppy where she has gone for a job interview.

Before her death she is haunted by a recurrent dream which springs from her traumatic experience. In that dream, the policemen approach her with snacking, scissors, wanting to hack off her hair. "They did that in Kottayam to prostitutes whom they had caught in the bazaar - branded them so that everybody would know them for what they were, Veshyas so that new policemen on the beat would have no trouble identifying whom to harass." Obviously that is related to the shock she has received at the Kottayam Police Station. Death does not end the humiliation of the unfortunate Ammu. The Church refused to burry Ammu on several counts. So Chacko hired a van to transport the body to the electric crematorium. He had her wrapped in a dirty bed sheet and laid out on a stretcher. Finally she is

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reduced to aches.

As Mohit Kumar Roy puts it in his book Arundhati Roy, *The Novelist Extraordinary*,

"Thus Ammu is humiliated and cornered by her father, ill-treated and betrayed by her husband insulted by the police and rendered destitute by her brother" . If they are men who concede no rights to a woman as daughter wife, sister and citizen what can we say about the 'long-suffering mother', Mammachi who has left no soft corner for her miserable daughter in her heart and about the wretched "Man-less" baby Kochamma who plays a major role in tormenting Ammu and her dear ones ? The novelist is obviously a realist who refuses to pick up male characters alone to malign and glorify the woman. Ammu is a tragic figure who fights powerful tyrannical forces against her and meets an untimely death at the age of 31. When we compare and contrast her with Chacko, we can't but realize the truth what Emma Goldman wrote in her 'Women and other Essays on Feminism'. "Society considers the sex experiences of man as attributes of his general development while similar experiences in life of a woman are looked upon as a terrible calamity a loss of honour and all that is good and noble in a human being.

What emerges from the above study is that the novel with the three women Baby Kochamma, Mammachi, and Ammu presents a perfect trio of suffering women. Baby Kochamma herself a victim of social prejudices is conditioned by society and identifies herself with the ideas and forces of oppression. Mammachi is

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dehumanized and her mind becomes twisted as a result of suffering in a society dominated by men and money. Ammu, on the other hand, is the rebel who represents the defiance of the present state of society from educated, passionate and thinking women. She stands for those women who are aspiring for freedom and equality. This section of women is challenging traditional ideas and conventions. The hopes for the future lie with this section only.

Thus we see that in this novel Arundhati Roy puts under focus the deliberately constructed agencies of cruelty that work against women's interests. In this all are involved, the so-called progressive politicians, the family members, the police etc. In the traditional Indian society such forces flourish and find encouragement in maintaining their hold over the weaker people. Social structures are so formed as to sanctify women's victimization. Arundhati Roy's depiction of the miserable lives of women in this novel critiques in unmistakable terms the perpetuation of these exploitative forces.

Children are also included in 'the small things' Arundhati Roy cares for. Such a concern is not so unexpected as she is the daughter of a Christian Mother and Christianity is well known for its glorification of childhood.

Political leaders in different countries, while differing in their political convictions and speaking different languages, don't dispute the fact that children represent the future of the society and as such, deserve love and care. We read and hear a lot about their concern for children.

'The God of Small Things' doesn't depict the lot of many children. There are only

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three children in the novel namely - Sophie Mol, Estha and Rahel. The novel presents as we shall see, a contrast between the first one and the last two. All the three have certain similarities. Their parents are divorced and one of them is not Syrian Christian. That is what is common to them all. But they differ in several aspects too. Sophie Mol's mother is a white woman while the father of Estha and Rahel is a non-white man. While Sophie Mol's father is willing to receive her and her mother gladly and his family is equally enthusiastic about it. Estha and Rahel are forsaken by their father. Sophie Mol is elder than her cousins. A major difference lies in the fact that Sophie Mol dies soon after her arrival as she meets an accident. Estha and Rahel face several odds but survive. The novel can be viewed as a tale of 'terror' that destroyed the lives of Velutha and Ammu but also tale of how Estha and Rahel survived.

Estha's parents were not poor. His father was an Assistant Manager in a tea estate in Assam while his mother's parental home had a pickle factory. So Estha had a bourgeois background on both sides. He and his sister are subjected to adversity as their parents get divorced and his mother comes to her parental home with two children whom they are quite unwanted and neglected. Estha had an unhappy childhood because his father's drunken violence followed by post-drunken badgering began when he was barely two. When his bouts of violence began to include the children and the war with Pakistan began, Ammu left her husband and returned unwelcomed to her parents in Ayemenem. At this place the children along with their mother were unwanted a fact the children in their innocence couldn't realize instantly.

However, Estha and his sister soon came to know what people around them thought  
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about them. They had a double stigma of mixed parentage attached to them both in religious and ethnic ways. Moreover, they were the children of a divorced daughter who had no locustandi. Their grand son let them know it. Baby Kochamma disliked the twins, for she considered them doomed, fatherless waifs. Worse still, they were Half-Hindu Hybrids whom no self-respecting Syrian Christian would ever marry.

While Estha is agonized by the (boldness of his relations at Ayemenm, the separation of his parents has created a feeling of insecurity and uncertainty, an identity crisis. His mother hasn't chosen a surname as yet and the result is that on his note book Estha had rubbed out his surname with spit and taken half of the paper with it. Over the whole mess he had written in pencil unknown. The behavior shows not only worry but also resentment for his father.

The unhappy boy had got some comfort as he had discovered a man, Velutha who really loved the twins. Gradually he had become a father figure to him and even the frank, outspoken girl Sophie had be friended the twins. But conditions changed for worse, may worst when Ammu's secret relation with Velutha was revealed. Ammu was tricked into her bed room and locked.

The twins came there and wanted to know the reason. Ammu who was not in a mood to weigh her words, had screamed If it was not for you I would not be here ! None of this would have happened! I would not be here ! I would have been free ! I should have dumped you in an orphanage the day you were born ! You' are the milestones round my neck !

Estha who was sensitive enough and knew what milestones 'meant

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concluded from it that both he and Rahel were unwanted Ammu didn't like them any more. So he decided that though it was dark and raining, the time had come for them to run away because Ammu didn't want them anymore. Estha's plan didn't include Sophie but she insisted on joining them and she was able to convince the younger twins to take her with them. Eventually their little boat collided with a floating toy and tipped over. Sophie was drowned as she did not know how to swim but the twins survived. All the children had done was intended to arouse the remorse of the elders and win the recognition of their worth. It was also an adventure they hoped to enjoy. It was merely an accident that turned it otherwise. However Estha was deemed guilty for the death of Sophie. Baby Kochamma took him to the Kottayam Police " Station and tricked him into identifying Velutha as the man responsible for kidnapping and murder. Velutha was so dear to him, a father figure and the accusation was false to the core still Estha had to concede to the demands of Baby Kochamma as he thought 'that there was no other way to save his mother.

The experience left a deep lasting impression on the boy's mind. He carried inside him the memory of a voting man with an old man's mouth. The memory of swollen face and a smashed upside down smile ... of a blood shed eye that had opened wandered and then fixed its Laze on him. And what had Estha done ? He had looked into that beloved face and said 'Yes' the betrayal leaves a sense of guilt deep in his psyche tormenting him like an 'octopus' like a mango hair between molars.

Estha also had the sad memory of how Inspector Thomas Mathew

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misbehaved with his mother and called her 'Vchsy'a' Though he couldn't understand what the word meant at that time the misbehaviour and Arnmu's reaction to it had left him uneasy forever.

Then the most traumatic experience was the one at 'Ablillash Talkies' a case of sexual abuse by soft drink seller - at the refreshment counter. It created a permanent sense of defilement and constant apprehension of his return. He always feared that if his mother came to know she would begin to love him less.

Returned to his father, much against his wishes he finished his school with mediocre results without participating in group activities. Then instead of going, to the College he began to do the house work like sweeping, swabbing, laundry, cooking and shopping for vegetables. It' he needed anything at meal time, he got up and found it himself. Gradually he stopped talking. The development was not sudden and Estha was a quiet child from the very beginning, so nobody could say exactly when the change took place. It was the "psychological equivalent of what lungfish do to get them through the dry season, except that in Estha's case the dry season looked as though it would last for ever. ' He nursed his dog Khubchand well during illness and started walking alone for hours after its death, a habit that stayed with him even when he returned to Avernern after twenty three years.

The story of Estha's life raises naturally the question. Why is it that he lost his speech? The answer lies in the fact that the boy was brutalized by numerous persons like Baby Kochamma, Kochu Maria, Inspector Mathews and the Soft drink man. Yet neither his disposition nor his circumstances permitted him to

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protest or to rebel against his tormentors. He had no option but to suffer passively. The voice he couldn't raise against the injustice done to himself and his dear ones seemed to have lost its utility. That is the main reason of his numbness.

Estha was a harmless child and so quiet that he was hardly noticed by people around him. That such an innocent child was subjected to the worst cruelty of the adults and his childhood was destroyed and his life ruined for no fault of his own, constitutes a major tragedy in the novel. Such wanton destruction of childhood is staggering to our imagination and pathetic to our heart. Estha occupied very little space in the world"

Similar was the fate of Estha's sister Rahel who was like a rebel who faces all odds and survives.

Now, we can say that here the novelist describes not only the sad story of her fiction, she also indirectly describes the real sad-story of the children in India. The first thing that strikes us is the insensitivity of Indian adults to the psychology of the children. Even the educated fail miserably in this respect. Sophie Mot's guardians don't care to see that she needs the company of children. Attempts are made to keep her aloof and she befriends Estha and Rahel on her own. The twins are scolded for things which can't be said to be innocent play. Not satisfied with that the elders teach them how to pretend to lie and to betray. Even the best among the adults fail to bridge the gap between themselves and the children. Ammu never conics to know that her son was a victim of child abuse. She does not even Suspect it. Estha doesn't tell it to his mother though he discloses it to his sister. Such communication

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gaps permit the culprits to escape scot free.

Despite all rhetoric the children are fully neglected in our society and hardly any care is taken to understand them and to provide them the attention and security they need. Even when laws are enacted to protect them they are seldom enforced because the guardians are insensitive and very hypocritical for many reasons. This hard reality is revealed in Arundhati Roy's fiction 'The God of Small Things'! By projecting this bitter reality she wants to draw the attention of the sensitive readers to understand the tragic picture of our Childress' world.

Socially aware intellectuals can't disregard the environment in the modern world. Arundhati Roy is deeply concerned about it. Her approach is not confined to writing for the environment, she is deeply involved with the agitations concerned with environmental issues like Narmada Bachao Andolan and the campaign against Nuclear Weapons in India.

The environment is one of the small things neglected for a long time in India. Eco-conscious as the novelists is, her concern for the environment finds an adequate expression in 'The God of Small Things'. Jason Cawley one of the five Booker Judges writes "Roy's achievement is never to forget about 'small things' in life, insects and flowers, wind and water, the outcaste and despised (Cowley Jason "Why we Choose Arundhati" India Today October 27, 1997, 28). We have already discussed her commitment to the "Outcaste and despised" in the previous passages, now we come to the other small things in life namely "insects and flowers wind and water" which stand for the environment. The novel lays bare how

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our environment is being subjected to decay and destruction and point's out the reasons that lie behind it too.

We can begin with the river Meenachal. Estha and Rahel dreamt of the river in their childhood They had reason to do so. : "it was warm, the water, Grey green. Like rippled silk. With fish in it. With the sky and trees in it. And at night the broken yellow moon in it.".'

As an object of beauty, it seemed a joy for ever. When Rahel returned twenty three years later the river greeted her with a ghastly skull's smile with holes where teeth had been and a limp hand raised from a hospital bed. Though it was raining, the river was no more than a swollen drain now. A thin ribbon of thick water that lapped wearily at the mud banks on either side sequined with the occasional silver of a dead fish. It was choked with a succulent weed, whose furred brown roots waved like thin tentacles under water. Bronze-winged lily-trotters walked across it ... cautious." The river was no more than "a slow, slugging green ribbon lawn that ferried garbage to the sea. Now Estha too found that the river "smelled of shit and pesticides bought with World Bank loan. Most of the fish had died the ones that survived suffered from fin-rot and had broken out in boils.

Shit and pesticides are the two sources of pollution mentioned here. As for the shit, children of the shanty hutments on the other side of the river defecating on the river bed may be responsible for it. The water of the river is used for washing clothes and pots too upstream and receives unadulterated factory effluents as well. Little wonder then that <sup>in</sup> summer the shit lifted off the river and hovered over

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Ayemenem like a hot. Such a disaster could have been avoided had people stopped short of- demanding, more from the river than it could give. But the blind pursuit of immediate gain, called the steroid syndrome by Arundhati Roy elsewhere, left no room for some thought. Down river, a salt water barrage had been built in exchange for votes from the influential paddy farmer lobby. The barrage regulated the inflow of salt water from the back waters that opened into the Arabian sea.

The river is the only thing that suffers in the novel. The village Ayemenem once known for freshness, matchless greenery and rural quietness has changed when Rahel returns to it. Its population has swelled to the size of a little town. There is only a fragile facade of greenery left now and only the houses rested under trees and along unmotorable narrow paths that branch off the main road give the village "a semblance of rural quietness. Otherwise people can gather at a moment's notice to beat to death a careless bus driver or to smash the wind screen of a car that dares to venture out on the day of an opposition bandh" Estha finds "the new freshly backed iced, Gulf-money houses built by nurses masons wire binders and bank clerks who worked hard and unhappily in far away places. To give a real Indian touch to the process of urbanization "small fish appear in the puddles that fill PWD potholes on the 'highways."

The estate of Karri Faipu also known as History House, has changed too. It is renovated and painted now a five star hotel called Heritage. The locality is

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describe as 'God's own country in hotel brochures. But what is the reality about it ? The view from the hotel was beautiful, but here too the water was thick and toxic. Thus money is being spent to bring more money in lieu of pleasure and comfort for a few who can afford and not to make the locality hygienic for all.

The Ayemenem House a grand old house which saw the rise and fall of five generations has also -gone to the dogs. Rahel finds it in a miserable condition. Thus, Ayemenem in general and Ayemenem House in particular presents a dismal scene of pollution and decay. The reasons are the same in every case: callousness towards other living beings and inanimate things and senseless pursuit of immediate gain. People want money and more money and that right now. They seek comfort and pleasure for the present and don't care for the future. They hanker after riches but don't bother about consequences. They deprive and cheat others to acquire what they themselves can't keep and maintain. They refuse to share with others what they have to leave at last to rot. That is the most irrational and immoral thing that the civilized people do today by the name of modernization and progress. Arundhati Roy' has rightly caught them in her novel by presenting the reality of our society and environment as it is.

## **CONCLUSION**

Mrs. Arundhati Roy has indeed become the most successful writer with her immortal creation 'The God of Small Things'. This study about the social realism of her novel has attempted to find out, in a sociological perspective how her novel has been

socially conditioned and how there has been a deep and important concern of the novelist for the society.

This novel 'The God of Small Things' is not mere production of things or events, but an expression of the social, cultural, economic and political patterns of Indian society.

Though all her voices seen very vital for the present time, it is not difficult to achieve it. Because what she voices in her novel for the small things in society, she does it practically as a social activist. In what she voices for the small things there lies indeed the peace, prosperity and progress of the mankind and of the world. While describing these hard social realism of our country, the author hopes that many sensitive readers of her novel must listen to her sincere voice and would join their hands with her to take care of the small things which she describes in her novel. May her voice and vision for those 'small things' comes true here, there and everywhere, so that her rebelling soul as a social activist and revolutionary spirit as a progressive writer would be satisfied seeing a new social order free from all discriminations, exploitations and inequalities.

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## Identification of the Hurdles Faced by the Disabled Students at Secondary Level in Khyber Pakhtunkhwa, Pakistan

**Ishtiaq Hussain, Ph.D., Tasneem Sadiq, Ph.D., Sarfraz Ahmad, M.Phil. (Education)  
Maqsood Ahmed, M.Phil. (Education) and Farzana Sardar, M.Phil. (Education)**

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### ABSTRACT

The main objective of the study was to find out the impact of disability on the performance of the students at secondary level in Khyber Pakhtunkhwa. All students (Male & Female) of Government secondary schools in Khyber Pakhtunkhwa constituted the population of the study. The study was limited to the Male students studying in secondary Schools of district Kohat. The study was significant in this regard that teachers and headmasters of the schools can improve the performance of the students by removing the hurdles confronted in the achievements of the disabled students (Male & Female). Government can also plan, implement and evaluate the present system of education for the disabled students in district Kohat.

One-hundred male students were selected randomly from the different secondary schools of district Kohat through simple random sampling technique. A questionnaire was prepared for the students to collect the data. The data was then tabulated and analyzed for interpretation of the results. It was concluded after applying appropriate statistical tools that Headmasters and teachers teaching different subjects were dedicated but they were unable to motivate the students

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for advance learning. It was suggested that curriculum should be reviewed and new techniques should be introduced for imparting better learning to the students.

**Key Words:** Deliberately, Employed, Disability, Confronted, Students, Secondary

## **INTRODUCTION**

Aristotle has defined education as a “process necessary for the creation of a sound mind in a sound body”, while John Dewey defined it as” Education is a process of living through a continuous reconstruction of experiences”. These definitions imply that a child has some natural potentialities and capabilities. These ought to be developed in conformity with the demands of the society (Amin, 2000).

Education is one of the most important instruments which play their role in Human Development. Globalization has created many opportunities as well as challenges, only those nations can benefit from the opportunities, which have acquired the requisite knowledge and skills. Education is the most important factor, which plays a leading role in Human Development. It promotes productive and informed citizens and creates opportunities for the socially and economically underprivileged sections of society (Iqbal, 1983).

## **REVIEW OF RELATED LITERATURE**

Education is the process, through which a nation develops its self-consciousness, and this is done by developing the self-consciousness of the individuals who composed it. School is not mere a public institution, but it is a social institution which provides mental, physical, ideological and moral training to the individuals of a nation, so as enable them to have full consciousness of their mission of the purpose in life and equip them to achieve that purpose (Iqbal, 1983).

Education is the sum total of the experiences which mould the attitude and determines the conduct of both the child and the adult (Dewey, 1963). There is no doubt that future of the state will and must greatly depend on the type of education, given to the children and the way in which to bring them up as future citizens of Pakistan (Jinnah, 1947). Education is one of the basic human needs. It can serve to mobilize one of the most important factors in the development of every country in the world, usually its human resources. Education can raise the individual’s awareness and promotes their ability to improve their living conditions. Education increases the general ability and knowledge. In this way, Education can become an important tool of production. There is no single agreed definition of the term ‘disability’. SC UK believes that it is not just an individual child’s impairment which ‘disables’ him or her. The way in which society responds to child impairments

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is 'disabling', creating discrimination and barriers to participation (including participation in education).

Special education evolved as a separate system of education for disabled children outside the 'mainstream', based on the assumption that disabled children had needs which could not be addressed within mainstream schools. Special education exists all over the world in the form of day, or boarding, schools, and small units attached to mainstream schools. Special schools are usually organised according to impairment categories, such as schools for blind or deaf children, for children with learning difficulties, behaviour problems, physical and multiple impairments. Separate education for disabled children has resulted in separate cultures and identities of disabled people, and isolation from their homes and communities. 'Specialist' teachers are also divided into categories. They have additional training, or experience, of Braille, Sign Language, etc. Further separation exists in universities, in government bodies, parents' associations and disabled people's organizations (Savolainen, H, Kokkala, H and Alasuutari, H (eds),2000).

Most poor countries are only able to provide education for a tiny minority of disabled children. This generally takes place in institutions located in cities, or other places where children may be far from home. This weakens family bonds, alienates them from family life and future employment in the community, and can lead to abandonment. Disabled children, especially girls, are more vulnerable to physical and sexual abuse. This vulnerability is increased if they are educated in residential institutions.

Teachers in special schools use specialized methods and skills to teach groups of disabled children. Unlike the role of these 'special teachers', the role of support teachers is to ensure that all children are included in mainstream classes, by supporting class teachers. Support teachers operate at many different levels: they can be volunteers based in the community, parents, hands-on trainers, or highly qualified advisers who support a number of schools in a district.

Without help in feeding, toileting and communication, many children would be unable to attend school. If this help is refused, or becomes abusive, there will be a direct impact on the child's education. Teachers need to be aware of the potential violations of child rights, which can take place when children are dependent on others within the school environment. Even where the relationship between the disabled child and his or her care is good, the bond of dependency which develops can limit them both from speaking out or acting freely (John, 2001).

The more dependent children are, the more vulnerable they are to neglect, mistreatment and abuse. Transparency in care relations is, therefore, important for enabling children to complain, ask for confidentiality, or assistance in preventing or dealing with mistreatment. This

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will be the case in any situation, whether the child is at home, in school, in an institution or a refugee camp.

Each girl and boy is born free and equal in dignity and rights; therefore, all forms of discrimination affecting children must end.... We will take all measures to ensure the full and equal enjoyment of all human rights and fundamental freedoms, including equal access to health, education and recreational services, by children with disabilities and children with special needs, to ensure the recognition of their dignity, to promote their self-reliance, and to facilitate their active participation in the community (UNICEF).

Many different types of behavioral problems occur in disabled children, and almost as many explanations are advanced regarding their causes. The latter include: the direct effects of disability upon the child; the severity of disability; the type of disability, and in this connection there is still much to learn about the extent to which different types of disability produce different behaviors; the occurrence of depressive reactions in affected children, which are probably under-recognized; family and parental factors (Professor I Kolvin, Royal Free Hospital, London, England). 'The forester, the carver and the carpenter all see a different piece of wood, but it is the same tree' (Professor D Taylor, Institute of Child Health, UK). In handicapped children, the shame associated with being different is felt both by the child and the family, and parents may convey subconscious feelings of rejection they feel towards the child by their facial expression. This innovative approach may prepare the way for treatment aimed at promoting healthier acceptance of the handicapped child, through detailed study of subtle changes in facial expression, and their regulation.

## **RESEARCH METHODOLOGY**

### **POPULATION**

All students of Government secondary schools in Khyber Pakhtunkhwa constituted the population of the study.

### **DELIMITATION**

The study was delimited to the secondary schools of district Kohat.

### **SAMPLE**

One hundred students were taken randomly through simple random sampling technique for the collection of the data.

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## RESEARCH INSTRUMENT

A questionnaire was prepared for the students to collect information.

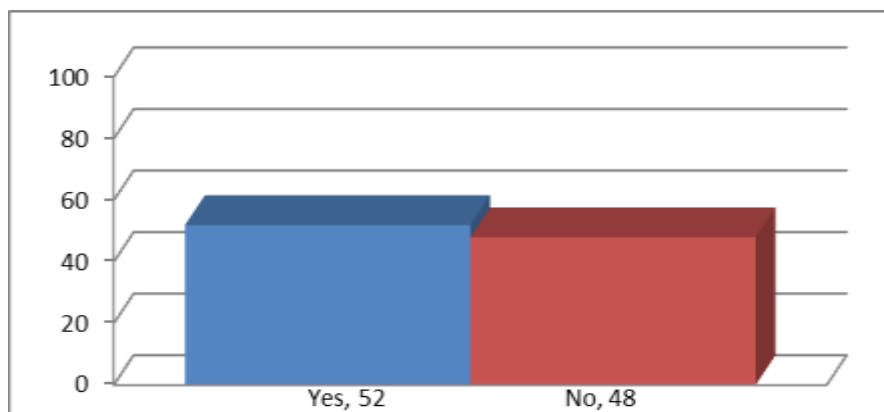
## RESULTS AND DISCUSSION

Information was collected through questionnaire from the students to know the hurdles faced by the students of secondary level randomly and then interpreted as following;

**TABLE NO 1:**

**Is the Headmaster of the school dedicated?**

No of Students	Yes	No	Yes %	No %
100	52	48	52 %	48 %



The table indicates that 52% of the Students agreed and 48% of the Students disagreed with statement.

**TABLE NO 2:**

**Is the Headmaster of the school strong?**

No of Students	Yes	No	Yes %	No %
100	59	41	59%	41%

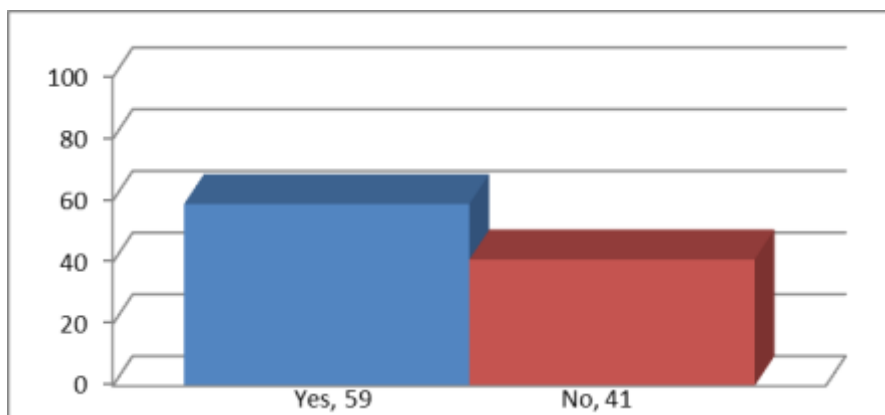
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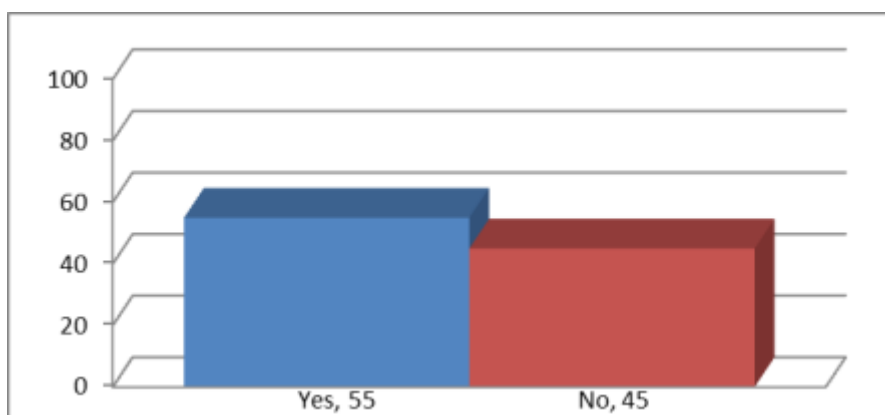


The above table illustrates that 59% of the Students thought that their headmaster is strong and 41% of the Students denied this statement.

**TABLE NO 3:**

**Is the Headmaster of the school vision-oriented?**

No of Students	Yes	No	Yes %	No %
100	55	45	55%	45%



The above result indicates that 55% of the Students said thought that their headmaster is vision oriented while 45% of the Students do not think so.

**TABLE NO 4:**

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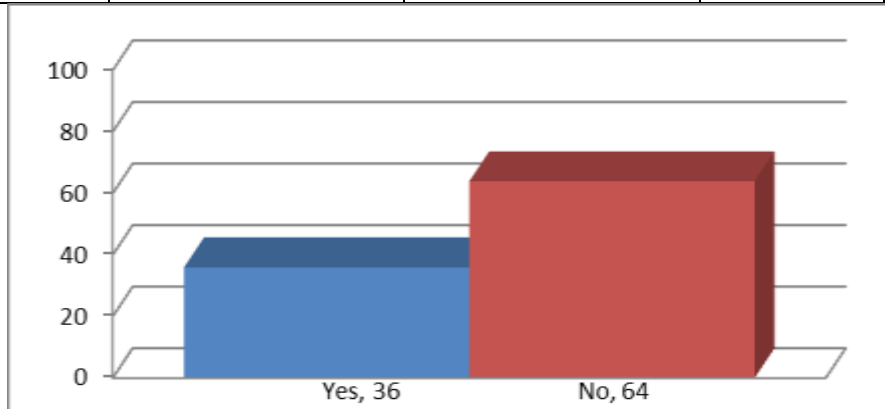
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**Is the Headmaster of the school empowering (making subordinates powerful)?**

No of Students	Yes	No	Yes %	No %
100	36	64	36 %	64 %

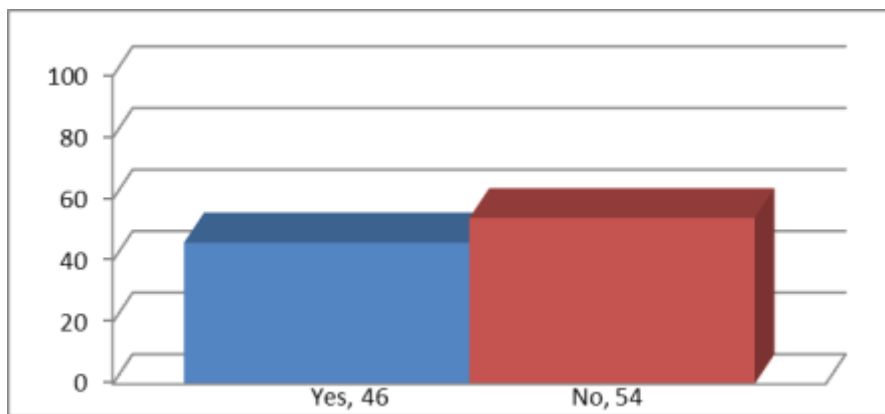


This table shows that 36% of the Students answered yes and 64% of the Students answered no to the above question.

**TABLE NO 5:**

**Is the Headmaster of the school collaborative?**

No of Students	Yes	No	Yes %	No %
100	46	54	46 %	54 %



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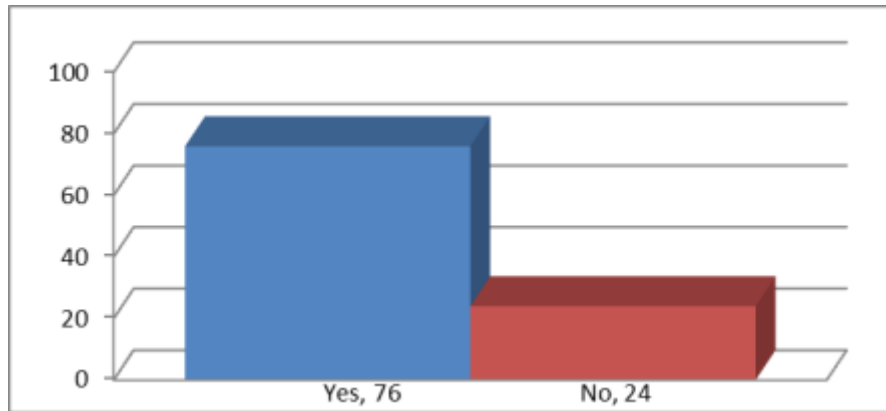
Pakhtunkhwa, Pakistan

The above statistics shows that 46% of the Students agreed and 54% of the Students disagreed with the above statement.

**TABLE NO 6:**

**Is the Headmaster of the school well-read?**

No of Students	Yes	No	Yes %	No %
100	76	24	76 %	24 %



From the above table we conclude that 76% of the Students thought that their headmaster is well read while 24% of the Students did not think so.

**TABLE NO 7:**

**Is the Headmaster of the school ethical?**

No of Students	Yes	No	Yes %	No %
100	81	19	81%	19%

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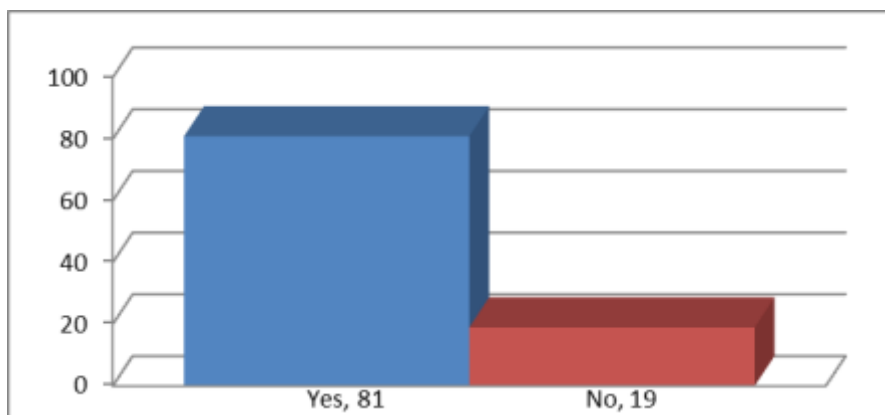
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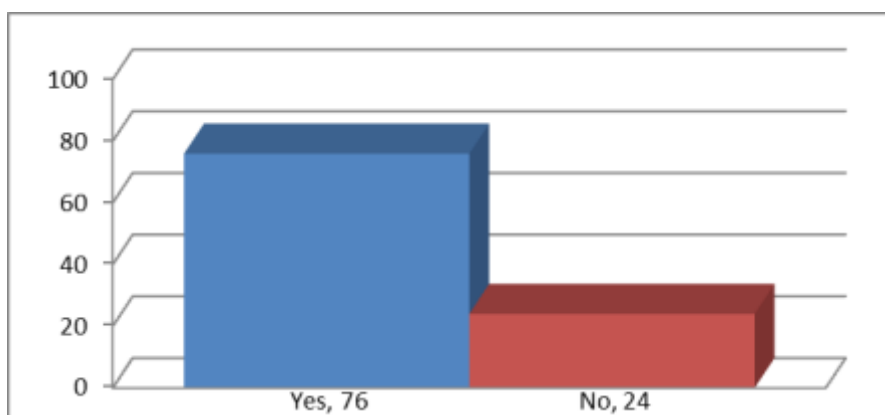


The above result illustrates that 81% of the Students were of the opinion that their headmaster is ethical whereas 19% do not think so.

**TABLE NO 8:**

**Are the teachers committed?**

No of Students	Yes	No	Yes %	No %
100	76	24	76 %	24 %



The above statistics shows that 76% of the Students felt that they are committed while 24% of the Students did not feel so.

**TABLE NO 9:**

**Are the teachers friendly?**

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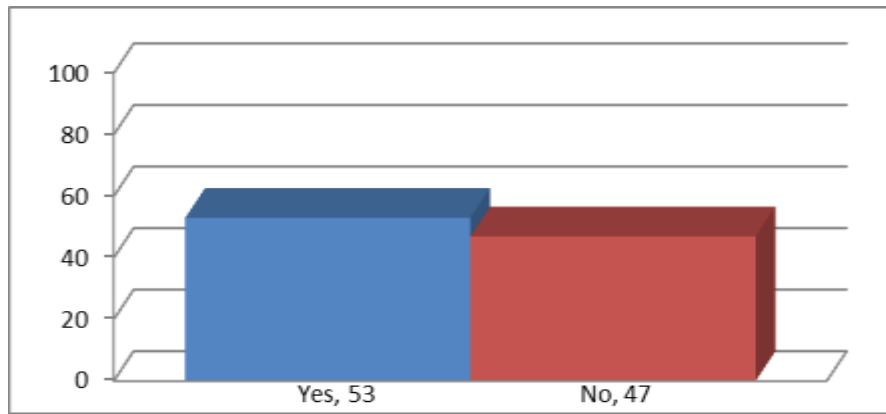
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No of Students	Yes	No	Yes %	No %
100	53	47	53 %	47 %

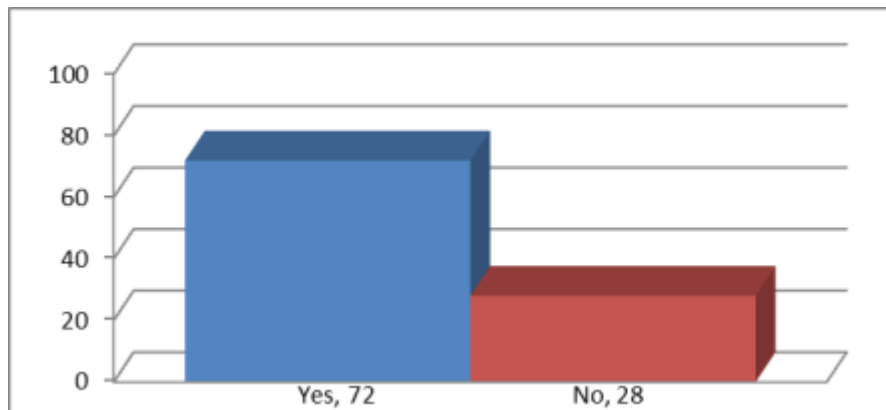


The above table indicates that only 53% of the teachers were friendly while 47% of the students reported that they were not.

**TABLE NO 10:**

**Are the teachers accountable?**

No of Students	Yes	No	Yes %	No %
100	72	28	72 %	28 %



The above result shows that 72% of the Students felt that they are accountable but 28% of the Students do not have the same opinion.

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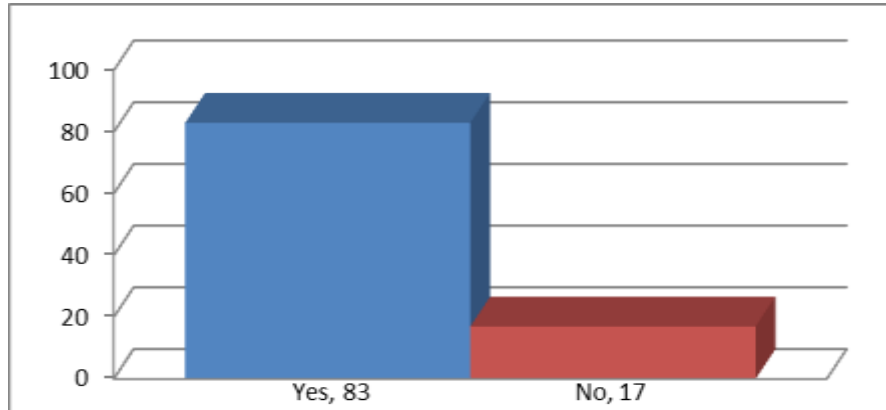
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**TABLE NO 11:**

**Are the teachers qualified?**

No of Students	Yes	No	Yes %	No %
100	83	17	83 %	17 %

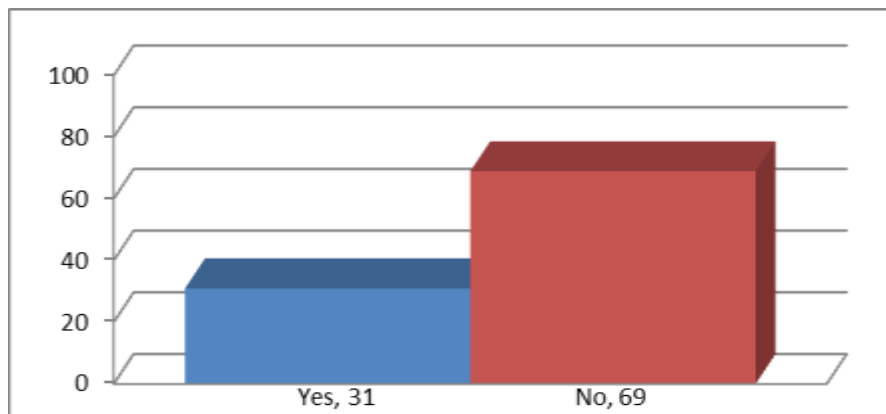


From the above result we conclude that maximum of teachers are qualified.

**TABLE NO 12:**

**Are the teachers forward looking?**

No of Students	Yes	No	Yes %	No %
100	31	69	31%	69%



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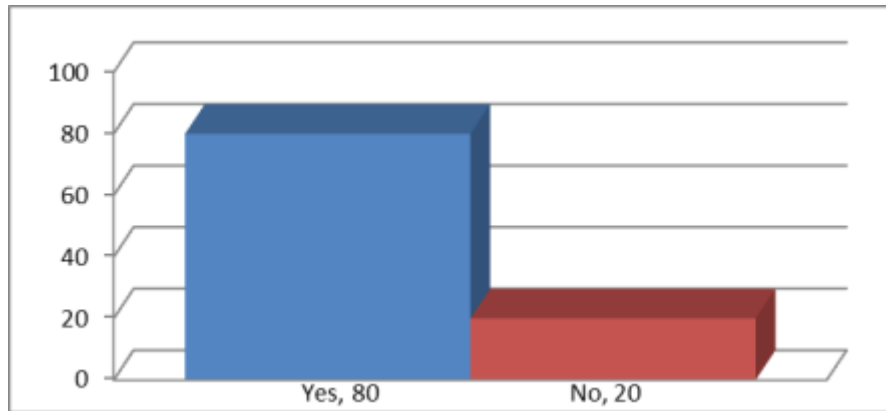
Pakhtunkhwa, Pakistan

This illustrates that maximum of the Students think that they are not forward looking while some of the Students think that they are.

**TABLE NO 13:**

**Are the teachers co-operative?**

No of Students	Yes	No	Yes %	No %
100	80	20	80 %	20 %



This table shows that 80% of the teachers were cooperative and 20% were not.

**TABLE NO 14:**

**Are the teachers exemplary (serving as a model)?**

No of Students	Yes	No	Yes %	No %
100	49	51	49 %	51 %

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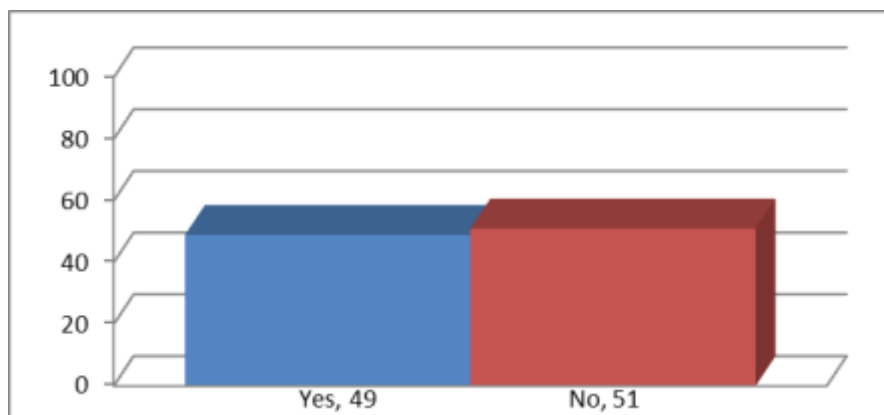
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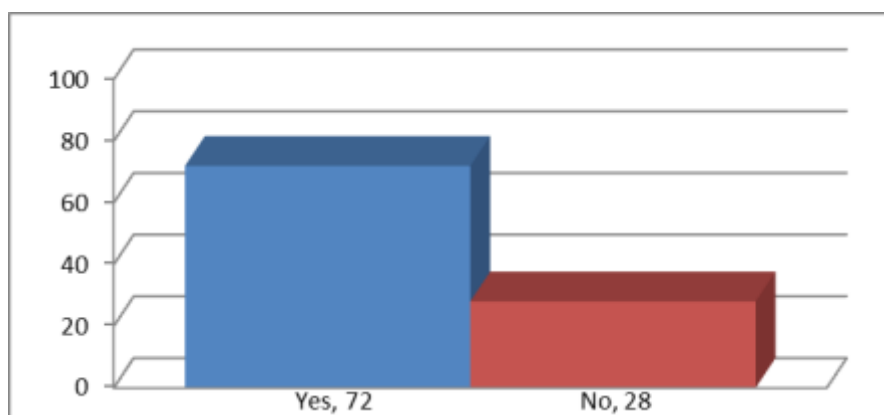


From the above statistics we conclude that only 49% Students have opinion that they are while on the other hand 51% Students have the opposite opinion.

**TABLE NO 15:**

**Do the teachers provide an orderly atmosphere?**

No of Students	Yes	No	Yes %	No %
100	72	28	72 %	28 %



The table shows that only 72% of the students agreed while 28% of the Students do not think so.

**TABLE NO 16:**

**Do the teachers focus on time- on – task?**

No of Students	Yes	No	Yes %	No %
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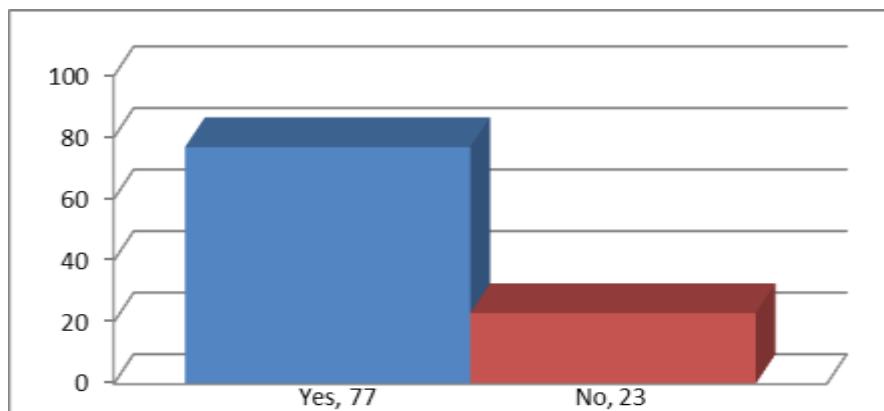
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100	77	23	77 %	23 %
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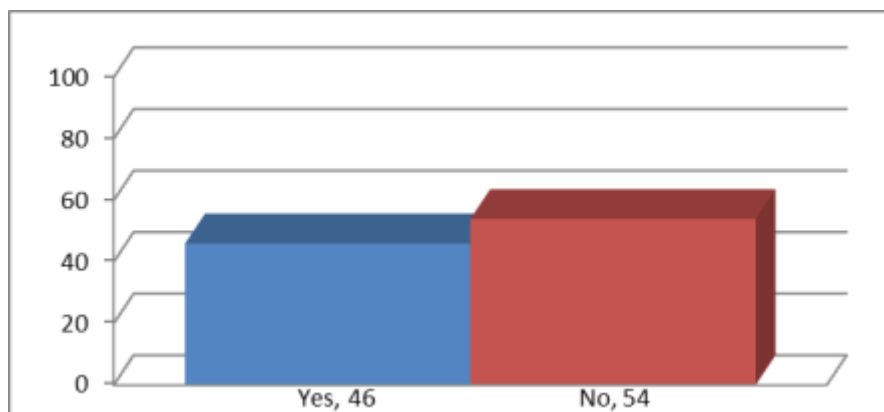


The table shows that 77% of the Students answered yes and 23% of the Students answered no to the above question.

**TABLE NO 17:**

**Do the teachers motivated children to learn?**

No of Students	Yes	No	Yes %	No %
100	46	54	46 %	54 %



The above statistics shows that 46% of the teachers used to motivate the children to learn whereas 54% of the teachers were not interested in motivating children to learn.

**TABLE NO 18:**

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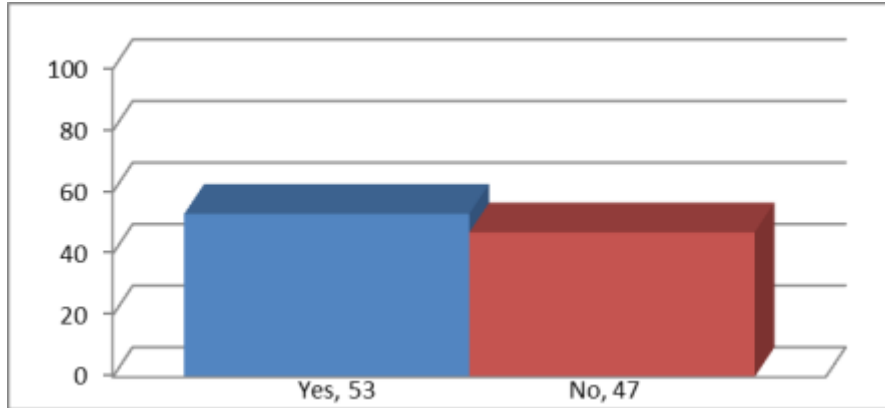
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**Do the teachers organize lessons sequentially?**

No of Students	Yes	No	Yes %	No %
100	53	47	53 %	47 %

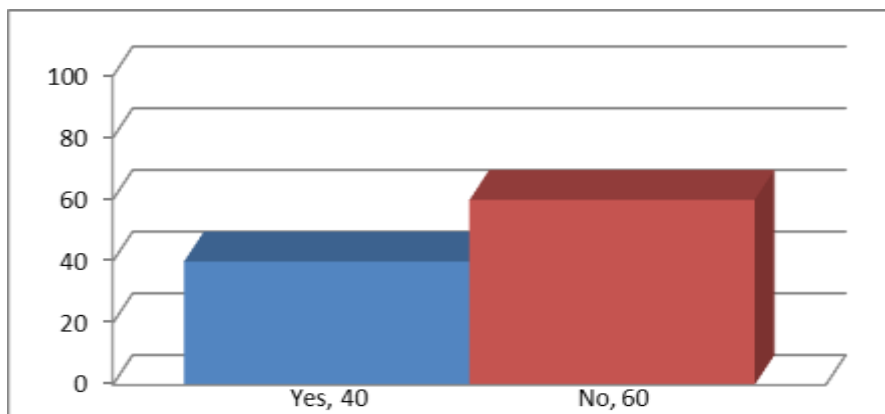


The table shows that 53% of the Students think that they organize their lessons sequentially while 47% of the Students did not think so.

**TABLE NO 19:**

**Do the teachers communicate meaningfully?**

No of Students	Yes	No	Yes %	No %
100	40	60	40%	60 %



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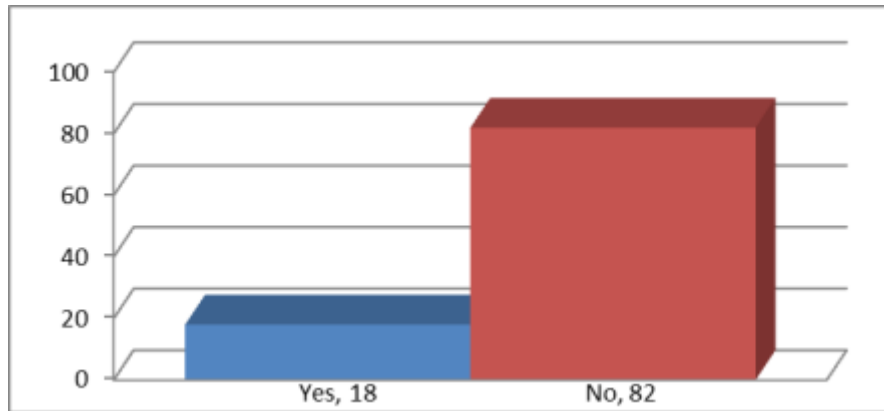
Pakhtunkhwa, Pakistan

This table shows that 60% of the teachers do not communicate meaningfully while 40% of the teachers do so.

**TABLE NO 20:**

**Do the teachers reinforce learning?**

No of Students	Yes	No	Yes %	No %
100	18	82	18 %	82 %



These statistics shows that 82% of the teachers do not do while 18% of the teachers do.

**TABLE NO 21:**

**Does the school employ techniques of individualized instruction (instruction adapted to meet the specific learning needs of each student)?**

No of Students	Yes	No	Yes %	No %
100	25	75	25 %	75 %

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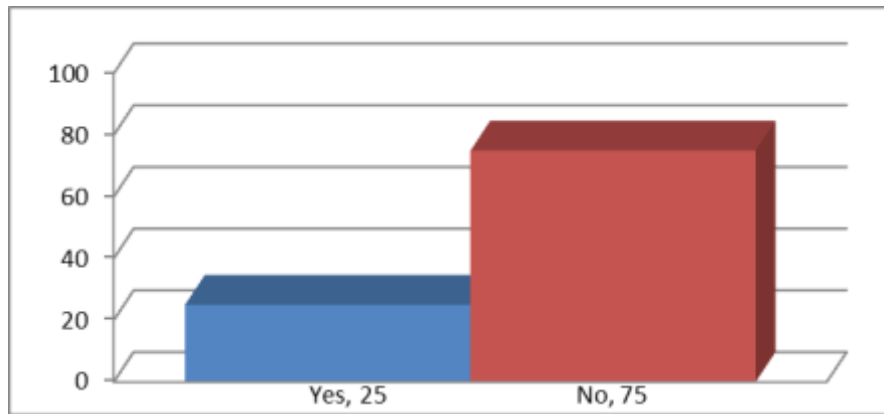
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The above table illustrates that 25% of the Students agreed while 75% of the Students disagreed with the statement.

## CONCLUSIONS

After analysis and findings of the study, the following conclusions were drawn;

1. Headmasters of the schools are dedicated, strong, and vision oriented.
2. Headmasters are neither collaborative nor empowering.
3. Headmasters are well read and ethical.
4. Teachers are committed, friendly and accountable.
5. Teachers are qualified, cooperative but not forward looking.
6. Teachers provide an orderly atmosphere and focus on time.
7. Teachers organize lesson well but do not motivate the children for learning.
8. Teachers neither reinforce nor communicate meaningfully.
9. School does not employ individual instruction for any individual.

## RECOMMENDATIONS

In the light of conclusions, there were following few recommendations;

1. The physically handicapped students constitute almost 10% of the whole population so there is special need to address their issues to enable them a constructive citizen.

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2. Psychologists should be visiting or appointed in the institutions, to periodically treat the physically handicapped students to make them understand their value and to help them overcome their inferiority complex.
3. Special trainings should be provided to the teachers enabling them to understand general and specific problems of the handicapped students as well as to improve the atmosphere. They should also be trained to provide guidance and counseling to the handicapped students in daily routine.
4. Teachers should educate normal students to behave normally with the handicapped students and they should take care of them being special children.
5. It should be insured that the handicapped students are in direct communication with the head of institute so that they feel confident to convey their messages. The head of the institute should also make sure to interact with the handicapped students to know about their day to day problems and progress. Head of institutions should make sure the provision of funds allotted for the handicapped children and they should be accountable for its proper and justified distribution.
6. Special co-curricular activities should be arranged for the handicapped students on regular basis. They should also be provided with special arrangements to take part in normal children's co-curricular activities.
7. The last but not least is the recommendation of improving quality of educational material keeping in mind the caliber and capacity of handicapped students and improving educational environment generally / specifically for the handicapped students according to their needs and demands.

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# **LANGUAGE IN INDIA**

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## **Spelling and Auditory Discrimination Difficulties of Students in Oman: An Analysis**

**Maruthi Kumari Vaddapalli, Ph.D.**

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### **Abstract**

English spelling can be a major problem for Arab learners mainly due to differences between the phonological systems between the Arabic and English. ESL learners are likely to experience difficulties with spelling as a result of mother tongue (L1) interference. There is always some influence of mother tongue on the target language (L2) (Phenix, 2001). Spelling difficulties can also be caused due to the nature of the target language. This paper examines the spelling errors and auditory discrimination problems of speech sounds of undergraduate students at a university in Oman. It identified Omani students' difficulties with the auditory discrimination of sounds which was evidenced in their spelling performance. It is suggested that appropriate measures be

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taken by colleges and schools in Oman to systematically address students' phonemic awareness and spelling skills.

### **Introduction**

Auditory discrimination of speech sounds or phonemic awareness is an important literacy skill. Auditory discrimination of speech sounds leads to better listening skills. Auditory discrimination of sounds is considered the most sophisticated skill that leads to identification of different speech sounds (Stredler-Brown&Johnson, 2004). Differences in the manner of articulation, voicing and place of articulation may lead to problems in listening comprehension as well as speech production. For example, if /θ/ in 'thank' is perceived as /t/ in tank, it can lead to lead to misunderstanding. Similar problems may arise if a voiceless plosive /p/ is understood as a voiced plosive/b/ then a 'pour' becomes a 'bore'. Hence auditory discrimination of speech sounds is important for listening, reading and spelling skills. Listening, spelling and reading are skills that are very much interrelated. Of all the skills, listening is considered the basic and fundamental element of language learning since it involves hearing, perceiving and interpreting sounds ( Stredler-Brown&Johnson, 2004).

### **Difficulties of EFL and ESL Learners in Language Learning**

Many non-native speakers learn English as a second language (ESL) or a foreign language (EFL). Their exposure to English language is usually very little. The only place where they get formal instruction is the class room. The teacher of English is the main resource of English language to many EFL learners around the world. Better English learning is possible only when the student is highly motivated and explores all the available resources and learns the language.

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In these circumstances, most students have problems in reading, writing, speaking, listening and spelling words due to lack of phonemic awareness and thus developing phonemic awareness allows students to utilize classroom language input more fully.

### **Spelling Skills**

Spelling is a basic literacy skill that helps students become better readers and writers. A writer can concentrate better if he is a good speller and he performs better cognitively. Studies have proved that reading and spelling are closely connected and proficiency in spelling needs a high amount of vocabulary. Therefore, a good reader is bound to be a good speller (Morris, 1999; Templeton, 1991).

Many students in EFL context lack phonemic awareness which causes difficulty in reading and spelling. When students have problems with spelling, it indicates their poor listening skills and lack of awareness of the sounds of English. Since most English words are not written the way they sound and they have irregular spelling, English language learners struggle a lot to gain spelling proficiency. English spelling is unpredictable and irregular sometimes therefore, many EFL and ESL learners have poor spelling performance. Given this situation, it is not surprising to find many children and adults have difficulties and trouble with spelling (Dixon, 1993).

Traditionally spelling has been given less importance both by schools and colleges in Oman. It has been neglected even though it is an essential skill in academics. Spelling proficiency is essential for many reasons. Poor spelling often causes severe strain on the reader and many a

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times a misspelled word may change the actual meaning of the text and may cause a serious miscommunication. A wrongly written word definitely distracts the reader and the reader gets a low opinion of the writer.

Mastery of English spelling needs an understanding of grapheme-phoneme relationship. Beers, Beers and Grant (1977) talk about the importance of phonemic awareness. They suggest that students need at least one year of systematic instruction in phonics in order to develop skills related to letter-sound correspondence. According to the report of National Reading Panel (2000), phonemic awareness training has a “strong and significant effect” on teaching spelling skills that remain effective even after the training. Phonemic awareness leads to better reading and spelling achievement (Munro & Munro, 1993). It builds a foundation for students to understand the rules of the English language. This in turn allows each student to apply these skills and increase his or her oral reading fluency and understanding of the text. Phonemic awareness has been suggested to be the major predictor for decoding and spelling ability.

Children learn to spell unfamiliar words in two main ways; by internalising the orthographic patterns of written words by imitation and by synthesizing their knowledge of letters and letter clusters with how the word is said in an analogy process. The extent to which these ways are influenced by the ability to segment the word into sounds has not been resolved (Goswami & Mead, 1992; Moustafa, 1995).

### **Phonology of Arabic and English**

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The phonological system of English and Arabic are very much different from each other. The English language consists of twenty two vowel sounds and twenty four consonant sounds. In contrast, the Arabic language has only eight vowel sounds and thirty two consonant sounds. Another big difference is the phonetic system of these languages. The English language is a non-phonetic language whereas the Arabic language is a phonetic language, which means there is one to one phoneme-grapheme correspondence.

Based on my experience as a teacher of English in the Arab world, I have noticed that most students lack phonemic awareness of short vowels and certain consonants. It has been observed that students mismatch vowels and consonants by substituting a wrong vowel or a consonant. The reason for this could be mother-tongue interference.

It is to be noted that the features of the learners' first language (L1) interfere with the features of the learners' second language (L2). Odlin (1989:112) emphasizes that the phonetics and phonology of the first language are powerful influences on the phonology of the second language. Irrespective of whether the teacher of the second language wants the L2 learner to have his L1 in mind, they always keep their L1 in their minds. They usually connect the L1 with the knowledge of the second language that is being created in every way possible. This causes the mother tongue interference (Cook, 1992).

## **Students in Oman**

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Tertiary level students in Oman complete their secondary school and enter the university. The first year of the university education usually includes a basic foundation course English. Despite their participation in courses at school and colleges, the learners in Oman face spelling difficulties. Since the main language of Oman is Arabic, almost all schools use Arabic as the medium of instruction except for a few private schools. English language literacy until a few years ago began in Grade 5 and other than English, all the subjects were taught in Arabic. After graduating from high school, the students enter tertiary level with poor language skills, especially poor spelling skills and limited strategies for learning. A majority of students of poor seem to have poor spelling skills and thus have reading difficulties. There has been very poor performance on spelling assessments. Phonemic awareness skills are required to possess the ability to segment spoken words and analyze the constituent parts of individual words in spelling.

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### **Aim**

The main purpose of this study is to investigate the spelling error patterns that are made by the students at Dhofar University with respect to short vowels and certain consonants and thus identify the spelling difficulties they face. The study also aims at offering suggestions in teaching spelling to Arab learners of English.

### **Limitations**

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The study includes only three lettered words. This study is limited to only short vowels and certain consonants. There is scope for further research on all the types of spelling errors including consonant clusters, word with irregular patterns, loan words in English etc.

## **Method**

A spelling test of about 20 three lettered words that included short vowels and some problematic consonants was administered to find out the types of errors the student at undergraduate level make. The participants included both male and female. The test was administered to students of an Advanced English course called Advanced Academic English 1 in the department of languages and Translation, Dhofar University, Oman. Each word was repeated twice with a short interval of time. At the end, they were give an opportunity to check their work. An inventory that highlights the errors had been prepared in order to observe the ways students misspell words.

The test has been directly taken from the book “Building Basic Skills:Spelling” written by Czerwonka(2003). The twenty test item words are zip, cut, gap, ten, made, win, wet, rub, men, lot, hut, win, fox, bad, sit, peg, dip, job, hum, jam and pin.

## **Data Analysis**

The chart below gives us the data on the types of mistakes the students have made.

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No.	Test Item	% of errors	types of errors
1.	zip	55%	sep, zep, zap, zeap, zeuba, zeb, zeeb, sip, zab
2.	cut	20%	cat, cet
3.	gap	65%	jab, gab, gad
4.	ten	30%	tan, tean, tin
5.	mad	25%	made, mind, med,
6.	win	55%	when, when, wen, wat, wiat
7.	wet	65%	wat, wiat, what, wheat, whet, wite, watt
8.	rub	95%	rup, rap, rab, raue, rib
9.	men	30%	man, min
10.	lot	20%	loat, leitt, lat
11.	hut	55%	hat, hit, hot, het
12.	fox	15%	focs, fex, fax
13.	bad	0%	
14.	sit	45%	set, sat, sut
15.	peg	85%	pig, beg, bage, pag, big, bug, heg, head, dap, bag, hug, hag
16.	dip	50%	dap, dep, deab, dept, deep, dib,
17.	job	20%	goob, gab, jop, gob
18.	hum	55%	ham, hurm, harm, hom, home
19.	jam	45%	jum, gam, jan, juma, jan, jame, jamb
20.	pin	45%	pen, pain, bin

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The word 'zip' was misspelled by 45% of the students. It is interesting to note that they had a wide range of misspellings that include vowel mismatch (zep, zab, ), consonant mismatch (sip, sep). Some of the misspellings were bizarre. They spelled 'zip' as 'zeuba', 'zeep', 'zeap'.

The word 'cut' was spelled correctly by 80% of the students. Only 20 percent of them misspelled it as either 'cat' or 'cet'.

It is observed that 65% of the students made errors with the word 'gap'. Most of them had a consonant mismatch. They used the letter 'j' instead of g and also 'b' instead of p. The errors also included mismatch of the vowel letter 'a', The misspellings were 'jab', 'gab', and 'gad'. It is interesting to note that the students are unable to discriminate the phonemes /p/, /b/ and /d/. This could be due to mother tongue influence because in Arabic there is no discrimination between a /p/ and a /b/.

For the word 'ten', the problem occurred only with the vowel. They mismatched the vowel in ten my writing 'tan', 'tin', 'tean'. Thirty percent of the students had errors with spelling of the word 'ten'.

It is very interesting to note that none of them made a spelling mistake in writing the word 'bad'.. Usually, it is noticed that students mismatch 'p' and 'b' because they are one and the same in

Arabic. However that didn't happen with this word, which shows that all of them have consciously learned the spelling of this word.

The word 'mad' was written as 'made', 'mind' and 'med'. We observe letter insertion in this word by one of the student. 75% of the students wrote the word correctly.

The misspelling of the word 'win' gives us very interesting information. Most students have written the word as 'when' because there is an equivalent word in Arabic /wen/ which means 'where'. Some of them had a kind of bizarre spelling. They wrote 'win' as 'wat' and 'wiat' and some of them wrote it as 'wen'. It is very important to notice that the students are unable to distinguish nonsense words from English words. The percentage of errors with this word was 55%.

Sixty five percent of the students could not write the word 'wet' correctly. There are a wide range of types of misspelling ranging from vowel mismatch, letter insertion, bizarre or non sense words. The misspellings for the word 'wet' are 'wat', 'wiat', 'what', 'wheat', 'whet', 'wite', and 'watt'.

Ninety five percent of the students could not write the word 'rub' correctly. The misspellings are 'rup', 'rap', 'rab', 'raue', and 'rib'.

Thirty percent of the students made mistakes in spelling of the word 'men'. They wrote the word either 'min' or 'man'.

The word 'sit' was misspelled by 45% of the students. They wrote the word as 'set', 'sat' and 'sut'.

The students seem to be familiar with the spelling of the word 'lot'. Only 20% of them misspelled the word. Those who misspelled wrote it as 'loat', 'leitt', and 'lat'. These errors show vowel mismatch, letter insertion and bizarre words.

The word 'hut' has been misspelled by 55% of the students. They spelled it as 'hat', 'hit', 'hot', and 'het'. One vowel has been perceived in four different ways. This shows that there is lack of phonemic discrimination.

The word 'fox' has been spelled correctly by a majority of the students. Only 15 % of them misspelled the word as 'focs', 'fex' or 'fax'.

The word 'peg' seems to be an unknown word to the students. Only 3 students wrote the word correctly. 85% of them made mistakes. The mistakes were made in many different ways. They wrote the word as 'pig', 'beg', 'bage', 'pag', 'big', 'bug', 'heg', 'head', 'dap', 'bag', 'hug', and 'had'. This kind of spelling performance demonstrates their poor listening skills and especially poor phonological awareness.

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The word 'dip' was misspelled by 50% of the students with many types of spelling errors like vowel mismatch, letter insertion for example, 'deab', 'dep', and consonant mismatch, for example, dib.

Quite a good number of students seem to know the word 'job'. Since these students are undergraduate students who would take up a job after their graduation. However, 20% of the students misspelled the word as 'goob', 'gab', 'jop', 'gob'.

Fifty five percent of the students misspelled the word 'hum' as 'ham', 'hurm', 'harm', 'hom', 'home'.

The words 'jam' and 'pin' have been misspelled by 45% students. the word 'jam' was written as 'jum', 'gam', 'jan', 'juma', 'jan', 'jame', and 'jamb'. The word 'pin' has been written as 'pen', 'pain', and 'bin'.

From the above data, it can be understood that there could be a multitude of reasons for the spelling problems of the students. English spelling system, Arabic phonology, lack of proper spelling instruction at schools and colleges, lack of motivation and seriousness among students, poor reading skills, poor listening skills can be some reasons. Let us take for instance, the problems with vowels due to the phonological variations of Arabic and English. The Arabic speaking students face a major problem with the English vowels since Arabic dialects have only

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a limited number of vowel Phonemes. Sometimes, the students fail to recognize and discriminate the English vowels because some allophones of Arabic phonemes are actually phonemes in English.

. For example, many Arab students find difficulty in using the right vowel quality in a minimal pair like *ant* /ænt/ and *aunt* /ɑːnt/ although both [æ(:)] and [ɑː] exist in Arabic. This is due to the fact that both vowels are considered by speakers of Arabic as phonologically ONE vowel phoneme. Lack of phonemic awareness of English sounds is one of the main reasons of spelling problems of these learners whether it is vowels or consonants.

It also shows that the students haven't been giving importance to accuracy in spelling. However, the teachers of English and also the teachers of other subjects who are teaching in English should take this serious problem into consideration and look for solutions to this problem. At an undergraduate level, if the students have problems with auditory discrimination of sounds, that has to be tackled with.

## **Conclusion**

Based on the data analysis, it is important to note that the students at undergraduate level are unable to discriminate speech sounds. It also proves that most students lack phonemic awareness. The students who lack phonemic awareness and thus make spelling errors need appropriate and timely instructional intervention in order to develop these necessary skills. It is suggested that the instructional method for the students in the Arab world should include code

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based approach as well as whole language approach which is basically meaning based rather than skills based. It is also suggested that automatizing spelling is essential for word identification (Graham, 1983).

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## **Impact of Guidance and Counseling Services at Secondary Level in District Kohat, Pakistan**

**Maqsood Ahmed, M.Phil. (Education)**

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### **ABSTRACT**

Man was always in search for seeking guidance to solve the problems of his life. In present scientific age there are many complexities which were simple in the past. The current study was intended to investigate the impact of guidance and counseling services at secondary level in district Kohat. The current study was significant in this way that schools' administration can take necessary arrangement for the students to provide them essential guidance according to their mental capabilities. Future researchers can also find out the new things that can be added into the guidance and counseling program at secondary level of education in Pakistan.

Population of the study was the heads and teachers at government secondary schools in Khyber Pakhtunkhwa. The scope of the study was delimited to the Government secondary schools of district Kohat. Forty Eight heads (24 Males + 24 Females) and Ninety Six teachers (48 Males + 48 Females) were taken randomly as sample of the study. Two questionnaires were used as research instrument for collection of the data from the heads and teachers. Data was

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arranged and tabulated, and then it was analyzed by applying appropriate statistical tools. It was concluded from the study that there were no guidance and counseling program into the secondary schools for providing guidance to the students regarding their education and personal problems.

**Key Points:** Guidance, Complexities, Counseling, Administration, Personal,

## INTRODUCTION

According to Jones, A.J. (1963), "Guidance involves personal help given by someone, it is designed to assist a person in deciding where he wants to go, what he wants to do, or how he can best accomplish his purpose; it assists him in solving problems that arise in life.

Chisholm, L. Leslie. (1950), lays emphasis on equipping the students with self-knowledge as the important function of guidance where he says; "Guidance seeks to help each individual become familiar with a wide range of information about himself, his interest, his abilities, and his previous development in the various areas of living and his plans or ambitions for the future."

Miller, C.H. (1961), conceive of guidance as "a means of helping individuals to understand and use wisely the educational, vocational and personal opportunities they have or can develop and as a form of systematic assistance whereby students are aided in achieving satisfactory adjustment to school and to life".

According to Hamrin and Paulson B. B. (1950), " Counseling is a learning oriented process, carried on in a simple, one to one social environment, in which a counselor, professionally competent in relevant psychological skills and knowledge, seeks to assist the client by methods appropriate to the latter's needs....."

Barki, B.G. (1991) defines counseling as, "face to face relationship in which growth takes place in the counselor as well as in the counselee."

According to Kochhar (1984), there is an urgent case for introducing and strengthening the guidance service in the schools of our country to meet the varied needs of the students, administration and the educational system for the following reasons:

- To help in the total development of the student:
- To enable students to make proper choices at various stages of their educational career:
- To help students choose, prepare for, enter upon and progress in a career:
- To help the students in vocational development:

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- To help students make the best possible adjustment to the situation in the school as well as in the homes:
- To supplement the efforts of home:
- To minimize the mismatching between education and employment and help in the efficient use of man-power:
- To identify and motivate the students from weaker sections of society:
- To help in checking wastage and stagnation:
- To identify and help students in need of special help:
- To ensure the proper utilization of time spent outside the classrooms:
- To increase the holding power of schools:
- To make secondary and higher secondary education successful:
- To minimize the incidence of indiscipline:

## **REVIEW OF LITERATURE**

There is a need of guidance and counseling for every men and women in this world. It is no matter where he is working, what he is doing, he is in need of guidance every time. Following are some of the important areas of life in which every person needs guidance sooner or later.

According to Kochhar, S. K. (1984), “Educational guidance helps us determine what type of education is good for the individual to reveal his inborn capacities and help him develop them. It is a process concerned with bringing about a favorable setting for the individual’s education and includes the assistance in the choice of subjects, use of libraries, laboratories, workshops, development of effective study habits, evaluation techniques and adjustment of school life with other activities. Educational guidance is a conscious effort to assist in the intellectual growth of an individual by self-direction. It helps the children in choosing the courses of study; planning for their future on the completion of their secondary/ higher secondary schooling; and helps in arresting backwardness while promoting proper adjustment.”

Vocational guidance is sometimes described as the process of “fitting round pegs in round holes and square holes.” But in actual life neither occupation are so designed as to suit individuals exactly, nor are individuals so made as to fit into specific vocations exactly. Endowed with the quality of extraordinary adaptability, a human being with a normal

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intelligence can, within broad limits and training, fit in a variety of jobs. There is no such thing as one hole (occupation) for a given peg (person). One job may be within the competence and congruence with the self-concept of a whole range of people. Vocational guidance may be defined as a process that is intended to help people cope with problems relating to occupation choices, plans and adjustments. It is also said to be a constellation of related functions or services that are provided in order to assist individuals in solving problems pertaining to occupational choices, plans and adjustments, with due regard for individual characteristics and needs and their relation to occupational opportunities (Kochhar, 1984).

Avocational pursuits in which the students engage themselves are important in giving a direction to their lives during the holidays- the autumn break, winter break, summer vacations and so many holidays in between. It is estimated that only about ten per cent of students in our schools take part in co-curricular activities. The rest are on-lookers. The participation of even a small number is just at a superficial level. Filling up the vacant hours of the students is one of the important tasks of education if they are not to drift in a sea of confusion, doubt, anxiety, aimlessness in their most formative years.

According to Sinha, S. N. (1973). "Personal guidance includes personal, psychological or emotional relationships which a person develops himself. Paterson has included social, emotional and leisure time guidance in personal guidance. In fact, the problems regarding health, emotional adjustment, social adjustment and leisure and recreational problems are included in personal guidance for solution. Under social adjustment, an individual's economic problems are included. The aspect of the life's character and the spiritual fields can also be included in personal guidance. In other words, the problems which cannot be included in educational and vocational guidance can be included in personal guidance".

Counseling is the heart of guidance program. Without it, guidance is incomplete. It helps students to resolve their educational as well as personal and vocational problems. It makes an effective use of the information collected about the individual or the group to provide insight into the problems for a better guidance program.

According to E. L. Tolbert (1978), counseling as "a personal, face to face relationship between two individuals, in which the counselor, by means of the relationship and his special competencies, provides a learning situation in which the counselee, a normal sort of person is helped to know himself and his present and possible future situation so that he can make use of

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his characteristics and potentialities in a way that is both satisfying to himself and beneficial to society and future can learn how to solve future problems and meet future needs."

"Guidance involves personal help given by someone; it is designed to assist a person to decide where he wants to go, what he wants to do, or how he can best accomplish his purposes; it assists him to solve problems that arise in life". This authoritative definition brings out clearly the salient features of guidance. It points out the guidance is neither dictation nor direction. It is rather friendly advice and personal help offered by a competent individual known as the guidance expert, to one who is in need of such assistance, the guidee. Guidance enables the guidee to understand his problems and to overcome his hurdles. Lack of guidance is liable to lead an individual to inadequate thought and behavior, wrong decisions and to maladjustments.

## **RESEARCH METHODOLOGY**

### **POPULATION**

Population of the study was the heads and teachers at government secondary schools in Khyber Pakhtunkhwa.

### **DELIMITATION**

The scope of the study was delimited to the Government secondary schools of district Kohat.

### **SAMPLE**

Forty Eight heads and Ninety Six teachers were taken randomly as sample of the study.

### **RESEARCH INSTRUMENT**

Two questionnaires were used as research instrument for collection of the data from the heads and teachers.

## **RESULTS AND DISCUSSION**

Data was collected through questionnaire from the heads of the schools and teachers as well in district Kohat. It was concluded from the data that the schools those have not program of guidance and counseling, their students have no exposure about their futures. Data which was obtained from the heads and teachers is discussed below;

**Table 01: Academic Qualification of heads and teachers**

<b>Qualification</b>	<b>M.Phil</b>	<b>M.A/M.Sc</b>	<b>B.A/B.Sc</b>	<b>Total</b>
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<b>Heads</b>	03	30	15	48
<b>Teachers</b>	02	59	35	96
<b>Total</b>	05	104	35	144

Table 01 indicates that there were 03, 30, 15, heads with M.Phil, M.A/ M.Sc, and B.A/B.Sc degrees respectively. It also shows that there were 02, 59, 35 teachers, with M. Phil, M.A/ M.Sc and B.A/ B.Sc degrees respectively.

**Table 02: Professional Qualification of heads and teachers**

<b>Qualification</b>	<b>M.Ed</b>	<b>B.Ed</b>	<b>C.T</b>	<b>PTC</b>	<b>Total</b>
<b>Heads</b>	48	00	00	00	48
<b>Teachers</b>	15	67	10	04	96
<b>Total</b>	63	67	10	04	144

Table 02 represents that all the 48 heads had M.Ed qualification. There were 15, 67, 10, 04 teachers with M.Ed, B.Ed, C.T and PTC degrees respectively.

**Table 1: There is a well organized programme of GCS in our school.**

Respondents	SA	A	UD	SDA	DA	Total	$\chi^2$	Df	P
Heads	2	2	1	8	35	48	13.6	4	S
Teachers	5	5	10	36	40	96			
Total	7	7	11	44	75	144			

**\*Significant df = 4  $\chi^2$  value at 0.05 level = 9.49**

The above table shows that the calculated value of  $\chi^2$  is greater than the tabulated value at 0.5 level. It indicates that both, heads and teachers, are disagree on the statement that “There is well-organized programme of GCS in our school”. Seven respondents were strongly agree, 07



respondents were agree, 11 had no idea, 44 respondents were strongly disagree and 75 respondents were disagree that there was a well organized programme of GCS in their school. . The  $\chi^2$  value is 13.6

**Table 2: There is well organized committee for GCS at our school.**

Respondents	SA	A	UD	SDA	DA	Total	$\chi^2$	Df	P
<b>Heads</b>	2	2	2	6	36	48	9.1	4	NS
<b>Teachers</b>	2	3	10	30	51	96			
<b>Total</b>	4	5	12	36	87	144			

**\*\*N-Significant df = 4  $\chi^2$  value at 0.05 level = 9.49**

The above table shows that the calculated value of  $\chi^2$  is less than the tabulated value at 0.5 level. It indicates that both, heads and teachers, are agreed on the statement that “There is well-organized committee for GCS at our school”. Four respondents were strongly agree, 05 respondents were agree, 12 respondents had no idea, 36 respondents were strongly disagree and 87 respondents were disagree that there is well organized committee for GCS at our school. The  $\chi^2$  value is 9.1

**Table 3: Services of GC provided in our school are enough to fulfill the requirements of the students**

Respondents	SA	A	UD	SDA	DA	Total	$\chi^2$	Df	P
<b>Heads</b>	3	2	2	21	20	48	9.3	4	NS
<b>Teachers</b>	1	1	17	37	40	96			
<b>Total</b>	4	3	19	58	60	144			

**\*\*N-Significant df = 4  $\chi^2$  value at 0.05 level = 9.49**

The above table shows that the calculated value of  $\chi^2$  is less than the tabulated value at 0.5 level. It indicates that both, heads and teachers, are agreed on the statement that “Services of GC provided in our school are enough to fulfill the requirements of the students”. Four respondents were strongly agree, 3 respondents were agree, 19 respondents had no idea, 58 respondents were strongly disagree, 60 respondents were disagree that services of GC provided in their school were enough to fulfill the requirements of the students. The  $\chi^2$  value is 9.3.

**Table 4: The ministry of education has a mandatory policy on GCS.**

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Respondents	SA	A	UD	SDA	DA	Total	$\chi^2$	Df	P
Heads	1	1	18	13	15	48	17.4	4	S
Teachers	1	1	14	60	20	96			
Total	2	2	32	73	35	144			

**\*Significant**

**df = 4**

**$\chi^2$  value at 0.05 level = 9.49**

The above table shows that the calculated value of  $\chi^2$  is less than the tabulated value at 0.5 level. It indicates that both, heads and teachers are agreed on the statement that “The ministry of education has a mandatory policy on GCS.” Two respondents were strongly agree, 2 respondents were agree, 32 respondents had no idea, 73 respondents were strongly disagree and 35 respondents disagreed that the ministry of education had a mandatory policy on GCS. The  $\chi^2$  value is 17.4.

**Table 5: Sufficient numbers of books are available for GCS in our school library.**

Respondents	SA	A	UD	SDA	DA	Total	$\chi^2$	Df	P
Heads	4	5	10	10	19	48	14.8	4	S
Teachers	3	5	50	18	20	96			
Total	7	10	60	28	39	144			

**\*Significant**

**df = 4**

**$\chi^2$  value at 0.05 level = 9.49**

The above table shows that the calculated value of  $\chi^2$  is greater than the tabulated value at 0.5 level. It indicates that both, heads and teachers, are agreed/disagreed on the statement that “Sufficient numbers of books are available for GCS in our school library.” 7 respondents were strongly disagree, 10 respondents were agree, 60 respondents had no idea, 28 respondents were strongly disagree, 39 respondents were disagree that sufficient numbers of books were available for GCS in their library. The  $\chi^2$  value is 14.8.

## CONCLUSIONS

In view of the analysis of data and findings of the study, following conclusions were drawn;

1. There was no well organized program of guidance and counseling services into the schools.

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2. There were no well organized committees for guidance and counseling services at schools.
3. Result showed that available guidance and counseling services do not fulfill enough needs of the students.
4. Result declared that ministry of education has mandatory policy on guidance and counseling services.
5. There were no sufficient books available into the libraries of the schools to fill the educational requirements of the students.

## **RECOMMENDATIONS**

Following recommendations are made from the study;

1. It is recommended that school heads should design a well-organized program of guidance and counseling services into their schools.
2. It is recommended that the schools must organize a committee for guidance and counseling services into their schools. The committee can comprise teachers of the school.
3. It is recommended that guidance and counseling services be organized and expanded to meet the needs of the students to a large extent because it aims at solving all problems of the students.
4. It is recommended that guidance and counseling services should be made more affective. It is possible through organizing awareness program.
5. It is recommended that schools must have sufficient numbers of book into their libraries to help the guidance and counseling services staff.

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# **LANGUAGE IN INDIA**

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## **Spatial Fixity and Postcoloniality – The Issue of Language in Indian Writing in English**

**Mithun Bhattacharjya, M.A.**

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Commenting upon the problem of using English language by an Indian writer, Raja Rao writes:

“One has to convey in a language that is not one’s own, the spirit that is one’s own. One has to convey the various shades and omissions of a certain thought movement that looks maltreated in an alien language to us. It is the language of our intellectual make-up....We cannot write like the English. We should not. We cannot write only as Indians. We have grown to look at the large world as part of us. Our method of expression therefore has to be a dialect which will someday prove to be as distinctive and colourful as the Irish or the American.”<sup>1</sup>

The hot debate of using English as a creative medium, not just as a language of ‘intellectual make-up’ has, quite substantially, been diminished, by now. Indian writing in English is no more an illustrious endeavour of some young enthusiasts at something new; it is a phenomenon, a clearly recognized entity with a number of authors and a bulk of writings (fiction, non-fiction, poetry; many of them are canonized and translated into various languages over the world) to their credit. So, the question of English as a medium of creative exploration does not hold validity any more. But if we extend the argument forwarded by Raja Rao to a wider spectrum of postcoloniality as a reading strategy, and a discourse, then, the issue of language addressed by Raja Rao in 1963, much earlier than the formulation of postcolonial theory as a distinct discipline of critical studies, gains greater implications—language as a political tool, the interpolation of coloniality, the appropriation and hybridization of language,

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the nature of language influenced by space, race and culture. In this paper I shall try to focus on the concept of Indianization of English, and how far geographical/spatial fixity fixes up the distinctiveness of any language.

Language was, right from its origin, meant to be for communication; conveying message to others. As such, for the comprehension of any verbal code, the person at the receiving end is most important because he gets the meaning. The structuralist critics assume any language to be a sign system in which meanings (signified) of words (signifier) are 'arbitrarily' given and, the whole chain of meaning (the structure) can only be identifiable to a person if he is familiar with that chain. This view of language gives rise to the impression of the exclusiveness of origin of any language; implies a specificity, may it be cultural, racial or geographical. Now, no language has been determined by any one of these factors; but by the confluence of them all, and other influences as well. It's true that historically no language can claim 'exclusiveness' but the cultural and racial identities of the linguistic societies do formulate, the quintessence of any particular language. Thus, the linguistic practices of a society are, by far, explainable by means of socio-cultural investigations.

Postcolonial discourse pay attention more to the politics of language than to the philological aspect of language. The postcolonialist do a meticulous estimation of how the language plays an important role in reinforcing the objectives of colonialism. The colonialists made a conscious effort to perpetuate the hegemonic supremacy through the invisible operation of the colonial language and there by eroding the indigenous cultural heritage. Ngugi Wa Thiongo in *Decolonising the Mind* captures very illuminatingly, how the implementation of a particular politicized 'Canon' made the Kenyan students 'alien'<sup>2</sup> to their own social, cultural and linguistic heritage.

This charge of 'alienity' has often been brought against the Indian writers who write in English. Many accuse them for the lack of Indianness in their writings. Postcolonial theory "undermines the universalist claims once made on behalf of literature by liberal humanist critics"<sup>3</sup>. Literature comes not out of void, but it is a natural outcome of social, cultural, ethnic, religious and linguistic practices. So, what specially constitutes 'Indianness'? Is it merely a choice of any vernacular language or is the subject matter or both? If the choice of English diminish Indianness then, we have to through an open challenge to the existence of many 'englishes' e.g. Caribbean english, Canadian english, Australian or Kenyan english because in spite of being alike in one respect (being English) they are named differently. Their difference occurs not in the choice of the language, but in the differing way of using it. Here comes the notion of appropriation and hybridization of a colonial language. Kamala Das' robust and confident utterance is indelible:

“...The language I speak  
Becomes mine, its distortions, its queerness  
All mine, mine alone. It is half English, half  
Indian, funny perhaps, but it is honest...” (An Introduction)

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This appropriation of language is to make the language useful to serve one's own purpose. This is what Rushdie terms as 'chutnification', and expounds in his fictions in a way that smells all Indian. But what does Indian English really mean? Is it 'half English, half Indian'? And, if so, does it appear to be ludicrous or bizarre? Surely not. Indian English is English in a different way as are Caribbean or Nigerian Englishes.

What does this different way consist of? Is it merely the inclusion of some vernacular words or distortion of the syntax of the language or something else? Language is the metaphor for a particular cultural society; language represents a society, and social practices determine the way a language unfolds its meaning. The contributors of Indian Writing in English demonstrate the spirit of India in a conspicuous way. But, this notion of 'Indianness' has been contested by many.

A.K. Mehrotra, a leading poet and critic, underlines this craving for 'Indianness', saying: "A good poem is a good poem, and not because it matches the colour of the poet's skin or passport"<sup>4</sup>. He refuses 'Indianness' merely to be a transportation of linguistic and cultural materials into the realm of art. In fact, the raw Marxist 'structure' and 'super-structure' model does not hold strong any more. The transcendent quality of art, need to be taken into account. But still, geographical, or to say, cultural specificity colours literary compositions. For example, Raja Rao's *Kanthapura* is not merely a depiction of rural India, Gandhian movement, women empowerment but most interestingly, it follows the 'sthalapurana' tradition which is quite different from modern Western narrative techniques.

Without this story-telling mode, *Kanthapura* would have lost, perhaps, much of its charm. 'Sthalapurana' is a traditional way of story-telling in rural India. A much later work than *Kanthapura*, Rushdie's *Midnight's Children* also uses this 'story-teller and listener' model which facilitates the readers to move smoothly between the personal and national, real and magic-real world of the fiction. So, inclusion of vernacular world, native settings and characters, cultural and religious myths and a traditional way of narration give Indian Writing in English a special character.

This speciality is to some extent akin to 'authenticity'. By 'authenticity' the postcolonialists mean a pre-colonial purity. This purity, they think, can be achieved through the pre-colonial practices. At the same time, it is true that the global village that we live in, undermines any claim of "a 'pure' and unsullied cultural and linguistic condition"<sup>5</sup>. The intersection of different cultures, linguistic communities, crosscurrents of different philosophical and ideological views, and the rapid advancement of modern telecommunication technologies undermine the notion of a 'pure' culture. What is indigenous is really a heterogeneous culture. Language is adapted as a tool to express cultural experiences. The cross-cultural identity is the reality of the day. The tumultuous variety of cultural experiences within the territory of India, be best rendered in English which is essentially a versatile and non-regional language.

According to Paranjape, Indian Writing in English is now regarded "as a part of Indian literature(s)"<sup>6</sup>. It is not something 'alien' to Indian social and cultural reality. He sees the emergence of Indian Literature in English "as a part of the larger dynamics of the Indian renaissance of the 19<sup>th</sup> century in which India responded to the impact of the West and of modernity"<sup>7</sup>.

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So, Indian Writing in English stands, on the same platform with its regional counterparts. This unification, of this variety of Indian literature with other vernacular literatures is, indeed, a proof of the appropriated use of English language in any particular cultural society. This way of using English for cultural representation establishes its link with the space. I shall conclude by mentioning Gabriel Okara who attempts to develop “a ‘culturally relevant’ use of English by adapting Ijaw syntax and lexical parameters to English”<sup>8</sup>. In fact, any language has and should have a character of being identifiable with the space and culture which it represents.

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## Instructional Media and its Impact on Government and Private Schools in Ethiopia

Julia Devardhi, Ph.D.

Geletesa Biftu, M.A. in TEFL

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### Abstract

There is an old Chinese proverb that says: "*Tell me and I will forget; Teach me and I might remember; Involve me and I will learn.*" This ancient proverb reflects the state of language retention and restoration.

Living in a nation constructed of many diverse cultures provides teachers many unique conditions to their already challenging world of education. For centuries language was taught in the home and today the school is usually the place of language acquisition. Nowadays the two environments should work together to enhance exposure and success. Recently, much attention has been focused on the concept of bilingualism and the role of immersion. More and more of this attention is examining the role of immersion and its preference over the transitional bilingual approach (Kagan, 1990, p. 7). This urges us to carefully consider the impact that instructional media has on government and private schools in Ethiopia, which is a country of diversity in its culture and language. Hence, this research paper, "*Instructional Media and its Impact on Government and Private Schools in Ethiopia*" attempts to see if there exists any significant difference in the use of English as an instructional medium in both private and government schools and finally tries to perceive the cumulative effect that might happen due this difference. Apart from this, the paper also discusses the use of the vernacular language as medium of instruction and its possible impact on the learners.

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**Key words: Instructional media/medium, Immersion, Submersion, Use of English**

## **Introduction**

### **Ethiopian School Language Policy**

Spincer (1997:78) says with regard to deciding which language to use and how and when to use as medium of instruction; this is one of the most pedagogically difficult and potentially challenging issue faced by different societies and schools in many countries. Indigenous researches also show that students and members of the school community are frustrated from the immediate transfer, from mother tongue to foreign language or English. (Shemels M. (2004) and Getu A. (2006)

The Ethiopian educational system has undergone so many changes for many centuries until secular education was adopted in the early 1900s. The elites, mostly, had the privileges of getting involved until 1974 when the government tried to reach the rural areas. The current system follows similar school expansion schemes to the rural areas as the previous 1980s system with an addition of deeper regionalization giving rural education in their own languages starting at the elementary level and with more budgets allocated to the Education Sector.

This policy then has encouraged investors to build schools from kindergarten to colleges and universities. These institutions give ‘a better quality’ education and also minimize the large class ratio imposed on government schools. Though only the richer can afford to be involved. The role of English in Ethiopian education is of great value. All the national exams are conducted in English besides higher educational centers run their education in English. Any person with good fluency is also considered as an educated person.

In the teaching learning process it has been said over and over that there is no single best method or approach. This holds true for every teaching and learning regardless of time and space boundaries as it is one of the basic nature of all human beings.

In previous times, before private schools were given due attention, in Ethiopia almost all the learners used to learn in government schools whether they follow this or that kind of approach. But nowadays there are so many private schools; in fact they are so many that it is almost difficult to choose one from the other. As they are very large in number they also follow and use variety of teaching and learning approaches. Among these is their strong focus on the use of second/foreign languages, especially English, as a medium of instruction (MOI).

Ellis, (2008) on Asian EFL on line journal vol.7, Issue 3, Article 1, strongly advises maximizing L<sub>2</sub> input in order to achieve a better result. He said “... substantial portion of the variance in speed of acquisition of children can be accounted for by the amount and the quality of input they receive. The same is undoubtedly true of L<sub>2</sub> acquisition.” Here in the maximization of L<sub>2</sub> input the writer did not imply anything on the abandonment of mother tongue but the fact is using L<sub>1</sub> together with L<sub>2</sub> could be very much useful. The private schools which focus on the maximization of L<sub>2</sub> input, especially English, could, then seem to agree, partially, with Ellis’s idea except for their avoidance of mother tongue. However, some other researches show that the

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use of mother tongue as medium of instruction is far better than using foreign language. On the other hand the Canadian experience, in their immersion program, witnesses that there is no harm in using the foreign language as medium of instruction.

Here, then, we have two conflicting ideas. One followed by the private schools and other by the government schools. The government schools explicitly state and follow the government educational policy whereas the private schools don't. In the government schools vernacular language is widely used, until second cycle primary school (i.e. 5-8) as instructional medium and then as a subject onwards and finally the grade 8, 10 and 12 national exams are given in English. But, the private schools, abandoning the vernacular language strongly focus on the use of English language starting from kindergarten and this is believed to prepare learners for the "big" exams mentioned above as they are conducted in English. Based on these distinct features parents also make their own choices in selecting the schools for their children. In this regard from the researchers' personal experience and observation learners as well as parents prefer private schools.

No matter what the literature or the government say the private schools are teaching using the foreign language. Parents, knowing or not knowing the effect of mother tongue are sending their children believing that their children might learn better in private schools. Therefore, it is this observation that initiates this research. For parents, then, as part of the society, assuming English language as highest stage of knowledge might drive from such general stereotypic belief.

The private schools, as any institution found in the country, are supposed to be governed by the rules and regulations of the country to perform their duty. One of the rules they should follow with regard to language reads:

*"Cognizant of the pedagogical advantage of the child in learning in mother tongue and the right of nationalities to promote their language, Primary education will be given in nationality languages." Ministry of Education (1994)*

In addition the 1953 UNESCO declaration says "Every effort should be made to provide education in mother tongue". These rules work in the government schools. However the private schools publicly announce their focus on English starting from elementary level as their medium of instruction.

The focus on the English language, as already discussed, might have derived from the strong need of knowledge of the society which the society believe that it is manifested through speaking good English. Here an important aspect to note is that the private schools adherence to English language is not only limited to encouraging students to speak the language but as far as reinforcing negatively the vernacular language speakers. Speakers of Amharic in these schools, from putting tags which reads "Amharic Speaker" on their chests to severely punishing, are negatively rewarded.

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## Medium of Instruction

Medium of instruction, according to the guide line for the development of language education policy in Europe 2003, “is the language in which the teaching of other subjects is carried out in schools and universities”. This language is the kind of language that needs due consideration when designing as it might handicap the teaching learning process.

It is generally understood that the major target in educational reform is the curricula. In light of this, it is no wonder that the reform covered all disciplines at all levels of educational structure as stated in the policy. Thus, it covers “broad areas of knowledge and skills that enable the students to develop their mental, physical and social responsibilities” ( ICDR: 1994: 1-2) achievable through core subjects categorized as Language, Mathematics, Natural Science, Social Science and Aesthetics.

## Language

1.1 Mother Tongue: The content is such that it serves as a medium of instruction at primary level. In addition it has been considered to be instrumental to develop self-reliance and psychological motivation, and retain social and cultural values as well as “retain self identity’.

1.2 Foreign Language: The need for international understanding has been the rational has made essential. Thus English as a long established foreign language used for this purpose have continued to be one of the languages taught. It is also a medium of instruction at secondary and tertiary education.

1.3 National Language: This is a lingua franca of the population apart from being the official language of the Federal Government. In view of this, it is offered at all levels of the education system.

It is widely agreed that it is better for children if their first years of schooling are in their first language even if it the dominant language in the society as it advances the child’s cognitive literacy. Edelsky, 1991:70 on PRAESA Occasional papers no.11 says, “It is difficult to learn skill with instructional nonsense in any language but it is probably easier to learn it in the first language”. As it has been said a child will learn better if the medium of instruction is in his/her own language for better understanding of the subject matter. The assumption is that children have a strong affiliation towards their language and teaching them with foreign language would mean forcing them to do extra cognitive activity.

On the other hand sometimes learners learn in foreign languages from the beginning of their school years. The Canadian “immersion program” is one of these kinds. The purpose of these programmes is to ensure more efficient acquisition of a second or a foreign language. In other countries a medium of instruction other than the first language is introduced later. The purpose of these programmes is to enhance the effectiveness of foreign language learning by greater exposure to and increased use of the language in a greater variety of ways. In fact studies conducted on immersion programs show that early immersion programs are superior to delayed immersion programs. Students involved in the Canadian immersion program achieved a high

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level of proficiency in French. Similarly, evidence shows that students involved in the early immersion programs in Ethiopia achieved a high level of English proficiency, and Ethiopian students English proficiency started to deteriorate after the introduction of the delayed immersion program.

## **Models of Instruction**

There are four main models of instruction used specifically with the English Language Learner. The four models presented are: Submersion, Immersion, Sheltered Immersion, and Bilingual Education. When discussing the models of instruction, they all have the same goal, "the acquisition of English language skills so that the language-minority child can succeed in English-only mainstream classroom" (Cazden, 1992). However, there are three main factors that provide the distinctions between them: whether the first language is utilized in instruction; how long the student receives ESL support; and the training of the teachers. In addition, many issues often have a large impact on these. However, three factors such as money, availability of ESOL trained teachers, availability of bilingual teachers, and beliefs of the administration and public are the most pertinent ones. But, in this paper we discuss only two of the above models, the Immersion and Submersion programs.

### **Immersion Program**

Immersion doesn't mean sink or swim, as opponents argue. All English immersion means that English – not the student's native language – is the primary language of instruction in classrooms and progress toward English fluency is the main goal.

Language immersion is an approach to foreign language instruction in which the usual curricular activities are conducted in a foreign language. This means that the new language is the medium of instruction as well as the object of instruction. Immersion students acquire the necessary language skills to understand and communicate about the subject matter set out in the school's program of instruction. They follow the same curricula, and in some instances, use the same materials (translated into the target language) as those used in the non-immersion schools of their district. (Lambert & Tucker (1972); Swain and Lapkin (1982); Genesee (1983, 1987, 1995))

"Immersion" has been a convenient term, used freely by schools and the media for an increasingly popular form of foreign language education. Unfortunately, in most cases, the term is misused. For many, the term "immersion" seems to imply any class that is taught through the medium of a second language. However, simply teaching a content class (e.g. Math, Music, Science, etc.) in a foreign language is not immersion. The most commonly used definition of immersion comes from Fred Genesee of McGill University, one of the world's leading authorities on immersion education. On page one of his seminal book "Learning Through Two Languages: Studies in Immersion and Bilingual Education" (1987, Newbury House) he provides the following definition of immersion:

*"Generally speaking, at least 50 percent of instruction during a given academic year must be provided through the second language for the program to be regarded as immersion. Programs*

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*in which one subject and language arts are taught through the second language are generally identified as enriched second language programs." (p.1)*

Although bilingual education can be traced back to 3000 BC, the form of bilingual education called immersion education is generally accepted to have started in Quebec, Canada. In 1965, a group of English-speaking parents succeeded in initiating an experimental immersion kindergarten for their students. Their goal was to ensure that their children achieved a high level of French, as well as English, in Quebec where the French-speaking majority were asserting their rights and taking more power in the political and economic fields. Since then, French immersion has spread across the country and is found in every province and territory (for example 7% of the total student population in Ontario is in French immersion). Over 320,000 students in Canada are in some form of immersion program. French immersion is overwhelmingly a public school program so that all students have the option of entering early immersion (starting in kindergarten or grade one), middle immersion (grade 4 or 5) or late immersion (grade 6 or 7) (Lambert & Tucker (1972); Swain and Lapkin (1982); Genesee (1983, 1987, 1995); de Courcy (1993), and Baker (1996)).

According to many researchers like Snow (1986) and the mentioned above, a growing body of research on immersion education has shown that immersion students consistently meet or exceed academic expectations in the following areas:

**Foreign language skills:** Immersion students by far outperform students in traditional foreign language classes. Although students usually do not become “native-like” in the foreign language, they do become functionally proficient in the immersion language and are able to communicate according to their age and grade level.

**First language skills:** In the early years of first language instruction, there may be a lag in first language reading and writing skills. By the end of elementary school, however, immersion students do as well or better than students in “first language-only” classes.

**Content areas:** Immersion students achieve in academic areas as well as students in “first language-only” programs.

**Cultural sensitivity:** Immersion students are more aware of and show positive attitudes towards other cultures.

A great deal of research has centered on foreign language acquisition in various school settings. Over the past thirty years, due in large part to the success of immersion programs, there has been a shift away from teaching language in isolation and toward integrating language and content. Language is acquired most effectively when it is learned in a meaningful social context. For young learners, the school curriculum provides a natural basis for foreign language learning, offering them the opportunity to communicate about what they know and what they want to know, as well as about their feelings and attitudes. Important and interesting content provides a motivating context for learning the communicative functions of the new language. Young children are not interested in learning language that serves no meaningful function.

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First language acquisition, cognition and social awareness go hand in hand in young children. By integrating language and content, foreign language learning, too, becomes an integral part of a child's social and cognitive development.

Formal and functional characteristics of language change from one context to another. An integrated language and content model in an elementary school setting provides a wide variety of contexts in which to use the foreign language.

Due to such advantages learners acquire from this program, according to a 2003 survey by the Center for Applied Linguistics (CAL), there are over 400 schools in 27 states of the USA that offer total, partial or two-way immersion programs in 11 different languages. In addition to the USA, language immersion (usually based on the Canadian model) has spread to Australia, South Korea, Finland, Hungary, Hawaii, Spain, South Africa, Hong Kong and Japan. In Australia, for example, immersion programs are offered in French, German, Chinese, Indonesian and Japanese. In fact this same program, though not documented, has been practiced in the beginning of modern education in Ethiopia as French was the medium of instruction.

### **Submersion Programme**

Next the characteristics of submersion settings that are followed by some of the private schools in our country are discussed by Cohen and Swain (1979) and Baker (2006). Right from the beginning, L2 learners are taught with native speakers. This can create communication problems and insecurity in the learners. If L1 support is provided, it is of the 'pull-out' kind, which stigmatizes the L2 child and also deprives learners of the opportunity to progress in content subjects. The language teachers are typically monolingual and thus unable to communicate with the learners in their L1. In some cases, the learners are actively discouraged from speaking in their L1. The students' low academic performance may reflect the low expectations that teachers often have of the students, particularly those from certain ethnic groups (for example, Mexican American students in the United States). Reading material and subject-matter instruction in the L1 is not available, resulting in increased insecurity in the learners. Parental involvement in the school programme is usually limited. There are often problems with the learners' social and emotional adjustment to school.

A mother tongue maintenance programme, which is followed by the government schools, are based on enrichment theory, according to which high levels of bilingualism are seen as a cognitive and social advantage. This contrasts with deficit theory, which views bilingualism as a burden and as likely to result in cognitive disadvantage. The results of research strongly suggest that additive bilingualism (the goal of mother tongue maintenance) confers linguistic, perceptual, and intellectual advantages (Swain and Cummins, 1979). Skutnabb-Kagnas pointed out that mother tongue maintenance can take two forms. In the weaker form, pupils are given classes in their mother tongue, directed at developing formal language skills, including full literacy. In the stronger form, pupils are educated through the medium of their mother tongue.

The avoidance of the foreign language is still continuing, at least at primary level. At primary level all the subjects are given using the vernacular language (mother tongue) and English is

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given as a subject which might not take 4 to 6 periods a week. This is manifested on section 3, 5, 1 of the education and training policy which reads:

*“Cognizant of the pedagogical advantage of the child in learning in mother tongue and the right of nationalities to promote the use of their languages, primary education will be given in nationality languages.”*

### **Language Use in Private Schools**

Learning content-area subjects through the medium of a foreign language has become increasingly popular in many countries. A great deal of research has centered on foreign language acquisition in various school settings. Over the past thirty years, due in large part to the success of immersion programs, there has been a shift away from teaching language in isolation and toward integrating language and content. This shift is based on four principles:

1. Language is acquired most effectively when it is learned in a meaningful social context. For young learners, the school curriculum provides a natural basis for foreign language learning, offering them the opportunity to communicate about what they know and what they want to know, as well as about their feelings and attitudes.
2. Important and interesting content provides a motivating context for learning the communicative functions of the new language. Young children are not interested in learning language that serves no meaningful function.
3. First language acquisition, cognition and social awareness go hand in hand in young children. By integrating language and content, foreign language learning, too, becomes an integral part of a child's social and cognitive development.
4. Formal and functional characteristics of language change from one context to another. An integrated language and content model in an elementary school setting provides a wide variety of contexts in which to use the foreign language. (<http://www.opencube.com>)

Using English as medium of instruction from the beginning of schooling is not new in Ethiopia. As indicated above, early immersion programs in Ethiopia started with the beginning of modern education in the country in both public and private schools. As stated earlier the government schools strictly follow the idea of ‘teaching the child in his own language.’ But the problem is that after teaching the learner in his own language for some time the ‘big’ examinations like grade 8, 10 and 12 exams are conducted using the foreign language, English.

The private schools on the other hand use the second language starting from the early schools. Under such circumstances, then, it might be foolishness to compare government school students with private school students who had the experience of foreign language starting from kindergarten. Fear of the exams might not only force parents to send their children to these schools other factors like the social need for English language can also be one good motive, and according to many researchers, learners learn best when they have a clear social need for the L2. This social need is highly varied, however. (For example, it can derive from the desire for power and status, from the use of the L2 as a medium of instruction, from the importance learners

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attach to achieving social cohesion, or from the ‘gaming’ that takes place in peer groups.) (Asian EFL Journal)

Our society, as part of the world, has strong stereotypic values for English. According to the revised draft of guide for the development of language policy in Europe, these values refer to the belief and perception about the relative richness or poverty of languages which, according to the guide, may be expressed:

*“In terms of the ‘image’ of a language and it’s culture, the ‘sound’ of a language – ‘melodious’, ‘harsh’ etc – or its usefulness and capacity for expression – ‘not unable to communicate scientific ideas’, ‘a logical language’, ‘not a proper language because it is not written’, ‘useful because of its high status’ etc”. (Guide for the development of language policy in Europe, 2003)*

These stereotypic ideas could often have detrimental impact on the learner’s own language.

The use of English in these schools as medium of instruction according to many scholars can be the manifestation of the hegemony of the language. Rima, V. (2000) on PRAESA occasional paper, says that grade 10 Xhosa speaking students have shown a strong desire towards English. The writer says that some students even think that their mother tongue or any other African language are not as important as English. The main reasons given by these students are: The predominance of English “in this world” in television, movies, receipts... ,it is the language that every one uses and understands, it is the worlds’ official language but other languages are spoken by a few people, and higher education is given by English, etc. The writer also adds “the prominence of English worldwide has had impact” on these students. The process of colonization placed a higher value on European languages, and English in particular.

### **Hegemony of English language and Instructional Medium in African Schools**

*I think English important than Xhosa and other African languages. Because if you go to school the teacher they will teach you English and the time goes on and you will see that English is imported than Xhosa. Me I’m saying English is an important language in the whole world.....*

Like the student who wrote the above paragraph, many learners need very strong proficiency in at least one other language than their mother tongue and for almost all learners English is a language of high priority and this officially acknowledges that English is the language of the world, at least as many believe, and one that most people struggle to learn.

In light of the supremacy of U.S.A. over the world economy, politics, science and technology and above all cultural invasion and the effect of the long colonization of British over the past century, the hegemony of the English language is built on a solid rock. In countries like ours, where people think that a person who speaks, even a broken, English is an educated person assuming that this language has a great value will not be at fault, as literacy and modernization is highly associated with foreigners and foreign languages, especially English.

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One of the biggest manifestations of the value given to a language is its use in the education as medium of instruction. The language that is believed to be helpful to the learners, pedagogically, psychologically and perhaps politically, is assigned to be the medium of instruction.

According to PRAESA occasional papers, referring to Ansre, G 1977, many African countries use English as medium of instruction. In Kenya particularly the government used English as medium of instruction. The main rationalizations given for the use of European language in schools instead of the domestic ones are:

1. The cost of producing educational materials in the indigenous languages is expensive in both money and human effort.
2. The world is ‘shrinking’ and pupils need an international language to be able to have dealings with people from different countries and large groups.
3. With so many languages and tribes in these countries, and since one of the languages is developed enough for use in giving modern technological education, we must give preference to teaching in the languages which have a highly developed technical and scientific terminology and concepts.

But, researchers in the field have different views on the second language acquisition. Among this is Krashen’s “Input hypothesis”. Based on this hypothesis different researchers have suggested their ideas. In this regard many of them agree on the extensive L<sub>2</sub> input. Ellis, R., (2005), principles of instructed language learning, www.Asian EFL Journal, says:

*“It can be claimed with confidence that, if the only input students receive is in the context of a limited number of weekly lesson based on some course book they are unlikely to achieve high level of L<sub>2</sub> proficiency.”*

On the same site he mentioned three, very simple, as he puts it, ways of extensive use of L<sub>2</sub>. These are: to maximize the use of L<sub>2</sub> inside the classroom, create opportunity to use L<sub>2</sub> outside the classroom, and establish self-access centers which students can use outside class time

Among the above stated ways of maximizing extensive L<sub>2</sub> inputs, if we take number one, for example, is achieved mainly through communication, communication between teacher and learners and learners among themselves. Barnes (1969) says that communication, which he prefers to call “social interaction”, can be performed in the foreign language. This, encourages teachers of young learners to extend the use of English (L<sub>2</sub>) in the four categories; language, procedure, subject matter and life, is also indicated in Brumfit (1984).

Creating, opportunity to use L<sub>2</sub> outside the classroom in our case (Ethiopian context) might be a little bit different as our learners have limited, if it even exists, opportunity to use English outside of classroom. The self access centers like library, computer lab, and etc... are also expensive and are not easy both to acquire and to use. Therefore maximum use of L<sub>2</sub> inside the classroom is undoubtedly of a great value and Singleton (1989) has also emphasized the extensive input of foreign of second language saying: “Children will only acquire a native accent if they receive massive exposure to the second language.” But still as Krashen (1985: 46) states, for learners, as Language in India [www.languageinindia.com](http://www.languageinindia.com)

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in our case, “the only input is teachers’ or classmates’ talk - both do not speak L2 well”. Learners in such environments are exposed to the language only in the classroom where they spend less time in contact with the language, covering a smaller discourse type. The limited exposure to the target language and lack of opportunities to practice speaking in such environment do not allow the communicative abilities of L2/FL learners to fully develop.

Since the beginning of formal education in Ethiopia there were couple of languages used as instructional medium in schools: French, Italian and English and if we trace back the history of education in Ethiopia, English has taken the vast majority of time being taken as medium of instruction, well, at least above elementary level. Currently, the medium of instruction in all the government elementary schools is the native or vernacular language and English above elementary level. On the other hand the private schools take English as medium of instruction as early as the beginning of kindergarten. Apparently some researchers like Leona Fröhlick-wark also say that if the child is given window of opportunity to start learning foreign language, English in our case, or any second language at the age of five with play centered approach and gradually shift to a more conscious and cognitive at later ages it will be most valuable for them. (Brumflt, Moon and Tongue 1984). This though does not mean that we should abandon the mother tongue of the learner for this might end up in a huge disaster, loss of one’s identity, but subjects like mathematics and science, says the writer, could be given in the foreign language, English, with other subjects given in the native language (Tongue, 1984:112). Edle Gravie (1984) on the other hand says the following in acknowledging the importance and use of L<sub>1</sub> in order to help the L<sub>2</sub> development:

*“If possible, L<sub>1</sub> should be made to help the L<sub>2</sub>. An activity could be conducted in L<sub>1</sub> first and later in the second language. A story told in polish today could be repeated in English tomorrow.”*

This, of course, is very necessary as a learner might be confused when faced with new language. Therefore it is of a great importance to let the learner keep in mind that other than L<sub>1</sub> other languages can also help communicate so that the learner might acquire the language naturally.

A survey done by the University of Witwatersrand, Johannesburg shows that language has a direct relationship with learners’ academic performance. Many researches on the field also believe that language, especially L<sub>1</sub> when used as a medium of instruction, can enhance learners’ cognitive development Baker (2000), Cummins (2000) and Skutnabb-Kagnas (2000). Perhaps this might be one good reason why our country’s educational policy adheres to the use of L<sub>1</sub> as MOI. It is also due to this very reason that a large amount of budget is allocated for the educational purposes. Though, L<sub>1</sub> and academic performance are closely related, more than 150 research studies conducted during the past 35 years strongly support what Goethe, the German philosopher, once said: The person who knows only one language does not truly know that language. The research suggests that bilingual children develop more flexibility in their thinking as a result of processing information through two different languages. When children continue to develop their abilities in two or more languages throughout their primary school years, they gain a deeper understanding of language and how to use it effectively and eventually develop better academic performance.

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Language and education being pedantic an alternative view is presented by Mac Swain and Rolstad. They say that literacy (roughly reading, interpreting and reading) or education is an academic construct rather than a component of language ability. In the development of the second language then "...ability difference in an L2 will very likely be perceived as a component of success in the academic development".

But still the view that language and education are virtually inseparable seems to overweigh. Getu (2006) in his thesis says:

*"Education, as one of the dominant means to development, cannot be successfully attained without incorporating into educational system the vehicle of human culture, civilization and human tool of communication: Language."*

Therefore education cannot happen without the support of language. But now it is "which language" is what schools and school community in Ethiopia are confused about, as the choice between the hegemony of English over the academic effect of mother tongue is the decision that most people have a blurred image about and are unable to take any appropriate decision.

In this regard many researches show that language and knowledge are very much interwoven. A person thinks, talks, listens, reads and writes in a language which shows that he/she knows everything with a language. In fact language is not only a social phenomenon (like, reading or writing), but is a biological capacity and need that humans are born with. It is crystal clear that academic performance cannot be seen without language as a background that projects academic performance.

### **Language and Academic Performance**

*"Many linguists and educationists are working hard, with devotion, to make people literate. ...Still the world's literacy rates are either not improving or are improving at much slower rate ... why? I claim that the wrong choice of medium of education is the main pedagogical reason ... and most 'development aid' supports the wrong language. Why?"* (Skutnabb-kangas 2000: xx-xxi. As sighted on PRAESA occasional papers no.6)

It is obvious that language is a key to knowledge. For a learner to perform ways in which knowledge is acquired, listening and reading, receptive skills, he has to have a better understanding of the language in which the material is written or spoken. Then the importance of language in literacy for the development of a nation cannot be overemphasized, because language is central to access learning. According to Obanya (2004p.234), "Human development through Education seeks to reinforce the individual's capacity to perform the essentially human functions... This is what makes language the major object and subject of Education". Language literacy is crucial for increased participation in a world that has transformed from industry- based economy to a knowledge- based economy.

### **Previous Trend**

#### **Before Emperor Haileselesie I**

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Modern education started in Ethiopia in the late nineteenth century with the advent of catholic and protestant missionaries. When the first school was opened in Addis Ababa in 1908 the curriculum included four foreign language (French, English, Arabic, and Italian) and two indigenous languages (Amharic and Geez). Pankhrust, (1974:87) says that in the first modern school in Ethiopia (Menelik II) French language was used as medium of instruction and other languages like English, Arabic and even the native language Amharic were given as a subject.

### **During the Regime of Hailese laise**

After Hallesillaise regained power in 1941, even the missionary activities in education sector was ordered to use Amharic in their schools after 1944 directive according to Getachew A and Derib A (2006) “Which reads: “Amharic shall be the general language of instruction in Ethiopia, and missionaries are expected to comply with it by learning Amharic and teaching via Amharic.” After the declaration of the revised constitution of 1955 Amharic become a full-fledged medium of instruction at primary level throughout the country.

### **During Derg**

Following the 1974 revolution, the ‘Derg’ took power and according to Getachew. A and Derbib. A (2006) “adopted a socialist ideology” but not the language. And still Amharic (Vernacular language) remained veto power in education in government schools.

A research done by Tibebe (1987) shows that there was a significant difference in learners’ level of proficiency between the government and the mission schools learners, according to him that was manifested on the “Success of mission school students” and “failure in academic achievement and dropping out of the government school students”. He also added the mission school students used to join the “privileged” departments like engineering, medicine and so on and successfully graduated where as the government school students staggered to graduate from the “less Privileged” departments.

The study shows that:

*The ministry of education’s English language curriculum is primarily geared to direct the learning-teaching activity in these two schools centrally, so as to prepare students of similar academic background with respect to the grade levels they complete.”*

“But”, says the researcher “this goal, according to these findings, seems to be far from being achieved.” Tibebe Alemayehu (1987).

### **Current Trend (Language across the Curriculum at Elementary Level)**

The main purpose or the primary concern of any education is to change individuals in a better way. It is with this insight that any curriculum is designed.

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The Ethiopian curriculum, passing through different significant changes has reached its current status, and this current level of the curriculum is believed to go with the current needs of the society, taking into consideration what it's been through and what is to come.

It is clearly indicated on the Ethiopian constitution that all schools must use the vernacular language as medium of instruction at the lower level. In this case in Ethiopia, currently, based on the second article of the developed charter which reads as:

*“Nations, Nationalities and people have the right to self determination. Accordingly each nation, nationalities and people has the right to preserve and guard its identity, develop its culture and history and use its own language.*

In the light of the above discussion, many researchers like, Krashen and others, believe that language acquisition, happens through meaningful step by step exposures to the language. The language especially that has been learnt this way, especially L<sub>2</sub>, remains in the learners' mind for a longer period of time. It would also be beneficial if the print material in the target language is widely available (Krashen, 1993).

### **Use of Vernacular**

In Ethiopia, particularly now a days, the government schools use mother tongue (L<sub>1</sub>) or the vernacular language of that area based on the UNESCO declaration of 1953 which strongly associates ones' language and identity. This declaration and many other researchers suggest that ignoring child's mother tongue is ignoring ones' own birth right and abandoning human rights.

Children, immature as they are and as they have very limited exposure to this vast world, have a tremendous affiliation to their mother tongue this could be one of the many good reasons why many learners at their early school years feel much burden and be forced to drop out when struck by a non-native language. It is also for this reason that MacNabb (1989) based on research findings, calls the use of vernacular (mother tongue) “a crucial matter” in education and criticize the use of unfamiliar or foreign language as medium of instruction saying: *“The gravest handicap that he (the learner) can suffer... is to be unfamiliar with the language of instruction.”*

Many researchers believe that factors that necessitate the use of mother tongue in education are primarily pedagogical and psychological, not to mention the political issues interlinked. These two factors, they say, determine the children's motivation towards learning and security of their emotional balance. Using school language that is totally different from home language, then, can disrupt the child's emotion and may lead to losing interest in what he/she is learning and may even scare the learner to go to school.

In a situation where learners hardly see English newspapers do not watch TV and are exposed to their first language for the greater part of the day after school, which means reduced input of English, when the learners experience difficulty in communicating an idea because they lack the necessary target language resources they may code mix or resort to their L<sub>1</sub> /code switch to make up the insufficiency. Learners might also feel anxiety because of their poor English. Feelings of anxiety, apprehension and nervousness are commonly expressed by second/foreign language

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learners in learning to speak a second/foreign language. These feelings are considered to exert a potentially negative and detrimental effect on communication in the target language. Anxiety according to Muhammad Tanveer exists in every language whether L<sub>1</sub> or L<sub>2</sub> but it is more severe in L<sub>2</sub>:

*“Speaking, either in first (L1) or second/foreign (L2/FL) language in different situations, particularly the situations that demand public speech, tend to be anxiety provoking. However, the anxiety experienced when speaking in a second/foreign language seems to be more debilitating than the anxiety experienced when speaking in the first language.”*(Muhammad Tanveer, 2007)

Let alone very immature children, even the older ones also have a stronger affiliation towards their first language. Experiments comparing the use of English and Arabic as a medium of instruction in medicine and engineering were conducted by the Arabic Language Academy in Jordan. In those experiments, 30% of the students failed when English was used as a medium of instruction as opposed to 3% failures when Arabic was used as a medium of instruction. On another survey, done at Kuwait University, Al-Hajj Eissa and Al-Mutawa (1988) asserted that use of English as a medium of instruction posed many problems for students at the College of Science such as: 64% of the faculty surveyed reported that the students’ English proficiency level was low; 66% reported that the students’ comprehension of scientific concepts was poor; 76% reported that the students were de-motivated; 48% indicated that students had difficulty comprehending their English textbooks and 54% indicated that students had difficulty comprehending lectures delivered in English, in addition to the students poor writing, spelling and speaking skills. Moreover, science students found instructors’ explanations in English difficult to understand; they could not follow lectures, could not take notes and had poor knowledge of English scientific terms. Studying in English required more effort and more time than studying in Arabic. (Asian EFL Journal: Reima Al Jarf, December 2008)

The above example once again proves that sometimes it is necessary to use the mother tongue in order to enhance the understanding of the learners. Language learning is a cognitive activity that relies on encoding, storage, and retrieval processes, in answering how proficient one must be in a language (linguistic and cognitive) before transfer to another language can take place Cummins draws a distinction between two levels of language proficiency—surface aspects such as pronunciation, fluency, etc and underlying cognitive or academic proficiency.

The distinction was made in order to:

*...conceptualize ‘language proficiency’ in such a way that the developmental interrelationships between academic performance and language proficiency in both L1 and L2 can be considered.* (Cummins and Swain, 1986:152)

In Ethiopia, particularly now a days, the government schools use mother tongue (L<sub>1</sub>) or the vernacular language of that area based on the UNESCO declaration of 1953 Which strongly

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associates ones' language and identity. This declaration and many other researchers suggest that ignoring child's mother tongue is ignoring ones' own birth rights and abandoning human rights.

English being the lingua franca of the world, the ministry of education stipulates English as medium of instruction, depending on the regions; say Daniel and Abebayehu on instructional language policy in Ethiopia Vol.37. No 3 and 4, 2006 "English assumes the role of medium of instruction starting at grades 5, 7 or 9". Though Ellis R. (1994) says that generally younger learners are successful in learning second or foreign languages perhaps the belief is that this might help millions of poor Ethiopian students to remain in schools than dropping out because of burden of foreign language.

## Conclusion

Educational system has one basic principle behind and that is to back up learners with basic knowledge, skills and values that guide them in their personal, social and professional efficiency. This is a kind of system that Farrant (1981) and many other scholars believed would be a universal phenomenon that every society should deal with. This study has the following enormous significance in the identification of language implementation in both the government and private schools and also the possible outcomes due to this difference. Therefore the study will have great value in these areas such as to identify if there is any significant difference in language practices in both schools. Second, it tries to see if there is any pertinent academic performance, due to the implementation of instructional medium that the schools choose to use. Third, it encourages and acknowledges the result of difference in the medium of instruction so that both parties utilize the 'best' of the finding.

Getu (2006) in his thesis says:

*"Education, as one of the dominant means to development, cannot be successfully attained without incorporating into educational system the vehicle of human culture, civilization and human tool of communication: Language."*

The result of this study clearly indicates the society's needs a variety in medium of instructions. Though there is a high need for English due to different reasons the subjects could not avoid assuming Amharic as one of the important MOI.

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# **LANGUAGE IN INDIA**

**Strength for Today and Bright Hope for Tomorrow**

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## **Importance of Ambience in Language Acquisition**

**Mrudula Lakkaraju, Ph.D.**

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### **Comfort Levels of Mother Tongue versus Other Tongue**

English is not our mother tongue. It's a close cousin. The comfort level we have with the mother tongue is missing in the latter. Our education system has embraced English as a subject into the curriculum thus fixing the parameters and limiting the scope of its teaching. All the workshops, seminars, conferences both national and international are efforts from our side to explore how well we can do, how resourceful can you get and how best can you ensure results within the rigid framework. Within the scope of a classroom, within the scope of limited time, within the scope of marks and examinations the whole purpose of English is lost by the time the learner reaches a stage where his proficiency is the key to his future. In spite of scoring high marks in the examinations many learners feel the need to take up spoken English classes privately by paying huge sum of money. We as teachers and trainers understand very clearly the implications of this situation. Studying a language with its intricacies and nuances is beneficial for teachers in their professional development and researchers in publishing papers. The learner needs to acquire the language and through that secure a job in his dream company or a seat in his dream Institution. He is not bothered by the fact whether he is a primary learner, intermediate learner or an advanced learner. Neither does the learner understand the grammar translation method or the communication skills method. At the end of the day what matters most to him is

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whether he is able to communicate effectively and efficiently in English. Our present set up to teach English is not sufficient. Change has to be brought. In this paper I shall be discussing about the ambience one can develop for acquiring English very successfully.

### **Fascination with English – A Love-Hate Affair**

There has been an ample opportunity to study, understand, evaluate and experiment the situation our English teaching and learning process is in. During our colonization the language was a divide. If Indians wanted to socialize with the colonizers he/she had to adapt the language and accept the culture that comes attached with it. There was a scorn and an unending fascination with the language in the same breath. The colonial hangover continues till today. Learning English has become a love-hate affair. Urban learners because they have access to various opportunities and the best of the facilities to acquire the language do well in their professions because of the exposure they have learnt to communicate effectively and efficiently. That is an ideal kind of a situation but the learners who are at the most disadvantage are the semi urban and rural learners.

### **Urban, Semi-Urban and Rural Schools and English**

Most of our schools in semi urban and rural areas still opt to teach in the regional medium to enhance the literate number. Our educational policies too had to adapt to indigenous methods to help the model work. But the story at the other end is different. The corporate boom and the thriving job market with its numerous opportunities are unable to recruit these learners from semi urban and rural areas. There is a divide in the learning model and the demand of the time, the burden is on the English teacher at the undergraduate level to minimize and equip the learners with the tools for him/her to pursue their career.

### **Crucial Position of the Undergraduate Courses**

The undergraduate course in a way becomes crucial for the learner because it becomes his last opportunity to learn the language before entering the professional world. If the undergraduate teacher understands the implications wonders can be done here. Three or four year course is a wonderful opportunity, if rightly utilized to repair the situation to a major extent.

### **On Defining Ambience**

The concept of ambience is discussed within the above stated criteria. As is the belief of people to believe in things that are tangible so is the “English teachers”’ belief of tangible progress. Everything needs to be recorded, evaluated and graded. Immeasurable factors are not considered. A class needs to be controlled, pin drop silence, the teachers are supposed to impart Language in India [www.languageinindia.com](http://www.languageinindia.com)

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knowledge; by default the learners are mute listeners. The learners' performance is awarded purely on the performance in the written examinations at the end of the course.

What ambience, all we have is the classroom? How important is Ambience? Do we need it? It's not mentioned in the syllabus!! It's not mentioned in the duties roster!!

Yes, very important in the greater plan of language acquisition. Allow more clarity on this issue.

### **Levels of Ambience**

Ambience represents itself on three levels. One representation is on the physical level, two on the syllabus level and three on the attitudinal level.

On the physical level, make the ambience comfortable, less rigid, more open and free so that the learner is not intimidated. Do not treat a language class as a regular class. Make it conducive to learning with little effort. An open room with stackable chairs can be one option. Change of scene will help the learner shake away his inhibitions. Stackable chairs ensure more flexibility and the space can be used for many activities. Conduct the class under the tree, in the lawn, on the terrace, in the corridor or any other unconventional place. A few eyebrows might raise, the teacher might feel awkward as he is moving out of the comfort zone, but the learner is going to thoroughly feel relaxed, enjoy the class and on the whole have a great time. His sense of perception of the English classes will be much more devoid of inhibitions. By creating the physical ambience for learning the learner is shorn of all the fear and anxiety of classroom learning, where mistakes would be focused and maybe ridiculed by peers. By moving out of the classroom even the method with which the learner might process the learning and correction will be less harsh on his/her psyche.

On the syllabus level...the teacher should go ahead and teach but should learn to be resourceful in their thought for making it a memorable lesson and an opportunity of language acquisition for the learner. It is still perceived in many language teachers, the underlining the difficult words and preparing answers for questions given at the end of the lesson still is the preparation for a lesson. That is not the only way a lesson can be taught, but that is the easiest and the most ineffective way a lesson can be taught. The learner would end up having marks because he/she has learnt by heart all the meanings and all the answers. In the final round of recruitment when he/she has to answer questions real time, which answer learnt by heart will help in securing a job or a seat? The teacher should make effort to bring the lessons closer to life. A teacher should allow the learner have an opportunity to relate to the narrated experience in the lesson. Activities have to be designed based on the lesson which can help him learn in his own unique and the most effective way.

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And finally on the attitudinal level, the teacher needs to practice the attitude committed to encourage learning. As learning a language is a skill and we understand that skills can be acquired with practice. And practicing encompasses the experience of making mistakes and processing the knowledge about correcting them. The teacher needs to inculcate the attitudinal ambience of not being judgmental about the learner's mistakes. The moralistic approach of the wrong and the right intimidates the learner into not trying again. If the teacher can be empathetic in the feedback, accepting mistakes as normal and counseling the learner on his/her areas of improvement it can help the learner tremendously.

### **What Needs to be Done?**

On all the three levels of ambience that is discussed, physical ambience, syllabus level ambience and attitudinal ambience, requires very minor changes in the mindset of all the people involved. Having not disturbed the framework of timetable, syllabus and exams and within the existing framework the paper is an effort on how best can we cater to the learners' language acquisition skills helping him/her fare well in the chosen career options.

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## Active & Proactive Characteristics of Love and Belongingness Needs

Abdul Ghafoor Nasir

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### Abstract

With the expansion of knowledge, the Love and Belongingness Needs also open an ample page of characteristics which have their own standard, potency, intensity and efficiencies. It is also concluded that when anyone fills his needs, the foremost effects of those needs are called active characteristics, but after quenching those needs, the final or end effects/ results are called proactive characteristics of those needs.

So there is an urgent need to explore the characteristics of human needs which are the complete reflection of active & proactive characteristics of human behavior, attitude, aptitude and habits etc.

These traits also have their own active & proactive characteristics which cannot be measured or calculated so easily. It also seems impossible to make the lists of these characteristics of needs because Love and Belongingness Needs are the sum of hundreds and thousands of elements which have billions of characteristics and effectiveness. Their characteristics are so interrelated and interconnected, that they cannot be segregated from each other. This article will reveal the purity, entity, eternity, morality, stability, reliability, novelty, richness, freshness, aliveness, uniqueness, fairness and worth of the characteristics of the human needs. This will also clear that there should be equity, equality, accuracy, accountability and justice to fill the Love and Belongingness Needs.

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Thus the justice is also the urgent need of the independent estate for its survival in the world. This Article will also help to know the behaviors, attitudes, aptitudes, habits and ideas of the human beings as well as it will be helpful for the treatment of the ailing persons.

## **Introduction**

It is concluded that when anyone fills his needs, the foremost effects of those needs are called active characteristics, but after quenching those needs, the final or end effects/ results are called proactive characteristics of those needs.

So there is an urgent need to explore the characteristics of human needs which are the complete reflection of active & proactive characteristics of human behavior, attitude, aptitude and habits, etc.

If there is no love and affection, there will be ruination. One thing must be kept in mind that love is not synonymous with sex. Sex may be studied as a purely physiological need only, but love and affection needs are chief among them. Love and belongingness is related to parental acceptance, affiliation, friendship, social and emotional affiliation.

These characteristics help to articulate the rights and duties. They also help to judge the spirit patriotism. Spirit of affection, patriotism, harmony, brotherhood, unity, discipline and love & belongingness for the fulfillment

## **Review of Related Literature**

These needs emerge primarily, when the physiological and safety needs have been met. An individual motivated on this level longs for affectionate relationships with others, for a place in his or her family and, or reference groups. Group membership becomes a dominant goal for the individual. He also stated that Maslow (1970) rejected the Freudian notion that love and affection are derived from sublimated that mature love involves a healthy, loving relationship between two people, which includes mutual respect, admiration and trust. Maslow also stressed that a person's needs for love involve both giving and receiving love. Maslow (1970:176) cleared that, "the organism is so designed that it needs love, in the same way that automobiles are so designed that they need gas and oil". In school level belongingness and love have great values". Bryce, B. Hudgins (1983:296) explained that "school settings, attempts to satisfy affiliation need is translated into goals to make friends, to be included in group activities and to be accepted by others. When

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children's needs for love and affection are frustrated and they fail to develop friendship or aggressive toward others and the system, or they may withdraw".

Research has shown that when learning involves a co-operative effort, students develop more positive feelings toward each other and the class as a whole. In this manner, students can achieve affiliation goals while working toward learning goals Lindgren (1973:24) expressed that, "the need for love or attention appears at times as a need for maintenance and at other times as a need for enhancement. An individual is more competent and effective if he feels he belongs and if he is able to function as a group member". Hijelle, Larry A. (1981:371) pointed out that "accordingly, a person will feel keenly the pangs of loneliness, social ostracism, friendlessness, and rejection, especially when induced by absence of friends, relatives, a spouse, or children". George S. Morrison (1998:169) viewed that "professionals should have certain qualities to provide for children's total needs on all levels physical, cognitive, language, social and emotional. These traits include love of children caring about children, warmth, kindness, patience, good physical and mental health, compassion courtesy, enthusiasm, honesty and intelligence".

John, W. Santrock (2001:417) described that, "the need for affiliation involves the motive to be with other people, who consist of establishing, maintaining and restoring, warm, close, personal relationships". Deanna, J. Sands (2000:193) stated that, "affiliation refers to the need to connect and relate others". When children go to school they seek the appreciation of their teachers and fellow pupils. Donna Walker Tileston (2004:7) pointed out that "in order for the learner to pay attention, learners must believe that the knowledge or task is relevant to them and that it is important to know and, or able to do". In this way they will feel affiliation and love. Reid Hastie and his associates (2005:494) related another factor of effective of belongingness is that "Human societies rely on groups to make important decisions. The group association creates mutual love and understanding and then develops majority rules". This ability of teamwork or class work may create a closeness and readiness. Manas Ray (2006:37) relates that people's articulation in social units like family, marriage, kinship, and village administration is an essential communication process of the social system of any community. In cultural system people's articulation is happened to have been functioning at each cultural units or traits like different rites and rituals, fairs, festivals and language.

The belongingness and love needs constitute the third hierarchical level. These needs emerge

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primarily when the physiological and safety needs have been met. An individual motivated on this level longs for affectionate relationships with others, for a place in his or her family and/or reference groups. Group membership becomes a dominant goal for the individual. Students who attend college far from home fall prey to the effects of belongingness needs, striving with great intensity to be recognized within a group regardless of its size.

Despite the scarcity of empirical data concerning the belongingness and love needs, Maslow insisted that their behavioral effects are potentially disruptive in a highly mobile society such as the United States. America has become a land of nomads (approximately 45 million Americans, about one-fifth of the population, change their addresses at least once a year), a nation of people who are rootless, alienated, indifferent to community and home problems, and afflicted with shallowness in personal relationships. In Maslow's view, the widespread social mobility brought about by industrialization is a key factor in accounting for the phenomenal popularity of encounter groups and other forms of personal growth groups. Such groups, he writes, are

“motivated by this unsatisfied hunger for contact, for intimacy, for belongingness and by the need to overcome the widespread feelings of alienation, aloneness, strangeness and loneliness, which have been worsened by our mobility, by the break down of traditional groupings, the scattering of families, the generation gap, the steady urbanizations and disappearance of village face-to-face ness, and the resulting shallowness of American friendship (Maslow, 1970, P. 44)”

Maslow also held that rebellious youth groups are motivated to some extent by the profound need for “group ness,” for intimate contact, for real togetherness “in the face of a common enemy, any enemy that can serve to form an amity group simply by posing an external threat (Maslow, 1970, P. 44),” University administrators and political figures often serve as excellent “common enemies” in this respect.

Maslow rejected the Freudian notion that love and affection are derived from sublimated sexual instincts; to Maslow, love is not synonymous with sex. Rather, he contended that mature love involves a healthy, loving relationship between two people, which includes mutual respect, admiration, and trust. Maslow also stressed that a person's needs for love involve both giving and receiving love. Being loved and accepted is instrumental to healthy feelings of worth. Not being loved generates futility, emptiness and hostility.

In brief, it was Maslow's (Maslow, 1970, P. 176) contention that the belongingness and love needs are often frustrated in American society, resulting in maladjustment and pathology. Love and

affection are regarded with ambivalence, as if a taboo existed on tenderness. Many people are reluctant to disclose themselves in intimate relationships, since they fear rejection. Maslow concluded that there is mounting evidence to prove a substantial correlation between affectionate childhood experiences and a healthy adulthood. Such data, in his judgment, add up to the generalization that love is a basic prerequisite of healthy development of the human being: “We can say that the organism is so designed that it needs... love, in the same way that automobiles are so designed that they need gas and oil” (H. Larry, 1970: 371-372)

### **Active Characteristics of Love and Belongingness Needs**

Creation of nature is the result of love and affection; and the existence of human beings is also the result of love and belongingness.

If there is no any love between the creator and the creatures, there will be destruction. This is the love which is the origin of the universe and the existence of life. So, if there is no love and affiliation between human beings, there will be ruination in the world. But the nature will remain as such. If there is hatred between creator and the creations, there will be also destruction. Therefore it is a fact that fulfillment of physiological needs is the result of love and affection that exist between the nature and the human beings.

The fulfillment of basic needs is different from country to country and area to area.

In the First World countries many people are able to satisfy their physiological needs during their lifetime but most people are partially able to satisfy their basic needs. The people who have satisfied their basic urges have strong motivation for love and affection. But the people who have partial satisfaction of basic needs have weak motivation for love and belongingness needs. The people who have strong affiliation have strong realization of love needs and native perfection. But the people who have not any affiliation have not any realization for love and affection.

The people who have full satisfaction of their basic needs have excellent motivation for love and belongingness. But the people who are strive, hungry, thirsty and the needy have not any claim for love and belongingness. Maslow said, “When the both physiological and safety or security needs are fulfilled, there will emerge love and belongingness needs”.

The physiological needs, safety or security needs, love and belongingness needs, self-esteem needs, aesthetic needs and self-actualization needs are continuously running side by side in an

individual. When an individual is in need of physiological needs, also requires safety needs, love and belongingness needs and so on aesthetic needs. They cannot be limited and cannot be segregated. It is against the reality that one need emerges in one time or when the one need is quenched, then other rung of needs springs out.

When an individual is in need of physiological needs, the other needs also may press for our attention at the same time. Every measure of physiological needs, safety needs, and love needs esteem needs, knowledge needs, aesthetic needs and self-realization needs shows that these needs are interrelated and interconnected in such a way, that they can be separated from each other.

It seems one need emerges with all the other needs. As fulfilling of psychological needs require their measure, good and evil clarification, lawful and unlawful justification, thinking of diet taking and purity etc., a person who has experienced just a little love and affection will be strongly motivated to meet these needs. The children need love to grow psychologically well.

## **A DERIVED LIST OF HIERARCHICAL HUMAN NEEDS AND THEIR CHARACTERISTICS**

Belonging ness or Love Needs:

1. Parental love or family love
2. Acceptance, affiliation or relatedness
3. Social or global affiliation
4. Gregariousness
5. Schooling
6. Emotional

1. Parental Love or Family Affection:

i. To be loved to feed, to help to study to be accepted and to be praised,

ii. Acceptance of family statues

Equality and brotherhood

Affection and association with family members

Due recognition

Admiration of doing work

Closeness and prestige

2. Acceptance and Affiliation or Relatedness:

i. Cultural awareness

ii. Acceptance for self and others

Better and reliable association

Co-operation to taking turns or sharing

Talking or listening freely

Communication

Support and offering help for others

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Encouragement  
To be a leader  
To follow a leader, to imitate others  
To control others  
To protect others, to remain loyal, to the friends  
To please others, to win the friendship

3. Social or Global Affiliation:

i. To understand the society needs  
To understand the global requirement  
To get information about society and universe  
Ideological thinking which leads to international relationships and brotherhood  
Respect for all  
Fairness and balance in interaction with others, values and recognition  
Participation in group work, teams, committee, clubs, boards  
Social competence  
Socially responsible behavior  
Utilizing human resources  
Producing, distributing, consuming goods and services for communicating

4. Gregariousness (Friendship):

i. High degree of conformity and loyalty to peer groups  
ii. Having involvement with peer group  
Achieving new and more natural relations  
Equal participation and equal power  
To be popular with peer group  
Caring for understanding and friendship  
To develop relatedness to organize project method, group discussion, seminars and other co-curricular activities  
To die for other sake

5. Schooling Affiliation:

i. Teachers affection and love  
ii. Attractive boundary and building  
Own Uniform and logo  
Own national flag  
Morale of school and popularity of school  
Good discipline and order  
Regularity in daily activities  
Sports and games participation  
Approval and appraisal of daily work  
Reinforcement for new born experiences  
Stimulation for learning of innovation

6. Emotional Affiliation:

i. To take part in sports and game  
ii. To satisfy one's curiosity and achieve a goal  
To get spiritual pleasure

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Active & Proactive Characteristics of Love and Belongingness Needs

To develop a sense of helping others  
To admire the friends or to be admired  
To accepted others or to be accepted by others  
To be recognized or recognize other  
To love for beauty and to be attracted  
To take part in social activities

Active Characteristics of Love and Belongingness Needs are as under;

1. Successful Relationship:  
With love and belongingness, successful and fast relationships are developed between the men and the nations.
2. Rage of intimacy:  
These needs develops good intimacy and help to come closer
3. Compassion:  
Love creates compassion and sympathy for other. These needs empower us to accept the reality.
4. Property:  
Personal property also creates love and affection.
5. Wealth:  
Wealth also develops love with the men and the nations. It also creates hatred.
6. Health:  
Health is the healthy relationship of affiliation and understanding of love & belongingness.
7. Acceptance:  
Acceptance enhances the need of love and belongingness.
8. Approval:  
Approval of work, job and performance creates love. Love also creates approval of work.
9. Appreciation:  
Appreciation of work creates love; affection .Appreciation also creates love and relatedness.
10. Respect:  
Respect is the source of love and which stresses to be respected.
11. Satisfaction:  
Satisfaction develops the attitude of love and belongingness.
12. Gratification:  
Gratification also creates confidence and affiliation. Love also creates gratification of work.

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13. Friendship:  
Friendship develops belongingness and insists to do more work. Love creates friendship and relatedness.
14. Engagement:  
Engagement is the source of love and relatedness.
15. Participation:  
Participation in social, national and international literary activities develops love and belongingness. Love also develops participation and awareness.
16. Co-operation:  
Co-operation develops with the affiliation and affection.
17. Innovation:  
Love and affiliation insist to do an innovation and to invent a thing.
18. Freshness:  
Love creates freshness and freshness also creates fairness and richness.
19. Freedom of Work:  
Freedom of doing job or work creates love.
20. Freedom of Selection & Election:  
Freedom to select or elect in the election or in the selection, creates love.
21. Enhancement:  
Love and affiliation create enhancement.
22. Goodness:  
Goodness creates love and the love also stress to do well and have well.
23. Unity:  
Unity develops love and belongingness. Therefore, the love also develops unity, faith and order.
24. Honesty:  
Honesty of work develops love and affection.
25. Order and Discipline:  
Order and discipline create love and love also creates the sense of order and discipline.
26. Confidence and Mutual Understanding:  
Confidence and mutual understanding are the source of love and belongingness. But love also creates confidence and mutual understanding between men and the nations.



## **Proactive Characteristics of Love & Belongingness Needs**

The love, affection and belongingness needs are the urgent needs of the humanity. The person feels keen in this realm of needs. The person feels comfort and love. The needs for love and belongingness are sometimes called “affiliation needs”. If one has ever felt lonely or isolated, he has experienced a need to affiliate. Affiliation is not limited to romantic or parental love. You also need friends who accept you. There are immense differences in affiliation needs. At this level of the hierarchy, people look for ways to please others and win their approval. Most are selective, seeking acceptance from only certain friends and associates.

At school level, at Govt. level or at national or international level, love and belongingness needs are the valuable incentives. People feel kinship. They work hard, suffer long and die for the family, nation, humanity and international cause. They accept the reality and truth. They develop harmony and brotherhood among themselves. All the differences are forgotten. All the disputes are settled. Love and belongingness needs are the collection of number of sub-needs which are inter-related and interconnected in such a way they cannot be understood so easily.

Parental acceptance, affiliation or relatedness, affection, global relatedness gregariousness, school affiliation and emotional affiliation develop the spirits of unity, faith and discipline which are the urgent need of the family, society, nation and of the global peace.

### **i) Parental Acceptance:**

Needs insist to be loved, to be fed, to be helped, to accept and to be praised

Needs want to accept the favorable and beneficial acceptance

Needs urge to maintain equality and harmony

Needs insist to have love and affection

Needs like association with the other people

Needs want due recognition

Needs desire to get admiration of doing work

Needs urge to maintain closeness and prestige.

### **i) Affiliation or Relatedness:**

Needs refer to recognize the cultural, natural and global awareness.

Needs refer to accept for self-ego and others existence.

Needs stress to build better and reliable association.

Needs stress to maintain co-operation.

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Needs require support and encouragement.

Needs refer to be a leader, to be a follower and to be a advisor or to be praised

Needs dominate others

Needs control the senses and also the body.

Needs compel to protect others.

Needs stress to remain loyal.

Needs urge to become a friend or to develop friendship.

Needs urge to please others or to be praised.

ii) Social & Global Affiliation:

Needs insist to understand the society needs.

Needs motivate to understand the global requirements.

Needs create ideological thinking which leads to international relationships and brotherhood.

Needs create respect for all.

Needs cause fairness in relations

Needs compel to respect the values and traditions

Needs produce balance interaction with each other

Needs force to do team work.

Needs cause social competence.

Needs compel to show responsible behavior at international level.

Needs teach the ways of producing, distributing, consuming goods and services for communicating at global levels.

iii) Gregariousness (Friendship):

Needs compose high degree of conformity and loyalty.

Needs develop new and more natural relation.

Needs articulate equal participation and equal power of action and reaction.

Needs compare popularity, understanding and knowledge and piety.

Needs compel to die for other's sake.

iv) Institutional Affiliation:

Needs comport to have own uniform, logo, national flag, affection and ideal love.

Needs develop morale and popularity of institution

Needs compare good discipline and order

- Needs insert regularly in daily activities
- Needs insist to take part in sports and games
- Needs want approval and appraisal of daily work
- Needs stimulate to know the innovation and reinforcement for new born experiences
- v) Emotional Affiliation:
  - Needs satisfy one's curiosity to achieve a goal
  - Needs derive spiritual pleasure
  - Needs develop a sense of helping others
  - Needs create the sense to admire the friends or to be admired
  - Needs create insight to recognize or to be recognized
  - Needs create love for beauty
  - Needs insist to take part in social activities.

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**Resource Use Efficiency in Agriculture -  
A Critical Survey of the Literature**

**M. Murugasamy and P. Veerachamy**

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**Abstract**

This paper surveys and critically reviews the major research works on resource use efficiency in agriculture. These papers analyse resource use efficiency, total economic efficiency and technical efficiency in various crops and various agricultural regions. The studies cover major farm inputs such as human labour, bullock labour, fixed capital, land, seeds, fertilizers and manure and irrigation. The studies fail to incorporate the ideologies of resource use efficiency in the context of head, mid and tail reaches of the channel irrigation. This research gap opens the new avenue of research for the study on economics of resource use efficiency in head, mid and tail reaches in canal irrigation based agriculture.

Key Words: Resource use efficiency; Survey of Literature

**Introduction**

Agriculture in India has a significant history. Today, India ranks second worldwide in farm output. Agriculture and allied sectors like forestry and fisheries

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accounted more or less 16 per cent to the GDP, about 50 per cent of the total workforce. The economic contribution of agriculture to India's GDP is steadily declining with the country's broad-based economic growth. Still, agriculture is demographically the broadest economic sector and plays a significant role in the overall socio-economic fabric of India. The development of agriculture sector has direct impact on level of farm income as well as national income of the country.

According to FAO world agriculture statistics, India is the world's largest producer of many fresh fruits and vegetables, milk, major spices, select fresh meats, select fibrous crops such as jute, several staples such as millets and castor oil seed. India is the second largest producer of wheat and rice, the world's major food staples. India is also the world's second or third largest producer of several dry fruits, agriculture-based textile raw materials, roots and tuber crops, pulses, farmed fish, eggs, coconut, sugarcane and numerous vegetables. India ranked within the world's five largest producers of over 80 per cent of agricultural produce items, including many cash crops such as coffee and cotton, in 2010. India is also one the world's five largest producers of livestock and poultry meat, with one of the fastest growth rates, as of 2011 (FAO, 2011; World Bank, 2011).

Therefore, the economist gives more importance to study the production and productivity trend in Indian agriculture from the independence onwards. Among the studies on Indian agriculture, the studies on Indian Farm Management explored various dimensions of Indian agriculture. In particular, the studies mainly explored the resource use efficiency in Indian agriculture. Since, the resource efficiency in agriculture places

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an important role to determine the farm production and income of the farm household. The agricultural sector uses various resources such as manure and fertilizers, irrigation facilities, manpower, seeds, bullock labour, working capital, farm implements and machinery and crop protection measures ect. The farm income is determined by the efficiency with which farmers are able to utilize the resources at their command. If the farmers are efficient in the use of scare resources then farmers can increase their household income. In Indian agriculture, the availability of resources is not the same all over the country.

In this context, the present paper surveyed and reviewed the major research works on resource use efficiency in agriculture and tries to identify the important research gap for scope for further research in the discipline of resource use efficiency in agriculture. The major works of the resource use efficiency are listed below.

Author(s)	Objective	Efficiency
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Measured Resources	Methodology	Major Findings
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Heady. et.al. (1954)	To study the Resource returns and productive co-efficient. Land, Labour and Capital Agricultural households selected from Alabama, Northern Iowa, Southern Iowa and Montana in USA by Random sample method. The	marginal productivity of labour on crop and livestock were significant in Iowa and Alabama. Capital returns were significantly greater than the cost of capital for crops in Montana and Southern Iowa.
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Desai (1963) To study the increasing income and production on Indian agriculture.

Resource use including agricultural techniques 40 agricultural households selected from Ahmed Nagar and Nasik districts in Maharashtra State by Random sample method. The study concludes that the intensity of resource use which was not relevant to its resource endowment of the farmers.

Khusro (1964) To study the return to scale in Indian agriculture. Owned labour The data obtained from Indian Studies of Economics of Farm Management data from 1954-55 to 1956-57. The main finding of the study was that efficiency of owned labour does not decrease by farm size.

Raj Krishna

(1964) To analyse the allocative efficiency in Indian agriculture. Land, labour, bullock labour, seeds, manure and fertilizer. The data obtained from Indian Studies of Economics of Farm Management data from 1954-55 to 1956-57. The study observed that the bullock labour input was highly correlated with land and manual labour. The mean labour input seems to have been excessive in first two years.

Schultz (1964) To examine the allocative efficiency of traditional agriculture in India.

Land, labour, bullock labour, seeds, manure and fertilizer. To test the hypothesis “the poor countries are relatively inefficient in disposal of resources”. By using Indian Farm Management Data. This study pointed out that the traditionally the Indian farmers are rational to distribute factors of production.

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Author(s)      Objective      Efficiency

Measured Resources    Methodology    Major Findings

Acharya (1965)      To study the resource productivity and optimum allocation Land, labour, plant and machinery    Census method was followed and Queensland sugarcane farmers are surveyed    This study concludes that the marginal productivity of plant, labour and machinery decreases and the marginal productivity of fertilizer increases.

Hopper (1965) To analyse the allocative efficiency of traditional agriculture in India.

Various input factors and their different uses The data obtained from Indian Studies of Economics of Farm Management data from 1954-55 to 1956-57. Major finding of the study that the decision on allocation is determined by production response, input prices and expected returns of the current agricultural year.

Kuber Ram et.al. (1965)      To estimate the relationship between farm management factors and farm income.      Various input factors 60 agricultural households surveyed in Kanjhwala block, Delhi by adopting random sampling method. This study concludes that the farm earnings could be increased by increasing labour and capital efficiency and input-output ratio.

Sahota Gian (1968) To study the efficiency of Indian farmers in allocation resources available to them among different production alternative. Human labour, bullock labour, fixed capital, land, seeds, fertilizers and manure and irrigation      Secondary

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data collected from Indian Farm Management Survey. The study observed that the multidimensional analysis of resource allocation indicates comparatively few significant inefficiencies of resource allocation in Indian agriculture.

Saini (1969) To explore the resource-use efficiency in different category of farmers in the states of UP and Punjab. Human labour, bullock labour, fixed capital, land, seeds, fertilizers and manure and irrigation Secondary data obtained from Farm Management Studies of UP and Punjab States. The allocation of various input factors depend upon the expected return on the particular crop. Thus, it concludes that the farmers are very rational in the use of their resources.

Author(s) Objective Use-Efficiency

Measured Resources Methodology Major Findings

Sankhyan et.al (1971) To study the resource efficiency in seed potato farms and maize in Himachel Pradesh. Human labour, bullock labour, fixed capital, land, seeds, fertilizers and manure In Mahasu district of Himachel Pradesh 30 farmers were selected by adopting random sampling method. This study concludes that the constant return to scale observed in seed potato and diminishing return observed in Maize. The farm resources within each crop were optimally allocated in the case of seed potato.

Desai (1973) To examine the resource-use in farmers of central Gujarat. Hire labour, fertilizers and manure The farm management data of Baroda district (1968-69) was used

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for analysis. This study found that the optimum use of hired labour and sub-optimum use of fertilizer and manure in the region.

Rathore et.al. (1973) To study resource-use efficiency and return from some commercial crops of Himachel Pradesh. Human labour and other inputs 25 farmers from each commercial crop such as potato, ginger, tomato, been and chilli by using random sampling method (1973-74) The study revealed that human labour use alone accounts for more than one third of the total cost in all crops and suggest increasing the bullock labour for reducing the overall cost.

Singh Uma Shankar et.al (1973) To study resource-use efficiency in relation to resource endowments. Various input factors Sample of low income and high income farmers were selected in rural Delhi during 1967-1968. The average farm situation indicated that the high income farm group was more efficient as compared to low income group farmers.

Singh (1975) To analyse the resource-use, farm size and return to scale. Human labour, bullock labour, fixed capital, land, seeds, fertilizers and manure By the random sampling method 150 households were survey ford from 15 villages from Deoria district of UP. The efficiency of bullock labour was greater for small farmers as compared to large farmers. At the same time, the efficiency in fertilizer and manure are greater for the large farmers as compared to small farmers.

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Objective      Efficiency

Measured Resources    Methodology    Major Findings

Sampath (1979)      To study the nature and measurement of economic efficiency in Indian agriculture.    Total economic efficiency in    resource-use    Secondary data obtained from the farm management survey for Deoria district of UP. The level of economic efficiency in resource-use is greater for the large farmers as compared to small farmers.

Bhardwaj et.al (1980) To compare the resource-use efficiency in Wheat and Maize.

Human labour, bullock labour, seeds, fertilizer and manure A total of 84 agricultural households randomly selected in two villages from Ghmrwin District of Himachel Pradesh. The study observed that there was an excess use of bullock labour for wheat and maize in the study area and negative marginal value productivity.

Muraleedharan

(1987) To find out the rsource-use efficiency in Kole lands. Various input factors 142

Kole land holders were surveyed form Trichur district of Keral State. The study indicated that the farmers are inefficient to allocate their inputs. There is considerable scope for augmenting profit from Kole.

Thakur et.al. (1990) To analyse the resource-use, farm size and return to scale on tribal farms. Various factors of production for agriculture Census method was adopted and data

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collected from representative tribal village of Himachal Pradesh. This study concluded that the factors of production were not efficiently used. Farm size was important factor to influence the productivity of inputs at farm level cannot be supported.

Bhise et.al (1992) To examine the input use efficiency in energized farms.

Various input factors for paddy and sugarcane 120 agricultural households covered from paddy (60) and sugarcane (60) through the random sampling method in Nizambad district of AP. The analysis revealed that the marginal value productivity to opportunity cost ratios for the entire input variable in both crops indicated a high degree of resource-use efficiency.

Author(s) Objective Efficiency

Measured Resources Methodology Major Findings

Chandra Dinesh (1992) To analyse the resource-use efficiency in different irrigated systems. Human labour, bullock labour, seeds, fertilizer and manure and tractor power 100 farmers were surveyed by multi-stage random sampling

in Ghaziabad district of UP. The study observed that human labour, bullock labour and tractor power were used in excess on all the irrigation system.

Raja (1992) To examine the farm size, resource use pattern and productivity in Indian agriculture. Various input factors for paddy cultivation 160 farmers were surveyed by random sampling method from two main blocks of Periyar district, Tamil Nadu.

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The results of the study showed that the output elasticity of paddy trends to declined when the farm become larger in size.

Shete et.al (1992) To identify the resource use and input-output relationship of mixed and arable farming. Various input factors The sampling design adopted for the study was two-stage stratified random sampling method. There were 120 households selected in 12 villages of Ahmednagar district of Maharashtra. The study found that the use of all resources was higher on mixed farmers compared to arable farmers in both the irrigated and un-irrigated regions.

Singh et.al. (1992) To explore the input use efficiency in wheat crop.

Various input factors for wheat cultivation 200 sample agricultural households (small, medium and large) selected from the data set of cost of cultivation survey, Haryana State 1980-82. The study identified that there was more use of human labour on small farms. On medium and large farmers, more use of machine labour and less use of human labour has resulted in higher marginal value productivity of human labour.

Author(s)

Objective Efficiency

Measured Resources Methodology Major Findings

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Chhotan Singh et.al.

(1994) To explore the resource allocative efficiency on various size of farms.

Various input factors for paddy cultivation The data set of “Economics of Farm Mechanization and Agricultural Inputs in Salem District, Tamil Nadu” project used for analysis. The study revealed that expenditure on fertilizer, irrigation and bullock labour significantly increased the farm return on all size of farms.

Krishna Rao

et.al. (1994) To study the resource use efficiency in paddy. Various input for paddy cultivation 240 agricultural households selected from watershed and non-watershed areas in Rangareddy district of AP. The study found that the utilization of human labour, cattle labour and fertilizers were not at optimum level in the case of adopters.

Chandrashekhar et.al. (1996) To examine the resource-use efficiency in groundnut.

Land, farm yard manure and seed 100 groundnut farmers were selected from Challakere Taluk of Karnataka state during 1991 agricultural year. The production function analysis revealed that land, farm yard manure and seed in the case of small farmers contributed significantly to the production.

Panda (1996) To explore the relationship between various input use and various tenorial categories. Human labour, bullock labour, fixed capital, land, seeds, fertilizers and

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manure and irrigation 165 various categories of tenurial households surveyed from Puri district of Orissa. The study indicates that the land ownership has a limited impact on use and crop productivity.

Raja (1996) To analyse the resource efficiency in the context of technology change.

Various input for tobacco cultivation 150 tobacco farmers surveyed from four villages in Edapadi panchaya of Salem distict. The excessive or indiscriminate use of pesticides in turn leads to a decline in productivity of tobacco in most of the farmers.

Author(s) Objective Efficiency

Measured Resources Methodology Major Findings

Venketaraman

et.al. (1996) To examine the resource efficiency in tomato cultivation. Various input for tomato cultivation 150 tomato farmers surveyed from Kolar district of Karnataka State. The study pointed out that the large farmers are underutilized the fertilizers, human labour and animal labour

Koppad et.al.

(1997) To analyse the resource efficiency in maize cultivation. Various input for maize cultivation 120 farmers surveyed from head, mid and tail reach of the

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Malaprabha Command Area of Karnataka. The study concludes that the land, manures and fertilizers were over utilized in head reach and underutilized in mid and tail reach.

Velavan et.al. (2000) To examine the resource-use efficiency in groundnut.

Various input for groundnut cultivation 120 farmers selected from irrigated and un-irrigated regions in Salem district of Tamil Nadu. The study indentified that there is large scope for adding more farm inputs in both irrigated and un-irrigated groundnut cultivation.

Rama Rao et.al. (2003) To examine the technical efficiency of crop production.

Technical efficiency of various farm inputs From the Anhdra Pradesh farm management survey three representative districts were chosen for study. The study found that the technical efficiency of production is determined by farmer's education. Therefore, it suggests that motivation of formal and informal education for farmers.

Senthil Kumar et.al (2005) To explore the resource use efficiency in paddy cultivation.

Various input factors for paddy cultivation 90 farmers surveyed from head, mid and tail reach of the Lower Bhavani Basin Project (LBP) Command Area of Tamil Nadu.

The study suggests that there is scope for further use of various input factors for enhancing the productivity.

Koshta et.al (2005) To analyse the economic efficiency of paddy production.

Various input factors for paddy cultivation 202 farm households selected from

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irrigated and rainfed regions of Chattisgarh. The cost of cultivation is much higher in irrigated area as compared to rainfed region.

Author(s)      Objective      Efficiency

Measured Resources    Methodology    Major Findings

Rangappa et.al. (2005)      To examine the resource use efficiency between canal and tank irrigation in paddy cultivation.    Various input factors for paddy cultivation    The data were collected 48 respondents each from canal irrigated and tank irrigated in Shimoga district of Karnataka.      Low productivity of inputs was found with respect to human labour and fertilizer in tank irrigated paddy which might be due to the problems related to water management.

Shanmugam et.al. (2006)    To explore the technical efficiency in agriculture production in India.    Technical efficiency of various farm inputs    Secondary data used from Indian Agricultural Institute during the period of 1990-91.    The      technical efficiency greatly depends on agro-climatic zones, technological factors and crop mix.

Bhende et. al. (2007)    To analyse the technical efficiency of major food and cash crops in Karnataka.    Technical efficiency of various farm inputs    Secondary data used from University of Agricultural Sciences during the period of 1993-94.    Educational achievements of the farm household determine technical efficiency in both food and cash

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crops in Karnataka. In addition to that the farm size and technical efficiency are inverse relationship.

Fernandez<sup>1</sup> and Peter (2009) To identify the sources of input use inefficiency in sugar cane production. Technical efficiency of various farm inputs A total of 140 respondents were interviewed in Negros Island by using random sampling method.

The overall technical efficiency of sugar cane farmers in Central Negros is positively related to farmers' age and experience, access to credit, nitrogen fertilizer application, and soil type and farm size.

Rai et.al. (2011) To measure water use efficiency in Godavari river basin in India.

Godavari Water The Chinna Ghanapur and Machavaram important river basin villages were selected for the study and Census method was adopted. Due to the frequent availability and free of cost farmers are inefficiently use the irrigation water for paddy cultivation.

Taiwo et.al. (2011) To study the resource use efficiency in hybrid and traditional maize. Various input factors for maize cultivation 100 farmers in Giwa Local Government Area of Kaduna state was surveyed by random sampling method. There is large scope for increase the resource use in both hybrid and traditional maize cultivation.

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<b>Author(s)</b>	<b>Objective</b>	<b>Efficiency Measured Resources</b>	<b>Methodology</b>	<b>Major Findings</b>
Heady. et.al. (1954)	To study the Resource returns and productive co-efficient.	Land, Labour and Capital	Agricultural households selected from Alabama, Northern Iowa, Southern Iowa and Montana in USA by Random sample method.	The marginal productivity of labour on crop and livestock were significant in Iowa and Alabama. Capital returns were significantly greater than the cost of capital for crops in Montana and Southern Iowa.
Desai (1963)	To study the increasing income and production on Indian agriculture.	Resource use including agricultural techniques	40 agricultural households selected from Ahamed Nagar and Nasik districts in Maharastra State by Random sample method.	The study concludes that the intensity of resource use which was not relevant to its resource endowment of the farmers.
Khusro (1964)	To study the return to scale in Indian agriculture.	Owned labour	The data obtained from Indian Studies of Economics of Farm Management data from 1954-55 to 1956-57.	The main finding of the study was that efficiency of owned labour does not decrease by farm size.
Raj Krishna (1964)	To analyse the allocative efficiency in Indian agriculture.	Land, labour, bullock labour, seeds, manure and fertilizer.	The data obtained from Indian Studies of Economics of Farm Management data from 1954-55 to 1956-57.	The study observed that the bullock labour input was highly correlated with land and manual labour. The mean labour input seems to have been excessive in first two years.
Schultz (1964)	To examine the allocative efficiency of traditional agriculture in India.	Land, labour, bullock labour, seeds, manure and fertilizer.	To test the hypothesis “the poor countries are relatively inefficient in disposal of resources”. By using Indian Farm Management Data.	This study pointed out that the traditionally the Indian farmers are rational to distribute factors of production.

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Acharya (1965)	To study the resource productivity and optimum allocation	Land, labour, plant and machinery	Census method was followed and Queensland sugarcane farmers are surveyed	This study concludes that the marginal productivity of plant, labour and machinery decreases and the marginal productivity of fertilizer increases.
Hopper (1965)	To analyse the allocative efficiency of traditional agriculture in India.	Various input factors and their different uses	The data obtained from Indian Studies of Economics of Farm Management data from 1954-55 to 1956-57.	Major finding of the study that the decision on allocation is determined by production response, input prices and expected returns of the current agricultural year.
Kuber Ram et.al. (1965)	To estimate the relationship between farm management factors and farm income.	Various input factors	60 agricultural households surveyed in Kanjhwala block, Delhi by adopting random sampling method.	This study concludes that the farm earnings could be increased by increasing labour and capital efficiency and input-output ratio.
Sahota Gian (1968)	To study the efficiency of Indian farmers in allocation resources available to them among different production alternative.	Human labour, bullock labour, fixed capital, land, seeds, fertilizers and manure and irrigation	Secondary data collected from Indian Farm Management Survey.	The study observed that the multidimensional analysis of resource allocation indicates comparatively few significant inefficiencies of resource allocation in Indian agriculture.
Saini (1969)	To explore the resource-use efficiency in different category of farmers in the states of	Human labour, bullock labour, fixed capital, land, seeds, fertilizers and manure and	Secondary data obtained from Farm Management Studies of UP and Punjab States.	The allocation of various input factors depend upon the expected return on the particular crop. Thus, it concludes that the farmers are very rational in

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	UP and Punjab.	irrigation		the use of their resources.
<b>Author(s)</b>	<b>Objective</b>	<b>Use-Efficiency Measured Resources</b>	<b>Methodology</b>	<b>Major Findings</b>
Sankhyan et.al (1971)	To study the resource efficiency in seed potato farms and maize in Himachel Pradesh.	Human labour, bullock labour, fixed capital, land, seeds, fertilizers and manure	In Mahasu district of Himachel Pradesh 30 farmers were selected by adopting random sampling method.	This study concludes that the constant return to scale observed in seed potato and diminishing return observed in Maize. The farm resources within each crop were optimally allocated in the case of seed potato.
Desai (1973)	To examine the resource-use in farmers of central Gujarat.	Hire labour, fertilizers and manure	The farm management data of Baroda district (1968-69) was used for analysis.	This study found that the optimum use of hired labour and sub-optimum use of fertilizer and manure in the region.
Rathore et.al. (1973)	To study resource-use efficiency and return from some commercial crops of Himachel Pradesh.	Human labour and other inputs	25 farmers from each commercial crop such as potato, ginger, tomato, been and chilli by using random sampling method (1973-74)	The study revealed that human labour use alone accounts for more than one third of the total cost in all crops and suggest increasing the bullock labour for reducing the overall cost.
Singh Uma Shankar et.al (1973)	To study resource-use efficiency in relation to resource endowments.	Various input factors	Sample of low income and high income farmers were selected in rural Delhi during 1967-1968.	The average farm situation indicated that the high income farm group was more efficient as compared to low income group farmers.
Singh (1975)	To analyse the resource-use, farm size and return to scale.	Human labour, bullock labour, fixed capital, land, seeds, fertilizers	By the random sampling method 150 households were survey ford from 15 villages	The efficiency of bullock labour was greater for small farmers as compared to large farmers. At the same time, the

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		and manure	from Deoria district of UP.	efficiency in fertilizer and manure are greater for the large farmers as compared to small farmers.
<b>Author(s)</b>	<b>Objective</b>	<b>Efficiency Measured Resources</b>	<b>Methodology</b>	<b>Major Findings</b>
Sampath (1979)	To study the nature and measurement of economic efficiency in Indian agriculture.	Total economic efficiency in resource-use	Secondary data obtained from the farm management survey for Deoria district of UP.	The level of economic efficiency in resource-use is greater for the large farmers as compared to small farmers.
Bhardwaj et.al (1980)	To compare the resource-use efficiency in Wheat and Maize.	Human labour, bullock labour, seeds, fertilizer and manure	A total of 84 agricultural households randomly selected in two villages from Ghmrwin District of Himachel Pradesh.	The study observed that there was an excess use of bullock labour for wheat and maize in the study area and negative marginal value productivity.
Muraleedharan (1987)	To find out the rsource-use efficiency in Kole lands.	Various input factors	142 Kole land holders were surveyed form Trichur district of Keral State.	The study indicated that the farmers are inefficient to allocate their inputs. There is considerable scope for augmenting profit from Kole.
Thakur et.al. (1990)	To analyse the resource-use, farm size and return to scale on tribal farms.	Various factors of production for agriculture	Census method was adopted and data collected from representative tribal village of Himachal Pradesh.	This study concluded that the factors of production were not efficiently used. Farm size was important factor to influence the productivity of inputs at farm level cannot be supported.
Bhise et.al (1992)	To examine the input use efficiency in energized farms.	Various input factors for paddy and sugarcane	120 agricultural households covered from paddy (60) and sugarcane (60) through the	The analysis revealed that the marginal value productivity to opportunity cost ratios for the entire

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			random sampling method in Nizambad district of AP.	input variable in both crops indicated a high degree of resource-use efficiency.
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Chandra Dinesh (1992)	To analyse the resource-use efficiency in different irrigated systems.	Human labour, bullock labour, seeds, fertilizer and manure and tractor power	100 farmers were surveyed by multi-stage random sampling in Ghaziabad district of UP.	The study observed that human labour, bullock labour and tractor power were used in excess on all the irrigation system.
Raja (1992)	To examine the farm size, resource use pattern and productivity in Indian agriculture.	Various input factors for paddy cultivation	160 farmers were surveyed by random sampling method from two main blocks of Periyar district, Tamil Nadu.	The results of the study showed that the output elasticity of paddy trends to declined when the farm become larger in size.
Shete et.al (1992)	To identify the resource use and input-output relationship of mixed and arable farming.	Various input factors	The sampling design adopted for the study was two-stage stratified random sampling method. There were 120 households selected in 12 villages of Ahmednagar district of Maharashtra.	The study found that the use of all resources was higher on mixed farmers compared to arable farmers in both the irrigated and un-irrigated regions.
Singh et.al. (1992)	To explore the input use efficiency in wheat crop.	Various input factors for wheat cultivation	200 sample agricultural households (small, medium and large) selected from the data set of cost of cultivation	The study identified that there was more use of human labour on small farms. On medium and large farmers, more use of machine labour and less

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			survey, Haryana State 1980-82.	use of human labour has resulted in higher marginal value productivity of human labour.
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<b>Author(s)</b>	<b>Objective</b>	<b>Efficiency Measured Resources</b>	<b>Methodology</b>	<b>Major Findings</b>
Chhotan Singh et.al. (1994)	To explore the resource allocative efficiency on various size of farms.	Various input factors for paddy cultivation	The data set of “Economics of Farm Mechanization and Agricultural Inputs in Salem District, Tamil Nadu” project used for analysis.	The study revealed that expenditure on fertilizer, irrigation and bullock labour significantly increased the farm return on all size of farms.
Krishna Rao et.al. (1994)	To study the resource use efficiency in paddy.	Various input for paddy cultivation	240 agricultural households selected from watershed and non-watershed areas in Rangareddy district of AP.	The study found that the utilization of human labour, cattle labour and fertilizers were not at optimum level in the case of adopters.
Chandrashekhar et.al. (1996)	To examine the resource-use efficiency in groundnut.	Land, farm yard manure and seed	100 groundnut farmers were selected from Challakere Taluk of Karnataka state during 1991 agricultural year.	The production function analysis revealed that land, farm yard manure and seed in the case of small farmers contributed significantly to the production.
Panda (1996)	To explore the relationship between various input use and various tenurial categories.	Human labour, bullock labour, fixed capital, land, seeds, fertilizers and manure and irrigation	165 various categories of tenurial households surveyed from Puri district of Orissa.	The study indicates that the land ownership has a limited impact on use and crop productivity.
Raja (1996)	To analyse the resource efficiency in the context of technology change.	Various input for tobacco cultivation	150 tobacco farmers surveyed from four villages in Edapadi panchaya of Salem distict.	The excessive or indiscriminate use of pesticides in turn leads to a decline in productivity of tobacco in most of the farmers.

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Venketaraman et.al. (1996)	To examine the resource efficiency in tomato cultivation.	Various input for tomato cultivation	150 tomato farmers surveyed from Kolar district of Karnataka State.	The study pointed out that the large farmers are underutilized the fertilizers, human labour and animal labour
Koppad et.al. (1997)	To analyse the resource efficiency in maize cultivation.	Various input for maize cultivation	120 farmers surveyed from head, mid and tail reach of the Malaprabha Command Area of Karnataka.	The study concludes that the land, manures and fertilizers were over utilized in head reach and underutilized in mid and tail reach.
Velavan et.al. (2000)	To examine the resource-use efficiency in groundnut.	Various input for groundnut cultivation	120 farmers selected from irrigated and un-irrigated regions in Salem district of Tamil Nadu.	The study indentified that there is large scope for adding more farm inputs in both irrigated and un-irrigated groundnut cultivation.
Rama Rao et.al. (2003)	To examine the technical efficiency of crop production.	Technical efficiency of various farm inputs	From the Anhdra Pradesh farm management survey three representative districts were chosen for study.	The study found that the technical efficiency of production is determined by farmer's education. Therefore, it suggests that motivation of formal and informal education for farmers.
Senthil Kumar et.al (2005)	To explore the resource use efficiency in paddy cultivation.	Various input factors for paddy cultivation	90 farmers surveyed from head, mid and tail reach of the Lower Bhavani Basin Project (LBP) Command Area of Tamil Nadu.	The study suggests that there is scope for further use of various input factors for enhancing the productivity.
Koshta et.al (2005)	To analyse the economic efficiency of	Various input factors for paddy cultivation	202 farm households selected from irrigated and rainfed	The cost of cultivation is much higher in irrigated area as compared to

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	paddy production.		regions of Chattisgarh.	rainfed region.
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<b>Author(s)</b>	<b>Objective</b>	<b>Efficiency Measured Resources</b>	<b>Methodology</b>	<b>Major Findings</b>
Rangappa et.al. (2005)	To examine the resource use efficiency between canal and tank irrigation in paddy cultivation.	Various input factors for paddy cultivation	The data were collected 48 respondents each from canal irrigated and tank irrigated in Shimoga district of Karnataka.	Low productivity of inputs was found with respect to human labour and fertilizer in tank irrigated paddy which might be due to the problems related to water management.
Shanmugam et.al. (2006)	To explore the technical efficiency in agriculture production in India.	Technical efficiency of various farm inputs	Secondary data used from Indian Agricultural Institute during the period of 1990-91.	The technical efficiency greatly depends on agro-climatic zones, technological factors and crop mix.
Bhende et. al. (2007)	To analyse the technical efficiency of major food and cash crops in Karnataka.	Technical efficiency of various farm inputs	Secondary data used from University of Agricultural Sciences during the period of 1993-94.	Educational achievements of the farm household determine technical efficiency in both food and cash crops in Karnataka. In addition to that the farm size and technical efficiency are inverse relationship.
Fernandez1 and Peter (2009)	To identify the sources of input use inefficiency in sugar cane production.	Technical efficiency of various farm inputs	A total of 140 respondents were interviewed in Negros Island by using random sampling method.	The overall technical efficiency of sugar cane farmers in Central Negros is positively related to farmers' age and experience, access to credit, nitrogen fertilizer application, and soil type and farm size.
Rai et.al. (2011)	To measure water use efficiency in Godavari river basin in India.	Godavari Water	The Chinna Ghanapur and Machavaram important river basin villages were selected for the study and Census method was adopted.	Due to the frequent availability and free of cost farmers are inefficiently use the irrigation water for paddy cultivation.
Taiwo et.al. (2011)	To study the resource use efficiency in hybrid and traditional maize.	Various input factors for maize cultivation	100 farmers in Giwa Local Government Area of Kaduna state was surveyed by random sampling method.	There is large scope for increase the resource use in both hybrid and traditional maize cultivation.

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## **Critical Review of the Literature**

The studies on resource use efficiency in agriculture emerged from the 1950's. In beginning period, the studies concentrating on resource return, production and return to scale (Heady et.al. 1954; Khusro, 1964; Desai, 1963). Later, the focuses of the study moved towards the allocative efficiency and income generation in agriculture (Raj Krishna, 1964; Schultz; 1964; Acharya, 1965; Hopper, 1965). Further, the studies reach its peak to study the resource use efficiency in agriculture.

In the case of resource use efficiency, few of the studies analyse the efficiency of farm resources such as human labour, bullock labour, fixed capital, land, seeds, fertilizers and manure. The major crops are potato, maize, wheat and important classifications are tenure and farm size. They conclude that the scope for maximizing the efficiency of farm inputs and explained the role of tenure, farm size and other factors to enhance the recourse use efficiency in agriculture (Saini, 1969; Sankhyan et.al. 1971; Singh, 1975; Bhardwaj et.al; 1980; Chandra Dinesh, 1992; Panda, 1996).

On the other hand, some the scholars studies the resource use efficiency of various farm input of wheat, paddy, groundnut, maize, tomato and tobacco cultivation. These studies explore the role of farmer's education for achieving resource use efficiency in agriculture. Further, they suggests that the implementation of formal and informal farm education in the surveyed agricultural regions. In addition, the gave a suggestions to improve the resource efficiency in various crops (Kuber Ram et.al. 1965; Singh Uma Shankar et.al. 1973; Muraleedharan, 1987; Thakur et.al. 1990; Bhise et.al. 1992; Shete

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et.al . 1992; Raja, 1992; Singh et.al. 1992; Chhotan Singh et.al.1994; Krishna Rao et.al.1994; Venketaraman et.al. 1996; Raja, 1996; Koppad et.al. 1997; Velavan et.al. 2000; Koshta et.al. 2005; Senthil Kumar et.al. 2005; Rangappa et.al. 2005; Taiwo et.al. 2011).

The scholars like Desai, (1973), Rathore et.al. (1973), Chandrasekhar et.al. (1996) and Sampath (1979) studied the total economic efficiency of recourses like human labour, fertilizers and manure and other farm inputs. They explain the role of farm size and farmer's economic background for enhancing the resource use efficiency. They concludes that the small farmers and economically well off farmers achieved greater efficiency in various farm inputs in the surveyed regions.

In addition to that some the studies on resource use efficiency specifically analyse the technical efficiency of various farm inputs (Rama Rao et.al. 2003; Shanmugam et.al. 2006; Bhende et. al. 2007; Fernandez1 and Peter, 2009). These studies explore that the role of farmer's education, environmental factors and agro-climatic factor for the attainment of technical efficiency in farm inputs. Only few studies analyse the resource use efficiency in terms of various segments of the surface irrigation such as head, mid and tail reach.

## **Conclusion**

In the critical review of the literature on resource use efficiency in agriculture, majority of the studies analyse the resource use efficiency in maize, paddy, groundnut, wheat, tomato, potato, tobacco and other crops. They analysed the resource use efficiency and total economic efficiency and technical efficiency in various crops and various

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agricultural regions. The studies covered major farm inputs such as human labour, bullock labour, fixed capital, land, seeds, fertilizers and manure and irrigation. Though, the studies fail to incorporate the ideologies of resource use efficiency in the context of head, mid and tail reaches of the canal irrigation. This research gap opens the new avenue of research to conduct the study on economics of resource use efficiency in head, mid and tail reaches.

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Resource Use Efficiency in Agriculture - A Critical Survey of the Literature

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## **Periyar on the Effects of Science**

**R. Mahendran, Ph.D.**



Periyar EVR

### **Abstract**

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Periyar on the Effects of Science

Periyar EVR was a great leader of the Indian National Congress in Madras Presidency. For various social and political reasons he left the Indian National Congress and took up the cause of all downtrodden people from various social rungs. He led a powerful movement to eradicate superstition. He declared himself to be an atheist. In those days with little or no literacy and education, masses of people knew little about the development of science. Periyar felt that, with the knowledge of science, people would give up their superstitions. He dreamt and hoped that the forthcoming world would be based on science. Some of his dreams included cellular phones, test tube babies, etc.

**Keywords:** Periyar, Science, The world to come.

## **Introduction**

The objective of this paper is to discuss some of the contributions of Periyar, a great Dravidian leader from former Madras Presidency, for the development of science and the spread of scientific knowledge and temper and to highlight his prophetic vision relating to developments in science.

Erode Venkata Ramasamy, a social scientist and prolific writer, is popularly known as Thanthai (Father, originator) and Periyar (Great Person) in South India. He was born on 17<sup>th</sup> September 1879 in Erode, a town in Tamilnadu and died on 24<sup>th</sup> December 1973. He was a free thinker from his tender age and worked hard to eradicate caste discrimination, untouchability and superstitions from the society. He widely travelled in India as well as Russia, Middle East and South East Asian countries. He spent a lot of time in his life to write articles and essays besides addressing public meetings, espousing causes dear to him, such as anti-brahmanism, atheism, uplift of all the lower castes, fight against superstitions, etc. His writing has greatly revolutionized the Tamil society to think scientifically. The citation awarded by the UNESCO described Periyar as "the prophet of the new age, the Socrates of South East Asia, father of social reform movement and arch enemy of ignorance, superstitions, meaningless customs and base manners." A very fitting description, indeed!

Periyar sowed the seeds of science-oriented/rationalist wisdom in the minds of hundreds of thousands of people. Rationalists would declare that Periyar cleared the cloud of darkness from the minds of countless thousands and tore the veils of the demoralizing dogmas and creeds of ignorance. From a rationalistic perspective, pseudo-science encroached on the hearts of people and made them superstitious. Rationalism is the seed of the actual science. All the inventions and discoveries are carried out only because of rational thinking. Periyar worked round the clock to eliminate pseudo-science.

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## Periyar and Science

Periyar was always a staunch supporter of science and believed that science only can eliminate superstitions. In his journal *KUDI ARASU* (People's Rule) and *VIDUTHALAI* (Liberation/Freedom), he wrote a number of essays frequently about the necessity of science and its uses.

The contribution of science is predominant in the world. *The New Encyclopaedia* says, "Science is any of various intellectual activities concerned with the physical world and its phenomena and entailing unbiased observations and systematic experimentations. In general, science involves a pursuit of knowledge covering general truths or the operations of fundamental laws" (page number). Rationalists claim that science alone can express the truth. The great thinker Periyar wrote on 11-06-1949 in his journal *Kudi Arasu* in detail about the importance of scientific outlook among the students and the public. He pointed out, "the imaginary belief of god, salvation, heaven and hell, spirit, discipline, the cycle of the impact of good deeds and bad deeds in birth and rebirth are demolished because of the development of science" (citation).

## Scientific Outlook

Scientific outlook means how a man accepts and follows his rationality, research and its results. It must stimulate the efforts and actions of learners and should help to express the energy within us. Religions, priests, saints, preachers, foretellers and monks are against science and they mesmerize the people in the name of god/God, Periyar declared. In olden days it was claimed that the fire, water, air, waning moon and waxing moon were formed only by god/God. Now this position is rejected because of emerging science. The former prime minister of India, Jawaharlal Nehru, pointed out (citation), "our people should have scientific outlook and should follow it in their own life and the public life. Now the world depends upon science. It is incumbent on the scientists and atheists to root out the nihilisms immediately." The pioneer scientist Galileo discovered and informed the world that the earth is not flat but spherical. People threw stones at him because they believed that he was spreading rumors against God and nature.

Periyar believed that the origin of human beings is also the symbol of rationalism. He supported Evolution, not creation by god or God. Charles Darwin explains in *The Origin of Species*, "man is not created by God but created himself". The Nobel Laureate Venkatraman Ramakrishnan also spoke in Chennai on 29<sup>th</sup> December 2011, "we should give up the superstitious beliefs and believe the proved science".

## In Support of Atheism

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Periyar is not a soothsayer but a balanced optimist to envisage the future of the world. He felt that the people are cheated and betrayed in the name of god/God because they know nothing about scientific inventions. He dreamt about the future of the world. The outcome of such dreams of Periyar is found in a booklet: *'The World to Come'*. He asked many questions in the public meetings to attract people to his rationalistic thought and to turn people away from religious beliefs. What was the world yesterday? What is the world today? What is going to be the world of tomorrow? What changes will take place as centuries go on? Only the rationalists could have an idea of all these things. Once he asked, "Thousands of eclectic lamps burn here while the switch is located somewhere else. Does the religion make it?" His writings and lectures created among the public awareness about science and its inventions.

### **Periyar and Scientific Inventions**

Periyar foresees in *The World to Come* (1934)

**"Means of transport would mostly be in the air and at a great speed. Wireless would be provided for all. Radio might be in the hats of everyone. T.V. will be available with greater technique for everyone to see and talk freely. One be the knitting of the hearts, there can be lovely life. One will be able to contact instantly anyone anywhere. Education could be imparted easily far and wide. The nutritive food needed for a full week might be made available in a small capsule. Man will be able to live 200 years or even more".**

**"There may not be any necessity for a potent male and female to perform intercourse, for getting a child. Even as strong and study bulls are specially brought up to improve the cattle, men with sound and healthy body may be specially induced to part with their semen scientifically and by injection method the extracted male semen might be let into the womb of the female".**

**There will be many changes in the articles we now use. For example the weight of the present day automobile would be reduced considerably. Petrol consumption would be reduced. Nay, cars may run out of electricity:**

*(Thoughts of Periyar, pp. 296-297)*

Periyar's prediction was validated in the form of test tube babies and surrogate mothers. Dr. Robert Geoffrey Edwards of United Kingdom made the first test tube baby in the world on

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25<sup>th</sup> July 1978. He had been awarded the Nobel Prize for Physiology in 2010. His wonderful invention was Ms. Louis Brown. Now she got married and gave a natural birth to a child. It is not a miracle but science.

As Periyar envisaged, the first hand-held mobile phone was demonstrated by Dr. Martin Cooper of Motorola on April 3, 1973 using a handset weighing around 1 kg. Now the video conference methods and webinars and 3G mobiles are utilized for face to face conversation.

Periyar hoped that machines would be used for agricultural work to enrich the life of farmers and to reduce the physical burden. At present, the harvesting machine, tractor, planting machine, etc., are working in the arable land.

Changing the script of Tamil is his prophetic vision which is now better for computer use. Further he educated the people about the importance of scientific family planning to reduce the population.

Periyar wrote an editorial column in *Kudi Arasu* on 13-8-1933 under the title 'Pride of Machine'. He says, "The machines were considered as ghosts then. Those days were creating barbaric feeling among the mass. The innocence and false ideas may be vanished after using their knowledge towards research mind".

Further he pointed out that the machines might be used for cleaning the toilets and sweeping the streets. Instead of man and women doing such jobs, the machines like robot are doing these works now.

## Conclusion

What Periyar foresaw in 1920s and 1930s have come true now. It is evident that Periyar had clearly envisaged the futuristic world. He was, indeed, a great thinker. He propagated the scientific temper and made it popular because he knew that science can only replace the irrational thoughts. Hence he expected the forthcoming world with full of scientific inventions.

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## **Some Suggestions to Improve English Textbooks Published by the Tamilnadu Government**

**M. S. Thirumalai, Ph.D.**



### **Deficiencies Noticed in the English Textbooks Published by the Government of Tamilnadu**

The Tamilnadu Government has been publishing textbooks for use in the schools for a long time. So, naturally, one would expect that over the years the design of the textbooks, contents, organization and presentation of contents, gradation of materials as well as the language used, relevance of the choice of topics, etc., would have greatly improved. Why is it that this did not/does not happen? Why is it that English language textbooks continue to have many awkward sentences, wrong choice of words, grammar errors, irrelevant choice of materials, defective gradation, etc.?

### **Textbook Preparation – Art and Science: Immense Variety and Abundant Models of English Textbooks Around the World**

Textbook preparation is both an art and science. It demands extraordinary, natural and intuitive understanding of what a textbook is, and how it can and should be developed in conjunction with the curriculum. It requires specialization and constant and continued touch with the developments around the world.

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Of all the languages in the world, English has the largest number of and diverse textbooks to meet the needs of learners. Thus, abundant examples and models are easily available for any English language textbook writer or team. With diligence, practical intelligence and imagination, textbook designers can work out their outline to meet the needs of their audience. Theoretical knowledge adopted from courses in language teaching, etc. is not adequate. Real practical experience would be an advantage. Where there is no such experience, the individual or the team should have the capacity to observe what is around, choose the best and do the transfer from the finest and most effective model/s to meet their current needs. Humility and willingness to learn should guide those who are involved in organizing groups to prepare, test and evaluate textbooks apart from their knowledge of the language and the contents, etc.

### **Indian Model: Choice of Indian Teachers to Teach English**

Almost from the beginning, English language teaching in India deliberately adopted the plan of Indian nationals teaching English in schools and other educational institutions to fellow Indians. This, indeed, was a very wise step, since spread of the knowledge and use of English could not have been achieved if we were dependent only upon imported teachers from Britain. However, this adoption of Indian nationals as teachers of English should not result in any kind of license to deviate too much, or radically differ from the fundamentals of native English speaking styles and uses, etc. Yet, it appears that with less qualified teachers, who are not able to speak English with confidence and skill in a manner that non-Indians would be able to understand what Indian nationals say in English, there has been progressive loss of competence in the use of English.

The problem was driven by energetic efforts to nationalize textbook production and distribution through government-owned corporations. Preparation of textbooks became the prerogative of the education department officials. Textbooks were/are made available at a very reasonable price to students. While this is a tremendous and much needed achievement, quality improvement of the presentation of contents and the methods of selection, gradation and presentation somehow has not been adequately taken care of.

### **Two Issues Under Discussion in This Paper**

I would like to consider several issues in a few articles. In this article, my focus is on two specific issues:

#### **Language as Content**

1. We should consider the distinction that we need to maintain between the choice of teachers to prepare English language textbooks and the choice of teachers for the preparation of non-language content-oriented/subject textbooks such as science textbooks, social studies textbooks, etc.

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While the subject textbook writers may have some problems with the use of English or any other language that is used as the medium of instruction, their control over the knowledge of contents of their subject should be superb and their skill in handling the methods of teaching and evaluation of student performance in teaching these subjects should have been well demonstrated.

For English language textbook writers, English is not a stepping stone to teach contents. Language in itself is the content of their textbooks and the major focus of their teaching, etc. If they do not have demonstrated competence through their publications, methods of teaching and evaluating student performance, they should not be part of the group that is invited to prepare English language textbooks. If they are really skilled in English, the textbook which they have helped to produce will easily reveal their competence in English. The defects we notice in English Language Textbooks published by the Government of Tamilnadu perhaps reveal the other part of the story of cronyism, nepotism, considerations based on equitable distribution of membership based on gender, region, religion, caste, etc. I am all for equitable distribution but not at the cost of much needed competence in the English language. This yardstick should apply also to all the supervisors of committees.

Not merely spoken language competence, but high level of competence in writing English must be required for both the textbook writers and their supervisors. Perhaps a written test followed by interview to test their spoken language competence for all teachers of the state should be conducted. It should be open to all irrespective of their gender, caste, region, religion, etc. backgrounds. The successful candidates may be invited to teach model classes as well to finally settle upon the best talents to be part of the textbook writing team. Perhaps this suggestion is too romantic, but what is required is that those who are selected to be part of the textbook writing group should have excellent command over the language as well as the methods of textbook preparation, teaching and evaluation.

### **Continuity of Membership in the Textbook Preparation Teams**

2. There should be continuity between books prepared for various standards. There should also be continuity of membership in the groups that are nominated to write textbooks. Thirdly, there should also be continuity among the groups of consultants selected for committees that deal with various standards. I will take up the issue of continuity of language elements (and their integration with what needs to be focused upon in a specific textbook) between books prepared for various standards in another article. Let us focus here on the other two aspects.

The Tamilnadu English textbooks preparation is guided by a committee, which lacks continuity of membership across standards (grades/classes). Let me present the data for two classes (Standard 1 to Standard 2) to prove this point:

#### **Standard 1**

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**Textbook Team: A, B, C, D, E, F, G, and H. (Presumably some of them are Teachers and others holding some official position, etc.)**

**Expert Team: I, J, K. (Consultants, not clear whether they were teachers sometime in their career.)**

**Review Committee: L and M. (Former officials of the Department of Education)**

**Artists Team: N, O, P and Q**

## **Standard 2**

**Textbook Team: 1, 2, 3, 4, 5, 6, and 7. (Presumably Teachers. Most are from high and higher secondary schools.)**

**Expert Team: 7, 8 and 9 (This person is shown to be the Chairperson, from a Higher Secondary School.). (Others also seem to be teachers from High/Higher Secondary Schools.)**

**Expert Committee: 10. (A retired principal of a teacher training institute)**

**Artists Team: 11, 12 and 13.**

Note that there is no continuity of individuals in these committees. How do they make connections between the Standard 1 textbook and the Standard 2 textbook? All textbooks should be built step by step from the bottom so that the curriculum, syllabus, contents, language, tests, etc., are all properly integrated. Giving a general plan of textbook preparation for various standards to the committee members or even training the committee members in the art of writing textbooks will not result in a well co-ordinated series of textbooks. At least a few of the members should continue to be part of the team throughout the process covering all standards/classes. Instead of focusing upon classroom teaching experience in the selection of members for the textbook writing team, we should focus on the competence of the members in English, when it comes to writing English language textbooks. Yet, there is always a great advantage when the textbook drafts are given to practising teachers to read, critique and even demonstrate the use of these textbooks in actual classroom (model classroom) setting.

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## For Whom the Bell Tolls in Ernest Hemingway's *For Whom The Bell Tolls*

Shabnum Iftikhar, M.A. English Literature, ELT

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### Hemingway: The Man



**Ernest Hemingway**

No study of Ernest Hemingway's works can be completed without an understanding of the author's life because he is one of those authors whose life and works are interdependent. In fact, there are three Hemingways: Hemingway the man, Hemingway the author, and Hemingway the legend. It is difficult to say where one ends and the other

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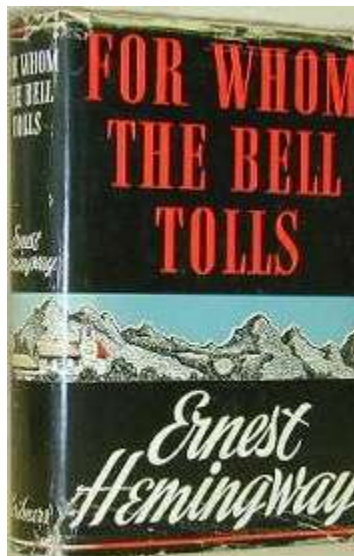
For Whom the Bell Tolls in Ernest Hemingway's *For Whom The Bell Tolls*

begins. The author has derived most of his raw material for his novels and short stories from his personal experiences and his books have influenced his life tremendously. Hemingway the author and Hemingway the man produced the legendary Hemingway.

### **Hemingway: The Author**

As an author, throughout his life, he has captured those realities which he observed from very close quarters. Deep and profound is his knowledge, whether those are the brutalities of Spanish civil war or those are the sufferings of ‘Lost Generation’ or those are the adventures of matadors in a bull fighting ring. His first-hand knowledge about all these realities has enabled him to portray what is true and to delineate those characters with whom he encountered in real life. Hemingway has had a life, full of diversity. He had been so involved and engrossed in activities such as an ambulance driver, as a news reporter, as an expatriate, as a big game hunter that nothing seems impossible to him when he gives vent to his feelings by taking into account his experiences of life.

### **The Background of the Novel**



“*For Whom the Bell Tolls*” has been written in the backdrop of Spanish civil war, Hemingway experienced as a news reporter. Therefore, the chances of exaggeration are almost equal to nothing and he leaves no stone unturned to expose the sufferings, the brutalities and the miseries of common human beings. These are some factors that caused him to write “*For Whom The Bell Tolls*”.

The Spanish civil war was fought in 1930s between Fascist and Republicans with an impression that both sides were considering themselves right in their own scenarios. It is a general phenomenon that two opposite forces, involved in a war consider themselves always right and their purpose behind the war. They damn care of how much there is a

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blood shed and how much there is a loss of humanity on both sides. Hemingway in “*For Whom The Bell Tolls*” recounts those memories, which were nerve-shattering experience not only for him, but also for those human beings, who had seen the catastrophe of the 1<sup>st</sup> world war, were experiencing this in the Spanish civil war and unfortunately were destined to experience this in the form of 2<sup>nd</sup> world war in the coming years.

### **The Protagonist of the Novel**

Robert Jordan is a protagonist of the novel. The novel narrates what happens in the life of an American volunteer, Robert Jordan, who has been assigned the task of blowing up a bridge in the hills. He goes through the same nerve-shattering experience, when he takes part in the war in actual life. He is on the Republican side, fights against Fascist. He participates in the war with a hope to do something for Republicans. His endurance, determination and persistence have been presented by Hemingway with a unique touch of patriotism. He is a warrior, who is sincere to his cause more than anything else.

What happens to this cause, when with the passage of time, he becomes able to distinguish the difference between appearance and reality and what happens to his determination and sincerity, when he comes to realize that the resulting effects of war are nothing but a massacre and a loss of humanity on a greater scale. This is exactly what Hemingway has been concerned as an author throughout his life. He is not interested in telling the cock and bull stories, related to bold and audacious adventures of his heroes, rather he describes the inner turmoil, the sufferings and pains, people experience in the name of war. He takes the responsibility on his shoulders to bring to light the hideous sides and heinous aspects of wars, fought in the 20<sup>th</sup> century. Perhaps no other 20<sup>th</sup> century writer has been this much involved to capture the inner conflict, the hollowness of minds and the spiritual emptiness of the lost generation, who experienced this entire era and became a lost generation in the long run.

### **The Concept of ‘Lost Generation’**

‘Lost Generation’ was a term, Hemingway made famous by using it permanently in his novels. As a matter of fact, all his protagonists are lost generation, wandering aimlessly in the post-war world without any ambition and without any ray of hope. They cut a sorry figure in terms of moral, social and religious values. They have seen this much destruction and annihilation that their beliefs have been destroyed. They take refuge in drink and sex to forget their miseries, but love and sex have lost their sacredness and their glamour and having the act of sex is just like having a glass of beer or wine. Religion was also on the verge of disaster and those religious values had been declined, which 19<sup>th</sup> century cherished. They had become the victims of indispensable inner dilapidation. They were all wounded physically, spiritually or psychologically after seeing violence and deaths in its various manifestations.

This is the overwhelming impression of ‘Lost Generation’, powerful and realistic,

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Hemingway has created in his works. He has been successful in his juxtaposition of the pre-war and post-war scenarios and values to reveal the adverse effects of war on the minds of his generation. It is not just one war, Hemingway talks about, rather it is a series of wars, he experienced and observed throughout the first fifty years of the previous century. As an acute observer, he was fully aware, how these wars are undermining moral values and social structure of an entire generation and society. The occurrence of these wars was the catalyst that finally created the 'Lost Generation'. Hemingway grabs this opportunity to foment feelings against the war and war effects through his novels.

### **Clash between the Individual and the Environment**

Hemingway deliberately has portrayed those post-war scenarios to reveal the aftermath of wars, due to which there was a clash between the individual and the environment. There had remained nothing charming, attractive and respectable to them in the world, where there was a chaos or rapidly declined moral, social and religious values. It was felt by the people as God has disappeared from this universe by leaving it at the mercy of circumstances or at the mercy of some cruel forces, which were ruthless to such an extent that they showed no mercy in killing innocent people regardless of age, race, color and religion. There had been a merciless manslaughter all over the world and the 1<sup>st</sup> half century of the 20<sup>th</sup> century is a true evident of it. In this perspective, what else Hemingway could write, if he had not written all this?

Though he himself led a life as an extrovert, which was full of excitement, thrill and adventures but when he chooses pen as his medium of expression, he writes about the physical, mental and spiritual pangs of the generation of his era. Whether it is a physical impairment of his protagonist Jack Barnes in '*The Sun Also Rises*' who is a casualty of the 1<sup>st</sup> world war and cannot have any sex life with the girl he loves, or it is the mental anguish of Fredrick Henry in '*A Farewell To The Arms*' who is left all alone in the world after the loss of his love, Catherine, or it is the spiritual conflict of Robert Jordan in '*For Whom The Bell Tolls*' who has lost the charm of his ambition and sufferings of Maria, the Spanish girl whom he loves, who has been raped by Fascists. Heart-rending realities are scattered everywhere in the veneer of deceptive appearance.

### **Confrontation with Nothingness**

Hemingway delineates his heroes with unique truthfulness with the strong impression that they are the guys who have confrontation in their lives either with violence or deaths. Nevertheless, they do tireless efforts to achieve their cause and fulfill their tasks assigned to them. In this interim, how much they do suffer and how they do prove themselves indefatigable warriors and how much they do endeavor to complete their onerous assignments, it gives a reader a true account of 20<sup>th</sup> century war era. Hemingway's pragmatic approach in creating such characters is undoubtedly undeniable. He presents his heroes as obdurate, courageous, loyal to their cause, so what if they are naive and artless.

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Perhaps Hemingway's approach behind these characters is that it's not only experience and armament, require to win the war but passion and determination are also required and in this capacity, his heroes show a great amount of zeal. Isn't the irony of life that these courageous and passionate heroes lose all of the charm of their cause, when they do confront the futility of war and experience a feeling of nothingness. As humanity is dying at both sides, they remain indecisive, who is innocent and who is culpable. In '*For Whom The Bell Tolls*', if Robert Jordan does confront the same nothingness, how could he justify his cause behind the war, he is fighting for. The very inability of Hemingway's heroes leads them eventually to a life of senses: drink, sex and so on. Once determined, audacious and loyal, they become wandering souls with a sense of alienation. To mitigate this sense of alienation, they involve themselves in such activities so much so that they could justify their existence. This is a world, exasperated by the war, Hemingway shows in his novels where his heroes are born and brought up and live their lives in a smug complacency.

### **Hemingway's Themes - Violence and Death**

Violence and death have been Hemingway's unstated themes. His era was the period of destruction and spiritual and emotional disillusionment. This disillusionment is vividly described with his infinite capacity to capture the cynicism of war in '*For Whom The Bell Tolls*'. He very enthusiastically states the enthusiasm of his heroes regarding with their participation in the war and how disillusionment do replace their enthusiasm is the gist of all his war novels.

The cruelties and casualties of Spanish civil war disillusion Robert Jordan's vision. He becomes unable to withstand the violence and death all around him. His inner conflict makes him realize that his cause is merely a mirage. Though he is determined to fulfill his duty and he does so as Hemingway's heroes do. Dexterously, Hemingway establishes an atmosphere of reconciliation in which his heroes reconcile with the existing conditions and don't neglect their duty. Robert Jordan does the same. He recognizes the futility and absurdity of war. Yet, he prefers to die and not leave his mission incomplete.

### **War - A Universal Theme**

Although he writes about the Spanish civil war, his narration extends beyond the war and beyond the Spain where the central events take place. It becomes the universal theme beyond the limits of time and space - a timeless story of war period. This universality imparts a significant place to Hemingway's works in the cannon of English literature. His description of war, violence, death, man's alienation to society, man's place in this universe and the drastic effects of war are the themes, on which he spent a great deal of time as an author. Consequently, he transfers to the paper the entirety of his age precisely with no intention to do any mythmaking with regard to war. By ignoring any inconsequential detail in his war novels, he crafts a story with an undercurrent theme of

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nothingness with the integral theme of war.

### **Title of the Novel**

Hemingway's circumspect approach in choosing the title of the novel is truly matchless. It's not just a title. There can be felt an echo of the present time, years or century. The universality of the title broadens the horizon of the novel.

Everyman's death kills me  
Because I am involved with humanity  
Send not therefore to ask  
For whom the bell tolls  
It tolls for thee.

This bell doesn't toll only for Robert Jordan or for his other heroes. It tolls for every single man who loses his life in a man-made catastrophe, that is, war. On one hand, he does focus on the melancholic lives of his heroes and on the other hand, he seems to strive for this purpose that he could prove his heroes' death purposeful. It can be felt as he had found something for his protagonists to die - a death of dignity, in case of unavailability of dignified life.

Hemingway as a spokesman of the 20<sup>th</sup> century is at his best, when he transforms the valueless human life into worth-dying death. His novels are the precious contribution to the kernel of American Literature. Hemingway as a representative of the 20<sup>th</sup> century 'Lost Generation' feels for everyman's death as he was involved with humanity. The world today, is in a dire need of another Hemingway, who could expose the futility of wars, going on in the world and could bring the atrocities of these wars to the forefront, so that no one do feel the need to ask '*For Whom The Bell Tolls*', everyone must know, *it can toll for thee*.

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## Social Norms and Feminine Sensibility A Study of August Strindberg's *Miss Julie*

Praseedha Sreekumar, M.A., B.Ed., Ph. D. Research Scholar



### Abstract

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Praseedha Sreekumar, M.A., B.Ed., Ph. D. Research Scholar

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The passionate love songs and spiritual explanations highlight the importance of woman to a great extent. But in the real scenario, woman is always bound with the chains of orthodox social norms. The reformers of the respective era have done much towards the empowerment of the woman in terms of education, widow remarriage, equal job opportunities and many more. The acceleration of woman empowerment is slow and differs from culture to culture, society to society. Given a chance, a woman can prove to be the best warrior to fight against the adverse situations and proceed towards the heights of social dimensions. Many playwrights and poets have proved their mettle in presenting the picture of woman and the thorns which prick her in the society preventing the required necessary growth. The main objective is to understand the impediments that the society lay in front of woman restricting her from self-realization. This study is highly relevant to evaluate the progression from the ancient to the modern in the form of a timeline. This paper studies August Strindberg's play-Miss Julie and the themes studied through the play which restricts woman and her growth.

**Key words:**

Realism- a literary theory which portrays the reality of the society.

Suppression- forcefully hiding interests and likes due to external pressure.

Misogyny- Hatred towards female gender.

Masochism- one who finds pleasure in one's own pain

**Realism and Reality**

Realism moves away from reality when it claims collective welfare of all the members irrespective of class, creed and gender. The 'Survival of the fittest' has always been an underlying principle of all the societies and cultures. "All animals are equal, but some animals are more equal than others" (George Orwell, 1945). The submissive members of the society were always in shudder in front of the dominated ones. Their dreams are shattered, their thoughts are distorted and freedom of thought and expression becomes a dream which never turns a reality.

***Miss Julie***

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August Strindberg's *Miss Julie* respectively showcase woman as this submissive unlucky class of the society who always had to be in depression because of the prolonged suppression that they experienced due to the stereotypical social norms. Miss Julie, the female protagonist of August Strindberg's *Miss Julie* was destined to be moving in alignment with the restricted freedom allotted to her by the so called social norms which never allowed her to explore her individuality, thereby leading to her identity crisis.

Julie has been portrayed by August Strindberg 'as a man hating half woman' because of the mixed breed that she inherits. Being a product of the upper class patriarchy and middle class matriarchy, Julie found herself in a state of confusion where she also experienced the identity crisis. The case of identity crisis of woman is the theme which emerged from the role allotment of the respective society.

### **The Play**

The play "Miss Julie" by August Strindberg is a one act tragedy which clearly portrays the age-long resentment between the classes and it also deals with the concept of lust. By learning to seek out for stability in her relationship with men, Miss Julie takes a journey that will seek her respect from chauvinist values in her culture. Miss Julie is set on Midsummer night of 1874 on the estate of a Count in Sweden. Miss Julie the central character of the play is considered to be a very head strong, confused woman. The main reason for this is her heritage and upbringing. Her mother brought her up in such a way that refused to accept the standards of women's role in her society. She has always been a prey to circumstances. She had treated her fiancé like dog which was a result of her upbringing.

### **Not Fitting into Any Class**

As the play proceeds, it is observed that she wasn't able to fit either in the upper class or in the lower class. It's seen that she is found dancing with the servants which opposes the society's rules existing during that time. She stays behind to mingle with the servants at the dance instead of going with her father to the Midsummer's Eve celebrations as she was unable to face her family after the humiliation of breaking her engagement. She is also found entering the kitchen

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which is quite unusual as the mistress of the house. She not only dances with Jean who belongs to the lower class but forms associations with him. Soon after the dance Miss Julie and Jean continue till late secretly to have beer where she tells him to treat her equal. While having a heart to heart conversation, Miss Julie recounts a dream of climbing up a pillar and being unable to get down. Jean responds with a story of creeping into her walled garden, the Garden of Eden as child, where he says that

“I am lying under a tall tree in a dark wood. I want to get up, up to the top, so that I can look out over the smiling landscape, where the sun is shining, so that I can rob the nest in which lies the golden eggs.” (*Miss Julie* 9)

### **Contrary Dreams**

Both have contrary dreams. She starts flirting with him by asking him to kiss her shoe. In a while, although Jean swears he won't take advantage of her being there, it becomes apparent that the two have had sexual relations. Now they are forced to figure out how to deal with it, as Jean theorizes that they can no longer live together. Now he confesses that he was only pretending when he said he had tried to commit suicide for love of her. They decide to run away together to start a hotel, with Jean running it and Miss Julie providing the capital. Miss Julie agrees and steals some of her father's money, but angers Jean when she insists on bringing her little bird along. When Miss Julie insists that she would rather kill the bird than see it in the hands of strangers, Jean cuts off its head.

The argument between Julie and Jean condenses when Christine uncovers the secret of the two have been up all night long talking about their plans, and that they want to run away. It witnessed that as the play come to an end Jean continues to serve as valet but Miss Julie knows that she won't be able to face the count (her father) and the society so she exits with a razor in her hand. She had fallen in the trap of her society and circumstances.

### **Humans and Society**

Man being a social animal can't live a life apart from the society which acted as a persuasive factor for the woman to blindly follow the norms of the society to a great extent. The fear of Language in India [www.languageinindia.com](http://www.languageinindia.com)

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consequences if broken apart from the social norms gave her a shudder. The climax of the play serves as an eye opener when the protagonist of the play realizes the degradation that she has undergone and decided to take a step forward. Julie decides to commit suicide out of frustration and degradation ....Is it an escape or an invited trouble which society gifted her?

### **Gender Inequality**

August Strindberg's *Miss Julie* portrays the 18<sup>th</sup> Victorian society, where women were always considered inferior to men. Men were considered as superior gender and legal and social equality was denied to women. Men were the decision making power of the society whether it is business oriented or family oriented. The entire household responsibilities fell on her, grooming the children to taking care of the chores.

This inequality is primarily projected out in *Miss Julie* which is a naturalist tragedy. The protagonist of the play-Miss Julie faces troubles innumerable only because she is a woman and it is highly ironical that though she belonged to the upper stratum of the society she became a victim of oppression by Jean, a valet in her Manor House, who represented the male dominated society. Strindbergian misogyny has garnished the entire play and Strindberg's thoughts are voiced out through the Jean, the antagonist of the play. Though he belonged to the section of valets, he could dominate Miss Julie only because of the reason that she gave into his sexual desires. The juncture when she wishes to put an end to her life by committing suicide highlights the extreme of gender inequality, On the contrary, Jean would never think of committing suicide.

Miss Julie's upbringing brings in a clear picture of the gender inequality existed during the period in Victorian society.

Julie:

You only talk like that-and besides, my secrets are known to everybody. You see mother was not of noble birth, but came of quite plain people. She was brought up in the ideas of her time, about equality and woman's independence, and that kind of thing.

*(Miss Julie 21)*

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## **Away from the Norm**

Julie tries to deviate from the norms of the society when she tries to dominate her fiancé trying to teach him horse riding. Her fiancé breaks the whip and moves away which ends up in her broken engagement. The breaking of the whip was a rich symbolism to represent the curbing of female domination which was not allowed in the Victorian society.

Jean:

..They were in the stable-yard one evening and the young lady was training him as she called it'd you know what that meant? She made him leap over her horse -whip, the way you teach a dog to jump. Twice he jumped and got a cut each time. The third time he took the whip out of her hand and broke it into a thousand bits and then he got out. (*Miss Julie 2*)

## **Male Dominance**

Jean:

To-night Miss Julie is crazy again, absolutely crazy. (*Miss Julie 2*)

Strindbergian misogyny is reflected and voiced out the best through the character Jean, the antagonist of the play. Male domination has been a purposeful theme introduced by August Strindberg to exhibit his misogynistic attitude .The opening of the play starts with a dialogue which brings in his hatred towards Miss Julie.

Miss Julie represents that community of woman society who become a tool of exploitation for men. Miss Julie's masochistic and hysteric nature has paved way for her degradation. By setting Mid-Summer Eve as a festival for the story board progression, August Strindberg supports the theme of lust. Christine, though a minor character of the play becomes a victim of Male Dominance indirectly. She had to tolerate the flirting episodes which were going on between Jean, her fiancé and her Mistress, Julie. Miss Julie's grooming occurred in a mixed atmosphere where her mother believed that there is nothing exclusively what boys can do. Hence, she

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brought up Julie to par with excellence with any boy. Half way, her bringing up was handed over to her father who contradicted her mother's idea.

Miss Julie's degradation was in a way caused because of the Victorian Social taboo-Male Dominance which was two dimensional for her - The humiliation that she suffered because of the valet and the fear that she had for her father-the Count.

### **Appearance and Reality-False Modesty**

A just and reasonable modesty does not only recommend eloquence, but sets off every great talent which a man can be possessed of.

*(Joseph Addison)*

Miss Julie falls prey to the false modesty of the valet Jean. The striking difference that the audience or the readers notice in Jean's behavior is the way he exhibits false modesty towards the onset of the play and he goes to the extremes of kissing her shoes.

Julie. (Appears in the doorway, speaking to somebody on the outside)

I will be back in a minute. You go right on in the meantime.

*(Jean slips the bottle in the table-drawer and rises respectfully.)(Miss Julie 4)*

Jean reminds Miss Julie of local gossips and warns her that he belongs to the lower stratum of the society. Through the exhibition of false modesty and humility, he attracts Miss Julie and exploits her to a great extent. August Strindberg has focused on the main theme-female degradation which was a matter of discussion in the late 18<sup>th</sup> century.

Jean exhibited false Modesty not only to his mistress but also to his fiancée Christine, giving her false promises of a bright future life and flirting with the Mistress just for exploiting her to the maximum.

### **Strindbergian Symbolism**

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The social distinctions were very clear and obvious in the late 18<sup>th</sup> century Victorian society. These distinctions were based on the basis of the income, family background and standard of living. The upper class, middle class and lower class of the society had assigned duties to play and many of the playwrights and novelists of the era tried projecting out these social distinctions through their literary pieces to bring in awareness. Strindberg has used rich symbolism in portraying the difference in this social stratum. When Julie is offered beer by her valet Jean, it is the representation of a distinct social difference since only the women belonging to the upper class of the society had the privilege to drink beer in front of a man. Jean's aspiration to reach the upper class of the society is very much obvious when he drinks wine from the bottle which he flicked from Count's store. Jean's dream, unlike Julie's, is always to climb up to reach the top of a tree is a great symbol of a valet's aspiration to be in the so called 'creamy layer' of the society.

Jean:

No, my dream is that I am lying under a tall tree in a dark wood, I want to get up, up to the top, so that I can look out over the smiling landscape, where the sun is shining and so that I can rob the nest in which lies the golden eggs. And I climb and climb, but the trunk is so thick and smooth, and it is so far to the first branch. But I know that if I could only reach that first branch then I should go right on to the topaz on a ladder. I have not reached it yet, but I am going to, if it only be in my dreams (Miss Julie 9)

August Strindberg brought in the theme of social distinction with the usage of rich symbolism. Miss Julie's pet dog Diana is a great symbol. Diana, despite the fact she is the pet dog of a Countess, sleeps with a mongrel of the gatekeeper and conceives. This symbolically explains the social distinctions and the cautious nature of the Victorian society towards Social strata.

Christine:

Ye-es, she is sick. She's been running around with the gate-keeper's pug-and now there's trouble-and the young lady just won't hear of it. (Miss Julie 3)

### **Strindbergian Misogyny**

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Misogyny means hatred of women, but is sometimes used to mean despising women or considering them to be less than men - or even less than human. (*Brainy Quotes*)

August Strindberg's Misogynistic attitude is the main cause for the production of Miss Julie, though Julie is the protagonist of the play. Strindberg was successful in portraying Miss Julie as a masochistic woman who finds extreme pleasure in hurting herself. Her flirting nature irrespective of the fact that she belongs to the higher social stratum is a clear justification for her masochistic nature. Strindberg categorizes Miss Julie as a hysteric woman who has gone crazy because of not fulfilling her sexual expectations. Strindberg's misogynistic attitude took life through the voice of Jean who is the antagonist of the play, right from the exposition dialogue to the resolution act where he abandons her and humiliates her to a great extent. In fact Strindberg was successful in creating a feminine character where she herself paved way for her degradation and thereby he was rendering a strong message to the society that woman herself is the culprit for her down fall. The expedition of Julie from an authoritative, aristocratic Mistress to a degraded, humiliated, exploited concubine is a hard truth which Strindberg successfully draws out using his skills of direction.

Miss Julie to great extent was a controversial character of all times irrespective of class, culture, religion and region. Miss Julie was an eye opener for the women of the era to be controlled. Julie stands as an evergreen victim for social taboos and norms. The fact that she couldn't swim against the current is the main cause for her downfall and ultimate destruction. She experienced identity crisis in a society of Male Domination and Social distinctions. Woman always becomes victim to social restrictions and it high time she fought for her identity.

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# **LANGUAGE IN INDIA**

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## **Perception of Students' Opinions about the Teaching Techniques Used by Their Teachers**

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**Muhammad Ishfaq Ud Din, M.Sc.**

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### **Abstract**

In this paper, the authors discuss perception of Students' opinions about the teaching techniques used by their teachers at secondary level in Punjab. Teaching is work or occupation of teachers but techniques mean specific ways of presenting instructional material. The main objective of the study was to identify the students' opinions about the teaching techniques used by their teachers.

The nature of this study was descriptive. The population of the study was constituted all secondary schools located in Punjab. Ten districts were randomly being selected out of thirty six districts from the province of Punjab. Twelve secondary schools from each district were constituted as sample. It was further divided equally into male and female, urban and rural. Five teachers and ten students from each school were included in this sample. Two questionnaires were the research instruments for data collection. The data collected was analyzed by using chi square as a contingency test.

On the basis of analysis, major conclusion were the teachers used frequently the techniques like to maintain the attention and interest during the lesson, correct pronunciation, to explain

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lesson with daily life examples and used variety of methods during teaching. Teachers at secondary level neither developed self-confidence through activities nor conduct a series for complex topic.

Following recommendations were made for the improvement of the teaching learning situation in the secondary schools. Teachers should conduct a series where need arises to the students so that students may understand complex topic clearly. Teachers should arrange and apply small group tutorial as teaching technique

**Key words:** Teaching Techniques, Self-confidence, Punjab, Teachers and Students.

## **Introduction**

Teaching is an art and skill to be learnt. It requires the knowledge of subject content, method, techniques and teaching aids to be used for making teaching interesting and effective. The selection to these methods and techniques depends on nature of task, learning objectives learner abilities and students entering behaviour. The learning objectives and task analysis provide the basis for effective presentation of teaching. In order to bring desirable changes in the behaviors of the learner, teaching has to employ the devices, teaching strategies and teaching tactics (Singh, 2004).

Students attending secondary schools are teenagers. They belong to the most critical stage of physical development called adolescents period. At this critical stage adolescents have their own problems and difficulties of growth and adjustment. A teacher is really the role model for his students. He can help the students in the solution of psychological as well as academic problems. Therefore, he should be capable of guiding his students in every sort of situation. A teacher can use different teaching techniques to teach them different subjects in different environment because he knows better the psychology of the students (Tanvir, K.M. 1983).

Secondary education is an important sub-sector of the entire education system on the one hand, it provides middle level workers for the economy and on the other it acts as feeder for the higher levels of education. The quality of higher education, which is expected to produce higher quality professionals in different field of social, economic and political life of the country, depends upon the quality of secondary education. This level of education therefore needs to be organized in such a way that it should prepare young men and women for the pursuit of higher education, as well as make them able to adjust with their practical lives meaningfully and productively.

The secondary education is a stage where a student enters adolescence. This is the most crucial stage of life. The basic perceptions and modes of behavior start taking shape, and problems of adjustment with the new roles in life assume critical significance. Four years of secondary education, therefore, provide an excellent opportunity for the educators and educationists to conceive and launch programmes which initiate the learners into proper forms of behavior and attitudes, which lead to decent productive and peaceful life in future. A

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technique means one single procedure used in a classroom. It is particular trick or device, used to achieve and immediate result (Ghaffar, 2006).

### **Statement of the Problem**

An attempt is made to analyze teaching techniques and methodology at secondary level to improve teaching learning process under the title “Analysis of teaching techniques used by the school teachers at secondary level in Punjab”

### **Significance of the Study**

Teaching Strategy is generalized plan for a lesson, which includes structure, desired learning behavior in terms of goals of instruction and an out line of planned tactics necessary to implement the strategy. The lesson strategy is apart of a larger development scheme of the curriculum (E. Stones and S. Morris).

Teaching strategy involves two aspects:

1. A generalized plan for the presentation of a lesson.
2. A desired learner behavior in terms of goals instruction.

They further explain the meaning of a lesson. It is a part of a development scheme of the curriculum and plan includes an outline of tactics of teaching which help in implementing the strategy. Teaching strategies include broad methods of instruction, e.g., a lecture strategy, a tutorials strategy, a case study strategy and programmed instruction strategy. They can regard as broad way of operation (Singh, 2004).

### **Objectives of the Study**

The major objectives of the study were as under:

- i. To identify the students' opinions about the teaching techniques used by their teachers.
- ii. To recommend for the improvement of teaching learning process in secondary schools.

### **Delimitations of the Study**

The research study was focused on only public secondary schools located in Gujranwala and Lahore divisions.

### **Review of Literature**

Main purpose of this study was to find out the teaching techniques used in secondary schools. This review of literature serves to explain the theoretical perspective of teaching techniques.

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## **Concepts of Techniques**

A technique means one single procedure used in a classroom. It is particular trick or device, used to achieve an immediate result (Ghaffar, 2006). A technique is a procedure used by the teacher in the classroom. For implementation of a method what the teacher actually does is called a technique (Rashid, 2007).

According to Dhand, a technique can be either student-centered such as student-made report or teacher-centered such as lecture. They can be active or passive depending on how they are used. Criteria for selection of techniques are that the teacher should have a specific purpose in mind. This technique to be used must have potential to enrich learning experience. Success in learning depends upon careful planning in selection of techniques, strategies, appropriate instructional material, and overall method.

## **Importance of Teaching Techniques**

For teaching to be effective, teachers have to use a variety of approaches, instructional strategies, and techniques, depending on the context, the purpose, and the students. Teachers must be able to recognize the needs and adapt their instruction to suit various situations. Good teachers must use instructional strategies and techniques that foster a love of learning and provide a supportive environment. Furthermore, all students have the right to be taught by teachers who are knowledgeable, skilled, and committed (Zaman, 2006).

The key to good teaching is the use of methods and techniques that elicit students' cooperation and involvement in various activities. It not only enhances students' performance and achievement but also prevents disciplinary problems from occurring. There is a strong relationship between teacher behavior and students' behaviour. The performance of students can be augmented by maximizing the time students spend on academic activities and by resolving incidences of minor inattention before they develop into major disruption.

According to Jamil (2000), "Students should not be given a chance to sit idle and should be involved in purposeful activities throughout a class period. They need to be kept alert and motivated through a simple and clear method of teaching."

It has rightly been pointed out that no system of education can rise above the level of its teachers. This is so because of the fact that the institution of teacher, throughout the ages, has always been recognized as the most-effective means of bringing development in the society. As a matter of fact, every classroom teacher is a change agent with the help of his instruction he intends to bring some desirable change in the behaviour of his students. In other words, through his teaching, the teacher endeavors to achieve the broad as well as specific goals of instruction through imparting certain academic, teaching, and social skills and thus enable the children to play a productive and constructive role in the community, the nation, and then the world at large. With this purpose in view, the teacher has to draw upon his own competencies in designing and implementing the instructional programmes of the schools.

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In Pakistan, there is a general feeling of the deteriorating standard of education almost at all levels of education. Not to mention the lower levels, there are news in newspapers about the hopelessly poor performance of students appearing even in some high level examinations which is indicative of the fact that drastic steps need to be taken to improve the situation. These steps may include a very wide variety covering the whole array from policy formulation at the end to the strenuous efforts of the classroom teacher at the other end. This other end is actually the level where substantive work of student instruction takes place. The educational planners, managers and administrators have their own sphere of action where they would be taking appropriate measures to improve the situation in their own place. However important these measures may be in their own place, their effectiveness, to a great deal, depend upon what actually goes on in the classroom where the teacher is engaged in instructional activities leading to the accomplishment of the goals of education.

The logical conclusion of the point under discussion is that it is virtually the teacher who is the real pivot of the whole education system and the success otherwise of the whole system directly hinges upon the teaching-learning activities taking place in the classroom. This takes us to the mutual interaction amongst the teacher, the student curriculum etc, which may be tersely described as nothing strategies. These strategies may include a variety of activities including the formulation of instructional aims and objectives, identification of learning experiences, classroom management, and the periodic use of motivational incentives to facilitate the learning process, praising outstanding work, giving grades according to students accomplishment, providing feedback, redesigning the instructional process and rearranging the teaching-learning materials in order to stimulate curiosity, and encourage the students participation in learning activities and ensure better learning process (Bhatti 2005).

## **Teacher and Teaching**

Researches on teaching show that a learning atmosphere which follows teachers' instruction is comparatively more successful and show better results. Here the students remain busy. The teacher selects learning activities. To prepare the atmosphere along with the objectives, teacher presents a brief summary of the lesson. For effective teaching, the teacher should keep in view that.

1. They know the objectives of the lesson.
2. There is positive interaction between the teacher and the students in form of questions from both sides.
3. The students cooperate with each other in using resources.
4. They are accountable for their work.
5. Preparation has been made before hand.
6. The student is busy in some kind of learning activity.

Learning disability is a general term that describes specific kind of learning problems. A learning disability can cause a person to have trouble learning and using certain skill. The skills most affected are: reading, writing, listening, speaking, disabilities vary from person to person. This effort will provide ideas for accommodations and specific instructional strategies for teaching spelling, reading writing language. It is geared to the professional teachers. It can Language in India [www.languageinindia.com](http://www.languageinindia.com)

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be used by home-schooling parents. Import instructions or guiding the students in classroom situations is called Teaching.

Teaching implies the interaction between the teacher and the taught, preparation and planning of the lesson, collecting necessary teaching aids and also such activities as evaluation of the instruction and Communication. Teaching is a very comprehensive term. It induces, as mentioned above, most of the activities taking place in the classroom and the school and many other activities, which are performed at home. We can say that duration of the teaching period, number of students, kinds of teaching activities and interaction between the students and the teacher are different aspects of teaching (Ghaffar, 2006).

### **Responsibilities of a Teacher**

The teachers were responsible to hold an intimate study of the soul problems, these will have not only a historical value, and it could provide us with certain organizational and administrative patterns which may help us in solving the educational tangle at present. An assessment of the status of teaching profession can be made by considering professional autonomy, for system of rights and responsibilities, the remuneration, the professional predate freedom to take part in public affairs and the degree public recognition (Zaman, 2000).

### **Role of Teacher**

The personality of the teacher is important outside as well as inside the classroom. Teachers are continually in contact with their students. However, we are so concerned about the behavior of the students that we often overlook the personality and behaviors requirements of the teacher. A teacher spends most of the school day in close association with his students and, as a result, his basic attitudes and actions, his tastes and mannerisms have great influence on them. The teacher creates the emotional climate in the classroom by just being friendly or unfriendly, tolerant or overcritical, generous or severe, clam or behavior by example. Emotional tensions, for instance, are contagious; a teacher, who is fearful, tends and generally hostile can induce fear, worry and insecurity among those in his charge.

The learning situation is also affected by the personality and behaviour of the teacher, for the student's response to what is being taught is largely determined by his response to the teacher. This is important because one of the major objectives of education is instill in students a love of learning. Specifically the teacher strives to interest his students in the subject he teaches. Effective or ineffective teachers with correspondingly good or poor personalities, often determine not only the response to their own courses but also the student's future attitude toward the entire subject. Various behaviour patterns and habits of the teacher reduce his effectiveness in the development of the personality of his students and in teaching-learning (Rashid, 2005)

### **Methods and Procedure**

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The main purpose of the study was to analyze of teaching techniques used by the school teachers at secondary level in Punjab. For this, a survey was conducted to get the opinions of the respondents. This study was descriptive in nature.

### **Population:**

The population of the study constituted all teachers (84486) and students (901183) of secondary schools in Punjab. The following categories of respondents were:

- (a) All the teachers working in the public sector in Punjab.
- (b) All the students studying 9<sup>th</sup> and 10<sup>th</sup> class in these schools.

### **Sample:**

From above mentioned two divisions, from one hundred and twenty government high schools, sixty boys and sixty girls' schools of Punjab were selected randomly. Three districts Sialkot, Hafizabad, Gujranwala from Gujranwala division, three districts Lahore, Okara, Shehupura from Lahore division were randomly selected from each division. Further, from each district twenty schools (ten boys and ten girls) were taken as sample. Moreover it was further divided into rural and urban equally. Five teachers and ten students were taken as respondents from each selected school.

### **Research Instruments**

As the respondents of this study were scattered throughout the Punjab, it was planned to develop a questionnaire for collecting information regarding teaching techniques. After going through the related literature consisting of books, general articles, reports, magazines, and researches, the researchers prepared two questionnaires using five-point Likert scale with the help of honorable supervisor and co-supervisor of the project. Their suggestions were incorporated in the questionnaires

1. Questionnaire for teachers of secondary level.
2. Questionnaire for students at secondary level.

### **Data Collection**

Data collection tools were the questionnaires. Questionnaires were constructed based upon the five point likert scale.

In both Questionnaires, the respondents were requested to give their responses in each item in Yes or No and on a five point scale.

Strongly agreed=5, Agree=4, Uncertain=3, Disagree=2, Strongly Disagree=1

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## Data Analysis

Data were arranged by the researcher for the purpose of describing and analyzing as follows:

1. Percentage of responses to each item was calculated.
2. Overall percentage to each item was calculated.
3. Overall mean score on each item was calculated.

For data analysis Mean has been categorized (1—1.69, 1.70—2.39, 2.40—3.00).

1—1.69 = Negative attitude  
1.70—2.39 = Moderate attitude  
2.40—3.00 = Positive attitude

On the basis of the analysis and interpretation of data, conclusions were drawn and recommendations were made

## Results and Discussion

This section presents the analysis and discussion of data. The main purpose of the study was to find out the teaching techniques used in secondary schools in Punjab. The data collected was analyzed and interpreted in this section. The results for each question are shown in Percentage and mean score calculations are carried out using the frequency data.

### Questionnaire for Students

**Table: 1. Opinion and Mean Score about Teacher maintains student's attention and interest during the lesson**

	SA	A	UD	DA	SD	Total	Mean Score
Frequency	400	250	75	295	180	1200	3.33
Percentage	33%	21%	6%	25%	15%	100	

Table 1 shows that 54% respondents were agreed with the statement while 40 % respondents disagree. The mean score was 3.33. Result of the respondents proved that positively teacher maintains student's attention and interest during the lesson.

**Table: 2. Opinion and Mean Score about Teacher help's the students to read the lesson loudly with correct pronunciation.**

	SA	A	UD	DA	SD	Total	Mean Score
Frequency	300	350	75	295	180	1200	3.25

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<b>Percentage</b>	<b>25%</b>	<b>29%</b>	<b>6%</b>	<b>25%</b>	<b>15%</b>	<b>100</b>	
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Table 2 shows that 54% respondents were agreed with the statement and 40% respondents disagreed while the mean score was 3.24. All the results show that loudly lesson with correct pronunciation is suitable for the learner. The statement is mostly accepted.

**Table: 3. Opinion and Mean Score about Teacher develops self-confidence through activities**

	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>DA</b>	<b>SD</b>	<b>Total</b>	<b>Mean Score</b>
<b>Frequency</b>	<b>400</b>	<b>250</b>	<b>75</b>	<b>295</b>	<b>180</b>	<b>1200</b>	<b>3.33</b>
<b>Percentage</b>	<b>33%</b>	<b>21%</b>	<b>6%</b>	<b>25%</b>	<b>15%</b>	<b>100</b>	

Table 3 shows that 54% respondents were agreed and only 40% respondents disagreed while the mean score was 3.33. The result strongly strengthen that Teacher has developed self-confidence through activities.

**Table: 4. Opinion and Mean Score about Teacher explains the subject matter with the help of examples relating to daily life.**

	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>DA</b>	<b>SD</b>	<b>Total</b>	<b>Mean Score</b>
<b>Frequency</b>	<b>70</b>	<b>30</b>	<b>55</b>	<b>545</b>	<b>500</b>	<b>1200</b>	<b>1.85</b>
<b>Percentage</b>	<b>6%</b>	<b>3%</b>	<b>5%</b>	<b>45%</b>	<b>42%</b>	<b>100</b>	

Table 4 shows that 9% respondents were agreed and only 87% respondents disagreed while the mean score was 1.85. The result strongly strengthen that Teacher did not explain the subject matter with the help of examples relating to daily life.

**Table: 5. Opinion and Mean Score about Teacher uses more than one method during teaching**

	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>DA</b>	<b>SD</b>	<b>Total</b>	<b>Mean Score</b>
<b>Frequency</b>	<b>500</b>	<b>540</b>	<b>60</b>	<b>50</b>	<b>50</b>	<b>1200</b>	<b>4.16</b>
<b>Percentage</b>	<b>42%</b>	<b>45%</b>	<b>5%</b>	<b>4%</b>	<b>4%</b>	<b>100</b>	

Table 5 shows that 87% respondents were agreed with programs and 8% respondents were disagreed while the mean score was 4.16. Mostly respondents satisfied with the Teacher uses more than one method during teaching

**Table: 6. Opinion and Mean Score about Teacher is cheerful in the classroom.**

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	SA	A	UD	DA	SD	Total	Mean Score
Frequency	700	292	60	64	84	1200	4.22
Percentage	58%	24%	5%	5%	7%	100	

Table 6 shows that 82% respondents were agreed with programs and 12% respondents were disagreed while the mean score was 4.22. Mostly respondents positively satisfied with the Teacher is happy in the classroom

**Table: 7. Opinion and Mean Score about Teacher teaches the students in small group tutorial.**

	SA	A	UD	DA	SD	Total	Mean Score
Frequency	100	140	60	320	580	1200	2.05
Percentage	8%	12%	5%	27%	48%	100	

Table 7 shows that 20% respondents were agreed 75% respondents were disagreed while the mean score was 2.05. Most of the respondents were dissatisfied that Teacher teaches the students in small group tutorial.

**Table: 8. Opinion and Mean Score about Teacher conducts a series for complex topic.**

	SA	A	UD	DA	SD	Total	Mean Score
Frequency	48	24	48	360	720	1200	1.60
Percentage	4%	2%	4%	30%	60%	100	

Table 8 shows that 6% respondents were agreed 90% respondents were disagreed while the mean score was 1.60. Most of the respondents were negatively accept that Teacher conducts a series for complex topic.

**Table: 9. Opinion and Mean Score about Teacher facilitates the students through computer**

	SA	A	UD	DA	SD	Total	Mean Score
Frequency	120	180	80	520	300	1200	2.42
Percentage	10%	15%	7%	43%	25%	100	

Table 9 shows that 25% respondents were agreed 68% respondents were disagreed while the mean score was 2.45. Most of the respondents were dissatisfied that Teacher facilitates the students through computer



**Table: 10. Opinion and Mean Score about Teacher provides sufficient time for questions.**

	SA	A	UD	DA	SD	Total	Mean Score
Frequency	130	170	80	520	300	1200	2.43
Percentage	11%	14%	7%	43%	25%	100	

Table 10 shows that 25% respondents were agreed 68% respondents were disagreed while the mean score was 2.43. Most of the respondents were disagreed the statement that Teacher provides sufficient time for questions.

### Findings of the Study

1. Teaching aids from class 1 to 5 are not available. So, the teachers are unable to use teaching aids.
2. Majority of teachers were found to be matriculate and have done PST, a professional degree or certificate in teaching. Statistical data is given in the tables 2, 3, 4, and 5
3. Listening power of the majority of the teachers was good whereas their speaking power was satisfactory. Most of the teachers used direct method which is given in the tables, 6
4. There are no AV aids used in the classrooms for teaching English, as given in the tables.
5. The primary schools English syllabus was not according to the mental level of the students and most of the students were found regular in their homework.

### Conclusions

In the light of the analysis of data and findings of the study the following major conclusions were drawn:

1. Majority of the respondents agreed that the teachers used frequently the techniques likely to maintain the attention and interest during the lesson, helped to correct pronunciation, to explain lesson with daily life examples and used a variety of methods during teaching.
2. Majority of the respondents opined that Teachers at secondary level neither developed self-confidence through activities nor conduct a series for complex topic.
3. Majority of the respondents opined that Teachers did not make the small tutorial group.

### Recommendations

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On the basis of the above conclusions, following recommendations were made:

1. It was found that majority of teachers disagreed that they conducted a series. It is not clear what you mean by series. Please describe it. for broad or complex lesson or topic. It is therefore recommended that all teachers should conduct a series where need arises to the students so that students may understand complex topic clearly.
2. The study results revealed that very few teachers dealt with students in small group tutorials. It is therefore recommended that all teachers may use small group tutorial as teaching technique and students should be given the opportunity to share their knowledge as well as their problems.

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## **The Effects of Increasing and Decreasing Cue Therapy on Improving Naming Abilities in a Malayalam Speaking Person With Aphasia**

**Roha Thomas, MASLP II Year Student**

**Aparna Hariharan**

**T. A Subba Rao, Ph.D.**

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### **Introduction**

Aphasia is an acquired language disorder in which there is an inability to express /comprehend spoken or written language. Aphasia may occur secondary to brain injury or degeneration and involves the left cerebral hemisphere to a greater extent than the right (Howard, 2009) Most aphasias and related disorders are due to stroke, head injury, cerebral tumors, or degenerative diseases. Aphasia syndromes have been described based on patterns of abnormal language expression, repetition, and comprehension. Patients may lose the ability to produce speech, to comprehend speech, to repeat, and to hear and read words in many nuanced ways. One of the most common deficits exhibited by patients with aphasia is the inability to name which is termed as 'anomia' (Abel, Schultz, Radermacher, Willmes & Huber, 2005).

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The Effects of Increasing and Decreasing Cue Therapy on Improving Naming Abilities in a Malayalam Speaking Person With Aphasia

## **Role of cueing in treatment of lexical retrieval deficits**

Anomia, also known as a lexical retrieval deficit, is a phenomenon whereby an individual can usually supply an accurate semantic representation of an object, but they are unable to verbally label that same object (Saito & Takeda, 2001). This deficit is the main feature of anomic aphasia, however it is also a common problem in other types of aphasia (Abel, Schultz, Radermacher, Willmes & Huber, 2005). In all cases, this deficit can significantly impact the patient's verbal communication. Various group studies reveal that, cueing techniques can be ordered hierarchically according to their postulated effectiveness in assisting immediate lexical access (Shewan & Bandur, 1994; Abel, Shulz, Radermacher, Willmes, & Huber, 2005). Levelt et al. (1991) claim that lexical access involves two stages: lexical item selection, which accesses the syntactically and semantically appropriate representation of the word, and phonological encoding of the selected item, which allows for its verbal articulation. Cueing is a common facilitation technique for impaired naming. Phonemic and semantic cueing are the two most common types of treatment involved in treating naming deficits in individuals with aphasia. In phonemic cueing the initial phoneme or syllable is presented to the patient having difficulty finding a word, whereas semantic cueing involves tasks like answering yes/no questions pertaining to the meaning of the target. Phonologic and semantic cueing therapies are based on the theory of lexical access and are widely used for remediation of word finding deficits in aphasia.

### **Phonologic vs. Semantic Cueing**

Researchers have documented facilitating effects of both phonologic and semantic cueing (Li & Williams, 1989). Howard and colleagues (1985a) contrasted semantic and phonological facilitation techniques. All facilitation activities were generated and provided by the experimenter. Overall naming performance was significantly better as a result of semantic treatment conditions, as was generalization to untreated items, although the degree of generalization was small. Marshall and colleagues (1992, 1994) explored the effects of various

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cueing techniques on the ability of subjects with aphasia to name arbitrary word-symbol pairs. In both studies, nouns and verbs were arbitrarily matched to novel symbols, with naming of those symbols serving as the dependent variable. Marshall et al. (1994) contrasted the effects of phonologic versus semantic, self-generated cues on subjects' ability to provide the target word for each symbol presented. Pre- and post-training labeling probes revealed significantly better performance under the self-cueing condition. Marshall (1992) contrasted the efficacy of several cueing and facilitation techniques and found that self-cueing was the only condition that resulted in significant maintenance of increased naming at one week post-training. In a recent study by Kaipa & Thomas (2011), it was found that phonological cueing resulted in better lexical access and word retrieval abilities compared to semantic cueing strategies. Thus there have been equivocal studies documenting the benefits of phonological vs. semantic cueing strategies.

### **The cueing hierarchy: Increasing and Decreasing**

Based on group study results, cueing techniques can be ordered hierarchically according to their postulated effectiveness in assisting immediate lexical access (e.g., Danz & Lauer, 1997; Shewan & Bandur, 1994). In therapeutic applications, cueing hierarchies are frequently used in phonological word form facilitation, while semantic cueing hierarchies are rarely reported (e.g., Abel, 2001; Wambaugh, 2003; Wambaugh et al., 2001). All applications of cueing hierarchies encompass a notion of cue fading and aim at correct behaviour without any help. Each hierarchy of cueing consists of a minimum of two levels: Increasing cue strategies and decreasing cue strategies (Abel, Shulz, Radermacher, Willmes, & Huber, 2005). To treat word finding problems, increasing prompts have been frequently applied, with the exception of Wambaugh et al. (2001; Wambaugh, 2003) and Hillis and Caramazza (1994) who used both formats in a mixed version without considering possible effects of increasing and decreasing assistance. Riley and Heaton (2000) describe and compare the two methods with respect to their advantages and disadvantages in the rehabilitation of amnesic patients. With increasing cue hierarchy, all trials have the same format: The therapist first delivers an unspecified instruction and the patient has the opportunity

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to give a correct response without any help. Depending on the patient's response, prompts are delivered from the weakest to the strongest until a correct response becomes possible or until the controlling prompt has to be given. With decreasing assistance, the hierarchy is applied the other way round and trials differ from each other. Vanishing cues have proven to be an effective means of acquiring unknown domain-specific knowledge (Thone & von Cramon, 1999). There have been very limited studies which have investigated the increasing cue vs. decreasing cue hierarchies in treatment of word finding difficulties in Indian context, studies of this nature is very important to generate evidence based practice especially in countries like India which comprises a large clientele with aphasia. Thus, the aim of the current study was to compare the efficacy of increasing versus decreasing cues in improving the naming abilities of a Malayalam speaking individual with aphasia. A bi-directional research hypothesis was proposed wherein there would be a change in the naming abilities of our participant following the treatment (cueing) procedure.

## **Method**

This was a single case exploratory research design. Our participant was a 79 year old female who met the following criteria: (a) right handed, (b) native speaker of Malayalam, and (c) had 15-18 years of education. She was seen by the first author six months post-onset of a left hemisphere cerebrovascular incident. She demonstrated language deficits consistent with the diagnosis of aphasia as shown by the performance on the adapted versions of Western Aphasic Battery and Boston Naming Test. The participant was referred to the first author for speech and language therapy. Initial assessments revealed that her naming abilities were significantly affected, following which a systematic therapy protocol was charted out. The study was conducted in three phases (Figure 1).

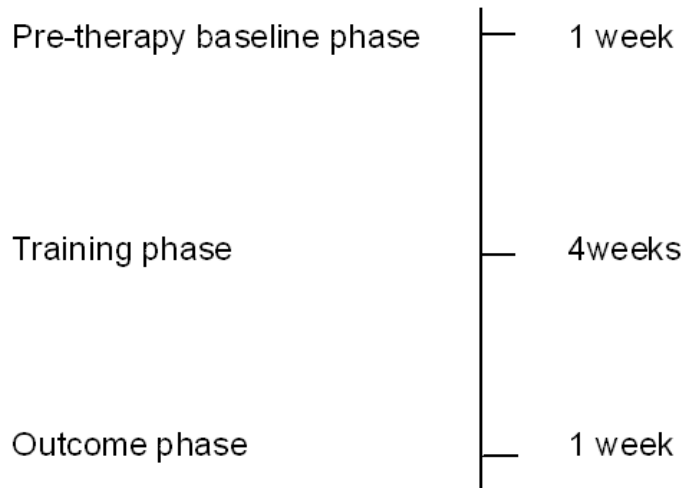
Figure 1: Time line for the study

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Phase 1 served as the baseline phase of the patient’s baseline naming ability. Phase 2 was the training phase wherein the patient’s naming abilities was facilitated using increasing and decreasing cues. Finally, the phase 3 served as the outcome phase during which the efficacy of increasing vs. decreasing cues was compared. The data collection protocol followed a design similar to a study by Abel, Schultz, Radermacher, Willmes and Huber (2005).

**Phase I: Experimental stimuli and baseline data collection**

The experimental stimuli consisted of 200 colour photographs of objects selected from Western Aphasia Battery and Boston Naming test. To select the stimuli for training, the participant was asked to name all the 200 items during two sessions spaced over 2 days. From the stimuli, 80 were taken randomly as the experimental stimuli and these were made use in the therapy with increasing and decreasing cues. These two pre training sessions served as the baseline data points for the study and it was carried out in a span of one week.

**Phase II: Training**

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The study used a single-subject, alternating treatment design to compare the effect of two cueing procedures. The experimental conditions were administered concurrently, and the order of the training sessions was semi-randomized to avoid order effects. The training sessions were conducted once a day, approximately two-three times a week until a total of 12 sessions. Training altogether consisted of six sessions with increasing cues and six sessions with decreasing cues in a semi-randomized fashion. During each training session, all target words were presented twice. Among the 80 nominal categories, 40 nouns were used for probing effect of increasing cues and 40 other nouns were used for probing effect of decreasing cues. Cueing was carried out in a decreasing hierarchy and increasing hierarchy which is shown in Tables 1 & 2 respectively.

Table 1: Protocol for decreasing cue therapy

SCORE	CUE	EXAMPLE
6	Repetition	That's a plant. That's a.....
5	First syllable	That's a /pla/....
4	First sound	That's a /p/....
3	Closure sentence	In my garden there is a .....
2	Definition	That's green and has leaves.....
1	Naming	That's a .....

### Training Procedure

Within a session, the treatment consisted of either increasing cues or decreasing cues. The cueing hierarchy was the same but applied in a different direction for the decreasing method (hierarchy level 1-6) and the increasing method (hierarchy level 6-1). All cues were spoken and embedded in the carrier phrase "That's a . . .". The cueing levels were graduated from the strongest prompt with the largest amount of information about the target (level 1) to the weakest prompt with the

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least information (level 6). At the first level, control prompts were given, i.e., the target word was fully spoken by the therapist in order to provide a linguistic model and to ensure as much as possible a patient's correct lexical access. The patient was asked to repeat the target word, which was iterated twice to allow at least an approximation to the correct performance. Level 2 contained the first syllable or in the case of one-syllable words, all sounds up to the nucleus, and level 3 merely the first sound of the word. At level 4 the carrier sentence was substituted by a semantic closure sentence and at level 5 preceded by a definition. Thus levels 4 and 5 provided semantic information about the target word as opposed to phonological information at levels 1-3. Finally, at level 6 the carrier phrase was used alone, thereby stimulating in a phonologically and semantically unspecified way (target stimulus). The first author recorded success or failure for each response on a worksheet.

Application of the increasing method was as follows (see Table 2):

SCORE	CUE	EXAMPLE
6	Naming	That's a .....
5	Definition	That's green and has leaves.....
4	Closure sentence	In my garden there is a .....
3	First sound	That's a /p/.....
2	First syllable	That's a /pla/.....
1	Repetition	That's a plant. That's a.....

A picture was presented and the patient was just asked to name the object (level 6). The patient had about 5 seconds for a correct response. If the patient was able to respond correctly the next picture was shown. Otherwise, the therapist delivered the next prompt, description of definition (level 5) and waited for 5 seconds. The prompts on the next levels (levels 4±2) were given in the same way. If all semantic and phonological cues failed, the target word was given for repetition. There were five trials a session on which the patient was stimulated. In the decreasing cue

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condition the cues were faded by applying the hierarchy in decreasing order going from strongest to least assistance.

### **Scoring**

A score of 0 was given for incorrect responses and 1 for correct responses. Responses were rated incorrect if they consisted of no reaction, perseverations, semantic errors, and circumlocutions, and if more than one third of the phonemes of a target word were changed. A verbal reaction was scored correct if it was the target word, a close semantic coordinate (e.g., ``alligator" for ``crocodile"), if less than one third of the phonemes of the target word were changed, if a morphological variant was produced (e.g., a plural form) or if the correct word was concatenated with an adjective or a verb (e.g., ``dan- gerous crocodile", ``sleeping bed")

### **Phase III: Outcome phase**

The third phase evaluated the outcomes of the two forms of treatment. During this phase, 100 separate nominal categories were presented to the patient through the two forms of cueing alternatively in a random manner (50 were presented through increased cueing and the rest 50 through decreased cueing). The correct responses generated by the patient were scored by the first author. The same scoring method as used in the training phase was used in the outcome phase also. The outcome phase basically compared the efficacy of two cueing procedures in improving naming abilities after the training procedure. Differences between the two forms of treatment was analysed through t tests and follow up tests were performed to find out any significant differences.

### **Statistical Analysis**

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This study employed a repeated measure research design. Thus the data was analyzed through a repeated measure 't' test. As a bi-directional hypothesis was proposed in the current study, a two tailed 't' test was used for the purpose of data analysis.

## **Results**

The results during the training phase revealed that our participant exhibited better naming skills through the increased cueing hierarchy compared to the decreased cueing hierarchy. The mean correct score for increased cueing hierarchy during the training phase was 4.6 and for the decreased cueing hierarchy it was 3.3. The outcome phase also revealed similar trend with better performance through increased cueing compared to the decreased cueing. The mean correct score for increased cueing hierarchy was 3.9 and for the decreased cueing hierarchy, the mean correct score was 2.26. The repeated measure two tailed 't' test was significant [ $t(29)=5.35$ ,  $p<0.01$ ]. Thus, the results revealed that the mean correct score achieved through the increasing cueing hierarchy was significantly higher than the mean correct score obtained through the decreasing cueing hierarchy.

## **Discussion**

Choosing the procedure that will be most effective for facilitating naming is critical in the management program. Restoration of naming abilities is an important part of the language treatment protocol in individuals with anomia. The two well known cueing procedures to treat naming difficulties in individuals with anomia are phonemic cueing and semantic cueing. There has been a wealth of literature investigating the efficacy of phonemic vs. semantic cueing. However, what remains unknown is the hierarchical order at which these cues should be provided. The current study aimed at investigating the effects of increasing and decreasing cueing in an individual with significant naming deficits. The results of the current study favour an increased cueing hierarchy to treat naming difficulties. The research in the area of skill

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learning reveals that in order to facilitate the learning of a new skill, increased augmented (external) cueing and feedback helps the person to acquire the new skill (Schmidt & Weisberg, 2000). Similarly, in the present study also the increased augmented cueing might have helped our participant to overcome the naming deficits to certain extent.

The increasing cue method encourages the patient to use semantic information about the target word to produce the correct response because the first two cues delivered after the patient fails to produce the word spontaneously are definition and semantic closure sentences. On the other hand, the decreasing cue method first provides word form information (full word form, first syllable, and first sound). Therefore, semantic cue levels may not always be reached and, even if reached, active semantic processing may not be needed to further perform the task. Hence, the first author always asked the patient to pay full attention to the semantic cues, and left enough time before the deliverance of the next cue in the decreasing direction to ensure that the patient did not just repeat the word form from working memory. Patients with a semantic deficit might be better addressed by increasing assistance, while patients with phonological lesions might respond better to decreasing cues. Our participant might have had a problem in retrieving semantic lexical information and therefore might have benefitted from increasing cue therapy. The results of the current study should be exercised with caution as it employed an alternating treatment research design. An ideal way to establish the findings of the current study would be to recruit larger number of participants and involving them in control trial studies comparing the efficacy of both the cueing procedures.

## **Conclusion**

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The data obtained in the present investigation suggests that increased cueing hierarchy facilitated correct naming responses in comparison to decreased cueing hierarchy. These results need to be interpreted with caution as this was a single case design. Further studies need to be carried out to vouch these obtained results. The retention of the naming abilities achieved through the increased cueing remains to be explored and it is beyond the scope of the current study.

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## Impact of Terrorism on the Behavior of Secondary School Students in Khyber Pakhtoon Khwa, Pakistan

Muhammad Bilal, Ph.D. Scholar

R.A. Farooq Ph.D.

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### Abstract

The study aimed at finding impact of terrorism on the behavior of secondary school students in Khyber Pakhtunkhwa. The study was significant because Khyber Pakhtunkhwa is worst terrorism affected province. The major objective of the study was to see the impact of terrorism on the behavior of secondary school students. To achieve this objective, null hypothesis was tested. Almost 560 boys' secondary school students, their parents, and 112 class teachers were selected from 56 schools (28 Public and 28 Private) of 7 districts were selected. In order to collect the data a questionnaire with 5-point Likert scale was used as tool. T-test was used as a statistical instrument. Students, parents and teachers were found agreed that terrorism affects the behavior of students. It was concluded that fear among students due to terrorism cause of behavior related problems in the students. The study suggested that positive role of teachers, parents, media, school; and inclusion of tolerance created material in curriculum can eradicate or reduce the terrorism.

**Key words:** terrorism, fear, media, tolerance, curriculum

### Introduction

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Terror is violence by a group that sees themselves as a victim of some remarkable historical wrong. Terrorism is the act of producing intense fear (Zalman, 2007)

Humanism refers to any system of attitudes and values whose major stress is on individuals' innate capabilities. On the public level, humanism puts stress on man's natural ability to think and to reason, to speak and to debate, to negotiate and to conciliate and thus to resolve conflicts to form a humane community (Farooq, 1994)

Behavior is our action and reactions for others and for any external or internal stimuli. Response to stimuli is natural and individuals are capable of making responses. A stimulus is any trend that directly influences the activity or growth of a living organism. Behavior is in response to what is sensed like aggression, agitation, exaggerated extraction, and loss of small motor actions. Children could be easily troubled and become behaviorally rash to apparent terrorization (Renold, 2006).

Preparedness for the terrorism starts with recruitment, which usually means kidnapping and brainwashing. Teenagers are kidnapped while on their way to school or work, or plucked from a madrassa where they have been studying, and sent to one of a number of training centres in areas under terrorists' control. The children of the poor are usually more vulnerable to abduction and training as suicide bombers because poor parents lack the resources to pay a ransom to free their children. Teenagers from impoverished homes are more emotionally vulnerable to the terrorists' brainwashing because they have little hope for a good life (Siddique, 2008).

Trauma inducing events' survivors may become frozen in a stimulated state of awakening. Arousal refers to a keen state of alert or a constant fear for one's safety. Short-term and prolonged arousal can affect cognitive and behavioral functions. In the provocation state, changes in the brain are initiated by a variety of stress related tasks (Brown, A.D. 2009).

## **Objective of the Study**

Major objective of the study was to find out the impact of terrorism on the secondary school students in Khyber Pakhtunkhwa.

## **Research Methodology**

Sample seven districts of Khyber Pakhtunkhwa including Peshawar, Kohat, Bannu, Nowshera, Malakand, Swat and Abbottabad were selected among 25 districts through systematic random sampling. Fifty six secondary/higher secondary school 8 (4 public, 4 private) from each district including 2 from urban and 2 from rural areas were randomly selected. Ten students (5 from 9<sup>th</sup> class and 5 from 10<sup>th</sup> class) with educated parents were selected. Purposively but due to sensitive nature of the study, the sample was refined. **T-test** was used because of its significance to compare two-sample means.

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## Result and Discussion

The collected data were arranged in tabular form as given below.

### Comparison between the opinions of Students and Teachers

**Ho Terrorism doesn't make students intolerant.**

**Table 1: Terrorism makes students intolerant.**

Respondents	N	df	Mean	Std. Deviation	Std. Error Mean	t-value
Students	450	449	2.59	1.293	.061	.386
Teachers	100	99	2.98	1.214		

**Not significant**

**t at 0.05 = 1.96**

Table 1 indicates that t-value is smaller than table value therefore the null hypothesis is accepted. The difference between the opinions of students and teachers is insignificant. It means Terrorism does not make students intolerant.

### Comparison between the opinions of Parents and Teachers

**Ho Terrorism doesn't make students sensitive.**

**Table : Terrorism makes students sensitive.**

Respondents	N	df	Mean	Std. Deviation	Std. Error Mean	t-value
Parents	450	449	.00	.000	.000	53.95
Teachers	100	99	2.92	1.152		

**Significant**

**t at 0.05 = 1.96**

Table 2 .shows that t-value is greater than table value therefore the null hypothesis is rejected. The difference between the opinion of Parents and teachers is found to be significant which means terrorism makes students sensitive.

### Comparison between the opinions of Student and Parents

**Ho Terrorism doesn't affect the attitude of students towards class mates.**

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**Table 3 : Terrorism affects the attitude of students towards class mates.**

<b>Respondents</b>	<b>N</b>	<b>Df</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>	<b>t-value</b>
<b>Students</b>	450	449	2.56	1.244	.059	4.575
<b>Parents</b>	450	449	2.93	1.174		

**Significant**

**t at 0.05 = 1.96**

Table 3 indicates that t-value is greater than table value therefore the null hypothesis is rejected. The difference between the opinion of students and parents is found to be significant. Therefore terrorism affects the attitude of students towards class mates.

### **Conclusion**

The study concluded that terrorism affects the attitude of the students towards classmates while some respondents agreed that terrorism makes them sensitive towards the nation and terrorism does not make students intolerant towards other.

### **Recommendations**

1. Teachers at secondary school level should be given knowledge about different psychological therapies to manage the behavior-related problems.
2. Parents Teachers council should be strengthened to know about the behavior problems of students at school and at house as well.
3. School administrations should encourage constructive co-curricular activities to engage the students in these.
4. Teachers should know how to handle individual differences.
5. Parents should select the T.V programs for their children to avoid behavior affecting aspect on children.

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# **LANGUAGE IN INDIA**

**Strength for Today and Bright Hope for Tomorrow**

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## **George Bernard Shaw - Drama of Ideas**

**P. Sreenivasulu Reddy, Ph.D.**

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### **Abstract**

In the history of English Drama, George Bernard Shaw occupies a position second only to that of Shakespeare. He dominated the English Theatre for over sixty years and his influence, name, and fame are all pervasive despite not possessing a firsthand exposure to the theatre as some of his other contemporaries; he divulged his artistic sensibilities in a variety of roles as actor, director and later as a producer of plays. He acted and played some roles and parts along with amateurs in some performances too. Present article aims at making an in-depth study of how Shaw's Dramas are Dramas of Ideas and how the material of his plays is the mental substance in which modern life is lived.

### **George Bernard Shaw**

George Bernard Shaw with his tall and erect figure, straight like a ramrod, and his grey beard, has almost become a legend. He was undoubtedly one of the most extraordinary, and the

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most complex personalities of modern time. He is a Socialist, a Fabian, a Pacifist, a vegetarian, and many others things. He is also anti-capitalist, anti-cannibalist, anti-smoke, anti-drink, anti-royalist, anti-democrat, etc.

By nature Shaw was a tireless crusader for social justice and righteousness. He was a propagandist for the intellectual enlightenment of the people. Social reform was his mission. He tried to liberate his age from humbug, mental sloth, social apathy, superstition, sentimentalism, collective selfishness, and all the static ideas which have not been consciously subjected to the tests of real life and honest thought.

Shaw was a ruthless critic but he criticized in a most charming and pleasant manner. He attacked institutions, which are not sensitive, in preference to people who are: and when he did criticise individuals he added sugar to the pill, so that they could swallow it without making a wry face. He could not only take the attacks of his enemies with good humour but by means of his wit was able to turn them to his own advantage. In his personal life, Shaw was a man of simple habits, who shunned luxury of every kind, and for whom the best recreation was work.

In the History of English Drama, he occupies a position second only to that of Shakespeare. He dominated the English Theatre for over sixty years and his influence name, and fame are all pervasive despite not possessing a firsthand exposure to the theatre as some of his other contemporaries; he divined and divulged his artistic sensibilities in a variety of roles as actor, director and later as a producer of plays. He acted and played some roles and parts along with amateurs in some theatricals too.

### **Shaw's Stage Directions**

Shaw had an implicit conviction that an author is the most desirable director of his plays. The stage directions in Shaw's plays serve multiple purposes. They offer to create an intensive picture of the background settings, indicate the costumes and appearance of the players

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and more patiently enrich the play itself with many subtle and artistic touches. With complete, talk of self-consciousness he would inform by intention to draw out the full value out of a line or utterance. He could assume any role, any physical attitude and make any inflection of his voice whether the port was that of an old man or young man a budding girl or an ancient lady with his amazing lands he would illustrate the mood of the line.

Shaw had a tremendous passion for perfectionism. He would often test his limits of endurance by undertaking five, six or even seven hours of prolonged rehearsals. It was on universal opinion that to be rehearsed by Shaw, meant to experience by dynamic and stimulating power. He possessed the keen art of perceiving and conversing aptly and appropriately.

Shaw was knowledgeable, vivid, occasionally funny, but incisive and a match for any critic in the classic tradition. He had a taste for comparative analysis and an essential ability of hitting off a performance in a single stroke. Whenever the productions of his plays caused public commotion, he used to set it down to modern thought or novelty of an advanced projection, disclaiming any responsibility for originality. This ability to superimpose apparent novelty on an essentially trite conception was perhaps the most useful of all the lessons Shaw learnt from the playwrights he criticized. He attempted to avoid assembled plays from a construction kit of readymade character and incident.

There is yet another fact which Shaw was well aware of in his deepest and most fastidious level of personal consciousness that art cannot be essentially didactic. He explored thoroughly all the dramatic regions in his entire career as a dramatist. He had an unwavering attachment to issues relating to his time but have recurrence and profound validity even in the present age throughout the continents. He is one of the great world educators ever born, one who has prompted the learned intellectuals to think for themselves. He was compelled by a sense of mission to seek and regard the various issues of life with an open mind. He felt that it was his

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destiny to educate Londoners as he expressed to the Journalists of his day and, he did fulfill the obligation. He wrote to change the world. Irving Wardle writes teaching is the central passion in all Shaw's major plays.

### **Shaw's Characterization**

Shaw was creating his stage characters with personalities of living performers in mind. Allardyce Nicoll regards 'the course seasons during which he worked so hard at perfecting the staying of his plays, were a deliberate attempt to capture the attention of the general public and through these spectators of the more prominent players of the age and the attempt was successful". Evidently Shaw's outlook and aims bear a contrast from these of the minor authors of his day Shaw's works present an encomium of his own philosophical, sociological and commercial pronouncements as he stood at the head of the band of innovators, who aimed at establishing the play of Ideas upon the English Stage.

He desired to express outright his inner most, ratiocinative, individual thoughts on almost all subjects. There was no dramatist of his time who could give effective expression and in the most diverse tones. He had the potential ability to create an intellectual thrust through his plays and enthrall the audience. The theatre became always a means to the end with him. The categorical criticism that his criticisms that his plays are better to ad than listen is unjustified, as some of his plays believe and declare universal generalizations inherent in life and true to mankind.

Throughout his whole career he continually sought in 'lengthy prefaces to propound his theories concerning the universe in gendered life in particular with undisguised admiration His belief that the unfit should be disposed is common place knowledge. He always proceeded on basic issues, posing a series of basic questions.

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In his preface to "Three plays for Puritans" Shaw writes, "since I gave my plays pleasant and unpleasant to the world two years ago, many things have happened to me. I had then just entered on the fourth year of my activity as a critic of the London theatres. They very nearly killed me. I had survived seven years of London music, four or five years of London pictures and about as much its current literature, wrestling critically with them with all my force and skill. After that the criticism of the theatre came to me as a huge relief in point of bodily exertion". Having visited the theatres for three years, he confides, doctors claimed that the soul of him has become inane and is feeding unnaturally on his body. He retreated into the mountains and in solitude and seclusion set about writing books and plays which appear in volumes II and III. He considers the fatal crossing and re-crossing of the London Playhouse threshold had debilitated him and sapped out the vital energies.

### **Irish Influence on Shaw**

Shaw never lost an occasion to show his Irish contempt for English, while remarking that the English are incapable of making a play or presenting one. The sportsman instinct and sensualism prohibits their ability to consider the theatre as a place of edification besides amusement. Speaking for the audience who frequent the theatres the majority belong to the least robust of all the social classes who make their humble livelihood in sedentary employment devoid of luxury or nagging relatives. He contends that these are the one who preserve the innocence of the theatre, since they neither possess the philosopher's impatience to get to stark realities nor entertain longing of sports man intense and violent action or sensuality.

Shaw confirms the non-existence of the English influence on the theatre because the rich purchasing — powerful Englishman prefers politics and church going. His soul is too stubborn to be purged by an avowed make between when he wants sensuality he practices it; he does not play with voluptuous or romantic ideas. From the play of ideas and the drama can never be anything more, he demands edification and will not pay for anything else in that arena". Most of

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the time, just as one man's meat happens to another man's poison, so also one age's longing could be another's age's loathing, expresses Shaw: It is a Valliant effort on the part of the theatres to cater to the diverse interests of people of different ages, classes and temperaments through some momentous subject of thought.

Shaw discerned that many actor managers were far more successful since they presented plays which at least appealed to them. The true state of commercial affairs of the theatre projected a desolated picture of attempting to please everybody, but really pleased no body. This was due to ritualistic thought that the public did not want brains nor wanted to think but only craved for pleasure at the theatre. But Shaw observes that there already existed a section of the public who disliked going to the theatre to be merely tantalized. This called for a drastic turn to words the projection of Universality of appeal to all. However the immediate recourse to sex appeals turned out to be a failure. Shaw noticed the transformation and remarks in fact these so called problem plays in variably depended for their dramatic interest on foregone conclusions of the most heart wearying conventionality concerning sexual morality.

Shaw himself confided that he was a specialist in immoral and heretical plays, deliberately with an objective of converting the nation to his opinion and belief on all social and ethical matters. It was a valiant struggle which he undertook to force the Public to reconsider its morals. In a specific mode, the prefaces proved 'the thing' by which he could flay the public conscience, while the play was the vehicle by which he conveyed 'the thing'. Through and artistic employment of the dramatic presentation on stage, he created a social awareness in the dull conscience of existing society.

### **Shaw's Theatre**

Shaw believed that the theatre was a place, which people could endure only when it enabled them to forget themselves. Only when thin attention was fully captured their interest thoroughly roused, sympathies raised to earnest expectation. Could it appeal and gratify the people who visited ft The Bohemianism of earlier generations was gradually and steadily

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replaced by compelling social recognition of the virtues of blameless respectability inherited in by Shaw. Prior to that, the theatre was an insufferable place that had left a black mark on the character of English nation. He enables every penman to play on their romantic illusions, will be led by the nose for more completely than they ever were by playing on their former ignorance and superstition. Nay, why should I say will be? they are. Ten years of reading have changed the English from the most stolid nation in Europe to the most theatrical and hysterical". Essentially maintaining a particular attitude towards art, it was Shaw's avowed attempt to rescue it from profaneness and immorality.

Shaw ardently believes that every generation invariably produces men of extraordinary faculty, but lack the new ideas produced by their predecessors, however clumsy they might have been and are not even attempted by those succeeding them. Such a lacuna of new ideas and techniques deprives them of the epoch making distinctions. Mastery of new ideas and Techniques enables one to harness and constantly express through art as a profound medium of communication with society and the world. It should be the honest human endeavour of the champions of various parts of expression to surpass Homer or Shakespeare. Shaw made a valiant attempt and succeeded in appealing to and educating the playgoers of his day, by questioning the established ideas which nobody ever before had even attempted to question or doubt.

### **Shavian Themes**

In the mighty tradition of stage conquerors just as Shakespeare had annexed it from Homer or Marlowe, Shaw conquered it through his powers of invention, humor and stage ingenuity. In one of his prefaces he declares "I saw the old facts in a new light. Technically, I do not find myself able to proceed otherwise than a former playwrights have done True, my plays have the latest technical improvements; the action is not carried on by impossible soliloquies and asides and a many people get on and off the stage without requiring four doors to a room which in real life would have only one. But my stories are the old stories, my characters are the familiar

harlequin and columbine, clown and pantaloon, my stage tricks and suspense and thrills and just on the ones in vogue.

Shaw ascertain that the whirligig of time would reconcile his audiences to him because he was not merely attempting to portray or depict stage puppets but was on to a serious attempt at substituting natural history for conventional ethics and romantic logic. Shaw's twentieth century characteristics in this regard are hailed and admired as his original contribution to the field of drama whereas he claims to the contrary and asserts that he has only been prodigiously clever. He confesses "I seem prodigiously clever to those who have never hoped, hungry and curious across the fields of philosophy, politics and art. Karl Marx said of Stuvart Hill that his eminence was due to the flatness of the surrounding country". The same could be attributed to his own care. He faithfully, believed that with moderate ability and the existing demand for notabilities of all sorts, any one could stake a claim and acquire a reputation in any field of activity, be it military, politics or fashion. What he calls for is an enduring sense of reputation that would bring in its wake hope to the world of expectation and flood of general enlightenment to citizens of the globe. It is only in this manner has a Plato or a Shakespeare outlasted his day and survived in people's memories for centuries because they choose to cultivate in the soil of ignorance and there by reaped a bounteous harvest.

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## **The Enhancement of Learner Autonomy and the Growth of English Language Proficiency**

**Nguyen Trong Nhan, M.A.**

**Ho Thi Lai, M.TESOL**

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### **Abstract**

English language learners, with their different social and cultural backgrounds, attitudes and objectives, approach the learning in different ways. Why are some learners more successful than others? According to Nguyen (2009), good English language learners possess positive attitudes about learning, strong motivations towards learning, confidence in self and well-constructed strategies to manage learning independently. Little (2007) states that success in language learning is significantly influenced by learner autonomy and how much progress a language learner makes indicates how much he or she can take charge of his or her own learning. This research paper (1) clarifies and discusses the mutually supporting correlation between the development of EFL learner autonomy and the growth of target language proficiency, (2) points out some problems related to language learner autonomy in the EFL teaching and learning context of Vietnam, and (3) comes up with some suggestions in terms of what tertiary teachers of EFL can do to help their students promote both English proficiency and autonomy.

Keywords: autonomy, proficiency, English, EFL, language learners, language learning

## **Introduction**

Much empirical research by Dam (1995), Dam and Legenhausen (1997), Legenhausen (2003), and Little (1999) on issues related to learner autonomy has indicated that each student's individual factors, such as particular profiles of talents, goals, interests, learning styles and strategies, are the decisive elements leading him or her to the target language proficiency. Since the end of the 1980s, linguists and educationists have devoted much more time and research on the impact of learner-centered theories, and learner autonomy has been taken into consideration more often and even more emphasized in many national curricula (Dam, 2000). Teachers and students, therefore, have become familiar to the term "language learner autonomy" as well as "self-directed learning", "self-monitoring", "self-assessment" and "critical thinking". Little (2007), however, contends that "little research has focused explicitly on the relation between learner autonomy, the processes of language learning and the development of proficiency in the target language." (p. 2)

The principal purpose of this study is to investigate the above relation mentioned by Little (2007) and it also aims to make a contribution to EFL teachers' success in language teaching by elaborating some suggestions in terms of improving autonomous language learners and users. The following questions, consequently, are addressed: 1) What is the nature of the correlation between the enhancement of learner autonomy and the growth of target language proficiency? 2) What are some problems related to language learner autonomy in the EFL teaching and learning context of Vietnam? 3) How can tertiary teachers of EFL, on the basic understanding of language learner autonomy, help their students achieve the linguistic and communicative goals on the one hand and become autonomous on the other hand?

## **The correlation between the enhancement of learner autonomy and the growth of target language proficiency**

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To begin with, the present article's authors would like to accept the definition of learner autonomy as "the ability to take charge of one's own learning" provided by Holec (1981, p. 1) in his report entitled *Autonomy and Foreign Language Learning*, first published by the Council of Europe in 1979. According to this view, language learning should have an instrumental purpose and that language learning programs should be capable of meeting the specific communicative needs of individual learners. Since the 1990s, learner autonomy has been dressed in borrowed clothes: "independent learning" and "critical thinking", and it now seems to be a matter of learners doing things not necessarily on their own but for themselves (Little, 2007).

In the heart of his paper, Little (2007) puts a remarkable emphasis on the language learning's intended outcome, the improvement of proficiency in a second or foreign language. He argues that the access to the centre of language teaching theory and practice can be only based on an indispensable understanding of the essential relation between the development of learner autonomy and the growth of target language proficiency. Learner autonomy is said to be the product of an interactive process in which the teacher gradually promotes his or her learners' autonomy by gradually addressing them to more control of their learning. As a result of this, autonomy in language learning and autonomy in language use are considered the two sides of the same coin.

According to Deci (1996), an American social psychologist, "autonomy", "competence" and "relatedness" are the three basic needs that we must satisfy in order to obtain a sense of self- fulfillment. This psychologist clarifies that we become autonomous when we are "fully willing to do what [we] are doing and [we] embrace the activity with a sense of interest and commitment" (p. 2). We obtain the target language competence when we face and successfully deal with "optimal challenges" (p. 66), and we experience the relatedness when we love and are loved by others (p. 88). Deci also makes a clear distinction between autonomy and independence:

Independence means to do for yourself, to not rely on others for personal nourishment and support. Autonomy, in contrast, means to act freely, with a sense of volition and choice. It is thus possible for a person to be independent and autonomous (i.e., to freely not rely on others), or to be independent and controlled (i.e., to feel forced not to rely on others). (p. 89)

From Deci's perspective, learners who are autonomous or volitional in their learning will become fulfilled and thus motivated learners and their autonomy will be undermined if they do not feel that their learning effort is paying off.

In the constructivist view, formal learning is maximally effective when it is "participatory, proactive, communal, collaborative, and given over to constructing meanings rather than receiving them" (Bruner, 1996, p. 84). Each learner constructs his or her knowledge through the interaction between what he or she already knows and the new information, experiences and ideas that he or she encounters. The constructivism suggests that we should adopt pedagogical procedures which allow learners to assume discourse roles that traditional pedagogies deny. By the adoption of such roles learners start to take responsibility for their own learning meanwhile they are drawn into reflection on the content and processes of their learning. This is what Bruner (1986) calls "reflective intervention", a defining characteristic of an autonomous learner:

If he fails to develop any sense of what I shall call reflective intervention in the knowledge he encounters, the young person will be operating continually from the outside in – knowledge will control and guide him. If he succeeds in developing such a sense, he will control and select knowledge as needed. If he develops a sense of self that is premised on his ability to penetrate knowledge for his own uses, and if he can share negotiate the result of his penetrations, then he becomes a member of the culture-creating community. (p. 132)

According to Little (2007), when learners use the target language as the medium of both *task performance* and *metacognition and metalinguistic reflection*, their developing proficiency is an integral part of the autonomy arising from successful task performance. That, as it seems to him, is the indispensable characteristic of language learner autonomy.

In the study of *Teaching and learning in the language classroom*, Hedge (2000) builds a quite clear picture of self-directed or autonomous learners who (1) know their needs and work productively with the teacher towards the achievement of their aims, (2) learn both inside and outside the classroom, (3) can take classroom-based materials and can build on them, (4) know how to use resources independently, (5) learn with active thinking, (6) adjust their learning strategies when necessary to improve their own learning, (7) properly manage and divide the learning time, and (8) don't consider the teacher as a god who can give them an ability to master the target language.

In short, the body of literature mentioned in this section restates an understanding of language learning autonomy in which the enhancement of learner autonomy and the improvement of target language proficiency are not only mutually supporting but also fully integrated with each other.

### **Some problems related to language learner autonomy in the EFL teaching and learning context of Vietnam**

One of the recurrent problems the Vietnamese educational system has to cope with is that the output or production of learning process remains a noticeable gap from the rest of learners' lives. In a total agreement with Little's (2007) viewpoint, the researchers see that effective learning is a matter of not only memorizing what one is told or taught but also properly and efficiently using "school knowledge" and gradually making "school knowledge" become "action knowledge". Barnes (1976), in his classic book *From Communication to Curriculum*, says about these two kinds of knowledge:

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School knowledge is the knowledge which someone else presents to us. We partly grasp it, enough to answer the teacher's questions, to do exercises, or to answer examination questions, but it remains someone else's knowledge, not ours. If we never use this knowledge we probably forget it. In so far as we use knowledge for our own purposes however we begin to incorporate it into our view of the world, and to use parts of it to cope with the exigencies of living. Once the knowledge becomes incorporated onto that view of the world on which our actions are based I would say that it has become "action knowledge". (p. 81)

Besides, Little (2007) states that learners' initiative and control are more important than unconscious and involuntary work of cognition. This significant indication is illustrated by Vygotsky's (1978) definition of the zone of proximal development (ZPD). Acknowledging the vital role of expertise in guiding the process of learning, Vygotsky identifies autonomy in the sense of being able to do things for oneself, "independent problem solving", as a learning objective; "The distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers." (p. 86)

It is not difficult to realize that a great number of learners in Vietnam are often reluctant to take responsibility for their own learning. The traditional school apparently assigns this passive role to a lot of generations of Vietnamese learners, who just come to class and try to copy down everything the teacher shows on the board. It is no surprise that many of these students bear nothing in mind about the idea that they should, together with the teacher, set learning agendas and targets, select learning materials and activities, and evaluate their learning outcomes. Getting into the basic acknowledgement of learner autonomy, the authors would like to suggest three more fundamental characteristics of an autonomous learner, which are (1) an awareness to use language materials effectively, (2) careful management of time for learning, and (3) active adaptation to successful learning strategies.

It is quite difficult for some teachers in Vietnam to negotiate a curriculum exclusively on the basis of the learners' perceived needs. Language teachers at certain schools are obliged to design and conduct their courses in accordance with fixed curriculum guidelines, sometimes in great detail. Each teacher, however, must clearly understand the curriculum and he or she necessarily has his or her own approach to achieve the intended goals. One crucial thing needs to be taken into account is that the syllabus may be the same but the lessons are not. One teacher with his or her own expertise, attitudes and methodology can perform his or her teaching differently from other colleagues. What Little (2007) implies for the teacher's role is to create and maintain a learning environment in which learners can "be autonomous" in order to "become more autonomous".

### **How is it possible to enhance both learner autonomy and communicative proficiency in a second or foreign language?**

One widely accepted answer is to make the use of what is learnt, "target language use", through interaction. In her paper entitled *Interaction as the key to teaching language for communication*, Rivers (2000) asserts that:

For the genuine interaction language learning requires, however, individuals (teachers as well as students) must appreciate the uniqueness of other individuals with their special needs – not manipulating or directing them or deciding how they can or will learn, but encouraging them and drawing them out (educating), and building up their confidence and enjoyment in what they are doing. Teacher – directed and – dominated classrooms cannot, by their nature, be interactive classrooms, and this is what language teachers need to learn. Interaction can be two-way, three-way, or four-way, but never one-way. (p. 7)

What Rivers (2000) suggests requires a shift from “direct teaching” to “self-directed learning” and if this shift is successfully carried out, we can “make the process of language learning more democratic by providing the conceptual tools for the planning, construction and conduct of courses closely geared to the needs, motivations and characteristics of the learner and enabling him so far as possible to steer and control his own progress.” (Trim, 1978, p. 1)

From the constructivist theories, Little (2007) derives three fundamental principles - learner involvement, learner reflection and target language use – in terms of how to promote learner autonomy and target language proficiency. Little also points out some ways in which these principles may be implemented in the language classroom. As for the principle of learner involvement, it requires that the learners must be put into their own language learning so that they can share responsibility for setting learning agendas, selecting learning activities and materials, managing classroom interaction and evaluating learning outcomes. In addition to what the principle of learner involvement implies, the principle of learner reflection requires both teachers and learners to include “reflective intervention” as a crucial part of the teaching and learning process. The third principle, target language use, simply entails that the target language must be the medium through which all classroom activities are conducted, organizational, reflective and communicative. However, EFL teachers should clearly acknowledge that some kind of a ban on the use of the learners’ L1, or the monolingual approach, seems impractical because it seems highly probable that ESL/EFL students’ identity is shaped to some extent by the language they learn as children and their natural inclination to communicate in their mother tongue is non-negotiable (Dajani, 2002). Therefore, it is advisable for Vietnamese EFL teachers to progressively eliminate the use of the L1 from the classroom and to use English as often as possible (Nguyen Trong Nhan & Ho Thi Lai, 2012).

As tertiary lecturers of EFL in Vietnam, with experience of more than five years teaching English at different levels in different fields, the authors constantly wonder how far their adopted methods reach the intended objectives. One permanent question has haunted them during the last five years is that: Why do so many students seem to have a detailed knowledge



of the target language but a limited ability to put this knowledge into effective communication? There seem to be many elements in the answer to this question, but in the scope of this brief paper the researchers would like to suggest some of what an EFL teacher can do in order to enhance English language learner autonomy and communicative proficiency.

First of all, the teacher should not look for the best method for teaching languages, but rather the most suitable approach, design of materials, or set of procedures in a particular course. The teacher needs to be flexible and innovative in adopting and adapting a repertoire of techniques, while keeping active interaction both inside the classroom and outside (the environment where the language is spoken) the classroom.

The teacher needs to know who his or her students are and understand them. It is very important for the teacher to consider the age of the students, their scholastic backgrounds, their culturally absorbed styles and strategies of learning, as well as their purposes and goals in studying the language, without ignoring the political and social pressures which mostly determine their motivation.

As a teacher, do you always go into the classroom with a relaxed and friendly face? It cannot be denied that some teachers sometimes bring with them the bad mood into the classroom. These teachers then accidentally create a stressful atmosphere from which the students, “the innocent victims”, will suffer. Frankly speaking, we know this is not a new implication but whatever promotes students’ participation in a comfortable and non-threatening environment is decisive to successful language learning. This is part of what Krashen (1982, pp. 155-157) means a “low affective filter” that plays a very important role in deciding how much “acquisition” occurs, and how much input is absorbed by the learner.

The teacher should also encourage moderate risk-taking and boost the self-esteem and confidence of the students to reduce anxiety or pressure and to promote a desire for interaction

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among them. How can the teacher do the above things? The teacher should give the students permission to use the language with less than perfect performance. He or she must be tolerant of errors the students make while attempting to communicate and help the students lose their fear of embarrassment so that they can accept responsibility for their own learning and do not leave all responsibility to the teacher. Giving appropriate compliments and rewards is also meaningful to students in building confidence and creating willingness and eagerness in the language use.

Besides, the teacher should try something new, something can be called “novelty” or variety in setting learning tasks. For example, with one new activity every week or even everyday if possible, an unimaginative and conventional classroom can be gradually transformed and the students will be highly motivated. The tasks set to the students should allow them to study in fields which interest them and for purposes which really matter to them. Nevertheless, the students need their teacher’s good scaffolding, dedicated guiding and support before and during individual or group tasks.

According to Little (2007), few learners will come to their first class ready to accept full responsibility for their own learning; most of them will have to learn, step by step, how to efficiently self-manage their learning. Therefore, the teacher’s task is to identify specific areas in which he or she can require the learners to take decisions from the first class, but the teacher must also be quick to relinquish his or her control as soon as the learners are ready to take over in other areas. In order to motivate English language students to work independently, we would like to recommend some following interesting and useful macro-tasks mentioned by Wilson (2003):

- Produce a web-based magazine for the school
- Plan an excursion for your class, and act as tour guide
- Write an article for a tourist magazine and submit it for publication
- Write a script for a play or movie and produce it for the school
- Make a documentary / CD Rom on a subject you are passionate about

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- Prepare a mini-conference or trade fair (including poster presentations, individual and group presentations) and invite guests of honor
- Conduct an advertising campaign
- Compile an anthology
- Produce a radio broadcast on local radio. (p. 5)

## **Conclusion**

The purpose of education remains the same as ever: to give learners access to the multifaceted culture into which they have been born. Learners cannot construct their knowledge out of nothing, neither can they know by instinct how to conduct focused and purposeful characteristic of the subject in question. Teachers remain indispensable, both as pedagogues and as discipline experts. (Little, 2007, p. 7)

In conclusion, the authors of this article argue that either learner autonomy or communicative proficiency in a second or foreign language is the product of an interactive process in which the students are assisted and directed by their teacher so that they can take more active initiative and voluntary control of their learning.

Furthermore, it is decisive to insist that the teacher must engage his or her learners in participatory, interpretative and exploratory processes which give the learners the right to raise exploratory questions, to express their opinions and ideas, to challenge their classmates' statements, and to evaluate their own learning styles, strategies as well as their obtained outcomes. In other words, the teacher must make it possible to make the learners more and more proactive and collaborative, to involve them in "negotiating" and integrating their "personal agendas" into the course's agenda.

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# **LANGUAGE IN INDIA**

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## **Enhancing ESL Learners' Technical English Writing Skills with Google Documents and Blogs -A Research Study**

**H. Sofia, M.A., M.Ed., M.Phil. (Ph.D.)**

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### **Introduction**

Writing is an important part of the engineering course and is an area where students often need training. After studies they practice as engineers and scientists and work on technical projects. They have to convince their co-workers of their worth and transmit the ideas understandably and influentially both verbally and in writing. They must present themselves effectively in competition and possess good writing skills because engineers in the work place are considered professional people. The technical professionals should write clear and concise sentences and should follow the conventions of the mechanics of writing

Many engineering students have problems with writing in the early stages of their course at least. Therefore, developing engineering students' writing skills has significant benefits for students, lecturers, universities, graduates and employers.

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The purpose of this research was to explore the usefulness of Google Documents as a collaborative writing tool (Todd Vens, Ch 3, 2010) and blogs, a website that allows users to easily publish or post-writing to the internet (R.A.Sebastian,Ch.1,2008). Collaboration benefits students' instructional needs through positive influence on learning and thereby enhances teaching-learning process.

This paper briefly describes the research material that was used by the researcher to improve the technical English writing skills of the first year engineering sample subjects. Questionnaires, pretest, continuous assessment tests, posttest and also tasks were designed and administered using Google Documents and Blogs, thereby giving language learners some control over their learning and by exposing them to authentic language experiences at different levels of interactivity.

### **Aims of the research**

The aim of the research was to help improve the technical writing skills of the sample students and help them learn to use the web as a tool for exposing themselves to English. Sample students were to be taught writing using internet and they had to complete their tasks outside class time using either the computer labs at the University in the presence of the researcher or their own computer at home.

### **Research questions**

The research questions that guided this study are:

1. What steps do students progress through while writing, using Google Documents and Blogs?
2. What are students' reactions in using technology in learning to improve writing skills?
3. How can internet be used in the future to enhance teaching-learning process?

This research can be best described as action research. Nunan (1992) points out three characteristics of action research: It is carried out by practioners; it is collaborative; and it seeks to make a change. As part of the research, the researcher integrated technology in teaching writing, and sought to bring about change in the way writing is taught traditionally. This research required that students maintain a Gmail id, use Google documents and create

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blogs. Data was analyzed qualitatively based on pretests, continuous assessment tests and posttests.

### **Subjects**

There were 34 students who fully participated in the research out of the 115 chosen as samples. They were first year engineering students aged 18-19 and majoring in Science. They were from urban and semi-urban areas. Subjects were at a pre-intermediate level of English proficiency with least knowledge on Technical English. They were taught Technical English for 4 hours a week with a duration of 50 minutes each. The questionnaire was administered in the middle of the first semester, after eight weeks of study. By then, the students knew what is Technical English and why it is useful for engineers.

### **Research instruments**

The research involved a pretest, treatment and a posttest. A pretest was administered before the allocation of students to the experimental group. Immediately after the treatment was over, a posttest was administered to subjects. The purpose of this test was to measure the achievement of the students in the related units of Technical English.

### **Procedure**

For the purpose of this research, two questionnaires were used. The first questionnaire was administered in an effort to assess the students writing skills. The second questionnaire was administered to elicit their familiarity in using computers and its related uses.

### **Results for Questionnaire 1 and Discussion**

The first questionnaire revealed that while about 50% of the students felt that Technical English has helped them improve their writing skills, nearly 65% were **not** familiar with many types of technical documents like memos, minutes, agenda, technical reports, proposals and so on. On the other hand all of them (100%) were familiar with formal letters and note-making. The reason is they learn notemaking and formal letters at the school level. It is evident from the questionnaire that only 55.5% involved themselves in writing only twice a week and 65% did not spend more than two hours for writing. It is clear that the students spend less time to hone their writing skills. To a question on how writing could be improved

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nearly, 65.5% said that regular assignments in writing can help them learn the basic nuances of writing skills.

Table 1. Summary of the Results for Questionnaire 1.

Questions	Percentage of students
Technical English helps in improving writing skills	50
Familiarity with the formats of all types of Technical English tasks	65
Write formal letters and note-making	100
Involvement to improve language skills	55.5
Spend time on writing	65
Assignments in improving writing skills	65.5

### Results for Questionnaire 2 and Discussion

In the second questionnaire, only 60% of the students reported that they often worked on computers. Almost all of them had used a computer before to send e-mails, for the purpose of social networking and for educational purposes. Nearly 90% of them do not submit their assignments online and 65% rated their skills in using internet as advanced. It is noteworthy to observe that 80% of the students were not aware about the other features of Google other than as a search engine. Interestingly only 2.8% were aware of blogs but not that it could be used in an academic setting too. Moreover 78.6% expressed interest to publish their ideas in web as it would motivate them, and could be useful for practicing grammar, writing, reading and vocabulary.

The results of both the questionnaires indicate that the students are desirous of improving their writing skills and majority of them were already familiar with the use of computers and surfing the web before they were chosen as sample subjects..These results are indicative of the latest trend among teenagers worldwide. (Table 2)

Table 2 Summary of the Results for Questionnaire 2

Questions	Percentage of students
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Work in the computer	60
Do not submit assignments online	90
Skills as an internet user	65
Unaware of other features of Google	80
Awareness about blogs	2.8
Interest in publishing in www	78.6

Despite the fact that the majority of the students had computer skills and web surfing experiences, they did not surf the English language sites to improve their writing proficiency. It is the aim of the researcher to train students to surf English websites, use blogs and Google Documents and equip them with strategies to cope with authentic Technical English writing skills.

### **Data collection and Training materials**

During the experiment two different treatment patterns were applied to the experimental group using the computer and the internet. The subjects underwent training online, using Google Documents and Blogs. The experiment continued for 10 weeks. The treatment was designed into 11 units on the Technical English tasks that the subjects were learning in a traditional setup in the English classroom. Each Unit consisted of general objectives to justify the reason for designing the tasks and objectives for the subjects as to realize what they intend to learn and the outcome when they complete the task.

The subjects were taught to create blogs and Gmail id to work in Google Documents. The tasks were designed from the simple to the complex. For example in Unit 1, (Appendix A) the subjects were motivated to use general and technical vocabulary effectively in real life situations. Pictures were given as prompts to elicit answers and then write as a paragraph. Similarly in each unit, definitions, tense forms, adjectives, note-making, recommendations, instructions, checklists, interpretation of pictorial representations (bar chart, flow chart, pie chart), memos, minutes, fire accident reports and job application were assigned to the subjects. In each unit there was a repetition of tasks to enable the students to recollect what they had studied in the previous unit. This served as a revision and helped them to do the tasks better. From Units 2 to 11, the URL and the links from the web were given below the exercise. The students followed the links and the URL to complete the tasks. Again this was Language in India [www.languageinindia.com](http://www.languageinindia.com)

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very different from the conventional English class as some additional inputs and information was given which was learnt using technology. In Unit 9, **listening skills** were also integrated into writing skills as subjects were required to listen to the news in [www.bbc.co.uk/news/](http://www.bbc.co.uk/news/) to complete the tasks. In another task they had to listen to an audio file and write recommendations. Another task required them to watch the video on the **you tube** , listen to the process description and write in about 100 words. During the training period, sufficient samples and explanation for each task was given in the training material itself. Some tasks were done in Google Documents (Appendix B) and some were done using blogs (Appendix C). Subjects were encouraged to use both for effective training. For each completed unit, feedback and comments were given by the researcher online.

After every four units, a Continuous Assessment Test was administered to measure the achievement of the sample students. A total of three continuous assessments were administered and all the three assessments showed steady improvement in the writing skills of the subjects. The pretest scores served as data for the experimental group, while the continuous assessments and posttest were administered to measure achievement of the students as result of treatment.

### **Posttest results**

The posttest results showed a sharp difference in the performance level of the achievers compared to the pretest (Figure 1). It was administered a week after the subjects had completed the three continuous assessments. The continuous assessments were conducted after the completion of every four units. The questions were related to the units taught. A considerable improvement was observed in all the three tests.(Figure 2).The pretest was composed of a paragraph question and multiple choice test items. The posttest comprised of sentence definitions, recommendations and a formal letter. These test items were based on the eleven units that the subjects were trained in. These eleven units were administered using Google Documents and Blogs during the experiment to the experimental groups and were intended to measure their learning outcomes.

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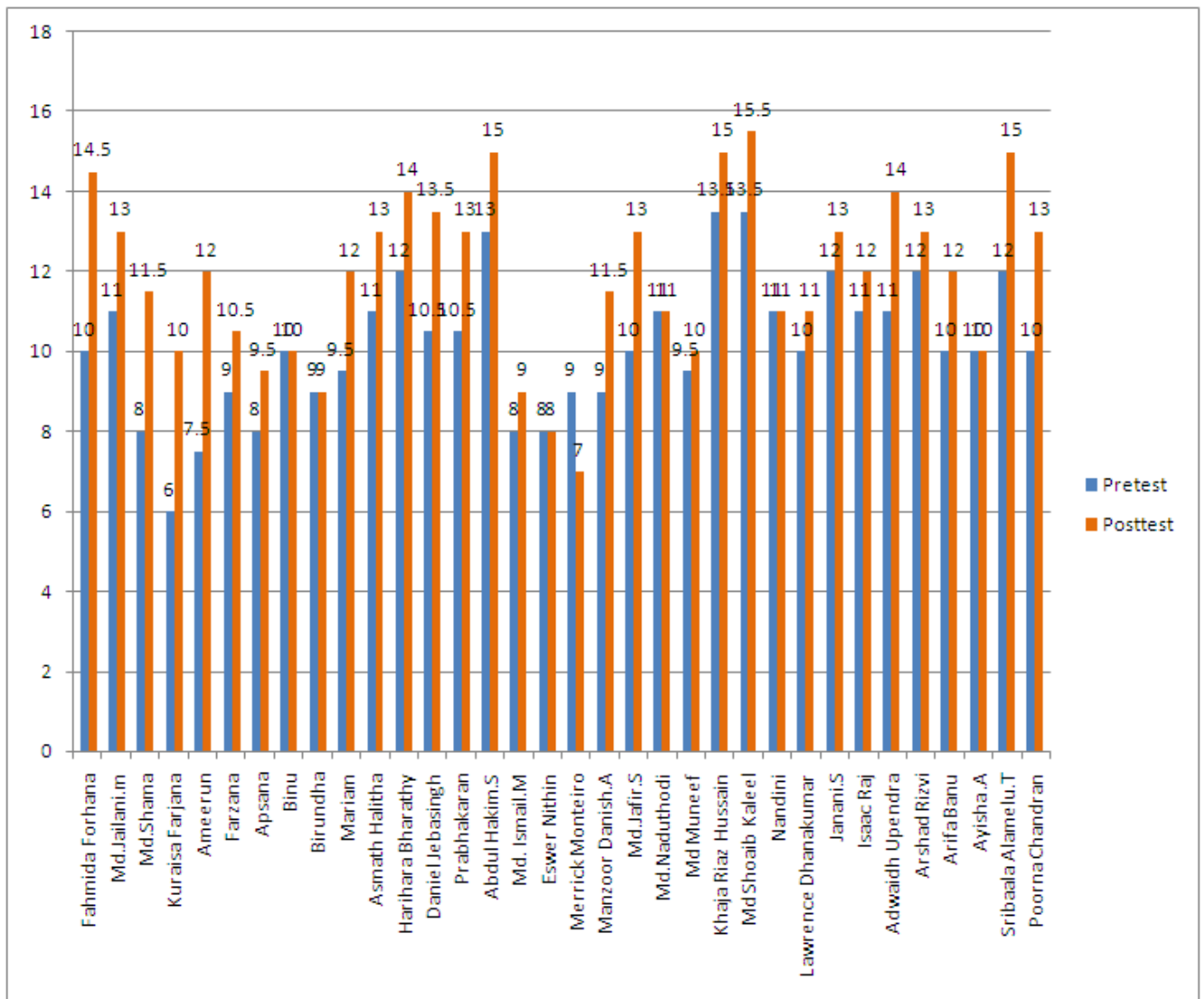


Figure 1 Results of Pretest and Posttest

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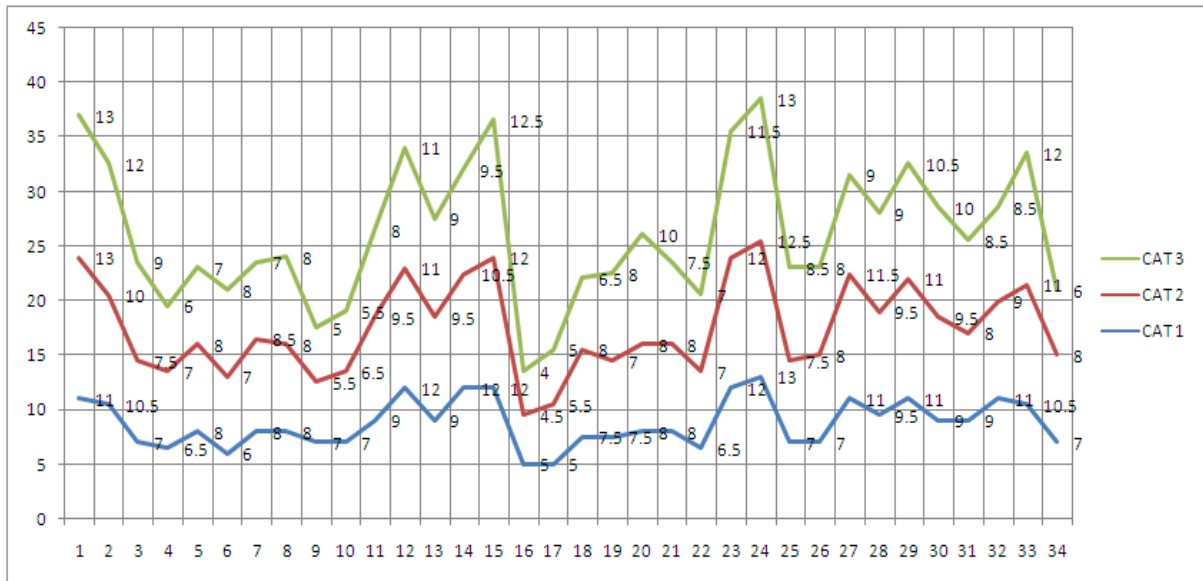


Figure 2 Results of Continuous Assessment Tests

The following formula was used in doing statistical analysis

SPSS 17- (STATISTICAL PACKAGE FOR SOCIAL SCIENCE)

**Paired Sample T-Test**

**Formula:**  $t = \frac{T_1 - T_2}{SE(T_1 - T_2)}$

Hypothesis: Average test scores of Pretest and Posttest are equal

SE (T<sub>1</sub>-T<sub>2</sub>) SE=standard error

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	10.1667	34	1.74851	.30438
	Posttest	11.8636	34	2.15157	.37454

Table 3. showing the Paired Sample Statistics

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	34	.737	.000

Table 4 showing Paired Samples Correlations

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### 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	Pretest – Posttest	-1.69697	1.46276	.25463	-2.21564	-1.17830	-6.664	32	.000

Table 5 showing Paired Samples Test

#### Result

The aim of the researcher to integrate technology in improving the writing skills of the students was successful as indicated in the graphs (Figure 1 and 2) and the statistical analysis in the Tables 1.2and 3.

#### Students' comments

Students were asked to comment and give feedback in their blogs, their reaction in using technology in learning to improve writing skills (Appendix D). They wrote that they had a lot of opportunities to surf the web, follow the link in the URL (which was a totally new concept for most of them), complete the tasks, share and collaborate with their peers and the researcher online. They enjoyed learning online which was very different from their regular classwork. They learnt that Google Documents can be used like any other word document and blogs can be used in publishing their writing..

The students also liked learning English and computer skills at the same time. This was a gratifying comment since the computer -based component was done outside the class with the Language in India [www.languageinindia.com](http://www.languageinindia.com)

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presence of the researcher. Surfing English websites , listening to audio scripts , watching videos and other additional information they gained by using the URLs was also well-taken by many students.

On the other hand, majority of the students complained that their homework and assignments in their regular course, gave them less time to complete their web-based training. Moreover there were other limitations like the sudden hang-up of the computer or lack of network connectivity. Some of them did not have computers and Internet connection at home. Students' involvement and interest was also a matter of concern.

### **Conclusion**

The research study explored the effectiveness of using web 2.0 tools for the improvement of Technical English writing skills. The results indicated that the students had a positive and rewarding experience in using Google Documents and blogs. Without a doubt the combined use of these two technological tools offered promising benefits to ESL learners, as they collaboratively wrote on the Google Documents and blogs and showed remarkable improvement in their writing skills. Also the students gained invaluable experiences in using the internet and surfing the web,

The study concludes that technology can be successfully integrated to improve the Technical English writing skills of ESL learners .Carefully designed tasks and effective strategies for online collaboration between teachers and among learners are essential to boost technology enhanced learning and teaching in a meaningful and productive way.

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### **APPENDIX A**

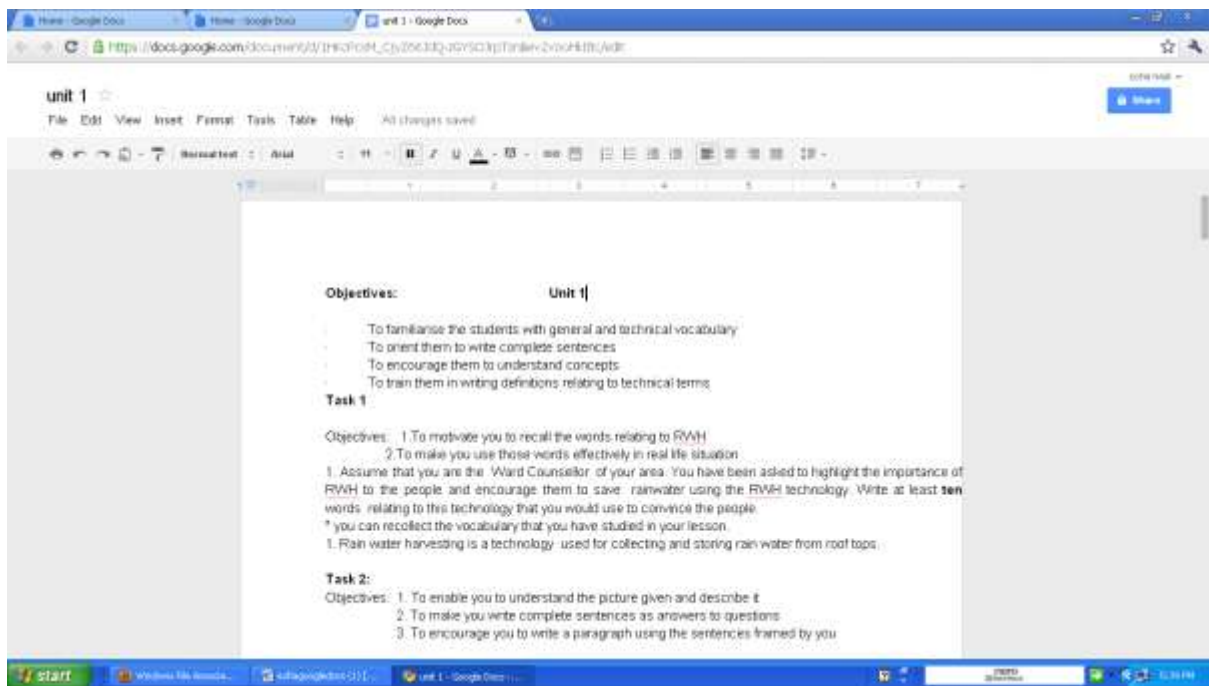
The use of Google Docs in the research to teach Technical Writing

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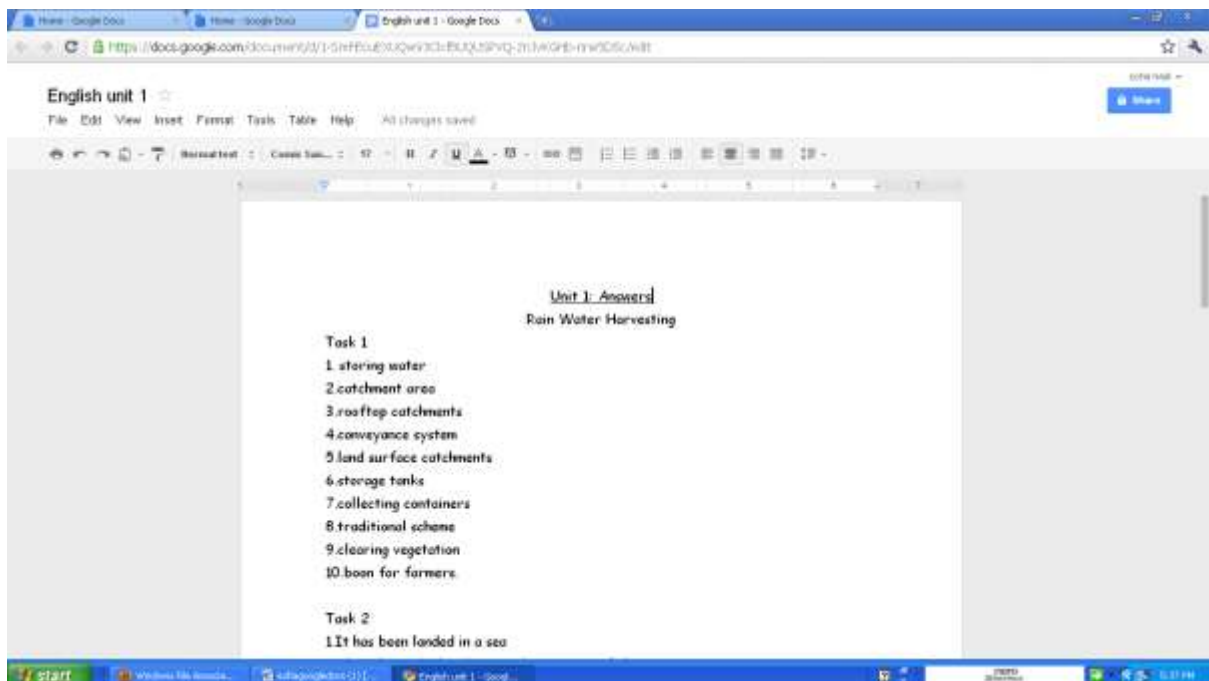
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## APPENDIX B

### A student's answer in Google Docs page



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## APPENDIX C

A student's answers in a blog



## APPENDIX D

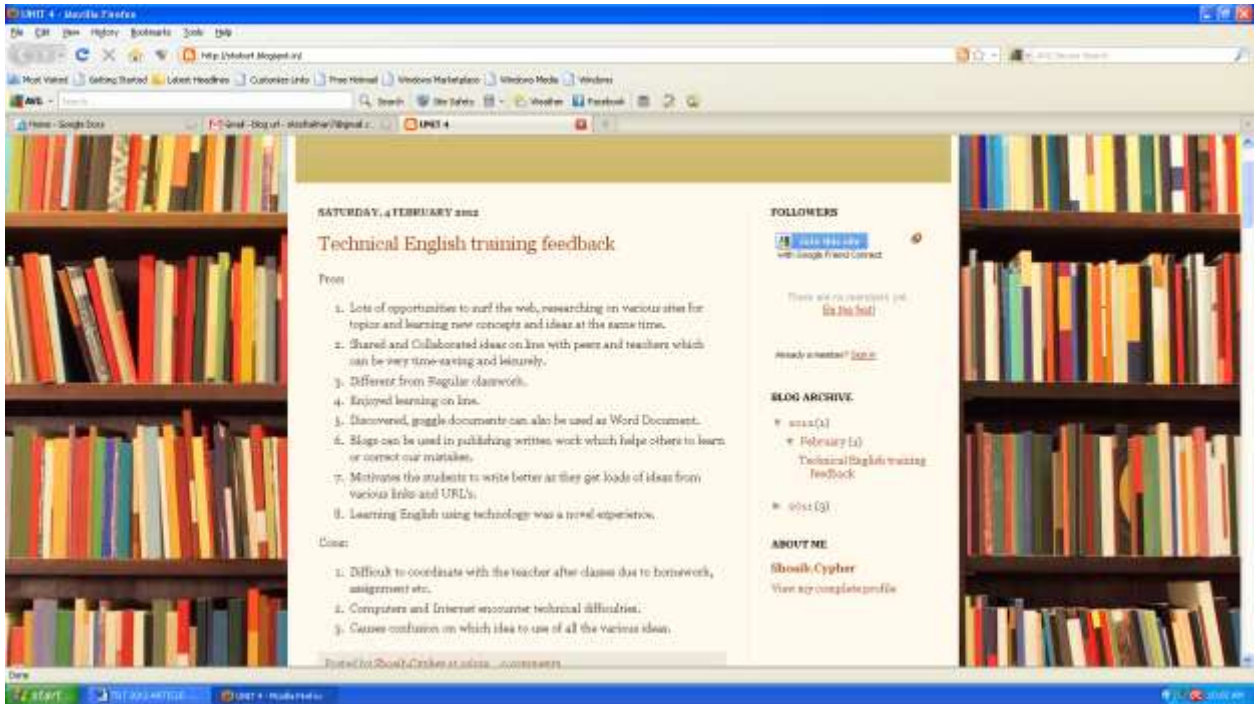
A student's feedback on the use of technology to learn Technical English.

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**Effective Activity-based Teaching to Overcome Apprehensions for  
the Enhancement of Speaking Skill**

**P. Subapradha, M.A., M.Phil., B.Ed., PGDELT., (Ph.D.)**

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**Abstract**

For English language teaching various techniques and strategies are employed to acquire desired results. In my practice and observation, the classroom is the best place to bring out one's speaking ability. Speaking ability involves not only the idea of mere exchange of data but also the effective means of communicating, persuading and presenting ideas. In this paper I have mentioned some of the activities to be followed in language classes. These activities will certainly enhance the power of integration and organization of ideas and speaking skills of the student learners.

**Introduction**

Speaking is an art. The school teaching does not give much preference for speaking. The students want to score marks and thus become expert in writing skills but when it comes to the speaking the result is very poor. When students come to college they encounter various problems. One of these problems relates to speaking English fluently. In the modern era a person who lacks in communication skill is considered to be unsuccessful and inefficient. Speaking is an asset for successful professional life. The ability to speak effectively is certainly an asset to professional graduates. This skill will help them to impress and influence people. Unfortunately some people are afraid to speak English openly as they feel that they are not good in this skill.

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Their fears must be overcome if they want to be successful in using English for their professional career.

Communication apprehension is defined by Mary Hinchcliff Pelias of Southern University as "*an individual's level or anxiety associated with either real or anticipated communication with another person or persons*". However such nervousness need not get in the way of effective speaking.

*Understanding the reasons for nervousness is the first step of controlling it.* (Greene, J. O., & Sparks, G. G. (1983).

**1. Fear of being stared:** Some students may feel uncomfortable being the centre of attraction, and this causes fear and results in inability to speak well.

**2. Fear of the unknown:** Students have the fear of speaking in front of strangers and they avoid speaking in English.

**3. Fear of mockery:** The students have the fear that they lack in ideas and their ignorance may pull down their self esteem.

These factors which intrude speaking ability can be ruled out easily by the help of the teacher facilitator. Fear gives energy. Fear will boost you up to persevere and show respect to the audience and this will help you to build a rapport with the audience and it is an indirect pressure on the speaker to speak effectively. The teacher should teach the student to tackle and manage nervousness. Insist on the students not to crack their knuckles, adjust dress, cross legs, pull back shoulders, and crooked postures. Knowing how to deal with nervousness is the best way to control nervousness. Students should be confident about themselves.

1. Trust yourself.
2. Feel proud that you are the presenter
3. Assume that the audience is eager to listen to you
4. Take deep breath before starting a speech.
5. Don't be afraid of making mistakes.
6. Get mentally prepared to face the audience.
7. Take it as a challenge to complete the task.
8. Persevere

These tips would help the students to overcome apprehensions and perform effectively.

### **Suggested Activities to Overcome Apprehensions**

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According to Nunan, D. 2004, task based teaching and learning will give solution for communication apprehensions. I have suggested some activities which I found productive in the first year engineering students consisting of Tamil medium students. In the course of presentation, the teacher should be a silent spectator and need not correct the mistakes in the middle of the students' presentation which may distract the students. These activities mainly focuses on overcoming communication apprehensions, vocabulary building and enhance speaking ability of an individual.

### **Self Introduction**

The speaker has to come to the stage in the classroom to give the presentation. This activity will help students gain experience in speaking in front of large group and will begin to reduce the apprehensions they feel when called upon to speak. The teacher may give some questions beforehand to students: (i) Tell me about yourself, (ii) Say a few words about your hometown, (iii) favourite sport, (iv) What do you do in your leisure time? Etc.

This initial speech provides an easy subject to speak and to make students feel comfortable and familiar. This activity will help them to analyse their own behaviour and speak without inhibitions.

### **Introduction of Friend**

Students may form pairs and sit opposite to each other to interview the partner asking questions about their whereabouts, likes, dislikes, etc. Both the members have to exchange answers to one another. The teacher may allow the students to interact for 15 minutes. This activity enables the students to ask questions as well as present the answer in third person as well. It is important to make this activity fun and interesting which will enable the participants to ask questions. This activity will surely provide speaking experience with fun and eventually the students will come out from their apprehensions and speak without inhibitions.

### **The Serial Speech**

In this activity, one student begins a speech or story and speaks for thirty seconds. The next student picks up where the first stopped. This continues until all students have had an opportunity to speak. These speeches usually take entertaining lines and provide them with an opportunity to think on your feet in a fun and non-threatening situation.

### **The Pet Peeve Speech**

In this individual activity, the students have to say what angers them the most and then speak on why are they so bothered by that issue. For this activity they may even vent their suppressed feelings by shouting and scolding. This activity may help the monotonic speaker to speak with

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energy and force. Randall L. Bytwerk, author of an article asserts, "The most stubbornly monotonic speaker can display startling energy during this activity"

### **Famous Speech**

The students may copy the speech which is available in the language lab, such as Jawahar Lal's "Tryst with Destiny" or Martin Luther King's "I Have a Dream". This activity allows them to focus on memorized speech to deliver easily.

### **Impromptu Speech**

The impromptu speech is one of the most valuable exercises for beginning speech as it teaches the importance of thinking quickly, demonstrates the necessity of effective speech organization with fun and challenge. Five minutes can be given to prepare the impromptu speech to deliver. Topics such as; Rain, My first vehicle, My intimate friend, Thanking your mother, My favourite food etc., can be given to the students to choose any one of the topic given. Brent.C.Oberg opines that building one's skill as an impromptu speaker will help to develop the ability and confidence in all speaking situations".

### **Informative Speech**

This activity is designed to share the audience about a certain subject. The speaker should give facts and information to educate the audience about the topic. The speaker can use visuals to support his/her presentation. Five to six minutes can be given to present the topic. However, they should look professional and be able to manipulate effectively. Topics or Ideas like are useful here.

- New technology ( Nanotechnology, Nanoscience,etc.)
- New inventions (cars of future, artificial tree, sensors, etc.
- Psychologies Issues ( children development, adolescence etc.
- Music
- Sports
- Historical Issues
- Current Issues

### **Advertising (Marketing) Speech**

This activity was a success in my teaching and was more interesting with fun. This may be an individual or group activity. The students were asked to choose a product worth ten to fifty rupees. The product may be an edible item or any useful items for students like pen, eraser, CD, DVDs, chart, etc., or plant saplings, etc. They need to prepare a poster and advertise their product on the stage and convince and negotiate with the audience regarding the price and the

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sell ten products within the time given (30 minutes). After the sale is over, they have to present the report on sales (profit, loss, capital money, strains to choose the product), etc.

### **Lip Synchronization**

This activity is purely based on fun. This develops physical expressiveness. The student has to choose a rhyme or song and then perform it in front of the class, moving your lips to the music. They may use a dump microphone, props to make the presentation more interesting.

### **Story Telling Speech**

This activity may be an individual activity. This activity provides a good idea of the basics of oral interpretation, and to be more expressive, bring emotions to presentations and gain experience in creating characters and making up exciting situations. The students have to deliver original story or narrative. This will enable the students to invent stories and captivate the attention of the audience for five minutes.

### **Conclusion**

Participation in these activities has numerous advantages and benefits. First, such activities demonstrate the importance of speech. Second, they allow for practice of skills that are applicable and important in real world situations. Also these activities require a higher degree of interaction and involvement by students and provide a greater opportunity for learning. In all these activities, appreciation and constant encouragement by the teacher is vital (Glaser, S. R. (1981). Corrections should be given least importance and the main focus must be on the level of participation. The activities suggested should be used in the initial stage of participation to overcome communication apprehension. This practice should be given in addition to the regular curriculum which helps the student to face the competition in the global job market.

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## **Humor in the English Classroom**

**B. Sujatha, M.Phil., Ph.D. Candidate**

**R. Kannan, Ph.D.**

**Sarika Tyagi, Ph.D.**

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### **Introduction**

Humor has a role to play in the learning experience. There are evidences about the impact and the challenges of using humor to facilitate group process and learning in problem-based environments for Language learning students. Humour facilitates communication style for students and fosters life-long learning and communication skills. As Chiasson said, "It's important for the teacher to create a "positive atmosphere" for learning. Humour, by decreasing anxiety and stress can, contribute to this positive classroom, to class unity and learning (2003)." Humor, whether in the form of jokes, riddles, puns, funny stories, humorous comments or other humorous items, builds a bond between the instructor and students, bridging the student-teacher gap by allowing students to view the instructor as more approachable. A number of researchers have found that humor is instrumental in creating a rewarding classroom environment, reducing stress, improving attention, enhancing learning, creating a positive emotional

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and social environment, reducing anxiety, enhancing self-esteem, and increasing self-motivation.

### **Anxiety to Learn English in Classroom**

Affective factors such as tiredness, boredom and emotional disorders, anxiety too are an affective factor which can have an adverse effect on second language learning. There are three types of anxiety in language learning. One type of anxiety is trait anxiety as Rod Ellis refers to as *the disposition to be anxious* (1994). This is a general characteristic within a person's general personality. The second type of anxiety is known as *state anxiety*, which is based on a learner's reaction to a specific learning situation like taking an exam or reciting an oral presentation. This anxiety is based on a specific learning situation. The third type is situation - specific anxiety which is based on the general orientation of anxiety resting on certain learning contexts in which a learner does not perceive himself or herself fit or linguistically capable for acquiring proficiency in speaking and/or reading contexts. Anxiety can have either a debilitating effect (increasing anxiety on learning) or a facilitation (easing anxiety on learning). Once the students reduce their anxiety, they can acquire better communicative ability in English. As we all know, anxiety is a negative way to present human feelings. When we are anxious, we feel nervous, worried, and fearful. We struggle, shake, perspire, and our hearts beat quickly.

### **How to create Low-anxiety Learning Classroom?**

The teachers can use humor in the classroom. They rarely laugh, smile, and say jokes in the classroom especially in the junior high school. They even punish students and warn them to pay more attention on their studies. The students are scared to ask questions, and thus failed to communicate with teachers. They feel high anxiety in the classroom. In fact, if teachers can use humor, they can have good relationship with students in the classroom. According to research, teachers' communication style can help students better understand the process and enhance or frustrate students' efforts to learn a language. (Noels, 1999, p23)

Furthermore, humor can also help some students who are shy or embarrassed to talk in the class. Once the students reduce their anxiety, their ability to communication

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enhance better. So, the teacher should consider carefully on how to use sense of humor in the class room. There are some methods which can create positive classroom. (The teachers can use community language learning method to teach students in communication in English.) Students are used to have high anxiety in speaking and in pronouncing. They could reduce students' anxiety by encouraging them to make mistakes in the class. Teachers don't correct students when they are practicing speaking. Students can correct themselves errors so that they can reduce embarrassment.

### **Using Humor to Enhance Teaching**

The role of the teacher in producing student-centered learning has been the subject of considerable discussion. The behavior of the teacher influences the quality of instruction and the learning environment that is created. It is the faculty members who primarily determine the quality of the experience in the classroom. Enthusiasm and laughter are often infectious. Teachers must be creative because of the critical role they play in creating an environment conducive to optimal student learning. Humor is often identified as a teaching technique for developing a positive learning environment. When an instructor establishes a supportive social climate, students are more likely to be receptive to learning. Humor is a catalyst for classroom "magic," when all the educational elements converge and teacher and student are both positive and excited about learning. Instructors can foster classroom "magic" through improved communication with students by possessing a playful attitude and a willingness to use appropriate humor (Duffy & Jones, 1995).

### **Vocabulary through Jokes**

Students of English can learn both basic vocabulary and sentence structures by reading funny jokes. Challenging words are given in bold in the following passages.

A] Moses, Jesus, and an older bearded man were playing a round of golf. Moses stepped up to **the tee** and hit the ball. It **headed toward** the water. Quickly, Moses raised his **club** and the water **parted**, allowing the ball to roll to the other side onto **the fairway**. Next, Jesus came up and hit his ball toward the same water hole. This time it **hovered** for a few

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seconds over the water. **Casually**, Jesus walked over to it and **chipped** it up onto the green. The older man then teed up and **whacked** the ball which headed over to a nearby **highway**. It bounced off the top of a truck and rolled down **the gutter** of a nearby house, then landed safely on a **lily pad** in a small pond where a large **bullfrog** swallowed it. At that moment a large eagle **swooped down** and grabbed the frog. As they passed over the golf course, the frog **burped** and the ball fell out of his mouth and into the hole for a beautiful **hole in one**. Moses turned to Jesus and said, "I hate playing with your dad."

B] One day, the **chemistry** teacher asked his students, "What is the chemical **formula** for water?" **Silly** Suzie **immediately raised** her hand. "Yes, Suzie, what's the answer?", the teacher asked. Suzie answered **proudly**, "The chemical formula for water is 'HIJKLMNO!'" Her teacher looked **perplexed**. He asked, "What are you talking about?" Suzie replied, "Yesterday you said the formula for water is **H to O!**"

### **Opportunities to Incorporate Humor**

Humor in the classroom can take many forms. In a classic study of humor in the college classroom, Bryant, Comisky, and Zillmann (1979) classified humor in lectures as jokes, riddles, puns, funny stories, humorous comments and other humorous items. Professors have discovered other creative ways to incorporate humor in classes such as cartoons, top ten lists, comic verse, and phony or bogus experiments. Humor can serve a variety of purposes for the college instructor. For example, having students share their "goofiest moment in a classroom" can be used as an ice breaker or to reduce stress, and facilitate excitement, enthusiasm, laughter and high energy. Engaged learning is a reflection of positive psychology at work. It is an indicator of a high level of trust. Trust is almost as difficult to define as humor. Humor builds relationships and nurtures trust. When people feel comfortable and relaxed, spontaneous laughter often emerges, followed by a feeling of human bonding.

Group laughter is contagious. Humour can be used as a powerful tool to put students at ease and make the overall learning process more enjoyable. This is

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accomplished when instructors integrate humor with content and use both planned and spontaneous humor. Humor may also be used to communicate issues related to classroom management. Teachers can display the "instructor's top ten peeves" to correct behavior in a humorous way, without unduly embarrassing any class members. Humor has been used successfully to communicate implicit classroom rules, fostering greater understanding and rapport between the teacher and the students (Proctor, 1994). Walter (1990) noted that students who laugh reduce the need to act out and cause disturbances. Humor in the classroom is not the answer to all classroom management issues, but it is an excellent preventive measure and can often diffuse tense situations (Loomans & Kolberg, 1993).

### **Guidelines for Appropriate Use of Humor**

Humor is most effective when it is appropriate to the situation and reflects the personality of the instructor (Edwards & Gibboney, 1992). The appropriate use of humor is a powerful tool to build a sense of community, promote creativity, and reduce conflict. Judicious use of humor by the instructor sets people at ease and reduces the inherent inequity of the status relationship and the situation with the students (Korobkin, 1988). In contrast, inappropriate use of humor creates a hostile learning environment that quickly stifles communication and self-esteem (Loomans & Kolberg, 1993). When a college student is the target of ridicule, humor has a negative effect on the classroom climate (Edwards & Gibboney, 1992).

The power of humor is such that it must never be directed at an individual or a group; racial slurs or put-downs of a target group must be avoided (Snetsinger & Grabowski, 1993). The targeted students' discomfort is magnified by the fact that leaving the situation is not usually a viable option and thus they become class scapegoats. An instructor must resist the temptation to refer to ethnicity, family, disability, appearance or any other identifier that a student might find offensive when couched in a humorous context (Harris, 1989). A joke that is at the expense of a group or individual may result in a variety of negative consequences in the classroom and can even turn students away from an entire field of study.

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## Summing Up

Language teachers have the opportunity and responsibility to create low-anxiety learning environment for students by using humour in classrooms. Teachers should remember one thing that their roles are very important because they control the learning process. It is also important to use different techniques and methods to create interesting and attractive English classroom. Research indicates that the students of Taiwan have high anxiety than other countries in the language classroom. So, how to reduce students' anxiety in the language classroom is really a serious issue for teachers in India. In fact, there are still a lot of techniques and activities such as playing language games, use role-play, positive encouragement, help students practice self-talk, etc. Above all, the teachers should be creative rather than just follow the textbooks.

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## The Poetic Sensibility of Modern and Post-Modern Age and the Resurrection of the English Sensibility by Ted Hughes through His Unique 'Re-living of Experiences'

V. Vasanthi, Ph.D.



**Ted Hughes**

### On Poetic Sensibility

The poetic sensibility is the way in which poets create an attitude for themselves through connections they establish with man and nature. It can be defined as the way their experience, emotions and sensations are tuned according to the changing colours, moods of the natural world and the circumstances acting on them. For every poet, it is also the peculiar way in which they express their reaction to the various experiences that are common to all men. The Bloomsbury guide to English Literature defines sensibility thus:

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For the poet of sensibility feeling appears as an end in itself, rather than part of some larger political or aesthetic design... when they (the poets) are not expressing the eternal truths of religion or the human lot, they aim to touch the feelings through ornamental elegance or evocative description. (Simmons 236)

Therefore a poet, whose works incorporate a fine sensibility, which is an intense emotional involvement with the poetic subject, can be called a 'poet of sensibility'. In the case of such a poet, the poetic subject becomes the experience by itself and the poetic themes are not deliberately stated, but are made to be experienced and felt by the reader. The poems are felt in such a way that the reader lives the experience of the author which can be termed as 're-living of experiences.' This is different from the 'sensuousness' of a poem in the sense that the latter is considered to exist in a few poems in which a particular phrase or more than a phrase are found to be sensuous. But 're-living of experiences' happens when the entire poem along with its more sensuous parts enable a recreation of the entire experience as a whole. As a result, the poems are found as fragments of actual experiences lived by the poet, to be re-lived by the readers.

### **The Sensibility of the Modern Age**

The sensibility of the modern age is marked by an experience, which is largely single and unified. The modern poets resorted to a practical form of poetry and abandoned lavish imagination and dream like setting. This sensibility reduced the inspired jargon formation to simple prose-like word structure in the poems. The main motive of the modern poetry was to highlight the feelings of the society and the people around the world. The norms governing the poetic structure were given less importance. A new trend was set in which the relationship between the poet and the reader was valued more than ever before. Therefore in the modern sensibility, the poet was aware of an audience, which paved way for a number of deliberate changes in the substance of poetry. The audience was no longer scholars and well-learned men, but common people. Here, the poems were directed towards the common mass and the whole mankind. The medium of expression changed from the poet's personality to objectivity. David Daiches explains the medium of expression thus:

The poet has, not a personality' to express but a particular medium (...), in which impressions and experiences combine in peculiar and unexpected ways... If you compare several representative passages of the greatest poetry you see how great is semi-ethical criterion of sublimity' misses the mark (1123).

### **Postmodern Sensibility**

The postmodern sensibility, in one sense, can be considered as a continuation of the modern. The poets were emulating the modernists in their deliberate poetization with respect to an

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audience. The sincerity in dealing with an experience increased in the post-modern period. The normal and banal themes were dealt in a new mode of treatment. The urban world and the evil associated with it were dealt as such in the poetry. The response to the natural world became remote, as the urbanisation was in progress. The poets were more occupied with men's problems than their relationship to the passive non-human world. The sensibility had changed considerably from the romantic period in which the non-human world becomes active. Also, the poets of this sensibility experienced a dullness and boredom, which were never found before in poetry.

The psychic aspect was not explored fully by the poets. The Movement poets like Thom Gunn and Philip Larkin were not free from a psychic numbing which has been described in the previous chapter. The alienation was another drawback found in the modern and postmodern poems. In the poem titled, 'Home is so sad' written by Phillip larkin, such alienation can be traced as under:

Home is so sad. It stays as it was left,

Shaped to the comfort of the last to go

As if to win them back. (qtd. In Whalen 27)

### **Hughe's Sensibility – Restoration of the Lost Greatness of English Poetry**

At this stage, Hughes' sensibility came as a restoration of the lost greatness in English poetry. Hughes's sensibility, apart from imparting the lost glory to the English literary scene, added its unique contribution to the post-modern sensibility. Hughes effected a revival of the 'Romantic sensibility' in which the limitations like ego and pathetic fallacy were successfully overcome. Keith Sagar, a popular critic of Ted Hughes certifies this more or less when he appreciates Hughes's poetry for its resurrection of the English sensibility, thus:

... having found his bearings and standards in his earlier work Hughes has come more and more to concern himself in his poems with the failure of English Intelligence and sensibility in the modern world, the causes and results of that alienation from the sources of life which characterizes our civilization and the mass neurosis of our urban society. (143)

### **A Process of Evocation**

The 'reliving of experiences' in Hughes's poetry is a process of an evocation of a sincere experience, which replaces the description of a poetic subject. The experiences are re-lived by the readers, every time the poems are read. The words are found to be used appropriately and no exaggerations found. The readers find fragments of actual experiences as poems. The sensibility of Hughes differs from that of other poets of his age in this aspect, which can be

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further reinforced by the discussion of his most popular poem, 'The Thought-Fox' in the following lines.

About the poem, the poet himself comments: "As it is, every time I read the poem the fox comes up again out of the darkness and steps into my head" (qtd. in Scammel 20). Various critics have discussed this poem and it is a perfect example of an incorporation of the concept of 're-living the experience' as the readers gradually enter the experience and become one with it at some point of time as the following lines from the poem indicate: "cold, delicately as the dark snow/ A fox's nose touches twig, leaf;" (9-10). This sensuous description of the fox makes the presence of the fox felt by the readers. Thus, a personal experience of the author is perceived in a lively fashion, which becomes personal to the reader also. Hughes presents his actual intense experience in the crudest form.

### **Three Categories of Sensibility**

This sensibility of presenting the experience is of three categories:

1. A casual presentation of an experience in a casual tone, irrespective of the seriousness of the theme.
2. Vivid presentation of a profound experience which leads to a chain of thoughts.
3. The experience of a poem dreamt, resulting in psychic thought process.

The experiences are sometimes connected to the physical world and sometimes to the spiritual world. Lawrence R. Ries says that the Experiences are connected with the unconscious element of man. He says: "(...) the experience and emotions that control his poems are frequently those that we share with animals, and these are evoked 'as in a dream' more often than they are explored" (280).

### ***Sun Stroke – Working of the Unconscious Mind***

These experiences may be deep rooted in the workings of the unconscious mind, but not all experiences are related to the unconscious factor. They deal with physical experiences too. The following poem, 'Sunstroke' (NSP 42) can be assessed for this quality.

The poem, 'Sunstroke' makes the readers live an experience of sunstroke, and this intensely evokes the sunstroke every time it is read. Though the entire account of the sunstroke is a metaphor, the experience does not suffer any artificiality or dearth of sincerity. The poem opens thus: "frightening the blood in its tunnel/The mowing machine ate at the field of grass"(1-2). The experience of the sunstroke appears at this point and it is accompanied by a numbing of senses and the author's blood congeals in fear. The phrase 'mowing machine'

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produces a sensuous buzz of the activity that invades the head, as the machine does to the field. The experiences of the narrator, thus becomes that of the reader too as the following lines read:

My eyes had been glared dark. Through a red heat

The cradled guns, Damascus, blued, flared-

At every stir sliding their molten embers

Into my head. (3-6)

### **Focusing on Individual Experience – Heat and Rain Interchanged**

The author's eyes glare in the sunstroke and immense heat enters his body. In this vivid portrayal of an experience, Hughes caters to the individual experience. It continues with a sensuous description of the heat entering the body through the sunstroke. The experience enters deeper in the following lines thus: "reek of paraffin oil and creosote/ Swabbing my lungs doctored me back/ laid on a sack in the great-beamed engine-shed (11-13). The immense heat pours inside the author like a 'reek of paraffin oil' and heats his lungs. Voices around him came out of the pit and appeared to be warm as the veins lay healing. A subsequent rain is described and though treated like a metaphor, it brings more liveliness to the experience.

Dulled in a pit, heard thick walls of rain

And voices in swaddled confinement near me

Warm as veins. I lay healing(15-17)

The rain is only heard and not felt by the author as his body is numbed due to the immense heat caused by the sunstroke. Thus a gradual recovery from the sunstroke is experienced as well in the poem.

### ***New Year – The Suffering River***

Another poem 'New Year' ( River 18), rich in imagination, forces its way into the readers' mind. The view of frozen river brings about a thought of a Caesarean operation in his mind, which is vivid and lively. The poem has been quoted in full length as under:

Snow falls on the Salmon redds. Painful

To think of the river tonight-suffering itself.

I imagine a Caesarian

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The wound's hapless mouth, a vital loss  
Under the taut mask, a vital loss  
Under the taut mask, on the heaped bed.  
The silent to-fro hurrying of the nurses,  
The bowed stillness of surgeons,  
A trickling in the hush. The intent steel  
Stitching the frothing womb, in its raw hole.  
And walking in the morning in the blue glare of the ward  
I shall feel in my head the anaesthetic,  
The stiff gauze, the congealments, I shall see  
The gouged patient sunk in her trough of coma-  
The lank, dying fish. But not the ticking egg.(1-14)

### **A Caesarean Operation of the River**

The author is looking at a frozen river in the winter and the scene brings the thought of a caesarean operation in his mind. The freezing river is felt like a congealment of blood. The silence associated with the atmosphere of the frozen river is sensuously associated with that which prevails in the hospital during a caesarean operation. Due to the depth of the experience, the anaesthetic feeling can also be experienced. Though the entire process is a metaphor, it gains more important and focus than the main object, the river. The 'wound's hapless mouth', 'a trickling in the hush' and the 'anaesthetic' feeling in the head are all, conducive to produce the effect. 'The ward', 'stiff gauze', 'the gouged patient in her trough of coma' all create a scene of a painful labour-room that further intensify the experience.

### **Re-living the Experience**

Thus, it can be said that some poems of Hughes show a quality in which the poems persuade the readers to re-live the experience. Therefore Hughes's sensibility is fundamentally associated with an experience and these experiences form the basis of poetry in his works. It can also be further observed that the subject of experience gains more importance and the narrator himself and that they are never contrived but spontaneous and natural. The experiences are also common to mankind and are brought about by appropriate words and phrases.

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## T. S. Eliot's Indigenous Critical Concepts and "The Hollow Men"

Muhammad Khan Sangi, Ph.D.

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### Abstract

In this poem "The Hollow Men", the human beings have been shown devoid of the qualities of faith, moral strength, of personality, determination and that of humanity; they are like empty bodies, lacking all human virtues. By direct and indirect similes and metaphors, the poet has tried to depict a situation which not only the characters in the poem are facing but the readers also face the same feelings while reading the poem. The abstract world of the mind and the concrete and visible shape of the poem are so identical that they truly and objectively represent each other. This kind of masterly skill helps a reader understand the poem in itself – considering, in Eliot's words, the poem a thing in itself – without, again and again, looking into the mind of the poem. The title, the theme and the characters look reinforcing one another to develop the impersonal impression of the poem. However, a number of critics have called "the Hollow Men" a 'personal poem.' For it presents the poet's views on the contemporary life. It is a cry of despair unrelieved by hope. . His practice of walking on the footsteps of his forerunners is not limited only to the well-reputed artists, but the writers not so much known are also alluded at a number of places. This paper qualitatively evaluates the poet's expertise of portraying the concepts of impersonality and tradition in this poem.

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**Key words:** impersonality; tradition; images; allusions; objectification.

## **Introduction**

Impersonality of poetry and tradition are two of the major critical concepts developed by T S Eliot in his works. A great number of his famous poems carry these concepts in practical manner. The poem *The Hollow Men*, although develops personal tone, at many places exhibits objectification of the poet's ideas of impersonality and tradition. *The Hollow Men* was originally composed as several different poems, which the poet gradually came to think of as sequenced. Part I 'We are the hollow men', was originally published in the winter of 1924. Part III, 'This is the dead land', was published as the third part of 'Doris' dream song' in November 1924. Parts I, II and IV were published together for the first time in March 1925. The whole poem, with part V, the final addition, appeared in 'Poems 1909-1925' later that same year. "The separate composition of each individual part, then marrying them to form one, could be the explanation for the poem's lack of identifiable narrative sequence" (Scofield, 137).

## **Impersonality and "The Hollow Men"**

The poem starts with an epigraph that reads "A Penny for the Old Guy" referring to the November 5th celebration of Guy Fawkes Day. The day commemorates the foiling of a mass assassination plot against the king and his ministers. A group of extremist Catholics planned to usurp the king by blowing up the Houses of Parliament on November 5, 1605, the State Opening of Parliament. But one of the terrorists inadvertently exposed the plot by warning his brother-in-law, a member of Parliament, to avoid the State Opening. On the night of November 4th, Guy Fawkes was apprehended in the cellar below the House of Lords standing guard over nearly two tons of gunpowder. After being tortured for days, he was subsequently executed. The epitaph character works to depict the poet's thought in an objective manner for it stands for something meaningful. "It sets up a natural contrast to the hollowness of Modern man , who fundamentally believes in nothing and is, therefore, empty at the core of his being, like a Guy Fawkes dummy."(BrothersJudd. 1998)

## **The Role of Epigraph**

The second epigraph, "Mistah Kurtz - He dead," refers to the enigmatic character of Conrad's *Heart of Darkness*. This is the story of the English seaman Marlow, who was sent into deepest Africa to find the once admired, now feared renegade ivory trader Kurtz. As Marlow travels down the Congo he begins to recognize similarities between Kurtz and himself. When he finally encounters Kurtz at his trading station, he finds a "hollow sham" of a man (Conrad 109). Sick with malaria and verging on insanity, Kurtz

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makes Marlow the keeper of his memory. Kurtz, using idealism to rationalize murder and other such heinous crimes, is the prototypical "hollow" man. (Willard.2000)

“The Hollow Men” holds the same theme as that of “The Waste Land”. It contains the poet’s reflection on the ‘subject of human nature in this world, and the relationship of this world to another, the world of death and eternity.’ In this poem the human beings have been shown devoid of the qualities of faith, moral strength, of personality, determination and that of humanity; they are like empty bodies, lacking all human virtues. Elizabeth Drew, in this connection, remarks that from psychological point of view, the feelings and experience in “The Hollow Men” is even more despairing than the same in “The Waste Land”. This poem offers no redemption whatsoever, presenting the unmitigated horrors of modern life. Doct. J. (2002), in his views on the poem, points out the impersonal quality of the poem. He says: "The imagery depicted in T.S. Eliot's poem “The Hollow Men” evokes a sense of desolate hopelessness and lends to Eliot's generally cynical view of civilization during this period in history." No ray of hope, unlike “The Waste Land” or “The Ash Wednesday”, has been shown in “the Hollow Men”. Since, the spiritual decay of the contemporary age is the theme of the poem, adequate images and symbols have been employed to represent the situation properly. Doct. J. is of the view that the poet has successfully applied here the technique of first person narration which includes all the readers along the development of the poem. “This establishes Eliot's and the readers relationship to the images and ideas presented” (Doct.J.). By doing this the poet has in fact made the readers feel the hollowness in the individuals and the society which is the theme of the poem. By direct and indirect similes and metaphors, the poet has tried to depict a situation which not only the characters in the poem are facing but the readers also face the same feelings while reading the poem. Nicol (2005), talking about the theme of the poem, says that the focus of the poem is on the inability of the desolated people’s interaction with one another, and then he writes, “The form and range of techniques employed by the poet foreground this predicament and highlight its broad applicability.” He explains that the kind of rhyme and rhythm used in the poem are nothing but to show the discontinuity and detachment of human communication. “Partial rhymes like “alas... less... grass... glass” with rasping, coarse sounds give the reader a sensation of the plight of the hollow men” (Nicol, 2005).

### **The Personal View**

However, a number of critics have called “the Hollow Men” a ‘personal poem.’ For it presents the poet’s views on the contemporary life. It is a cry of despair unrelieved by hope. The peculiarity of the poem is that it is an inner drama with the utmost economy of words. The images echo the deadness of sensibility and the emptiness of hollow men who, like the effigies, are fit only for burning. The images and symbols constitute the strong point of the poem. The poem is a kind of elegy on some of the characters mentioned in Eliot’s early poems like “Prufrock”, “Gerontion” and “Sweeney” who are

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representative of modern civilization but lack in moral values and all that which makes life worthwhile. This tragic chant sums up the views of Eliot on the barrenness and decadence of modern society. The writer of Brother Judd notes says that he is so much impressed by the powerful images of the poem. About the auditory image of the rat sounds, he writes, "The comparison of the sound of modern voices to "rat's feet over broken glass" aptly dismisses all of the psycho babble and faux spirituality of the age, all of modernity's futile effort to replace the beliefs that have been discarded." It conveys that this image does not tell us only of the poet's feeling, but its impact is cast on the outer world also. The poet has aptly used the image to objectify his emotion. "The powerful comparison between the worthlessness of "rats' feet over broken glass..." (line 9) to their "dry voices" (line 5) illustrates how meaningless they (the Hollow Men) truly are" (Look inside).

### **The Use of Impersonal Images**

"This is a powerful poem that rewards repeated readings, revealing different interpretations and images with each successive return" (Brothers Judd). Like "The Waste Land" again the style, in "The Hollow Men", although complicated to detect exactly what is going on in the poem, the reader easily perceives the overall feeling of the hopelessness, despair and misery in just the opening lines:

We are the hollow men  
We are the stuffed men           (1-2)

These lines effectively create a bleak and dismal sensation of barrenness emptiness. Images like This is the dead land / This is cactus land...Under the twinkle of a fading star set up a depressing, dry, desert land surroundings. Comparing the use of literary allusions in "The Waste Land" and in "The Hollow Men", Willard (2000) is of the view that the allusions in "The hollow Men", though less vital but they do well to depict the theme of the poem. He, about the allusions, states: "They endow the reader with a deeper understanding of Mr. Eliot's vision but in the end, the poem stands by itself, a work of its own." These allusions aid to the understanding of the meaning in an independent and objective manner. They enhance a reader's capability of appreciating the poem in a way undistorted by the personal emotions and ambitions of the poet himself.

David Spurr finds compatibility between the theme and the technique of the development of the poem. He says: "The 'Paralysed force, gesture without motion' applies not only to the men themselves but also to the poem as a whole, which exhibits little narrative progression in the conventional sense and eschews verbs of direct action." Spurr's observation makes it clear that the poet's mind has been portrayed in the poem with utmost conformity to its thoughts. The abstract world of the mind and the concrete and visible shape of the poem are so identical that they truly and objectively represent each

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other. This kind of masterly skill helps a reader understand the poem in itself – considering, in Eliot’s words, the poem a thing in itself – without, again and again, looking into the mind of the poet. Spurr further says: “As the hollow men grope together, form prayers to broken stone, and whisper meaninglessly, so the poem itself gropes toward a conclusion only to end in hollow abstraction, broken prayer, and the meaningless circularity of a child's rhyme.” Same is the observation of Nicol (2005), “The images of this landscape construct the hollow men as being resigned to a state of suspension, paralysed by their own inability to turn conception into creation, emotion into response; spiritual redemption their only hope.” The title, the theme and the characters look reinforcing one another to develop the impersonal impression of the poem. This implies that the characters of “The Hollow Men” and the growth of “The Hollow Men” are on the same track and pattern. They go like blueprint for each other. As is aptly said by Vianu (2002): “The real stage of the poem becomes merged with the poet's mind. Eliot's poems replace reality by a mental landscape.”

### **The Use of Impersonalising Symbols**

Vianu further brings in a number of symbols used in the poem to explicate the theme of “The Hollow Men” in an objective manner. He says: “Within the hollow men there is the darkness, the horror, the kingdom of death, the broken Lord’s Prayer. Eliot the poet writes in and about darkness, and feels that an even greater darkness surrounds his very obscure world.” To Vianu the use of the images and symbols is indicative of the poet’s observation of the outer world and thereby its objective representation in his poem. Vianu is of the opinion that the dark and horrible images of Eliot give a sense of ugliness and depression which truly illustrate the condition of the characters in the poem. “We share his confusion and the darkness of his imagination is welcoming. Once we have followed him into the poem and learned how to fill in the blanks, we partake of the new status of the reader” (Vianu:2002). He says that Eliot takes his readers along with himself in such a way as if he wants them not only to understand the poem with the help of their own learning (erudition) but he requires them to write the same kind of poem alongside with him. This is though a great demand on the part of the poet; he wants his readers not only to be critical but creative too. Speaking about the motif of ‘darkness’ that Eliot has inherited, according to Vianu, from Browning’s Dark Tower and Conrad’s Heart of Darkness, Vianu says that to Eliot, darkness is not just a motif but it has become the poem itself. Friedrich and Lawrence(428), discussing the meaningfulness of Eliot’s symbols in the last section of the poem, write: “Eliot, it seems, has appropriated a symbol from the ‘cactus land’ and has given it new significance in the ‘delectable desert’ of this final section.” They say that the symbols used in the poem serve the poet’s purpose to show the characters acting and moving in the desired direction.

Speaking about Eliot’s skill of foregrounding the thematic aspect with the help of befitting images and phrases, Jarvisoolridge (2005) writes: “Eliot juxtaposes strong

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ideas together, e.g. ‘paralysed force’ in such a way that they appear to cancel each other out, leaving an emptiness.” Jarvis is talking in the context of the following lines:

Headpiece filled with straw. Alas!  
Shape without form, shade without colour,  
Paralysed force, gesture without motion. (4,11 & 12)

### **Conveying Targeted Meaning**

Jarvis speaks of the antithetical collocation of phrases, which quite unconventionally create an atmosphere of conveying the message of meaninglessness and emptiness. This is actually the life and condition of the hollow men, which the style of the poem is a strong witness upon. “Throughout the five sections of the poem, Eliot uses many words and expressions that reinforce an atmosphere of emptiness and decay: ‘cactus, stone images, fading star, broken stone, dying star, hollow valley, broken jaw, lost kingdom’, etc (Jarvis). Cahill (44) describing the theme and the technique of the poem says: “The hollowness of the hollow men is explored in several of the recurring symbols which appear in the poem.” Part IV contains the familiar images of eyes, stars, and kingdoms. Within this section are the darkest most desolate images of the setting. These include “valley of dying stars...” and “...broken jaw of our lost kingdoms” (lines 54-55). Cahill particularly analyses the symbols of ‘eyes’, ‘death kingdoms’, the ‘guy’ in the epigraph, and the ‘star image’. These symbols have been used repeatedly and consistently to reveal the conditions of the hollow men as conceived by the poet in his mind. The choice of such meaningful images seems to be making justice with the logical development of the poem. They do have an important effect on exposing the poet’s mind to his readers. Cahill quotes lines from the poem:

Eyes I dare not meet in dreams;  
Those who have crossed  
With direct eyes, to death’s other kingdom  
At the door of death’s other kingdom

Terry (133) speaks of the meaningfulness of the images used to depict the abstract ideas facing the poet. He writes, The Hollow Men enacts the despairing voyage of verification. Images, tantalizing or terrifying, remain echoes and fragments in mankind’s abortive effort to make sense of a history of wisdom and spirituality:

Between the desire  
And the spasm  
Between the potency  
And the existence  
Between the essence

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And the descent  
Falls the shadow

Terry says that here the poet may have had the thoughts personally but when he feels the actuality of his felt thoughts, the expression automatically turns into an objective reality. Although, we find traces of being personal in tone and style, the use and choice of images again makes the poem give impersonal feeling. In case of Eliot, the felt thought is never confined to the poet himself; it is rather harmonized with the universal truths, which give Eliot's poetry a solid impersonal impression. However in 'Hollow Men' the aspect of personal arrangement cannot be easily neglected. Here the poet seems to be emotional more than usual while communicating his feelings to his readers. Yet when we look at the images in the poem, the description does take an impersonal tone meeting out the poet's acclaimed idea.

### **Tradition and "The Hollow Men"**

Eliot has had much inspiration from Conrad's Heart of Darkness to write his poem "The Hollow Men". One of the main parallels between Conrad's Heart of Darkness and "The Hollow Men" is given in the theme, inherent throughout the latter, of degradation through the elimination of good, of hopelessness through resulting fault and responsibility (Smith: 13). Like Kurtz of Heart of Darkness, the characters in "The Hollow Men" have been shown afflicted with despair and doom. Thus, Eliot has started his poem by linking it with a prominent work of past, hence trying to acquaint his readers with the works he himself regards worth reading and appealing to quote. There are a number of other such references showing Eliot's adherence to up hold his concept of tradition in "The Hollow Men". From mythical to literary to historical allusions have been used to substantiate the desired theme of the poem. An association between the straw man and the Fisher King is quite easily to understand because Eliot's seems to have reenacted the characters of hollow men with the suffering and anguish of the disfigured Tiresias (Smith)

### **Alluding to Past Works/Writers**

Vianu (2005) finds a recurrent theme of darkness in the poem which he traces out to have come from earlier works. He says, "The motif of darkness translated from Robert Browning's Childe Roland to the Dark Tower Came to Joseph Conrad's Heart of Darkness and T.S. Eliot's The Hollow Men." With Browning darkness is a theme – a threat to life, which is ultimately conquered by the dramatic persona. With Conrad darkness is the depiction of unknown subconsciousness with its entire dreadfulness. Since Eliot intends to portray the miserable side of his time and people, he has expanded this sense of darkness with its bleak aspects, "which Eliot prolongs by quoting as a motto to his "Hollow Men", 'Mistah Kurtz—he dead', and we remember that Kurtz bequeathed to

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the reader his ultimate truth: ‘the horror! the horror!’ (Vianu, 2005). Conrad and Eliot, Vianu points out, share the technique of building a relationship between writer and reader through their characters’ account.

### **Characteristics of Past Works**

According to Smith a number of symbols, events and characters have been adopted from the literary works and history of Europe to make out the theme of “The Hollow Men”. The scarecrow symbol reminds us of Yeats’s poem, “Sailing to Byzantium” in which he speaks of “tattered coat upon a stick” which describes ineffectiveness and spiritual weakness. The celebration of the burning in of the effigy on the fifth of November itself echoes the custom of the condemning guilt of trying to jeopardise the masses, where as on the other hand Guy Fawkes Day is commemorated to pay tribute to the sincere services of so called Guy Fawkes. Where an allusion works directly, it is inserted as it is, but when some sort of amendment is required, Eliot fits the allusion accordingly. Referring to the end of the poem Smith says, “The first four lines of Part V parody The Mulberry Bush, substituting for the fertility symbol connoting love (as in the legend of Pyramus and Thisbe) an image purely phallic.”

Like so many other critics, Miller (p.15) has also depicted Dante’s influence on Eliot. The condition of the hollow men, in the poem, is depicted by Miller as: “Their (the hollow men’s) state is defined as that of the trimmers in the third canto of the Inferno, those wretched souls, "gathered on this beach of the tumid river". Gillis et al (p. 634) also point out Dante’s style in applying the kind of imagery, Eliot has used in The Hollow Men. They say, “For the scene and imagery of The Hollow Men is based upon the third canto of Dante’s Inferno, which describes a desolate plain lying between Hell’s portal and the river Acheron on which a horde of souls pursue a whirling banner round and round.”

Fussell (254) has traced out Shakespearian Julius Caesar in the making of a few lines and theme of The Hollow Men. He says that the pattern of a number of lines is a strong reminiscence of a soliloquy by Brutus when he is in a state of great confusion regarding joining the conspirators or to part with them. He quotes the following lines from Julius Caesar:

Between the acting of a dreadful thing  
And the first motion, all the interim is  
Like a phantasma or a hideous dream.  
The genius and the mortal instruments  
Are then in council; and the state of a man,  
Like to a little kingdom, suffers then  
The nature of an insurrection.                      II. I, 63 – 69

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He compares these lines with the following lines from *The Hollow Men*:

Between the idea  
And the reality  
Between the motion  
And the act  
Falls the shadow.

### **Eliot's Emulation**

This clearly shows Eliot's interest of keeping the predecessor's works all alive and active for the modern men. His practice of walking on the footsteps of his forerunners is not limited only to the well-reputed artists, but the writers not so much known are also alluded at a number of places. This way he has been keeping up his idea of including the minor poets in the over all stream of the European literature. Gleckner (26) speaks of the very title of the poem taken from a line of Julius Caesar. He quotes:

There are no tricks in plain and simple faith;  
But hollow men, like horses hot and hand,  
Make gallant show and promise of their mettle;  
But when they should endure the bloody spur  
They fall their crests, and, like deceitful jades,  
Sink in the trial. (Julius Caesar, IV. 22-27)

Gleckner, further, says that by his talent of emulation, Eliot has rather made the borrowing of the title richer than found in the original context. He points out the feelings and condition of the characters in *The Hollow Men*, "The sickening and decaying of love in this passage, for example, is pertinent to the unbridged gulf between lustful desire and potency on the one hand and the meaningful completeness of creation and the active existence of love on the other, presented in section V of "The Hollow Men".

Friedrich and Lawrence (426), in their article, have taken the issue of the interpretation of the word 'empty' used in the line of "The Hollow Men": The hope only / Of empty men. They are of the view that in a number of critics' works, this word has been taken as synonym to 'hollow', which, according to them is not correct. They interpret the word 'empty' positively as something full of hope and desire. They speak of it as an essential stage in the uplifting spiritual journey. "So understood, emptiness is not synonymous with hollowness in the poem"(427). The source of this interpretation, they have given, is very important. They have quoted a Spanish literary work to prove their point of view. They write: "A striking precedent can be found in the writings of the Spanish Carmelite, St. John of the Cross. Empty is one of the key words in St. John's *Dark Night of the Soul*

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and Ascent of Mount Carmel; in these works the word is used not in the sense of 'hollow' but of 'receptive, capable of being filled.' They further say that the influence of the Spanish works, especially of St. John's is very much visible in Eliot's later works. This has also been pointed out by Leonard Unger, talking of "Ash Wednesday" and "Four Quartets". This type of critical interpretation shows the connection of Eliot's works with the continental literature, which is what he wanted to maintain in his works.

Ricks (11) finds an allusion to Stevenson's Ebb-Tide in The Hollow Men. He writes, "But most telling to my mind, is that the Ebb-Tide is a world of damnation, like and unlike that of the hollow men, unmanned there in their limbo." He quotes lines and passages from the Ebb-Tide, which not only in theme but in structure and the word-alliteration too resemble the ones in "The Hollow Men". The matters of salvation, damnation and the human evil are the ideas Ricks finds common in the two works. He substantiates his thought by writing, "Perhaps, too, Eliot's gripping word 'Headpiece' owes something not only to Stevenson's succeeding 'Tail-Piece' but to the most bizarre moment in this chapter of The Ebb-Tide, the sudden sight of headpieces" (13). Ricks says that this allusion has also been mentioned by Robert Crawford in his famous essay *Savage and city in the Works of T S Eliot*.

About the end of the poem, Vianu remarks, "If Browning is a victor, if Conrad is strong enough to look death in the face, Eliot chooses the whimper and makes poetry out of what is left after the feast of traditional poetry."

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# **LANGUAGE IN INDIA**

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## **Passives in Lai and Mizo**

**George Bedell, Ph. D.**

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George Bedell, Ph. D.

Passives in Lai and Mizo

## PASSIVES IN LAI AND MIZO

George Bedell, Ph. D.

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Lai and Mizo are Tibeto-Burman languages primarily spoken in neighboring (and overlapping) areas of Chin State, Myanmar and Mizoram State, India. Both belong to the Central subgroup of Kuki-Chin. They are thus closely related, but not mutually intelligible. Most of the differences which impede intelligibility are lexical and relatively easily overcome on continued exposure. The primary examples below are taken from four translations of the Gospel according to Matthew. Those marked 'a' are from *Pathian Lehkabu Thianghlim* (God's Holy Book), the standard Mizo version. Those marked 'b' are from the common language revision (same title) published in 2008. Those marked 'c' are from *Lai Baibal Thiang* (the Holy Bible in Lai), the standard Lai version, as revised in 1999 (principal translator David Van Bik). Those marked 'd' are from *Khamtu Bawipa Jesuh Khrih Biahren Thar* (the New Testament of the Savior Lord Jesus Christ), published in 2002 (principal translator James Sangawi). Examples are cited in the original orthography; the standard orthographies of Lai and Mizo are almost identical. Lai *c*, *ch* and *hng* correspond to Mizo *ch*, *chh* and *ngh*. Mizo represents some long vowels with a circumflex accent, while Lai occasionally uses a doubled vowel letter. Our examples use *tr* and *thr* for the retroflex stops, represented in both standard orthographies as *t* and *th* with a subscribed dot. Both orthographies represent a syllable final glottal stop with the letter *h*, and neither represents tone. The numbers indicate chapter and verse in Matthew. An earlier version of this paper was presented to the UCB-UCLA Joint Conference on Southeast Asian Studies, Los Angeles, 2009.

**Verb stem alternation.** Lai and Mizo both exhibit what is usually referred to as 'verb stem alternation'. This is morphological variation in verbs which depends on a combination of lexical, syntactic and pragmatic conditions; it is characteristic of Kuki-Chin languages and the conditions as well as lexical manifestations differ slightly from one language to another. Alternations are listed for Mizo in Lorrain 1940 and for Lai in Ni Kio 2005. While we cannot go into it in depth here, examples (1) to (6) will give some idea of the phenomenon. The transitive verbs *ngaidam* in Mizo and *ngaihthiam* in Lai mean 'forgive'; each has an alternant, *ngaihdam* and *ngaihthiam* respectively, formed by suffixing a glottal stop to the first syllable. Following the literature, we will call *ngaidam* and *ngaihthiam* the stem I form, and *ngaihdam* and *ngaihthiam* the stem II form. For details on the usage of these forms, see in particular Kathol and VanBik 2000 and Kathol 2003.

- (1) a *Keini pawhin kan englo bâte kan ngaihdam tâk ang khân.*  
 we also-BY 1=PL something owe=PL 1=PL forgive PERF FUT that=as  
 'as we also will forgive what is owed to us'
- b *Kan laka bâte kan ngaidam angin,*  
 1=PL to=P owe=PL 1=PL forgive FUT=as  
 'as we will forgive what is owed to us'
- c *Mi nih kan cungah thratlonak an tuahmi kan ngaihthiam hna bangin*  
 people BY 1=PL on=P evil 3=PL do=REL 1=PL forgive PL like=as  
 'as we forgive the evils people do against us'

- d *Kan cungah thratlonak a tuahtu hna kan ngaihthiam hna bangin*  
 1=PL on=P evil 3 do=REL PL 1=PL forgive PL like=as  
 'as we forgive those who do evil against us' (6:12)

In (1b) *ngaidam* illustrates the use of stem I in active Mizo transitive clauses. In (1cd) *ngaihthiam* illustrates the use of stem II in active Lai transitive clauses. In Mizo (1a), the stem II form is used because of *kha*, which serves to nominalize it.

- (2) a *Kan batte hi min ngaidam ang che,*  
 1=PL owe=PL this 1 forgive FUT IMP  
 'forgive us what we owe'
- b *kan batte hi min ngaihdam sak ang che.*  
 1=PL owe=PL this 1 forgive=BEN FUT IMP  
 'forgive us what we owe'
- c *Kan thratlonak cu kan ngaihthiam ve ko.*  
 1=PL evil that 1=PL forgive also EMPH  
 'forgive us also our evils'
- d *kan thralonak kha kan ngaihthiam ve ko.*  
 1=PL evil that 1=PL forgive also EMPH  
 'forgive us also our evils' (6:12)

In (2a) *ngaidam* illustrates the use of stem I in imperative Mizo transitive clauses. In (2cd) *ngaihthiam* illustrates the use of stem I in imperative Lai transitive clauses. In their original context, (2a) precedes (1a) as in English translations. By contrast (1bcd) precede (2bcd) reflecting the more natural word order of Mizo and Lai. The use of stem I in Mizo does not distinguish imperative clauses from indicative clauses, but in Lai it does. In (2b) the stem II form is used before the benefactive suffix *-sak*; *ngaihdam sak* is the stem I form of the benefactive verb meaning 'forgive'.

Examples (3) and (4) illustrate further conditions on verb stem alternation.

- (3) a *Mi an bawhchhiatte in ngaihdam chuan,*  
 people 3=PL transgress=PL 2=PL forgive if  
 'if you forgive people their transgressings'
- b *An bawhchhiatnaah mite in ngaihdam chuan,*  
 3=PL transgression=PL people=PL 2=PL forgive if  
 'if you forgive people for their transgressions'
- c *Mi nih nan cungah an tuahtu thratlonak kha nan ngaihthiam hna ahcun,*  
 people BY 2=PL on=P 3=PL do=REL evil that 2=PL forgive PL if  
 'if you forgive the evils that people do to you'
- d *Nan cungah thratlonak a tuahtu kha nan ngaihthiam hna ahcun*  
 2=PL on=P evil 3 do=REL that 2=PL forgive PL if  
 'if you forgive the evils that are done to you' (6:14)

In (3ab), Mizo uses the stem II form in if-clauses; this is the case also in Lai (3cd). Here the use of stem II in Mizo distinguishes if-clauses from main clauses, but in Lai it does not.

- (4) a *in Pa vâna miin a ngaidam ve ang che u.*  
 2=PL father heaven='s person=BY 3 forgive also FUT 2 PL  
 'your heavenly father will forgive you'
- b *in Pa vâna mi pawhin a ngaidam ve ang che u.*  
 2=PL father heaven='s person also=BY 3 forgive also FUT 2 PL  
 'your heavenly father also will forgive you'
- c *vancung i a ummi nan Pa zong nih an ngaihthiam ve hna lai.*  
 heaven P 3 be=REL 2=PL father also BY 3=2 forgive also PL FUT  
 'your father who is in heaven also will forgive you'
- d *vancung i nan Pa zong nih an ngaihthiam ve hna lai;*  
 heaven P 2=PL father also BY 3=2 forgive also PL FUT  
 'your father in heaven also will forgive you' (6:14)

In Mizo (4ab) we again see the stem I form contrasting with the stem II form in Lai (4cd).

Examples (5) and (6) illustrate still further conditions on verb stem alternation.

- (5) a *mite in ngaihdam si loh chuan,*  
 people=PL 2=PL forgive but NEG if  
 'but if you do not forgive people'
- b *In ngaihdam loh erawh chuan,*  
 2=PL forgive NEG but if  
 'but if you do not forgive them'
- c *mi thratlonak kha nan ngaihthiam hna lo ahcun*  
 people evil that 2=PL forgive PL NEG if  
 'if you do not forgive people evil'
- d *mi thratlonak kha nan ngaihthiam hna lo ahcun*  
 people evil that 2=PL forgive PL NEG if  
 'if you do not forgive people evil' (6:15)

In all the versions of (5), we again see stem II used in if-clauses, contrasting with main clauses in Mizo but not in Lai.

- (6) a *in Pain in bawhchhiate a ngaidam bik lo vang.*  
 2=PL father=BY 2=PL transgress=PL 3 forgive more NEG FUT  
 'no more will your father forgive your transgressings'
- b *in Pain in bawhchhiatnaahte a ngaidam bik lo vang che u.*  
 2=PL father=BY 2=PL transgression=PL 3 forgive more NEG FUT 2 PL  
 'no more will your father forgive you your transgressions'

- c *vancung i a ummi nan Pa zong nih thratlonak nan tuahmi kha an ngaithiam*  
 heaven in 3 be=REL 2=PL father also BY evil 2PL do=REL that 3=2 forgive  
*ve hna lai lo.*  
 also PL FUT NEG  
 'your father who is in heaven also will not forgive you the evil you do'
- d *van i nan Pa zong nih an ngaithiam ve hna lai lo.*  
 heaven in 2=PL father also BY 3=2 forgive also PL FUT NEG  
 'your father in heaven also will not forgive you' (6:15)

In (6cd) we see stem I in Lai negative sentences, which contrasts with stem II in affirmative sentences like (4cd). In Mizo there is no contrast; compare (6ab) with (4ab). In negative if-clauses like (5cd), stem II appears (as required by the if-clause) and the stem I requirement of the negative is over-ridden.

**Agreement.** Both Lai and Mizo exhibit agreement in person and number between the verb and its subject and object. This phenomenon too is characteristic of Kuki-Chin languages, and the details differ slightly from one language to another. Agreement appears as particles which precede or follow the verb, with subject agreement preceding object agreement when both are present. As with verb stem alternation, we cannot give a full discussion here, but (1) to (6) contain enough examples to suggest what is involved. For a full description of agreement in Lai, see Bedell 1998 and for agreement in Mizo, see Bedell 2001c. In (1), *kan* preceding *ngaidam*, *ngaihdam* or *ngaihthiam* indicates agreement with a first person plural subject. In (1a) the subject is the pronoun *keini* 'we'; otherwise the subject is absent and identifiable only by the agreement particle. These verbs are transitive with overt direct objects in each case. In Mizo there is no agreement with a third person object, but in (1cd) Lai *hna* follows *ngaihthiam* and indicates agreement with a third person plural object. (1cd) also contain relative clauses; in (1c) *an* indicates agreement of the verb *tuah* 'do' with its subject *mi* 'people', and in (1d) *a* marks neutralized agreement of the same verb with its relativized subject. The remaining instances of *kan* and *hna* are not verbal agreement particles, but belong to noun phrases. In (2ab) Mizo *min* indicates agreement with a first person object, while in (2cd) Lai *kan* indicates the same agreement. It is clear that *kan* in (2cd) indicates object rather than subject agreement because imperative verbs do not agree with their subjects in the same way as other verbs do.

*In* before *ngaihdam* in Mizo (3ab) and *nan* before *ngaihthiam* in Lai (3cd) indicate agreement with a second person plural subject. Lai *hna* in (3cd) indicates agreement with a third person plural object in the same way as in (1cd), and Lai *an*, *a* and *hna* following *ngaihthiam* in 3(cd) indicate agreement in the same way as in (1cd). Mizo *an* in (3ab) and Lai *nan* before *cungah* in (3cd) are not verbal agreement particles, but belong to noun phrases. In (4ab) Mizo *a* before *ngaidam* indicates agreement with a third person singular subject; *che* following the future particle *ang* indicates agreement with a second person object and the following *u* indicates that that object is plural. In (4cd) Lai *an* before *ngaihthiam* indicates agreement with a third person singular subject and also agreement with a second person object. The *hna* preceding the future particle indicates that the second person object is plural. In (4c) the *a* preceding the verb *um* 'be' marks neutralized agreement with the relativized subject. Mizo *in* in (4ab) and Lai *nan* in (4cd) are not verbal agreement particles, but belong to noun phrases. Mizo *in* and Lai *nan* and *hna* in (5) indicate agreement in exactly the same way as in (3); Mizo *a*, *che* and *u* and Lai *a*, *an* and *hna* in (6) indicate agreement in exactly the same way as in (4). Mizo *in* and Lai *nan* in (6), as in (4) are not verbal agreement particles, but belong to noun phrases.

An interesting point that follows from the examples in (1) through (6) is that the transitive verbs *ngaidam* in Mizo and *ngaithiam* in Lai meaning 'forgive' may take either a human object or an abstract object or both. The abstract object may also appear as a postpositional phrase. The same is true of English *forgive*.

- (7) *I forgive you.*  
*I forgive your transgressions.*  
*I forgive you your transgressions.*  
*I forgive you for your transgressions.*

Thus in (1abc), (2), (3cd) and (6a) there is one abstract object; in (1d), (4), (5ab) and (6) there is one human object; in (3a), (5cd) and (6c) there are two objects, one abstract and one human; and in (3b) and (6b) there is one human object and one postpositional phrase. Since both Lai and Mizo allow agreement of the verb with at most one object, and person agreement only with first or second person objects, the variations in thematic structure directly affect the agreement patterns. The agreement patterns are not directly affected by verb stem alternation.

**Case.** Since both Lai and Mizo have rather complex agreement patterns of verbs with their subjects and objects, it is appropriate to ask about case marking, since there is a functional overlap of the two: both agreement and case marking serve as glue to hold clauses together. Judging from the literature, there is a typical Kuki-Chin case marking system, though the details differ from one language to another. Again we refer to examples (1) to (6) to illustrate the phenomenon without attempting a comprehensive analysis. The primary phenomenon to be accounted for is Mizo *-in*, seen in (1a), (4ab) and (6ab), and Lai *nih*, seen in (1c), (3c), (4cd) and (6cd). These particles attach to the subject noun phrase of a transitive verb, and for this reason they are usually described as 'ergative case markers'. For Mizo, see Chhangte 1993 (pp. 60-61); for Lai, see Peterson 2003 (pp. 411-12). Those examples where they do not appear contain no overt subjects of transitive verbs. Mizo *-in* is treated orthographically as a suffix and Lai *nih* as a separate word, but this is probably not syntactically significant. Mizo *-in* may lose its vowel when suffixed to a two or more syllable word which ends in a vowel. They often follow the head noun of the noun phrase they attach to, but they may be separated from it by modifiers like Mizo *vâna mi* 'heavenly' in (4ab) or adverbial particles like Mizo *pawh* 'also' in (1a) and (4b) or Lai *zong* 'also' in (4cd) and (6cd). We gloss both as BY reflecting our view that these particles are not case markers, but rather agentive postpositions. There are several reasons for this unorthodox position, one of which will come up in the discussion below.

Subjects of intransitive verbs and objects of transitive verbs are not case marked in either language. Unmarked human objects in our Mizo examples are *mi* in (3a) and *mite* in (3b) and (5a); unmarked abstract objects are *kan englo bâte* in (1a), *kan laka bâte* in (1b), *an bawhchhiate* in (3a), *an bawhchhianaahte* in (3b), *in bawhchhiate* in (6a), *in bawhchhianaahte* in (6b). Unmarked human objects in our Lai examples are *kan cungah thratlonak a tuahtu hna* in (1d) and *mi* in (5cd); unmarked abstract objects are *thratlonak* in (3d) and (6c), *kan cungah thratlonak* in (1cd), and *mi nih kan cungah thratlonak an tuahtu* in (1c). The subjects of intransitive verbs and objects of transitive verbs are often (more often in Lai than in Mizo) followed by a deictic particle with a context oriented function. Mizo examples are *hi* 'this' in *kan batte hi* (2ab), and Lai examples are *cu* 'that' in *kan thratlonak cu* (2c), and *kha* 'that' in *thratlonak kha* (5cd), *kan thratlonak kha* (2d), *mi nih nan cungah an tuahtu thratlonak kha* (3c), *thratlonak nan tuahtu kha* in (6c), and *nan cungah thratlonak a tuahtu kha* in (3d). Though it is often possible to identify noun phrases as intransitive subjects or transitive objects by the presence of *hi*, *cu* or *kha*, clearly they are not case markers. They may occur with transitive subjects (followed by *-in* or *nih*) and they also appear at the ends of clauses, as with Mizo *kha* in (1a). For a discussion of these deictics in Lai, see Bedell 2001b.

Also customarily identified as case markers are Mizo *-ah* (locative), *în* (instrumental) and *-a* (genitive) and Lai *ah* (locative), *in* (instrumental or ablative) and *he* (comitative). See the references in fn. 6. (1) to (6) do not contain many examples, but we see Mizo *-ah* in *an bawhchhiatnaah* in (3b) and *in bawhchhiatnaah* in (6b) and *-a* in *kan laka* 'to us' in (1b) and *vâna mi* 'heavenly' in (4ab). It may be that *-a* is a variant of *-ah*. We see Lai *ah* in *kan cungah* 'to us' in (1cd) and in *nan cungah* 'to you' in (3cd); *i* in *vancung i a ummi nan Pa*, *vancung i nan Pa* and *van i nan Pa* 'your father (who is) in heaven' in 4(cd) and (6cd) is a variant of *ah*. Mizo *laka* in (1b) and Lai *cungah* in (1cd) and (3cd) also illustrate a characteristic Kuki-Chin structure: a compound postposition made up of a 'relational noun' Mizo *lak* or Lai *cung* plus *-ah*. For a discussion of compound postpositions in Lai, see Bedell 2000. The postpositional part is often treated as a suffix, and glossed here as P. Noun phrases accompanied by any of these putative case markers are never arguments for purposes of agreement, and we see no good reason to consider them case markers rather than simply postpositions. It may be best to regard Lai and Mizo as not exhibiting case (as opposed to postpositions).

**Passive constructions.** Now let us look carefully at example (8).

- (8) a *i sualte ngaihdam a ni tawh*,  
 2 sin=PL forgive 3 be PERF  
 'your sins have been forgiven'
- b *i sualte ngaihdam a ni ta e*,  
 2 sin=PL forgive 3 be PERF for  
 'for your sins have been forgiven'
- c *na sualnak cu ngaihthiam na si cang*  
 2 sin that forgive 2 be PERF  
 'you have been forgiven your sins'
- d *na sualnak cu ngaihthiam asi cang*  
 2 sin that forgive 3=be PERF  
 'your sins have been forgiven' (9: 2)

(8) features the same verbs, Mizo *ngaidam* and Lai *ngaihthiam* 'forgive', as in (1) to (6). In all four variants, these verbs appear in their stem II forms, Mizo *ngaihdam* and Lai *ngaihthiam*. In Mizo, stem II distinguishes (8ab) from examples like (1b), (2a), (4ab) and (6ab). But in Lai, it does not distinguish (8cd) from the corresponding Lai examples. In (8), there is no subject agreement particle preceding the main verb; one appears after the main verb accompanying an auxiliary: *ni* in Mizo and *si* in Lai. These auxiliaries serve as copula in both languages. In Mizo (8ab) the subject of the sentence is apparently *i sualte* 'your sins', though this is not clearly indicated. The absence of *-in* is not conclusive, since these could be intransitive clauses, and the subject agreement particle *a* is also not conclusive, since the absent agent could be third person singular. Lai (8d) has the same structure as Mizo (8ab), but (8c) has a significant difference. There, as clearly shown by the agreement particle *na* preceding the auxiliary *si*, the subject is 'you'. And 'you' is the human object of *ngaihthiam* along side the abstract object *na sualnak* 'your sins'. We submit that (8) are passive constructions which show that this syntactic phenomenon exists in both Mizo and Lai. For a discussion of passives in Lai, see Bedell 2001a.

Example (9) is a parallel set with a different verb, *pe* 'give', which takes both a human object and an abstract object. The stem II forms corresponding to stem I *pe* are *pêk* in Mizo and *pek* in Lai.



- (9) a *Lei leh vâna thuneihna zawng zawng ka hnênah pêk a ni tawh.*  
 earth and heaven='s power all 1 to=P give 3 be PERF  
 'all power of heaven and earth has been given to me'
- b *Lei leh vâna thuneihna zawng zawng pêk ka ni ta.*  
 earth and heaven='s power all give 1 be PERF  
 'I have been given all power of heaven and earth'
- c *Vancung le vawlei cung i a ummi nawlgeihnak vialte cu pek ka si cang.*  
 heaven and earth on P 3 be=REL power all that give 1 be PERF  
 'I have been given all power that is in heaven and earth'
- d *Lei le van i nawlgeihnak vialte cu pek ka si cang.*  
 earth and heaven in power all that give 1 be PERF  
 'I have been given all power in heaven and earth' (28:18)

In Mizo (9a), the subject apparently is *lei leh vâna thuneihna zawng zawng* 'all power of heaven and earth', though the agreement particle *a* does not unambiguously determine this just as in (8ab). In (9b) we see the same phenomenon as in Lai (8c). The agreement particle *ka* shows clearly that the subject of (9b) is 'I', the human object of *pêk*, 'give', which corresponds to the postpositional phrase *ka hnênah* 'to me' in (9a). In both Lai versions (9cd) the subject is 'I' as shown by the agreement particle *ka*.

While in (8) and (9) all the versions are passive, this is not the case in (10).

- (10) a *I mi baptis ka trûl zâwk si a,*  
 2 1 baptize 1 need rather still and  
 'I need you to baptize me'
- b *Mi baptis tûr i ni zâwk si a,*  
 1 baptize should 2 be rather still and  
 'you should baptize me'
- c *Keimah pei nangmah nih tipil pek awk ka si cu,*  
 I EMPH you BY baptism give should 1 be that  
 'I should be baptized by you'
- d *Keimah pei nangmah nih baptisma na ka pek awk a si cu, (3:14)*  
 I EMPH you BY baptism 2 1 give should 3 be that  
 'it should be that you baptize me'

Lai (10c) is clearly passive: it has a stem II verb form (*pek*, though this not distinctive in Lai), it has the passive auxiliary (*si*), and its subject 'I' as shown by the agreement particle *ka* is the human object of *pek*. It differs from (8c) and (9cd) in the presence of the nominal auxiliary *awk* and in the presence of overt pronouns due to the contrast. Lai (10d) is equally clearly not passive: it has a stem II verb form (*pek*) but that verb form is clearly active and transitive as shown by the two agreement particles which precede it (*na* and *ka*). It has an auxiliary (*si*) but that is not a passive auxiliary but rather allows *awk* 'should' to agree with its subject, the clause *keimah pei nangmah nih baptisma na ka pek* 'you baptize me'. For a discussion of the syntax of Lai *awk*, see Bedell 2007. The particle *pei* in (10cd) requires the presence of a deictic (here *cu* 'that') at the end of its clause.

Mizo (10a) is also not passive. The verb *baptis* 'baptize' has no alternation, so we don't know whether it is stem I or II, but like *pek* in (10d) it has full transitive agreement (*i* and *mi*). It does not contain the Mizo passive auxiliary (*ni*), and seems complex like Lai (10d). Mizo (10b) is a more difficult case, because it does contain an auxiliary (*ni*). However, *baptis* shows object agreement (*mi*) and subject agreement (*i*) of the auxiliary is with the subject of *baptis* rather than the object. It really cannot be passive. The presence of a first person object agreement particle in Mizo normally suppresses subject agreement with the same verb. See Bedell 2001c for discussion. Thus (10a) is unusual and possibly archaic.

One further point is to be made from (10c). Though passive, it contains the particle *nih* often described as an 'ergative case marker', which by definition should mark the subject argument of a transitive verb. But in (10c) *nangmah* 'you' is not the subject, but rather *keimah* 'I'. This is shown clearly by the agreement on the auxiliary: *ka si* and not *na si*. This is in contrast with (10d), where the same phrase *nangmah nih* is the syntactic subject of the verb *pek* 'give' as is clear from *na ka pek* 'you give to me'. Explicit agents like *nangmah nih* in (10c) are not common in Lai; (10c) is a unique example in our texts. There are no examples in Mizo, and the discussion by Rodingliana 2004 (pp. 224-26) suggests that Mizo *-in* is in fact not used in this way.

- (11) *Lalan in a sâ.*  
'Lala constructed a building.'
- (12) *In chu Lala sak a ni.*  
'A building was constructed by Lala.'

In (12) the verb *sak* 'build' is a stem II form; neither noun phrase *in chu* 'a building' (the subject) or *Lala* (the agent) is marked with *-in*.

**Is there a Lai passive?** The earliest grammar of Lai, Newland 1897, does not contain any section on passive. There is a list of examples of *si*, which he calls an 'affix' which is also 'the verb to be or become'. One of his examples (p. 39) may be a passive:

- (13) *Lark" sung, a she"?*  
'Is this to be taken?'

In modern orthography, this would be *lak cang a si?* and if it is indeed passive, it should mean 'has it been taken?' A much more sophisticated grammar, Hay-Neave 1953, says:

- (14) There is no Passive Voice. When a Passive construction occurs in English this is altered in Lai Chin to the Active Voice in such a way as to give the same meaning. Thus "I am going tomorrow" would be translated in Lai Chin by "I will go tomorrow", and "He is loved by the girl" becomes "The girl loves him". (Verbs 1, p. 13)

Like Newland 1897, Hay-Neave 1953 contains a few possible passives.

- (15) *Mahhi zungzaal tuah awk a si.*  
'This will always be done.' ('Conversation with a Policeman' 35, p. 159)
- (16) *Zu din awk a si cang.*  
'The zu is now ready for drinking.' ('Manufacture of Zu Beer' 33, p. 175)

(15) is a unique example glossed as passive by Hay-Neave; (16), if it is indeed a passive, could be glossed more literally: 'the zu should now be drunk.' Both examples have third person subjects and objects and therefore are not as clear as might be desired. Note also that, like (10cd), both contain *awk*. F. K. Lehman (personal communication), reports that during his fieldwork in Chin State in the 1960s he attempted to elicit passive sentences without success. The late Rev. David Van Bik, who was responsible for the 'c' examples in this discussion, stoutly maintained that Lai has no passive. A recent grammatical sketch of Lai, Peterson 2003, has no discussion of passives, though Bedell 2001a is listed in the references.

By contrast, an early grammar of Mizo, Lorrain and Savidge 1898, of a similar size and scope to Newland 1897, has a section on 'Passive Voice' (p. 26). Two of their examples comparing active and passive are (17) and (18):

- (17)        *Ka vêl a che.*  
              'I beat you'
- (18)        *I velh ka ni.*  
              'I am beaten by you,'

Example (18) is recognizably passive: it has the stem II form *velh* of the verb *vêl* 'beat', the passive auxiliary *ni*, and the subject of the sentence as indicated by the agreement marker *ka* is 'I'. The only difference from our examples (8ab) and (9ab) is that it retains agreement as indicated by the marker *i* with the agent 'you'. This suggests some variation in Mizo grammar either historical or geographical. Lorrain's dictionary (1940) contains no grammar, but 'in passive voice' is listed under the conditions for the use of stem II (p. xi). A recent grammar, Chhangte 1993, omits consideration of passives, but as mentioned above Rodingliana 2004 contains a discussion of Mizo passives in comparison with English. Examples (8), (9) and (10) show clearly that Lai has passive sentences, directly comparable with those traditionally recognized for Mizo. They don't show what role the passive construction plays in these languages (in particular how it is used in ordinary conversation), which will require further investigation. Judging by our particular texts, passives are rather more frequent in Lai than in Mizo. To explain the failure of grammars to recognize the existence of Lai passives, it may be sufficient to call attention once more to verb stem alternation. Though both Lai and Mizo use stem II in passives, only in Mizo is the verb form distinct from that used in corresponding actives. According to Keenan 1985 (p. 250):

... what is distinctive about the form of passive sentences is their verb phrase (VP), and passive VPs are naturally expressed as syntactic and morphological modifications of transitive verbs (TVs).

It is precisely here that Lai differs from Mizo, and lacks the most salient feature of passives cross-linguistically. In this connection it is worth emphasizing that what we have called the 'passive auxiliary' is not unique to passive constructions; see for example (10b) above.

**More passives.** This discussion of passives in Lai and Mizo will close with a selection of further examples illustrating variation in passive constructions. In (19) three of the four versions are passive.

- (19) a        *thing tin rah thraa rah lo apiang an kit a, meiah an paih*  
              tree every fruit good bear NEG whatever 3=PL cut-down and fire=in 3=PL throw  
              *thrîn.*  
              constantly

'they cut down every tree which does not bear good fruit and throw it into the fire'

- b *thing eng pawh rah thraa rah lo chu kiha meia tuah mai tûr a ni.*  
tree whatever fruit good bear NEG that cut-down=and fire=on put directly should 3 be  
'any tree which does not bear good fruit is cut down and put right on the fire'
- c *thei thra a tlai lomi paoh cu hau an si lai i mei chungah paih*  
fruit good 3 bear NEG=REL all that cut-down 3=PL be FUT and fire in=P throw  
*an si lai.*  
3=PL be FUT  
'every one which does not bear good fruit will be cut down and will be thrown into  
the fire'
- d *Thei thra a tlai lomi paoh cu hau i mei ah paih an si lai.*  
fruit good 3 bear NEG=REL all that cut-down and fire in throw 3=PL be FUT  
'every one which does not bear good fruit will be cut down and thrown into the fire'  
(3:10)

In (19b) *kih* is the stem II form corresponding to stem I *kit* in (19a). The verbs *paih* 'throw' in (19a) and *tuah* 'put (wood on a fire)' in (19b) do not show alternation. (19b) is a passive, but (19a) is not, (19cd) differ in that the former contains two full conjoined passive verb phrases, while the latter has conjunction of the main verb only with a single passive auxiliary. This is also true of (19ab) though in (19a) the verb phrases are not passive.

Examples (20) are a similar set.

- (20) a *chi hi a dâk tawh chuan enginnge an tihal leh ang?*  
salt this 3 be-flavorless PERF if how=Q 3=PL CAUS=be-salty again FUT  
'if salt has lost its flavor, how will they make it salty again?'
- b *chi hi da ta ang se, engtia leh tûr nge ni ang?*  
salt this be-flavorless PERF FUT IMP how restore should Q be FUT  
'suppose salt should become flavorless, how should it be restored?'
- c *cite kha a sinak cu a loh ahcun, zeitindah alter khawh a si thran*  
salt that 3 be=ness that 3 disappear if how=Q be-salty=CAUS can 3 be again  
*ti lai?*  
still FUT  
'if salt loses its essence, how can it be made salty again?'
- d *cite nih a alnak a zemh ahcun zeitindah alter thran khawh a si ti lai?*  
salt BY 3 salty=ness 3 lose if how=Q be-salty=CAUS again can 3 be still FUT  
'if salt loses its saltiness, how can it be made salty again? (5:13)

In (20b), *leh* is the stem II form corresponding to stem I *lêt* 'restore'. The passive auxiliary *ni* does not show subject agreement because the subject is being questioned by the complex interrogative *engtia leh tûr nge*. For some discussion of complex interrogatives, see Bedell 2005. In (20a), *tihal* is the stem II form corresponding to *ti-al* 'make salty'. The stem II form is used because of the (non-subject) interrogative. Notice also that *dâk* in (20a) is the stem II form in an if-clause corresponding to *da* in (20b) in an imperative. (20cd) are both passive, and illustrate the option to place

some verbal particles (here *thran* 'again') either with the main verb as in (20d) or with the auxiliary as in (20c).

Example (21) is another set.

- (21) a *tihhluma a awm tûrzaia te, ni thum nia kaihtawha a awm tûrzaia*  
kill=P 3 be should=way and day three day=on raise=P 3 be should=way  
'that he would be put to death, and on the third day he would be raised up'
- b *tihhluma a awm tûr leh ni thum ni-a kaihtawha a awm tûr*  
kill=P 3 be should and day three day=on raise=P 3 be should  
'that he would be put to death, and on the third day he would be raised up'
- c *An ka thah lai i nithum ni ah nunter ka si thran lai,*  
3=PL 1 kill FUT and day=three day in live=CAUS 1 be again FUT  
'they will kill me and in three days I will be made to live again'
- d *an thah i ni thumnak ah thawhter a si lainak kha*  
3=PL kill and day three=ORD on rise=CAUS 3 be FUT=NOM that  
'that they would kill him and on the third day he would be raised' (16:21)

In (21ab), *tihhlum* is a stem II form corresponding to stem I *tihlum*, and *kaihtawha* is a stem II form corresponding to stem I *kaiho*. But these are not Mizo passives; stem II forms are used because of nominalization apparently due to indirect discourse. Both stem II forms are followed by a suffixed postposition *-a*. *Awm* 'be' is not the passive auxiliary, but a locative/existential verb. Lai (21d) is also a nominalized indirect discourse construction, but it contains a passive on the causative verb *thawhter*. (21c) has put the sentence into direct discourse and is also passive.

Example (22) is another set.

- (22) a *Israel hnam zînga berâm bo hnênah lo chuan tirh ka ni lo ve,*  
Israel tribe among=P sheep lost to=P NEG if send 1 be NEG EMPH  
'I have been sent only to the lost sheep among the people of Israel'
- b *Berâm bo, Israel hnam hnênah lo chuan tirh ka ni lo ve,*  
sheep lost Israel tribe to=P NEG if send 1 be NEG EMPH  
'I have been sent only to the lost sheep, the people of Israel.'
- c *Israelmi lak i a tlaumi tuu hna sin lawngah pei thlah ka si ko cu,*  
Israel=people among P 3 lose=REL sheep PL to only=P EMPH send 1 be EMPH that  
'I have been sent only to the sheep who are lost among the Israelites'
- d *Kei cu Israel chung i tuu thlau hna sin lawngah thlah ka si,*  
I that Israel in P sheep lost PL to only=P send 1 be  
'I have been sent only to the lost sheep in Israel' (15:24)

In (22) all the versions are passive; in (22ab) *tirh* is a stem II form corresponding to *tîr*, and these sentences illustrate a double negative idiom. Lai (22c) should be compared with (10cd) and fn.13 above.

Examples (23) and (24) together are a final set.

- (23) a *ka ruai chu ka peih ta;*  
1 feast that 1 prepare PERF  
'I have prepared my feast'
- b *ruai chu ka peih ta a,*  
feast that 1 prepare PERF and  
'I have prepared the feast, and ...'
- c *Rawl danghnak cu timh a si dih cang.*  
food service that prepare 3 be all PERF  
'the feast has all been prepared'
- d *Zanriah cu timh a si cang,*  
dinner that prepare 3 be PERF  
'dinner has been prepared' (22:4)
- (24) a *Lawi chaw peih a ni ta,*  
wedding food prepare 2 be PERF  
'the wedding meal has been prepared'
- b *Ruai chu peih a ni ta,*  
feast that prepare 3 be PERF  
'the feast has been prepared'
- c *Nupi thrit rawldanghnak ka tuahmi cu timh dih a si cang;*  
bride bind food=service 1 do=REL that prepare all 3 be PERF  
'the wedding feast I arranged has all been prepared'
- d *Thritumhnak cu timh a si cang,*  
wedding-feast that prepare 3 be PERF  
'the wedding feast has been prepared' (22: 8)

(23ab) are not passive in contrast to passive (24ab). The Mizo verb *peih* 'prepare' does not exhibit alternation. All the Lai versions (23cd) and (24cd) are passive. (23c) and (24c) differ in the position of the quantificational particle *dih* 'all' resembling (20cd).

### Abbreviations

1	first person
2	second person
3	third person
BEN	benefactive suffix
BY	agentive postposition (or ergative case marker)
CAUS	causative prefix or suffix
EMPH	emphatic particle
FUT	future particle
IMP	imperative particle
NEG	negative particle
NOM	nominalizing suffix
ORD	ordinal suffix

P	postposition
PL	plural suffix or particle
Q	interrogative particle
REL	relative suffix
PERF	perfect particle

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# **LANGUAGE IN INDIA**

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## **Price Control, Islam, Consumerism and Pakistan**

**Tariq Mahmmod Niazi and Noor-ud-Din Jami, Ph.D.**

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### **Abstract**

This article is about the complex phenomenon of price control. In this article, price control in Islam, Consumerism and suitable strategy for price control for Pakistan are discussed. In this article some economic scholars' views on price control and justice in economic activities are also briefly discussed to show the importance of maintaining a fair economic system. In it, causes behind the high prices in Pakistan are also discussed. In the end, suitable price control strategy and active consumerism is also presented.

The concept of price is generally considered in relation to money. Originally, barter system in which good were exchanged for othe goods was in practice. Late on coins and currency notes came to be used. However, questions arose as to the ratio using which good should be exchanged. The quantity of one commodity was actually the price of the quantity of the other commodity. In this process, one commodity got more goods than the other commodity under exchange. This usually happened there was a high demand or less supply or various types

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of goods for daily use. This was actually price of the things in terms of things rather than using coins or notes which were not used for exchanging and even not were invented at that time.

But after the introduction of coins and notes, purchasing or selling of goods became easier for the sellers and for the buyers. Now you can get the things just dialing the sellers' phone numbers but it depends on your personal business, reputation or status.

### **The Meaning of *Price***

First, we see the literal meaning of the price:

Price (n) a. The amount of money, etc. asked or paid for something; cost. b. Value or worth. c. The cost, as in life, labour, etc. of obtaining some benefit.

Price (v) Priced, Pricing: a. To fix the price of b. To find out the price of.

Priceless (adj) of inestimable value, invaluable price. (1)

The word *price* may have been derived from *pice* (2) or *pice* may have been derived from *price*. In Arabic for price control, the word *Tasi'r* is used which is derived from *sa'r* (3). Anyhow, we present the definition of price as under:

Price is an expression of the consensus on the values of different things and every society that permits exchanges between people has prices. Because prices are expression in terms of widely acceptable commodity, they permit a ready comparison of the comparative values of various commodities. A system of prices exists between individual prices, are related to each other. (4)

### **Price Control**

The price control has always remained a complex phenomenon both in developed and developing economies. Supporters of free economies argue that market mechanism determines the price level on the basis of demand and supply. Chronic shortages and surplus can be avoided by following this rule as demand and prices direct production. The economic consequence of government price control is economic disruption and price control is a form of public theft too. (5)

### **Price Control in Islam**

Islam has given a complete code of ethics for trade. Study any book of tradition of the Prophet and you will always find a permanent portion therein pertaining to transaction. The

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Prophet laid down set rules and regulations which leave no scope for any kind of black marketing, profiteering, hoarding, exploitation or treachery. (6)

The famous Hadith which is quoted against the price control also mentions Sunnan Abu Dawood is as under: (Translation of Hadith)

“Narrated Ans that once the price of some commodities rose up in Madinah during the life time of the Holy Prophet (P.B.U.H). The people said; O Prophet of Allah, the prices have gone high; kindly fix up the prices (of commodities in the market) for us. The Prophet replied: verily Allah Himself is the one Who fixes up the prices: He is the one who curbs production and brings commodities to us in less quantities; He is the one who sometimes makes us produce the commodities in great quantities; He is the one who feeds us with provision”. (7)

To control the price or to fix prices, muhtasib should get the information about the prices of raw material, if these things are industrial goods. In Islam market is to be free and permitted to respond to the natural laws of supply and demand. Thus when the prices became high in the prophet’s time and people asked him to fixed prices for them, he replied, Allah is the one who fixes prices, who withholds, who gives lavishly, and who provides, and I hope that when I meet Him, none of you will have a claim against me for any injustice with regard to blood or property. (Reported by Ahmad, Abu Daoud, Al-Tirmdhi, Ibne-Majah). (8)

The hadith, cited above, tells us about the price rising during prophet’s time but does not throw light on its causes and if the price is already high outside Madina, then to impose a fixed price on local traders would have been injustice, resulting in the adverse effects. And the hadith also did not explain whether the rise in prices was the result of hoarding or any deliberate attempt at profiteering and so the prophet refused to act even in such conditions. And the facts and background also show that grains were imported and it was a period of famine, So prophet’s refusal was very clear and meaningful in given circumstances. (9)

Let us concentrate on these words of the Prophet Muhammad:

“Allah alone is the one, who fixes the prices, who lowers down the production, who enhances the production and who gives provisions”. (10)

### **Price Control in Pakistan**

In Pakistan, at present, there is no control over high prices being charged by the traders and manufacturers with respect to the purchasing power of the poor sections of the society. The prices of goods of common use and edible items need to be scrutinised and controlled. On the other hand the raw materials of common goods are overpriced due to higher tariff protection and other reasons. (12)

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In Pakistan, there are many other reasons for charging high prices from the consumers. These are given below:

Firstly, the concept of role of consumer association is not active here, secondly black marketers are powerful and they are earning wealth by using unfair means. And there is no control over them. Thirdly, raw material is becoming costly and transportation cost is also high. Fourthly, electricity charges are also high due to commercial unit rate and the use of generator in load shedding period is much more costly than commercial unit rate. Fifthly, strikes and road blocking affect production processes as well as sale of the product. Sixthly, domestic policies prefer foreign investors for investment and foreign goods over domestic investors and domestic goods also. Seventhly, it is also the modern snobbery to use foreign and developed countries' goods among the elites class of Pakistani society. Eighthly, economic and political conditions also discourage the domestic investors. Ninthly, most traders have thrown away Islamic religious values about trade and they try to earn money even by unfair means. Lastly, the brokers and middle men are also the cause for the high prices of goods.

Of all the reasons, the main cause is that in our society there is no control over high prices being charged by sellers. Control on high prices is considered necessary by some Jurists also and some others have expressed different opinions about this.

### **Opinions of Scholars on Price Control**

Here we mention some scholars' views on price control and justice in economic activities:

Abdul Azim Islahi (13) says:

The practice of ihtisab goes back to the prophet (P.B.U.H) himself, but the writing on al-hisbah started much later in the 3rd century / 9th century (A.D). Perhaps, the first work which had survived, came from the Muslim Spain by Abu Bakr Yahya. B. Umar al-Kinani (213-289 A.H 829-901 A.D) entitled Kitab Ahkam al-suq (A book on rules of the market). (14)

Workers related to al-hisbah generally discussed socio-economic control, moral and market supervision, prevention of monopolies, check on cheating and fraud and such other corrupt practices, standardization of products, facilitation of supply of necessities, etc. As for works pertaining to al-siyasah al-shariah are concerned, they generally dealt with the rules of governance, economic role of the state, sources of public revenue, public expenditure, maintenance of law and order, internal and external defense, etc. (15)

M. Akram Khan (16) Says about price control:

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The muhtasib was concerned with the implementation of the adl (Justice) in the society. He would try to enforce fair play among different economic factors to minimize possibilities of exploitation from the economy. (17)

Aamir Hakeem (18) says about situation of Pakistan in these words:

The developing countries like Pakistan, where the consumers are already deprived of basic necessities of life due to over profiting and mismanagement, no effective hue and cry can be witnessed in media and corridors of powers based upon price indices, and no meaningful efforts are being employed to control the prices. (19)

Ibne Qayyam (20) also said about Price control in his book, which shows the essence of Justice:

(Translation) “And price control that is based on ‘Zulm’ is prohibited and the price control which is based on ‘Justice’, is permitted”(21)

This means Price control is of two types:

- i. Permitted Price Control
- ii. Prohibited Price Control

Ibne Taimiya’s (728 AH/1328 A.D) views were presented word to word by his pupil Ibne Qayyam because he had based his views on the condition of justice, otherwise it is not permitted.

Ozay Mehmat (22) says about prices and wages in these words:

The price of labour is the instrument by which workers are distributed among occupations. Wages in rapidly growing occupations and rapidly growing parts of the nation are higher than in corresponding employment in declining occupations and areas. The choice of occupation involves, however, much more than simply a comparison of wage rates. (23)

Practically, we also see that jobs that pay a high price for labour will attract workers seeking high incomes. Similarly the crops that yield a greater profit will attract more farmers to cultivate them. And same is the case with capital too. Mostly people will invest their capital in that industry where they will have to face minimum risk and receive higher profit. This means that risk is attached with rate of return and risk has a positive relationship with rate of return.

Ozay Mehmat also says about Ibne-Taymiya’s price control in the following words:

Ibne-Taymiya (1262-1328 A.D) who wished to established a norm of legal settlement of financial damages used the term price of equivalent intended to

guide a judge. By the term, price, the meant a price determined in a market free of imperfection. (24)

Scholar Shah Abdul Hannan (25) says about the price control in these words:

It is the fundamental duty of the Govt. to eliminate the problems and oppressions of the people. It is not the principle of Islamic government to control or regulate price of goods in normal circumstances. Islam likes and prefers free economic system without any restriction as long as it does not oppress others. But if the traders increase price of commodities illegally and adopt unfair means then price of goods must be fixed. (26)

Yousaf Alqarzawi (27) says about price control in these words:

If price control compels people to sell their goods at a price which is not acceptable to them or denies them the reasonable profit permitted by Allah, it is haram. If, on the other hand, price control establishes equity among people, for example, by forcing sellers to accept a price equal to that commanded by other comparable commodities and restraining them from taking more than this, it is allowed, indeed, necessary. (28)

## **Consumerism**

In Pakistan, still there is no concept of consumerism. So, consumers are deceived by sellers in many types of business. So, they exploit them easily. To eliminate this exploitation active consumerism can help to eliminate this exploitation.

Aamir Hakeem Says about Consumerism in these words:

Consumerism is a social movement for defending the rights of consumers. Consumer associations are non-profit civil entities, which are not subject to pressure groups. They work for their associates and provide services of informing, advising and legal defence both on an individual and group basis and also conduct specialised publication and studies. (29)

Consumers International, the global federation of consumers association, undertook a study of competition in seven developing countries including Pakistan: the problem of resources was cited as a major factor in the failure of competition regimes to act effectively. Another major issue identified was the lack of strong consumer protection legislation. Good consumer policy not only helps the consumers but also benefit companies. Without strong consumer policy, active

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participation of civil society groups and without ample political will to put competition regimes in place and support their work, consumers will suffer. (30)

Internationally, consumer organizations play vital role to ensure community protection that set basic standards such as for the safety of products like electrical appliances for microbiological contamination in food, safety requirement for the prescription of drugs and assurance of laws to make markets, and competitive quality and reliability of goods. United Nations also provides guidelines for comprehensive legislation and substantial implementation to institutions as an international commitment to consumer rights. The most important of these are the right to be able to access the means to meet basic needs and protection of the economic interest of the consumers. (31)

Nijatullah Siddqui (32) said about price control and hoarding in these words:

It is agreed that the shape of the supply analysis is valid, subject to the usual qualification. But not moral approval can be given to prices, so determined unless the market is free from deception, coercion, hoarding, monopoly and similar evils and the distribution of income and wealth should be fair. It is noted that the latter condition is not satisfied in any contemporary society assuming that if both conditions are satisfied the resulting prices are acceptable but no sacrosanct. The social authority may still intervene, if doing so is necessary for realizing social goals, but it is preferable to try other means and let price control be the best resort. (33)

In Pakistan, the prices of goods of common use and edible items like oil and ghee, sugar, various drinks, toiletries, garments, pharmaceuticals, washing machines, refrigerators and motorcycles etc., need to be scrutinized and controlled. On the other hand, the raw materials such as pet resin, caustic soda, formic acid, soda ash, PVC and stearic acid are overpriced due to the higher tariff. (34)

Now we discuss the countries Thailand and Saudi Arabia for price control steps:

### **Thailand Case**

Thailand faces shortages of staples as the global cost of the food skyrockets; the country faces shortages of cooking oil and sugar due to govt. price control and hoarding. The United Nations Food and Agriculture organization says the global cost of food in February reached the highest level it has ever recorded. Sometimes buying has caused staple shortages in the market, and Govt. price freezes do not hold in the times of shortages. Price control on 20 basic household products will expire at the end of the month, pushing prices up 10 to 15 percent. Some say, the

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government needs to let market mechanism work and not control prices. The high cost of food is expected to be a major issue in upcoming elections expected to be held in next few months. (35)

### **Case of Saudi Arabia**

The kingdom will also activate the role of consumer protection to monitor the market and enhance public awareness on market developments. The new law on supply policy will be completed quickly. An annual inflation allowance of five percent would be added to the salaries of govt. employees and (awards made to) pensioners for three years. And govt. would activate a law to promote fair competition and prevent monopolies. (36)

Some countries advocate market mechanism in the present world while some advocate price control policy.

But the countries which advocates that market mechanism should determine the price by itself, have well documented economic system. The consumers are well educated and understand their rights, consumers association are there to protect their rights both with respect to quality and the price of goods. Competition among businesses benefit consumers and producers but when choices are limited, then liberalisation leads to monopolies and lower prices are denied. (37)

In short, in present situation of Pakistan price control is important strategy to maintain justice in economic activities and to eliminate exploitation form the society.

### **Conclusions**

1. Prices of the things affect people and their real income.
2. cost of the labour attracts the Labour.
3. Level of Risk has positive relationship with rate of return.
4. Price control is crucial to maintain justice.
5. It is the fundamental duty of the Islamic State to abolish any type of wrong doings in economic activities.
6. To abolish wrong doings, especially in economic activities and to maintain Justice in an Islamic State is the command of Allah: “Amr Bil Ma’roof wa Nahi Aanil Munkar”
7. In present day situation, the muhtasib should also fulfill his duties in true manner and keep himself with full understanding of market activities. And people indulged in wrong doing should be punished.

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8. Consumerism should be established and should be active practically, especially in developing countries like Pakistan.

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