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Spatial Prepositions in Modern Standard Arabic*

Mustafa Ahmed Al-humari, Ph.D. Scholar

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1. Abstract

The paper investigates syntactic and semantic properties of spatial prepositions in Modern Standard Arabic (MSA). In this paper, I argue that the so-called, by traditional grammarians, *dhruuf al-makaan* 'Adverbs of Place' such as *fawq* 'above', *tahta* 'under', *xalf* 'behind' etc are just another class of prepositions. Hence, there are two classes of preposition in Arabic: Class 1 Prepositions (henceforth C1 Ps) which contain true prepositions such as *ʕala* 'on', *fi* 'in' etc, and Class 2 Prepositions (henceforth C2 Ps) which contain a group of so-called adverbs of Place. To motivate my argument for existence of two classes of prepositions in MSA, certain diagnostics are set in line with Svenonius's (2004, 2006) Axial Part (henceforth AxPart) and Pantcheva's (2008) Silent Place. Further, I attempt to unify these proposals in order to capture the co-occurrence of Silent Place and AxPart in the language.

Key words: spatial prepositions, Modern Standard Arabic, syntactic and semantic properties

2. Overview and Theoretical Issues

In this paper, I follow the same idea in the traditional grammar books of Arabic (e.g., Wright (1874), Haywood & Nahmad (1965), Sibawayhi (1938), Ibn Siraj (1986) and Al-shamsan (1987) among others) that a preposition is a semantic letter associated with nouns; it changes the Case-marking when inserted. In MSA, prepositions can be either morphologically separated from nouns e.g. *min* 'from' *ila* 'to' *fi* 'in/at' etc or attached to the

* I would like to thank Prof. Ayesha Kidwai, my guide, for her incessant encouragement and support. Also, thanks for Deepak Alok for the discussion and good company. Being a native speaker of the language under investigation, I mainly rely on my intuitions as well as some Arabic grammar books for the data collection. The abbreviations used throughout the paper are as follows: PRES = present tense, 3SM = 3rd singular masculine, 3SF = 3rd singular feminine, acc = accusative, nom = nominative, gen = genitive, Pl = Plural, Indef = Indefinite Marker, C1 P = Class 1 preposition, C2 P = Class 2 preposition, TAM = Tense and Aspect Morphology, s-selection = semantic selection, c- selection =categorial selection, MSA = Modern Standard Arabic.

noun e.g. *li-* (for/to), *ka-* (like/as). Interestingly, prepositions are literally called *hruuf al-garr* ‘Letters of Genitives’ in Arabic because they associate with genitive-marked nouns. That is, a preposition is responsible for licensing of a genitive Case on the noun phrase complement. However, this does not necessarily mean that we could not think of a situation where a genitive Case is assigned without presence of a P Case-assigner. The noun phrase complement in Construct State¹ and that in *dhruuf al-makaan* ‘Adverbs of Place’ are clear evidence to support this conclusion. This line of reasoning results in an inquiry: whether a genitive Case can also be assigned by another category, an adverb for instance and to what extent the two distinct categories might share some properties.

2.1 Facts and Diagnostic Tests

In this section, I show some syntactic and semantic properties of Arabic prepositions in line with Svenonius’ (2004) typical crosslinguistic generalizations and examine the extent to which the so-called adverbs can be comfortably fit with these generalizations.

- Preposition expresses binary relations between entities.

1. a) *al-kitaab* *ʕala* *at^ʕ-t^ʕaawilat-i*
 the-book On the-table-gen
 ‘*The book is on the table.*’

 b) *al-kitaab* *Taħta* *at^ʕ-t^ʕaawilat-i*
 the-book On the-table-gen
 ‘*The book is under the table.*’

The Arabic preposition *ʕala* ‘on’ in (1a) expresses a relation between two entities: *al-kitaab* ‘the book’ and *at^ʕ-t^ʕaawilat* ‘the table’ and so is for *taħta* ‘under’ in (1b). In this respect, there is no point in distinguishing between prepositions and adverbs in the language.

- Preposition forms a syntactic constituent with a DP complement. It is clear from the example (1a) that the head preposition *ʕala* ‘on’ forms a constituency with its DP complement and this is expressed by a realization of the Case-marking on the dependent

¹ For the details of the Construct State in Arabic, (see Fassi-Fehri (1993a), Mohammad (1999), Ritter (1986, 1991), Siloni (1991, 2001), among others). However, this is not my concern in the current paper.

noun phrase and the same Case-marking is shown on the complement of the adverb *taħta* ‘under’ in (1b).

- Preposition c-selects properties of its complement. The Arabic prepositions *min/ila* ‘from/to’ c-selects a DP or PP complement. But the so-called adverb *taħta* ‘under’ c-selects a DP complement only. Again, the examples (1a) and (1b) show that head adverbs, like head prepositions, categorically select DP complements. The only difference is that a head preposition can also select PP complement whereas an adverb cannot. Consider the following example:

2. a) *min/ila* *ʕala* *atʕ-tʕaawilat-i*
 from/to on the-table-gen
 ‘from/to on the table’

The inability of so-called adverbs to take PP-complements is predictable due to the fact this group cannot express Source Path or Goal Path. They are locatives in nature.

- Like prepositions in Arabic, the so-called adverbs can semantically select properties of their complement. The so-called adverb *fawqa* ‘above’ like the preposition *ʕala*, would impose a requirement on its DP complement to somewhat have a sense of contact. Thus, most of the time, it is difficult to draw a distinction between them in this regard.
- Preposition cannot combine with Tense and Aspect morphology (TAM). Actually, only verbs in Arabic show their combination with tense and aspect morphology and this makes the category V distinct not only from prepositions but also from all other categories, including adverbs.

3. a) *ja-ktub* *ad-dars-a*
 PRES-write.3SM the- lesson-acc
- b) **ja-ʕala /-taħta* *atʕ-tʕaawilat-i*
 PRES-on/-under the-table-gen

The lack of TAM property in prepositions suggests that the category P specifies with [-V] feature. The so-called adverbs are similar to prepositions in lacking of this property.

To conclude, there are many similarities between prepositions and this group of adverbs but there is a slight difference as well. It suggests that the so called adverbs are not true prepositions as their functions are limited to expressing location.

Now, let us examine how this kind of adverbs draws apart from the common properties of adverbs/adverbials in Arabic.

Unlike other Adverbs of Arabic, this kind of adverb cannot be nunated², that is, it cannot take an indefinite accusative marker suffix *-an* to express spatial or even temporal dimensions of the event/action.

4. a) Passed miil-an (Adverb of Place)

passed.3SM mile-Indef.acc

'He passed a mile.'

b) was^sila al-manzil ð^suuhr-an (Adverb of Time)

arrived. 3SM the-home noon-indef.acc

'He comes back home at noon.'

c) al-kitaab-u fawqa-^{*}an at^s-t^saawilat-i (So-called adverb)

the book-nom above-indef.acc the-table-gen

'The book is above the table.'

d) al-kitaab-u ʕala-^{*}an at^s-t^sawilat-i (Preposition)

the-book on-ndef.acc the-table-gen

'The book is on the table.'

² One of distinguishing properties of adverbs is that they can show some form of nunation; that is to take the indefinite accusative Case marker suffix *-an*.

The ungrammaticality of (4c) would not be predictable, if we take into our account the traditional claim that *fawq* ‘above’ is an adverb. It does not even share main characteristics of true adverbs: a necessity of taking the indefinite accusative Case marker *-an*. Further, it raises the question of whether this is an adverb at all. In the same connection, the example (4d) is ruled out by the fact that true prepositions such as *ʕala* ‘on’ never take indefinite accusative case morphology that the true adverbs normally take. This might draw true prepositions and this kind of adverbs apart from true adverbs. From the above discussion, I conclude that the behavior of so-called adverbs is different from that of true adverbs and that the so-called adverbs are neither true prepositions nor true adverbs.

2.2 Characterization of C1 Ps from C2 Ps

On par with proposals made for other languages, e.g., Terzi (2008) in Greek, Dekany (2009) in Hungarian, Botwinik-Rotem (2006) in Hebrew, Pantcheva (to appear) in Persian etc, this paper argues for a possibility of dividing prepositions of MSA into two classes: C1 Ps and C2 Ps. C1 Ps include true prepositions such as *min* ‘from’, *ila* ‘to’, *ʕan* ‘about/away from’, *ʕala* ‘on’, *fi* ‘at/in’, *maʕa* ‘with’, *li-* ‘for/to’ *ka-* ‘like/as’ etc and C2 Ps which include the so-called adverbs such as *fawqa* ‘above’, *taħta* ‘under’, *xalf* ‘behind/back’, *ʔamaam* ‘in front of/front’, *naħwa* ‘towards’. Hence, MSA is compatible with the assumption of Svenonius (2006) and Pantcheva (2008) that C1 Ps are a closed class whereas C2 Ps are a larger class. The property of being a larger class may suggest that this class is derived from open-class categories, particularly nouns.

- C1 Ps never stand without a complement whereas C2 P can.

5. a) *al-kitaab ʕala (at^ʕ-t^ʕawilat-i)

the-book on the-table-gen

‘The book is on the table.’

b) al-kitaab taħta (at^ʕ-t^ʕawilat-i)

the-book under at^ʕ-t^ʕawilat-i

‘The book is under the table.’

The ungrammaticality of (5a) can be explained by the fact that there is no possibility for the C1 P *ʕala* ‘on’ to stand without a complement. Likewise, the C2 P *taħta* ‘under’ can occur with or without a complement as shown in (5b).

- C1 P can take another PP as its complement whereas C2 P cannot be.

6. a) saqata-t min fawqa aʕ-ʕadʕarat-i (C1 P > C2 P)

fell-3SF from Above the-tree-gen

‘She fell from above the table.’

b) *saqata-t fawqa Min aʕ-ʕadʕarat-i *(C2 P > C1 P)

fell-3SF above From the tree-gen

The examples (6a) and (6b) show the order is crucial: a C1 P must precede a C2 P and not vice versa. That is to say, locative prepositions cannot precede directional ones.

2.3 Similarities between C2 Ps and Nouns

In this section, I examine the extent to which C2 Ps retain some nominal properties. According to Samiian (1994) and Ghomeshi (1996), C2 PPs can occupy an argument position.

7. a) *ʕala at^ʕ-t^ʕaawilat-i Wasixun
on the-table-gen dirty-indef.nom

‘The SPACE on the table is dirty.’

b) taħta at^ʕ-t^ʕaawilat-i Wasixun
under the-table-gen dirty-indef.nom

‘The PLACE under the table is dirty.’

C1 PPs in (7a) cannot occupy an argument position whereas C2 PPs as in (7b) can. This explains a crucial difference between C1 Ps and C2 Ps in that the latter can modify the SPACE (Silent Place).

Another property of Arabic C2 Ps is that very few of them, particularly *xalf* ‘behind’ *?amaam* ‘front’ can at times take a definite article and a genitive Case marker.

8. a) waqafa-t xalfa /?amaama as-sayyarat-i
 stood-3SF behind /in front of the-car-gen

‘She stood behind /in front of the car.’

- b) jalasa-t Fi al-xalf-i/ al-?amaam-i
 sat-3SF in/at the-behind-gen/the-front-gen

‘She sat in/at the back/ the front.’

These examples show that C2 Ps retain some nominal properties, i.e., they can be used as nouns with the definite article *al-* as in (8b). However, there are some differences between C2 Ps and nouns.

- Pluralization is a distinct characteristic of nouns but it is not the case with C2 Ps which lacks this nominal property. Arabic nouns takes plural suffixes like *-uun/-aat* but this is not applicable on C2 Ps.

9. a) muudaris-uun /-aat
 teacher-Pl.M /Pl.F

- b) xalf/?amaam-*uun /*-aat
 behind/front - Pl.M/Pl.F

- In MSA, nouns can be modified by adjectives whereas C2 Ps cannot be.

10. a) muudaris-un najiit-un
 teacher-nom.Indef active-nom.Indef

- b) ?amaam wad^{si}ih-un

Front clear.nom.indef

- Although C2 Ps can take the definite article *al-* ‘the’ as in (8b), they do not allow demonstratives to precede them as nouns do.

11. a) Fi haaḏa/ḏaalika al-bass
In this/that the-bus

‘in this/that bus

b) *fi haaḏa/ḏaalika al-xalf/al-ḡamaama
In this/that the-behind/the-front

‘in this/that behind/front’

2.4 Silent PLACE and AxPart in MSA

Kats & Postal (1994) argue for the presence of a noun Silent PLACE in English. They claim that the single-words *here* and *there* are identical to complex adverbials *at this place* and *at that place* respectively. The difference is that a Place noun is silent in the former but overt in the latter. This is supported by Kayne’s (2004) argument that empty nouns in English can be even overt in some dialects of English as in (12).

12. This here/that there place

I

In parallel, MSA has enough empirical evidence for the presence of a Silent PLACE. The Arabic single-word adverbials *huuna* ‘here’ and *huunaak* ‘there’ have essentially identical meanings to those of complex adverbials *fi haaḏa al-makaan* ‘at this the place’ and *fi ḏaalik al-makaan* ‘at that the place’ respectively.

Crucially, Arabic C2 PP is possible to occur in the argument position. Consider the example (7b) repeated in (13).

13. Taḥta at^t-t^aaawilat-i wasix-un
Under the-table-gen dirty-indef.nom

'The PLACE under the table is dirty.'

The example (13) strongly supports the fact that Arabic and English have a uniform structure and the only difference is that Arabic has a Silent PLACE whereas English has an Overt PLACE. This suggests that the C2 P *taħta* 'under' must be located in AxPart in order to modify the Silent Place. Thus, we need to capture the presence of a Silent Place and an AxPart in the language.

3. Existing Proposals

There have been several proposals made in literature on internal structure of PPs³, namely Svenonius's (2006) AxPart Projection and Pantcheva's (2008) Silent PLACE. The two proposals are more crucial to me in this paper.

3.1 Svenonius's AxPart Projection (2006)

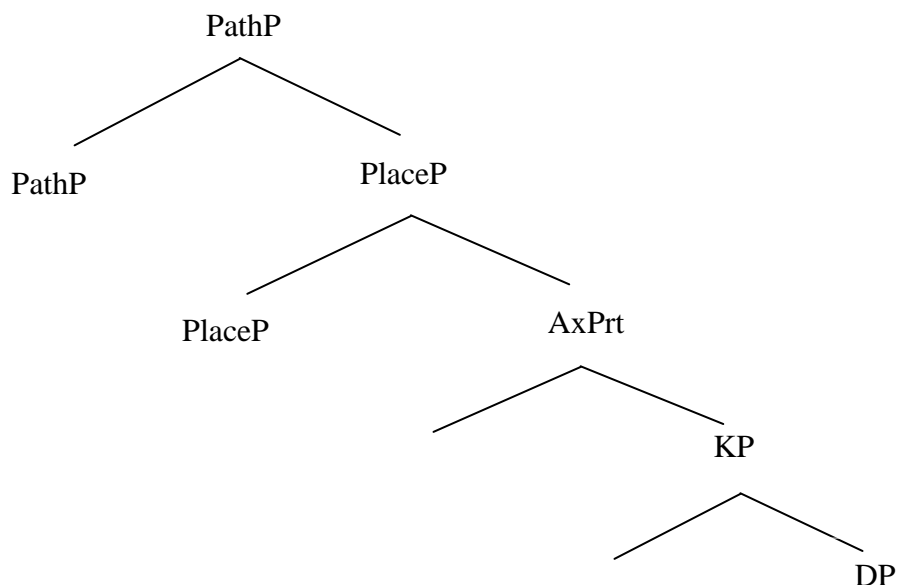
Svenonius (2006) argues for the existence of an AxPart projection to host elements exhibiting both nominal and adpositional properties. It is called *Axial Part* because it hosts the elements that occur in the regions or *axial* parts of objects. His examples are given in (14) from English.

14. a) There was a kangaroo in *front* of the car. (AxPrt)
b) There was a kangaroo in the *front* of the car. (N)

For Svenonius, an AxPart is a category that is distinct from both a noun and an adposition. His basic structure is illustrated in (15).

³ Other Proposals include Koopman (2000), Den Dikken (2003), Svenonius (2004) for minimal distinction between locative and directional Ps and Van Riemsdijk (1990) for an extra projection to host more functional element. I think I do not need them here. In the same connection, Amritavalli (2007) gives distribution of Axial Parts in Kannada.

15.

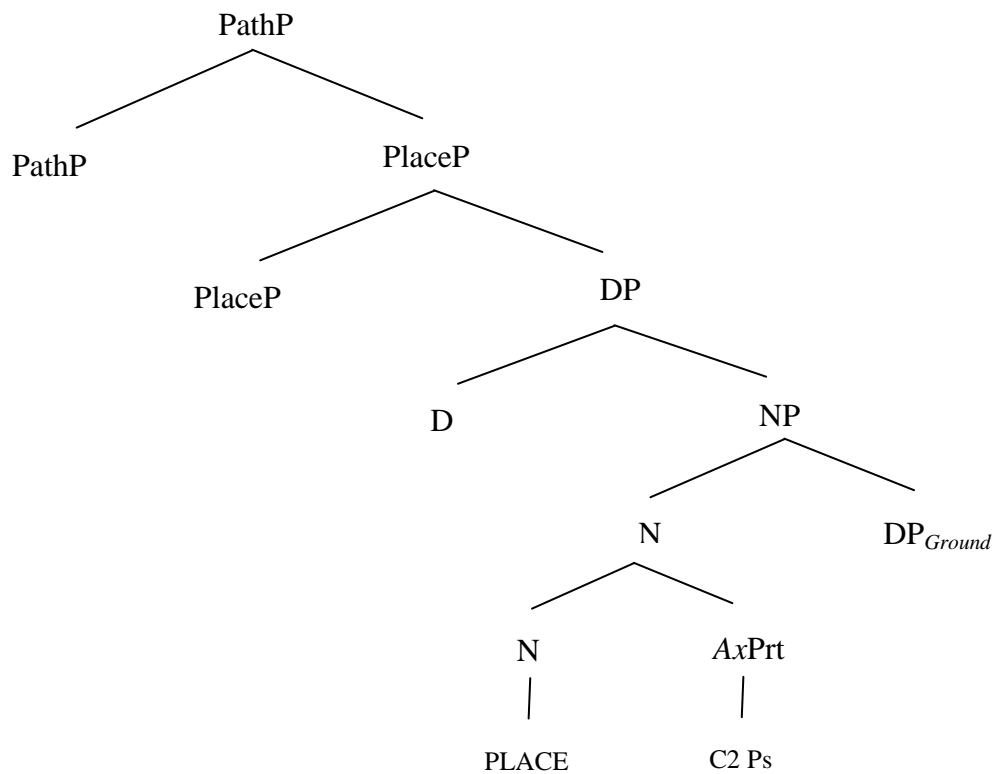


In the above structure, a PP contains three heads: a Path head, a Place head and an AxPart head. The highest two heads host C1 Ps: a Path head hosts directional C1 Ps such as *to* and *from* whereas a Place head hosts locative Ps such as *in* and *on*. These functional heads select an AxPart as a complement that licenses the DP complement. But the problem of this proposal is that it cannot capture a Silent PLACE attested in Arabic as shown in (13).

3.2 Pantcheva's (2008) Silent Place

Pantcheva (2008) extends Svenonius's (2006) proposal to include a Silent Noun PLACE selected by a C1 P. That is, the two heads (Path and Place) take a DP containing an AxPart head which in turn modifies a Silent place. Her proposed structure is given in (16).

16.

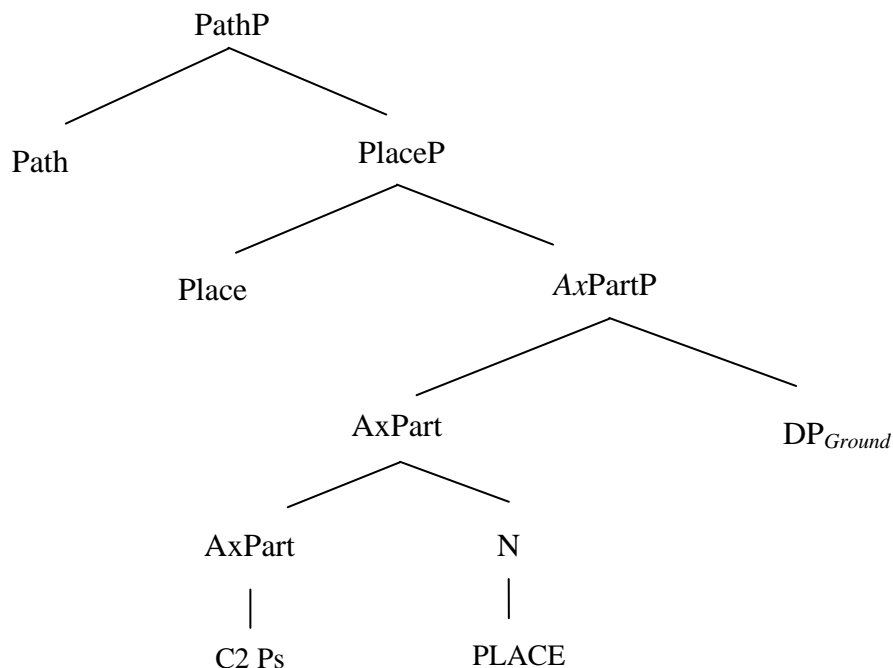


Introducing a Silent PLACE is essentially attractive but the position of this element in the structure may not be convincing. First, there is no justification for proposing a head N and the Axpart to be located under another N. Second, heads like Path and Place are not able to take directly the Axpart but a DP which contains the AxPart.

4. The Account

I attempt to unify Svenonius' (2006) AxPart Projection and Pantcheva's Silent PLACE proposals in a straightforwardly manner. However, it is closer to Svenonius's than it is to Pantcheva's in that the AxPart is taken as a separate category and not just a modifier of the Silent PLACE under N. My proposed structure for both Silent PLACE and AxPart in Arabic PPs is given in (17).

17.



The two highest functional heads are positions for C1 Ps. A Path head is a host for directional C1 Ps, but a Place head for locative C1 Ps. The hierarchical order of Path over Place may be universally favored. These highest functional heads select the AxPartP containing a separate head. I depart from Pantcheva's proposal in that AxPart takes a Silent PLACE as a complement and not just a modifier. This is to ensure the presence of a Silent PLACE whenever a C2 P in the AxPart position exists. I among others borrow Talmy's (1978) term *the Ground* to show an asymmetric relation between the Figure and the Ground.

The proposed structure in (17) can capture several facts related to the behavior of spatial prepositions in MSA.

- It can account for simple spatial prepositional phrases containing a C1 P and a DP complement.

18. a) min/ila al-madrasat-i (*Path + DP-Ground*)
 from/ila the-school-gen

b) fi/šala al-kitaab-i (*Place + DP-Ground*)

in/on the book-gen

The Source Path *min* ‘from’ or the Goal Path *ila* ‘to’ is hosted by a Path head which takes immediately a DP_{Ground} *al-madrasat* ‘the school’. In the same vein, a Place head hosts prepositions denoting location such as *fi* ‘in’ and *ʕala* ‘on’, taking directly the DP-Ground *al-kitaab* ‘the book’ as in (18).

- It can capture the behavior of spatial prepositional phrase containing C2 Ps modifying a Silent PLACE along with a DP complement.

19. *tahta/ fawqa* *at^ʕ-t^ʕaawilat-i* (*AxPart + PLACE+ DP-Ground*)
 under/above the-table-gen
 ‘under/above the table’

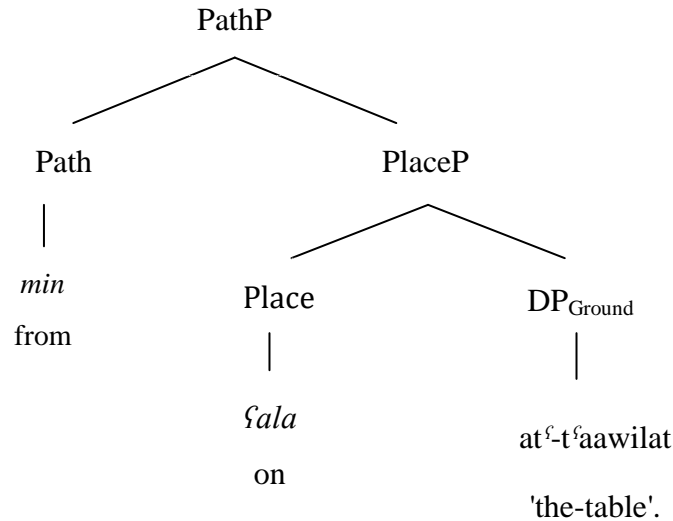
The C2 P *taht* ‘under’ or *fawq* ‘above’ with a DP_{Ground} complement occupies an AxPart head which in turn modifies a Silent PLACE.

- It can capture the behavior of a complex structure of spatial PPs that contain two prepositions from the same class, say two C1 Ps, along with their DP_{Ground} complement.

20. *Min* *ʕala* *at^ʕ-t^ʕaawilat-i*
 from On the-table-gen

The Goal Path *min* ‘from’ and *ʕala* ‘on’ in (20) are hosted by a Path head and a Place head positions respectively. A Place head takes DP_{Ground} *at^ʕ-t^ʕaawilat* ‘the table’. The truncated structure (21) illustrates the hierarchical order of C1 Ps.

21.



- It can account for a combination of two prepositions from different classes.

22. a) min Taħta atʕ-tʕaawilat-i (*Path* > *C2 P*)
 from under the-table-gen
 'from under the table'

b) (fi) Taħta atʕ-tʕaawilat-i (*Place* > *C2 P*)
 in under the-table-gen

The example (22a) shows that a combination of a C1 P and a C2 P is also possible but with a caveat. C2 Ps can never precede C1 Ps. The Goal Path *min* 'from' takes AxPart complement where an AxPart head takes a Silent PLACE. A Place head *fi* 'in' selects C2 P *taħta* 'under' which in turn takes a silent PLACE as a complement. The example (22b) shows something interesting that C1 Ps such as *fi* 'in' denoting Place can be omitted. It suggests that the presence of an AxPartP projection that hosts C2 P *taħta* 'under' shall be associated with a Silent PLACE complement.

- It gives an explanation for the Arabic fact that *fi haaða al-makaan* 'at this the place' and *fi ðaalik al-makaan* 'at that the place' have an identical meaning to single-word adverbials *huuna* 'here' and *huunaak* 'there' respectively. This would support Kayne's (2004) assumption for decomposing single-word adverbs 'here' and 'there' in English.

5. Concluding Remarks

The paper is mainly devoted to distinguishing between two classes of spatial prepositions in MSA. It has shown that Arabic spatial Ps are of two types: C1 Ps which contains all pure prepositions and C2 Ps which contain the so-called *dhuruuf al-makaan* ‘Adverbs of Place’ in traditional Arabic grammar books.

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Retrieval of Verbs and Language Proficiency

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Abstract

The relationship between verb retrieval abilities and speaking proficiency level was tested using Action Naming Test on 80 neurologically healthy individuals and 8 persons with aphasia where all the participants were Kannada-English Bilinguals. Action naming test was administered in both the languages on all the participants (neurologically healthy individuals and persons with aphasia). All the participants performed better in Kannada than English. Significant difference between the performances in Kannada and English was seen only for neurologically healthy individuals because of the variation in the proficiency of L1 and L2. Further the Action Naming Test scores and proficiency rating were correlated for both neurologically healthy individuals and persons with aphasia separately. For neurologically healthy individuals, there was a highly positive correlation between the second language speaking proficiency and total scores of Action Naming Test, but there was no significant correlation between the second language speaking proficiency and total scores of Action Naming Test in persons with aphasia. Hence the findings of the present study showed that there could have been a direct relationship between speaking proficiency and retrieval of verbs at least for neurologically healthy individuals.

Keywords: Verbs, Language Proficiency, Action Naming Test, Neurologically Healthy Individuals and Persons with Aphasia.

Introduction

Language formulation and production involve a complex phenomenon. One of the crucial factors that are involved in this process is the word retrieval. Word retrieval is the ability to recall words that are already known and stored in long-term memory. It requires selecting the target

word from the mental lexicon. There are two major divisions of word classes (i) open (form) classes (nouns, verbs, adjectives, adverbs) and (ii) closed (structure) classes (determiners, particles, prepositions, and others). The open classes provide the primary lexical content; the structure classes explain the grammatical or functional relationship. We can think of the open-class words as the bricks of the language and the closed-class words as the mortar that holds them together (Crystal, 2003). Verbs are one of the four major form classes along with nouns, adjectives and adverbs. Verb is a word that is used to describe an action, state or occurrence, and it also forms the main part of the predicate of the sentence.

A noun has no argument structures whereas a verb has one or more argument structures. It is difficult to name the verb when it has more than one argument structures. Verbs are morphophonologically more complex than nouns in many languages as they have relatively low imageability than nouns. In any language, frequencies of verbs are less when compared to nouns. This makes verbs more difficult to retrieve than nouns even in normal individuals.

The ability of a person to name a noun or a verb is measured through confrontation naming tasks, where the subjects are presented with the pictures to be named. The cognitive operations like visuo-perceptual processes, semantic processes, lexical processes and articulatory processes are involved in confrontation naming tasks. To assess the above mentioned processes the researches calculate or measure the number of items named correctly, reaction time and type of errors etc. Most commonly used test for noun retrieval is Boston Naming Test (BNT) by Kaplan, Goodglass & Weintraub, 1983. It consists of line drawings of 60 common objects where the stimuli are arranged in an increasing order of complexity as the test proceeds. If the participant finds difficulty in answering, phonemic and semantic cues would be provided. While Action Naming Test (ANT) is a comprehensive test for verb retrieval which assesses various types of verbs. It was developed by Albert & Obler, 1979 and the test resembles Boston Naming Test (Kaplan, Goodglass & Weintraub, 1983) in form and administration. This test determines verb retrieval abilities in persons with language impairment.

Retrieval of nouns and verbs has been studied in bilingual adults. Both the languages are processed in overlapping neural circuitries of brain, and they will be affected across various parameters. The performances on the naming tests in bilingual adults will be better in their first

language than the second language which is dependent on the proficiency of the individual in that particular language. Paradis (1994) postulated that in a bilingual, L1 and L2 rely upon different memory systems, where L1 relies upon implicit or procedural memory which is an automatic process and L2 depends upon explicit or declarative memory which requires more conscious awareness. Implicit memory mainly relies upon left frontal lobe, cerebellum and the sub cortical structures like basal ganglia whereas explicit memory heavily relies upon widely distributed cortical network including the temporal lobes of both hemispheres. As these memories follow different cerebral pathways the L1 and L2 of bilingual may be selectively affected in different brain related pathologies.

Many authors have reported better performances in L1 than L2 which may be because of the lesser proficiency of L2 than L1. Hernández, Cano, Costa, Sebastián-Gallés, Juncadella, and Gascón-Bayarri (2008) checked the performance on picture naming (oral and written) on a highly proficient Spanish–Catalan bilingual speaker with Primary Progressive Aphasia (PPA). The materials consisted of 72 black and white line drawings of actions and objects. He reported that subject’s performance in both the languages was qualitatively similar, but the second language was more affected than the first language. Chitnis, Chaudhary, Bhan, Alladi & Rupela (2010) administered “Verb Naming Test” on bilinguals (Telugu-English) with semantic dementia (SD) and normal individuals and found that SD patients scored significantly less scores than normal individuals, and within SD patients Telugu scores were better than English. Abhishek & Prema (2014) administered ANT on 18 Kannada-English bilingual aphasics between the age range of 25 to 75 years. Performance was better in Kannada compared to English. There are very few studies with respect to action naming abilities in Indian population.

There are several factors such as imageability, knowledge and proficiency, which are important for retrieval of nouns and verbs. Language proficiency is the most important of these factors. It is usually seen that proficiency in L2 is found to be more important in retrieval of verbs compared to nouns (Halpern & Davis, 2009). However, only few studies have been carried out in this direction. Greater years of schooling help in developing greater proficiency. The action naming abilities in normal individuals vary according to the years of schooling, which was supported by the study done by Spezzano, Mansur and Radanovic (2013) who administered “An Object and Action Naming Battery” (OANB), in Brazilian subjects to verify their performance

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according to schooling; and to describe the error types on naming of nouns and verbs. Hundred healthy subjects were divided into two groups (Group I: four to eight years of schooling; and Group II: above nine years of schooling). Subjects answered correctly for 97.6% for nouns and 98.0% for verbs. They found statistically significant differences between the above mentioned groups in the number of correct answers for nouns and verbs and in the proportion of semantic errors for verbs, where group I performed poorer than group II. They concluded that group with higher education performed better than the group with lower education. However there is a dearth of literature relating proficiency and retrieval of verbs in both national and International contexts

Language Proficiency is usually determined through self rating and questionnaires, these measures may be subjected to bias as the person himself rates the proficiency. In order to obtain a valid measure, the results on self rating measures have to be correlated with objective measures such as performance on naming tasks. Verb naming is one task, which demands good proficiency of language for reasonably good performance especially for L2.

Aim of the Study

To explore the correlation between second language proficiency and performance on Action Naming Test (ANT) for neurologically healthy individuals (NHI) and persons with aphasia (PWA).

Method

Participants

Mini Mental Status Examination (MMSE, Folstein, Folstein & McHugh, 1975) was administered on 80 participants to rule out communicative, cognitive and sensory deficits. All the participants were Kannada-English bilinguals and the categorization of participants in terms of age group is mentioned in the table 1.

Table 1. *Descriptive details of participants*

Age Groups (in years)	Males	Females	Total
20–30	10	10	20
30–40	10	10	20
40–50	10	10	20
50 and above	10	10	20
Total	40	40	80

10 male and 10 female participants were considered for the study in each age range, and 8 bilingual PWA with good comprehension but any quantum of verbal output were taken for testing the efficacy of cuing using ANT. All the participants had Kannada as their first language and English as their second language. They were selected based on the International Second Language Proficiency Ratings scale (ISLPR, Ingram & Wylie, 1997) speaking domain. The participants were supposed to have a minimum rating of 3 on ISLPR speaking domain for inclusion. The details of ISLPR rating with respect to participants are given in the tables below (Table 2 & Table 3).

Table 2. *Proficiency rating on ISLPR (English) for NHI*

Age Range (in years)	Gender	ISLPR Score of Normal Individuals in Speaking domain (English)			
		3	3+	4	4+
20 – 30	Males	1	1	8	-
	Females	1	-	9	-
30 – 40	Males	1	4	5	-
	Females	2	6	1	1
40 – 50	Males	4	3	3	-
	Females	-	3	5	2
≥ 50	Males	6	2	-	2
	Females	3	3	3	1
Total		18	22	34	6

Notes. 3 = basic vocational, 3+ = basic vocational plus, 4 = vocational and 4+ = advanced vocational

Table 3. *Proficiency rating on ISLPR (English) for PWA*

Gender	ISLPR Score of Aphasics in Speaking domain (English)		
	3	3+	4
Males	1	1	5
Females	-	-	1
Total	1	1	6

Notes. 3 = basic vocational, 3+ = basic vocational plus, 4 = vocational

Materials

The Action Naming Test was originally given by Albert & Obler in 1979. The original test material had 5 practice items and 57 test items. As some pictures were not appropriate to the Indian scenario, these test items were modified for the current study. Hence the pictures were re-written and the test items were given to 3 experienced Speech Language Pathologists (SLPs) and they were asked to rate these items on a 3 point scale on the basis of familiarity, where 3 represented more familiar, 2 represented familiar and 1 represented less familiar. The line drawings were modified or changed based on the ratings carried out by these 3 SLPs. The items which were rated as 3 and 2 by the SLPs were considered as the test items and the remaining items were excluded from the stimulus. After the familiarity test the final stimulus of the present study had 3 practice items and 57 test items, which were arranged in increasing order of their difficulty.

Procedure

Confrontation naming ability of the participants was tested by presenting the line drawings of action verbs, one at a time. It was made sure that the pictures were clearly visible for the participants. If the person was unable to name the line drawings, the experimenter provided semantic cue (explaining the characteristics of the picture), phonological cue (cues about first sound or syllable) and contextual cue (the clinician may give cues like “what are you doing now?”) were given for easing verb retrieval abilities. The order of presentation of cues that is semantic, phonemic and verbal contextual cues was counter balanced across all the participants. Example, for the verb “reading”, after the presentation of the stimulus, if the participant was not able to answer correctly, semantic cue (like, “there is a book in the picture”), phonemic cue (like,

“the verb starts with the syllable /rI/”) and verbal contextual cue (like, “what is the boy in the doing ?”) were given.

Scoring

A maximum score of 114 can be obtained from this test. A score of two was given if the response was elicited in the absence of cues. A score of 1 (s) was given when the response is elicited with the help of semantic cue, a score of 1 (p) was given when the response is elicited with the help of phonemic cue, and a score of 1 (c) was given if the contextual cue is used. A score of 0 was given for incomplete, incorrect or no responses. If the given response was a noun or an incomplete verb, it was marked under incomplete responses.

Statistical Analysis

Statistical computation was done by Statistical Package for Social Sciences (SPSS) version 21.0. The data obtained was subjected for test of normality by using Shapiro-Wilk Test; results of which revealed non-normal distribution of the data ($p > 0.05$). Hence Non-Parametric tests were used for data analysis. Wilcoxon Signed Rank test was employed for the comparison of variables within the group. Spearman’s coefficient of correlation was employed to find the relationship between the second language proficiency rating scores and the total scores of ANT.

Results & Discussion

The proficiency rating for neurologically healthy individuals and persons with aphasia were computed. The mean and median scores were also calculated for neurologically healthy individuals and persons with aphasia separately. These two measures were correlated in order to verify if there was any correlation between them.

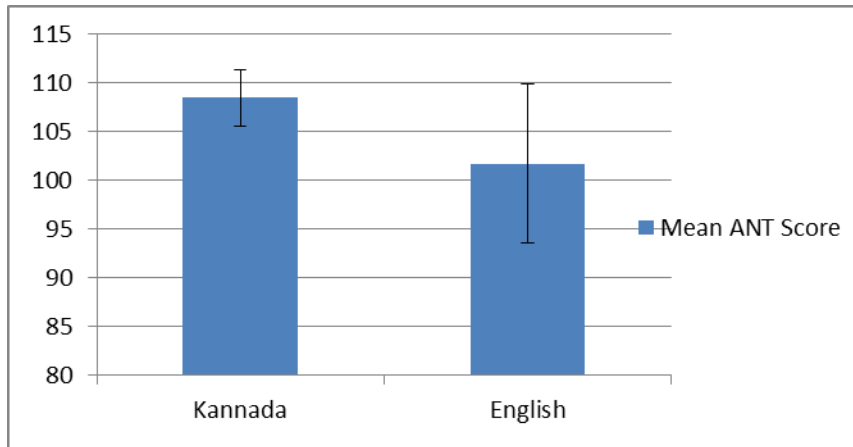
i. Neurologically Healthy Individuals (NHI)

The proficiency rating of all the Neurologically Healthy Individuals (NHI) on ISLPR scale was 5 (native like) in Kannada (L1), and there were variations in the ratings in English (L2) as shown in table 2. The mean ANT score of NHI in Kannada and English are shown in table 4.

Table 4. Mean and Standard Deviation of Kannada and English scores of ANT- NHI

Languages	Mean	SD
Kannada	108.48	2.87
English	101.72	8.16

Figure 1. Mean ANT scores of NHI in English across different levels of speaking proficiency



The mean scores were higher for L1 (Kannada) compared to L2 (English) as shown in figure 1. Wilcoxon Signed Ranks Test was used to compare total scores of Kannada and English in NHI irrespective of their age. All NHI performed better in Kannada than English and there was a highly significant difference between the scores of Kannada and English ($Z = -6.59$ and $p < 0.01$). The Z scores and p values obtained on comparison of performance of ANT in Kannada and English for NHI is shown in table 5.

Table 5. Comparison of performance in L1 and L2 (NHI)

	NHI
Z	-6.593
p	0.00**

* $p < 0.05$ – significant difference, ** $p < 0.01$ – high significant difference

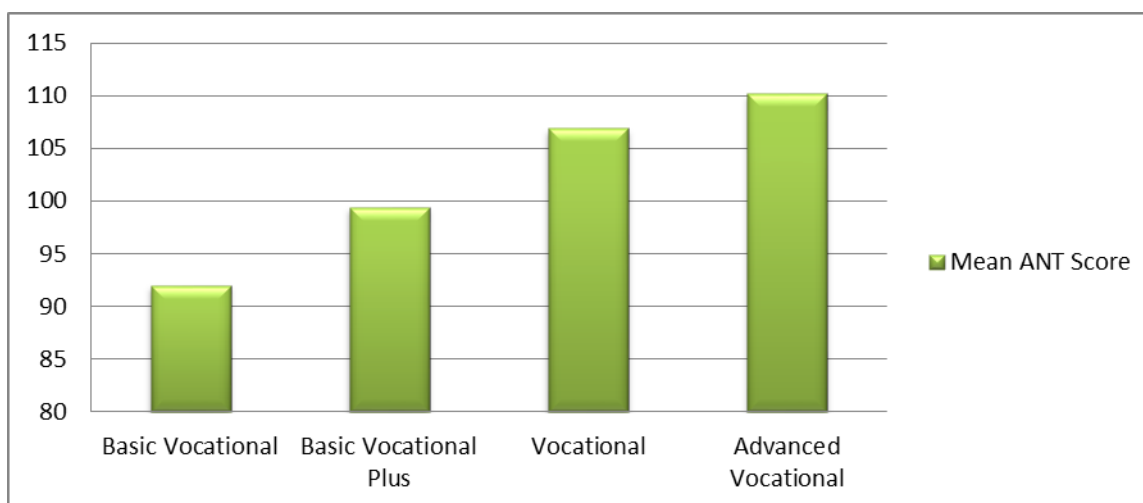
The difference between the scores of Kannada (L1) and English (L2) was significant; this may be because of the variation in the proficiency of L1 and L2. The proficiency rating in English of all the 80 NHI ranged from basic vocational to advanced vocational, where 18 participants were rated as basic vocational (3), 22 participants were rated as basic vocational plus

(3+), 34 participants were rated as vocational (4) and 6 participants were rated as advanced vocational (4+) language users. The mean and standard deviation of NHI in ANT scores at different levels of speaking proficiency in English are shown in table 6.

Table 6. Comparison of *proficiency rating and performance on ANT*

Speaking Proficiency	N	Mean	SD
Basic Vocational	18	91.94	8.48
Basic Vocational Plus	22	99.40	5.17
Vocational	34	106.91	2.96
Advanced Vocational	6	110.16	1.60
Total	80	101.72	8.16

Figure 2. *Mean ANT scores of NHI in English across different levels of speaking proficiency*



The mean ANT score in English (L2) ranged from 91.94 to 110.16 for the speaking proficiency rating from basic vocational to advanced vocational. There is a gradual increasing trend in the ANT scores of NHI as the level of speaking proficiency in English increases as shown in the figure 2. In order to verify if there was any correlation between second language proficiency and performance on ANT in English, Spearman's coefficient of correlation was done. It revealed a highly positive correlation between the second language speaking proficiency and total scores of Action Naming Test (ANT) in Neurologically Healthy Individuals (NHI), where $r_s = 0.806$, $p < 0.01$. This finding is supported by the study by Spezzano et al (2013) who

concluded that group with higher education and greater fluency performed better than the group with lower education and poorer fluency, where as the speaking proficiency increased, the ability of verb retrieval also increased.

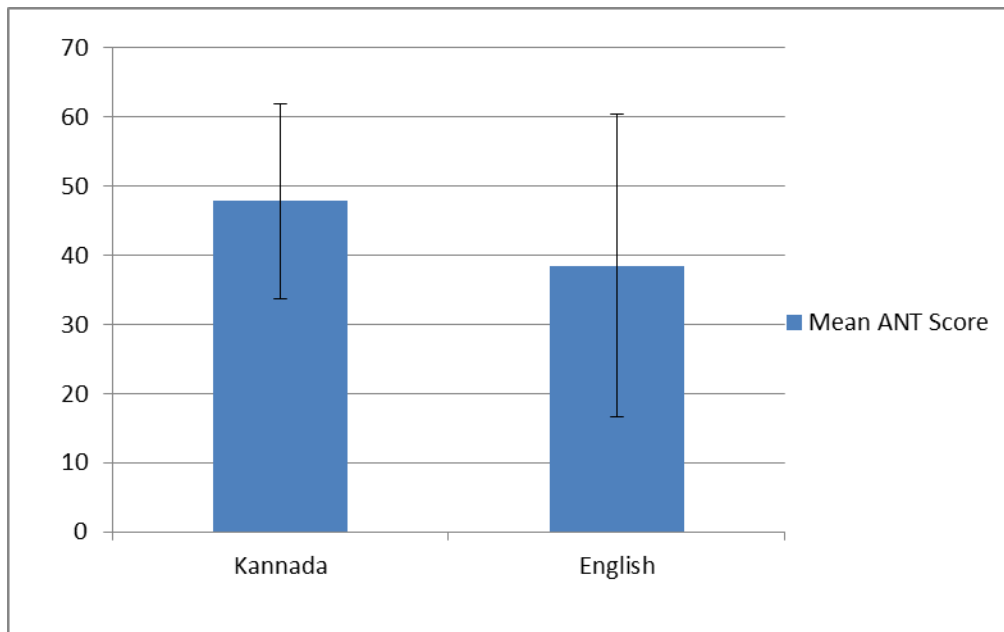
ii. Persons with Aphasia (PWA)

The proficiency rating of all the Persons with Aphasia (PWA) (before the brain damage as per the spouse/family) on ISLPR scale was 5 (native like) in Kannada, and there were variations in the ratings in English as shown in table 3. The mean ANT score of PWA in Kannada and English versions of ANT are shown in table 7.

Table 7. Mean and Standard Deviation of Kannada and English scores of ANT- PWA

Languages	Mean	SD
Kannada	47.87	14.08
English	38.52	21.93

Figure 3. Mean ANT scores of PWA in English across different levels of speaking proficiency



The performance of PWA was poorer compared to NHI in both Kannada and English. The former performed better in Kannada than English as shown in figure 2. Wilcoxon Signed Ranks Test was used to compare the total scores of Kannada and English in PWA irrespective of

their age. All PWA performed better in Kannada than English but there was no significant difference between the scores of Kannada and English ($Z = -1.82$ and $p > 0.05$). This result is quite similar to the findings of Hernández et al (2008) on grammatical category-specific deficits in a highly proficient Spanish–Catalan bilingual speaker with Primary Progressive Aphasia (PPA), where the subject’s performance on picture naming in the two languages was qualitatively similar, but the second language was more affected than the first language. The details of comparison between Kannada and English of PWA are given in table 8.

Table 8. *Comparison of performance in L1 and L2 (PWA)*

	PWA
Z	-1.823
P	0.06

* $p < 0.05$ – significant difference, ** $p < 0.01$ – high significant difference

The proficiency rating of the 8 aphasic participants before the brain damage, on ISLPR scale ranged from basic vocational to vocational, where basic vocational (3) and basic vocational plus (3+) had 1 participant each, and the remaining 6 participants were under vocational (4) language users. On the other hand, Spearman’s coefficient of correlation revealed that there was no significant correlation between the second language speaking proficiency and total scores of ANT in Persons with Aphasia (PWA), where $r_s = 0.436$, $p > 0.05$. Correlation between the proficiency ratings and performance on ANT did not match with each other as the aphasia component would have reduced the language performance of persons with aphasia.

Conclusion

The present study aimed at correlating the speakers’ language proficiency level with the performance on Action Naming Test. 80 neurologically healthy individuals and 8 persons with aphasia were enrolled for the study. All the participants were Kannada-English Bilinguals. Neurologically healthy individuals and persons with aphasia had different levels of proficiency in L2 ranging from basic vocational and advanced vocational proficiency. Action naming test was administered in both L1 and L2 on all the participants. Neurologically healthy individuals outperformed persons with aphasia in both Kannada and English. Both neurologically healthy individuals and persons with aphasia performed better in Kannada than English. Significant

difference between Kannada and English was seen for neurologically healthy individuals, while for persons with aphasia, there was no significant difference between the two languages. The difference between the scores of Kannada (L1) and English (L2) varied because of the variation in the proficiency of L1 and L2. Further the Action Naming Test scores and proficiency rating were correlated for neurologically healthy individuals and persons with aphasia separately. For neurologically healthy individuals, the Action Naming Test scores increased with increase in the level of speaking proficiency in English (L2). There was a highly positive correlation between the second language speaking proficiency and total scores of Action Naming Test. On the other hand, for persons with aphasia, there was no significant correlation between the second language speaking proficiency and total scores of Action Naming Test in persons with aphasia. Hence the findings of the present study showed that that there was a direct relationship between speaking proficiency and retrieval of verbs at least for neurologically healthy individuals.

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A Study of the Low Achievement of English Language Learners in Speaking Skill at the Elementary Stage in Manipur

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Abstract

Several methodologies and approaches were offered in NCF-2005. These were expected to be adopted in the schools but these were found only partially implemented at the Elementary stage in Manipur. Probably this could be one of the main reasons that the problem of low achievement persisted in some schools and English language learners did not attain the level of proficiency in speaking skill required at the end of the Elementary stage in Manipur. There is need to address this issue because it may not help future careers of the children. After the identification of this problem, ten schools (5 Private English medium schools and 5 Government schools) were selected for our study. Among these 5 Private schools, 2 of them were Convent schools. Of the 5 Government schools, one is a model school where relatively more facility has been created by the Government. In order to carry out the investigation, language ability tests in speaking skill were conducted. Questionnaires were administered to the teachers of English, who are working in these ten schools and their responses were analyzed. In addition, the Heads/Principals were also consulted by the investigator in relation to teaching/learning process, evaluation systems and their administration. We found some discrepancies in methods, approaches and techniques.

Key words: NCF-2005, elementary school, Speaking skill, teaching methodology, English learning

Introduction

Speaking skill is a productive task. Speaking is a complex ability requiring simultaneous use of a number of different abilities which often develop at different rates whereas writing process involves the use of vocabulary, structure, organization of the material and the fluency or ease of communication. Hence, testing of oral is a challenging task. Speaking is the productive skill in the oral mode. Like the other skills, it is also more complicated than it seems at first and it involves more than just pronouncing words. Speech is the most important form of communication. It enlightens the minds of the people. Information is understood and processed easily through speech rather than writing. Speech is a biologically endowed behaviour of human beings. Speech is an activity. Whilst language is the structural pattern of system we use to convey our message in speech. The pattern

of the language consists of words and of the structured relationship between words and phrases, which is known as grammar. Speaking is interaction between two or more people in changing ideas and arguing something related to. Speaking skill is the art of communications and one of 2 productive skills, which must be mastered in learning a foreign language. Good speaking skill is the act of generating words that can be understood by listeners. A good speaker is clear and informative. Over the last four decades a considerable number of theoretical and research studies have been carried out on strategies of language learning in communication. In this regard, numerous studies were conducted to mention a few.

Chandran (1999) has investigated the communicative ability in speaking English of the higher secondary first year students. He has identified, in his study, the phonological, lexical and grammatical errors, and also he has proved that the communicative ability of the students in English with English as their medium of instruction is better than that of the students of Tamil medium. Further, he recommended that the syllabus designers and material producers may give top most priority for the communicative activities in the syllabus so that the learners would develop the acquired knowledge. Jayanthi (2002) has observed the classroom interaction of the graduate students. This study revealed that the factors like smartness of the students, shyness, evaluative, capacity, commitment, psychological conditions, observation of world knowledge, time factor, interactional awareness, interaction with text, etc., play some role over the effective and efficient interaction of the students. Further, she reported that the shyness of the students' psychological conditions of the students especially past failures, etc. leads to the avoidance of the interactive performance and that the other above said factors enhance the interaction of the students in English literature Teaching classes.

Some studies had been conducted to find out the teaching/learning problems of English in Manipur. Singh (2002) explored the problem, prospect and status of English in Manipur in his research "A Critical Scrutiny of the Position, Problems and Prospects of English in Manipur". Devi (2006) explored the difference between the sentence structures in English and Manipuri language in her research "Sentence structure in English and Manipuri Language, A contrastive study". Sujeta Beishamayum (2010) explored linguistic problems in learning English language in her research "communication and linguistic problems faced by Meiteiron speakers in learning English language. However, there is no study available with regard to the study of low achievement in Speaking skill in Manipur. This paper is an attempt to see whether the Speaking skill of the students is really low or not.

Before we begin the analysis of the problem, it is important that we need to understand the methodologies and approaches in the teaching/learning process of English which were recommended in NCF 2005. Since we have not seen much improvement in learning English in schools in Manipur, we will make an attempt to examine the probable factors that lead to low achievement of English learners.

One of the probable reasons for this low achievement could be that teachers have not fully understood or they were not aware of the methods and approaches recommended in NCF-2005, even though Government imparted training to Government school teachers through SSA, School Education Department and SCERT, Government of Manipur. It was also found that there were no teachers specifically appointed for teaching English in the Primary and Upper Primary Government schools (Elementary schools). For example, teachers of Mathematics and Science were found teaching English in the Government schools. We could see an adhoc policy in teaching English that head teachers/Principals deputed the teachers of Mathematics and Science to attend the training programmes in English.

In the light of the above background, we will investigate the root causes of low achievement of English language learners in the Speaking skill at the elementary stage in Manipur. The identification of this problem not only helps the learners to develop better Speaking skill, but it also could be of use to teachers. The findings of this study may be useful to teachers and teacher educators in choosing relevant methods and approaches at the lower and upper Primary stages in Manipur.

The Structure of the Paper

In section 1.1, we will discuss the methodology adopted in the study while section 1.2 deals with the analysis of language ability tests. In the next section 1.3, responses of questionnaires from the teachers are examined. This is followed by section 1.4, where we discuss the findings of the study conducted. In the section 1.5, we conclude with some of remedial measures in order to enhance the proficiency of the students in Speaking skill.

1.1 Methodology

For this research, we initially planned to take up 400 students of VIII standard, taking 40 students from each school for collection of data. But we could not get the number of students we had stipulated earlier for our study since there was less number of enrollments in some Government schools. It was found surprisingly while collecting data that out of the 5 Government schools we approached, only one school in the serial number 10 has got more than 40 students. This school is a model school to which more attention is given by the Government to create facilities, etc. The total number of students we could finally get as a sample of our study was only 290. First, the students will be given a language ability test consisting of 6 Speaking skill test items. These test items did not cover the Phonetic aspect of speaking skill. The proficiency of the students is assessed on the four grade points. If the school attains 85% to 100 % the school is rated as “Excellent”, while the school secures 75% to 84% it is graded “ Very good”. It is followed by next grade that is, “Good” if the school attains 60% to 74%. Finally the schools which have 40% to 59% is rated as ‘Weak’.

Secondly, the questionnaires consisting of 100 questions were administered to the teachers who were teaching English subjects in the respective schools. The responses of the teachers were analyzed. Among 100 questions in the questionnaires, we focused only on 30 main teaching points.

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Serial numbers 1 - 5 are Private English medium schools.

Number of students in the serial numbers in 1- 5 = 200

Serial numbers 6 - 10 are Government schools.

Number of students in the serial numbers in 6-10 = 90

Sl. No	Name of the schools	Medium of instruction	Number of the students selected	
			Boys	Girls
1.	Nirmalabas High school (Imphal West)	English		40
2.	St. George High School (Imphal East)	English	20	20
3.	IPS (Imphal West)	English	20	20
4.	Ever Green High School (Thoual district)	English	20	20
5.	Paradise High School (Thoual district)	English	20	20
6.	Ngasi Rastrapili Girl High School (Imphal West)	Manipuri		10
7.	Kwakeithel Girls High School (Imphal West)	Manipuri		16
8.	Thangmeiban Lilasingkhongnangkhong High School (Imphal East)	Manipuri		14
9.	Meitei Mayek high School (Imphal West)	Manipuri		10
10.	Wangkhei High School (Imphal East)	English		40
	Total no. of students		80	210

Grand Total = 80+210 = 290

1.2 Analysis of Language Ability Tests

Test items of Speaking skill and test patterns are given in table 1:

For the assessment of speaking skill, we will be employing the following test items: **Colouring Boxes, Family Tree, and Road Mapping, Dialogue, Storytelling and Answer Questions.** The proficiency of the students will be assessed on the four grade points as mentioned above.

Table 1

Sl. No.	Test Items	Purpose
1.	Colouring Boxes	Inferring the speech based information.
2.	Family Tree	Inferring the Family Tree based information
3.	Road Mapping	Inferring the Road mapping based information
4.	Dialogue	Inferring the dialogue based information
5.	Story Telling	Inferring the story telling based information
6.	Answer Questions	Inferring Answer Question based information

Results of Speaking skill tests displayed in the following tables (2 to 7):

In the first test item of speaking skill, “**Colouring Boxes**” as shown in the **table 2** below, 40% to 55% of Private English medium school students responded correctly and 45% to 60 % of Private school students gave incorrect responses. All the students did not fare well, scoring only weak grade. Even the reputed school in 1st serial could score only 55% of the students correct. Similar result was obtained from Wangkhei High School in 10th serial number in the table, followed by St. George High school securing 50% of the students’ correct answers and the lowest being the school in 6th serial number while the remaining schools are in between the scores of 20% and 40% . Here in this test surprisingly the performance is very low as none of the schools could secure even “good” grade.

Table 2

Sl. no.	Name of the schools	No. of the students	Given text (Passage)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School	40			22	18	55%	45%

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2	St. George High School, Imphal West	40			16	24	40%	60%
3	IPS, Imphal West	40			16	24	40%	60%
4	Ever Green School, Thoubal	40			14	26	35%	65%
5	Paradise High School, Thoubal	40			14	26	35%	65%
6	Ngasi Rastralipi High School, Imphal West	10			2	8	20%	80%
7	Kwakeithel Girl's High School, Imphal West	16			4	12	25%	75%
8	Meitei Mayak High School, Imphal East	10			3	7	30%	70%
9	Lilashing Khongnangkong High School, Imphal West	14			4	10	29%	71%
10	Wangkhei High School, Imphal East.	40			16	24	50%	50%

For the 2nd test item of speaking skill, “**Family Tree**” in **Table 3** of tracing relationship, it is observed that the comprehensive response given by the students of the Private schools ranged from 35% to 50% while 15% to 50% of the Private school students gave incorrect responses. The performance of Government schools except the one in the serial number 10 has been extremely low ranging from 20% to 29%. What we can see from the test of tracing relationship is, even though some individual students have performed well, the overall performance of the school is strikingly poor and categorized in the weak grade as the maximum performance given by the school (Nirmalabas High School) in the serial number 1 is only 55% achievement with regard to this list. The Government school (Wangkhei Girl's High School) in the serial number 10, though it comes under the weak grade, has followed the school (Nirmalabas High School) in the serial number 1.

Table 3

Sl.no	Name of the schools	No. of the students	Given text (Passage)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School	40			20	20	50%	50%
2	St.George High School, Imphal West	40			18	10	45%	55%
3	IPS, Imphal West	40			16	24	40%	60%
4	Ever Green School, Thoubal	40			16	24	40%	60%
5	Paradise High School, Thoubal	40			14	26	35%	65%
6	Ngasi Rastralipi High School, Imphal West	10			2	8	20%	80%
7	Kwakeithel Girl's High School, Imphal West	16			4	12	25%	75%
8	Meitei Mayak High School, Imphal East	10			2	8	20%	80%
9	Lilashing Khongnangkhong High School,	14			4	10	29%	71%

	Imphal West							
10	Wangkhei High School, Imphal East.	40			20	20	50%	50%

The Test item 3 “**Road Mapping**” as shown in **table 4** indicates the same poor performance as in the Family Tree for the Private schools ranging from 30% to 55% correct while Government schools ranging from 20% to 50% correct. Even though the performance of the individual students is good, the overall performance of the schools is very low ranging from 45% to 80% which is rated as Weak grade only. This is seen in the performance of the reputed school in the serial number 1 which could perform only 55% correct.

Table 4

Sl. no.	Name of the schools	No. of the students	Given text (Passage)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School	40			22	18	55%	45%
2	St.George High School,Imphal West	40			14	10	35%	65%
3	IPS, Imphal West	40			12	28	30%	70%
4	Ever Green School, Thoubal	40			12	28	30%	70%
5	Paradise High School, Thoubal	40			12	28	30%	70%
6	Ngasi Rastralipi High School, Imphal West	10			2	8	20%	80%
7	Kwakeithel Girl’s High School, Imphal West	16			4	12	25%	75%
8	Meitei Mayak	10			2	8	20%	80%

	High School, Imphal East							
9	Lilashing Khongnangkong High School, Imphal East	14			4	10	29%	71%
10	Wangkhei High School, Imphal East.	40			20	20	50%	50%

Like in the previous test it is observed from the table above that the performance of the schools is very poor. In this fourth Test item “**Dialogue**” as shown in the table 5 above, 30% to 50% of Private school students responded correctly while 50 % to 70 % of Private school students responded incorrectly. The performance of all the schools are extremely poor, and rated as weak grade.

Table 5

Sl. no.	Name of the schools	No. of the students	Given text (Passage)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect response
1	Nirmalabas High School	40			20	20	50%	50%
2	St.George High School,Imphal West	40			14	10	35%	65%
3	IPS, Imphal West	40			12	28	30%	70%
4	Ever Green School, Thoubal	40			12	28	30%	70%
5	Paradise High	40			12	28	30%	70%

	School, Thoubal							
6	Ngasi Rastralipi High School, Imphal West	10			2	8	20%	80%
7	Kwakeithel Girl's High School, Imphal West	16			4	12	25%	75%
8	Meitei Mayak High School, Imphal East	10			2	8	20%	80%
9	Lilashing Khongnangkhong High School, Imphal West	14			4	10	29%	71%
10	Wangkhei High School, Imphal East.	40			20	20	50%	50%

In the fifth test item, “**Story Telling**” as shown in the **table 6**, 28% to 50% of Private school students could tell the stories comprehensively and 50 % to 72 % of Private school students could not tell the story properly. Though the Nirmalabas High School’s performance is relatively better than the remaining schools the performance of the school is extremely poor that only 50% of the students could tell the story which has led the school to achieved only Weak grade. Next to Nirmalabas High School, there comes Wangkhei High School securing 45% of students who could tell the story comprehensively. St. George High School having 40% of the students with communicative competency is closer to Wangkhei High school. The two Government schools-Ngasi Rastralipi High School and Meitei Mayak High School hit the bottom securing 20% of the students being able to tell story. It is very important to note here that overall performance of all the ten schools are rated as weak grade.

Table 6

Sl.no	Name of the schools	No. of the	Given text (Passage	Mode of questioning	No of student	No of students	Performance in percentage (%)
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		students	i)	(choosing the right option)	s who could tell the story nicely	who could not tell the story properly	Could tell the story	Could not tell the story
1	Nirmalabas High School	40			20	20	50%	50%
2	St.George High School,Imphal West	40			16	24	40%	60%
3	IPS, Imphal West	40			12	28	30%	70%
4	Ever Green School, Thoubal	40			12	28	30%	70%
5	Paradise High School, Thoubal	40			11	29	28%	72%
6	Ngasi Rastralipi High School, Imphal West	10			2	8	20%	80%
7	Kwakeithel Girl's High School, Imphal West	16			4	12	25%	75%
8	Meitei Mayak High School, Imphal East	10			2	8	20%	80%
9	Lilashing Khongnangkhong High School, Imphal West	14			4	10	29%	71%
10	Wangkhei High School, Imphal East.	40			18	22	45%	55%

The result of Test item 6 “**Answer Questions test**” in **table 7** shows that 30% to 50% of Private school students are willing to talk with the researcher while 50% to 70 % of Private school are not willing to talk with the researcher. 50% of students from Nirmalabas High School in the serial number 1 are willing to talk and 40% of

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students from St. George and Wangkhei High School are willing to talk. Thus these two schools come to the next of Nirmalabas High School in the serial number 1. It has been observed that students hesitated to speak or talk with the researcher in English. Reasons for the hesitance are that the learners do not want to show their weakness in the English language to others. So, to conceal their weakness, the learners hesitated to talk. Further, the anxiety, language shock and culture shock are yet other factors which lead them to their hesitance. The students did not want to talk in a complete sentence. Upon questioning, the students have given one or two word answer instead of giving complete answers.

Table 7

Sl. no.	Name of the schools	No. of the students	Given text (conversati on)	Mode of questioning (questioning and seeking answer)	No of students who are willing to talk	No of students who hesitated to talk	Performance in pc	
							Willing to talk	Hesitate to talk
1	Nirmalabas High School	40			20	20	50%	50%
2	St.George High School,Imphal West	40			16	24	40%	60%
3	IPS, Imphal West	40			14	26	35%	65%
4	Ever Green School, Thoubal	40			12	28	30%	70%
5	Paradise High School, Thoubal	40			12	28	30%	70%
6	The Ngashi Rastralipi High School, Imphal West	10			2	8	20%	80%
7	Kwakeithel Girl's High	16			4	12	25%	75%

	School, Imphal West							
8	Meitei Mayak High School, Imphal East	10			2	8	20%	80%
9	Lilashing Khongnangk ong High School, Imphal West	14			3	11	21%	79%
10	Wangkhei High School, Imphal East.	40			16	34	40%	60%

1.3 Analysis of Questionnaires Administered to Teachers

The questionnaires containing 100 questions were administered to teachers of ten schools in order to find out whether they were following and implementing the guidelines of NCF 2005 and MLL based teaching in the respective schools. Among these 100 questions, we focused only on 30 important teaching points in view of NCF 2005 and MLL based teaching in the ten schools. The data collected were used to find which items were followed by the teachers in the class-room transaction. Based on these 30 teaching points, schools were grouped into three categories: A, B and C; the schools following 10 teaching points mentioned in the Table 9 as A (Fully implementing NCF-2005 and MLL based teaching), the schools following 10 teaching points mentioned in Table 10 as B (Partially implementing NCF-2005 and MLL based teaching and the schools following 10 teaching points mentioned in Table 11 as C (Non implementing NCF-2005 and MLL based teaching .

Table 8

10 questions in relation to core teaching of NCF-2005 and MLL in the class-room transaction

1. Interactive activities
2. Higher level of questioning.
3. Constructivist approach to teaching
4. Teaching speaking skill through Innovative techniques.
5. Students' exposure to learn speaking skill
6. Objective of teaching
7. Minimum level of learning.
8. Skill based teaching
9. Problem solving method.
10. CCE (Continuous And Comprehensive Evaluation).

Table 9

10 questions in relation to partial teaching of NCF-2005 and MLL in the class-room transaction

1. Activity based teaching.
2. Answer Question.
3. Higher level of Questioning.
4. Teaching speaking skill through written tests.
5. Remedial teaching
6. School based test and assessment.
7. Objective of teaching
8. Question design
9. Blue print
10. CCE (Continuous And Comprehensive Evaluation)

Table 10

10 questions in relation to traditional methods implemented in the class-room transaction

1. Introduction
2. Teaching aids
3. Lower level of questioning
4. School based evaluation
5. Reading aloud and asking questions.
6. Explanation
7. Content based teaching
8. Lecturer method
9. Grammar teaching
10. Vocabulary teaching

Based on the 10 questions each in relation to teaching points in Tables 8, 9 and 10, ten schools were categorized into three groups: **A (Fully implementing NCF-2005 and MLL based teaching)**, **B (Partially implementing NCF-2005 and MLL based teaching)** and **C (Not implementing NCF-2005 and MLL based teaching)** as shown in **Table 11**.

6 schools were in group **B (Partially implementing NCF-2005 and MLL based teaching)** and 4 schools were in **group C (Not implementing NCF-2005 and MLL based teaching)**. Not a single school was in group A (Fully implementing NCF-2005 and MLL based teaching). The Private schools in the serial numbers 1-5 were found partially implementing NCF-2005 and the MLL based teaching in the schools, whereas Government schools in the serial numbers 6 to 9 were in group C (Non implementing NCF-2005 and MLL based teaching). Only one Government school in the serial number 10 was partially implementing NCF-2005 and MLL based teaching in the school and it had better performance than the rest of Government schools in the serial numbers 6-9.

3 Categories of Schools Based on the 30 Teaching Points in NCF-2005 and Implementation of MLL in Teaching

- Group A = Fully Implementing NCF-2005 and MLL Based Teaching schools**
- Group B = Partially Implementing NCF-2005 and MLL Based Teaching schools**
- Group C = Not Implementing NCF and MLL Based Teaching schools**

Table 11

Sl. no	Name of the schools	Group A	Group B	Group C
1	Nirmalabas High School, Imphal West		Partially Implementing NCF-2005 and MLL Based Teaching school	
2	St. George High School Impal East		Partially Implementing NCF and MLL Based Teaching school	
3	IPS Imphal West		Partially Implementing NCF-2005 and MLL Based Teaching school	
4	Ever Green Flower High School, Thoubal		Partially Implementing NCF-2005 and MLL Based Teaching school	
5	Paradise High School, Thoubal		Partially Implementing NCF-2005 and MLL Based Teaching school	
6	Ngasi Rastralipi High School, Imphal West			Non Implementing NCF-2005 and MLL Based Teaching school
7	Kwakeithel Girls' High School, Imphal West			Non Implementing NCF-2005 and MLL Based Teaching school
8	Meitei Mayak High School, Imphal East			Non Implementing NCF-2005 and MLL Based Teaching school
9	Lilashing Khongnangkhong High School, Imphal East			Non Implementing NCF-2005 and MLL Based Teaching school
10	Wangkhei Girl High School, Imphal East.		Partially Implementing NCF-2005 and MLL Based Teaching school	

1.4 Discussion

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According to the results displayed in **Tables 2 to 7**, performances of students varied from individual to individual and from school to school in different test items. None of the schools could get ‘Excellent’ ‘Very Good’ and ‘Good’. The performance of all the schools is extremely low and could be rated in the ‘Weak’ grade. Even the reputed school in the serial number 1 had low performance. The results of speaking skill tests displayed in the **Tables 2 to 7** show that (Nirmalabas High School) in the serial number 1 is the best performing school while the school (Ngasi Rasralipi High School) in the serial number 6 is the weakest school securing 20% in all the tests among ten schools. In these tests of speaking skill, it is surprisingly found that none of the schools secured ‘Excellent’, ‘Very good’ and ‘Good’ grade. It was also learnt from the principals and teachers of English that these ten schools never conducted tests for assessing the speaking skill of the students. This may be one of the reasons for low achievement of the students in the speaking skill. One of the reasons for low achievement for speaking skill may be that these schools used the old traditional methods of teaching and evaluation system. It can be concluded that traditional methods, improper assessments, weak administration and medium of instruction have great impact on low achievement of the English language learners in the speaking skill. The school (Wangkhei High school) in the serial number 10, a recently established model school to which the Government pays more attention, could secure 50%. Though the proficiency of all schools is low, this model school is found at par with the private schools in terms of language proficiency. The schools in the serial number 6 and 8 secured the lowest number of correct response, that is, 20% only. It is also important to note that none of the schools secured “Excellent” “Very good” and “Good” grade.

1.5 Conclusion

Knowing all these facts, some remedial measures may be taken up to improve the proficiency of students in the Speaking Skill. To enhance the speaking proficiency of the students in the English language, the following remedies are suggested. Different types of conversational discourses of L2 may be taught, and the students may be given enough time for the development of conversational discourses in the school hours. The conversational discourse training may be helpful in eliminating language shock and cultural shock. Further, in order to develop communicative competence of the students while teaching vocabulary of English, the grammatical functions and linguistic features of words should be taught. Further, the semantic values of words should be distinguished.

The similarities and differences between L1 and L2 should be taught especially while teaching syntax, which will eliminate the habits of literal translation from L1 to L2. Role play is perhaps the liveliest form to get the class involved in speaking.

Role play brings situations from real life into the classroom. Students imagine and assume roles. They create a pretend situation, and they pretend to be some different persons. Once they assume a role the students are forced to improvise and to produce words and sentences appropriate to the situation as well as to the roles they have assumed. Teachers should select the roles beforehand so that the roles to be assumed are familiar and

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are within the linguistic competence attained until then by the students. Roles such as friends, brothers, sisters, parents, teachers, shopkeepers, police officers, characters from the textbook and popular television programs have been suggested to enhance the speaking skill.

As Doff (1988) points out, role play increases motivation. Always talking about real life can become very dull, and the chance to imagine different situations adds interest to a lesson. In addition, role play gives a chance to use language in new contexts and for new topics. Everyday life situations such as shopping, holidays, camps, local journeys, fables and folktales, etc., have been found very useful. Interviews are yet another excellent situation for role play. Students may have difficulty composing their thoughts in English or expressing them coherently, using appropriate grammatical structures and words. Teachers should give prompts wherever necessary, which would encourage students to guess and produce utterances appropriately. Role plays help reduce the common reluctance found among the second language learners in using English because of fear of committing errors in English.

Teachers can improve structure practice by encouraging students to give a variety of responses, rather than the usual set responses a situation and a role may demand. The focus of practice should be on producing a text of related sentences suitable for the role and the situation, rather than on the production and practice of single sentences. Role-play involves several students at once and holds the attention of the class, even as it enables students to be original and produce utterances often on their own. Begin first with the contexts of familiar stories. Go to local contexts including market situations, and then to contexts that may be peculiar to the native English speakers. This activity is recommended for all classes. Role-play for every lesson should be done whenever we teach.

Abbreviations

L1: First language.

L2: Second language.

LT: Language teaching

ELT: English language teaching.

LSRW: Listening, Speaking, Reading, Writing.

CBTL: Competency Based Teaching Learning.

MLL: Minimal level of learning.

NCERT: National council of Education and Research and Training.

MHRD: Ministry of Human Resource Development.

ELT: English language teaching.

NCF: National Curriculum Framework.

MHRD: Ministry of Human Resource Development.

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CCE: Continuous And Comprehensive Evaluation.
SSA: Sarva Shiksha Avhiyan
SCERT: State Council Of Educational Research and Training

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APPENDIX

Questionnaire

SECTION –1

Bio-data of teacher

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1. Name of the teacher:.....
2. Age.....
3. Sex:
4. Education Qualification:.....
5. Any Additional Qualification:
6. Date and Place of Birth:.....
7. Monthly Income:.....
8. Caste/Community/Tribe/ :
9. Religion:
10. Mother Tongue:
11. Name of School where working presently:.....
12. For how long you have been teaching English:
13. In what medium you have received your education:
14. (a) Primary _____ (b) Middle _____
(c) Secondary _____ (d) Collage _____
(e) University _____ (f) Any other _____
15. Do you teach English only or other subject well?
English only.....(b) other subject as
well.....

SECTION -2

16. Which portion of the English text do you teach ?
(a) Prose----- (b) Poetry ----- (c) Grammar----- (d) Spoken English -----.....
17. Do you like teaching the portion assigned to you ?
(a) Yes (b) No (c) No
option
18. Are the classrooms in which you teach sufficient and proper in terms of space?
Do you have sufficient space and furniture in your classroom?
- Is it possible for you to freely move around the class?
19. Do you actually move around the class among the students or do you teach by standing in front of them
throughout the
period?.....
.....
.....
20. Do you organize classroom activities like:

a) Pair work..... b) Group work c) Role play d) Any other

Please describe in brief:

.....
.....
.....

If you do so, do you have necessary space, time and other requirements in the classroom? Please give some examples from your experience:

.....
.....
.....

21. How do you teach the lesson in the classroom? How do you begin the class?

.....
.....
.....

22. How do you teach the main body of the lesson? How do you conclude the class?

.....
.....
.....

23. Do your students raise question in the classroom? If yes, please specify their manner and frequency?

.....
.....
.....

24. Do you encourage your students to raise question in the classroom?

If yes, how?

.....
.....
.....

If no, why?

.....
.....
.....

25. If so, how many types of question do you encourage them. Please name them and elaborate them.

.....
.....
.....

26. Does it create problems of discipline in your classroom?

.....
.....

.....
.....

SECTION-3

27. Are the classrooms in which you teach sufficient and proper in terms of space?

Is it possible for you to freely move around the class?
.....

28. Do you organize classroom activities like:

- a) Pair work.....
- b) Group work
- c) Role play
- d) Any other

Please describe in brief:
.....
.....
.....
.....

29. If you do so you have necessary space, time and other requirements in the classroom? Please give some examples from your experience:
.....
.....
.....

30. What teaching aids are available for your classroom use?

- a) Black board
- (b) Roller board
- (c) Cassette player
- (d) Television
- (e) VCP/VCR
- (f) Computer
- (g) Any other

31. Are there teaching aids conveniently supplied to you as and when you require them?
.....
.....
.....

32. Do you need any specific items like picture cards, overhead projectors etc.? Please specify:.....
.....
.....

33. Do you have a library in your school? : What kind of books, journals and other kinds of reading materials are there in the library?

.....
.....
.....

SECTION-4

34. How important do you think is English in Manipur?

- (a) Extremely Important(c) Very Important
(c) Quite Important.....(d) Not so Important(e) Not so Important at all
.....

35. In what particular areas is the use of English most important? Please list at least five items from your practical experience?

- 1)
.....
2).....
.....
3).....
.....
4).....
.....

36. Do you think that the students are aware of the reasons for learning English?

- (1) Yes (2) No(3) I don't know

37. Why do you think that your students are interested in learning English? Please tick the right choice:

- Because it is a compulsory subject
Because it is an important language
Because it is a necessary for getting jobs
Because it is a status symbols

38. What are your students' specific needs for learning English? Please specify.

.....
.....
.....
.....
.....
.....
.....

39. What do you think are the objectives of teaching English in Manipur? If yes, what are they? Please list?

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

40. Does the present syllabus specify the goal of teaching English in Manipur? Please list the most important ones below?

- 1).....
- 2).....
- 3).....

If no, can you make out the hidden goals and objectives?

- 1.....2.....3.....
- 4.....5.....6.....

41. Do you focus more on:

- (a).Content based teaching.
- (b). Grammar based teaching.
- (c). Skill based teaching.
- (d). Functional grammar

42. Have you ever participated in course design either at your school level or at the State board level? Please describe your experience?

.....

.....

.....

43. Do you think that all the teachers must participate in the process of setting question design?

.....

.....

.....

44. How do you think that teachers can contribute course design?

.....

.....

.....

45. Have you read “minimal levels of learning “the publications by NCERT, New Delhi?

- a)
- YES b) NO

46. If yes, what are the minimal level of English from class (I) to (VIII), Please write a few minimal level of learning in school?

.....
.....
.....

47. Do you know the competency base teaching learning based on this minimal level of learning?

(a) YES (B) NO

.....

48. Have you ever attended any short term or long term orientation programmes of English language teaching methodology organized by SCERT or any other agencies?

(a) YES (B) NO

.....

49. How do you teach listening, speaking, reading and writing skill in your school?

.....
.....
.....
.....
.....

50. Do you take up any approaches and methods to develop these skills among the children and the students in the class?

(a) Yes (b) No

.....

51. If yes, what are those approaches, methods and techniques you employ in the classroom?

.....
.....
.....
.....
.....

52. How do you evaluate the students' listening, speaking, reading, and writing skills?

.....
.....
.....
.....
.....

53. Do you have any pattern of evaluation from Standard I to Standard VIII? If so, what are the patterns from Standard I to Standard V and from Standard VI to VIII?

(A) Yes.....

(B) No.....

.....
.....
If yes, what are the patterns of evaluation for each class right from the beginning of Standard I to Standard VIII?

.....
.....
.....
.....

54. How do you evaluate for the whole syllabus of English?

.....
.....
.....
.....

55. How many marks do you set questions for the whole syllabus? (i) 100 (ii) 200.

If it is 100 marks, what are the components in the questions and tick these in the given components.

(i). Grammar (ii) listening skill (iii) Speaking skill (iv) Reading skill (v) Writing skill (vi) Functional grammar

How do you distribute marks?

56. If you are not satisfied with the achievement of the students in a period of 45 minutes, what do you do?

.....
.....
.....

57. How many minutes do you spare for evaluation in a class period?

.....
.....
.....

Suppose there are 90 students in a class. Are you able to evaluate all the 90 students within the time kept for evaluation? (A) YES (B) NO

.....

58. If yes, what techniques or strategies do you adopt? Please elaborate the techniques or strategies.

.....
.....
.....
59. Do you motivate them sometime?

(A) YES(B) NO

If yes, how do you motivate them ?

.....
.....
.....

SECTION 5

60. So, you have a system of Continuous and Comprehensive Evaluation? If yes, please, specify.

.....
.....
.....

61. Does your school conduct different term-wise examinations? Please specify the frequency?

.....
.....
.....

62. Who sets the question paper for these term examination?

.....
.....
.....
.....

63. Do you think that question papers are systematically and scientifically prepared? If yes, how?

.....
.....
.....

If no, how?

.....
.....
.....

64. Have you ever participated in setting papers for the Manipur Board? If yes, please describe your experience?

.....
.....
.....
.....
.....

65. If no, what is the reason?

.....
.....
.....

SECTION—6

66. Are you aware of different teaching methods?

A) Yes B) No

.....

67. Can you list the methods you know something about?

a).....
.....

If no, why?

.....
.....
.....

68. Do you think your classroom practice conforms to particulars methods?

A) Yes

B).....

Which one?

.....
.....
.....

69. How would you describe your classroom teaching methods?

.....
.....
.....

70. What you think should be the ideal approach for teaching English in Manipur?

.....
.....
.....
.....

71. Has this approach been adopted by you and your colleagues? If yes, how do you go about?

.....
.....

If no, why?.....

.....
.....

72: Have you read NCF-2005?. Yes or No. If yes, elaborate in two or three sentences about the ways of teaching mentioned in NCF -2005.

.....
.....
.....

73: Do you know Constructivist Approach to Teaching ? Yes or No.

If yes, please elaborate the ways of teaching the approach in your school.

.....
.....
.....
.....

74: Do you know any new skill catering method or approaches Yes or No.

If yes, please elaborate them in two or three sentences.

.....
.....
.....
.....

75. Do you teach students to develop reading skill in the class.? If yes, please mention any approach or method and elaborate any one of them about how you teach it in the class?

.....
.....
.....
.....

76. Do you organize any activity for children to learn reading skill in the class? Yes or No. If yes, please elaborate how you organize them in the class.

.....
.....
.....
.....
77. Do you teach based on MLL (Minimum Level of Learning)? Yes or No. If yes, elaborate them.

.....
.....
.....
.....
78. Do you assess students on the basis of question design or Blue print? Yes or No. If yes, how many marks were allotted to reading skill in your question-setting with 100 marks?

.....
.....
.....
.....
79. Do you assess children based on the objective of teaching? Yes or No. If yes, please elaborate how you do you assess?

.....
.....
.....
.....
80. Do you take up any group activity based teaching to develop reading skill? Yes or No, If yes, elaborate how you take up.

.....
.....
.....
.....
81. Do you know how to develop question design? Yes or No. If yes, how much you emphasize on reading skill in question design.

.....
.....
.....
.....
82. Do you ask children questions in the class? Yes or No. If yes, mention the types of questions giving examples.....

83. Do you know how many levels of questions are there in questioning? Yes or No. If yes, please mention the levels.....

84. Do you teach students reading skill through only tests ? Yes or NO. If not, how do you teach them?

85. Do you assess reading skill in the class? Yes or No. If yes, mention how you assess the students.

86. Do you implement CCE in your school? Yes or No. If yes, please, mention a few steps how you implement CCE.

87. Do you take up any new or innovative practice to develop reading skill ? Yes or No. If yes, elaborate them?

88. Do you elaborate your teaching again and again? Yes or No. If not, how do you teach?

89. Do you repeat your teaching? Yes or No. If not, what approaches do you employ?

90. Do you teach children by reading the text book and asking questions ? Yes or No. If no, how you teach them?

91. How do you teach reading skill in the class? Please, elaborate your teaching.

92. Do you teach the content of English text book. Yes or No.

93. Do you go beyond the content of the text? Yes or No. If yes, please mention how you go beyond the content of the text.

.....
.....

94. Do you assess the students from only textbook? Yes or No. if no, please write how do you assess them.

.....
.....

95. Do you usually assess them based on the lesson in the text?

.....
.....

.....
.....

96. Do you ask students to review articles and journals written by eminent writers?

Yes.....No.....Sometimes.....

If yes, mention the name/s of article/s and journal/s.

97. What is your view about the articles?

.....
.....
.....

98. Do you teach students by explaining again and again? Yes or NO. How many times?

.....
.....

99. Do you discuss matters relating to classroom teaching with your students? If yes, Please give some examples?

.....
.....
.....

100. Do you discuss your problems with teachers/colleagues?

Yes.....No.....sometime.....

a) Your colleagues.....

b) Your Principal c) Member/s of school

administrationd) Concerned person in Manipur Board

.....

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**Ritual as Theatre:
An Analysis of Oduduwa Festival in Ikoru-Ekiti**

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Elizade University



Courtesy: <https://yemitom.wordpress.com/tag/olokun/>

Abstract

Oduduwa festival is one of the festivals mostly cherished among the Yoruba people right from the onset. As an unforgettable hero in Yoruba history Oduduwa, after his death was deified and worshipped by the people with cult following. This paper specifically focuses on the Oduduwa festival celebration in Ikoru-Ekiti, a Yoruba town in the south west region of Nigeria. The research examines the history, origin and the mode of worship of Oduduwa deity while isolating the ritual performances and theatricalities in the festival celebration. The paper concludes that while ritual acts and ceremonies are fading away in most African communities ,

festival like the Oduduwa should be encouraged and supported because of its significant socio-cultural contributions to the Ikoru-Ekiti community.

Keywords: *Theatre, Ritual performance, Oduduwa festival, Yoruba, Ikoru-Ekiti.*

Introduction

The heart of culture according to Samovar et al (2009:26) involves “Language, religion, values, traditions and costumes. Culture shapes and moulds our behavior, values and even ideas. It is the fundamentals of human existence. The word culture can be easily substituted for the word history. In a real sense, both are conduits that carry the essential messages considered important by a culture. History reminds us of our past, our traditions, norms and culture. Part of what history reminds us of is our festivals and rituals which are the main focus of this paper.

Ritual practice is not a new thing in societies all over the world. Ritual is a common practice in most religions and consists of symbolic actions that represent sacred meanings. Ritual recalls past events, preserves and transmits the foundations of a society. Participants in the ritual become identified with the sacred past, thus perpetuating traditions as they re-establish the principles by which the group lives and functions. Each of these rituals has a particular relevance within the society that practices it. Through rituals people can “recall and re-affirm important beliefs... feel spiritually connected to their religion [and] develop... a sense of identity by increasing social bonds with those who share their views, and sense that their life has meaning and structure”. Larry et al (2005:66)

Rituals or ceremonial acts apart from being religious also relieve social tensions and reinforce a group’s collective bonds. More than this it provides a means of marking many important events and lessening the social disruption and individual suffering or woes such as death. Therefore, ritual is defined variously as prescribed formal behavior having reference to beliefs in invisible being or powers regarded as the first and final of all events. Edmund Leach as cited by Awuawuer (2010:35) viewed ritual as “Stereotyped behavior which is potent in itself in terms of the cultural conventions of the actors, though not in a rational technical sense”. In essence ritual is a prescribed action that has to do with the presence of divine intervention and its

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practice differs from one society to another where it performs significant functions in the life and customs of the people.

Ritual and Its Socio-Religious Functions

In African society, rituals serve many purposes majority of which bothers on socio-cultural and religious needs of the people. According to Doki (2006:70) some rituals are observed through “performing symbolic actions and manipulating symbolic object so as to promote and increase fertility of men, crops and animals, wild and domestic, to cure illness, to avert plague, to turn boys to men and girls to women, and to make chiefs out of commoners”. Ray in line with Doki as documented by Awuawuer (2010:36) asserted that “Rituals are performed to cure illness, increase fertility, defeat enemies, change people’s social status, remove impurities and reveal future”. Thus, rituals are ways of communication between man and the cosmic environment; they play an integral role in lives of individual members of the society. These rituals are harnessed sometimes to appease and placate the gods or to set the society right.

It is evident that through ritual people are able establish a line of communication to the supernatural in order to seek guidance or assume control on forces beyond their understanding, Thus, the basis of ritual is to invoke the ancestral spirits to communicate and parley with the living. These ancestors are regarded as perfect in ensuring a smooth welfare of their living kinsmen and families. They are believed to be near God and as such, intercede between the supreme God and the living. Mbiti (1975:83) summarizes the ancestral roles thus “They return to their families from time to time, and share meals with them however symbolically, they know and have interest in what is going on in their family. They are guardians of family affairs, traditions, ethics and activities. Offence in these matters is ultimately offence against the ancestors who in that capacity act as invisible police of the family and communities”.

Of Rituals and Traditional Festivals

Ritual practice as a significant aspect of most traditional festivals in Africa have assumed an acceptance used more often to mark a particular time of the day, month, and year, stage in life or commencement of a new event or vocation. This temporal characteristic of ritual is often

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called “sacred time” to be performed in a designated location called “sacred space”. Just like dramatic performance, time and place are essential features of ritual action, and both mark a specific orientation or setting for ritual. The shape, spatial orientation, and location of the ritual setting are essential features of the semantics of ritual action. Time and space, whether a plot of ground or a magnificent temple are ritually created and become in turn the context for other rituals.

Ritual festivals not only created sacred times that define the calendar and occur throughout the year, intersecting with ordinary time, they also establish the designated places that localize the sacred in the midst of ordinary space. Sometimes, these are places of natural beauty or imposing power such as mountains, caves or rivers. They may be sites that commemorate great religious events of the past. Sometimes, they are places where miraculous spiritual appearances are believed to have occurred. Sometimes the act of building a sacred place occur each time the rite is performed and is thus part of the ritual itself. The use of space reveals a great deal about a religious world view. It is popularization of these rituals that has placed their mundane aspects higher than esoteric, not really from the point of view of the ritual priests but in terms of the mass turn-outs of participants and spectators. This popularization has also been responsible for most rituals becoming entertainment today while others at various stages of imbibing the entertainment culture.

Bakary (1972:14) sums up that “In Africa, theatrical performances are regulated by the seasonal calendar and the days appointed for the festivals. The performance can sometimes translate itself into action; it is closely inter-woven with rituals”. Ritual in its action thus, can be observed as verbal as well as non-verbal communication. Hans as cited by Awuawuer (2010:39-40) on the paralinguistic aspect of ritual holds that “A complete analysis of ritual would also include its relation to art and the specific objects used in ritual dress. All of these components are found in ritual contexts, and all of them are non-verbal in structure and meaning. When particular ritual object, dances, gestures, music and dress are included in the study of ritual behavior far exceed any one description or explanation of ritual man”

In analyzing ritual as a module of religion, one could see ritual as a symbolic expression of religious convictions that are usually performed at traditionally prescribed times. Such activities as prayers, recitations, sacrifices, exorcism, dancing, feasting and feast often play an important part in religious rituals. To this end Traore (1970:113) maintains that “Religiosity is an essential aspect of life in Africa”. Therefore, the learning of rituals is a resume of life, and that ritual becomes a theatrical ceremony and myth takes dramatic form, actors become characters through disguise: they feel that they are other people, the festival easily turns into a dramatic production”

Thus, ritual is a form of communication in its own right involving performance and symbolic bodily actions, displayed in a tangible, visible way. These actions have power to focus experience and thus function to intensify the sense of the sacred. Ritual can be as simple as bowing one’s head or praying before a meal, chanting s certain phrase, or removing footwear before entering a particular place. At the other extreme, they can involve intricate ceremonies performed by teams of priests and lasting for a long period. Rituals reveal the sacred through specific, symbolic actions and objects including processions (stage picture), special clothing (costume), special sound (language) – for example, chanting – or silences, masks, and symbolic objects (props). Some religions use rituals to create effect, while others assign them a lesser role, and where ritual is central, there is usually priesthood (the protagonist). This affirms that ritual performance in Africa is a justification to the worshipper’s potency in their faith in the religion, which also projects a sense of common front that assures believers in their personal safety.

Ritual as Important Aspect of Theatre

In general, theatre is an activity in which an actor takes a role other than himself and through mime, speech, songs and dance movements conveys or communicates a message to an audience. In essence, indigenous African theatre is rooted in the day-to-day part activities of the African man. It is part and parcel of the whole conception of existence, and it is essentially a communal activity. These qualities differ considerably from western forms of theatre where the proscenium arch, exclusive set, lighting and the individual ownership of theatrical productions, constitute the dominant characteristics of theatre.

African traditional theatre, because of its dynamic nature, and the fact that it is a product of a living culture, is able to evolve some few performances even in the post-colonial time. Such performances, for their form and function are synonymous to the pre-colonial theatre and are still regarded as traditional. Hence, traditional performances may have some given stages of the whole process as sacred rituals performances and ritual festival performances. And it is possible to have sacred ritual performances outside the festival period because the sacred part is a unit of itself. In his own classification Doki (2006:9-10) states that “Ritual performances embrace all the rites connected with a ceremony, there is rite of baptism, and others are rite of communion and burial rites. Ritual in other words is the way a religious activity is carried out. It also implies ceremonial observances in one sense. This is because we have ceremonial events that have become remarkable with special calendar days of the year, especially among traditional Africans. New Yam festival, for example, is a ceremony carried out with intensive activities such as dances, music and feasting as mark of jubilation over the arrival of the new yam from the land of the gods”.

In another perspective, African traditional theatre according to Awuarwuer (2010:28) can be classified into seven general categories: “(1) Simple enactment (2) ritual and ritualized enactment, (3) story-telling (4) spirit-cult enactments (5) masquerade and masquerade enactments (6) ceremonial performances (7) comedies”. Clark in the same vein summarizes Kirk’s classification into two “The sacred and the secular, and even the sacred is sub-categorized into ancestral or myth plays and the other which are masquerades or plays by age groups and cults”. Ogunbiyi has by expansion identified three types of traditional African theatre practice; “The sacred ritual performances, the ritual festival performances and deritualizing performances”. The focus of this performance is religious. To Dotun (2003:8) “In the deritualized performances, the ritual and cultic functions are absent or relegated to the very remote background. In the ritual festival performances, however, both the religio-cultic and aesthetic functions have equal emphasis. The performance of sacred ritual is also usually restricted to secluded places with only initiates as audience. The remaining three categories are performed in the open audience.

The contrast in both classifications is a matter of semantics and defense. The sacred and the ritual (Clark and Doki respectively) are those which are ritualistic, as the people seek to get protection and be purged of spiritual afflictions. Hence, only initiates are allowed as partakers, while the secular and festival aspect take care of the socio-political system of the people, reaffirming their socio-political aspirations cum – entertainment by communication their feelings which take care of their needs. It is important to note that sacred/ritual and secular/festival performances form the main parts of African traditional theatre. Hence, the same traditional festival may have some given stages of the whole process as sacred ritual performances and others as ritual festival performances, according to Dotun (2003: 7).

All societies in Africa organize festivals that are emblematic of both sacred and secular performances. These festivals have a great potency of adaptability to the emerging trends in the theatre practice where most Nigerian theatre practitioners draw their sources. This makes the Nigerian dramatist a self-made man who found himself in the environment in which he was born - the ritual ceremony, the ritual priest and communal life. For example “Ogunde drew his inspiration and urge from the Egungun festival as exemplified by his identification with the conventional theatre practice of the Alarinjo theatre” (Adedeji 1981:224) and by convention, the efficacies notwithstanding, the ritual or the festival is theatre in itself, even if removed within the cultural context in which it exists. Therefore, two types of places for performances can be postulated for the indigenous theatre performances. They are the secluded or private and the open or public places of performance. Again, two kinds of audience that also exist in relation to the kinds of performance places are the restricted or private and public or general audience. The private audience is made up of the initiates while non-initiates and initiates constitute the public or the general audience.

In Africa when sacred ritual performance is enacted in an open place, it is usually done in the dead of the night when people are sleeping. A curfew may also be declared to prevent members of the public audience who are not initiates from seeing such performances. The sacred aspect of African performances takes into consideration the sanctity of the culture of the people and therefore lay emphasis on spectacle rather than dramatic sketches. The open secular or profane performance is usually located in the market place, community square, frontage of the

palace, houses of an important member of the community etc. for the consumption of the public; both initiates and non-initiates. Among the Yoruba according to Ogunba (1978 :54) such special locations are regarded as “Ibi ti ile ti loju” (where eyes of the earth are). The secular aspects of the traditional performances did away with the religious and concentrated on the creation of popular theatre. And the most common arrangement in a traditional place of performance is circular arena where the audience surrounds the performers who are in the centre.

To maintain order during performance some members of the audience may caution others to keep silent. Ogunba goes further (62 – 66) “There are two ways of delineating performance area and thereby maintaining order. First are the physical devices such as the use of strong rope to restrain the audience from moving near the performers, as is done in Olua festival and the use of whips, as is practiced in many Nigerian masquerade traditions. ... The second is the use of metaphysical means such as sprinkling of magical liquid or corrosive objects which spectators dare not stop to avoid been harmed.” Moreover, rules or more properly taboos are also set and put in place. A common example is that the costume of the masquerade or another performer may not be touched.

Oduduwa Festival: Origin and Historical Background

Tradition and history has it that Oduduwa lived and died at Ile-Ife. After his death he was made a deity, as it is the belief of Yoruba people to worship the spirit of the dead, believing that prayers offered at the grave of deceased ancestors are potent to procure temporary blessings. So also the spirit of Oduduwa was worshipped by his children and people of the town in order to offer prayers to him according to their request because Oduduwa was regarded as the “God-sent” and the father of the entire Yoruba race. (This brought about the saying *Yoruba omo Oodua*), i.e., Yoruba the children of Oduduwa, and it was believed that his spirit lives forever to intercede for his people. This is why all succeeding Yoruba kings on their accession and before coronation are expected to send to perform acts of worship at the grave of Oduduwa and to receive the benediction of the priest.

After the death of Oduduwa, and as the population continued to increase, people started migrating to other places to settle, hence the first set of people to migrate were the children of

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Oduduwa, (The seven princes and princess) that Okanbi his eldest son left behind, and from them sprang the various ethnic groups in Yorubaland. His first-born was said to be a princess who became the mother of Olowu, also the second child who became the mother of Alaketu. Thus we have: the Olowu of Owu, the Alaketu of Ketu ,the Oba of Benin ,the Orangun of Ila the Onisabe of Isabe, the Olupopo of Popo and the Oranmiyan of Oyo.

These princes and princess not only became the founder and the first king of their towns, they also became first crowned heads (The kings who wore the original crowns) in Yorubaland, and of all the princes, Oranmiyan was the youngest, but eventually became the richest and most renowned of them all. This was how the children and the grand children of Oduduwa began to spread out to find other Yoruba towns and cities that we have in Yorubaland today. Thus, we also have the ethnic groups such as the Egba, Ijebu, Ekiti, Ijesa, Ondo, etc. that all trace their origin from Oduduwa and the city of Ile-Ife.

As people spread out, they took along with them their religion which was mainly paganism at that time. i.e., the act of worshipping idols (gods and goddess) which they term “Orisa” even though Yoruba believe in Olodumare (The maker of heaven and earth) they find him too exalted to concern Himself directly with men and their affairs, so they admit the existence of many gods and goddess, as intermediaries (the orisas). Hence the worshipping of Egungun (the spirit of the dead/ancestors) Orisala/Obatala (to whom they ascribed creative powers), Ori (head – god of fate), Ogun (god of iron), Esu (author of all evil) and including Oduduwa (the deified ancestor, who is also recognized as the goddess of the earth). Apart from occasional sacrifices to these idols they also celebrate annual festivals in honour of them. That is the time of merriment, a special time in the year to appease to the gods, to offer sacrifices, to give thanks or show appreciations for the help rendered them in the past year and for his continual guidance.

Thus, Oduduwa deity among other dieties spread from Ile-ife to every other parts of Yorubaland especially Oyo Alaafin and Ado-Odo in Egbado. The people of Idofin who are kith and kin of the Egbado people brought along Oduduwa deity to Igbo-Ora. Similarly, the people of Ilero, and Oyo North also got the idea of Oduduwa from Oyo township. Apart from the places

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mentioned above the worship of Oduduwa deity also spread out to some towns in Ekitiland such as Ijero, otun, Ilokuno, Iloro, Ekanmeje and Ikoru-Ekiti (which is the focus of this work). It is also important to note that the names given to the festival of Oduduwa deity differ from place to place. For instance: in Ile-Ife, it is referred to as Olojo festival, in Iloru-Ekiti, it is called Iyangede festival, it is referred to as Olua festival in Ilkunro-Ekiti and Ogboye festival in Otun-Ekiti, but in Ikoru-Ekiti, it is called Oduduwa festival.

Ikoru-Ekiti: The Town, the People and Oduduwa

Ikoru-Ekiti, according to history, was founded by three men and a dog. These men were hunters from afar who settled permanently on the land while people from the neighbouring towns and villages came to join them. As people came from near and far to settle in Ikoru, their various gods were not left out. In other words, they came with their gods and goddesses. It was said that sometimes a god or goddess might visit them to help them during wars and thereby stay with them permanently. Such was the case with the River goddess called “Olobe” that is worshipped up till today by Ikoru people. Other deities that are worshipped include: Obatala/Orisa-nla, Egungun, Orisa oko (the goddess of the land), Sango (god of thunder), Ogun (god of iron), Osun, (goddess of the river) etc, including Oduduwa, which is our focus.

According to Omoboye Macaulay who was the “Eye lori” of Oduduwa meaning the mother of Oduduwa and who hailed from the Oduduwa custodian family, her father’s elder brother, Arapate, brought Oduduwa deity to Ikoru from Ile-ife a long time ago. After the death of the first set of people that brought the deity, people no longer involved themselves in promoting Oduduwa festival in the town. Though there was no continuity in the festival yet people that had benefited from the festival one time or the other and those that still believed in the deity come to offer sacrifices from time to time at the shrine of the deity.

This was the situation of things with Oduduwa festival in the town until the time of Chief Owanikin Ayo when the spirit of the deity descended on him about fifty years ago when he was still a school boy. Chief Owanikin Ayo (now the chief priest of Oduduwa deity in the town) had then continued with Oduduwa festival in Ikoru-Ekiti every year and up till now there has been no set-back. Oduduwa festival has now become one of the most cherished festivals in the town, and

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in fact, it has gone beyond the town to other neighbouring towns and villages even now people come from every nook and corner of the country to witness and worship at the Oduduwa shrine during the annual festival in Ikoro-Ekiti.

Oduduwa Festival: Performance of Rituals

The festival is usually opened with a ritual early in the morning in front of the Chief Priest's house, before moving to the family house. During the rituals, the "Yeye Okin" would use salt to make a circle on the ground (though initially common ashes were used but today, it is salt that is used). Inside this salt-circled, they would put a special kolanut called "oju merin" (four lobes). After this, they would pour water on the kolanut. This is when all the devotees would come around to offer prayers to the deity. They would thank him for the past blessings and tell him whatever they want him to do for them in the next season. Below is an example of what they say:

"A tun de l'odun – in o (We are here again this year)
A dupe oore tesi o (We thank you for last year's help)
O mo tu e ro tia lodun-in o (Come and be with us again this year)
Koo pe se eo, koo pese omo (Provide us with money and children)
Keero kan-an e baa sodun (the visitors that are celebrating with us)
Kan-an pada dele layo ..." (Let them get home in peace)

After they might have finished saying whatever they want the deity to do for them, the "Yeye-Okin" would then take the kola and break it into four and cast them on the ground to see whether the deity has accepted their request. Definitely, if two of the lobes should face downwards and the remaining two face upwards, then their prayers have been accepted, then they can proceed but if the lobes place otherwise, which signifies a rejection of the offer by the deity, they continue casting the kolanut until they find out why the deity is rejecting the kolanut and they would perform the necessary sacrifices. If the lobes should place alright then they would shout for joy and say: "*Obi yan, Obi mo yan o*" (The deity has accepted the kola). That is, the prayer or request has been accepted and answered .

The Performance

The celebration and performance of Oduduwa festival is for a duration of seven days while the activities that takes place daily is highlighted as follows:

Day One

The first day of this festival is called the “Itepe day”. This is the day the chief Priest would move from his own personal house to the family house where the alter room for the deity is. The festival takes place there from the first to the last day of the festival. On the eve of this “Itepe day” there would be merriment in the house of the chief Priest whereby the devotees and the whole household would not sleep throughout the night. Some women would engage themselves in the frying of “akara” (baked beans) throughout the night while some would be busy packing the luggage that would be taken along to the family house the following morning. Usually, the luggage would be for the chief priest, and it will contain everything needed for the seven days that the festival would last. The frying of “akara” on the other hand will be in two sessions. The first is for the people who are present, while the second section is the special one meant to be carried along the following morning. It is called “akara itepe”. While frying this second set, there must be no talking, from the beginning to the end of the frying, but both frying sections take place between 7.00pm in the evening and 4.00am in the following morning. After this, the “akara itepe” would be packed in a big calabash and wrapped with a white cloth by Yeye Okin. It is ready for the “Arunpe” who would then carry the “akara itepe” during the procession to the deity’s palace. Even when everything is ready, they would still not set out until the early morning ritual is performed. Immediately after the ritual, before six O’clock in the morning, they are set to go. The “Arunpe” would lead the procession, followed by people carrying the luggage. The chief Priest of the deity then follows with the other devotees, singing and dancing in front of the drummers.

The Chief Priest’s mode of dressing at this time is simple as he appears in a simple native dress called “buba and soro” with a cap and shoes on his feet and also a strip of white cloth hung on his shoulders. He would hold a staff of office called “Orere” which he uses to bless people and mark his way. The procession would last about two to three hours before reaching the deity’s palace which is still within the town. As they come, the devotees would be chorusing at intervals:

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“Oo di o”

They also chant to praise the deity as follows:

“Olori Alade (Head of all kings)

Ajiwajiwa ileke (With dangling beads)

Oloja an mokuku na (The owner of the market operates at night)

Kan-an mo rihoho ayaba (So that the nakedness of the queen is concealed)

On getting to the house, it is the “Arunpe” that would first enter, but this normally takes some time because the spirit must have descended on her, making it difficult for her to walk faster. As soon as she enters, others would follow. Then, the chief Priest would come out later to dance in his white costumes and enter the house again. This thus, marks the end of the ceremony for the first day. The “akara itepe” is later shared among the devotees and people present.

Day Two

The major ceremony on the second day is the fetching of water for the Oduduwa deity and the other deities. Before proceeding to the stream at the outskirt of the town, “Yeye Okin” would wrap the three pots that are going to be used in fetching the water with white sheets. There are two iron pots and one clay pot, which are just small and light pots. The three pot-carriers must also get themselves prepared in their white outfit. The first pot carrier is called “Oloru baba”.

The second carrier is called “Oloru Osun” and the third carrier is called “Oloru Agbe”.

The procession to the stream led by the “Oloodo” would begin at about three to four O’clock in the evening. Some devotees would also carry plenty of pap and “Ekuru” while others would just follow them. At the stream, the “Oloodo” would perform the ritual. She first collect her staff of office in one place, then collects the sacrificial items, two kolanuts (olojumerin), a hen, a pap and “Ekuru” which she offers to the deity at the stream. Apart from this, any of the three pot-carriers or any of the devotees that had pledged a hen for sacrifice would also bring their pledges which are also offered. Then, there would be the casting of the kolanuts. After the ritual, the remaining pap and “Ekuru” are shared among the women and children of the

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household and the other devotees of other deities that are present and they would eat and make merry.

After eating, the “Oloodo” would then peg a white cloth at the entrance of the stream; she then unwraps the pots and fetches the water inside. At that juncture, they are ready to come back home. Before they enter the town, the traditional native bell carrier called “olomo” would run to inform the chief Priest of the deity who now comes out in white outfit with a crown on his head to meet them. Then, there would be singing and dancing towards the house. On getting home, the water carriers enter the house while the chief Priest led by Obalufon and Orisaala dance to the Orisaala’s shrine which is not far from the Oduduwa’s palace. He then dances round the shrine three times before coming home. This is because of the age-long connection between Oduduwa and Orisanla.

Day Three

The third day is mainly for the celebration of the fetching of the deity’s water, which they celebrate to show that the body is cool, and that it is well with the devotees, and there is dancing and merriment. Some people believed that there are two hundred and one deities in the Yorubaland, and that on this day, all the two hundred and one deities must be present to celebrate with Oduduwa. Therefore, during the celebration, there would be two hundred and one songs to be song, each for each of the two hundred and one deities. As they change songs, so also the drum beat changes, and as they sing, all the devotees of the other deities such as Ogun, Sango, Oya, Obatala, Osun, Orisa oko, Esu, Egungun, etc much rise to dance to the tune of their particular song.

Similarly, when Oduduwa’s song is being sung, the chief Priest of the deity also comes out to dance. One of the songs for Oduduwa for this occasion goes thus.

Solo: Ulu Ulu Ufe Yesii gbodo wi kaa mo joo(Who say we shouldn’t dance to the drums of Ife)

ALL: Yoyo Lufe, Ufe yoyo (Multitudes in Ife)

SOLO: Ejio loni o (Olojo is dancing today)

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ALL: Yoyo lufe, ufe yoyo (Multitudes of Ife)

SOLO: Ogun i komo ula (War doesn't affect Ila's citizen)

ALL: Obara etura, e jogun peyinde...." (Obara etura, disease, go back)

Day Four

The major ceremony for the fourth day is for the Priest of Oduduwa deity to go to the Oba's palace to pray for the king and his entire populace. On this fourth day, he would go to the king, sit on the throne together with him, crown on their heads and also come out to dance together in front of the palace to offer all the necessary rituals and prayers before leaving the palace with the people of the town singing and dancing.

Days Five and Six

The fifth and sixth days have been set apart for thanksgiving and receiving sacrifices from the people. This is because at the festival every year, people come from every nook and cranny of the country and even abroad to seek the face of the deity for one help or the other. These include sick people looking for healing or good health, barren women seeking for children, workers looking for promotion etc with a vow that should the deity grant their request they should come and show their appreciation in the following festival period. On these two days, such people must come to fulfill their promise. The chief Priest of the deity would sit in the inner chamber of the house and people would be coming with their different types of sacrificial items to show their appreciation. The chief Priest would collect the items brought and bless them. Those that have not received answers to their petitions would also come to know the reason for it. It is important that the reason must be traced to know what they should do to overcome their problems. In short, these two days are meant for thanksgiving for those that have received solutions to their problems, problem solving for those bringing theirs for the first time and redeeming of pledges by people concerned. These sacrifices are offered to Oduduwa deity.

Day Seven

The seventh day is the last day of the festival when all activities would be brought to an end. It is the greatest day of all other days. It is the happiest day for all the devotees and the most colourful day throughout the town of Ikoru-Ekiti. Devotees of the other deities such as Obatala,

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Ogun, Obalufon, etc., come to worship their own deities, and to pay homage to Oduduwa since he is regarded as the father of all the other gods, and more so, that they believe the deity himself who is being referred to as “Baba” must come from Ife this day to see his people and to address them. Towards the evening, all Oduduwa Priests from near and far together with the devotees will dance round the town, praying for and blessing the people. Gifts of money, salt, kolanut etc will also be given by the people to the chief Priest. Rituals are also made round the four corners of the town this day as they dance round. Before the end of this dance, the Oduduwa chief Priest would dance at the Obatala’s shrine where the deity through him would address the people.

The words of prophecy come out to the devotees and the entire populace of the town. He warns the wicked and disobedient people seriously, informing them that if they persist in the bad acts, the end-result may be unbearable for them. From there, they would dance back home with the deity’s prophesy on their minds throughout. The Oduduwa chief Priest redresses seven times in different outfits with different crowns to dance before he finally enters the house only to come the following year again but the devotees continue with dancing and merriment till day break. The water fetched on the second day and regarded as sacred water is also shared among the devotees to be used for healing, protection etc. The chief Priest then leaves the deity’s palace for his own house the following evening till next festival.

The Theatrical Elements in Oduduwa Festival

Spectacles such as costumes, dance and music contribute immensely to the colour and beauty of the festival as in every other traditional African ceremony. As already realized or mentioned from the account of the origin of Oduduwa, he was rich in culture when he came to settle in Ile-Ife. Thus, all the superior cultures he brought which made him dominate the people culturally and socially are still being exhibited today during the Oduduwa festival. As the first king of the entire Yoruba race, his way and manner of dressing, the use of beads, different types of crowns, the horse tail called “irukere” and all other things he brought to Ile-Ife are still being enacted by the Oduduwa chief Priest during the festival in his remembrance.

Originally, the major out-fit being used by the Oduduwa Chief Priest and other devotees are white railment called “Ala”. The chief Priest who is the centre of the ceremony would tie

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around his chest the “Ala,” use traditional white powder called “Efun” to make marks round his face and every other part of the body that is exposed, and put on plenty of beads round his necks, wrists and ankles with crown on his head. On the last day of the ceremony or celebration, he must appear seven times with seven different multi-coloured attires and seven different crowns on his head while dancing.

Apart from the Chief Priest of the deity who is at the centre of the festival, other devotees too have their own costumes which make them more attractive at the festival. The women, for instance, wear wrapper that covers their chests and beads on their necks. They do not put on their “buba” and head-tie called “gele”. Instead, they plait their hairs in the same style, called “suku” throughout the period of the festival. For the procession to the stream, they put on white wrapper but on arrival from the stream, they change to their attractive and colourful wrappers to dance, such as “Aso oke”, lace and other beautiful materials. Similarly, the male devotees put on colourful dresses except the chief Priest of other deities that may tie white wrapper or any other colourful wrapper like the Oduduwa chief Priest. From the first day of the celebration till the last day, this is how the chief Priest and the devotees would be changing from one beautiful attire to another which makes the festival colourful and interesting.



Courtesy: <http://www.oduduwa-ned.com/yaruba.html>

Apart from the dress, there are other materials that are used that add colour and beauty to the festival. Among these other materials are:

Irukere: This is made up of horse-tail. It may be white or black in colour, and it may be either short or long. It is believed that irukere belongs to Oduduwa originally, so it is used by Oduduwa chief Priest mainly during dancing periods, throughout the festival.

Orere: This is an iron staff which is believed to be the staff of office. This is carried by the chief Priest during processions. They use it to bless people by dramatically touching the ground with it and giving it to the person they want to bless and who will also receive it with two hands while touching their chests with it three times without talking.

Omo: This is a traditional native bell made of iron. It is carried by men who tie them by their sides, and run around with them, as they run, the bells will rattle and jingle. This is to announce to the people that Oduduwa festival is in progress. During procession, the carrier of

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this “Omo” would run ahead to announce the coming of Oduduwa. When people see him, they become immediately aware of the filing order. Similarly, when the devotees are coming back from the stream during the festival, it is these people that come to inform the chief Priest with their bells before he goes out to meet them.

Eko-ooode: This is a type of feather from a type of bird called “Oode” (Parrot) or “Odide” in some places. It is red in colour. Not all the officers are allowed to use it, only those who have met all the requirements (that is, performing the necessary rituals) are allowed to use it for decorations at the festival.

Efun and osun: These are traditional native powder mainly used by the Oduduwa chief Priest and other officers. “Efun” is white while “Osun” is red in colour. “Efun” is used to mark the body during processions but “Osun” is used to paint hands and feet. These make them to look more attractive throughout the festival period.

The Music

Among the Yoruba race and Africa in general “ the concept of music is all – encompassing a sort of total art and what is referred to in the theatrical parlance as ‘total theatre’ made up of different spectacular acts...[like] the movement, the rhythm and the vocals” (Adedeji 2010:50). The Oduduwa festival being an original Yoruba cultural practice exploits the use of music to the fullest through drumming, singing, chanting and dancing.



Courtesy: <http://www.oduduwa-ned.com/gallery.html>

The Drum Ensemble

Both the drums and the drummers are essential at this festival. There are different types of drums with different types of drummers, beat and rhythm. This can be grouped into two different parts, that is, the traditional drums and the modern drums. Basically, the drums that are used mainly for this festival are: Ikarakara – it is also called “Gbedu” or “Iya ilu”. There is also “Gangan-un” which is also known as “Gangan”. Another one is “Agada Ode” and the last one is “Ipesi Awo” These drums are made of goat’s skin or antelope’s skin and there are professional drummers to handle them. Some of these professional drummers are invited from outside the town while some reside in the town permanently. In most cases, the drums are not to be danced to anyhow. There are specific dance steps to the rhythm without missing the beats, and when the beat changes, the dance steps must also change.

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The modern drums are the types of contemporary musical instruments that are used by the modern musician. Such as “Sekere”, “Dundun”, Jazz, piano and so on. These are used by different musicians that may either be invited or who may willingly come on their own to play for Oduduwa especially in the night for people’s enjoyment. In other words they are just meant to entertain people and there is no formality in the dance steps, hence their performance cannot be placed on the same level with the first group of drummers who are in the centre to co-ordinate the dance during ritual processes throughout the festival period. The drummers usually talk with the drums and communicate with the dancers for instance, if the drum says:

“Joruwa joruwa” – dance forward, dance forward

“Joreyin joreyin” – dance backward, dance backward. Then the dancers dance forward and backward as dictated by the drum-beat.

The Songs

This aspect also contributes greatly to this colourful occasion in the sense that it adds to the exciting moment and gives room for audience participation.

The songs at the festival can be classified into two:

- (1) The special songs
- (2) The general songs

The special songs are songs that are specifically meant for a particular event during the festival. In other words the special songs cannot be sung anywhere else except at the special occasion or during a particular procession that it is meant for. For examples:

Solo: *Olori Alade tomi oro i bo* (The crowned king is coming back from the festival’s stream)

Chorus: *Ugbe rire, ee gbe* (It will be accepted)

The above song is meant for the procession from the stream, where the water for the deities is fetched. This usually takes place on the second day of the festival, thus the song is used

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to announce to the people that the worshippers have successfully come back from the stream and with the assurance that the deities will accept the rituals surrounding the fetching of the water. Thus, after this event, the song cannot just be sung again until the next festival when they will fetch the water again. It is not only at this occasion that special songs are sung. They are also at every ritual process and at the processions to and from a particular place such as the palace, the Orisanla's shrine and so on.

On the other hand, the general songs are songs that can be sung anytime and anywhere during the festival and no ritualistic meaning is attached to such songs. Both the devotees and the audience can sing these songs during the period of dancing and even after dancing. They are not meant for a specific set of people or a specific occasion. An example of the songs is:

Solo: Orisa nila leObamofin ni laye (The god possesses the land)

Orisa momo jemiYayo mona laye mi (Please do not let me misbehave in my life)

In general, the use of songs at this festival is very important, because of the impact it has on the festival as they perform specific functions to praise the deity, pray or at time form of warning to worshippers. They also offer avenue for audience participation making the festival more meaningful and more realistic.

The Chants

The chants serve as a stimulant to both the Oduduwa chief Priest who is representing the deity and all the other devotees. Chanting is normally done by women and they must utter or render it at every stage of the festival, at rituals, processions, dancing period and even during relaxation period. When chanting is done, it arouses their spirits and brings them closer to the deity and the deity closer to them. At times, when they are fully possessed by the spirit or whatever god they represent and they are acting beyond their control, they direct the chanting to the unseen spirit to relieve them and they will be relieved. For instance during the procession to the Oduduwa house on the "Itepe" day, at the last celebration, when the "Arunpe" who carries the "akara itepe" and leads the procession finds it difficult to raise her feet when she is about to

enter the house because of the Oduduwa spirit that is fully on her face. The women will start chanting:

“O Odi oo ,ofe, ofe, ofe ni e gbe o (Let the spiritual power of upliftness lift you up)
Ogberi poju daaa” (Let the uninitiated look away)

Immediately, she will start to lift up her feet that has been glued to the ground one after the another. The chanters will continue repeating the chant until she finally enters. Such is the case with the praise chants when uttered by the chanters. The chanting makes the Oduduwa Priest happy and enables him to go deeper in the spiritual realm. Again, the praise chants enable the audiences to know much about the deity especially, when the story about him is told and when they talk about his power and his position among other deities and when they praise him concerning all the good deeds he has done.

The Significance of the Oduduwa Festival to Ikoru-Ekiti Town

All the gods and goddesses in Yorubaland have their importance which makes the worshippers to feel their impact and thereby makes them devote their time and everything they have to serve or worship these gods or goddesses all the time. This is applicable, not only to the traditional worshippers alone but also to modern religious sects like Christian or Muslim whose adherent also believe and worship God because of His importance in their lives. In a similar vein, Oduduwa festival all over Yorubaland has its own impact. The importance of this festival in Ikoru can be looked at in two ways, first, on the worshippers or the devotees in particular and second, on the town in general. It is believed by the devotees that Oduduwa a deity can give answer to the prayer of a barren woman to have children. This has happened to many of them and they have extended it to the general world such that barren women from every nook and canny of the country would come during the festival to plead for children and when their prayer is answered, they become members of the devotees out of joy and believe such that they would bring the children to the annual festival, if possible for thanksgiving to show their appreciation at the shrine of Oduduwa.

It is also believed that Oduduwa deity can help to maintain good health and at the same time grant healing to the sick. The devotees also believe that the deity gives perfect protection to his own people and, it is therefore believed that after doing their best at the festival, the deity will hear them and protect them in their journeys throughout the year, beginning from that festival time when devotees have to travel to and fro, especially, devotees of the other deities from near and far who have come to celebrate with them. Also Oduduwa festival helps to foster unity among the traditional believers in general both in Ikoro-Ekiti and in its environs. This is because during the festival, the devotees of the other deities, such as Obatala, Sango, Oya, ogun, Osun normally come around to celebrate with the devotees of Oduduwa, because of the unique position of Oduduwa among the deities. This allows them to interact freely during and after the festival. With the spirit of unity, the devotees are able to share with one another the problems facing them and also look for possible solutions among themselves.

In general, Oduduwa deity helps to bless the farm in order to yield good fruits during the year. It is believed that if the deities are annoyed with the town they may punish the town by not allowing the farm products to yield, thereby cause famine in the town for the year. This is one of the reasons why the chief Priest of the deity goes to the palace during the festival to offer intercessory prayers on behalf of the people of the town. Moreover, Oduduwa deity is believed to be able to resist any evil coming to the town that year, especially when the deity has fore-seen and prophesied what he has seen concerning the town, he then prescribes the sacrifice to be offered. If this is obeyed, the evil will be averted.

Like a human being, Oduduwa detests disobedience in all its ramifications. During this festival, he forewarns the evil doers (including the witches and wizards) about any evil plans they might have against the town in that year. If after necessary sacrifices they still persist at doing evil, then the result will be unbearable for them. Another significance of this festival is that it promotes culture. With Oduduwa festival, the Yoruba culture is brought closer to the people who will witness things physically especially for those that have never had the opportunity of knowing about culture or those who may have only heard about it from school. They would now see and appreciate the beauties or aesthetics in it. The festival also creates opportunity for family

re-union, misunderstanding and quarrels among devotees and inhabitants of the town. The festival period thus serves as a good occasion for settling such quarrels and misunderstandings.

Summary

It is quite obvious that Oduduwa festival is not a ruse but a festival worthy of celebrating just like every other notable festival in other towns and countries. This is a festival that reminds the people of their past and promotes the heritage, norms and tradition of the Yoruba people as a whole. It is a festival that must not be allowed to go into extinction because if it does, then the culture is gone. Though we live in a modern and dynamic society at present where everything changes through civilization. Likewise people's attitude to traditional practices also undergoes changes, which can be observed from the Oduduwa festival as well. The impact of civilization is evident now in the mode of dressing and other significant aspects, For instance at the onset, the only outfit for the festival is white but nowadays, the old white uniform has given way to multi-coloured dresses. The use of the multi-coloured dress has added aesthetics and made the festival more colourful. The chief Priest uses most expensive of the modern clothing material such as Satin Lace, Organza, Jacquard, etc. The impact of civilization can also be felt in the area of worship during the festival. There are some sacrificial materials that are no longer in use today that have taken a new shape or another dimension. For instance, the major sacrificial animal at the festival used to be a special cow breed (Einla) but now, it is an ordinary cow that is being used.

Similarly, during the ritual, it used to be ashes that were being used in making a circle on the ground before adding any other sacrificial items. Today, salt has replaced ashes which have made the festival more acceptable to the people. Lastly, the influence of foreign religion like Islam or Christianity or traditional religion and especially festivals cannot be ignored. Traditional religion in Yorubaland has lost members terribly to the foreign religion because of strong evangelization by the foreign religion. By this the Oduduwa festival (cult) too is not left behind. To avert total extinction of this beautiful culture, the participants need to be encouraged in all ramifications, so that the festival can continue as to promote the cultural identity of the Ikoro-Ekiti people and the Yoruba race in general.

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Oral interviews

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Ritual as Theatre: An Analysis of Oduduwa Festival in Ikoro-Ekiti

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Community, Aspirations and English: A Sociolinguistic Study of a West Bengal Village

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Abstract

This paper tries to understand the perception of a community and its desire for socio-economic mobility of its new generations by learning the English language in a NGO run school named Brilliant School (name is changed) in a village of Murshidabad district of West Bengal. It is a semi-ethnographic study with participant observation, non-structured interviews and observation with the help of an interpreter Sahib (name changed; also all personal names given in the article are changed names), because the author was not fully conversant in Bengali. It is a qualitative study which tries to describe the context of reality in relation to learning English as perceived by the target group.

Key Words: Community, aspiration, context, narrative, enquiry, imitative use, computeracy, cultural capital, critical pedagogy.

Focus of This Paper

In this paper the perceptions of the residents of a village towards 'English in School' would be looked into, based mainly on recorded interviews with parents who send their kids to Brilliant School, an English medium school. These interviews, and narrations based on them were conducted with the help of an interlocutor because I was not conversant in Bengali language.

After recording these interviews and narratives, an analysis of the same is undertaken.

Scene-I

A half-paralysed man with white flowing beard sits basking in the sun. Two grandsons, who are enrolled in Brilliant School, approximately of the same age, are playing around in a carefree manner nearby. A granddaughter a little older than the two is observing the scene curiously from the verandah of the pucca house (among the few in the village). 29

year old Sohina and 31 year old Nihana are the only members present on the scene. They are the daughters-in-law of the aged man. The sons are away posted in the Indian Army. Sohina exclaims, "My husband is a lance Naik, and my brother-in-law is a havildar." Their father (the bearded man on the scene) was a carpenter who went to school till class 7th and was a great football player in his hey days. He says proudly "There was no footballer of my stature in the local area."

Transcript of the Interview that Took Place

Q. Why do you send your kids to an English medium school?

Sohina: This is the age of computer, without English it is not possible to learn computer. My husband is in the army. He is posted in Pune. He took me along once. He can use computer and I have seen him working in English.

Q. But they teach English from class I in the primary school. It is free of cost. Why do not you send your kids there?

Sohina: They do not teach (Padhai hobe na?) Nihana intervenes after a long time; The Police gives you respect in the station, if you know English. Everyone speaks Bangla, but if you speak English, you are offered a chair immediately.

Sohina: He can speak Bangla only in Bengal, without English, he won't be able to travel in the world.

Nihana: Outside Bengal, government documents are either printed in English or Hindi.

Sohina: This is the age of computer, we must move forward by learning English.

Q. You seem to be interested in computers a lot, but computer can be learnt through Bangla, also.

Sahib: But it is very difficult. Even in Hindi it is very tough to work on computers.

Q. (to grandfather): Do you know English?

Grandfather: I know Arabic and Bengala. My friend with whom I used to compete in football, went on to learn English after class 7th. I left studies after class 7th, he went on to become a high ranking officer in the Indian Army. In our days English was taught only in the city school. My friend went to attend it. Look where he is!

Q. Do your sons know Arabic?

G.F. No, they know Bangla and a bit English, so they have got jobs in the Army.

Q. Do any one of the members of your family know Arabic?

G.F. No.

Q. You did not teach them.

G.F. It is not a necessity any more.

Q. Why?

G.F. When we went to school, all the books were in Bengala and Arabic was an additional subject. Now everything is in English ... this is the need of the times.

Q. But if you get the same opportunities by learning Bengala, would you still opt for English?

G.F. No. Not at all (Emphatically)

Q. (to Sohina) Why should one learn Bengala?

Sohina: It is our mother tongue, gives a sense of belonging. (Apnapan)

Q. But still you send your kids to an English medium school.

Sohina: So what, I want my kid to explore the world; it is possible only through English. Even if he does not speak Bengala, he can talk to the world in English. It is the 'pressure' of English.

Scene II

Sahib's story has been narrated in the preceding paragraphs. His kids study in Brilliant on scholarship. Among three brothers who now live separately, he has now built a pucca house because he is among the privileged few salaried people living in the village. His wife Neera is cleaning utensils below the bamboo groves on the pond with ducks quacking away.

They have a son and a daughter, 7 year old Anaya and 6 year old Amir. Neera has been to school till class 7th.

Neera did not talk much like Nihana and Sohina, but was emphatic that the life of her kids would change for the better if they went to Brilliant and study English.

Neera's case seems to be that of 'reverence' for English without knowing the why of it. Her husband Sahib having been exposed to multitude of visitors at Brilliant, feels that English opens all the doors and one cannot do without it, in contemporary world.

Role of NGO

Brilliant is an innovative experiment in the sense that it is trying to empower people through English medium quality education and host of other community initiatives. Brilliant is a nodal centre, providing rich pedagogical possibilities for the classroom as well as for linking education with broader socio-economic goals. But it cannot replace the existing government supported system followed in government schools. NGO initiatives can only show ways of doing things in a better way. These initiatives are not meant to be alternatives to replace governmental systems, simply because intentions cannot cater to the whole

population, in spite of providing scholarships and charging a modest fee of 350/- per month.

The two cases of families presented above, who send their children to Brilliant, suggest, they are economically better off and socially more informed to decide in favour of English medium school for their kids. The families from Bagdi community, who are the poorest of the lot in the village, cannot afford to send their kids to Brilliant.

Scene at Village Primary School

Let us see what the Village Primary School has to offer to such students.

Village Primary School is in a sorry state of affairs. The in-charge of the school is nibbling away on some register, which has to be prepared before the crucial meeting. One of the lady teachers is assigned with the duty of watching children near the pond, lest someone might drown. Two additional rooms built under the 'Sarva Siksha Abhiyan' (Education for All) are stuffed with straw. Some students are on the terrace of the school, shouting and yelling. One of the teachers is standing with young men on the other side of the pond, 'Adda Baazi' (chatting) in popular parlance.

Here is the conversation that followed, with the in-charge of the school.

Q. When was English introduced as a compulsory subject in primary schools in West Bengal?

I.C. (In-charge): In 2006, from class I to IV, after that it is upper primary in Bengal. My English is weak. We do not have any special teacher. None of us can teach English properly.

Q. Than how do you manage? (They hardly teach but still...)

I.C. I as an in-charge went to the Area circle for training in spoken English.

Q. Who were the trainers?

I.C. They were teachers like us. But whose English was better. I can teach everything except English.

Q. What books do you use for teaching English?

I.C. Books prescribed by West Bengal School Education Board, prepared in collaboration with British Council.

Q. Do you support the government's decision to teach English from class I?

I.C. Yes, it is a must we did not know English. That is why we could not make anything of our selves.

These interviews highlight the importance of the context in language teaching specially English as a second language (Barkhuizen 2008). These interviews show also that “teachers teach best and learners learn best in situations that are compatible with their backgrounds, beliefs and expectations” (Kumaravadivelu 2006).

The primary school teacher in the village rues that he did not know English, so he could not make anything of his life. The 'self-esteem' of the teacher seems to suffer. His comment that he can teach all subjects except English and his English is poor is a sort of 'self-confession'.

Sohina's Computer Age: Deconstructing the Power of English

The debates over hegemony of English cannot be understood without how it constitutes the everyday existence of individuals in the society. The residents of the village, like Sohina or Sahib, do not send their kids to Brilliant, as a well thought out educational decision, but more as a strategy to cope with the 'hegemony' of English which they see around themselves. Sohina must have seen it when she went to visit/stay with her husband in Pune. The atmosphere of Cantonment and the Officers who inhabit there and their 'commands' made Sohina feel the 'Power' of English. She does not want that her children should remain powerless. They should also share the 'pie of power'. She goes to the extent of dismissing Bengala and feels that even if her child does not know the language, he can

communicate with the world through English,

The old man, Sohina's father-in-law left studies after class 7th, did not attend the city English school, so he could not rise above the family profession of carpentry. Mobility seems to imply escaping the clutches of immediate socioeconomic existence, rather than questioning it. So, knowledge of English can promote mobility, but a critical ability, so often associated with true education, involves an engagement with pedagogy at a deeper level rather than limiting it to acquisition for functional use.

L1 or Mother Tongue

L1 is so much intertwined with individual's identity. Critical awareness is impossible without it. So any meaningful Language learning-teaching has to take this under consideration. The extent and how about is a pedagogical issue to be engaged with by language teachers.

Impact of Global Market and Globalization

Sohina's mention about the age of computer and hence the need to learn English can be explained by using Krishnaswamy's (1998) argument that it is western technology which plays a key role in introducing English as a language of international market. Materials in English in print as well as electronic media and newspapers, news magazines, advertising agencies and other participants in the market process attract producers and consumers (Krishnaswamy, 98). So English and its spread cannot be seen in isolation from the great global market expansion.

Krishnaswamy (1998) sums up the situation, "while all these explosions (booms in technology, etc.) are taking place in the English knowing world, the 76.29 per cent of rural population combined with the illiterate section of the 23.31 percent of urban population, is becoming more and more illiterate. These people, who were brought up in the oral tradition of the social milieu, become illiterate, even in their mother tongue with the introduction of the printed word. They again became illiterate vis-a-vis English and English education, now they are becoming 'incomputerate, an even worse disadvantage than illiteracy and English illiteracy, 'computeracy' is again pushing them to margins."

Computeracy is pushing them to margins, this statement read in conjunction with Sohina's assertion that there is a pressure of English, shows how hegemony of any kind, be it a language, works at very subtle levels.

Imitative Function

How does one explain the desire of Sohina and Nihana to educate their children in English medium school. English medium schools are seen as elite institutions, so the desire to be 'there' or to be a part of it, may be one of plausible reasons. Krishnaswamy explains the phenomenon through what he calls 'imitative' function.'

In the social domain, English has induced what may be called the 'imitative function - a tendency to imitate the successful English educated elite. As a result, quite a few people have started using English even in areas where it is neither necessary nor appropriate. The 'imitative use' has an element of parody in the case of some but in most cases it shows the desire to become successful in life.

This 'imitative use' is only possible when there is a model to imitate. Like in Sahib's case, it might be the rush of educationists and others who visit the English Medium School. It is also possible that the status of those associated with the English Medium School may have some indirect influence and impact.

If we examine this statement in relation to those who are full fee paying parents sending their kids to the English Medium School, they not only have 'economic' capital (most of the households have salaried members), but cultural capital too, who see their relational position, and try to accumulate more capital with English medium education for their kids, to move up in the social trajectory.

Conclusion

We can conclude the paper by stressing the fact that the situation is very complex and that social and economic advantages as well as deprivation also play an important part in the choice of English as the medium of instruction.

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**A Short Monograph on
How the Orton-Gillingham Method of Instruction Helps Children
with Dyslexia to Learn to Read with Greater Fluency**

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A Short Monograph on How the Orton-Gillingham Method of Instruction Helps Children with Dyslexia to Learn to Read with Greater Fluency

Abstract

This short monograph focuses on the effectiveness of the Orton-Gillingham Method of reading instruction, particularly when used with children with dyslexia. The original draft of this essay was presented as a paper to meet the requirements for the Masters degree at the Concordia University, St. Paul, Minnesota. I am grateful to my teachers for their guidance and help.

Since Orton-Gillingham Method of reading instruction takes a phonetic approach, a definition and brief history of phonics instruction will be given. The Orton-Gillingham Method will be defined along with some background on the founders of this method for better understanding. Orton-Gillingham's unique multi-sensory approach to reading instruction will be presented and evaluated. The reading disability of dyslexia will then be approached, including a definition, its impact on the instruction of reading, and the scope of this reading disability.

Sources for this short monograph will highlight research on the effectiveness of the Orton-Gillingham Method when used with children who have dyslexia. For the sake of contrast, some unfavorable reviews are also included. Other methods of reading instruction will also be briefly explained, such as the Sight Reading Method, along with the resulting increase in the diagnoses of dyslexia. This presentation will then give conclusions and possible application for instructional practices.

Key words: Dyslexia, Orton-Gillingham Method, phonics, reading instruction

Chapter 1: Introduction--Phonics

Definition

Webster's Unabridged Dictionary defines the term “phonics” as, “1. The science of sound; acoustics. 2. Phonetics. 3. The use of elementary phonetics in teaching beginners to read or enunciate” (Webster, 1983, p. 1348). Phonics has been used to teach beginners to read for centuries. Phonics, simply put, is the association of specific sounds with the corresponding letters of the alphabet.

“To learn to read and spell using phonics, children have to learn the relationship between letters (graphemes) and sounds (phonemes), and then remember the exact letter patterns and sequences that represent various speech sounds” (Vaughn & Linan-Thompson, 2004, p. 30) Generations of school children have spent many hours in kindergarten and first grade classrooms learning the names and corresponding sounds of the letters of the alphabet, commonly referred to by teachers at that time as “learning your A, B, C’s.”

History

A study of the history of phonics shows that phonetic methods were used to teach reading as long ago as the 15th century in conjunction with the use of *Hornbooks* and *Spellers* (Brown, 2014) Although primarily known as a physicist and a mathematician, Blaise Pascal, in 1655, invented something known as synthetic phonics for reading instruction (Rodgers, 2001, pp. 279 – 280). This method was adapted and used by Noah Webster, best known for having compiled *Webster's Dictionary* (Brown, 2014).

Popularity and Effectiveness of Various Programs Employing Phonics

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The popularity and effectiveness of much more recent programs employing phonics for reading instruction are well known. For example, “Hooked on Phonics,” was first developed in 1987 by a father who was trying to help his son overcome his reading difficulties (Sandviks HOP, Inc., 2014). Since then, Hooked on Phonics has won numerous awards, such as the Teacher’s Choice Award. Other programs which have been successful in teaching children to read include “Simply Phonics” and “Go Phonics Reading Program.”

In an article by Lane, Eisele, Pullen, and Jordan, titled “Preventing Reading Failure: Phonological Awareness Assessment and Instruction,” phonological awareness, also known as understanding the sound structure of language, “has been shown to be shown to be both a reliable predictor of reading achievement and a key to beginning reading acquisition” (Lane, R., Pullen, & Jordan, 2005, p. 69).

Moreover, “The National Reading Panel report (2000) indicates that phonemic awareness helps students with disabilities, students with reading difficulties, very young students (preschoolers), kindergarteners, 1st graders, students from a range of socioeconomic groups, and ESL students” (Vaughn & Linan-Thompson, 2004, p. 10).

Phonetic instruction is generally structured in a logical and systematic manner, sequentially building upon previous lessons. Educators Publishing Service has something called a “Language Tool Kit.” It is a box of 246 cards. Each card has a letter or a combinations of letters on one side and examples of words that contain those letters or letter combinations on the other side.

For example, the card with the letter “a” on one side has the following words on the reverse side: “short vowel sound—at, saddle, combat; long vowel sound—nation, maple, made, debate; uh sound—around, about, comma, extra.”

These cards are divided into two groups. The first group of cards contain the following letters: a, t, b, h, i, j, k, m, p, and f. The second group of cards contain the following letters and letter combinations: g, o, r, l, n, th, u, ch, e, s, sh, d, w, wh, y, v, and z. The consonants and consonant blends are on white cards and the vowels are on salmon-colored cards to help the student to differentiate between letters that are consonants and those that are vowels.

The teacher using these flash cards follows the same four steps for each letter or combination of letters:

1. The teacher will show the card to the student and say the name of the letter on the card.
2. The student then repeats the name of the letter.
3. Next, the teacher makes the sound of that the letter makes.
4. The student then repeats the sound that the letter makes.

The teacher uses each card to help the student make two specific associations: “A. Associating the symbol (visual) with the name of the letter. B. Associating the symbol with the sound of the letter (auditory)” (Gillingham & Stillman, 1997, p. 30) Vaughn and Linan-Thompson (2004) describe the goals of such instruction.

The goals of phonics and word study instruction are to teach children that there are systematic relationships between letters and sounds, that written words are composed of letter patterns representing the sounds of spoken words, that recognizing words quickly

and accurately is a way of obtaining meaning from them, and that they can blend sounds to read words and segment words into sounds to spell. (Vaughn & Linan-Thompson, 2004, p. 31).

The Orton-Gillingham Method

A particular approach to reading instruction using phonics which has been very successful, especially in teaching children with reading disorders such as dyslexia, is the Orton-Gillingham Method. This paper will attempt to answer the question “How does Orton-Gillingham help children with dyslexia to learn to read with greater fluency?”

This directly relates to the “Grand Tour Question” of this course of study: “In light of what we know about how children learn and educational policy and practice, how shall we best teach literacy in educational settings today?” Research and studies indicate that a phonetic-based approach to teaching reading is, by and large, the most successful method for reading instruction. Furthermore, for children and adults with reading disabilities such as dyslexia, the multi-sensory technique used in the Orton-Gillingham Method is effective in helping them to learn to read with greater fluency.

History of the Orton-Gillingham Method

The founders of the Orton-Gillingham Method are Samuel T. Orton (1879-1948) and Anna Gillingham (1878-1963). Orton was a neuropsychologist who specialized in language processing difficulties now commonly associated with dyslexia. Gillingham was an educator and a psychologist with a special interest in the structure of the English language. Both doctors worked at Columbia University in New York City. Using research developed by Dr. Orton, and

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with the help of her colleague Bessie Stillman, Anna Gillingham published the first training manual for Orton-Gillingham in 1935. Since that time, there have been many enlargements, updates, and revisions to what is now commonly known among reading instructors and specialists as *The Gillingham Manual* (Gillingham & Stillman, 1997, pp. vii-vii).

Chapter 2: Research on Orton-Gillingham's Effectiveness

Research on the effectiveness of the Orton-Gillingham Method is readily available and abundant. Studies critical of the Orton-Gillingham Method included one study performed by Best Evidence showed that the Orton-Gillingham Method showed “limited evidence for effectiveness for beginning reading” (John Hopkins University-Center for Data-Driven Reform in Education, 2014)

Another scholarly article published by the Graduate School of Education at the University of Pennsylvania proposed that “OG and OG-based reading instruction is still too immature to draw scientifically valid conclusions on the effectiveness of this type of reading instruction on reading and reading-related outcomes” (Turner III, 2008, p. 67)

Nevertheless, the vast majority of the studies available indicate that the Orton-Gillingham Method showed significant improvements in the reading skills of the children who were instructed using the techniques supported by Orton-Gillingham.

Research and studies conducted on the Orton-Gillingham Method have been conducted by the International Dyslexia Association, the Institute for Multi-Sensory Education, and the U.K. School District based in London, England. Some of these, as well as other studies, will be referred to in this paper in order to demonstrate the effectiveness of this approach in teaching learning-disabled children to read.

An article published in *The Journal of Special Education* reported that in nine out of 12 studies, the Orton-Gillingham Method was found to be more effective as a method of

teaching reading than other interventions. In the quote below, “OG” is used to refer to the Orton-Gillingham Method of reading instruction.

Twelve studies that employed quasi-experimental or experimental designs are reviewed. These studies included elementary students, adolescents, and college students. Of the 12 studies, 5 reported that the OG instruction was more effective than were comparison or control interventions for all measured outcomes, 4 reported that the OG instruction was more effective for at least 1 (but not all) outcomes in comparison to other intervention(s), 2 reported that the alternate instruction was more effective than the OG instruction, and 1 reported no significant differences once covariates were included. (Ritchey & Goeke, 2006, p. 171)

The fact that five out of 12 of these studies showed Orton-Gillingham to be “more effective... for all measured outcomes” and that in nine out of 12 were found to be more effective as a method of teaching reading than other interventions appears significant.

Another scholarly article about a study that took place in a school in Singapore was published in the *British Journal of Special Education*. It revealed what was judged to be “significant improvement” in at least two areas—word recognition and word expression.

This article, written by Assistant Professor Noel Chia from the National Institute of Education, Nanyang Technological University, Singapore and Professor Stephen Houghton from the Centre for Child and Adolescent Related Disorders, University of Western Australia, reports an empirical evaluation of a one-year Orton-Gillingham instruction based reading intervention programme. The programme was conducted with

77 (61 male and 16 female) Singaporean primary school-aged children with dyslexia and

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a pre-test/post-test experimental group design was incorporated into a hybrid multiple baseline to inform analysis. A multivariate analysis of variance revealed a highly significant main effect for pre-post on the composite dependent variable made up of word recognition age (WRA), word expression age (WEA) and sentence reading age (SRA) scores. Univariate F tests revealed significant improvements in WRA and WEA. These effects were modest (7% and 8% variance accounted for, respectively) but high enough to be considered educationally significant. (Hwee & Houghton, 2011, p. 143)

The above study, performed in Singapore, is also significant because it shows that the Orton-Gillingham Method is not limited in its effectiveness to children being instructed in Western school settings.

An interview with a reading specialist who uses the Orton-Gillingham Method cited in the Wisconsin State Journal told the story of a struggling reader named “Tony” who, with intervention from the instructor using Orton-Gillingham techniques was able to “graduate from high school and to go on and attend college.” The conclusion was that “Orton-Gillingham is a useful approach to teaching reading to children with special needs” (Bliss, 2000).

Another study showing the effectiveness of the Orton-Gillingham Method comes from an article written in November 2010 about the Universal Institute Charter School in South Philadelphia. This charter school has a 100% African-American student body, 75% of which is eligible for free or reduced-price lunches due to their low socioeconomic status. After implementing the Orton-Gillingham reading Method at this school, the improvements in the students’ reading skills was no less than remarkable. “For the 2008-09 school year, 65% of the participating students moved from a low basic or basic reading level to a proficient or advanced

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level according to the Pennsylvania System of State Assessments” (Walk, November 2010, p. 48).

John Alexander is the principal of Groves Academy in St. Louis Park, Minnesota. Groves Academy is a unique school in that it exists for the sole purpose of educating children who have learning disabilities. Patrick Leeming graduated from Groves after having attended the school for eleven years. Once a struggling reader, his reading skills are presently at college level. He is just one of hundreds of children who been helped by the intervention that took place at this remarkable school.

In Mr. Alexander’s article, “Dealing with Dyslexia,” he says the following about the need for early intervention to help children struggling with dyslexia to overcome their reading problems:

There are no quick fixes or silver bullet cures when it comes to dyslexia. However, there is hope. According to a multitude of research studies sponsored by the National Institute of Child Health and Human Development (NICHD), we know with certainty that early identification and the proper form of intervention make huge differences in narrowing the gap between a child’s potential to read and his/her actual reading ability. According to replicated research, 90% to 95% of poor readers can increase reading skills to an average level if the problem is identified in its early stages and the proper form of intervention is implemented. (Alexander, 2014, p. 1)

The specific “form of intervention” Mr. Alexander recommends is described later in the article. He states that the reading specialist or teacher needs to have “an explicit understanding of phonemic awareness, phonics, and morphology” among other necessities (Alexander, 2014, p.1).

The Orton-Gillingham Method emphasizes the skills Mr. Alexander mentions in his article. The teachers at Groves Academy are all trained in the Orton-Gillingham Method of reading instruction.

Sally Shaywitz, author of *Overcoming Dyslexia*, echoes this assessment regarding early intervention.

Early identification is important because the brain is much more plastic in younger children and potentially more malleable for the rerouting of neural circuits. Moreover, once a child falls behind he must make up thousands of unread words to catch up to his peers who are continuing to move ahead. (Shaywitz, 2003, pp. 30-31)

The Multi-Sensory Approach to Teaching

One of the reasons for the success of the Orton-Gillingham Method is the use of a multi-sensory approach to teach children to read. For example, if a teacher wants to reinforce the sound of the letter “A,” a common method would be for the teacher to have the child say the “A” sound while writing the letter “A” in the air. In this way, the child uses his sight, his hearing, and the sense of touch to reinforce the sound that the letter “A” makes. Another method would be to have the child draw the letter in shaving cream or in wet sand while simultaneously making the sound associated with that letter.

Orton-Gillingham is highly structured and systematic, tries to engage all the senses in learning about letters and sounds (a child taps each finger to his thumb as he sounds out a word), and typically is taught one-to-one or in small groups. (Shaywitz, 2003, p. 366)

A scholarly article published in the journal *The Annals of Dyslexia* studied the effectiveness of a multi-sensory method of reading instruction.

The purpose of the present study was to examine the efficacy of the multisensory teaching approach to improve reading skills at the first-grade level. The control group was taught by the Houghton-Mifflin Basal Reading Program while the treatment group was taught by the Language Basics: Elementary, which incorporates the Orton-Gillingham-based Alphabetic Phonics Method. The results showed that the treatment group made statistically significant gains in phonological awareness, decoding, and reading comprehension while the control group made gains only on reading comprehension. (Joshi, Dahlgren, & Boulware-Gooden, 2002 Volume 52)

The following quote on the website of The Lexicon Reading Center also explains the benefit of a multi-sensory approach in teaching children with dyslexia to read:

Using a multisensory teaching technique means helping a child to learn through more than one sense. Most teaching techniques are done using either sight or hearing (visual or auditory). The child's sight is used in reading information, looking at text, pictures or reading information based from the board. The hearing sense is used to listen to what the teacher says. The child's vision may be affected by difficulties with tracking or visual processing. Sometimes the child's auditory processing may be weak. The solution for

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these difficulties is to involve the use of more of the child's senses, especially the use of touch (tactile) and movement (kinetic). This will help the child's brain to develop tactile and kinetic memories to hang on to, as well as the auditory and visual ones. (A.V., 2014, p. 1)

As the quote above demonstrates, children with reading disabilities, such as dyslexia, are slowed down considerably when learning to read by challenges they may be experiencing when attempting to track the words on a page. Moreover, any auditory processing problems will also complicate the problem of learning to read.

Dyslexia--Definition

Some basic definitions may be in order at this point, such as what is meant by tracking or by auditory processing. Simply put, tracking in reading instruction generally refers to the ability of the student to follow (or track) the words on a page. Dyslexic students sometimes experience difficulty sequentially following the words of text on a page. They can sometimes skip a line, or become confused about where they were on the page or where they are supposed to be.

Auditory processing is the ability to "process" or to sort out auditory information, speech in particular. An auditory processing disorder is attributed to a dysfunction in the central nervous system (the brain). This usually leads to difficulty in recognizing and/or interpreting sounds, especially speech. It is often referred to as auditory processing disorder (APD) or central auditory processing disorder (CAPD).

Consequently, some of the physical/neurological requirements that come rather easily to unimpaired children can make the task of learning to read seem almost insurmountable to children with reading disorders. For such children, the multi-sensory approach, involving both the sense of touch and movement, greatly facilitates the process of learning to read.

In order to better understand what is meant by the multi-sensory approach, here is an explanation of what is involved in the “Four-Point Program,” also known as “Simultaneous Oral Spelling (S.O.S.),” used by Orton-Gillingham. Although it is called the “Four-Point Program” it actually consists of five steps. Paraphrasing from The Gillingham Manual, here is an explanation of this technique.

In this technique, it is important for the student to name the letters aloud as each is being written. In this way, the visual-auditory-kinesthetic linkages or associations will be made. Making such connections is very important for the child who has dyslexia, due to the integration, processing, and/or attention problems that dyslexia commonly causes. The following five steps provide the practice and reinforcement necessary to improve spelling and to help retain the information.

- In the first step, the teacher says the word aloud. The student hears his teacher’s voice. This is auditory.
- In the second step, the student repeats the word. In this way, the student hears his own voice and feels his speech organs as they say the word. This is auditory-kinesthetic.
- In the third step, the student breaks up (or segments) the sounds and names the letters.

This step will give the teacher an opportunity to correct any errors before the writing

takes place. The reason for this is that it is important to “imprint” the word correctly in the student’s “mind’s eye.”

- In the fourth step, the student writes the letters, naming each letter aloud and he forms it on the paper or surface. Because the student both sees the letters and feels his hand forming the letters, this is visual-kinesthetic.
- Finally, in the fifth step, the student reads what he has written, In this way, the student sees, hears, and even feels (in his vocal cords) the word. This is visual-auditory-kinesthetic.

This method also enables the student to proofread what he has written (Gillingham & Stillman, 1997, p.35-36).

Dyslexia—The Scope of This Reading Disability

It is necessary to have an understanding of both the problem and scope of dyslexia. Dyslexia is a commonly diagnosed reading disorder. It is defined in The Gillingham Manual as “difficulty in the use and processing of arbitrary linguistic/symbolic codes. This is an aspect of a language continuum, which includes spoken language, written language, and language comprehension” (Gillingham & Stillman, 1997, p. 363).

A common problem with dyslexia is the inversion of letters, such as, seeing a “d” where there is a “b,” or even an “s” where there is a “z.” Consequently, where a non-dyslexic person will see the “bed,” a dyslexic person will read “deb.” This inversion can take place with entire words in both reading and in speaking, as demonstrated in the quote below.

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Both reversals and confusions are familiar to teachers. In the visual field, for example, the word *go* may be read *og*; *was* may be called *saw*. A well-educated woman glanced at *eat* and read it *tea*. In the auditory field one may hear *loop* called *pool*. (Gillingham & Stillman, 1997, p. 7)

There have been many attempts to explain this phenomena. Many have attributed it to the complex interaction that takes place between the two hemispheres of the brain.

Paul Broca, writing in France in 1861, formulated his classic statement that language is controlled by the hemisphere of the brain opposite the more skilled hand. Brain surgeons have accepted this premise for years, using it to help predict whether a brain injury will cause impairment of language. (Gillingham & Stillman, 1997, p. 7)

It is also known to be an inherited characteristic. “It is believed that over fifty percent of dyslexics may have inherited the genetic pattern from one or both of their parents” (Gillingham & Stillman, 1997, p. 7).

Studies have shown that dyslexia specifically affects the ability to master the phonological component of language. Sally Shaywitz explains this weakness in the quote below.

Dyslexia does not reflect an overall defect in language, but, rather, a localized weakness within a specific component of the language system: the phonological module. The word *phono-logic* is derived from the Greek word *phone*, meaning *sound* (as in *phonograph* and *telephone*). The phonological module is the language factory, the functional part of the brain where the sounds of language are put together to form words and where words

are broken down into their elemental sounds... the phonologic module provides a cogent explanation as to why some very smart people have trouble learning to read. (Shaywitz, 2003, p. 40).

Dyslexia is a common problem. As many as one out of five school children are believed to be dyslexic or to at least possess characteristics of dyslexia. Sally Shaywitz claims that “reading disability affects approximately one child in five” (Shaywitz, 2003, p. 30).

Gillingham and Stillman concur with this.

Approximately ten percent or more of the school population experience sufficient difficulty in reading and spelling to be seriously impeded in their school progress, while an additional five to ten percent are on the borderline, falling in reading and spelling skill far below their ability to comprehend the content. (Gillingham & Stillman, 1997, p. 8)

Research also verifies the claim that dyslexia is not due to factors such as “laziness, low intelligence, economic status, or poor teaching” (Gillingham & Stillman, 1997, p.8). Well-known people who had (or have) dyslexia include inventor Thomas Edison, novelist Vince Flynn, author Hans Christian Anderson, and actress/comedienne Whoopie Goldberg. The fact that dyslexia has nothing to do with laziness contradicts the often-heard idea that the pupil “is bright; he just isn’t trying hard enough.”

It actually has very little to do with how hard the child is trying to learn. He may be trying very hard and still not succeeding, through no fault of his own. This is because dyslexia is a neurologically-based learning disorder. This is also why other approaches or techniques, such

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as using multi-sensory methods of instruction, have succeeded in teaching children with dyslexia to learn to read with greater fluency.

With as much as 20% of the student population showing characteristics of dyslexia, it would behoove all reading teachers to be familiar with the techniques that have been the most helpful in teaching students with reading challenges such as dyslexia to learn to read with greater fluency.

Impact of Orton-Gillingham on Children with Dyslexia

A study published by the International Dyslexia Association (IDA) has confirmed that 95% of students with dyslexia have been significantly helped by the multi-sensory approach used in the Orton-Gillingham Method of reading instruction. “All the latest scientific, independent, replicated reading research supports the Orton-Gillingham sequence and methodology as ‘best practices’ when teaching reading to students with dyslexia” (Barton Reading and Spelling System, 2014)

Project Against Failure, a phonics-based method of reading instruction also uses the Orton-Gillingham methods to help learning disabled students to learn to read with greater fluency (Failure, 2014).

Wilson Reading System (WRS) is a reading program which is often used in conjunction with Orton-Gillingham in reading instruction. It is based upon many of the same principles which have made Orton-Gillingham successful. Using a systematic, multi-sensory approach and emphasizing early intervention, Wilson Reading System has helped many children with dyslexia

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to learn to read with greater fluency. Sally Shaywitz notes that Wilson is especially effective when used with “older elementary students through adults” (Shaywitz, 2003, p. 266).

The Failure of the Sight Reading Method of Instruction

Other methods of reading instruction, especially those that are not phonics-based, have not been shown to be as successful. For example, sight word instruction (sometimes referred to as whole word instruction) as a method of teaching reading, has not had the success rate of phonics and is in no way comparable to the effectiveness of the Orton-Gillingham Method. Sight word instruction teaches children to read based upon the idea of viewing the word, not as a combination of symbols (or letters) which represent sounds, but as a complete picture. According to Diane McGuiness, author of *Early Reading Instruction*:

We know that time spent memorizing sight-words can cause a negative outcome by promoting a strategy of ‘whole word guessing.’ This is where children decode the first letter phonetically and guess the rest of the word based on length and shape. This strategy is highly predictive of reading failure.” (McGuiness, 2004, pp. 114-115)

The rationale behind this concept is that many words we use regularly are not phonetic, and therefore, cannot be sounded out phonetically. The problem with this theory is two-fold.

First of all, although English does contain many words that are not phonetic (such as “knight,” “enough,” and “talk”), the vast majority of our words in English are phonetic. In fact, “in spite of its irregularity, English is essentially a phonetic language, and less than twelve to fifteen percent of our words are truly non-phonetic” (Gillingham & Stillman, 1997, p.96).

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Increase in Dyslexia

Secondly, children who are instructed using the sight word instruction method have been found to have a much higher rate of dyslexia, or what is commonly referred to as “dyslexia equivalence” (Potter, 2014). The reason for this is obvious. If a word is viewed as a picture instead of being sounded out from left to right, as in the phonetic method, it does not matter if the word is seen from left to right or from right to left. It is merely a picture that stands for an entire word. “To children taught by the whole-word recognition or ‘sight’ method, words become just things, and a child has to try to remember what they are just by looking at them” (Gillingham & Stillman, 1997, p.24).

Evaluations of the sight word instruction have shown that it is a poor method of reading instruction. Sight word instruction requires the child to memorize literally thousands of words in order to be able to read even on a rudimentary level. In the time it takes an average child to learn 5,000 words using sight word instruction, a similarly average child who is taught using phonics will know about 50,000 words, literally ten times as many words (Wren, 2014)

Other Effects on Children and Adults

Research has shown that numerous teachers have seen firsthand the negative effects of this poorer method of reading instruction on those who have been taught using this method. Reading becomes much more of a chore for the student, and reading level skills also suffer as a result.

Of course, with languages that are not phonetically based, such as Chinese and Japanese, which use ideograms instead of letters, the only way to learn to read is through sight word instruction. This would indicate that the rate of dyslexia would be considerably lower for those students learning to read such languages. Nevertheless, the rate of dyslexia even among children learning to read in languages that are not phonetic, is about the same as it is among those learning alphabetic languages.

At one point it was thought that dyslexia affected only those who spoke alphabetic languages, such as English and German, and that those who spoke languages that are primarily logographic, such as Chinese and Japanese, were not at risk. This assumption has been proven to be false. Researchers have found comparable prevalence rates for dyslexia among American, Japanese, and Chinese children. (Shaywitz, 2003, p. 31)

Another myth concerning dyslexia is the notion that dyslexia primarily affects boys; that girls are much less likely to be or become dyslexic. “It had been generally assumed that reading disability was far more common in boys than in girls; studies had indicated that dyslexia affected anywhere from four to six times as many boys and girls” (Shaywitz, 2003, p. 31). We now know this idea to be false.

We found no significant difference in the prevalence of reading disability in the girls and boys we identified. In general, when each child in a school or school district is individually tested, researchers report as many reading-disabled girls as boys. (Shaywitz, 2003, p. 32)

Chapter 3: Research Summary and Conclusions

The conclusion based upon the information above is that dyslexia is both global and transgender, affecting both boys and girls nearly equally, as well as those learning to read in many countries and languages. Consequently, the need for early and aggressive intervention is also both global and transgender.

Research indicates that approximately 20% of the global elementary student population struggles to some degree with the task of learning to read. Since this problem occurs nearly equally in both boys as well as girls and is experienced in a multitude of languages and educational settings, the need for teachers equipped to help students with reading challenges is significant.

It would be difficult to overestimate the importance of being able to read in today's world. Literacy is like a key that unlocks many doors of opportunity, socioeconomically and otherwise. Conversely, illiteracy keeps these same doors of opportunity locked tightly.

Considering both the scope and severity of dyslexia, along with the effectiveness of early detection and intervention, the Orton-Gillingham method empowers students to learn to read with greater fluency and is a very attractive option for reading teachers.

The majority of the research cited here is conclusive concerning the effectiveness of the Orton-Gillingham Method. In brief, studies have shown that it works well to improve reading skills, especially in students who struggle with dyslexia or other reading problems. The reason for this is the two-pronged approach of systematic phonics-based reading instruction along with using the use of multi-sensory teaching methods. This has helped children, especially those who

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have struggled in learning to read, to learn to read with greater fluency, whether they are dyslexic or have other reading disabilities.

Studies have demonstrated that the Orton-Gillingham Method has been found to be effective in diverse settings, socioeconomic groups, and even different age groups. It has primarily been shown to be effective in beginning readers—kindergarten and first grade—but has also been used to help adolescents and even adults to learn to read with greater fluency.

Groves Academy, referred to on page 8, specializes in educating children with learning disabilities. All of the teachers who work at Groves Academy are trained in the use of Orton-Gillingham reading instruction methods. Many of the children who learn to read at Groves Academy were not successful when trying to learn to read previously in more traditional school settings. The smaller classroom size at Groves Academy is certainly a contributing factor to the success their teachers experience in educating children with learning disabilities. However, in reading instruction in particular, it is the phonetic and multi-sensory based approach, such as those used in the Orton-Gillingham Method, which has helped many children with dyslexia--children who once believed that they simply could not learn to read--to be able to do so.

Although the Orton-Gillingham Method is not the only means available of helping those who struggle in learning to read, studies and research that have been conducted on Orton-Gillingham have shown it to be, for the most part, very effective.

Chapter 4: Discussion/Applications

As stated earlier, Orton-Gillingham uses a two-pronged approach to help teach students and adults with dyslexia to be able to learn to read with greater fluency. This is:

- (a) Systematic phonetic-based reading instruction. This is sequential, building upon previous lessons to help the student learn to sound out words.
- (b) Multi-sensory techniques. This is using more than sight and hearing to teach the association between letters and their corresponding sounds.

These two aspects of the Orton-Gillingham Method work together smoothly. “A strong foundation using a multisensory approach to reading is one that can be accomplished only through an alphabetic/phonetic approach” (Gillingham & Stillman, 1997, p. 29).

The use of flashcards, such as those found in the Language Tool Kit published by Educators Publishing Services, are helpful in systematic phonetic-based reading instruction. For approximately 45 to 60 minutes each school day, using the cards with letters on them to teach the association between specific letters and the sounds they make.

One of the multi-sensory techniques the teacher uses is the Simultaneous Oral Spelling (S.O.S.) technique. Paraphrasing from The Gillingham Manual, here is how it works:

1. The teacher says the word or phoneme.
2. The student repeats the word.
3. The student segments the sounds and spells the word aloud.
4. If correct, the student writes the letters, saying each letter as he or she writes.
5. The student reads the word he or she has written.

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Sometimes instead of writing the letter on paper, the student may trace it, write it in wet sand or in shaving cream, or draws it in the air. (Gillingham & Stillman, 1997, p. 28).

The reason for a multi-sensory techniques is that, especially for children with learning disabilities, this helps the student to better remember both the phonics involved as well as the spelling of the words used in this technique. The use of the kinetic-sensory approach reinforces this learning process.

In direct contrast to current practices, the Orton-Gillingham-Stillman approach starts with the individual sounds, and then use these sounds to build words. This “word-building method” also builds close association or link between what the student sees in print (visual), what the student hears (auditory), and what the student feels as he or she makes the sounds of the letters and writes (kinesthetic—large muscle movements, and tactile—sensations in the mouth and on the fingertips). This technique is referred to as the “language triangle” or multisensory approach. (Gillingham & Stillman, 1997, p. 29-30)

The methodology often employed by reading specialists who follow the Orton-Gillingham Method includes the following nine-part “Complete Lesson” taken from *The Gillingham Manual*:

1. **Drill card review** (*a, h, t, m* or other phonograms as needed)
 - While the teacher is showing the card to the student, the student gives the letter name, key word, and sound while writing the cursive letter on the rough surface or paper.

2. **Word lists to be read** (words made up of phonograms discussed)

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hat	ham	mat	
at	am	<i>mam</i>	
tat	tam	<i>nam</i>	<i>(nonsense syllables)</i>

3. **Spelling drill** (the teacher holds the yellow card, but the face of the card is not shown)

An early example:

- “Tell me the name of the letter that makes the sound \a\.”
Eventually the teacher will just say the sound, and the student will automatically say the name.
- The student says, a, apple, \a\ while writing the letter in cursive on the rough surface.
- “Tell me the name of the letter that has the sound \t\.” The student says, t, top, \t\ while writing the letter in cursive on the rough surface, and so on.

4. **Spelling words** (Remember to use the S.O.S. procedure. Also, use words at this point that can only be spelled one way—e.g., “since” has many phonetic variations.)

hat	tat
at	mat
ham	tam
man	<i>nam (nonsense syllable)</i>
am	

5. Handwriting practice

Teacher dictates words containing previously learned letters to

- increase fluidity in writing
- reinforce motor memory of letter formation
- improve legibility
- learn and practice the connectors which tie the letters together

6. Dictation (remember to write sight words on a card for the student to copy)

Mat the man.

Tam the ham.

7. Reading (remember to underline the sight words)

I am Tat.

Tam the ham.

8. Introduce new concept

- Concepts to be taught include letters, diphthongs, digraphs, blends, spelling patterns, silent e endings, compound words, spelling generalizations, silent letters, syllable types, rules for division, accent patterns, and affixes.

9. Listening comprehension

Common Ground by Priscilla Vail (Modern Learning Press, 1991) lists stories at

individual grade levels that are good for oral reading. Jim Trelease's book, *The Read-*

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Aloud Handbook (Penguin Press, 1995) lists many resources and stories that are especially suited for this type of reading activity (Gillingham & Stillman, 1997, p. 39-40).

Many other examples of drills and techniques are available in *The Gillingham Manual* which have been effective when used with readers on a variety of reading levels.

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A Study on Learning English by the 12th Standard Assamese Medium Students of Barpeta District, Assam, India

Nazrul Islam Mallik

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Abstract

There is no denying the fact that English occupies a place of prestige not only in our society, but also in every nook and corner of the globe. In our country, no indigenous language however has come up to replace English, either as a medium of communication or as official language. The knowledge of English gives us a high social status in general and enables us to establish intellectual, cultural, economic, commercial and political relation with the rest of the world. After all, its knowledge is regarded essential in almost all the branches of learning as well as for most of the people under the sky. In spite of such positive aspect and response, how many of the students have good command over English is a question of great importance. How many of the students' community can use English in their practical life situation after completion of their education? The case of Assamese medium students is still worse. Though a limited number of students get satisfactory marks in the examination, they cannot use English in their practical life. Observing these it is assumed that the standard of teaching and learning English have some hurdles which may be because of the teachers' role or the students' irresponsibility. This article makes an attempt to trace the problems faced by the students in learning English at Higher Secondary Schools of Assam with special reference to Barpeta district. It aims at presenting the contemporary situation in Assam with regard to English teaching and learning and suggesting effective methods of teaching English to those students whose background and exposure to English is very limited in the classroom as well as in the school campus and outside the school.

Keywords: English language, medium of communication, teaching English, learning English, Assamese medium students, exposure to English.

Introduction

English is treated as a lingua franca of the world because of its wider exposure in all fields like science and technology, modernity and development. English has been given a social status symbol. Most of

the parents prefer their children to be an English educated person. But the performance of English in the Govt. educational institutions is remarkably poor. It has been observed that even most of the students of Higher Secondary level fumble in speaking English. Their English competency is not up to the mark, rather worse, because they are not trained in listening and speaking skills in the English classroom. Their chief emphasis is on reading and writing as they have to pass in the examination, just by giving answers to the questions. It is seen that most of the students can neither write nor speak correct English even after completion of their Higher Secondary education, after learning English for 10 to 12 years as a core subject; it is beyond most of them. All these indicate that there must be some problems in between the teaching-learning process of English in the educational institutions of Assam.

In order to achieve the desired goal of teaching and learning English at Higher Secondary level, it is very essential to observe and find out the root of the problems, so that required measures can be adopted to make the teaching-learning process more fruitful and effective.

The Objectives of This Paper

1. The main objective of this article is to analyze the problems of learning English language by the 12th standard Assamese medium students of Barpeta district, Assam.
2. To study the present status of English language learning in Higher Secondary Schools, and Jr. Colleges of Barpeta district.
3. To study the difficulties of the teachers in general and of the students in particular.

Methodology

The research methodology gives a detail account of the research design including population of the study, definition of the sample, and administration of the questionnaire and data analysis process. The data were collected through descriptive field survey method. The data were collected from total 20 institutions of Barpeta district offering the Higher Secondary course. Total 20 teacher respondents consisting of one English teacher from each institution and two hundred (200) student respondents consisting of ten (10) students from each institution were taken as sample. In case of teacher respondents, representation was made from both genders, male and female, different age groups and different teaching experiences. In the case of student respondents both boys and girls were taken into consideration.

The data were collected on personal observation, discussion, and through recording and questionnaires. Total six sets of questionnaires were prepared for the collection of data. One set was for the teacher and the remaining five sets were for the students. Amongst the five sets of students' questionnaires, one set was prepared for the students' over all information and views on different teaching learning domain, and the remaining four sets of students questionnaires were prepared skill wise, one questionnaire for each skill (i.e., Listening, Speaking, Reading and Writing) for diagnostic test to find out their difficult areas of language learning. The teachers' questionnaire consisted of total 36 (thirty-six) questions of both multiple choice and open-ended type questions. The students general questionnaire consisted of 31 (thirty-one) multiple choice questions.

Data Analysis and Interpretation

Table 1: Students' Need of English language

statements	Strongly agree %	Agree %	Uncertain %	Disagree %	Strongly Disagree %
To get a good job	58.5	26	2.5	10	3
To develop my personality	69.5	28	1.5	1	0
To complete my graduation	44	26	11	19	0
To pursue higher education	60.5	27	8.5	4	0
To read English news paper, novels etc.	25	22	23	26	4
To communicate with non-Assamese speakers	27.5	30	12	23	7.5
To know about English culture and society	29.5	37	15	16	2.5
To get social respect	35	38.5	6.5	17	3

The above mentioned Table shows the findings of students' attitude towards the use of the English language. Students were asked about their opinions on eight statements, which carry both instrumental and integrative motivation.

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The most important reason felt by the students for why they were learning English was to develop their personality. 69.5% of the students strongly felt that they needed English to develop their personality, whereas, 28% of the students agreed with it (2nd item). A great number of the students were of the view that they learn English to pursue higher education. 60.5% of the students strongly agreed and 27% of the students agreed with this point that they learned English to pursue higher education. Again, another higher percentage of the students expressed their opinion that they needed English ‘to get good job’. There were 58.5% students who strongly agreed and 26% students who agreed in favour of the view that they learn English to get job. Another large number of the students group felt that they were learning English ‘to complete their graduation’. 44% of the students strongly agreed and 26% of the students agreed to it. Out of the eight statements, the least favoured one among the respondents was ‘to read English newspaper, novels, books etc’. Only 25% students strongly agreed and 22% students agreed with it. The students were also not favourable for the statements such as - ‘to communicate with non-Assamese speakers’; ‘to know about English culture and society’ and ‘to get social respect’. Only 27.5% of the respondents strongly agreed and 30% of the respondents agreed that they learned English to communicate with non-Assamese speakers. 29.5% respondents strongly agreed and 37% of the respondents agreed that they learned English to know English culture and society. And 35% of the students strongly agreed and 38.5% of the students agreed with the point that they learned English to get respect in the society. It is evident from the students’ response that they learnt English for its utilitarian value.

Table 2: Students’ Perception of Importance of English Language Skills

Skills	Most imp. (%)	Important (%)	Least imp. (%)	Cannot say (%)
Listening	11	16.5	30.5	42
Speaking	54.5	28.5	15	2
Reading	8.5	23.5	42	26
Writing	26	3.5	12.5	30

The above mentioned table depicts the students’ perception of the importance of English language skills. The students were asked to rank the four language skills from 1 to 4, where 1 stood for the most important skill, 2 stood for important, 3 for least important skill and 4 stood for cannot say.

Speaking was preferred by 54.5% of the students to be the most important and 28.5% of the students to be an important skill. Reading was chosen as the least important skill by the respondents. Only 8.5% of the students felt reading to be the most important skill. Writing, though ranked far behind speaking, was considered second in importance. 26% of the respondents felt writing to be the most important skill. Only 11% respondents believed listening to be the most important skills.

The students' proficiency in English language skills is presented in the following table. These results were obtained through the use of a five point link card scale questionnaire with 5 = very good, 4= good, 3= satisfactory, 2= poor, 1=very poor. The following table will display the results of the students' proficiency in English language skills.

Table3. Students' proficiency in English language skills

Skills	Very good (%)	Good (%)	Satisfactory (%)	Poor (%)	Very poor (%)
Listening	0	18	34	30.5	17.5
Speaking	0	5.5	35	52	7.5
Reading	6	48.5	19.5	14	12
Writing	12.5	34.5	44	10.5	4.4

The above table reflects that the sample students exhibited very limited language proficiency in all language skills. May be it is perhaps the outcome of inappropriate syllabus design, lack of motivation, and lack of exposure. The least proficient skill among the students was speaking. Unfortunately, there was no one among all the two hundred respondents who could be categorized as very good in speaking English language. Only 5.5% of the students were found as good in speaking English. Even 52% and 7.5% of the students were poor and very poor respectively in speaking English. Listening is another skill where students felt much difficulty. In the case of the listening skill also, no student was rated as very good. Only 18% of the students were good and 34% of the students were found satisfactory. Some 30.5% and 17.5%

of the students were found poor and very poor in listening skill respectively. A higher percentage of the students felt reading and writing skills were better than that of listening and speaking skills. There were 6% and 48.5% of the students who were very good and good respectively in reading skill and 12.5% students were very good and 34.5% students were good in writing skill. Moreover 44% of the students were satisfied with their writing skill. The numbers of poor and very poor students were also remarkably limited in writing skill. Only 10.5% students were recorded as poor and 4.5% students were recorded as very poor in writing skill.

Table 4: English Language Need

Sl. No.	Rating	No. of Respondents	Percentage (%)
1	Strongly agree	120	60
2	Agree	65	32.5
3	Uncertain	0	0
4	Disagree	15	7.5
5	Strongly disagree	0	0
6	total	200	100

The above mentioned table reflects the students' views regarding the question whether they think that knowledge of English is very important; almost all the students showed highly positive response. 60% of the students strongly agreed and 32.5% of the students agreed with this question. Though only a few students (7.5) disagreed, remarkably, there was no one who strongly disagreed regarding the importance of the English language.

Table 5: The Effectiveness of the English Syllabus

Sl. no.	Rating	No. of respondents	Percentage (%)
1	Strongly agree	61	30.5
2	Agree	40	20
3	Uncertain	16	8
4	Disagree	83	41.5

5	Strongly disagree	0	0
6	Total	200	100

According to table no.5, responding to the question ‘do you think the present English syllabus is helping in improving your English language skills?’ the students expressed their almost mixed perception regarding their English syllabus. 30.5% of the respondents strongly agreed and 20% of the respondents agreed with it. Though there was no respondent who strongly disagreed, 41.5% of the respondents disagreed with it.

Table 6: Relevance of the English Textbook to the Students’ Need

Sl. no.	Rating	No. of respondents	Percentage (%)
1	Strongly agree	18	9
2	Agree	114	57
3	Uncertain	9	4.5
4	Disagree	47	23.5
5	Strongly disagree	12	6
6	Total	200	100

Regarding the question ‘do you think the English text books you are studying are relevant to your need’, a substantial number of students were in favour of it. 9% of the students strongly agreed and 57% of the students agreed that their text books were relevant to their need. A small number of students were against it. 23.5% of the students disagreed and only 6% of the students strongly disagreed.

Table 7: Students’ Interest in the Content of English Course

Sl. no.	Rating	No. of respondents	Percentage (%)
1	Strongly agree	38	19
2	Agree	91	45.5
3	Uncertain	8	4

4	Disagree	54	27
5	Strongly disagree	9	4.5
6	Total	200	100

The above mentioned table reflects that majority of the student respondents were affirmative in their answers to the question ‘do you think that content of your English course is interesting?’ There were 19% of the students who strongly agreed and 45.5% of the students who agreed that the content of their English course was interesting. 27% students disagreed and only 4.5% students strongly disagreed with it.

Table 8: Students’ English Language Proficiency

Sl. no.	Rating	No. of respondents	Percentage (%)
1	Strongly agree	0	0
2	Agree	29	14.5
3	Uncertain	6	3
4	Disagree	138	69
5	Strongly disagree	27	13.5
6	Total	200	100

In response to the question ‘do you understand when your teacher explains the lesson only in English?’ the students revealed that majority of them felt it difficult to understand; and thus, obviously the result was not satisfactory. Unfortunately there was no respondent among the two hundred sample students who confidently understood everything while the teacher explains the lesson only in English. Only 14.5% of the students agreed with it. On the contrary, majority of the students replied negatively. 69% of the students disagreed and 13.5% of the students strongly disagreed with it.

But while the students were asked the 24th question of the students’ general questionnaire (i.e. do you understand when the teacher explains the lesson in English and your mother tongue?), the response of the students were highly satisfactory. 30.5% of the students strongly agreed and 67.5% of the students agreed with it. Only 2% of the students disagreed and there were no respondents who strongly disagreed with it. The data are presented in the following table (table no.9).

Table 9: Students' English Language Proficiency and Use of Mother Tongue

Sl. no.	Rating	No. of respondents	Percentage (%)
1	Strongly agree	61	30.5
2	Agree	135	67.5
3	Uncertain	0	0
4	Disagree	4	2
5	Strongly disagree	0	0
6	Total	200	100

Table 10: The Effectiveness of Classroom Teaching

Sl. no.	Rating	No. of respondents	Percentage (%)
1	Strongly agree	42	21
2	Agree	110	55
3	Uncertain	5	2.5
4	Disagree	43	21.5
5	Strongly disagree	0	0
6	Total	200	100

The above mentioned table indicates the quality and effectiveness of teaching English in the classroom. Majority of the students believed that if the existing text books were taught properly, they would be able to improve their English language proficiency. There were 21% students who strongly agreed and 55% students who agreed with it. Only 21.5% of the students disagreed with it and there was not even a single respondent who strongly disagreed with it.

'Does your English teacher speak English in the classroom?' was another question the students were asked to answer. This was intended to know the amount of exposure to English the students got in the classroom. The responses received are presented in the following table.

Table 11: Exposure of English Language in the Classroom

Sl. no.	Rating	No. of respondents	Percentage (%)
1	Always	43	21.5
2	Sometime	55	27.5
3	Often	88	44
4	Rarely	14	7
5	Not at all	0	0
6	Total	200	100

The above mentioned table shows that only 21.5% of the teachers always speak English in the English class. 27.5% of the teachers' sometime 44% teachers' often and only 7% of the teachers rarely speak English in the English class. No English teacher was found who never spoke English in the classroom. Thus, the table reflects that the teachers who could work as one of the agents to improve the students' listening skill, have failed to do so, probably because they do not have well developed skills, or they do not feel it imperative to take some extra care to develop their speaking skill.

In response to the question 'how often does your teacher speak Assamese language in the English class?' surprisingly most of the students responded affirmatively. Most of the teachers regularly use Assamese language in the English class. The range of use Assamese language (mother tongue) by the English teachers in the classroom is presented in the table below.

Table 12: Use of Assamese Language (Mother Tongue) in the English Classroom

Sl. no.	Rating	No. of respondents	Percentage (%)
1	Always	134	67
2	Sometime	49	24.5
3	Often	15	7.5
4	Rarely	2	1
5	Not at all	0	0
6	Total	200	100

Table no. 12 reveals the truth that 67% of the English teachers always use Assamese language in the English class to make the students understand the textual matter. Further, 24.5% of the teachers speak sometime and 7.5% teachers use it often. Remarkably, no teacher was found who never used Assamese language in his/her English class.

Table 13: Communicative Activities Organized by the Teacher

Sl. no.	Rating	No. of respondents	Percentage (%)
1	Always	0	0
2	Sometime	13	6.5
3	Often	8	4
4	Rarely	11	5.5
5	Not at all	168	84
6	Total	200	100

Table no. 13 indicates that most of the students admit that their teachers do not organize any communicative activity in the English class. No teacher was found who regularly organized such communicative activities which are an important part of language teaching and can be an effective means of exposure to the language. Only 6.5% of the students felt that their teachers organized sometimes and 5.5% felt that their teachers organized such communicative activities rarely. 84% of the students felt that their teachers never organized any communicative activity. Thus, it becomes evident that the students' source of exposure is limited to the prescribed English textbook and to some extent to the English teachers who are a bit interested in creating English speaking environment at least inside the classroom.

Suggestions

1. Since the exposure to English for the Assamese medium students is very much limited to their practice within the classroom, special classes should be arranged for spoken English either after school or within the school hour.

2. Evaluation system should be made a continuous process with unit test, project, home assignment and oral examination, so that the evaluation system should cover all the language skills equally. At present the only assessment that matters is the year end examination administered by the Assam Higher Secondary Education Council.

3. The school library should be equipped with English language learning materials like books magazines, audio cassettes, CDs etc. on singing, grammar, phonetics, word drill etc. teachers' resource books, guides, dictionary, pronouncing dictionary etc. should be made available to all English teachers.

4. Grants should be allotted to schools for purchasing audio-visual aids and other materials to supplements the English language learning.

5. The English textbook of 12th standard which is originally prepared by NCERT and has been adopted by Assam Higher Secondary Education Council should help develop all the language skills and practical application of English in their day to day activities.

6. The lessons in English should be prepared with the quality of internal consistency and logical development and should contain within them possibilities of interlinking themselves with the preceding as well as succeeding lessons.

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Curriculum-based Language Skills in Hindi for Students between 12 to 15 Years of Age

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Abstract

The study focused to explore the curriculum based language skills in Hindi for students between 12 to 15 years of age. 60 Hindi speaking typically developing school going children (20 in each age group), studying in 6th to 8th grade attending normal Hindi medium private school in Pune and Delhi were selected on the basis of inclusion criteria. Statistical analysis using SPSS software version 16 was done. Mean standard deviation were obtained age and gender wise. One way ANOVA was done to compare the age groups separately for genders. The findings suggested that there was a statistically significant age related difference among both the genders on the performance of various language tasks. As age advanced the performance of students on all sub domains under morphosyntax and semantics increased. The skills like blending, antonym, homonym and figurative language showed increase in scores with age. But none of the skill achieved ceiling effect showing that these skills are still developing in 12 to 15 years of age. The present tool would be useful in identifying children with language disorders at particular linguistic levels and as a baseline for speech language therapy.

Keywords: Curriculum, Students, Hindi, Morphosyntax, Semantics, Performance

Introduction

The development of language observed through the preschool and school years shows the important and qualitative changes. These changes observed in the child's semantic competencies during the school years can almost certainly be attributed to their corresponding maturational changes in cognitive processing abilities (Emerson & Gekoski, 1976).

The school language or the curriculum based language is different from the language used by the children in their daily life. The children are rated on their performance on curricular development of language and not on their oral language skills solely. There are various linguistic and metalinguistic parameters which are not used on daily basis in oral language. Curriculum based language learning is more formal and is acquired at various linguistic levels across the curricular grades. To check this development difference between oral language and curriculum based language there is need to develop a curriculum based language test which will help to assess language development in school going children. Due to the lack of such standardized tests in Indian context, there is no sufficient data on adolescents to mark their linguistic growth across different linguistic sub domains.

A study done by Mossing and Courtney (2009) on typically developing children, ages 8-15 years showed that in all morphological categories younger children made more spelling errors than older children. Many researchers have described morphosyntactic development in stages. The best known of these is that of Brown (1973). He found that chronological age is not a good predictor of language development. In secondary school years, vocabulary growth is seen. They understand the concept of double meanings as well as subject words (Hartshorn, 2011).

In 2005, Patel conducted a study to find out students failure in their native language Gujarati Subject. 10th standard students were examined. After analysis of answer books they found that, students found the grammar questions as the most difficult questions. Easy points scored by the students include joint and disjoint, compound and group of words.

Karbhari-Adhyaru and Vasanta (2004) found that 6th to 8th grade normal hearing students' scores on morphological knowledge task included case markers and tense markers increase steadily from grade V to VIII but the scores not reached 100% so they concluded that the development for case markers and tense markers was still occurring and was not completed by grade VIII.

Suchitra and Karanth (1990) collected normative data on 150 school going children from Grade I to Grade V (6+ years to 10+ years) for the Linguistic Profile Test (LPT). On semantic

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discrimination task the maximum scores were attained even at the lowest age group studied i.e., 6+ years. The performance on Homonyms, Synonymy, Antonymy, Semantic similarity and semantic contiguity was poor and remains low throughout across the age groups. Thus the findings in the semantic section showed that maximum scores were not obtained even by the oldest age group studied (i.e., 10+ years).

Karuppali and Bhat (2012) reviewed the development of idiomatic understanding during preadolescent and adolescent years. They obtained significant correlations between comprehension of figurative language and academic attainment, thus making figurative language a good indicative marker for the achievement of success in school.

Gender differences have been found in several others domains of language during the school years. For example, boys use more common language than girls (Cheshire, 1982). This attention to language itself appears to carry over to achievements in literacy. On average girls scored higher than boys in measures of reading, writing, and spelling, and these differences persist through high school (Allred, 1990; Hogrebe, Nest, & Newman, 1985; Swann, 1992). It is important to recognize that these gender differences in performance may be due in part to gender differences in attitudes toward literacy.

Linver, Davis-Kean & Eccles (2002) studied the influence of gender difference on the value and interest in math relates to academic achievement over time. Total 1821 adolescents were taken up from grade 6th to 12th. Measures included school grades, adolescents' interest in math, and score on a standardized math test. Result showed gender difference in math achievement task from grade 6th to grade 12th in regular school. Females who had more interest in math performed better than males in all grades.

The review indicates that there are several research carried out related to language development in children. There have been various attempts in both Western & Indian scenario to study language skills in students. In Indian context very few studies have been done to find curriculum based language development in 12 to 15 years age group. The present investigation

aimed to find the age difference in the pattern of morphosyntax and semantics development for typically developing Hindi speaking children.

Method

Participants

The total participants in present study were 60 Hindi speaking typically developing school going children (20 in each age group), studying in 6th to 8th grade attending normal Hindi medium private school in Pune and Delhi. The age range of the participants was from 12 to 15 years. All the participants were divided into three age groups and each group consisting of 10 males and 10 females. Consent was taken from Principal/ HOD/ Parents of the children/caregivers. Participants passing the inclusion criteria were only included in the present study.

Material

The review of existing Indian and Western language tools was done. The teachers teaching the age groups 12- 15 years in schools, linguists were also consulted and their suggestions have been incorporated. Two domains were selected which were morphosyntax and semantics. These domains were further divided into 8 subdomains. After reviewing literature it was seen that skills like prefix, suffix, prepositions, interjections, conjunctions and correction of incorrect sentences were achieved prior to 12 years of age and hence these skills were not chosen for the present study. The items were taken from Hindi grammar school books grade 6th to 8th of CBSE Board. Each subdomain divided into equal receptive and expressive items.

Administration

The data was collected during the school hours in quite, empty classroom. The children were made to sit comfortably. Maximum two children were taken at a time. Demographic data and brief history was collected from the children. Informal psychological assessment was done through draw a man test (Phatak, 1987) which was checked by the psychologist in the department. Visual acuity was checked by Snellen's Chart. To check the hearing, audacity generated tones were administered on 4 frequencies (500 Hz, 1 KHz, 2 KHz, and 4 KHz) at 40 dB SPL. Clinician read instructions from the test material and gave separate score sheet to each

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child and asked to follow the instructions after the clinician. Instructions were properly explained with examples and repeated on the demand of a child in case of any ambiguity. Answers were taken verbally or in written form depending upon the task. Total score was calculated for each subsection.

Pilot Study

Pilot study was performed in which 16 participants (6 each from 12-13 years and 13-14 years; 4 from 14-15 years) involved. The language tool developed in the present study was administered on each individual; the total scores of each participant were calculated. The pilot study was done to reduce ambiguity and to increase familiarity.

Scoring

The test was evaluated and raw scores were calculated by clinician. Scoring for each item was in 0 for no answer/ incorrect answer, 1 for partially correct answer, and 2 for correct answer. Raw scores for each subsection were found out separately. For domain 1 raw score was 48 and for domain 2 raw score was 64. The total score across all the domains was 112.

Statistical Analysis

Inter item correlation was carried out. Score on the finally developed tool was obtained from all the participants. The data was tabulated and statistical analysis using SPSS software version 16 was done. Mean standard deviation were obtained age and gender wise. One way ANOVA was done to compare the age groups separately for genders. The results discussed appropriately in the following chapter.

Results and Discussion

Inter item correlation was performed after collecting whole data. Items which had high correlation with total score were selected. Items with ambiguity, low familiarity and having low correlation with total were deleted. Cronbach's alpha coefficient was found to be ($r = 0.96$) suggests a good internal consistency and reliability between each items with total. Final tool consisted of 102 items.

The descriptive statistics of each subdomain is shown along with ANOVA and post hoc results sequentially.

Domain I: Morphosyntax

I.1. Blending task

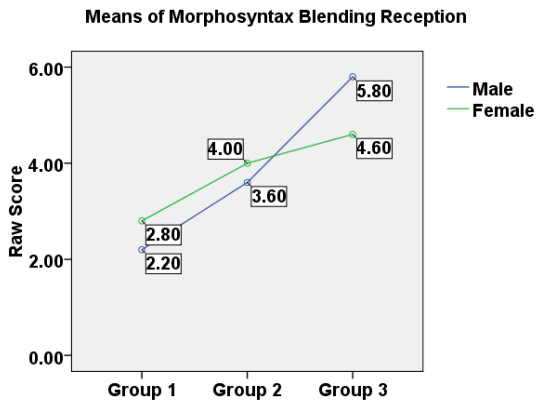


Figure 1: Shows mean of blending task (reception)

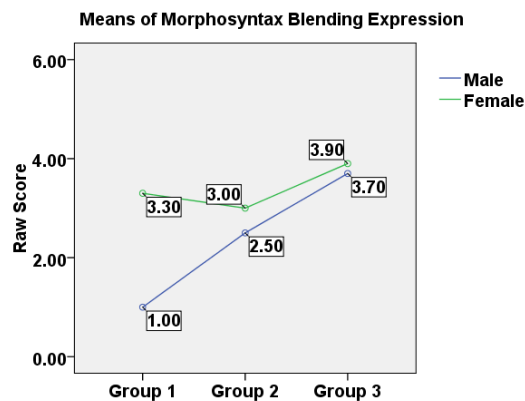


Figure 2: Shows mean of blending task (expression)

As shown in figure 1, the overall graph is showing rise pattern. For blending task the scores raised linearly.

As shown in figure 2, Females got higher scores than males and overall graph is showing rising pattern. In both the genders scores inclined linearly as the age increased.

To see whether the difference in mean scores was significant across age one way ANOVA was carried out. The results showed significant age difference in males for both reception { $F(2) = 3.506, (p < 0.05)$ } and expression { $F(2) = 3.783, (p < 0.05)$ }. In females the difference in mean scores was not statistically significant for both reception and expression.

The post hoc test was carried out to see the difference within groups.

Table 3: Results of Tukey post hoc across age groups for blending task reception and expression in males.

Blending task	Males	Group 1	Group 2	Group 3
Reception	Group 1			
	Group 2	.570		
	Group 3	.036*	.261	
Expression	Group 1			
	Group 2	.295		
	Group 3	.028*	.452	

** Significance at 0.01 level.

*Significance at 0.05 level

Table 3 shows the post hoc results were significantly different between group 1 and 3 only among males as there was steep rise in the scores obtained by the participants in group 3.

In overall blending task, females performed better than males. The mean scores for reception and expression increased with age. However the linear increment in mean score wasn't equal across genders.

Students in the lower age groups (i.e., 6th and 7th standards) made more errors as compared to those of students in the higher age group (i.e., 8th standard). The present study supports the finding given by Mossing and Courtney (2009) where younger children made more errors than older children in all morphological categories.

I.2: Compound Task

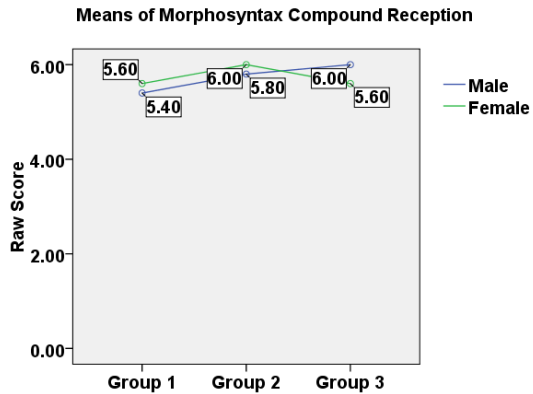


Figure 3: Shows mean of compound task (reception)

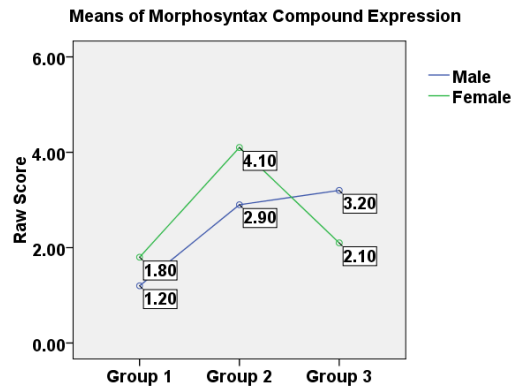


Figure 4: Shows mean of compound task (expression)

As shown in figure 3, for compound reception task the scores obtained by all the age groups were almost equal.

As shown in figure 4, in compound expression task variable mean scores were obtained in females across the age groups, whereas in males a linear growth in mean scores was seen with increasing age.

To see whether the difference in mean scores was significant across age one way ANOVA was carried out. The result showed no significant group difference in males for reception but the difference was significant for expression { $F(2) = 4.481, (p < 0.05)$ }. Similarly in females the difference in mean scores was not statistically significant for reception but showed significant age difference for expression { $F(2) = 5.061, (p < 0.05)$ }.

The post-hoc test was carried out to see the difference within groups.

Table 4: Results of Tukey post hoc across age groups for compound expression task in males.

Compound task	Males	Group 1	Group 2	Group 3
Expression	Group 1			
	Group 2	.065		
	Group 3	.026*	.909	

Table 5: Results of Tukey post-hoc across age groups for compound expression task in females.

Compound task	Females	Group 1	Group 2	Group 3
Expression	Group 1			
	Group 2	.018*		
	Group 3	.923	.043*	

** Significance at 0.01 level.

*Significance at 0.05 level

Table 4 shows that post-hoc results were significantly different between group 1 and 3 only among males. This can be attributed as males performed better at 14 years (group 3) of age than compared to the lower age groups (group 1 and 2) students.

Table 5 shows that the post-hoc results were significantly different between groups 1 and 2, groups 2 and 3.

On comparison with the other subdomains and compound reception task, it was seen that students across all age groups performed better and got equally higher scores on compound reception task. This finding suggest that students start understanding compounds before the age of 12 years and that's why there is no significant difference seen in 12 to 15 years age range on reception task. The result on compound is supported by Clark and Berman (1987) on 3 to 9 years aged children. They found that comprehension was better than production of novel compounds in Hebrew.

I.3: Case Markers Task

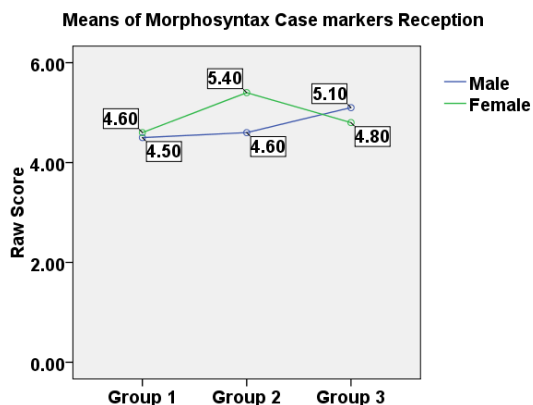


Figure 5: Shows mean of case markers task (reception)

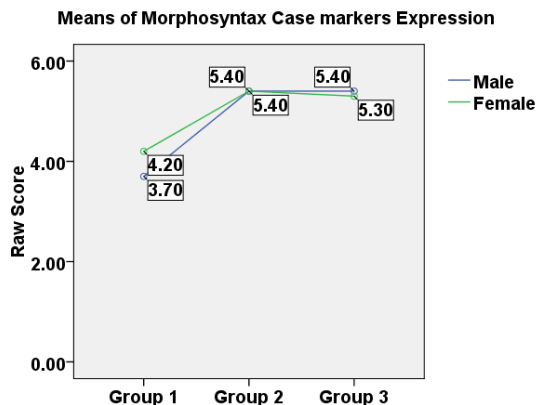


Figure 6: Shows mean of case markers task (expression)

To see whether the difference in mean scores was significant across age one way ANOVA was carried out. The result showed no significant age difference in males and females for both reception and expression task.

Case markers reception mean scores are almost equal for all age groups showing that understanding level for case markers is same for 6th standard students as well as for 8th standard students. While in case markers expression task the maximum scores were obtained by group 2 and 3. However none of the age groups achieved 100% scores on both reception and expression task showing that case markers are still developing in 12 to 15 years of age. This finding is supported by a study done by Karbhari-Adhyaru and Vasanta (2004) that the scores obtained for case markers increase steadily from grade V to VIII but the scores did not reach 100% so they concluded that the development for case markers was not completed by grade VIII.

I.4: Tense Markers Task

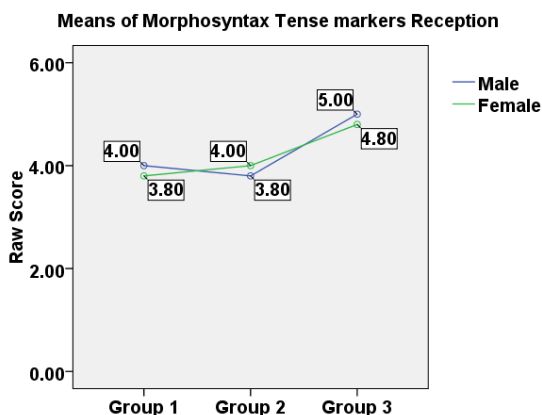


Figure 7: Shows mean of tense markers task (reception)

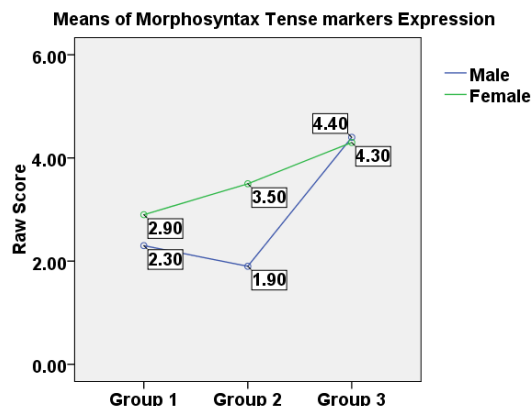


Figure 8: Shows mean of tense markers task (expression)

As shown in figure 7, the mean scores for both gender were higher for group 3 as compared to other age groups. Overall graph is showing rise and fall pattern.

As shown in figure 8, the graph shows that females performed better on tense markers expression task. The mean scores for both gender were higher for group 3 as compared to other age groups. Overall graph is showing rise and fall pattern.

To see whether the difference in mean scores was significant across age one way ANOVA was carried out. The result showed no significant age difference in males for reception but showed significant age difference for expression { $F(2) = 4.534, (p < 0.05)$ }. In females the difference was not statistically significant for both reception and expression.

The post-hoc test was carried out to see the difference within groups.

Table 6: Results of Tukey post-hoc across age groups for tense marker expression task in males.

Tense Markers	Males	Group 1	Group 2	Group 3
Expression	Group 1			
	Group 2	.895		
	Group 3	.065	.024*	

** Significance at 0.01 level.

*Significance at 0.05 level

Table 6 shows that the post-hoc results were significantly different between group 2 and 3 only among males as there was steep rise in the scores obtained by the participants in the group 3 (8th standard).

Suchitra and Karanth (1990) found that the grammatical sensitivity for tense markers was least as compared to other grammatical categories within the age range of 6 to 10+ years. However in the present study maximum mean scores were obtained by group 3, i.e., 8th standard (14 years) students. This can be because the tense markers are more focused topic in the curriculum of 8th standard students.

Domain II: Semantics

II.1: Antonym Task

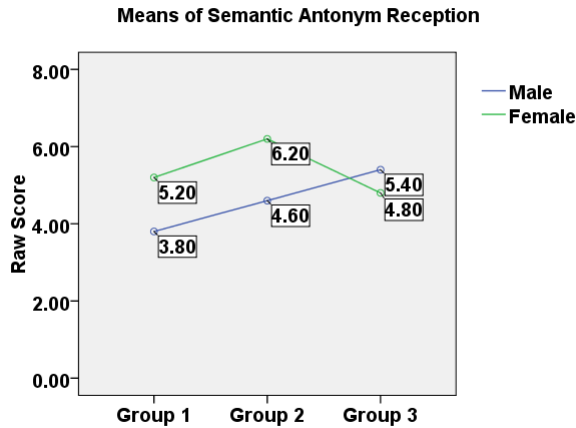


Figure 9: Shows mean of antonym task (reception)

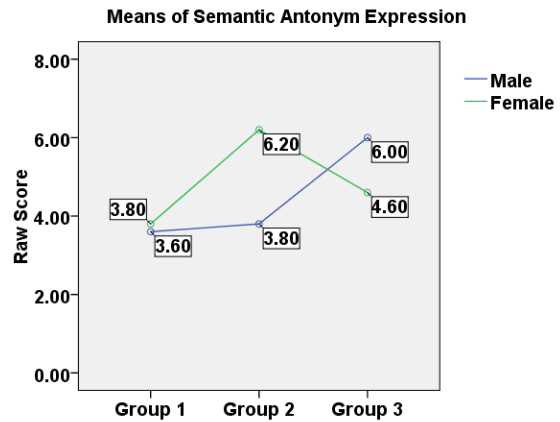


Figure 10: Shows mean of antonym task (expression)

To see whether the difference in mean scores was significant across age one way ANOVA was carried out. The results showed no significant age difference in males for reception but showed significant age difference for expression { $F(2) = 4.200, (p < 0.05)$ }. In females the difference was not statistically significant for both reception and expression.

The post-hoc test was carried out to see the difference within groups.

Table 7: Results of Tukey post hoc across age groups for antonym expression task in males.

Antonym task	Males	Group 1	Group 2	Group 3
Expression	Group 1			
	Group 2	.974		
	Group 3	.037*	.060	

** Significance at 0.01 level.

*Significance at 0.05 level

Table 7 shows that the post hoc results were significantly different between groups 1 and 3 among males. This indicates that the higher group performed better than lower age groups and scores inclined linearly as age increased.

The scores are showing improvement but they are not fully achieved so we can say that antonym is still developing curriculum wise in school age children of 12 to 15 years.

II.2: Synonym Task

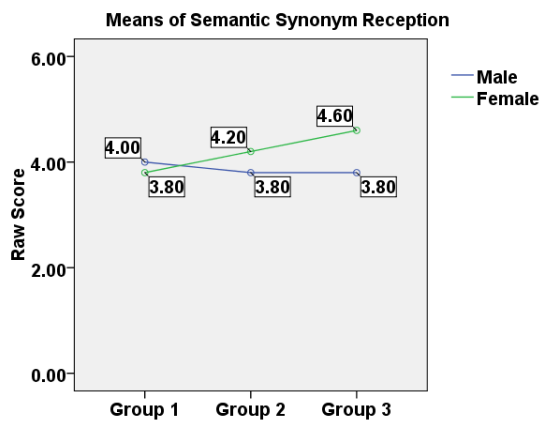


Figure 11: Shows mean of synonym task (reception)

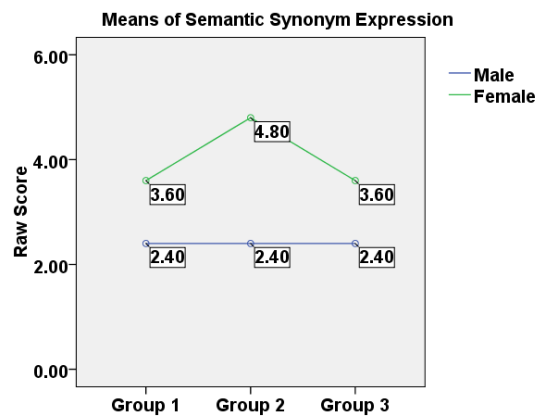


Figure 12: Shows mean of synonym task (expression)

As shown in figure 11, the mean scores in males are almost same for all age groups. Graph is showing flat pattern. In females mean scores are inclined with increase in age showing rising pattern of graph.

As shown in figure 12, the mean scores in males are same for all age groups showing flat pattern of graph. In females graph is showing rising falling pattern due to variability in the mean scores.

To see whether the difference in mean scores was significant across age one way ANOVA was carried out. The results showed no significant age difference in males and females for both reception and expression.

II.3: Homonym Task

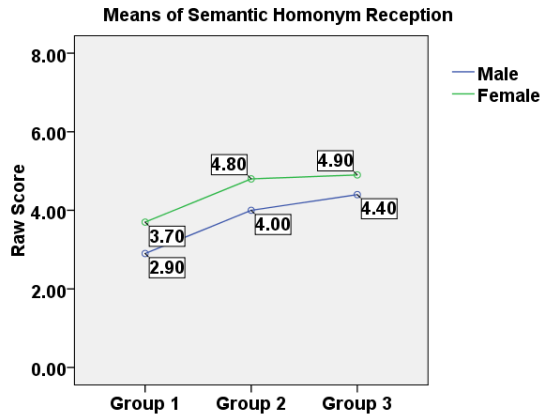


Figure 13: Shows mean of homonym task (reception)

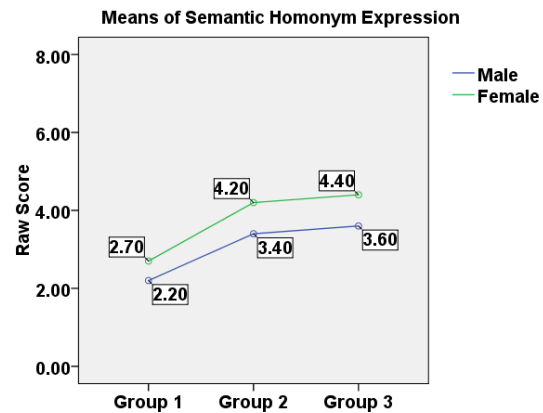


Figure 14: Shows mean of homonym task (expression)

As shown in figure 13, both gender showed increase in mean scores as age increased, however female performed better than males. Overall graph is showing rising pattern.

As shown in figure 14, the mean scores for homonym task (expression) inclined linearly as the age increased in both genders. Overall graph is showing rising pattern.

To see whether the difference in mean scores was significant across age one way ANOVA was carried out. The results showed no significant age difference in males for reception but the difference was significant for expression { $F(2) = 4.943, (p < 0.05)$ }. In females the difference in mean scores was not statistically significant for both reception and expression.

The post-hoc test was carried out to see the difference within groups.

Table 8: Results of Tukey post-hoc across age groups for homonym expression task in males.

Homonym task	Males	Group 1	Group 2	Group 3
Expression	Group 1			
	Group 2	.526		
	Group 3	.012*	.130	

** Significance at 0.01 level.

*Significance at 0.05 level.

Table 8, showed the post-hoc results were significantly different between group 1 and 3 only among males. This showing that group 3 (8th standard) students performed better on homonym expression task than other age group students.

Though mean scores are increasing with age but in 12 to 15 years of age range homonyms are not fully developed as none of the age group scored 100%. The probable reason could be increasing size of vocabulary. In a similar study done by Suchitra and Karanth (1990) it was seen that maximum scores were not obtained even by the oldest age group studied (i.e., 10+ years) on homonym, synonym, antonym and semantic similarity.

II.4: Figurative Task

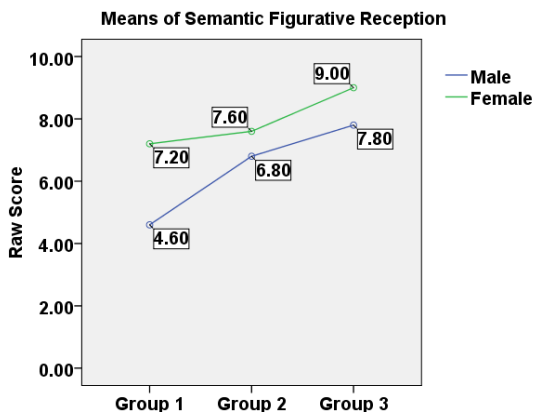


Figure 15: Shows mean of figurative task (reception)

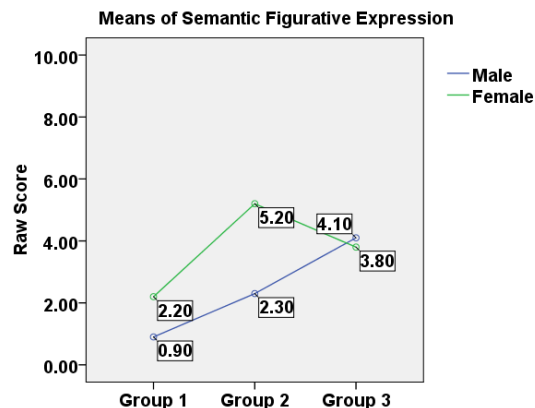


Figure 16: Shows mean of figurative task (expression)

As shown in figure 15, in both the genders scores inclined linearly as the age increased. Female performed better than males.

As shown in figure 16, the mean scores for figurative task (expression) raised linearly except in females there was downfall in mean scores after group 2. Overall graph showed variable pattern.

To see whether the difference in mean scores was significant across age one way ANOVA was carried out. The results showed no significant age difference in males for reception but showed significant age difference for expression {F (2) = 6.322, (p< 0.01)}. Similarly in females the difference in mean scores was not statistically significant for reception but showed significant age difference for expression {F (2) = 3.880, (p< 0.05)}.

The post-hoc test was carried out to see the difference within groups.

Table 9: Results of Tukey post-hoc across age groups for figurative expression task in males.

Figurative task	Males	Group 1	Group 2	Group 3
Expression	Group 1			
	Group 2	.284		
	Group 3	.004**	.133	

** Significance at 0.01 level.

*Significance at 0.05 level

Table 10: Results of Tukey post hoc across age groups for figurative expression task in females.

Figurative task	Females	Group 1	Group 2	Group 3
Expression	Group 1			
	Group 2	.025*		
	Group 3	.314	.408	

** Significance at 0.01 level.

*Significance at 0.05 level

Table 9 shows that the post hoc results were significantly different between groups 1 and 3 in males.

Table 10 shows that the post-hoc results were significantly different between groups 1 and 2 only in females.

On figurative language task, the reception scores were better than expression which shows that students start comprehending figurative language during 12 to 15 years of age range. The current finding of better scores in comprehension of figurative language supports the study done by Karuppali and Bhat (2013). They found predominant figurative interpretations between the 12 to 14 years and also observed developmental trend in the comprehension of idiomatic phrases.

Summary and Conclusion

Curriculum based language learning is more formal and is acquired at various linguistic levels across the curricular grades. There are considerable differences in the forms used in oral language and the forms learnt in curricular language. Hence there was need to check this development difference between oral language and curriculum based language and there was need to develop a curriculum based language test which will help to assess language development in school going children. Due to the lack of such standardized tests in Indian context, there is no sufficient data on adolescents to mark their linguistic growth across different linguistic sub domains. Hence, the present study was planned with the aim to explore the curriculum based language skills in Hindi for students between 12 to 15 years of age. Tool to check the curriculum based language was developed in this study. Total 60 participants were included in the present study within the age range of 12- 15 years (30 M & 30 F). Scores obtained by each child was statistically analyzed. Mean standard deviation were obtained age and gender wise. One way ANOVA was done to compare the age groups separately for genders. Among males the significant difference was present at Blending Reception, Blending Expression, Compound Expression, Tense Expression, Antonym Expression, Homonym Expression, and Figurative Expression.

In females the significant difference was present at Compound Expression and Figurative Expression. Though there was increase in mean scores with the increase in age, but none of the skill achieved ceiling effect showing that skills like blending, antonym, homonym and figurative language were still developing in 12 to 15 years of age. Better reception scores on compound, case markers showed that these skills are already achieved before the age of 12 years.

Standardization & validation of the present tool can be done on larger population which will be useful in highlighting the language development in secondary school years. This study has implications on early identification and remediation for children who are at risk for academic failure. The study has an important impact in Indian context since the materials available in assessing curriculum based language are very limited. This can also be used as a measure of child's progress following intervention. Validation of this tool can be done on clinical population like SLI, dyslexia, LLD, Hearing Impairment, Delayed in Speech and Language, children with misarticulation.

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Pre-reading Skills in Hindi Speaking Children between 3 to 6 Years

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Abstract

The pre reading skills are considered as good predictors of later reading achievement. In western culture there has been enough support for the fact that pre reading skills are considered as good predictors of later reading achievement. There is paucity of research in Indian literature to support the fact. Since assessing pre reading skills of children at risk will help in early detection and intervention there is need to describe and assess pre reading skills in children. The present study was designed with the aim to explore the pre reading skills in Hindi speaking children between 3 to 6 years of age. 80 Hindi speaking typically developing children, attending normal Hindi medium school were selected on the basis of inclusion criteria. Statistical analysis using SPSS software version 16 was done. Mean and standard deviation were obtained. MANOVA was carried out to compare the age groups. The findings suggested that there was a statistically significant age related difference on pre reading skills. Significant improvement was seen ($p < 0.01$) on skills like listening comprehension, memory, literacy skills, reading and writing. The study has an important impact in Indian context since the materials available in assessing pre reading skills are sparse in general. This can also be used as a measure of child's progress following intervention. Validation of this tool can be done on clinical population.

Keywords: Pre reading, listening comprehension, memory, literacy skills, reading, writing.

Introduction

Reading is a complex process which involves multiple skills like alphabet identification, alphabet recall, visual discrimination, phoneme grapheme correspondence, orthographic knowledge, reading comprehension etc. It's a continuous process in which an individual learns to master these skills from early childhood through the adulthood. Chall (1983) has outlined a six

stage framework, describing pre-reading as the initial stage which include oral language development and literacy awareness, followed by the second stage of learning to read, where a child starts to use letter sound associations to read words. A child extends his/her early reading skills and uses them with accessible texts. Later, children are said to be reading to learn, in order to gain information and extend their vocabulary. Children start reading using multiple viewpoints and are able to analyze what they have read and react critically towards it. The final stage includes construction and reconstruction, where people read selectively and form opinions about what they have read.

As we know, being able to read is vital to educational achievement as it provides children with the skill to understand and enjoy a wide range of subjects both within and out of school. Beyond school, it plays an important role in our everyday lives, determining the choices available for work and further education. Thus, it is essential that we understand the processes that lead to successful reading comprehension and the ways in which these processes can be developed in young children.

There have been enormous amount of research done to find out the early predictors for later reading failures in children. (Scarborough, 1989; Whitehurst & Lonigan, 1998; Whitehurst & Fischel, 2000). A good predictor of reading ability is oral language. It refers to receptive skills as well as expressive abilities which include arranging words together in order to form grammatically correct phrases and sentences (Landry, Smith & Swank 2006). Young children begin to understand that letters provide the code to reading as they develop phonological awareness and alphabet knowledge. Along with phonological awareness, print awareness, letter knowledge, writing is also an indispensable tool for learning (Graham, Gillespie & McKeown, 2013). But these predictors are mainly studied for English Language.

It has been seen that transparency plays an important role in reading development in children across languages. A highly transparent orthography is easier to detect and uses grapheme-phoneme correspondence (Zeigler & Goswami, 2005; Wimmer & Goswami, 1994). India is multilingual country and has various written languages. It includes extremely opaque English as well as transparent Hindi orthography that are used by the same group of children.

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Hindi uses Devanagari writing system. It has syllable as well as alphabetic property and hence called alphasyllabary. Hindi has a transparent orthography, i.e., grapheme to phoneme mapping is largely consistent, with complex graphemic features (Bright, 1996).

Difficulty in learning to read is the frequently encountered problem in school going children. Therefore, reading is considered to be the most important and most troublesome aspect in the elementary school curriculum. It holds importance because it is a tool, the mastery of which is essential to the learning of every school subject. It is most troublesome because pupils fail in reading far more frequently than in any other elementary skills. If pre reading assessments are given to school going children, we can predict their success and failure in learning to read. It will help to identify their reading related problems. The identified children can be trained in skills which they are poor. It will ultimately help to make them successful readers.

According to Ramaa (2000) prevalence of learning disability (LD) in India ranges from 3 to 10%. The high prevalence rate of LD indicates the need for early identification and intervention based on individual performances.

The tests available in India do not assess all the pre reading skills for children below 6 years of age. Presently, there is no assessment tool for measuring reading related skills in Hindi in preschool children to the best of the researcher's knowledge. Various researches support targeting emergent literacy skills in preschool and young elementary school students as a means of impacting subsequent reading development (Bradley & Bryant, 1985; Anjana, 2002; Yeh, 2003; Justice, Chow, Capellini, Flanigan & Colton, 2003; Bailet, Repper, Murphy, Piasta & Zettler-greeley, 2013). Since assessing pre reading skills of children at risk will help in early detection and intervention there is need to describe and assess pre reading skills in children.

To sum up, in a multilingual country like India, the availability of a variety of tools in different languages will help the speech language pathologist to obtain the complete profile of reading disabled. Reading development happens parallel to child's development of expressive language and cognition, these skills become early predictors of later language based reading

difficulty. So there is need to check the developmental trend of reading skills as efficiently and as early as possible so that early intervention can be provided.

Method

Development of Tool

An assessment tool was prepared to elicit systematic information on pre reading skills from typically developing children between 3 to 6 years of age. The items in tool developed in the present study were carefully prepared, keeping the age of children in mind. The items were also constructed after a detailed review of already existed material in Western as well as Indian literature. The familiarity check was done by 2 parents of each age group, 3 teachers of respective class and 2 speech language pathologists. The tool consists of 6 domains:

- I. Listening Comprehension
- II. Memory
- III. Literacy Skills
- IV. Phonological awareness
- V. Reading
- VI. Writing

Inclusion Criteria

- 1 Participants with age range between 3 to 6 years will be selected
- 2 Participants with both genders will be included
- 3 Participants with mother tongue Hindi and who are going to Hindi medium school will be considered for the study.
- 4 Participants with no hearing problem tested on four frequencies (500 Hz, 1 KHz, 2 KHz and 4 KHz) generated by audacity will be included.
- 5 Participants with no vision problem tested on Snellen's chart will be included.
- 6 Participants with no reported neurological and psychological deficits will be included.
- 7 Participants with parental education of higher secondary school will be included.

Administration of Pilot Study

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As a preliminary trial of the test material and in order to get familiarized with the test administration, a pilot study was conducted. Pilot study was performed on 12 participants between age ranges 3 to 6 years who fulfilled the inclusion criteria and were not included in the final sample. Inter item correlation was performed. Items were deleted depending on their correlation with that of total score. Cronbach's alpha coefficient was found to be ($r = 0.97$) suggests a good internal consistency. Care was taken to see that test items were placed in hierarchical order of increasing performance difficulty according to chronological age of children. The easier items were placed at the beginning.

Administration of the Developed Tool to Typically Developing Children and Obtaining Appropriate Scores for Age Groups

Participants

80 typically developing children from 3 to 6 years were included in the study. All the participants were divided into three age groups as shown in table 1. Children were attending L.K.G, U.K.G & I standard.

Table 1: Shows distribution of participants & mean age of participants across group

Groups	I ($> 3 \leq 4$ years)	II ($> 4 \leq 5$ years)	III ($> 5 \leq 6$ years)
No. of participants	25	28	27
Mean age	3.6	4.55	5.85

Test Environment

The assessment and administration was done in a quiet and well lit room. Each child was seated comfortably on a chair or a bench. The tester sat next to the child in order to avoid visual cues. Testing was done for one child at a time in order to prevent distraction due to the presence of other children.

Test Protocol

School authorities were provided with a letter seeking permission in order to perform the study. Prior to the administration of the test, screening for speech, language, behavioral and hearing problems was done. Demographic details of child along with information about their

parents' education and profession were noted. After passing the inclusion criteria, the child was seated comfortably on a chair for the administration of pre reading assessment tool. To maintain the consistency in administration, the instructions were read out from the booklet to the participant. The duration of administration was 45 minutes, depending on the motivation and cooperation of the child. The audio and video recording of the sessions were carried out while administering the test. The activities were not time bound. Each participant was given enough time to respond. The instructions were repeated twice if required. When the correct response was obtained, verbal reinforcement was given to maintain motivation level.

Results and Discussion

The main focus of this study was to explore the effect of age on pre reading abilities in Hindi speaking children. To fulfill this aim, the assessment tool was designed to elicit systematic information based on skills present in typically developing preschool children.

MANOVA was done to determine whether difference between total scores were statistically significant across age on pre reading domains. As shown in table 2 overall multivariate test results revealed that there is a statistically significant difference for age [F (12,144) = 17.73, (p<0.01)].

Table 2: Multivariate Test Results of pre reading skills across age groups

Age	Wilk's Lambda	F	Hypothesis df	Error df	Sig
		17.73	12	144	0.00**

**Significance at 0.01 levels.

The descriptive statistics (mean & standard deviation) are shown in graph for scores obtained by participants across each domain. The values are provided in table 3.

Table 3: Mean and SD values across age for each domain

Variable	Group I	Group II	Group III
Listening Comprehension			
Mean	17.64	27.81	39.63
SD	9.08	10.80	2.33
Memory			
Mean	10.08	13.33	17.44
SD	3.88	4.36	2.83
Literacy Skills			
Mean	11.44	13.56	19.59
SD	3.56	3.40	1.27
Phonological Awareness			
Mean	6.36	23.41	58.96
SD	9.04	16.50	10.70
Reading			
Mean	1.72	7.11	34.81
SD	2.44	8.14	12.80
Writing			
Mean	7.84	19.96	62.93
SD	8.69	14.37	15.20

Results of Domain I (Listening Comprehension)

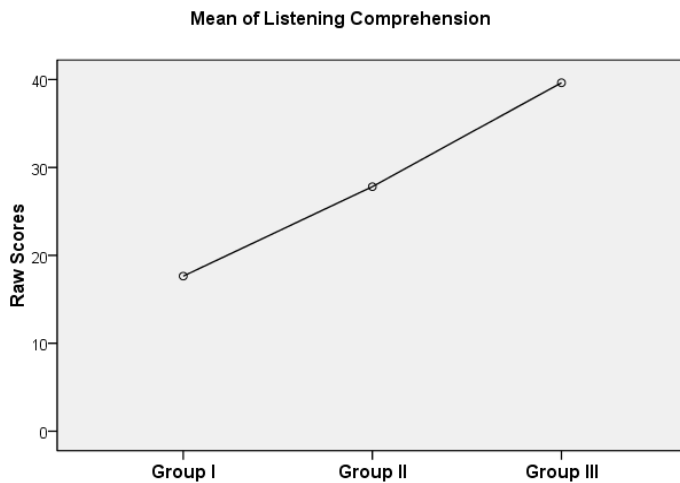


Figure 1: Mean score for Listening Comprehension across groups

As shown in figure 1, the listening comprehension scores for participants were 17.64, 27.81 and 39.63. Overall the graph is showing rising pattern and means scores are increasing as age increases. To see whether the difference is significant across age groups MANOVA was carried out. The results showed that there was significant increase in scores obtained by participants as age advances { $F(2) = 46.44, (p < 0.01)$ }. The post hoc test was carried out to see the difference within groups.

Table 4: Results of Gabriel post hoc across age group for Listening Comprehension

Listening comprehension	Group I	Group II	Group III
Group I			
Group II	0.00**		
Group III	0.00**	0.00**	

** Significance at 0.01 levels

As shown in table 4, the significant difference could be because; as the age increases their listening skills improve which lead to better auditory discrimination. Children are introduced to reading and understanding of concepts of Hindi alphabets in kindergarten and first grade. Thus lead to a better performance on listening comprehension task in age range of 5 to 6 years. On similar lines, study by Kuppuraj and Shanbal (2010) reported that children attained maximum score for auditory discrimination by 6-7 years of age. Better performance on auditory discrimination of words is seen in 5-6 years of children than younger age group by Shah (2010).

Results of Domain II (Memory)

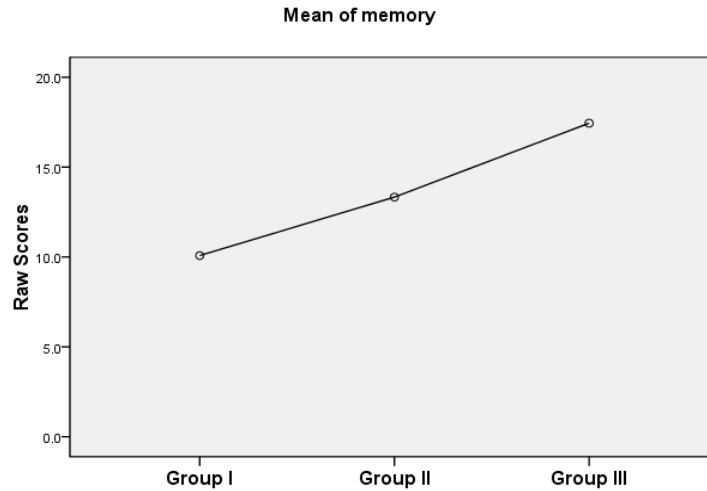


Figure 2: Mean score for Memory across groups.

As shown in figure 2 the mean scores of participants were 10.08, 13.33 and 17.44 Overall the graph is showing rising pattern and means scores are increasing as age increases. To see whether the difference is significant across age groups MANOVA was carried out. The results showed that the difference was statistically significant and there was increase in performance of participants as age advances { $F(2) = 25.29, (p < 0.01)$ }. The post hoc test was carried out to see the difference within groups.

Table 5: Results of Gabriel post hoc across age group for Memory

Memory	Group I	Group II	Group III
Group I			
Group II	0.00*		
Group III	0.00**	0.00**	

**Significance at 0.01 levels.

Table 5 shows that the Gabriel post hoc results were significant between all age groups across memory section of the test. This analysis reveals that the performance on memory task becomes better with age.

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It has been suggested that remembering becomes easier in children with age because control processes become more automatic through repeated use (Gathercole, 1998). Analysis of results of present study reveals that there was a developmental progression in the performance of children on verbal memory task. One explanation for relatively good performance from older children can be in support of the research findings on rehearsal strategies (Chi, 1977).

Results of Domain III (Literacy Skills)

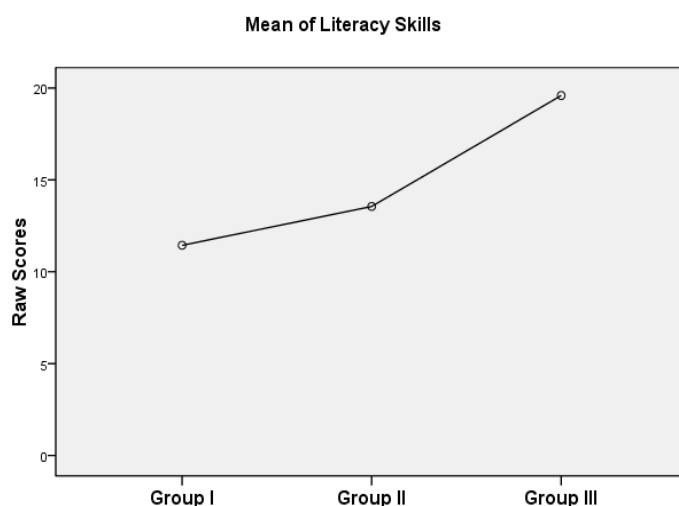


Figure 3: Mean score for Literacy Skills across groups.

As shown in figure 3, the mean scores of participants were 11.44, 13.56 and 19.59. Overall the graph is showing rising pattern and means scores are increasing as age increases. To see whether the difference is significant across age groups MANOVA was carried out. The results of MANOVA indicate there was a significant incline in scores obtained by participants as age advances { $F(2) = 55.32, (p < 0.01)$ }. The post hoc test was carried out to see the difference within groups.

Table 6: Results of Gabriel post hoc across age group for Literacy Skills

Literacy Skills	Group I	Group II	Group III
Group I			
Group II	0.03*		
Group III	0.00**	0.00**	

**Significance at 0.01 levels.

Table 6 shows that the Gabriel post hoc analysis was significant between all age groups across literacy skills section of the test. The better performance was seen in 6 years old children. This could be because the behaviors related to a child's physical manipulation or handling of books, such as page turning, left to right directionality concept of letter reading are still emerging in lower age group children and become better with increases in age. Similar results have been observed by Chall (1983) and Tompkins (2010). The findings of present study also reveal that the performance is seen to improve on print awareness task with increases in age. In Indian context, similar findings have been observed by Jagdish (1991) who studied logographic reading skills in preschoolers in the age range of 3-4.6 years. She has also concluded that the print awareness was seen to be improved with age.

Results of Phonological Awareness

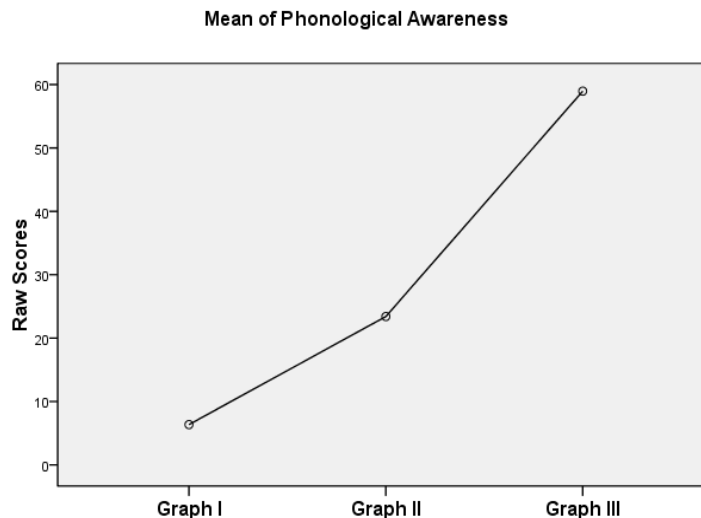


Figure 4: Mean score for Phonological Awareness across groups.

As shown in figure 4, the mean scores of participants were 6.36, 23.41 and 58.96 Overall the graph is showing rising pattern and means scores are increasing as age increases. To see whether the difference is significant across age groups MANOVA was carried out. The results of MANOVA indicate there was a significant incline in scores obtained by participants as age advances { $F(2) = 119.44, (p < 0.01)$ }. The post hoc test was carried out to see the difference within groups.

Table 7: Results of Gabriel post hoc across age group for Phonological Awareness

Phonological Awareness	Group I	Group II	Group III
Group I			
Group II	0.00**		
Group III	0.00**	0.00**	

**Significance at 0.01 levels.

Table 7 shows that the Gabriel post hoc analysis was significant between all age groups across PA (matching initial letter) section of the test. Children in age range of 4-5 years scored better than 3-4 years old. Maximum scores were achieved by children in age of 5-6 years. The

significant difference could be because by the age of 5 or 6 years the children start developing phoneme grapheme correspondence and they start doing activities in school like writing words with same letters which lead to better performance in this age group. In Indian context, Shilpashree (2004), Ravindra (2007) and Virginia (2014) have also found that phonological awareness skills does not develop at once but emerges gradually as children matures and improves with grade.

However, it was found that for activities like rhyme identification even children in 5-6 years of age did not achieve maximum score. This indicates that the process is still developing and development continues beyond 6 years of age. Comparison of the result of the present study in terms of rhyme identification tasks with the studies reported in the literature on English speaking children (Adams, Foorman, Lundberg, and Beeler 1998) indicates that children participating in the present study acquire rhyme level skills later than the ones reported in the West.

Results of Reading

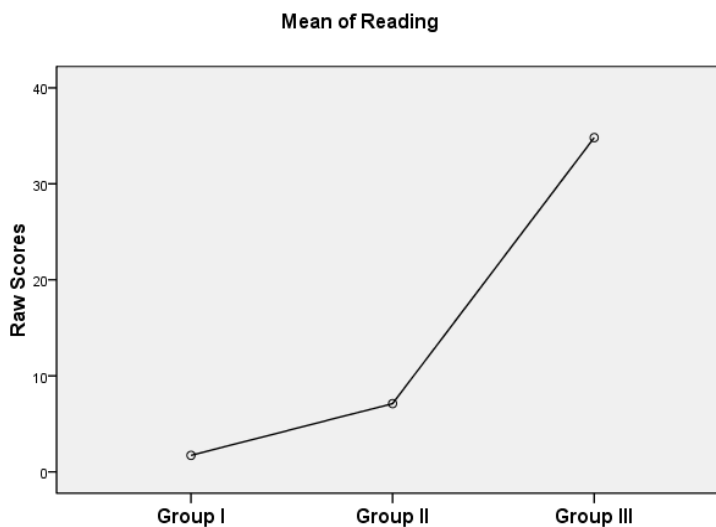


Figure 5: Mean score for Reading across groups.

As shown in figure 5, the mean scores of participants were 1.72, 7.11 and 34.81. Overall the graph is showing rising pattern and means scores are increasing as age increases. To see whether the difference is significant across age groups MANOVA was carried out. The results of MANOVA indicate there was a significant incline in scores obtained by participants as age advances {F (2) = 102.62, (p< 0.01)}. The post hoc test was carried out to see the difference within groups.

Table 8: Results of Gabriel post hoc across age group for Reading

Reading	Group I	Group II	Group III
Group I			
Group II	0.09		
Group III	0.00**	0.00**	

**Significance at 0.01 levels.

Table 8 shows that the Gabriel post hoc analysis was significant between all age groups across reading section of the test except group I & group II. The lower age could not perform the task. The difference could be because these children were still in the process of combining letters or phoneme strings to form words for meaning. Minimal improvement was seen in the next group (4-5 years age). However, much better performance was observed in children between age group of 5-6 years. The findings of present study indicated improvement in performance of children from 3 to 6 years of age. By 5 to 6 years of age children have understanding that letters combine to form words and they can be read. Hence, children start reading by 5-6 years of age and may continue to do so in further years. Similar results have been supported by Tilstra, McMaster, Van den Broek, Kendeou and Rapp, (2009) who found that children in very younger group could not perform adequately on reading tasks. Tompkins (2010) have also found that by the end of 6 years of age child understand word, letter sound & sentences, however the fluency in reading keeps on developing with increase in age.

Results of Writing

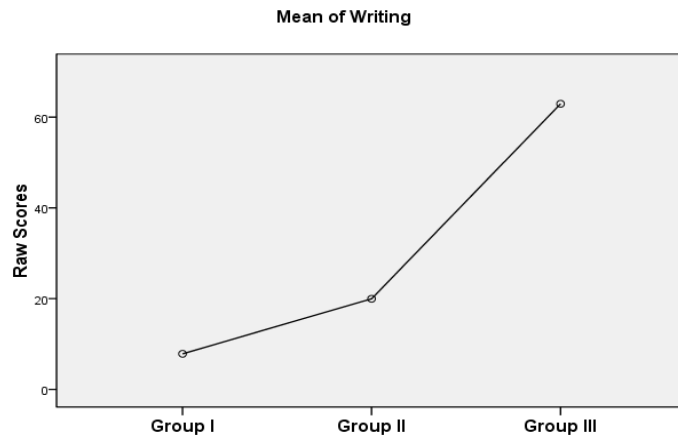


Figure 6: Mean score for Writing across groups.

As shown in figure, 6 the mean scores of participants were 7.84, 19.96 and 62.93. The graph is showing rising pattern. To see whether the difference is significant across age groups MANOVA was carried out. The results of MANOVA indicate there was a significant incline in scores obtained by participants as age advances { $F(2) = 127.28, (p < 0.01)$ }. The post hoc test was carried out to see the difference within groups.

Table 9: Results of Gabriel post hoc across age group for Writing

Writing	Group I	Group II	Group III
Group I			
Group II	0.00**		
Group III	0.00**	0.00**	

**Significance at 0.01 levels.

Table 9 shows that the Gabriel post hoc analysis was significant between all age groups across writing section of the test. In present study, there was minimal improvement noted in older age groups of 4-5 and 5-6 years. It was also observed that children even between age group of 5-6 years could not achieve the maximum attainable score. This is in agreement with the study

done by Yashodha (1994) who stated that writing skills begin to emerge at the age of 3-4 years with the copying and gradually with increase in age other skills e.g. writing to dictation, sentence completion are acquired.

To summarize, it was found that there was a statistically significant age related difference on the performance of various pre reading skills. As age advanced the performance of children on all domains of pre reading increased. The skills like rhyme identification (phonological awareness) and some memory skills were found to be most difficult. Even the children in age range of 5 to 6 years could not obtain near maximum scores. It can be interpreted that these skills are still developing. Hence we can infer that all these domains are important to study and assess the developing trend in pre reading skills in children with mother tongue Hindi across the age range of 3-6 years. Since the participants included in the present study were not enough to make a conclusive statement, further studies should be carried out to see the developmental progression of pre reading skills in typically developing Hindi speaking children.

Conclusion

It has been found in literature that the pre reading skills are considered as good predictors of later reading achievement (Lonigan, Burges, Anthony & Baker, 1998; Pre, Konen, Hasselhorn & Krajewski, 2014). In order to avoid reading problems in later stage, one needs to assess pre reading skills. Early identification of these skills will help in early intervention. In present study significant improvement in performance was seen with increase in age. Maximum scores were obtained by children in age range of 5 to 6 years. Results have also concluded that the skills like phonological awareness, memory, reading and writing continues to develop even beyond 6 years of age. Standardization & validation of this tool can be done on larger population which will be useful in highlighting the predictors of later reading problem. This study has implications on early identification and remediation for children at risk for reading problems. The study has an important impact in Indian context since the materials available in assessing pre reading skills are sparse in general. This can also be used as a measure of child's progress following intervention. Validation of this tool can be done on clinical population like SLI, dyslexia, language based learning disabilities, children with misarticulation.

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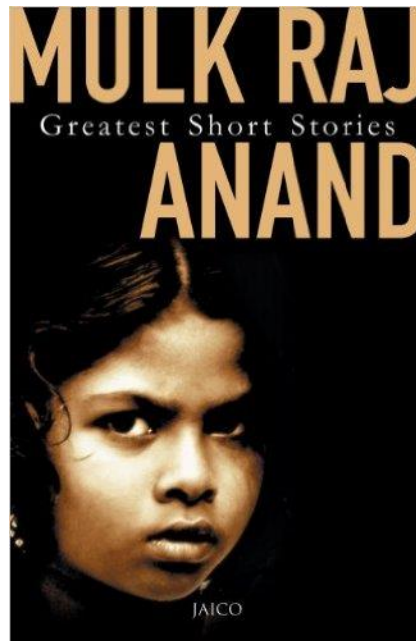


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Living on the Edge of Society-
Thoughts on Mulk Raj Anand's Story –
“The Price of Bananas”

Dr. Olive Thambi
Philip Rajesh Albert, MIT (London)



Abstract

The paper focuses on the marginalised section of Indian society which is relegated to the sidelines by the upper class. The story entitled, “The Price of Bananas”, captures the subtleties of class division succinctly. The story describes the negligent, mean attitude of the affluent towards the poor. Mulk Raj Anand who espoused the cause of the deprived and the underdog, is quite vociferous and vehement as he voices his attack against the affluent group in Indian society.

Keywords: The Marginalised, Indian Society, Class Division, the deprived, “The Price of Bananas”

Symbolizing Two Different Classes

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The story, “The Price of Bananas’ describes two characters that represent and symbolise two different classes. They have a face-face encounter which has its own aftermath. It all begins on a humorous note. When the story opens, the business man is seen walking into the railway station, followed by an obsequious coolie. Dr. Dewey expresses the view that every person has a “desire to be important” (Carnegie 34). The business man feels quite important as he walks superciliously into the railway station. Within a few moments, a mischievous monkey reaches for his cap from a tree top. The businessman is temporarily stripped of his dignity. He makes gestures to the monkey asking for the cap, but to no avail.

A Banana Vendor

The onlookers find this hilarious and they burst into peals of laughter which subsequently hurts and wounds the businessman’s ego. Then comes a banana vendor who entices the monkey with a bunch of bananas, while also asking the monkey to return the cap. The monkey which is for a while confounded and surprised, relents to give back the cap to the banana vendor who in turn returns the cap to the businessman. The businessman is relieved to get back his cap and he takes his seat in the train without even a simple ‘Thank you’, acknowledging the banana vendor’s kindness. When the banana vendor asks the businessman for the price of the bananas, the businessman is surprised. Shrewd as he is, the businessman refuses to part with his money on the grounds that he had not asked for the banana vendor’s help. As the train starts moving, the poor vendor’s point of view is lost in the wind, falling on deaf ears.

How Do Conflicts Arise?

Stephen Covey says in his book, *The Seven Habits of Highly Effective People*, that most conflicts arise out of differences in opinions. “The hunger to be understood is apparent in most people. Besides, most people are too vulnerable emotionally, to listen deeply----to suspend their agenda long enough to focus on understanding before they communicate their own ideas” (9). Stephen Covey goes on to say that independence is the current paradigm of society, but people can achieve much more by co-operation and mutual understanding. He also points out, “The way we see the problem, is the problem.” (Covey, 3).

The Question of Two Annas

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The businessman had his own preconceived notions about the whole incident. He had his own way of seeing things and justifying what he did. Had there been a paradigm shift in his approach, perhaps this conflict would not have arisen in the first place. After all, the two annas would not have mattered at all to the businessman. The main problem with the businessman was that his paradigm was not close to reality and he could not understand the feelings of a poor man. All that mattered to him was his ego which had received a big blow. Secondly, the businessman failed to realise that human relationships always thrive on reciprocity. There is always a give and take in social connections. In this case, the generosity of the banana vendor in retrieving the cap for the businessman should have been adequately reciprocated; sadly, that did not happen.

Emotional Process

Then as the train starts moving, the banana vendor tries his best to retrieve the money, but then the businessman looks away in the opposite direction avoiding the gaze of the vendor. The vendor is out of sight after having hurled abuses at the businessman. The business man clearly lacks emotional intelligence, which according to James Mantelow is “the ability to recognise emotions and perceive emotions of others as well”. (C33) Navigating through all these emotions and processing them in his mind, needs tact and shrewdness. The businessman’s ego was so hurt that he did not even pause to reflect on the whole incident.

The Mercy of the Monkey: Prejudice in Life

The businessman also tries to avoid looking at the co-passengers who certainly do not approve of his unbecoming behaviour. Later after regaining his composure, the businessman tries in vain to defend himself before a startled, unforgiving group who do not respond to him appropriately. The narrator has his revenge by circulating a caricature of the businessman at the mercy of the monkey.

“Prejudice” says Wesley Wiksell in his book, *Do they understand you?* “prevents us from hearing things as they are. We hear only what we want to hear; the rest is lost or distorted “. (113) The businessman is prejudiced against the banana vendor and he even begins suspecting that he might have a league with the monkeys in order to earn money.

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Suspicion and mistrust are two other factors which dissuade the businessman from paying the banana vendor.

The Case of the Chimney Sweeper

If the businessman had been broadminded and good humoured to let go of the two annas in the face of some mirth and fun at his own expense, it would have been much better. Charles Lamb shows much understanding and warmth to a young chimney sweeper when he becomes the butt of his joke, once when Lamb trips over and has a bad fall. Charles Lamb says in his essay, entitled *In Praise of Chimney Sweepers*:

Yet can I endure the jocularity of a young sweep with something more than forgiveness ... there he stood, -- with such a maximum of glee, and minimum of mischief,--- in his mirth---for the grin of a genuine sweep hath absolutely no malice in it—that I could have been content, if the honour of gentleman might endure it, to have remained his butt and his mockery till midnight. (186)

There Could Be Other Side

The businessman could not for a moment pause to think that there could be another side to the whole issue. He failed to see the lighter side of life and take life as it came. As is understandable from the story, there is a lack of kind feelings on the part of the businessman. Considering the hardships that the poor vendor experienced on a daily basis, the businessman could have shown some mercy toward him. Plato's exhortation towards his fellowmen was "be kind for everyone you meet is fighting a hard battle". (Richard, 12)

Affluence and Poverty

The two men in the story represent two distinct ideologies besides depicting two different classes. The businessman represents an affluent society where social connections matter a lot and people like to identify themselves with their own kind. Most of them are indifferent to the lower classes and they abuse them in different ways. They do not understand the fact that everyone shares the same emotions and feelings.

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The banana vendor represents the marginalised section of society who can easily become a scapegoat for any arrogant upper class person. These are people who find them constantly being pushed to the side lines, stripped of their dignity and honour. Unless there is a paradigm shift in one's attitude to people living on the fringes of society, man cannot hope to live in a civilized society. A little love, compassion and empathy can brighten up somebody's dark world and give him a purpose in life. It needs effort, time and more importantly a change from within.

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Effect of Parkinson's Disease on Action Verbs and Tenses Identification Skill

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Abstract

Traditionally, Parkinson's disease was defined as presenting only motor deficits. However, recent studies have highlighted the effects of Parkinson's disease on various language skills. The present study was designed to evaluate the performance of individuals with Parkinson's disease on action verbs and tenses identification skill. 20 Kannada speaking healthy elderly individuals (10 Males; 10 Females) in the age range of 65 – 75 years and 10 Kannada speaking non-demented individuals with Parkinson's disease (5 Males; 5 Females) in the age range of 65 – 75 participated in this study. The findings highlighted the language skills in individuals with Parkinson's disease.

Key words: Parkinson's disease, Kannada speakers, action verbs and tenses

Introduction

Parkinson's disease (PD) is a neurodegenerative disorder, caused by degeneration of midbrain dopaminergic neurons mainly in the *substantia nigra* and functional impairment of the basal ganglia. Motor symptoms of tremor, bradykinesia, and rigidity are the clinical hallmarks of PD (Wolters and Bosboom, 2007).

Several imaging studies have demonstrated that damage to frontostriatal circuits impact both language and cognitive functions. Crosson (1985) suggested that basal ganglia damage results in deficit of both motor programming and language formulation. Disruption of large

cortico-striato-pallido-thalamocortical circuits impair aspects of language production is reported (Copland, Chenery, and Murdoch, 2000; Copland, 2003). Lieberman et al. (1992) reported that speech motor deficits accompanied the grammatical and cognitive deficits in PD patients. The common neurological basis for these deficits was suggested to be the disruption of the circuits between subcortical structures and prefrontal cortex.

Illes, Metter, Hanson, and Iritani, (1988) reported that the language production of people with Parkinson's disease differed both acoustically and linguistically for parameters: speech rate, fluency, syntactic complexity, lexical production, and the relative distribution of content and grammatical phrases from healthy older adults. Studies report that, Parkinson's disease leads to the suppression of grammatical rule application / grammaticality judgment skill (Ullman, et al. 1997; Longworth, et al. 2005; Colman, et al. 2009). Zanini, Tavano, & Fabbro, (2010) studied spontaneous speech in bilingual individuals with PD, reported significantly more grammatical errors in 9 individuals with PD compared to age and education matched healthy adults. Furthermore, this difference was limited to performance in the first language of participants. Impaired production of rule-generated (regular) past tense verb form (Ullman, et al. 1997) and present tense verb form are well reported in individuals with PD during sentence completion task.

Recent studies suggest that early stage PD patient's show deficits in action-verb identification (Boulenger, et al. 2008). Deficit in Action-verb production (Crescentini, et al. 2008), generation of semantically similar verbs (Herrera, Cuetos, 2013) during picture-naming task is reported. Bertella, et al. (2002) showed that early stage PD patients had specific difficulty generating action-verbs. Cotelli, et al. (2007) studied picture-naming in PD patients; results indicated that early PD patients showed a general deficit in both action naming and object naming. Rodriguez-Ferreiro, et al. (2009) reported that PD patients showed a significant impairment in action naming compared to object naming.

Need for the Study

Research supports the assertion that both cortical and subcortical structures contribute to cognitive processing and language use. In summary, the studies described here provide

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converging evidence regarding the types of language impairment found in individuals with Parkinson's disease. The studies reported are more of western studies. Hence, the present study was taken to investigate performance of Kannada speaking individuals with Parkinson's disease on action verbs and tenses identification skills. This helps in early identification of the clinical condition and for planning suitable treatment strategies for individuals suffering from Parkinson's disease.

Aim of the Study

1. To study the performance of individuals with Parkinson's disease on action verbs and tenses identification skill.
2. To find the gender difference, if any.
3. To compare the performance of individuals with Parkinson's disease with healthy elderly subjects on action verbs and tenses identification skill.

Method

Participants

Group-1 (G1) Reference group: 20 Kannada speaking healthy elderly individuals (10 Male; 10 Female) in the age range of 65 – 75 years (M=69.7) participated in this study. Participants were screened for speech, language, hearing, cognition, medical / neurological problem and vision by qualified professionals in the respective field. Participants were from upper middle class family with education level ranging from under graduation to post graduation.

Group-2 (G2) Clinical group: 10 Kannada speaking non-demented individuals with Parkinson's disease (5 Male; 5 Female) in the age range of 65 – 75 (M = 70.8) at the time of testing, participated in this study. A diagnosis of Parkinson's disease was confirmed by the neurologist and clinicalpsychologist, based on standard clinical criteria. The duration of illness ranged from 5 to 10 years (M=7.1). All were under medication to control PD symptoms. Participants were from upper middle class family with education level ranging from under graduation to post graduation.

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Research Design

A Standard group comparison design was used.

Materials

Twenty picture cards depicting different action verbs (Appendix: 1). A list of fifteen Kannada sentences depicting tenses; Past, Present and future (5 sentences each) were used for this study (Appendix: 2).

Procedure

Informed consent was obtained from the participants of both the groups. Each participant was tested individually in a noise free room. For action verb identification task: examiner presented the picture cards depicting different action verbs one by one. Participants were instructed to name the action verbs in each picture. For tenses identification task: examiner presented each sentence orally one after the other. Participants were instructed to identify the type of tense in a given sentence. No time limits were considered for both the tasks.

Scoring

A score of '1' was assigned for each correct response. Score of '0' for each incorrect response.

Results and Discussion

The data obtained were subjected to statistical analysis using SPSS-17 software. Statistical test used were Independent sample t test. The results of this study are presented below:

A. The results for action verb identification

Table 1: Performance of individuals with Parkinson's disease for action verb identification

Clinical group	N	Mean	SD	Sig
Male	5	14.20	3.56	.411
Female	5	12.60	2.07	

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As shown in table: 1, Males' performance indicated mean=14.20; SD=3.56, females; performance indicated mean=12.60; SD=2.07. Mean value for males were slightly higher than for females. However, performance among the genders was not statistically significant at 0.05 level of significance for action verb identification skill.

Table 2: Performance of healthy elderly individuals for action verb identification

Reference group	N	Mean	SD
Male	10	20.00	.00
Female	10	20.00	.00

As shown in table: 2, males had mean=20.00; SD=.00, females had mean value of 20.00 SD=.00. No gender difference was seen on action verb identification skill in healthy elderly individuals.

Table 3: Performance between reference and clinical group for action verb identification

Groups	N	Mean	SD	Sig
Reference group	20	20.00	.00	.004
Clinical group	10	13.40	2.05	

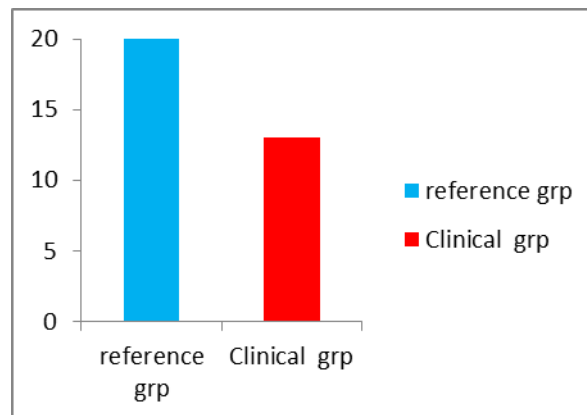


Fig 1: Performance between reference and clinical group for action verb identification

Results in Table 3 and fig 1: indicates that, normal elderly individuals had mean value of 20, SD=.00. Individuals with Parkinson's disease performance indicated mean=13.4, SD=2.05. The performance between the two groups indicated significant differences at 0.05 level of

significance. Individuals with Parkinson's disease performed poorly on action verb identification in comparison with normal elderly individuals.

B. The results for tenses identification

Table 4: Performance of individuals with Parkinson's disease for tense identification

Tenses	gender	Mean	SD	Sig
Past	Male	2.60	1.14	.421
	female	3.20	1.09	
Present	Male	2.80	1.30	.187
	female	1.80	.83	
future	Male	1.60	.89	.273
	female	1.00	.70	

As indicated in table: 4, Males' performance for past tense (M=2.60, SD=1.14); present tense (M=2.80, SD=1.30); and future (M=1.60, SD=.89). Females' performance for past tense (M=3.20, SD=1.09); present tense (M=1.80, SD=.83); and future (M=1.00, SD=.70). The mean value for past tense was more for females. The mean value for present tense was more for males. Performance of both the genders was poor for future tense. However, gender difference was not statistically significant at 0.05 level of significance for tense identification.

Table 5: Performance of healthy elderly individuals for tense identification

Tenses	gender	Mean	SD
Past	male	5.00	.00
	female	5.00	.00
Present	male	5.00	.00
	female	5.00	.00
future	male	5.00	.00
	female	5.00	.00

As shown in table: 5, Males' performance for past tense (M=5.00, SD=0.00); present tense (M=5.00, SD=0.00); and future (M=5.00, SD=0.00). Females' performance for past tense (M=5.00, SD=0.00); present tense (M=5.00, SD=0.00); and future (M=5.00, SD=0.00). Performance among the genders was not statistically significant at 0.05 level of significance.

Table 6: Performance between reference and clinical group for tense identification

Tenses	Group	Mean	SD	Sig
Past	CG	2.90	1.10	.00
	RG	5.00	.00	
Present	CG	2.30	1.15	.00
	RG	5.00	.00	
future	CG	1.30	.82	.00
	RG	5.00	.00	

CG: clinical group, **RG:** reference group

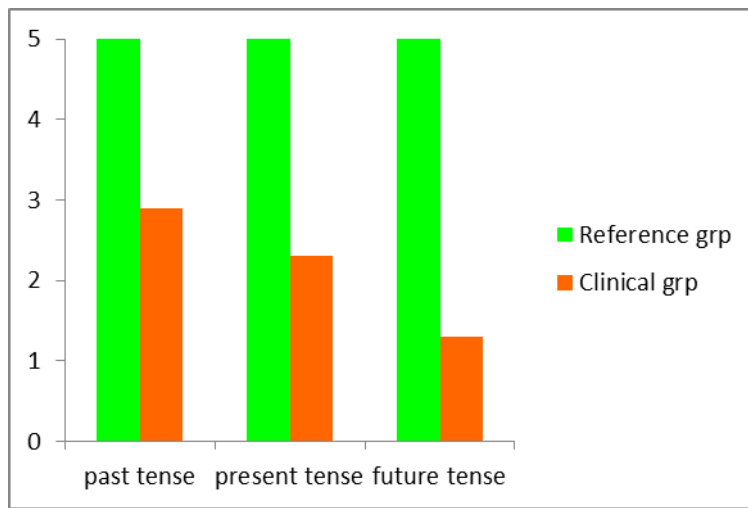


Fig 2: Performance between reference and clinical group for tense identification

The results (see table: 6 & fig: 2) indicate the healthy elderly individuals' performance for past tense (M=5.00, SD=0.00); present tense (M=5.00, SD=0.00); and future (M=5.00, SD=0.00). The results also indicate the performance of individuals with Parkinson's disease for past tense (M=2.90, SD=1.10), present tense (M=2.30, SD=1.15), and future (M=1.30, SD=.82).

Individuals with Parkinson's disease performed poorly on tense identification task in comparison with normal individuals. Performance was very poor in identifying future tense in comparison to past and present tense. The results between two groups indicated significant differences at 0.05 level of significance for all the three category of tenses.

The results of the present study indicated that individuals with Parkinson's disease (PD) performed poorly on both action verb and tenses identification in comparison with healthy elderly individuals. Results also indicated that there was no significant difference in performance among the genders for action verb and tense identification task in both the group. These results are in support with the earlier studies (Lieberman et al. 1992, Ullman et al. 1997; Longworth, et al. 2005; Colman, et al. 2009; Zanini, Tavano, & Fabbro, 2010) indicating that individuals with PD are known to manifest linguistic impairments. The findings are also in support with various studies indicating tenses and action verb errors in individuals with Parkinson's disease (Ullman, et al. 1997; Bertella, et al., 2002; Crescentini, et al. 2008). These errors in individuals with Parkinson's disease may be due to disruption of large cortico-striato-pallido-thalamocortical circuits which impair aspects of language production (Copland, Chenery, and Murdoch, 2000; Copland, 2003), Crosson (1985) damage to basal ganglia could result in deficits of both motor programming and language formulation. Thus, the results of the study highlight the importance of identifying language errors in PD and its importance in incorporating these parameters in clinical assessment and rehabilitation for individuals suffering from Parkinson's disease.

Conclusion

Language deficits in individuals suffering from PD have now been extensively reported in the literature (Cummings, et al. 1988). The progressive degeneration of the cortico-striato-cortical circuits due to PD disturbs executive functioning and thus contributes to deficits in language production, language comprehension and grammatical judgment skills. Importantly, early identification of such deficits could play a crucial role in the diagnosis, treatment, and to provide rehabilitation strategies and communication guidelines that would guarantee a better quality of life for patients suffering from Parkinson's disease.

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Appendix: 1

Action verb

Playing

Brushing teeth

Combing

Drinking

Washing face

Bathing

Running

Meditation

Cycling

Writing

Singing

Reading

Painting

Hand washing

Sweeping

Dancing

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Eating

Drawing

Washing cloth

Washing vessels

Appendix: 2

Sl.No	IPA	Meaning in English
A	/bhu:ʈaka:la/	Past tense
1.	/sʌŋgi:ʈʌga:rʌru/ /ha:ʈʌñu/ /ha:ʈuʈiʈʌru/	Singers sang the song.
2.	/mʌisu:rʌñu/ /ra:jʌru/ /a:ʈuʈiʈʌru/	Mysore was ruled by princes.
3.	/ra:mʌnu/ /ka:ʈige/ /ho:dʌnu/	Rama went to forest.
4.	/lʌkʃmi/ /sundʌrʌva:gi/ /bʌrijuʈiʈʌʃu/	Lakshmi wrote beautifully.
5.	/kʌʃa/ /ʈiñʌvʌñu/ /kʌʈiʈʌ/	Thief had stolen the gold.
B	/vʌrʈʌma:nʌka:la/	Present tense
6.	/si:ʈa/ /u:ʈa/ /ma:ʈuʈiʈʌ:ʃe/	Sitha is eating.
7.	/rʌvi/ /sʌikʌl/ /oʃejuʈiʈʌ:ne/	Ravi is riding the bicycle.
8.	/su:rʃʌnu/ /pʌʃʈimʌdʌʃi/ /muʃugʌguʈiʈʌ:ne/	It's sunset time.
9.	/mʌkʌʃu/ /ʃa:ʃe/ /ho:guʈiʈʌ:re/	Children are going to school.
10.	/eʃʌru/ /u:ʈa/ /ma:ʈuʈiʈʌ:re/	Everyone are eating.
C	/bhavijʃʌʈka:la/	Past tense
11.	/na:ʃe/ /ʃa:ʃe/ /rʌdʒʌ/	Tomorrow is holiday to school.
12.	/rʌvi/ /ka:ʈige/ /ho:gʌvʌnu/	Ravi will go to forest.
13.	/indu/ /mʌʃe/ /dʒo:ra:gi/ /bʌruʃʌde/	Today it's going to rain heavily.
14.	/mʌkʌʃu/ /u:ʈa/ /ma:ʈuʈʌru/	Children will eat food..
15.	/na:ʃe/ /a:ru/ /gʌʃe/ /su:rʃo:dʌjʌva:guʃʌde/	Tomorrow at 6 sunrises.

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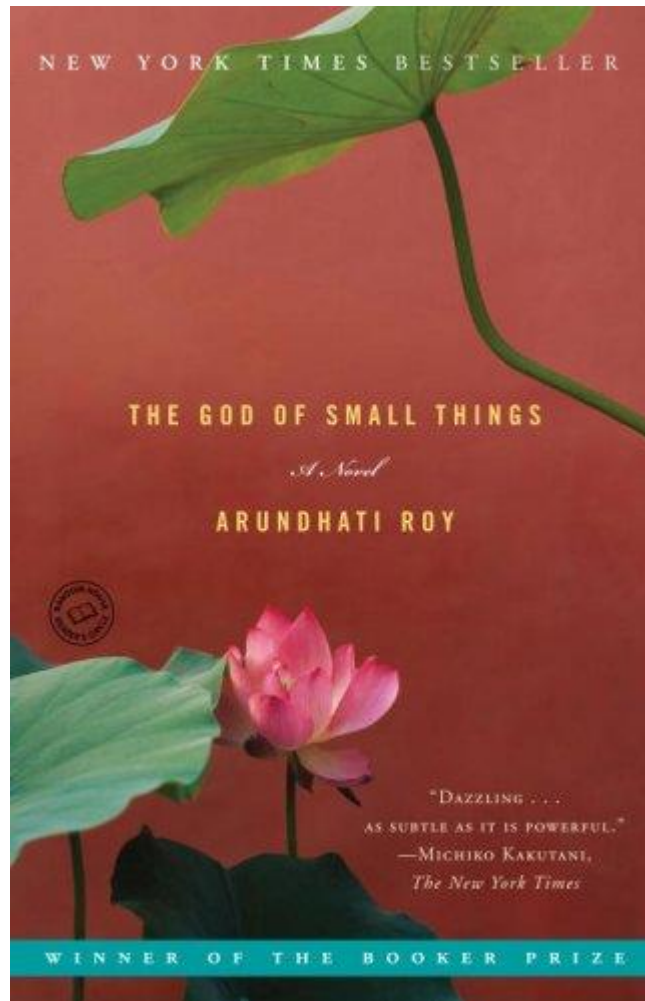
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**Tracing the Voices of the Downtrodden:
A Reading of *The God of Small Things***

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Abstract

Now-a-days globalization seems to have taken over every form of literature everywhere in the world, but there's still a form of literature that thrives on being different in every country and every local community which moves away from the mainstream, called subaltern literature. The voice of the marginalized is mostly muted. It is socially, culturally, economically and legally

deprived of one's 'right' to voice their protest as a human being in every society. Voices from the subaltern: in the Indian English Novel it is located and explored in the works of eminent novelists like Raja Rao, Mulk Raj Anand, R.K. Narayan, Bhabani Bhattacharya, Arundhati Roy, Rohinton Mistry, Vikram Seth and David Davidar. Arundhati Roy as a Booker Prize winning novelist has shown keen awareness of the problems of many of her characters through her debut novel *The God of Small Things*. Therefore, my aim in writing this paper is to show how Roy rightly brings forth the characters who have become victims of violence, exploitation, alienation and exile as they are the ones on the margin of society.

Key words: Globalization, Marxist literature, Subaltern literature, Voice of the marginalized, Indian English Novel.

Arundhati Roy and Her Writings

Indian novel after 1980's witnessed a new wave of writers, who potentially handled diversity of issues. Their works are known for keen depiction of contemporary social and political issues. Majority of novelists realistically wrote about problems faced by women in a male dominated society. Arundhati Roy is one of them, who have been acclaimed as a leading interpreter of brutalities in a rapidly changing Indian society. Her writing is exclusively about current controversial issues like caste discrimination, gender discrimination, environmental protection and marginalization. She has used marginalization as a literary device to explore the sufferings of peripheral sections of society, especially women and subalterns. The novel *The God of Small Things* directly deals with the marginalization of three generations of women in an orthodox Syrian Christian family in Kerala and two Paravans both father and son. These three women are: Mammachi, who is representative of old generation of women; Ammu who is representative of the second generation; and Rahel is a daughter of Ammu, representative of the third generation of women in the same family. They are severely marginalized by the male dominated society. Velutha, son of an old Paravan, Vellya Pappen is the victim of caste discrimination.

Mammachi, a Significant Character

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Tracing the Voices of the Downtrodden: A Reading of *The God of Small Things*

Social institutions like family, marriage, religion, politics and government are responsible factors for their marginalization. Mammachi, is a significant character in the novel, representative of the old generation of women. She is the mother of Ammu and Chacko. She has faced brutal marginalization. The man who is responsible for the marginalization of Mammachi is no other than her own husband Pappachi. She has been the victim of her husband's brutality throughout her life. Mammachi is beaten either with a brass vase or an ivory handled riding crop by her husband. Mammachi had exceptional talent for music, especially the violin; that arouses jealousy in the mind of her husband. The pinnacle of his jealousy is aroused when the violin trainer makes the mistake of telling her husband that his wife is "exceptionally talented" and "potentially concert class". Later he breaks the bow of the violin one night and throws it in the river. The same jealousy is expressed again when she started the pickle making business; Pappachi refuses to help her because pickle-making is not "a suitable job for high-ranking ex-Government official". Thus the marriage of Mammachi with the sadist Pappachi lacks understanding, love and co-operation. This results in her marginalization.

Ammu, a Marginalized Character

Ammu is the second important woman character, who emerges as a much marginalized character in the novel. She faces double marginalization at the hands of men as well as women. She is the female protagonist of the novel, being the daughter of Pappachi an Imperial Entomologist and Mammachi, a talented violinist and the sister of Chacko, a Rhodes Scholar at Oxford. Yet, since her childhood she is subjected to patriarchal blows. We expect her upbringing to have been full of care and love, but in reality it shocks the readers. She grows up under the shadow of a male chauvinist father who shows no mercy in his tyrannical attitude towards her. Even her mother Mammachi denies her the right of love and care as a daughter. Her childhood was full of suffering and hardship; as a child her father mercilessly beat her 'with iron-topped riding crop'. This inhuman action of her father is a clear indication of her marginalization in a family, where the father ruled the roost with the help of violence.

The marginalization of Ammu is made possible by the traditional patriarchal family structure, where the female child is always unwelcome and treated as a burden on the family. However, her brother Chacko is privileged in every strata of family life. After completion of her

schooling, Ammu is not allowed to get further education, while her brother is sent to Oxford University for higher education. This dual nature of her parents is prime factor for her marginalization. “Pappachi insisted that a college education was an unnecessary expense for a girl. So Ammu had no choice, but to leave Delhi and move with them”. (38) Her father’s remark on her education clearly shows that she has only a secondary place in family. She is intentionally deprived of higher education, which is the one ray of hope in her future life. Her father remains as a hurdle between her freedom and future progress.

When her family shifts from Delhi to Ayemenem, Ammu’s life is engulfed in boredom, isolation and waiting for marriage proposal. The house at Ayemenem is like a prison for her. “There was little for a young girl to do in Ayemenem other than to wait for marriage Proposals while she helped her mother with the housework... All day she dreamed of escaping from Ayemenem and the clutches of her ill-tempered father and bitter, long-suffering mother.” (38-39)

At Ayemenem, Ammu was desperately in search of opportunity that would end her unbearable relationship with her parents. As she gets an opportunity to meet her distant Aunt in Calcutta, she grabs this golden opportunity without hesitation and marries a young Hindu. Her husband is working as an Assistant Manager at a tea estate in Assam. She marries him in the hope that this marriage will bring her all the love and affection which she was deprived of at her parental house. But her bad luck continues as “her husband turns out to be not just a heavy drinker, but a full-blown alcoholic”. (40) She gives birth to twins - Estha and Rahel. When her husband’s boss casts an evil eye on her and her husband wanted to push her into his bungalow to be “looked after”, she runs away and returns unwelcomed to Ayemenem “to everything she had fled from only a few years ago, except that now she had two young children and no more dreams”. (42) Marriage for Ammu has been a horrible experience; her husband is the reason for her physical and psychological suffering. Thus marriage institution becomes the reason for further marginalization of Ammu.

The divorce from drunkard husband leaves her no option, but to return to her parents with two children. A divorced woman has no place and respect in the traditional family. Thus, the family members are hostile, neglectful and unfriendly to her and her children. She receives

mental torture from the ladies of her family. In spite of all these sufferings, she loves and cares for her innocent children. She plans for their future, their education and perfection of their manners. She becomes mother and father to both of them. At this stage it is observed that the mother in her character is predominant than the woman. The gradual detachment from the Ayemenem House increases the pace of her attachment towards Velutha, the untouchable factory worker. When she meets Valutha, a Paravan after many years, it makes her take a fatal decision to “to love by night the man her children loved by day”. (44) This couple, neglected and discarded by the orthodox society, found solace in union.

Velutha, a Representative of the Downtrodden

Velutha is the representative of the untouchable in the novel. He is black in complexion and there is an irony with the name Velutha as it suggests ‘something white’. In the novel, “He was called Velutha - which means White in Malayalam - because he was so black”. (73) His father Vellya Paapen, was a toddy tapper. They were allowed to deliver the coconuts which had been plucked from the trees in the back entrance of the Ayemenem House. Velutha accomplished himself as a carpenter. Mammachi was very fond of him, but with a certain amount of distance as he was an untouchable. Though Velutha was an untouchable, Mammachi utilized his ability in producing various things, paying him less than the other touchable carpenter. Caste issues paved the way for his downfall despite his skill in craftsmanship.

The secret love between Ammu and Velutha goes on for thirteen days, until it is reported by Valutha’s father Vellya Paapen to Mammachi. When this disastrous affair is revealed, Valutha is grabbed by police and killed brutally on a false case of rape without getting an opportunity to open his mouth and speak out what had actually happened. He is forced to admit the crime and dies with a sad heart.

Even Comrade K.N.M. Pillai played a double standard on the basis of caste issues. Though Velutha was a card-holder of the Communist Party, Comrade Pillai does not like Velutha because he is more concerned about his votes and any kind of punishment to Velutha in the name of discipline will be a welcome reward to both Pillai and the factory workers. So Velutha lost his political support which was the last hope to survive. When Ammu went to police

station to set the record straight against Valutha, at that time the police officer insulted her with remark that the “Kottayam police does not take statement from *Veshyas* (prostitutes) and their illegitimate children”. (58)

This brutal behavior of the police shows that he has used his power to marginalize Ammu. At the end of the novel, Ammu is exiled from home by her family members. She is separated from her children and not allowed to visit Ayemenem. She desperately tries to seek a good job in anonymous places. Tired, exhausted, sick and finally defeated, she is found dead in a grimy room in Bharat Lodge in Aleppy.

After death her humiliation does not end, the church refuses to bury Ammu. Finally cremated in the electric crematorium where only beggars, derelicts and police custody dead are cremated. Throughout the course of Ammu’s life, we observe that she was severely marginalized by social institutions like family, marriage, religion and police. We also observe that for her marginalization not only the men are responsible, but women like Mammachi and Baby Kochamma have equal share. Both Ammu and Velutha are victimized as scapegoats in Roy’s novel.

Rahel, Yet Another Marginalized Character

The third marginal woman character in the novel is Rahel. She is a less marginal character in comparison with her mother and grandmother. She never faces domestic violence as Ammu and Mammachi had faced. Still she remains a marginalized character, because of being a daughter of neglected Ammu. She grows up without proper health guidance. Like Ammu, she also faces marginalization and its tormenting effects throughout her life. She too experiences insult and humiliation in her childhood just as her mother had experienced. Her life totally is disturbed and deserted because of the tormenting memories of past. She becomes independent and loses her qualities as a girl. She is humiliated in front of an assembly of stern-mouthed nuns and sniggering school girls in Nazareth Convent at the age of eleven for decorating a knob of fresh cow dung with small flowers, outside her Housemistress’s garden gate. She is forced to read the meaning of depravity from the Oxford Dictionary. For her marginalization past memories associated with her mother play a key role.

Marginalization as a Medium

In a nutshell, we may find that Arundhati Roy has used marginalization as a medium to show the miserable lives of women in orthodox Indian society. Through the marginalized characters like Ammu, Mammachi and Rahel, Roy has presented sufferings, pain, physical and sexual violence against women in a male dominated society. Even Roy bitterly criticized the social institutions like Family, Marriage, Religion and Police authority which are responsible factors for the marginalization in the novel. Through the portrayal of these characters in *The God of Small Things*, Roy has very successfully presented before the world the deplorable condition of the women and the downtrodden low castes of the Indian society.

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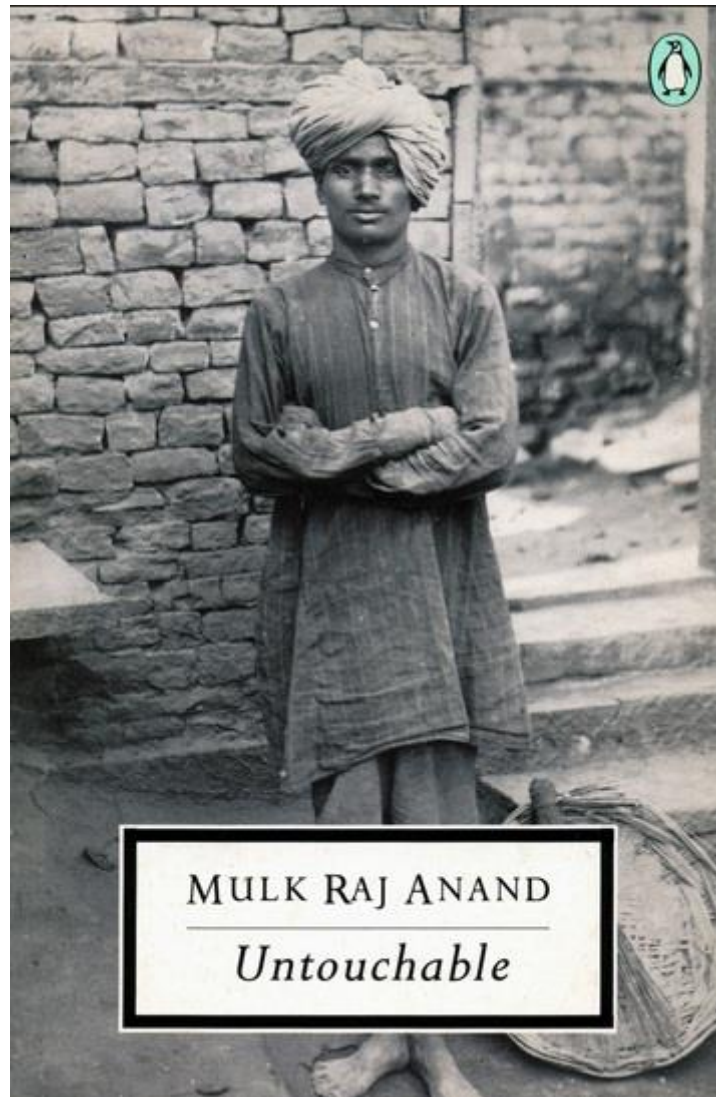
Tracing the Voices of the Downtrodden: A Reading of *The God of Small Things*

A Critical Analysis of the Novel *Untouchable* by Mulk Raj Anand

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Abstract

Having been firmly planted in Indian society for thousands of years, untouchability has been one of the worst dehumanizing forms of social discrimination practiced in it. As a result, vast sections of humanity are inhumanly segregated as outcastes, suppressed and

condemned to live in poverty, squalor and degradation, all their potentialities for growth neutralized.

Expressing his faith in ‘humanism’ which does not depend on any divine sanction, and at which he had arrived after much thought and deliberation, Anand says that as a writer he became conscious of the need to help raise the untouchables, the peasants, the serfs, the coolies and the other suppressed members of society, to human dignity and self-awareness in lieu of the abjectness, apathy and despair to which they have been condemned. This paper attempts to look at the unique way in which the characters and situations are handled by the author, Mulk Raj Anand.

Key words: Untouchability, Dehumanizing, Social Discrimination, Suppressed Members, Human Dignity, Self-awareness

Bakha, the Protagonist

Bakha, the protagonist, is introduced as a resident of the foul-smelling sweeper colony, as well as the sweeper officially in charge of the three rows of public latrines of the colony. He occupies the center of the stage throughout the novel. While Anand presents him with great sympathy, with real insight into his nature responding to every little change in his mind, he does not idealize him or turn him into a martyr. Bakha is presented as being at once a type and an individual. While he is one of these millions of suffering and exploited untouchables who have been living for thousands of years, anonymously, condemned to a sub-human existence, he is also seen to be an individual, combining in himself qualities which his creator both approves and disapproves.

Moral Qualities

Early in the novel Bakha exhibits such “moral-physical qualities” as simplicity, stamina, innocence, earnestness and ambition. Further the novelist establishes his “special attributes of alacrity, dexterity, cleanliness, dignity and native intelligence by making him display them at the least expected time – that is, while Bakha is working at the latrines”. Anand intends to contrast his innate nobility with the sub-human status imposed on him and his community for centuries.

Having finished his day's work at the public latrines of the colony, Bakha sets out to the town to sweep the roads on his father's behalf, glad to be going there because all that he has to do there is to lift cow-dung and horse-dung with a shovel and sweep the dust of the road with a broom with a sense of duty and principles, and is a champion at all kinds of games, hockey in particular; and he is also eager to learn to read and write, be educated. But this burning desire has been frustrated:

He had argued and cried to be allowed to go to school. But then his father had told him that schools were meant for the *babus*, not for the *bhangis* --- He was a sweeper's son and could never be a *babu*. --- There was no school which would admit him, because the parents of the other children would not allow their sons to be contaminated by the touch of a sweeper's son.

Humiliating Experiences

However, on this particular morning as he walks towards the town with his broom and basket, there is music in his heart because of the prospect of a game of hockey with his friends in the afternoon as well as of a lesson in reading promised to be given by one of the *babu's* sons. How could he ever know that before the noon is over, he will have to go through three horribly humiliating experiences one after another?

First Episode

The first of those experiences is Bakha's touching unwittingly and accidentally one member of a higher caste at the market-place and as a consequence getting slapped by him in the presence of the gathering crowd which jeers, teases, insults and calls him names, without a shadow of pity. Viewed by itself, his touching someone is a totally trivial occurrence which does not deserve to be taken note of at all. But in the context of a society built on rigid caste discriminations, it assumes monstrous proportions. So sudden and shocking is this experience to Bakha that it becomes traumatic.

Bakha approaches the town with his customary caution as an untouchable, even though there is "in his heart a song as happy as lark's". While buying a packet of Red Lamp cigarettes, he takes care to put the coin at the precise spot pointed to by the petty shopkeeper, and picks up the packet carelessly thrown to him as a butcher might throw a bone to an

insistent dog sniffing round the corner of his shop. He lights his cigarette hesitantly from the piece of coal from the clay fire-pot of a Muhammadan barber, even though he permits him readily to do so. With a childlike sense of inquisitiveness and wonder he walks through the main street of the town fascinated by the sights and sounds of the crowded bazaar. His felicity reaches its climax as he enjoys the taste of the *jilebis* he bought with his hard earned money, and thinks of the English lesson he has arranged to get from the babu's son. He does not know at all that he has touched a high caste man, a Lallaji who suddenly shouts at him:

Keep to the side of the road, the low-caste vermin | Why don't you call, you swine, and announce your approach | Do you know you have touched me and defiled me, cock-eyed son of a bow-legged scorpion | Now I will have to go and take a bath to purify myself. And it was a new dhoti and shirt I put on this morning. p.45

Bakha knows that even though he can easily break-through the barrier of the skeleton-like bodies of the onlookers with one push of his broad shoulders, he still would not attempt it because he would "defile" a great many more people. The barrier he faces is both "moral" and "physical". So in spite of the totally false accusation made by the urchin, he apologises to the Lalla.

The indignant and impatient Lalla is not satisfied by this unqualified apology. Emboldened by the support of the surrounding crowd he gives Bakha "a sharp, clear slap" on his face. The joy that Bakha was looking forward to and the packet of sweets in his hand, both bite the dust. He stands aghast. His countenance is lit with fire, even as tears well up in his eyes. For once he forgets his customary docility and humility: "The cumulated strength of his giant body glistened in him with the desire for revenge, while horror, rage, indignation swept over him". The only word of comfort comes from the Muhammadan tongawallah (horse-cart driver), who restrains him from losing his temper.

Second Episode

Wearied in spirit, ruffled and agitated in mind, Bakha, who is always mindful of his duty, goes to the temple to sweep its courtyard, where another mortifying experience awaits him, because he and his community are condemned as polluting untouchables. This

experience has a sharper personal edge for Bakha, since his sister Sohini is made the victim of barbaric discrimination and sexual abuse. Both brother and sister are made to suffer ignominy and shame for no fault of theirs.

The episode at the temple also brings to light a most perplexing aspect of the discrimination practiced against the untouchables, not stressed so far in the novel. It is that, while they are included in the hierarchy of Hindu religion and allowed to pray to the several gods from the outside, they are forbidden from entering the temples lest they should defile the gods inside. As Bakha enters the temple precincts, his childlike curiosity is roused by the numerous gods worshiped there. His curiosity is particularly roused by the deity in the inner shrine of the temple, which he is forbidden to enter. He knows that an Untouchable going into a temple polluted it beyond purification.

Third Episode

But the edge of his curiosity becomes so intense that he hurries boldly towards the stairs. However, because of the dead weight of years of habitual bending caste on him. He becomes once again “the humble, oppressed underdog that he (is) by birth, afraid of everything creeping slowly up, in a curiously hesitant, cringing movement. He mounts the first two steps, but feeling completely demoralized with fear, he retreats to the place he started from. The novelist marvelously recreates the instinctive urge felt by Bakha to free himself from the shackles of centuries degradation and the psychological damage done to him and his community by the exploitation of upper caste people.

In spite of these fears and misgivings the urge to see the deities in the inner recesses of the dark sanctum becomes so overwhelming that Bakha by means of “sudden onslaught” “captures” the flight of steps that lead to the door of the temple. Bakha catches just a glimpse of the images in the sanctuary and the priests in front of them offering ritual worship to them. Anand describes faithfully and precisely how child-like Bakha responds spontaneously to the worship, as he listens to the flourish of the conch notes, the ritualistic chanting of the priests and the singing of the worshipers:

Bakha was profoundly moved. He was affected by the rhythm of the song.

His blood had coursed along the balanced melodic line to the final note of

strength with such sheer vigour that his hands joined unconsciously, and his head hung in the worship of the unknown god. P66

The Cunning and Hypocritical Priest

Ironically, at this moment of spontaneous adoration, Bakha is rudely knocked out by the sharp, ringing and unnerving cry, “polluted!” It is actually raised by Kali Nath, the temple priest, who had virtually commanded Bakha’s sister Sohini that morning to come to clean the courtyard of his house at the temple. Neither suspecting his intentions nor free to disobey a holy priest, she turns up at his house, just about the time Bakha is at the temple. When the priest misbehaves with her, she screams to fend him off. To extricate himself from this nasty corner he had got into by his own indecent designs, the priest raises shouts of pollution. Immediately a crowd gathers, as it always does on such occasions. They all mercilessly shout abominable abuses at Sohini, and the girl cringes and quietly walks away.

The crowd naturally sympathizes with the hypocritical priest. Bakha at the beginning feels guilty and unnerved as he is on the steps of the temple. He also fears for his sister who stands there speechless. When he gets to know from her that she is guiltless and that the lecherous priest had used her helplessness as an untouchable and the privileges of his caste to his advantage, Bakha’s instinctive reaction is to take revenge on him. His fist clenched, his eyes wild and red with indignation, and his teeth grinding between them a challenge, he advances in giant strides. He even exclaims: “Brahmin dog | I will go and kill him”. But his wild desire to retaliate for the ignominy done to his sister, he realizes, is to no avail. The novelist comments:

A superb specimen of humanity he seemed whenever he made the high resolve to say something, to go and do something, his fine form rising like a tiger at bay. And yet there was futility written on his face. He could not overstep the barriers which the conventions of his superiors had built up to protect their weakness against him. He could not invade the magic circle which protects a priest from attack by anybody, especially by a low-caste man. So in the highest moment of his strength, the slave in him asserted itself, and he lapsed back. p71

Helpless Bakha can only bite his lips, ruminating his grievances. On the earlier occasion when he was slapped by the Lalle, he could only feel an impotent rage. Bakha in “his almost physical inability to revolt, his submission, his habitual sub service to superiors who insult him, he is one with the vast majority of the outcastes”, who are left with few resources after centuries of oppression have done their work upon them. Bakha is cowed down by the yoke of caste system and ancestral serfdom.

Internal Critical Analysis of Gandhi’s Views

When Gandhi calls upon the untouchables to purify their lives, cultivate the habits of cleanliness, and rid themselves of the evil habits like drinking liquor and eating carrion Bakha feels confused and cannot agree with him. But soon he feels lifted up when Gandhi calls upon them not to accept from caste Hindus leavings from their plates, and receive from them only good grain if it is courteously offered. The Mahatma implies that the untouchables should not compromise their self-respect; he also points to the caste people to be more charitable and kind to the untouchable. At the close of his speech he censures the caste Hindus for their ignorance of their religion and urges them to declare open all public wells, temples, roads, schools, sanatoriums to the untouchables, and carry on propaganda against untouchability. To drive home his point to the gathering, apparently to show how serious a matter is untouchability, he lectures on this social evil and the urgent need to root it out.

Atrocities Faced by a Sensitive Young Man

As a special comment on the novelist’s style, his handling of Bakha, the protagonist, can hardly be bettered. With particular reference to the theme of untouchability, a most heinous form of social discrimination, Anand projects it as experienced by a sensitive and basically intelligent young man, who has inherited centuries of old burden and has suffered enormous damage by it.

Skillful and Passionate Portrayal

The undoubted success of the novel is due to the edged economy with which the material is selected and organized. so as to keep the focus unremittingly on Bakha’s mind which is the scene of a deepening tension as well as emerging (however confusedly) awareness. Anand’s understanding of the psychology of the untouchable as well as the caste Hindu is penetrating, and he presents a balanced and objective picture of their relationship in

this novel. While he certainly desires that this form of barbaric social discrimination should be rooted out, he does not overstate his case.

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A Critical Analysis of the Novel *Untouchable* by Mulk Raj Anand

**Usefulness of Library Resources Utilization by B.Ed. Students
in Private Sector Universities in Khyberpahtoonkhwa,
Pakistan**

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Nosheen Begum, M.Phil. Education Scholar

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Abstract

The aim of this study was to investigate the utilizations of existing resources of the libraries of private universities of KPK. Total 03 universities from private sector were included in the study. The data for this survey was collected through a questionnaire from B.ED students. The results showed that libraries were under-utilized despite students expressed willingness for using libraries. Lack of human and material resources were the main reason for under-utilization. Student mostly visited library for reading books, preparation of assignment and consume spare time. Library staff needed professional training, purchase of library resources need simplification for timely procurement, digital linkage with national and international libraries needs to be enhanced and proper utilization is required for improved efficiency of the current libraries. It is concluded that improved library facilities can enhance the utilization of libraries.

Keywords: libraries, Private Sector University, teacher training programme, B.Ed., utilization.

Introduction

A well-equipped library can play an important part in the provision of quality education. The provision of a quality library has positive effects on the enrolment of students (Niazi and Mace 2006). Government of Pakistan National Education Policy (1998-2010) stated that teacher should be academically well trained in subjects he taught

and had sound professional training. As a result of better training, both trainer and trainee learn well. Nwanchukwu (1990) perceived training as the process of increasing one efficiency through which people are offered the opportunities to acquire skills and upgrade knowledge required in carrying out various specialized tasks in their place of work. To make teacher education programme more effective there had been a lot of emphasis on preparation of new curricula, training of faculty, provision of supplementary teaching materials and resources like libraries. There is less stress to support and utilized library provisions in private sector universities. Libraries are one of the important resources, if not the most important, in securing maximum from a well-designed academic programme.

Library is one of those resources which are essential to support and strengthen the educational quality. Over the centuries, libraries are the source of keeping and distributing the information through books, journals, maps and other records items that are used by students in their learning process. Unfortunately, library resources are the most ignored area in institutions of teacher education particularly in private sector universities.

There is hardly any disagreement that libraries in our institutions are deficient in trained professional staff and material available for supporting student learning. It's clear that library resources i.e. human resources strength of library officials, their qualifications and experiences, physical resources library study space, chairs, tables, books and bookselves, etc. Printed and electronic-resources are essentially important in preparing teaching activities, lecturers notes, students assignment, conducting their research work, accessing electronic-journals and web-sites, subscription to online journals by B. Ed students. Therefore, it is worthwhile to explore and identify the current resources of libraries in the light of student's requirements of those universities for B.Ed. programmes. This research focused to understand whether libraries in teacher education institutions of private sector universities are ready to support and promote B.Ed.

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programmes successfully or need improvement. The study will identify the available resources and also analyze whether these resources are being utilized by students or not.

Objectives of the Study

1. To examine the availability of existing resources in library.
2. To assess the utilization of these resources by students of B.Ed.
3. To point out the problems faced by the students in access to library.
4. To find out students' trends regarding the utilization of Library.

Literature Review

Edward and Fisher (2002) stated that Successful educational system depends exhaustively on the accessibility and utilization of information sources and services. In this regard, academic libraries are providing knowledge and information resources for teaching, learning and research. Academic libraries are rapidly supporting and encouraging adapting new form of teaching and learning exercises.

According to Ezeala and Yusuff (2011) regarding the accessibility and utilization of library resources, study highlighted that libraries must ensure about the required and relevant resources, adequate storage for the collection, and strategies for accessibility of these resources through classification, cataloguing and other arrangements.

Efficient and effective provision of library resources can have positive impact on academic achievement (Williams, Wavell and Coles, 2001). Oyewusi and Oyeboade (2009) conducted a study at Ladoks Akintola University, Ogbomosa Nigeria to investigate the accessibility and use of library resources by undergraduates. A questionnaire was distributed among 600 students in the university, out of which, 393 were found appropriate for data analysis and conclusion. Respondents were asked to

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indicate the reasons for using the library. In the responses, it was found that 76.8% respondents use the library as a place where they can read and study, 7.9% used it for research, 4.3% visit the library when they want to borrow the book, while 7.4% sleep and socialize in the library. Results indicated that Nigerian students perceive library a place where academic work can be done.

Adeoye and Popoola (2011) highlighted the effectiveness, availability, accessibility and use of library and information resources in their study. They explained that, for effective learning process, learners must have access to necessary information materials and resources. These resources might be in tangible and intangible format. They expressed that librarian was responsible for providing the right information to the right person at the right time. Regarding the accessibility of library resources, they also added that the more accessible information sources that require the least effort to access. User might encounter five types of inaccessibility problems i.e. conceptual, linguistic, critical, bibliographic and physical.

According to Siu-Runyan (2011) the schools libraries are very important source of books. Library is a collection of sources, resources, and services and the structure in which it is placed. Ogbemor (2011) stated that library is an organized collection of published and unpublished books and audiovisual materials with the aid of services of staff that are able to provide and interpret such material as required, to meet the informative research, educational and recreational needs of its users. Adeoye and Popoola (2011) library information resources can be in both printed and electronic formats including textbooks, journals, indexes, abstracts, newspapers, magazines, reports, CD-ROM databases, internet, email, video tapes/cassettes, diskettes, computers and microforms.

Ezeala and Yusuff (2011) added that the electronic resources as: functional computers, photocopying machines, CD-ROM, microforms, microform readers, fax machines, internet, local area network, radio messages, telephone, lighting and computer workstations for library users which must have to be measured periodically by librarians

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Usefulness of Library Resources Utilization by B.Ed. Students in Private Sector Universities in Khyberpahtoonkhwa, Pakistan

to ensure that the resources and services of their libraries as a way of ensuring that they are meeting the set objectives of the library.

Lee (2005) explained that latest information technology should be used to build library infrastructures, which includes upgraded intranet, extranet, and Internet, and available software programs to facilitate the capture, analysis, organization, storage, and sharing of internal and external information resources for effective knowledge exchange among users, resource persons (faculty, researchers, and subjects specialists, etc.), publishers, government agencies, businesses and industries, and other organizations via multiple channels and layers. Comparing digital libraries with traditional libraries Geisler et al (2002) and Hassan (2011) believed that digital library help its users in several ways. For example, a user who may be intimidated by a digital library's search interface or the number of results returned by a query might be better in terms of easily explore-able portioned set of resources in a virtual collection; digital libraries not only duplicate the services provided by traditional library but also extend them; traditional libraries are limited in terms of space while digital libraries may have unlimited access of online available resources; traditional libraries may need extended funding for improving the resources for a vast amount of users but in case of digital libraries, which can support many users at a time within the range of available resources.

Methodology

Population & Sample

There were 03 private sector Universities, B.Ed programme. The population of the study comprised all students of teacher training institutions in KPK province. The sample comprised a total of 200 included 100 male and 100 female B.ED students from 03 selected Private sector universities. Questionnaire was designed for Students.

Results and Discussion

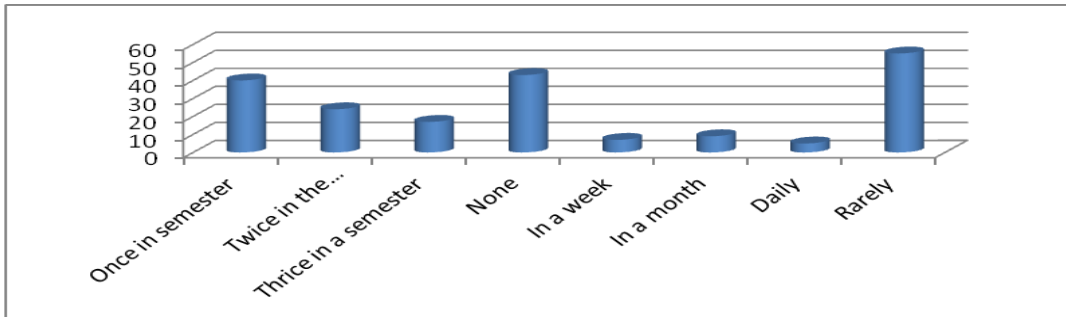
Total respondents 200 **Q-1 Frequency of library visit**

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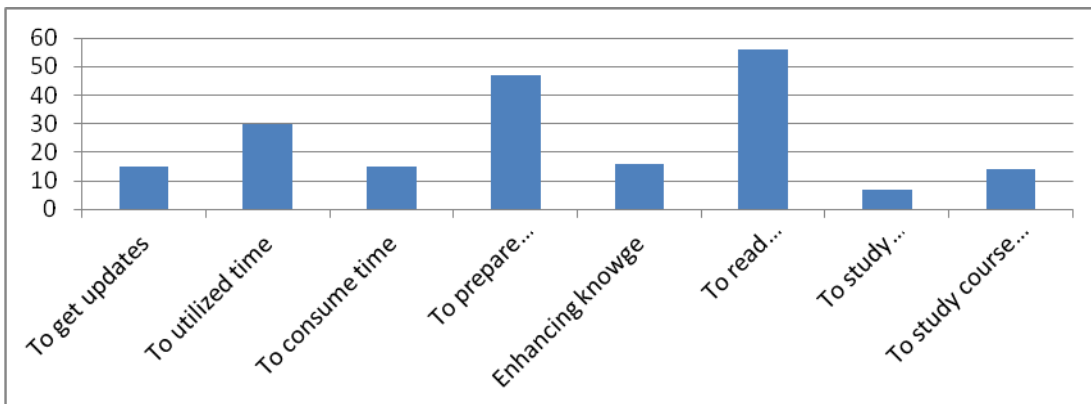
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Discussion

Frequency of library visit by students of pre-service teaching programme (B.Ed.) is quite encouraging that despite scarcity of library resources many students visit library for updating their knowledge and preparation of course material. The students considered searching of material for developing their knowledge, preparing assignments, searching topics for projects, preparation of homework notes, looking for supplementary reading material and knowing variety of material available in library. Though the majority of the students responded that they rarely visits library or they visit only when they have no other option to get help from.

Total respondents 200 Q-2 Reasons of library visit



Discussion

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Distribution of reasons of visiting library by B.Ed. students reflects the reasons of visiting library. B.Ed. students visit library for enhancing their knowledge by reading newspaper, reading course books and other non-academic books and reading on-line information. Other major reason for visit library was students' professional development. Students visited library for writing notes, updated themselves about developments in their subject, read about and learnt variety of different notes. Students also visit library for collecting material for various purposes. They bring required material and used it at convenience in their offices. Collection of material was also out of pure interest to keep updated about any new material added in the library. They had their own reasons for not using library and it is interesting to read those reasons as well. Majority of the student's not visiting library due to non-availability of the required material in the library. Therefore, it is important to notice that our libraries are in need of immediate updating. There is need to add more books, journals and electronic resources in libraries.

There are a reasonable number of students visiting library for work related to courses taught and work assigned by teachers. The visits for this purpose included work like searching course material through internet, preparing notes, prepare assignments, preparing presentation and preparing for examinations. There was a group of students visiting library only for collecting material required for academic and non-academic work. The stated reasons were getting Library Resources: Utilization by Students. Girl students assume library as safe place for using their free time as compared to other places in the university.

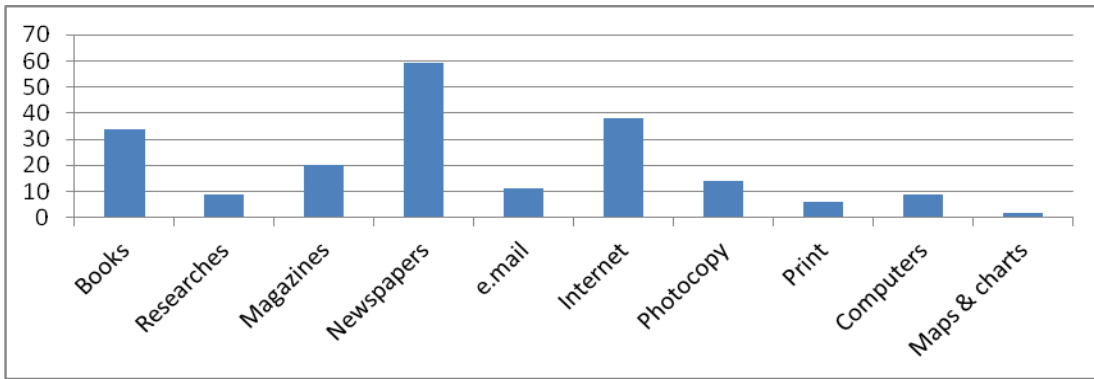
Total respondents 200 Q-3 resources utilization of library

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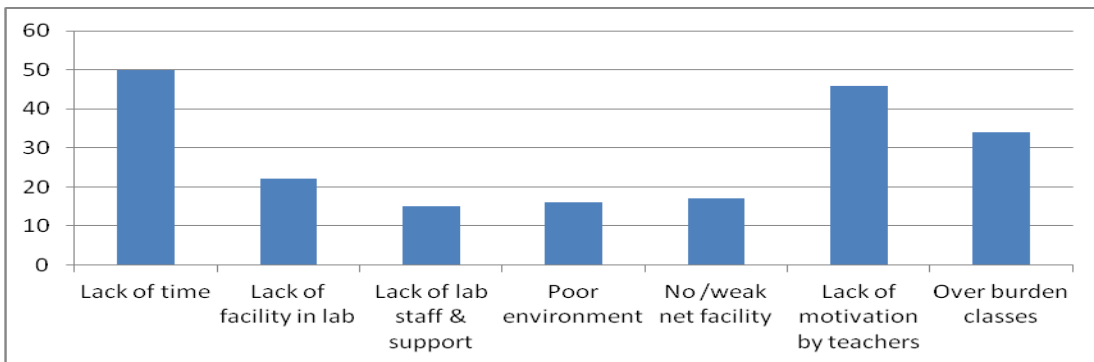
Usefulness of Library Resources Utilization by B.Ed. Students in Private Sector Universities in Khyberpahtoonkhwa, Pakistan



Discussion

Reasons for not visiting library by B.Ed. students show that they not using library resources to collect material. They required online sources and internet, their personal library and course material /books provided by the institutions they work in. They were asked about the problem they faced in using library. That was a multiple response item where respondents were free to select more than one response. The response shows that most of the students were visiting libraries for reading books, researches and course related materials but at the same time a major numbers of them were visiting library for reading newspapers and magazines.

Total respondents 200 Q-4 Reasons for not visiting of library



Discussion

Problem faced by students in using library. Students stated the reason of unavailability of course material related to the course taught in B.Ed. programme. Almost **Language in India** www.languageinindia.com ISSN 1930-2940 15:8 August 2015
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50% of students' complained about the non-availability of even the basic reading text. The situation is even alarming in private sector universities as compared to libraries in public sector universities. Non-availability of material and lack of research related resources were the main problems faced by students in use of library. Insufficient space/ inadequate environment and lack of trained staff in library to support them were also reported by a reasonable number of students.

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**Sri Aurobindo's *Savitri*:
A Quest for a Deathless State**

Saroj Kanta Mishra, B.Sc. (Ag.), M.A. (Eng.)



Sri Aurobindo (1872-1950)

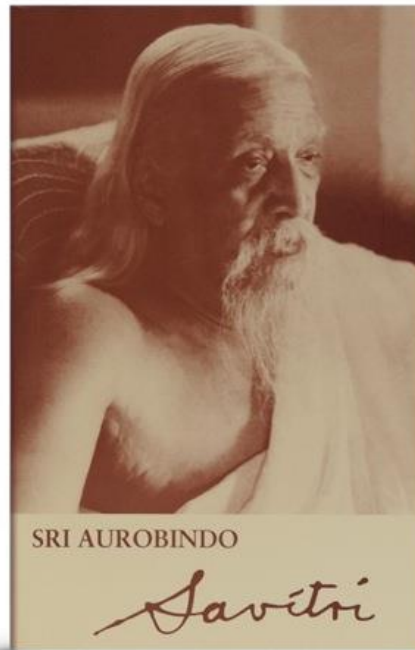
Courtesy: http://sabda.sriaurobindoashram.org/catalog/show.php?id=about_saa

Aurobindo's *Savitri*: A Deathless State

Seems a bit confusing, 'a deathless state' is not it? But Sri Aurobindo has always envisaged that- 'a deathless state'. In fact, this state of deathlessness is not an *el dorado*, not a utopia either; rather, it can be experienced with a certain mental attitude and attribute, where death ceases to exist, at least in a subtle sense, no matter how much death-bound we may be in reality.

That's what this magnum opus *Savitri*, a long narrative poem, an epic in the true sense of the term, tells us in almost 24000 lines of blank verse in iambic pentameter. The simple story of Savitri and Satyavan, taken out of the 'Banaparba' of the great Hindu epic *The Mahabharat*, has been treated as the base for this great poem which is the symbol of the future of the mankind as well, as per Sri Aurobindo's version.

Achieving Divinity



The title of the poem is *Savitri: A Legend and a Symbol*, which is self-explanatory as every character of the poem symbolizes one or the other attributes of human endeavour to achieve divinity. In the ‘Author’s Note’ of this epic poem, Sri Aurobindo says,

Satyavan is the soul carrying the divine truth of being within itself but descended into the grip of death and ignorance; Savitri is the Divine word, daughter of the sun, goddess of the supreme Truth who comes down and is born to save ; Aswapati, the Lord of the Horse, her human father, is the Lord of Tapasya, the concentrated energy of spiritual endeavour that helps us to rise from the mortal to the immortal planes; Dyumatsena, Lord of the Shining Hosts, father of Satyavan is the Divine mind here fallen blind, losing its celestial kingdom of vision and through that loss its kingdom of glory. (Sri Aurobindo, *Savitri* - Author’s Note).

A Symbol for Spiritual Destiny, A Continuing Process of Evolution

Thus Sri Aurobindo has made the Savitri-Satyavan legend a symbol. The characters do exactly what they stand for. It is again ‘death’ that is the moot point of the epic which (death), Sri Aurobindo says, is not the be-all and end-all of everything in this world.

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Sri Aurobindo's writings revolve around the fact that man has a spiritual destiny and a divinity which he has the potential to rise into and the whole of evolution is nothing but a process towards that. An *involution* is the beginning where the spirit gets involved in gross matter and then the long, tardy process of evolution starts. Matter-life-mind- and thus the evolution has not stopped, as many scientists would admit and have accepted. But what would happen, if at all this evolution has to stop one day, still eludes the imagination and thought of many.

Sri Aurobindo, with this uncanny seer-vision tells us that this evolution is not mechanical and meaningless. Rather, it is part of a great dispensation, a grand plan that encompasses journey from inconscient to superconscient, from nothing to everything, from gross matter to superhumanhood and a lot more. And in the process, death is a transition, a temporary dissolution of body to give way to a more enlightened body to sustain the spirit which in itself, is immortal. Hence, from a death-bound state to a death-less one is the possibility this journey envisages.

A Well-known Story Used to Enlighten Us about the Vision into Future

The Savitri-Satyavan story is well known to every Hindu. We are not going to dwell upon that in detail. Sri Aurobindo's Savitri is not a story retold with imaginations or phantasmagoria. It is a vision into this future, both imminent and long.

The real picture unveils itself after Satyavan dies in the forest for which Savitri has been long prepared after the heavenly bard Narad's foretelling before she marries Satyavan. She has been forewarned, advised to change her choice, but she has never yielded to the fate. She is determined to get back her Satyavan and get back him alive. Death cannot separate her from Satyavan and she is not going to live her life alone.

Death is a Perversion Imposed on the Individual Life

Death is a perversion; it is not permanent and though seems formidable at present, it cannot stand life, for, life goes on despite the presence of death. This is the most important point

of our discussion. In one of this magnum opuses 'The Life Divine' Sri Aurobindo gives the reason for the existence of death in his impeccable style:

'Death is imposed on the individual life both by the condition of its own existence and by its relations to the all-force which manifests itself in the universe. For the individual life is a particular play of energy specialized to constitute, maintain, energise and finally to dissolve when its utility is over, one of the myriad forms which all serve, each in its own place, time and scope, the whole play of the universe. The energy of life in the body has to support the attack of the energies external to it in the universe; it has to draw them in and feed upon them and is itself being constantly devoured by them. All matter according to the Upanishad is food, and this is the formula of the material world that 'the eater eating is himself eaten.' ...

'Not only so but again in the languages of the Upanishad, the life force is all food of the body and this body the food of the life-force; in other words, the life energy in us both supplies the material by which the form is built up and constantly maintained and renewed and is at the same time constantly using up the substantial form of itself which it thus creates and keeps in existence. If the balance between these two operations is imperfect or is disturbed or if the ordered play of the different currents of life force is thrown out of gear, then disease and decay intervene and commence the process of disintegration. ... '

Seeking Infinite Experience on a Finite Basis

But apart from all these necessities, there is the one fundamental necessity of the nature and object of embodied life itself, which is to seek infinite experience on a finite basis, and since the form, the basis by its very organization limits the possibility of experience, this can only be done by dissolving it and seeking new forms. For the soul having once limited itself by concentrating on the moment and the field is driven to seek its infinity again by the principle of succession, by adding moment to moment and thus storing up a Time-experience which it calls its past; in that Time it moves through successive fields, successive experiences or lives, successive accumulations of knowledge, capacity, enjoyment, and all this it holds in

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subconscious or superconscious memory as its fund of part acquisition in time. To this process change of form is essential ...” (Sri Aurobindo, *The Life Divine*, pages 192-193).

Death – A Change of Form

This is ‘death’, a change of form that is indispensable at the present human state and the reasons have already been ascribed in the above passage by Sri Aurobindo. But man can surpass this stage to something beyond which is contrary to this state at present. And that is what Sri Aurobindo has tried to present in a majestic manner in his *Savitri*.

Sri Aurobindo has used the word *death* in *Savitri* for more than four hundred times in different contexts, sometimes as compound words like ‘death-less’, ‘death-bound’, ‘death-claimed’ etc.. He has even used contradictory words like ‘immortal death’, which the present mankind thinks and which means, death cannot die and it has to stay forever. This, he says, is the important thought process of man. But a time will come when this change of form will not be required and the spirit will get a befitting garb so that it cannot have to shed it when the utility of the garb (body) is over. This is what says the *Bhagavadgita* also.

Death also Undergoes a Metamorphosis

While meditating on death, Sri Aurobindo in *Savitri* tells us about his visions in different chapters on different contexts. During the process of a great transformation, death also undergoes or is bound to undergo a tremendous metamorphosis.

When Narad forecasts the death of Satyavan within one year of their conjugal life after *Savitri* chooses him as her life-partner, *Savitri* is advised to change her choice which she rejects and her father expresses a chord of hope and trust:

Our destiny is written in double terms;
Through nature’s contraries we draw near God;
Out of darkness we still grow to light,
Death is our road to immortality. (Sri Aurobindo, *Savitri*-424)

As the reason of the cycles of birth and death the man undergoes, in the words of Narad, he tells us:

Men die that man may live and God be born. (Sri Aurobindo, Savitri-444)

With comforting words, Narad pacifies the queen, Savitri's mother:

In vain thou mournst that Satyavan must die;
His death is a beginning of a greater life,
Death is the spirit's opportunity.
A vast intention has brought two souls close

Love and Death

And love and death conspire towards one great end. (Sri Aurobindo.Savitri-459)

Death should not be mourned. It has a greater role/ responsibility to discharge. It is not a loss either. For a greater life, for vaster vistas to encompass, for the time being this has to be endured. Though seem contraries, life and death here work hand in glove. In beautiful lines, Sri Aurobindo points that out:

All here is a mystery of contraries:
Darkness a magic of self and hidden light,
Suffering some secret rapture's tragic mask
And death an instrument of perpetual life.
Although Death walks beside us on life's road,
A dim bystander at the body's start
And a last judgment on man's futile works,
Other is the riddle of its ambiguous face:
Death is a stair, a door, a stumbling stride
The soul must take to cross from birth to birth,
A grey defeat pregnant with victory,
A whip to lash us towards our deathless state. (Sri Aurobindo. *Savitri* 600-601)

Savitri's Fight against God of Death

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Savitri has to fight almost single-handedly, when the god of death came to take away Satyavan. The only weapon she has is love and it is love indeed which has the power to deliver life from the clutches of death and she does exactly that. The vigour with which the god of death came could not be sustained through Savitri's onslaught, a verbal duel with the black God with her spirit's light. He had to acknowledge defeat after he desperately fought for long:

He called to night but she fell shuddering back,
He called to hell but silently it retired;
He turned to Inconscient for support,
From which he was born, his vast sustaining self,
It drew him back towards boundless vacancy
As if by himself to swallow up himself;
He called to his strength, but it refused his call,
His body was eaten by light, his spirit devoured. (Sri Aurobindo, *Savitri* - 667)

The dark cloak fell at last .The force of darkness that is death, had to be transformed to light and there is everlasting day everywhere without any sign of night. The very existence of death has been annulled and Savitri no more finds the darkness and death.

One whom her soul had faced as Death and Night
A sum of all sweetness gathered into his limbs
And blended her heart to the beauty of the suns.
Transfigured was the formidable shape.
His darkness and his sad destroying might
Abolishing for ever and disclosing
The mystery of his high and violent deeds,
A secret splendour rise revealed to sight
Where once the vast embodied Void had stood. (Sri Aurobindo, *Savitri* 678-79)

Quest for a Deathless State

So, that's it. The quest of a deathless state can easily be traced through *Savitri*. The quest is a gradual development, a true revelation of the inner divine energy through which man can

achieve higher goals, for he is divine in his intrinsic nature. If Savitri can do it, everybody could do it. In the words of K. D. Verma,

In Sri Aurobindo's treatment of the Mahabharata legend of conjugal love, Savitri's struggle is twofold. On the one hand, in human form she undertakes the process of realizing her inner unity through a rigid discipline of yoga, such that this divine energy reveals itself in her. This revelation of the divine in her signifies her own infinitely expanded consciousness, the virat form, the transcendent wisdom, the gnosis, with the help of which she wages an all-out war against Yama, the god of death and of a lower order in nature. (Peter Heehs, page 15) (Quoted by K D Verma in the book edited by Peter Heehs)

Every human being is originally divine and has a spirit (soul) in him that does not die and thus some part of us is virtually deathless. So striving towards deathlessness or immortality is native, intrinsic to our nature. The only problem with us is the oblivion which we are doomed to. That's what Sri Aurobindo tries to do, to make us remember that. We are no different from the Creator. It's only with a perfect sincerity and unflinching devotion, trust and faith, life can be meaningful which no death can erase or banish.

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Contemporary Indian Women Writings in English: Reading and Publishing Trends

Dr. Seema Rana, Ph.D.

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Abstract

This research paper considers how readers respond to contemporary Indian women writings in English and how publishers market the same. It primarily investigates issues pertinent to women writers writing in English and the manner in which this literature is marketed to its readers. The paper gives a brief overview of the workings of the publishing industry and the role of publishers in order to explore how writings by women are chosen for publication. It has been observed that a fairly significant number of publishing houses are making intensive efforts to publish the writings of contemporary women writers and to promote this genre. Once in the market, the sale of the books written by Indian women in English rely on a large number of factors ranging from reviews, publicity, author's status, commercial promotions, price, literary trends, time and place of release, and so forth. The market is undoubtedly influenced by publishers' decisions, but the decisions of the publishers are also in turn at least partially based on the probable marketability of the books they finally publish.

Therefore, as much as the literature appears to be informing the culture, especially in the case of the contemporary Indian women writings, the reception to the literature affects the literary and publishing trends of the genre.

Key words: Indian women writings in English, publication process, marketing

Focus of This Paper

The paper gives a brief overview of the workings of the publishing industry and the role of publishers in order to explore how writings by women are chosen for publication. It has been observed that a fairly significant number of publishing houses are making intensive efforts to publish the writings of contemporary women writers and to promote this genre.

Such publishers include Penguin, Harper Collins, Women's Press, Kali for Women, TSAR Publications, amongst others.

Indian Women Excelling in the Writing of Literary Works

Earlier, literary critics ignored the dynamic vitality in women's writing and treated it as recreational and decorative. Till recently publishers, editors, critics and the markets harbored the same biases against women writers. They picked only those topics for women to write on that did not disturb the decorum of society. Now, one notices an evident shift in Indian women's writing in English. It displays narrative skill, stylistic boldness and thematic innovation. It offers a renegotiation of issues of public importance, and foregrounds this renegotiation as a necessary stage in the process of self-realization and self-representation.

Variety of Issues Dealt with

The issues that have fallen under the creative critical scanner of contemporary women writing include exigencies of India as a multi-cultural nation, experiences and aftermath of partition, issues of economic and social sustenance and empowerment, public health and other existential issues related with basic survival and dignity of the margins, the ideological and cultural configuration of the middle class, the commercialization of the society and renegotiation of the discursive, ideological and aesthetic spaces.

National and Global Concerns

Woman's creativity, thus, emerges as a significant ideological, rational and narrative site for exploring the public sphere. Contemporary women writers have been very much conscious of the importance of selecting the angle of vision from which they will be able to illuminate and interpret their material. Their works show global concerns through the presentation of multi-cultural reality. The changed nature of their concerns and expressions has resulted in their ever-increasing readership.

Pressure for Innovative Writing

The varieties in contemporary Indian women writings have changed the tastes and expectations of the readers. There has been a sudden rise in the production of writings and a kind of pressure on writers for innovative writings can be noticed. Some of the writers work on their novels as a project given by certain publishers. Keeping in mind the demands of their

readers, contemporary women writers display a tendency to include varieties in their works that corresponds with the expectations of the readers.

Manifestations of Cosmopolitan Practice, Heterogeneous in Strategies

The novels by contemporary women writers can be read as manifestations of cosmopolitan practice; their diverge and multiple explorations of Indian life from an elite standpoint are at once self-representations and announcements demanding that their Indian educated readers also reflect on their own identities and relationships to the nation and consider the difficulties and complexities of looking back to the nation from a cosmopolitan elite advantageous position. The genre is much more heterogeneous in terms of its narrative strategies, its orientation towards nation and its ideological positions.

English Is a Tool

Contemporary women writers have no reason to feel self-conscious in handling the English language. It is simply a tool for them, which their education has placed into their hands, and which they have thoroughly mastered, with the typical Indian flair for language.

The innovative use of language tends to make their works popular. Contemporary women writers are coining a new language. These writers use devices of literal translation, coining of proverbs, new compound words, single phrases, idioms or a number of sentences which follow each other to resemble the sequence of vernacular conversation. There is vigour in the experimentation and an eagerness to convey a certain mood. They invent new words to get the desired effect. In order to establish a new narrative to break away from the colonial mindset, contemporary Indian writers adopt new narrative patterns to put through their notions. Some writers are not even aware that they are experimenting, yet this effort deserves notice because it reflects an important change of attitude towards the English language. These authors have been successful enough to maintain the unique flavor of their region in their works yet in the arena of international literature; contemporary Indian women literature occupies a place of pride for its originality.

Instrumental and Influential Role of Publishers

Publishers are instrumental and influential in the shaping and encouragement of forming of annals of contemporary women literature. These annals are designed to provide

the Western readers with the position of the privileged spectator, viewing cultures portrayed as the other, and emphasized as being different, distant and exotic. The canon of literature selected by publishers is only partially based on what they perceive as representative of the genre; the commercial factor in this business cannot be overlooked. There is no doubt that publishable material is selected as such partially based on its marketability and likelihood of profit. The depiction of constructed reality instead of the representation of reality brings their works close to the art forms manufactured as a commodity.

The Commercial Aspect

The changing tastes and reading behaviour of the people, the commodification of art and commercial interests of the writers have brought about a change in the writings of women writers in contemporary times. This commercial aspect makes the writer write-market and reader friendly writing. It is said that these texts are commodified, because literary decisions come together with marketing strategies and assessments of readers' appeal ranging from interest in the unfamiliar to feminist solidarity to foreground certain texts and repackage or silence others.

Publish or Not to Publish

It is thus very clear that the decisions to publish or not to publish, to run reprints or not to run reprints are crucial in the process of determining what is eventually read and what is not, as to which writings remain available and which fade into obscurity.

These decisions lie in the hands of the publishing houses which exercise immense power and hold influence over the literary market and consequently, over the literary world, holding as they do, the key to the availability of the reading material and access to the reading public. There is no doubt that publishing is a commercial as well as an intellectual undertaking.

The costs involved in publishing a book are easy enough to estimate, but the income derived from the sales of the book is much harder to predict precisely. The tastes of the readers are shifting and considered inconsistent. Based on an estimate of the potential market, the publisher takes decisions on whether or not to publish a given book, whether to publish it in hardcover or paperback, what cover design would attract most sales, what format

to print it in, how many copies to print, what retail price to set, how to obtain suitable and sufficient review coverage, and so forth.

Identifying the Segments of the Market

Publishers' decisions are also based on other factors such as an estimate of prospective sales, the tradition and image of the firm, and as far as works of fiction are concerned, which is the segment of the market Indian women's novels fall into. The reading public is perceived to have conservative tastes, and readers are inclined to choose and stick to buying books by authors they are familiar with, or of whom they have heard. In some cases the back cover does not carry any reviews of the novel itself; instead, it carries reviews of an earlier novel by the author.

Seeking Safety in the Established Popularity of the Author

Publishing houses show a preference for publishing known authors and thereby seek safety in the established popularity of the author, but it also indicates that readers may be more likely to purchase other books by authors whose books they have already read. This reader-loyalty which appears similar to brand-loyalty does not make it any easier to introduce a new author onto the literary scene. Because of the conservatism of the readers, both publishers and booksellers are also inclined to be fairly conservative in their production and promotion of books. Literary publishing is finely dependent on a finely judged balancing act between the demands of literature and commerce.

The Role of Publication Trends

Publishers have to follow trends in the publishing world. The advertising of each book is to be handled very carefully because unlike most other industries, each book is perceived to be almost a new commodity. Reviews are of crucial importance, as are book tours which authors take to promote newly published books. Back covers of paperback novels by Indian women writers generally carry a synopsis of the plot rather than reviews. It is apparently much more difficult to get reviews for paperbacks than for hard covers. Some back covers include quotes from the book, information on literary prizes or awards won by the author or by the book, and even information on short listings for literary awards. Hardcover novels usually feature reviews on the back cover, either by newspapers or by other authors.

The Role of the Media

Media plays a significant role in promoting the sales of different novels by women writers. And the big publishing houses with an easy access to the means of production and advertisement seem to play a decisive role. The appearance of reviews much before the publication of the work and social status of the writers are the tactics to enhance the acceptability and popularity of the work. The readers' decision is influenced thus.

Mediums such as the TV, the radio, cinemas and the Internet all help to boost sales of books. However, because each book is almost a new product, it is relatively difficult to conduct market surveys which could estimate how well it would be like. However, in practical terms, the major distributors of books are bookstores.

Reduced Significance of Bookstores

Bookstores which are well stocked are mostly found in big cities and in university towns, but with the growth of e-commerce, the Internet has also become a supplier of books. This medium of distribution has been growing in significance for women writers in India, who for decades have demonstrated a preference for publishing abroad. This preference is usually based on such factors as better advances, more congenial publishers, better protection of their authorial rights, and better support from editors, a global market, and the scope for higher financial profits.

There is an expanding readership for contemporary Indian women writers writing in English in India and abroad. Publishers agree that the recent success of such authors as Anita Desai, Kiran Desai, Anita Nair, Githa Hariharan, Manju Kapur, Jhumpa Lahiri, Arundhati Roy and others who have won major literary awards, has made Indian Writers more visible in the West. It may also have had the effect of inspiring other Indian women writers in their careers. It has also been noted that there is a growing interest of the readers of other countries for stories from Indian women writers writing in English.

Nevertheless, even with the clear trend of a growing demand in the market for Indian women's writings, publishing houses claim that the acceptance or rejection rate of writings of Indian women writers are the same as those of writers from other countries. But no one can

deny the notable dominance of Indian women writers on the literary scene in contemporary times as is reflected on bookshelves of bookshops.

Publicity for the Author and the Book

One major factor in the marketing of the books is the publicity the book and author receive, and a vital part of this package is the cover of the book. Book covers are also specifically and carefully designed to advertise books, suggest their genres and types of reading, and thereby further appeal to potential readers. The covers have to be attractively eye-catching and are usually designed to be signifiers.

Recommendations, reviews, and previous experience with the genre or the author may all be influencing factors in a reader's decision regarding purchase, but the cover is amongst the most immediate of a book's attractive characteristics. Whether in hardcover or in paperback, the covers of books are intended to attract attention to the books and to persuade the potential reader to buy them. Because books are commodities, commodity sales and marketing techniques are employed by publishing houses and booksellers. Bookshop displays are arranged to be eye-catching, and the importance of cover designs should not be underestimated.

The Cover Images

A jacket or cover may or may not succeed in persuading a potential buyer to purchase a given book, but it is the first, and in some cases, the only way in which the reader's attention is attracted and the book advertised.

Book jackets not only carry images or photos, but also the title, the name of the author, and occasionally a small quotation either in praise of the book, or a quotation from the book. All these items are designed to make the book appear interesting and desirable and to persuade a potential buyer to pick up that particular book and read the review or synopsis on the back, or on the inside front cover. It is clear that images of Indian women are being marketed in a specific manner in order to suggest the unhappiness, fear, and suffering of young and beautiful women, who are somehow helpless, submissive, fragile and vulnerable. Not only are these images deliberately exotic, they also emphasize exotic victim hood.

Role of the Titles

Even the titles of the novels are dramatized and eroticized. It is seen as a circular process whereby publishers are largely responsible for selecting the genre and shaping the form in which the genre is promoted and presented, and the readers then learn to associate certain forms with certain genres, subsequently influencing the market supply of literature with their specific literary demands.

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The Impact of Iranian EFL Learner's Gender on Their Vocabulary Retention Ability Regarding Authentic Versus Non-authentic Texts

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Abstract

In this current study the researchers have tried to investigate the possible effect of Iranian EFL learners' gender on their ability of vocabulary retention concerning authentic versus non-authentic texts. Despite a great deal of studies conducted in the area of EFL/ESL learning, the effect of EFL learners' gender on their vocabulary retention regarding authentic versus non-authentic texts has almost gained little attention and been under-researched. To this end and to fill this gap, the sample selection was done by a proficiency PET (Preliminary English Test). So, out of 114 EFL learners, 74 learners both male and female were chosen as the participants to take part in the research. The findings from repeated measurement test revealed that the learners' gender has no impact on EFL learners' vocabulary retention ability in authentic and non-authentic texts.

Keywords: authentic text, non-authentic text, vocabulary retention, EFL learners

1. Introduction

1.1. The Matter of Word, Vocabulary and Comprehension

Nash and Snowling (2006) describe vocabulary as "the knowledge of words and their meanings" (p. 336). While Sheehan (2002) states vocabulary is "the ability to understand and use words to acquire and convey meaning". (Vocabulary, p. 1) Vocabulary is an essential element of reading instruction.

Clearly, vocabulary and comprehension are closely connected skills. Each skill is imperative to reading achievement, yet one relies heavily on the other. This intricate relationship has been documented by many researchers. “Vocabulary development is both an outcome of comprehension and a precursor to it, with word meanings making up as much as 70-80% of comprehension”. (Bromley, 2002, p. 528) Harmon (2002) notes, “Many students continue to struggle with comprehension because of limited vocabulary knowledge and ineffective strategies”. (p. 606)

One of the most important issues in studies on second language vocabulary acquisition concerns the definition of what it is to know a word. Read (2000) asserts that knowing a word implies not only being aware of only one of its meanings but also its other meanings, its associations with other lexical items, derivations, collocations, frequency, and grammatical rules. According to Nation (1990) and Richards (1976), knowing a word includes what Read (2000) defines, in addition to the mastering of the orthographical and phonological forms.

For Eckle and Garret (1998) and Channell (in Carter & McCarthy, 1988), acquiring vocabulary in a foreign language comprises (a) the ability to recognize the meaning of the word; and (b) the recall of the word and the ability of producing it in speech. According to these authors, the learning of L2 vocabulary takes time and needs practice to be developed and acquired.

1.2. Authentic Language Input

The employment of authentic language input through authentic materials in foreign/second language learning has a long history. Henry Sweet (1899, cited in Gilmore, 2007) was one of the pioneers who utilized authentic texts in his books because he was aware of their potential advantages over contrived materials.

In order to determine the definition of authentic language input as precisely as possible, the term authenticity should be considered first. In this regard, there are a variety of definitions of this concept which relate to the foreign/second language (Gilmore, 2007; Taylor, 1994;

Nunan, 1999; just to name a few). These varieties of definitions originate from the debate as to whether authentic materials in the foreign/second language are in fact authentic or not.

Considering the concept of authentic language input, Gilmore (2007) defined authentic language input as the language carrying a real message which is created by a real speaker or writer for a real audience. Taylor (1994) also considered authentic language input as any material in English which has not been specifically produced for the purpose of language teaching. In fact, authentic language materials are spoken or written language materials that have been produced in the course of real communication and not specifically produced for the very purpose of language teaching. (Nunan, 1999)

1.3. Authenticity and Authentic Material

The definitions of authentic materials are slightly different in literature. What is common in these definitions is 'exposure to real language and its use in its own community'. Rogers (1988) defines it as 'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication. (p. 467) Harmer (1991), cited in Matsuta (n.d., p. 1) defines authentic texts as materials which are designed for native speakers; they are real texts, designed not for language students, but for the speakers of the language. In fact, authentic texts are texts that are not written for language teaching purposes. Authentic material is significant since it increases students' motivation for learning, makes the learner be exposed to the 'real' language as discussed by Guariento & Morley. (2001, p. 347)

Hulstijn et al. (1996) believe that “If one does not know the meaning of the words occurring in a text, understanding is severely hampered”. (p. 54) Hence, learners should pay attention to the words as a part of a message and individual words as well. (Nation, 2001) Besides, using applicable strategies and appropriate material plays an important role in language learning. Studies on the acquisition of a second language have shown that using authentic material motivates learners in learning the new language. On the other hand, because learners are not familiar with L2 culture, religion, customs, taboos and ..., learning the new vocabulary seems intangible and therefore de-motivating. Furthermore, language is defined as a device for

communication; so, as long as language learners have customs, culture, religion and taboos in common in their own community, using non-authentic materials also seems inevitable.

The other reason this study is important is that the findings of this study will be helpful to teachers who are looking for appropriate ways to help students increase the size of their vocabulary knowledge and facilitate their reading comprehension.

To ensure whether authenticity of the material has had any possible effect on the vocabulary retention of upper-intermediate, both male and female Iranian EFL learners, we were in need of a yardstick to evaluate the learner's performance in this regard.

2. Literature Review

2.1. Integrating Authenticity into Foreign Language Education

“The central premises of the authenticity-centred approach are the use of authentic texts for language learning and the preserving of this authenticity throughout the procedures in which they are implicated”. (Mishan 2005: ix)

By reviewing past and current definitions of authenticity it becomes apparent that authenticity in education is not a simple concept manifested, for example, solely in the authenticity of learning materials. Referring to the different definitions of authenticity discussed in section 2.1 and as illustrated by the citation above (Mishan 2005: ix), it can be concluded that in constructing a framework for an authenticity-centred approach it is crucial to acknowledge authenticity as a process, an interaction between materials, tasks and students themselves, specifically, their experiences, attitudes, needs and emotions.

The following section discusses authenticity connected to its three manifestations: materials, tasks and learners. The main goal is to portray how the authenticity-centred approach is realized in practice. Even though presented here as separate sections, authenticity in language education relies in fact on an interaction between all the three components: the relationship and appropriateness between text and task as well as the learner's attitude and response to both.

2.2. Using Authentic Materials: At Which Level?

Guariento & Morley (2001) claimed that at post-intermediate level, the use of authentic materials is available for use in classroom. This might be attributed to the fact that at this level, most students master a wide range of vocabulary in the target language and all of the structures. They also note that at lower levels, the use of authentic materials may cause students to feel demotivated and frustrated since they lack many lexical items and structures used in the target language. Matsuta (n.d.) states that the use of authentic materials is a burden for the instructors teaching beginning students as they have to spend a lot of time to prepare for authentic materials regarding the ability level of the students. Do all these mean we are not able to use authentic materials in lower-level classes apart from post-intermediate and advanced levels? According to the findings of the survey carried out by Chavez (1998), learners enjoy dealing with authentic materials, since they enable them to interact with the real language and its use. Also they do not consider authentic situations or materials innately difficult. However, learners state that they need pedagogical support especially in listening situations and when reading literary texts such as the provision of a full range of cues (auditory and visual including written language).

From what has been discussed above, it is concluded that learners feel better with authentic materials helping them involve in the 'real' language, as long as teachers provide them with pedagogical support. In order to achieve this, we have a wide range of choices. Martinez (2002) suggests that teachers may use authentic materials for the learners to look for the gist of the information presented and also he adds that by using authentic materials teachers will have the opportunity to encourage students to read for pleasure, especially certain topics of their interest. Matsuta (n.d.) claims that using audio-visual materials aiding students' comprehension is beneficial since it will prevent students especially beginning ones from being frustrated about authentic materials. Materials such as popular and traditional songs will help us to create a non-threatening environment. Guariento & Moley (2001) suggest that authentic materials should be used in accordance with students' ability and adds that suitable tasks can be given to learners in which total understanding is not important. According to Jordan (1997), in the earlier stages, non-authentic materials can be used, but stresses that upon students' dealing with materials from their own subject area, authentic materials should be introduced.

2.2. Using Authentic Texts in Language Classroom

Breen and Candlin cited in Rutherford (1987, 149-150) contend that,

“In the past, it has seemed easier to somehow separate the learner from the knowledge to be learned – to ‘objectify’ the target language as something completely unfamiliar to the learner. This objectification of the language in relation to the learner has perhaps been encouraged by a narrow definition of what the object of learning actually is, and by an incomplete view of what the learner has to offer. We have tended to see the target only in terms of ‘linguistic competence’ or textual knowledge, and we have limited such knowledge to the level of syntax without reference to structure above the sentence. Thus, ideational and interpersonal knowledge, which textual knowledge and from which textual knowledge evolves, have tended to be overlooked or neutralized.”

However, the use of authentic text in the classroom may bring the learner and the knowledge together, because the learner is lifted from the confinements of traditional and more recent methodologies to become an intricate part of the language learning process.

Furthermore,

“Generalization is a crucially important and pervading strategy in human learning. To generalize means to infer or derive a law, rule, or conclusion, usually forms the observation of particular instances.” (Brown, 1994: 91)

Hence, authentic text may present learners opportunities to make generalizations about grammar and vocabulary language use for themselves and observe how prior language use knowledge may be employed or adapted in new circumstances.

Authentic text also appears to supply the essential input needed to increase learner awareness of language use in written and spoken mediums and decrease reliance on pedagogic language rules, which may be viewed as inadequate since they are simplifications of language use. Likewise, authentic text may provide an alternative to outdated textbooks, which may not

meet the needs of learners, and provide learners with the various genuine texts they need to aid and improve reading comprehension.

3. Method

3.1. Participants

The participants of the present study were 74 adult Iranian EFL learners of ages within the range of 17 to 32 years. The sample comprised of 30 male and 44 female learners at the upper-intermediate level studying at Aryanpour English institute in Tehran and Kishair English Institute in Esfahan.

In the present study, the sample selection was done by a proficiency test. So, a large sample of 114 upper-intermediate EFL learners was selected and a piloted language proficiency test, sample Preliminary English Test (2010), was administered to them. Following the administration of PET, in order to have a homogeneous sample, 74 EFL learners whose scores fell within the range of one standard deviation above and below the sample mean, were chosen as the participants to take part in the research.

It is worth mentioning that, 15 upper-intermediate students (9 females and 6 males) formed the pilot group participants who were studying English at the same language institutes where the main study was conducted and had the same characteristics and language proficiency level as those of the target sample.

3.2. Instruments

In order to conduct this thesis, the following instruments were used:

A) The six authentic and non-authentic texts

Three non-authentic texts were selected from a vocabulary practice book named ‘English Vocabulary in Use, Upper-intermediate, Third Edition’ by Michael McCarthy and Felicity O’Dell and three authentic texts were selected from a web site which belongs to TIME FOR KIDS magazine ‘www.timeforkids.com’. All six texts were given in the form of copies to both groups.

B) Language proficiency test (PET)

First the sample PET (Preliminary English Test) published by Cambridge English for Speakers of Other Languages (ESOL, 2010) was piloted. In the piloting phase, the reliability came out to be 0.83. Then the sample PET was utilized for homogenizing the participants of the study in terms of their English proficiency. In fact, EFL learners whose scores fell within the range of one standard deviation above and below the sample mean were chosen as the participants to take part in the research. The reliability of the test in this phase was 0.71.

C) The vocabulary test

A 30-item vocabulary test, which was designed and piloted by the researcher based on the materials of the treatment, consisted of 12 multiple-choice, 6 matching, and 12 fill-in-the-blank items (for which the students were to select the appropriate word from a list and write it down in the blank), each of which tested one single vocabulary. The allotted time for doing the test was 30 minutes (one minute for each item). In order to ensure the reliability of the vocabulary test, at the piloting stage it was administered to 15 students of similar groups taking part in the study. Based on the data gathered, the reliability was calculated to be 0.8. The present researcher also asked two experts in the same field of the study to evaluate the test in terms of its effectiveness. The experts' feedback confirmed the content validity of the current research.

D) The 30-word list

The purpose of the word list which contained as the same vocabularies, the vocabulary test was to make sure that the students would not mark the correct answer in the test by chance. A vocabulary checklist that contained the same vocabularies as the vocabulary test in which, the participants were required to write a synonym or a definition in either L1 or L2.

3.3. Procedure

To achieve the objectives of this study the following procedures were conducted by the researcher:

After reviewing the related literature in the field of second and foreign language authentic and non-authentic text use and vocabulary retention, the first phase of the study was the preliminary study in order to find the most suitable six authentic and non-authentic texts.

In the second phase, for homogenizing texts with upper-intermediate students, the texts readability indices indicated. Readability is the ease with which a text can be read and understood. Various factors to measure readability have been used, such as "speed of perception," "perceptibility at a distance," "perceptibility in peripheral vision," "visibility," "the reflex blink technique," "rate of work" (e.g., speed of reading), "[eye movements](#)," and "fatigue in reading (Wikipedia the free encyclopedia). All six texts had a readability index between 9 to 12 which is acceptable for upper-intermediate level.

The third phase was the pilot phase during which 15 upper-intermediate students with similar characteristics to the target sample took all the assessment instruments including the sample PET (used for homogenization), and a 30-item vocabulary test. For the vocabulary tests, first the researcher selected 50 words from the target texts and gave the list of these words to the pilot group to mark the known words by providing a synonym or the meaning in either L1 or L2. As a result, 17 words which were proved as known by 60% of the students were discarded. To equalize the number of words of the vocabulary test from both authentic and non-authentic texts, three more words were discarded, so number of words was reduced to 30. In the next stage, a vocabulary test was designed based on the remaining 30 words and piloted with the same group.

After running item analysis the results showed that there was not any malfunctioning item. There was no item which was answered correctly by 60% of the participants, and no item was answered even by the two EFL learners of the piloting group and the reliability of the test was 0.8, so the test did not change. Therefore, the researcher came up with a 30-item vocabulary test which was used for pre-test, post-test and delayed post-test.

The fourth phase comprised of the administration of the piloted tests to the target students for the purpose of participant selection. The piloted sample PET (2010) was administered to 114

male and female students at Aryanpour English institute in Tehran and Kishair English institute in Esfahan in order to choose the participants who held the same level of language proficiency.

Out of the 114 students, those whose scores were 1SD below the mean were taken as Low and those whose scores were 1SD above the mean as High level, making 74 students in total.

In the fifth phase of the study the 74 homogeneous students took part in the piloted 30-item teacher-made vocabulary test (pre-test) containing the target vocabularies. Thirty target vocabularies which the participants did not know at the onset of the study were presented in two forms, one a vocabulary checklist in which the participants were required to write a synonym or a definition in L1 or L2, and the other in the form of a vocabulary retention test with multiple choice, fill-in-the-blank and matching items. The reason for having the two forms for the vocabulary test was to check to what extent the participants were able to retain the vocabularies in both decontextualized (through the checklist) and contextualized (through the vocabulary test) ways.

It took 20 minutes to administer the vocabulary list and 30 minutes was allotted to administer the vocabulary test. In order to avoid student fatigue, a 10 minute gap was allowed between the two tests. Every individual was awarded a score of one for each vocabulary that he/she had both selected the correct response from among the alternatives on the vocabulary test and provided the correct synonym or definition in Persian or English on the checklist indicating retention of that vocabulary. If only one of these were correct, the candidate could have guessed the answer on the multiple choice test and would receive a score of zero on that vocabulary indicating lack of retention.

In the sixth phase, to arrive at the pre assumed results, giving a relative treatment was needed.

Therefore, the present researcher provided the learners with the following treatment type:

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The Impact of Iranian EFL Learner's Gender on Their Vocabulary Retention Ability Regarding Authentic Versus Non-authentic Texts

Both female and male EFL learners were exposed to target vocabularies' dictionary meaning and the researcher used some vocabulary teaching strategies such as butchering, surrounding and brain storming to teach the new words. Besides, all six texts were read aloud and learners repeated the correct form of the words' pronunciation.

The treatment was done during three sessions. In each session two texts; one authentic and one non-authentic were taught. Between teachings of these two texts in each session, participants had a break in order to avoid learner's fatigue to influence EFL learners' vocabulary learning. Also, the allotted time for each text and its five unknown vocabularies was 30 minutes and the time duration was enough for all six texts because the readability and length of texts were close together and proper for upper-intermediate level.

The seventh phase was just the next session after finishing the treatment. The post-test which was the same as the pre-test was administered to all participants including both female and male students from both institutes.

Two weeks after the completion of the treatment, the post-delayed-test was administered to all participants which were again the same vocabulary tests in addition to the 30-word list. The students were not told that they would take a vocabulary retention delayed post-test and the interval of two weeks was chosen because less than this time the students might use their short-term memory to answer the questions and in more than two weeks further learning may occur.

3.4. Data Analysis

In order to analyze the obtained data, the researchers computed them by means of the statistical package SPSS. The kinds of analyses that were used included Mean Scores, Standard Deviation, and Repeated Measures of Variance.

4. Results

To investigate whether the gender of Iranian upper-intermediate EFL learners had any Impact on their vocabulary retention regarding authentic versus non-authentic text the data were

analyzed based on Repeated Measures of variance (GLMRM), because of the existence of within subject factors in three levels (pre-test, post-test and delayed post-test). Test scores of the three vocabulary tests (pre-test, post-test and delayed post-test) in authentic and non-authentic texts from male and female EFL learners have been measured.

Table 1: Tests of Within-Subjects Effects

Measure: Teaching

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
Time	Huynh-Feldt	5178.613	1.368	3785.588	1161.512	.000
Time * Text	Huynh-Feldt	.127	1.368	.093	.028	.926
Time * Gender	Huynh-Feldt	1.285	1.368	.939	.288	.665
Time * Gender * Text	Huynh-Feldt	2.216	1.368	1.620	.497	.540
Error(Time)	Huynh-Feldt	312.096	95.759	3.259		

In the fourth row as you can see, the effect of EFL learners' gender on their vocabulary retention ability regarding authentic and non-authentic texts, were analyzed. According to the last column of this table the significance level is 0.5. As you see this is greater than 0.05 so, the null hypothesis is accepted. As a matter of fact, the Iranian EFL learner's gender has no impact on their vocabulary retention ability regarding authentic versus non-authentic texts.

Although the null hypothesis is accepted, in order to see whether the treatment had any effect on EFL learners' vocabulary retention, learner scores in pre-test, immediate post-test and delayed post-test were analyzed.

Table 2: Pairwise Comparisons

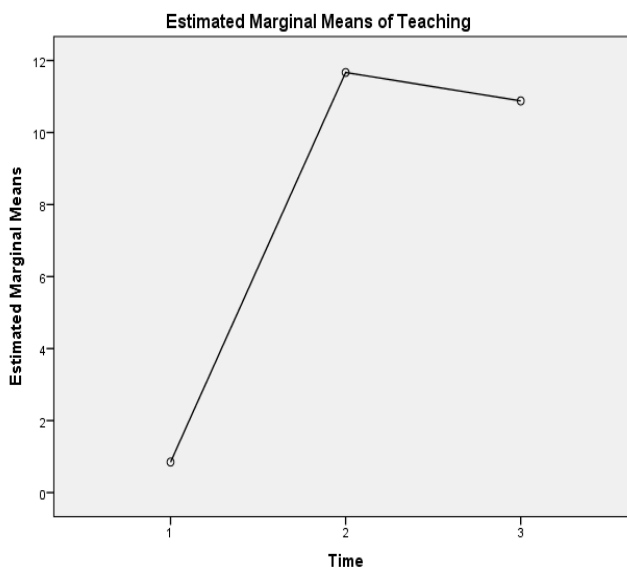
Measure: Teaching

(I) Time	(J) Time	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
1	2	-10.820	.263	.000	-11.465	-10.176
	3	-10.030	.315	.000	-10.802	-9.259
2	1	10.820	.263	.000	10.176	11.465
	3	.790	.141	.000	.444	1.136
3	1	10.030	.315	.000	9.259	10.802
	2	-.790	.141	.000	-1.136	-.444

Regarding the reported significance level column in the above table, it is considered that significance level for the difference of learning and retaining words among pretest, post-test and delayed test in all mutual comparisons is less than 0.05 (Sig=0.000). Therefore, it is concluded that there is a meaningful significant difference between dependent means of learning and retaining vocabulary among independent variable levels (Figure 1).

For better understanding of the matter, the following graphic figure is presented:

Figure 1: Diagram of estimated marginal means of grades of learning and retaining in pre-test (1), post-test (2) and delayed post-test (3)



The above figure shows the diagram of marginal means estimated of learning and retaining grades in pre-test(1), post-test(2) and delayed post-test(3). Regarding the diagram, it is distinguished that there is difference among means of learning and retaining words in the three tests (pre-test, post-test and delayed post-test); and language learners have not done the same at every three test. This means teaching vocabulary to language learners is effective on their learning and retaining words.

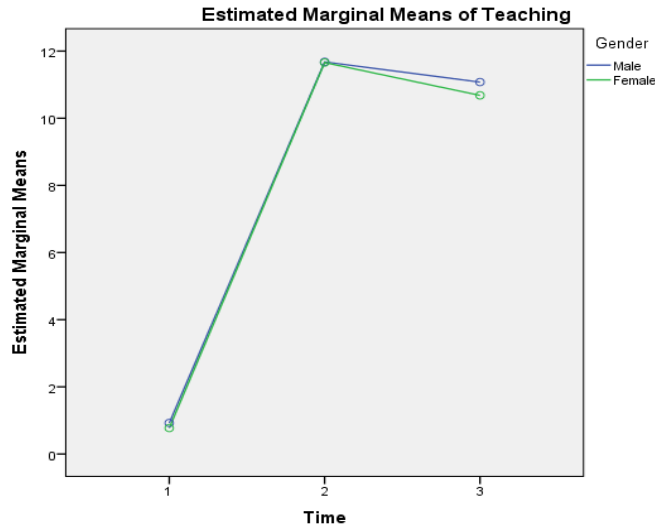


Figure 2: Diagram of estimated marginal means of vocabulary learning and retaining grades at pre-test (1), post-test (2) and delayed post-test (3) taken by male (blue) and female (green) language learners.

The above figure, shows the linear diagram of estimated marginal means of learning and retaining vocabulary grades of pre-test(1), post-test(2) and delayed post-test(3) taken by male(blue) and female(green) language learners. Regarding positions of the liens, it is realized that male learners in comparison with female ones have got no different performance. In other words, teaching vocabulary has equal effect on the ability of learning and retaining of male and female language learners. That is to say, female and male language learners present no difference in ability of learning and retaining vocabulary.

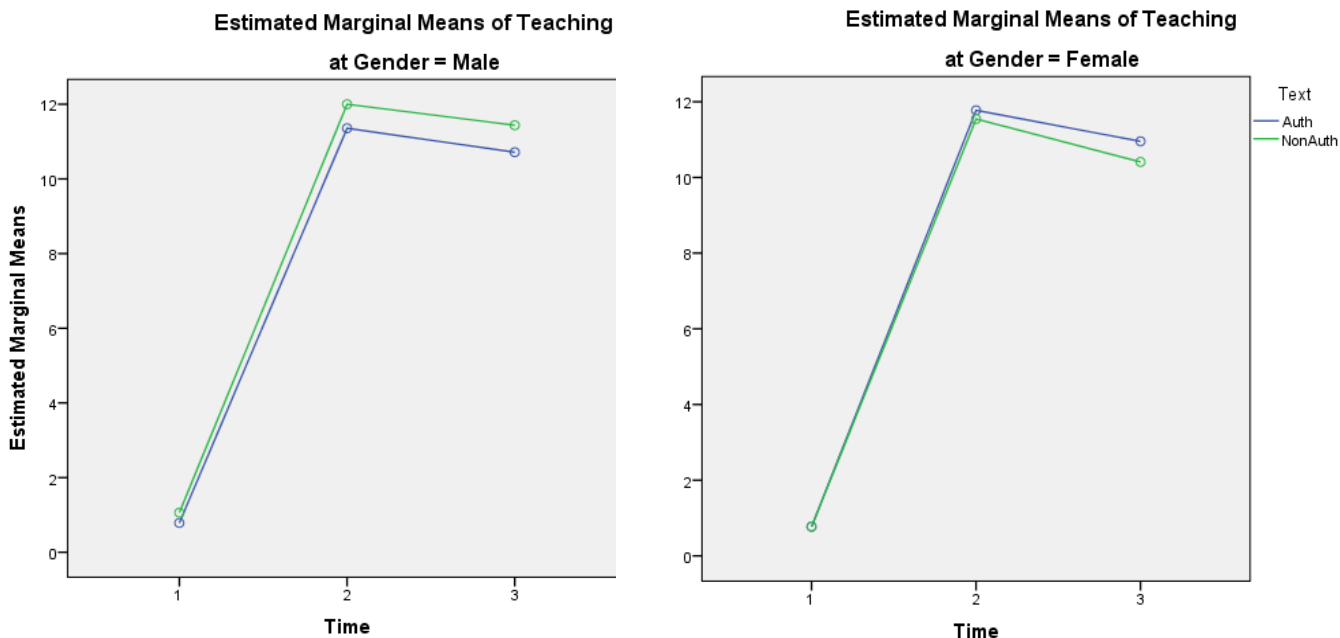


Figure 4: linear diagrams of estimated marginal means of learning and retaining vocabulary grades of pre-test (1), post-test (2) and delayed post-test (3) taken by male language learners (left diagram) and female (right diagram) in authentic (blue) and non-authentic (green).

Figure above, shows linear diagram of estimated marginal means of learning and retaining vocabulary grades of pre-test (1), post-test (2) and delayed post-test (3) taken by male language learners (left diagram) and female (right diagram) in authentic (blue) and non-authentic (green). According to the position of these lines, it is realized that learning and retaining ability of male and female language learners' vocabulary of authentic and non-authentic texts are similar. It means language learners' gender has no effect on learning and retaining vocabulary of authentic and non-authentic texts; it is seen that Iranian language learners' ability of learning and retaining authentic and non-authentic text vocabulary has no relation with their gender; that indicates accuracy of the hypothesis of the present research.

5. Conclusion

The main aim of doing this research was to investigate whether the Iranian EFL learners' gender has any effect on their vocabulary retention considering text authenticity. According to

the analyzed data of the study, there was not any significant difference between Iranian EFL learners' gender in vocabulary retention ability, whether the text is authentic or non-authentic.

6. Pedagogical Implications

As the results of the study provided evidence that the gender of Iranian EFL learners' gender has no impact on their vocabulary retention, foreign language teachers, especially those who teach in language institutes, can benefit from this research. While teaching vocabulary, language teachers should focus on other factors rather than EFL learners gender as there is no significant difference in their vocabulary retention ability. Beside teachers, curriculum designers and test makers can benefit from this study's results as they can use both authentic and non-authentic texts regardless of learners' gender.

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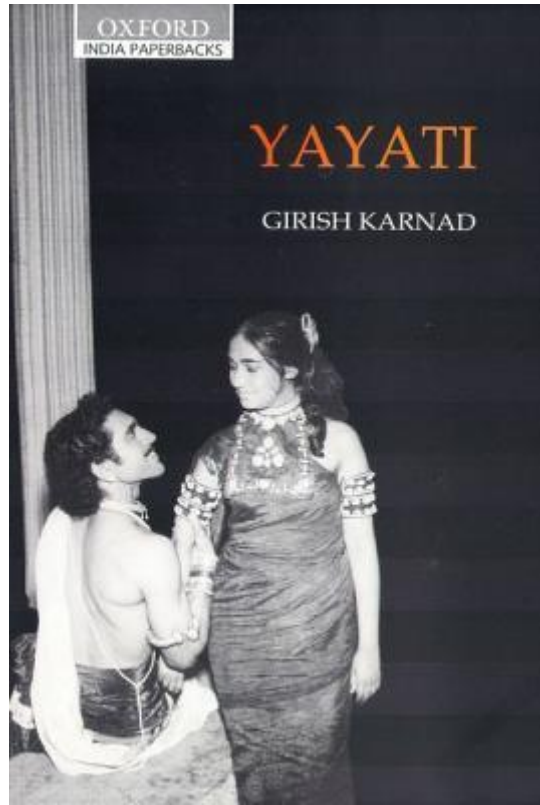
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Fantasy in Girish Karnad's Play *Yayati*

Smitha Sankaranarayanan, M.A., M.Phil. (English)



Abstract

This paper attempts to unravel the element of fantasy in Girish Karnad's first play, *Yayati*. An understanding of the characteristic features of fantasy literature has been highlighted through this work. This literature of subversion which is closely associated with imagination and with desire makes this play free from the restraints of the realistic texts. This play is a perfect illustration of a fantasy literature since it satisfies all the criteria that are required for a work of fantasy. Todorov calls fantasy as the literature of subversion which is all about describing desire in its excessive forms (Fantasy: The literature of subversion). This tempting subject opens the doors of an art form, which provides vicarious gratification.

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Keywords: Fantasy Literature, Goals of fantasy, Metamorphosis, Imaginative faculty, Repressed female energy, Subversion

Introduction

The plays of Girish Karnad have achieved great acclaim internationally. Most of his plays originated from Indian mythology and history. But on closer analysis, we will learn that his plays also exhibit a strong element of fantasy. This paper attempts to elicit the elements of fantasy in the play *Yayati*. To appreciate the fantasy in Karnad's play we must have knowledge of the characteristic features of a work of fantasy.

Some of the characters of a work of fantasy are the play of imagination, breaking of sexual taboos, problems of vision and visibility, strong degree of social and class prejudice, repressed female energy, presence of enclosures, yearning for immortality, feeling of incompleteness, fascination with suicide and death, unnatural metamorphosis or transformation, disintegration, dualism and powerful mental struggle in the characters, roots in ancient mythology and so on. The play *Yayati* is a vivid illustration of fantasy in literature.

Ancient Mythology as Source

Often, modern fantasy has its roots in ancient myth. So is the case with the story of the play *Yayati* which occurs in the *Mahabharatha*. Yayati, the king, belongs to the Aryan race. He is the Bharatha King but his son, Puru is born to a Rakshasa (ogre) woman. The story presents King Yayati's lustful character and we learn of him being cursed to old age for the moral crime of having a clandestine relationship with his wife's slave, Sharmishtha. The thought of losing his youth at the prime of his life makes him terribly upset and he requests his son, Puru to exchange his youth with the father's old age. The son readily agrees to his father's request and accepts this exchange, as a result of which he is transformed into an old man. This play works on our imaginative faculty which is a significant characteristic of fantasy.

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Transformation or Metamorphosis

The transformation or metamorphosis of young Puru into an old man provides an illustration of a fantasy literature. Soon after he accepts the curse of his father's old age, we can see Puru bending down under his own weight. The young and vibrant newlywed prince transforms into a pathetic looking wrinkled old man. His wife, Chitrlekha's shock at her husband's premature senility overnight evokes the reader's sympathy for the young bride.

Immortality

Similarly, Yayati's deep yearning for immortality also makes the play a work of fantasy. The maid Sharmishtha is visualized revealing the fact that King Yayati lusts for immortality. He seems to have married Devayani for her father's art of 'Sanjeevani'. Sharmishtha belittles Devayani by commenting on King Yayati's interest for the latter as-

“Except that he is not lusting for you, you poor darling, he lusts for immortality, your father's art of Sanjeevani”. [p.11]

Yayati, the aspiring descendant of the Bharata dynasty is never short of women, but according to Sharmistha, he married Devayani because it is she alone who can lead him to the abode of immortality. The king's lust for immortality is another element of fantasy.

Social and Class Prejudice

The pictures of fantasy seem to unfold one after the other in this play. We can see a strong degree of social and class prejudice here. Yayati belongs to the Aryan race and his son Puru is born to a Rakshasa woman. In spite of his Rakshasa origin, he is expected to rule the kingdom. Puru thinks he is unfit for this great position and he feels obliged to his father for bestowing him with something greater than he deserves. Devayani is a Brahmin lady married to the Bharatha king but Sharmishtha is a Rakshasa princess. The Rakshasa princess

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enjoyed the company of Devayani because she always made her feel important. Though the two were close friends, they quarrel over a petty thing and the class prejudice arises as a hindrance in their friendship.

Sharmishtha: I opened my eyes, two years ago. Don't you remember? I do. The precise moment .When I closed my eyes, I was the princess of the rakshasas. You were the off-spring of a destitute Brahmin, dependent upon my father. I had everything, beauty, education, wealth. Everything except birth - an Arya pedigree. [p.10]

We also come across the manner in which Devayani behaves to the maid servant Swarnalata. No matter how kind-hearted and loyal the maid is, she is treated as an alien. These are clear indications of the social and class prejudice.

Incompleteness

Incompleteness is yet another feature of fantasy. The inferiority complex as well as the submissive attitude that develops from casteism is evident throughout the play. Puru is sad to learn that his mother was a Rakshasa woman which meant that he was a half-caste, something similar to an untouchable to the Bharathas. He feels inferior because he is born to parents of different races. His identity is challenged and this pushes him into the dark dungeon of inferiority complex and depression. Accepting King Yayati's curse of old age is a part of his attempt to attain completeness and it is the obligation he shows towards his father for socially accepting him as his son, in spite of his maternal Rakshasa origin.

Repressed Female Energy

Another characteristic of a fantasy literature is repressed female energy. In the play, we get glimpses of the above in Sharmistha who is a Rakshasa woman. We can see the same in Puru's wife, Chitrlekha. It is their repressed sexual energies that urge Sharmishtha to speak rudely to the queen, Devayani

and Chitrlekha to debate with King Yayati. On seeing her husband in a shrivelled state of senescence, Chitrlekha drives him away out of utter disappointment. When Yayati urges her to bring back her husband Puru to her chamber, she retorts full of vigour:

“I will not let my husband step back into my bedroom unless he returns a young man”[p.61]

This is an indication of the rebellion that develops in her mind because she is deprived of the rights of a wife at too early an age. She is bold enough to question her father-in-law, the unjust king and father:

“You hold forth on my wifely duties. What about your duty to your son? Did you think twice before foisting your troubles on a pliant son?” [P.62]

Her territory consciousness makes her react violently to her husband’s father. She rebukes him for screaming out her name with so much authority and remarks that the above right belongs to her husband alone. This educated lady argues relentlessly, leaving Yayati speechless.

Desire

At first, we learn of Devayani’s desire for King Yayati which urges her to marry him. Her friend, Sharmishtha who has a Rakshasa origin desires the pompous and elegant life of a queen and the newlywed bride, Chitrlekha yearns for presenting the Bharatha kingdom with a son. But above all, the play is captured by King Yayati’s desire for Sharmishtha which in turn is responsible for the evil consequences witnessed in the play. His father-in-law curses him with premature old age for his infidelity. Thus, *Yayati* is a typical example of a fantasy literature because it is a literature of desire.

Enclosures

Enclosures are central to modern fantasy. There is an instance where Sharmishtha pushes Devayani into a well because the latter had scolded her for wearing her blouse. When Devayani rebukes her dear friend Sharmishtha, she gets extremely angry and offended since she was blamed for fantasizing as soon as she got into an Aryan princess' attire. Yayati finds Devayani in the well covered with mud and dirt. The encounter paves way for Devayani being saved from the well by Yayati and this first meeting results in their wedding.

Fascination with Suicide and Death

The play also exhibits the fascination with suicide and the flirtation with death. When Sharmistha leaves her house, her father gifts her with a vial of lethal poison that is the purest extract of wild mushrooms. She drops it on the floor and it is picked up by Chitrlekha, the young bride of Puru. She gulps it down owing to her disappointment in life and dies at once. Her dreams have been shattered when she discovered that Puru had accepted his father's curse.

Disintegration

Fantasy has its commitment to disintegration and this feature is evident in this play. King Yayati's disintegration from his kingly position to that of a lustful layman in his keeping company with Sharmistha illustrates the above. He is degenerated to a victim of sexuality. The libidinal desire of Yayati eclipses his dignified kingly position. All the characters in this play have powerful mental and spiritual struggles which are also a characteristic of fantasy.

Dualism

Moreover, dualism is projected by Sharmistha in the course of the play. Though she presents herself as a loud-mouthed villainous lady in the beginning, she expresses deep concern for her mistress Devayani as well as for King Yayati in the later part. Similarly, King Yayati also displays dualism in his nature. The lustful king at first shows his repugnance and revolt against the idea of living the life of an old man. He hands over the curse of senility to his son. But later,

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realization dawns on him that there is neither courage nor virtue in shirking from the consequences of one's own misdeeds. Therefore, he takes back the curse of old age from his son. This paves way for another feature of fantasy.

Conclusion

The play *Yayati* is a perfect illustration of a fantasy literature because it has achieved the goals of fantasy by helping the reader grow in his/her experience.

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Exploring Proverb Recognition Skill among Adolescents

Thejaswi D., MASLP, Rajashree G. Bhat, Intern and Maithily Rai K., Intern

Abstract

Proverbs are figurative expressions capturing values and wisdom of our society. Literature suggests that proverb development begins during adolescence and continues throughout adulthood. Thus, the main purpose of the study was to check awareness of proverbs among adolescents in comparison to adults. For this study, proverb recognition task consisting of 20 proverbs and 20 non-proverbs were presented visually using DmDx software to participants of Group I (10-14 years) and Group II (18-24 years). A key press reaction time involving two alternate forced choice response format was adopted. Results of this cross sectional study design revealed that Group II had faster reaction time and higher accuracy rate compared to Group I and was statistically significant at 95% confidence level. The results documented are attributed to the meta-semantic hypothesis, which suggests Group I may have been less exposed to the proverbs hence processing it as an unfamiliar expression. This leads to active analysis of each word in the phrase, which is in contrast to how a familiar expression is processed by Group II subjects because of frequent exposure. In addition, the difference in lifestyle followed by the participants is also another contributing factor. Overall, the results give us valuable insight on the age related differences in strategies used for proverb recognition.

Key words: Proverb recognition, adolescents, adults, meta-semantic hypothesis.

Introduction

Proverbs are figurative expressions referring to statements that capture shared values, beliefs and wisdom of our society (Nippold, Uhden, & Schwarz, 1997). These commonly occurring statements are composed from common sense, experience and wisdom of our elders. Principally, a proverb constitutes ageless wisdom expressed in short phrases with moral concerns by means of poetry, imagery and metaphor (Gibbs & Beitel, 1995; Prahlad, 1996). Previous investigations suggest that comprehending a proverb requires several analytical skills of abstract

thinking, linguistic competence and intelligence (Nippold, Uhden, & Schwarz, 1997; Qualls & Harris, 2003). Apparently, in a social situation an individual must determine the proverbs meaning by combining contextual information along with worldly knowledge (Nippold & Haq, 1996). This is because proverbs are usually stored as a single unit and rarely occur in isolation (Owens, 1996). Hence, by combining these strategies proverbs are comprehended much faster and more accurately. Moreover, due to repeated exposure and higher cognitive-linguistic flexibility seen with increase in age the figurative concepts become more concrete in nature (Owens, 1996). Thus we can infer that comprehending a proverb is a complex interpersonal phenomenon.

Proverbs have been a subject of interest to various disciplines, like Speech Language Pathologists, since many years (Gibbs & Beitel, 1995). The emergence of need for Speech Language Pathologists to assess proverbs began with the inclusion of proverbial expressions in school curriculum (Nippold, 1991; 1993). In addition, these expressions also have become an integral part of day to day communication to such an extent that several researchers consider it as a universal characteristic of speech (Pollio, Smith, & Pollio, 1990). On the continuum, studies have also given us insight into proverb recognition as a good academic achievement indicator (Nippold, Uhden, & Schwarz, 1997; Nippold, Hegel, Uhden, & Bustamante, 1998).

Researchers have used proverb recognition and comprehension tasks as tools to measure abstract thinking which reflects upon cognitive ability in an individual (van Lancker, 1990). Like many cognitive abilities, proverb recognition improves with age and continues throughout one's adulthood (Nippold, 2006). Research evidence for this statement was provided by Nippold and Haq (1996). In their study on proverb explanation task adults performance was markedly higher in comparison to adolescents. It was also observed that the higher performance by adults started declining above 50 years of age. Similarly, Nippold, Allen, and Kirsh (2000) reported that adolescents performance was at par with that of adults for concrete proverbs, but had poorer scores when abstract proverbs were used. However, Levorato and Cacciari (2002) provided experimental evidence that figurative language requires a long time to be used in a creative way. These studies from literature collectively suggest a difference in cognitive strategies used by adolescents and adults.

Need for the Study

Acquisition and use of figurative language is a complex multifaceted phenomenon that varies over time and between cultures. Thus, investigating proverb recognition in children is an important area of research. Literature suggests that children are frequently exposed to proverbs, either in spoken or written form, and is manifested in classroom, home and social context (Owens, 1996). This exposure is expected to become more concrete between 11-14 years, as they correspond with highest growth in analytical skills (Nippold & Haq, 1996). Moreover, proverb recognition helps us in understanding that language growth persists even beyond childhood. Hence, investigation among diverse populations is needed that focuses primarily upon identifying figurative language deficits (Nippold, Uhden, & Schwarz, 1997). While research in this area is limited in Indian context, the study will contribute to the small body of literature in our understanding of proverb recognition across typically developing children. In addition, we hypothesize that there may be difference in the way how children process the proverb in comparison to adults, thereby we can expect reduced performance among younger children in the study.

Aim of the Study

The present study was undertaken to investigate proverb recognition among Kannada speaking adolescents in comparison to adults.

Method

Total of 40 subjects participated in this cross sectional study design. They were further divided into two groups. Group I consisted of 20 subjects within the age range of 10-14 years (mean age of 13.4years) and Group II consisted of 20 gender matched subjects within 18-24 years (mean age of 22.6 years). All the subjects were native speakers of Kannada language. The WHO disability checklist (Singhia et al., 2007) was administered to rule out any disability. The subjects were matched for lower middle class to upper middle socio economic class, based on the scale for measuring socio economic status (Aggarwal et al., 2005).

For the proverb recognition task, 20 proverbs and 20 non-proverb phrases (Appendix I) of Kannada language were considered. The proverbs were included from text books of the

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participants in addition to the commonly spoken proverbial expressions as determined by Speech Language Pathologists and teachers. In case of non-proverbs, meaningful phrases were included.

The stimuli were programmed to be presented visually through DmDx software (Version 4.0.6.0) installed in a Dell 1450 laptop running on Windows 7. DmDx (Forster & Forster, 2003) is freely accessible programming based software widely used to quantify reaction time for cognitive-linguistic experiments. DmDx script was written in .rtf format and loaded to present the stimuli in a uniform timed manner throughout the proverb recognition task. Calibration of DmDx running was performed prior to testing using TimeDx software to ensure optimum automatic reaction time calculation.

Each subject was seated upright in their comfortable position in a relatively noise free environment. All the subjects were tested individually in front of a 14 inch display screen. The proverb recognition task involved randomized presentation of proverb and/ or non- proverb phrase in middle of the laptop screen using 20 font size of black color on a white background. A two alternative forced response choice involving key press reaction time was adopted for the study. The subjects were instructed to press <1> key button for a proverb and press <0> key button for a non-proverb quickly and accurately. Following these instructions, subjects were given three trial items before the commencement of the actual test to ensure familiarity with the test procedure. After which, total of 1600 tokens (40 subjects x 40 phrases) was obtained with each session lasting 10 minutes. The data was analyzed for reaction time (msec) and accuracy rate (%). The results of non-proverbs were not included in the analysis as it was not the objective of the study. The reaction time was automatically calculated by the DmDx software. For the calculation of accuracy rate, every correct answer was given a score of 1 and for an incorrect answer 0. The offline data analyzed excluded error and lost trials. Descriptive statistics was performed using statistical package SPSS (Version 17). Independent t- test was administered to compare if the results were statistically significant at 95% confidence level.

Results

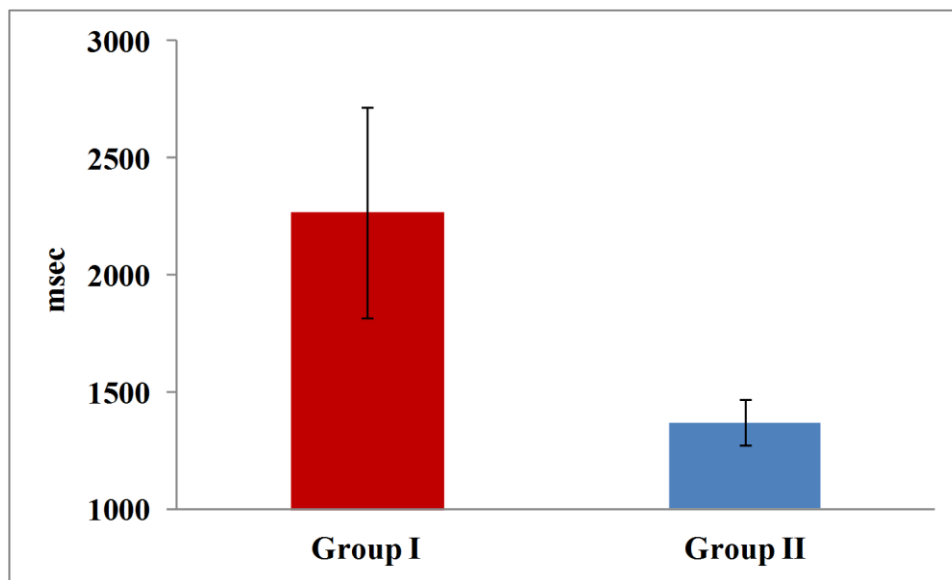
Scores of proverb recognition task revealed that Group I had a higher mean reaction time of 2267.78 (± 452.81) msec in comparison to 1372.36 (± 98.05) msec of Group II subjects.

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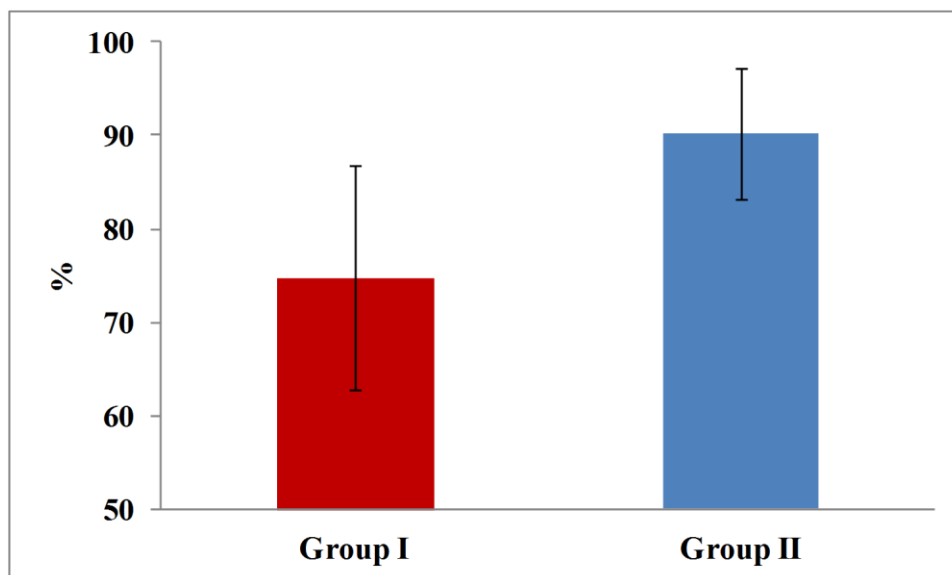
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Similarly in accuracy rate, Group I had decreased mean accuracy rate of 74.8 (± 12.04) % and Group II had 90.25 (± 6.97) %. These results prove our hypothesis of decreased performance by Group I i.e., adolescents in comparison to Group II i.e., adults. The results of mean reaction time and accuracy rate are depicted in Graph 1 and 2 respectively.

In the results it was also observed that female subjects had performed the proverb recognition task faster and more accurately in comparison to male subjects across both the groups. Independent t-test results indicated statistical significant difference at 95% confidence level for reaction time and accuracy rate for Group I and Group II. Statistical values obtained for mean reaction time was [t (44) = -8.66; p=0.000] and for accuracy rate was [t (44) = 5.10; p=0.000].



Graph 1: Mean and SD of reaction time in msec for proverb recognition task across Group I and Group II.



Graph 2: Mean and SD of accuracy rate in % for proverb recognition task across Group I and Group II.

Discussion

The results of the current study support the view put forward in meta-semantic hypothesis. According to Nippold and Haq (1996) the meta-semantic hypothesis emphasizes difference in processing familiar expressions compared to unfamiliar ones. It is reported that unfamiliar expressions undergo series of active analysis of the individual words, whereas familiar expressions are previously stored as a whole unit (Nippold & Haq, 1996). These differences in processing strategies would have been adopted by the study participants that consequently lead to slower reaction time in adolescents i.e., Group I. Specifically, we can say that Group I participants would have had minimal exposure to the proverbs, thereby categorizing them under unfamiliar item. This in turn would have lead to multiple readings and slower processing pace leading to increased reaction time and reduced accuracy rate (Katz & Ferretti, 2001). On the contrary, Group II subjects would have more frequently been exposed to these expressions. Thereby, the proverbs would have been recognized from their semantic memory as soon as they read it (Chappman et al., 1997). In addition, due to more exposure to these expressions the adult participants would have categorized it as a familiar single unit (Owens, 1996).

Literature supports that recognition of a familiar proverb is complete as soon as one reads the second word in it (Katz & Ferretti, 2001). On the contrary, un-familiar proverbs are recognized only after reading the entire phrase, thereby causing delayed recognition of the non-proverb and leading to increased reaction time and decreased accuracy rate. The findings of the study are in consonance with studies reported in literature supporting better proverb recognition by adults than adolescents for proverbial expressions (Nippold & Haq, 1996; Nippold et al., 1997).

It is also noteworthy to report the differences in results among the adolescents population to be due to adoption of different lifestyle. Studies report that the current younger generation children spends more time on gadgets and other technology based tools, while having less interest and interaction with family, specifically elders, who have been passing these traditional expressions successfully to next generation (Brown & Wright-Harp, 2011). Having strong socio-cultural backgrounds with high family moral values have long been an integral part of our Indian tradition since many centuries. This however maybe drifting away from our culture now because of the modernization of lifestyle, that is preferred more by younger aged population. This in turn is expected to create a less communicative environment in the early days of secondary language development. These factors are the negative consequences of modernization that is reflected in reduced awareness of proverbs, as observed in the study results. However, more details pertaining to parent-child interaction and family details has to be considered to further comment in detail.

In the study the proverbs were presented with no contextual cues or at isolation. Therefore, it can also be commented that the method adopted in the present study was to quantify the responses for proverb awareness rather than comprehension ability. This in turn can also reflect the memory recalling ability. Researchers have also reported that the mode of response to be another factor acting as a variable in proverb recognition task. Differences in results were speculated by Qualls and Harris (2003) for spontaneous response versus forced response format in their study on figurative language. Their study results are still debatable and have no equivocal viewpoint. Hence, the current study adopted a two alternative forced choice method as it was best suited for proverb recognition task.

Earlier work done by van Lancker (1990) provided experimental evidence for inclusion of rating scale while exploring proverb recognition. The author reported that a methodology with no rating of proverbs can affect study results by increasing the reaction time and decreasing the accuracy rate. Moreover, the dual combination of length of the stimuli along with rating scale can further add on to delayed reaction time which may have more impact than the individual factors. Though the current study did not adopt any rating scale for stimuli selection only commonly occurring proverbs as determined by Speech Language Pathologists and teachers were taken. We also took into account of controlling the stimuli length by maintaining the length of the phrases, not using familiarity ratings is the drawback of the study.

Conclusion

The present study was taken with the aim to get an insight on proverb recognition among adolescents compared to adults. The data obtained were consistent with literature reports that indicated adult subjects had faster reaction time and higher accuracy rate compared to adolescents. In addition, statistical significant differences were also noted between male and female subjects. Overall, the results of the present study will help us in understanding age related differences in the strategies employed for proverb recognition. The data may help professionals in health and education setups to use this as a red flag for delay in higher language development. Further studies should focus on proverb recognition across varying stimuli like concrete vs. abstract on a larger age range.

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Appendix I

Sl No.	Proverbs	Non proverbs
1.	na:ji ba:la ja:va:galu ðoŋku	a:ðisino:ðu bi:lisino:ðu uru[ho:gaðu
2.	kai kesara:ðare ba:jmosaru	ða:ri no:ðuṭṭa hedzde ha:ku
3.	aṭi a:se gaṭi ke:ðu	iṅḍina kaṭa na:leja la:b ^h a
4.	kaige baṅḍa ṭṭṭu ba:jge baralilla	vo:ḍiḍava geḍḍa a:ḍiḍava biḍḍa
5.	huṭṭa guṇa suṭṭaru: ho:gaðu	saṭjakke sa:villa suḷḷige ḍzajavilla
6.	maṅgana kaijalli maṅikja koṭṭaha:ge	he:li upajo:gavilla ma:ḍi kelasavilla
7.	ha:sige iḍḍaṭu ka:lu tfa:tfu	maneje maṅṭra:laja manase: ḍe:va:laja
8.	ibbara dzagaḷa mu:ranejavarige la:b ^h a	bevu bella jellara ma:ṭalla
9.	jemme me:le maḷe suriḍa:ha:ge	ḍevara a:ṭa ḍzanara no:ṭa
10.	gubbi me:le bramha:ṣṭave?	aṭṭe ba:ji ja:va:galu: koṅku
11.	uppigiṅṭa ruṭṭi illa ṭa:jigiṅṭa baṅḍ ^h uvilla	ha:vina ḍveṣa hanneradu varuṣa
12.	manege beṅki biḍḍa:ga ba:vi ṭo:ḍiḍa	saṅṅa makkaḷu ḍe:vara sama:na
13.	ja:raḍḍo ḍuḍḍalli jellamma dz:ṭre	ni:ru viṣava:ḍaru: amruṭa viṣava:gaðu
14.	kumbaḷa ka:ji kaḍḍava hegalu muṭṭi no:ḍiḍa	manegoṅḍu mara u:riḅoṅḍu ka:ðu
15.	u:ṭa ballavanige ro:gavilla ma:ṭuballavanige dzagavilla	na:lige iḍḍaṭu nela nekku
16.	anna ha:kiḍa manege kannu ha:kabeḍa	lo:kakke sa:riḍava manege balla
17.	ve:ḍa suḷḷa:ḍaru: ga:ḍe suḷḷa:gaðu	na:ji bekku ja:va:galu saṭruḅaḷu
18.	ahaṅka:rakke uḍa:si:nave maḍḍu	sose me:lina ko:pa aḍige me:le
19.	jellara maneja ḍo:se ṭu:ṭu	no:ḍiḍḍanne he:lo: maha:ra:ja
20.	ḍevaru koṭṭaru: pu:dza:ri koḍaḍu	ka:ḍige beṅki biḍḍa:ga niḍḍe ma:ḍiḍḍa

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Occupational Health Hazards of Women Construction Workers: A Critical Survey of the Literature

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Abstract

This paper surveys and critically reviews of the major research works on occupational health hazards of women construction workers in non-farm sector. These papers analyze how various hazards affect the women workers in construction industry. The studies cover major hazards like mechanical, chemical, mental, biological and physical ones, in the field of community medicine, environmental studies, psychological, sociological and general medicine point of view. Only a few studies have been done to incorporate the ideologies of occupational health hazards within an economic point of view. This research gap opens a new avenue of research for the study on an economic analysis of occupational health hazards in the construction industry.

Keywords: women construction workers, construction industry, occupational health hazards,

Introduction

Modernization and industrialization have paved a good path to the construction industry. There are more than 20 million construction workers in India at present. The construction sector is one of the largest employers of women next to agriculture in India. Construction work is often described as a dirty, difficult and dangerous job. It is one of the most hazardous and accident-prone activities as reported by International Labour Organization (ILO). Construction sectors involves work that are highly unsafe like working in extreme heights, welding, cutting, centering, carrying stuff to high places without the use of any kind of technology. Globally, 17% of all work-related fatalities are in the construction sector (ILO). So far as women construction workers are concerned their conditions are even worse. Women construction workers may carry single loads of up to 51 kg, far more than the weight limit recommended by occupation safety and health standards for women. They also tend to carry heavier loads when they have to climb up a job site and a repetition of this kind of work takes a toll on the women, and their bodies.

Occupational Health Problems

However, majority of workers and citizens are still facing serious occupational health problems including general health problems like high mortality rates, birth control and gender imbalance, violence, accidents, communicable and non-communicable diseases, malnutrition, poor environs, lack of clean potable water, insufficient nutrition, poor sanitation and inadequate medical care. Globalization and rapid industrial growth (about 8% annual economic growth) in the past few years have further intensified the problems and complexities of occupational health related issues.

Construction workers are characterized by insecurity of wages, dangerous working conditions and lack of access to any kind of health care. According to a recent survey by the International Labour Organization, 165 out of every 1000 workers are injured during work. The living conditions are in no way better than the working conditions. They live in temporary shelters built on the construction site, in tents built out of rubber and metal sheets. Most of the time, the construction companies do not provide any electricity, or even proper sanitation. There are only few studies which have focused on the occupational health hazards in an economic point of view and treatment needs among the construction workers.

Focus of This Paper: Occupational Health Hazards in Construction Industry

In this context, the present paper surveyed and reviewed the major research works on occupational health hazards in construction industry and tries to identify the important research gap for scope for further research in the discipline of occupational health hazards of the construction industry.

The major works of the health hazards are listed below:

Author(s) – Objective and Methodology of health hazards, measured hazards - Major Findings

Author(s)	Title	Objective	Methodology	Major Findings
Andrea Tyree et al. (1974)	The Occupational and Marital Mobility of Women.	The occupational mobility of women is found to be less similar to mobility patterns of men than is women's marital mobility.	The NORC data on occupational mobility of women presented.	Thus, similar patterns govern movement of both men and women from their origins to the status of male head of their families.
Cook.W.K (1979)	Integrating research and action: a systematic review of community-based participatory research to address health disparities in environmental and occupational health in the USA.	1.To examine the extent to which CBPR integrates action to effect community-level change and 2. To ascertain factors that facilitates such integration.	Occupational health hazards in the USA were identified primarily through a Medline search.	Community-initiated and action-oriented observational studies might be needed.
Kittyc Alavita. (1983)	The Demise of The Occupational Safety and Health Administration: A Case Studying Symbolic Action.	The Occupational Safety and Health Administration, Supposedly designed to protect U.S. workers on the job, was seen by many as no more than a symbolic gesture to labor when it was created in 1971.	OSHA had little immediate impact on working conditions, but it did provide a vehicle for incremental gains by labor, both material and ideological.	The advances made by labor under OSHA argue that attacks on the agency by the Reagan administration are an attempt to revoke those gains and erase the concessionary message of the 1970s.
Jorma Rantanen. (1983)	Occupational health and safety in Finland.	At present the Finnish occupational health and safety legislation meets the Scandinavian standard well, though the structure of the Finnish legislation is more fragmented.	The organization and manpower resources of occupational health and safety comprise more than 100,000 persons (5 % of the labor force), and the number of full-time experts is about 3,600.	Three major national programs (National Occupational Health and Safety Program, National Occupational Health Service Program and National Program for Science Policy) were established so that the needs of occupational health and safety could be met.

Andrew Szasz, (1984)	Industrial Resistance To Occupational Safety and Health Legislation: 1971-1981.	This paper explores the role played by industry in the evolution of one of these new regulations, the Occupational Safety and Health Administration.	Federal government intervention in the U.S. economy dramatically increased in 1970 with the creation of a series of "social" regulations to protect the public from the unintended health consequences of industrial production.	The industry initially reacted defensively and developed containment strategies to minimize the impact of the new agency. They took the initiative in mid-decade, when growing economic malaise altered the political and ideological climate in their favor.
Eve Roman. (1985)	Occupational mortality among women in England and Wales.	Occupational mortality in women who died in England and Wales from 1970 to 1972 was analysed.	Parity is a determinant of patterns of disease in working women, and the relative excess of cancer of the breast, ovary, and uterine; the body of professional and clerical workers probably reflected the high proportion of nulliparous women in these groups.	As women now constitute 40% of the workforce, often have their own specific occupations, and possibly also have their own diseases related to, specific occupations it is time for the registrar's guidelines on the recording of women's occupation.
Gary M Shaw. (1988)	Methodological considerations in the study of parental occupational exposures and congenital malformations in offspring.	The existence of hazardous substances in the workplace has raised concerns about the potential of these substances for adverse reproductive effects.	Methodological considerations inherent in studying the potential relation between parental occupational exposures and congenital malformations in the offspring.	With regard to measuring exposures, issues include methods for obtaining valid estimates of the nature, duration, timing of exposure, and exposure-response relationship. Other methodological issues discussed include selection of appropriate reference groups, sample size, and multiple hypothesis testing.
Nancy Frank. (1993)	Maiming and Killing: Occupational Health Crimes.	This article explores the issues of uncertainty, acceptable risk, and enforcement.	Because of technical, economic, and political dilemmas, workers bear the	Since society benefits by permitting workers to be exposed to occupational health hazards, it has a

			burdens of occupational disease.	responsibility to compensate those who become ill and to provide an integrated system of legal controls to protect workers.
Francoise Barten. (1996)	The Occupational Health Needs Of Workers: The Need for a New International Approach	U.N. Universal Declaration of Human Rights declares, all people have a right to the highest level of health attainable, and then surely the health of those who produce all valued products used by society is of basic concern.	The effects of the health hazards they face are often added to those of poor living environments, poor nutrition, and unsatisfactory housing.	This is particularly true for developing countries where, for the majority of workers, survival depends on work undertaken in exploitative conditions, with low incomes and unhealthy working conditions.
Dana Loomis, et al. (1997)	Informal Jobs: Another Occupational Hazard of Women's Mental Health?	The analysis that informal jobs, which imply absence of formal labour contracts, instability and the absence of fringe benefits, are positively associated with psychiatric symptoms was evaluated in a poor urban area of Brazil.	The study population was composed of 327 women randomly selected from a community in the city of Salvador, Brazil. Women who reported having a job without a formal contract were classified as informal workers.	A positive association between informal work and a high number of psychological symptoms was found (crude prevalence ratio=1.88, 95% confidence interval [CI]:1.24-2.85).
Timo J Partanen. (1999)	Collaboration between developing and developed countries and between developing countries in occupational health research and surveillance.	Occupational health and safety is encouraged in the development of infrastructure in research empowerment and capacity building.	identification and documentation of problems, sponsorship, databases and surveillance systems, technical support, methodology, publishing, research and training programs, controlled intervention, information exchange.	The sustainability of occupational health and safety structures and functions in the developing countries is a primary concern. Socio-ethical principles emphasize local, national, mutual and global gains.

Donna Mergler. (1999)	Combining quantitative and qualitative approaches in occupational health for a better understanding of the impact of work-related disorders.	These changes have important repercussions on the nature and type of occupational exposures, as well as on the labor force, affecting the relation between work and health.	While quantitative studies have dominated occupational health research over the past half century, qualitative methods can serve to ground quantitative data with regard to defining the research questions.	Work conditions on health and well-being, and reducing errors in exposure and health outcomes. Combining qualitative and quantitative methods in a complementary fashion can lead to a better understanding of the rapidly changing work environment and labor situation and a means for developing appropriate strategies for preventive intervention.
Laura. S, (2000)	Women in Construction: Occupational Health and Working Conditions	More women have taken jobs in the construction industry over the last two decades, as they have in other nontraditional industries.	In 1997, there were 8.1 million construction workers, of whom 781,000 (9%) were women. Approximately 2% of those were employed as skilled tradeswomen.	Women have a different pattern of fatal injuries and some differences in patterns of nonfatal injuries than men and report unique problems and concerns related to working in this industry.
Joan Benach. (2002)	A new occupational health agenda for a new work environment.	The emergences of new forms of work organization are transforming what had become standard types of work arrangements in industrialized countries.	The emergence of new forms of work organizations, are transforming what had become standard types of work arrangements in industrialized countries.	An alternative is also proposed for dealing with the conditions and settings needed to meet the new challenges related to establishing an effective occupational health policy.
Jos H Verbeek, et al. (2002)	Evidence-based medicine for occupational health	This study attempted to determine the feasibility and utility of methods used in evidence-based medicine for some common questions in the practice of occupational medicine.	Occupational medicine is the medical specialty concerned with the promotion and maintenance of the physical and mental health of employees in occupational settings. This work is related to two fundamental problems	Evidence-based medicine is a feasible and useful method for occupational medicine. Instruction and training is needed for most occupational health physicians to increase their searching and critical appraisal skills.

			that are the subject of occupational medicine, work causing occupational diseases or work-related disorders and health problems leading to the impairment of work ability.	
Ameille. G,et al. (2003)	Reported incidence of occupational asthma in France, 1996-99: the ONAP programme.	To estimate the general and specific incidence of occupational asthma in France in 1996-99; and to describe the distribution of cases by age, sex, suspected causal agents, and occupation.	New cases of occupational asthma were collected by a national surveillance programme, based on voluntary reporting, named Observatories National des Asthmas Professionnels (ONAP), involving a network of occupational and chest physicians.	Despite likely underreporting, the number of cases of occupational asthma reported to the ONAP was approximately twice the number of compensated cases over the same period. The relevance of the programme is confirmed by the reproducibility of the results year after year, and its consistency with other surveillance programmes. The ONAP programme is useful for the identification of targets for primary prevention.
Jos Verbeek. (2004)	Building an evidence base for occupational health interventions	This article summarizes arguments for building an evidence base for occupational health.	Current reviewing methods can be adapted to the special features of occupational health.	Reviews in order to create a necessary evidence base for occupational health interventions. Occupational health could benefit considerably from greater awareness of the evidence for and against various types of intervention
Thoreia Mohamed Mahmoud, et al. (2004)	A Study of Occupational Health Hazards Among Assist Spinning Factory Workers	To assess the work site for hazards and potential hazards and reducing risk that could lead to disaster situation.	1. This study was conducted in Assist Spinning Factory. 2. There are about 1000 workers and employees. 3. Out of 100 workers were 550 were women.	The majority of workers (94.4%) were married. 50.9% of workers can read and write and 25.6% had basic education.

Paul Leigh.J. (2004)	Occupational Disease and Workers' Compensation: Coverage, Costs, and Consequences.	Most of the costs of occupational disease are not covered by workers' compensation.	Estimated the number of workers' compensation cases, costs, and deaths for 1999, using data from up to 16 states representing all regions of the country.	The deaths and costs represented substantial cost shifting from workers' compensation systems to individual workers, their families, private medical insurance, and taxpayers (through Medicare and Medicaid).
Ram Lakhani,.(2004)	Occupational Health of Women Construction Workers in the Unorganized Sector	To assess the occupational health status of women workers in the construction industry.	One thousand and fifty-two workers were selected by stratified random sampling, medically examined and subject to relevant interviews, examinations and investigations.	Discriminatory barriers to financial and career advancement were found to be linked to recurrent physical and psychological symptoms and more frequent visits to the doctor among women workers.
Henk F van der Molen, et al. (2005)	Conceptual framework for the implementation of interventions in the construction industry	The objective of this study was to explore the necessary steps to define the implementation of interventions aimed at reducing physical work demands due to manual materials handling in the construction industry.	A theoretical structured framework of six steps is outlined as a method for developing the implementation of interventions. In this framework, both the proposal for implementing the intervention measures and the context analysis are conditional.	The framework was found appropriate for defining implementation strategies and (ergonomic) measures in the construction industry.
Alex Burdorf, et al. (2005)	Development of a decision model to identify workers at risk of long-term disability in the construction industry	This study presents a decision model that predicts long-term disability among construction workers.	Logistic regression model to calculate the probability of long-term disability in the next 4 years for a particular construction worker.	The decision model Evaluation studies will need to demonstrate whether the application of this decision model is helpful in identifying workers.

Pirm AJ Luijsterburg, et al. (2005)	A new bricklayers' method for use in the construction industry	The aim of this study was to investigate the effect of raised bricklaying on physical workload, reported musculoskeletal disorders, sickness absence, and job satisfaction	A controlled intervention study with a follow-up period of 10 months was performed among 202 bricklayers from 25 construction companies	Controlled intervention studies on ergonomic improvements are rare. This study shows that the introduction of an ergonomic improvement in the construction industry may reduce physical load and the incidence of sickness absence.
Ram Lakhani. (2005)	Occupational Health of Women Construction Workers in the Un-organized Sector	This study was undertaken to assess the occupational health status of women workers in the construction industry by evaluating incidences of occupational health disorders.	A total of 1,052 workers selected by stratified random sampling were medically examined and subjected to relevant interviews, examinations and investigations.	Women reported earnings of Rs. 38 to 40 per day. Only 5 per cent of women and 2 per cent of men have permanent employment. Seventy-seven per cent of the women and 96 per cent of the men reported working for 10 to 12 hours daily.
Xiuwen Dong. (2005)	Long work hours, work scheduling and work-related injuries among construction workers in the United States	1. To establish whether there is any connection between work hours and safety outcomes among construction workers	The National Longitudinal Survey of Youth, 1979 cohort (NLSY79), was used for the data analysis. Odds ratios were used to measure the risk of work-related injury in different worker groups.	The results provide evidence that overtime and irregular work scheduling have an adverse effect on worker safety.
Lynda S, et al. (2006)	The effectiveness of occupational health and safety management system interventions: A systematic review	This systematic literature review aimed to synthesize the best available evidence on the effects of OHSMS interventions on employee health and safety and associated economic outcomes.	Twenty-three articles met the study's relevance criteria. Thirteen of these met the methodological quality criteria. Only one of these 13 original studies was judged to be of high methodological quality; the remainder had moderate limitations.	There were some null findings but no negative findings. In spite of these promising results, the review concluded that the body of evidence was insufficient to make recommendations either in favour of or against OHSMSs.
Jo-Anne Fiske.	Aboriginal citizen, discredited medical subject:	Paradoxes and contradictions in Canadian health policy discourses that	Drawing on critical discourse theory, we analyze health	Intertwined with explicit resistance to Aboriginal entitlements,

(2006)	Paradoxical constructions of Aboriginal women's subjectivity in Canadian health care policies.	define Aboriginal women as empowered citizens on the one hand and as discredited medical subjects on the other.	policy discourses within the contexts of related political and public discourses about Aboriginal peoples in Canada.	deconstruction of health policy discourses within this political context is central to understanding how Aboriginal women continue to be discredited through processes of marginalization.
Bill Buenar Puplampu, et al. (2007)	Key Issues on Occupational Health and Safety Practices in Ghana: A Review.	To know the unearthing key issues on occupational health and safety practices in Ghana.	These secondary data were based principally on desk analysis of literature available on the internet (e.g. EMERALD; PUBMED; EBSCO etc.).	That Ghana must have a renewed attention to occupational health and safety practices especially occupational health and safety research and occupational health and safety promotion.
Catherine Thomsen. (2007)	Indicators for Occupational Health Surveillance	Each year millions of the estimated 140 million U.S. workers are injured on the job or become ill from exposure to hazards at work.	In 1998, the Council of State and Territorial Epidemiologists (CS TE) and CDC s National Institute for Occupational Safety and Health (NI OSH) convened a workgroup that identified priority occupational health conditions to be placed under surveillance, addressed cross-cutting surveillance concerns.	In 2005 y CSTE released a report compiling OHI data from 13 states. NIOSH provides funding for the OHIs because they are now a required component of state-based cooperative agreements for occupational health surveillance.
Sang D. Choi, (2007)	Occupational Ergonomic Issues in Highway Construction Surveyed in Wisconsin, United States	In order to achieve the study objectives, a survey was designed and sent to Wisconsin based construction contractors.	To design an adequate questionnaire, the research team first conducted a pilot study.	The findings from this study may assist Safety and health professionals in the construction industry in making effective changes for improving health and productivity.
Johanna Beswick, et al. (2007)	An analysis of the prevalence and distribution of stress in the construction industry	To identify the key causal factors of work-related stress	The primary tool used to gather data was a questionnaire. In order for an accurate estimate to be made	To consider potential interventions for work-related stress for the construction industry, stakeholder opinions on this issue were sought

			regarding the prevalence of stress, it is important that a good response rate is achieved to the survey.	and informed.
Jinky Leilanie Lu, (2008)	Occupational Hazards and Illnesses of Filipino Women Workers in Export Processing Zones	This study identified and established associations between work-related hazards and illnesses among women workers.	The respondents were taken randomly from each stratum per size and type of the company and each was given a questionnaire to fill out.	Physical, chemical, and ergonomic hazards were evaluated and measured through workplace ambient monitoring, survey questionnaires, and interviews with 500 respondents in 24 companies (most were female at 88.8%).
Taimela.S, (2008)	The effectiveness of two occupational health intervention programmes in reducing sickness absence among employees at risk. Two randomized controlled trials	To evaluate the effectiveness of two occupational health intervention programmes, both compared with usual care.	Among the intermediate risk employees those in the intervention group (n = 268) were invited to call a phone advice centre. In both trials the control group received usual occupational health care. The primary outcome was sickness absence during a 1 2- month follow-up (register data).	The occupational health intervention was effective in controlling work loss to a degree that is likely to be economically advantageous within the high risk group.
Annette Barnabas, (2009)	A Study on the Empowerment of Women Construction Workers as Masons in Tamil Nadu, India	To determine the process by which men are being trained in construction sector, to determine the willingness of women construction workers to become masons and the willingness of men construction workers and contractors to train and employ women as masons..	A study was conducted on the career progress of 440 men construction workers and 440 women construction workers and 51 building contractors to find out the reasons why women in the construction sector.	The findings of the study show that there is an inherent gender bias against women and also the shared general belief that women construction workers are unfit to be trained informally like men in the construction sector.
liu.J, et al, (2009)	The Relationship between Chinese Construction	Explored the relationship between human immunodeficiency virus/	A cross-sectional study was conducted among 428 male	HIV/AIDS-related knowledge could improve the attitude and behavior of

	Workers' HIV/AIDS-related Knowledge, Attitudes and Behaviour: a Structural Equation Model	acquired immune deficiency syndrome (HIV/AIDS)-related knowledge, attitudes and behavior in migrant urban construction workers.	subjects on three building sites in Shenyang City.	migrant urban construction workers, enabling them to avoid high-risk behavior that increases the spread of HIV/AIDS. Any intervention used will need to take the important factor of age into consideration.
Lloyd W. Klein, (2009)	Occupational Health Hazards in the Interventional Laboratory: Time for a Safer Environment	It reviews available data on the prevalence of occupational health risks.	Interventional laboratory poses workplace hazards.	Interventional physicians and their professional Societies, working together with industry, should strive toward minimizing operator radiation exposure.
Jenny Fortune (2010)	I Am The Mother and The Father' - Women in Construction in Cuba and The UK	The aim of this article is to evaluate the progress made by women in Cuba in making inroads into this male-dominated work sector, building on theoretical perspectives in relation to working	Drawing on interviews with Cuban women in construction, it seeks to find answers to the questions of why women should choose to go to work in this environment despite the barriers, whether there are good reasons for society needing them to do this kind of work and what conditions need to be put in place in order to make this possible.	These questions are evaluated in relation to the triple burden of paid work, combating exclusion, and unpaid work in the home; and conclusions are drawn for future study.
Kartik R Shah, et al, (2010)	Occupational skin problems in construction workers	The present study has been carried out among unorganized construction workers to find the prevalence of skin problems.	The present cross-sectional study was conducted in 92 construction workers of Ahmadabad and Vadodara.	The age group of 20-25 years, males, those having ≥ 1 year exposure and those working for longer hours. Half of the workers not using personal protective equipment had reported skin-related symptoms.

Dietmar Elsle, (2010)	Factors influencing the transferability of occupational safety and health economic incentive schemes between different countries	To looks at the factors that influence the transferability of different types of occupational safety and health (OSH)	The European Union (EU), the European Agency for Safety and Health at Work (EU-OSHA) surveyed EU member states about the state of such schemes in their countries.	In competitive insurance markets, effort-based incentives are more difficult to achieve.
Kimi Uegaki, et al, (2010)	Economic evaluations of occupational health interventions from a corporate perspective – a systematic review of methodological quality	Economic evaluations of occupational safety and health (OSH) interventions conducted from a corporate perspective quality criteria list.	Using a standardized quality criteria list, we appraised the methodological quality of economic evaluations of occupational safety and health (OSH) interventions conducted from a corporate perspective.	The quality of future evaluations needs to be improved to increase the validity of their conclusions and recommendations
Poongodi. R, et al, (2010)	Economics of women construction workers with special reference to Thuraiyur Taluk, Trichirappalli district in Tamilnadu	1. To study the working conditions of women construction workers. 2. To study about the wage structure of women construction workers.	Primary data for the study were collected from a random sample of 250 women construction workers in Thuraiyur Taluk of Tiruchirappalli District in Tamil Nadu.	Most of them are occupied in low category of work, where there is wage discrimination, male domination and many more economic and social problems.
Shain. M, (2010)	Workplace Addiction and Mental Health In The Construction Industry: Literature Review	The purpose of this literature review was to determine the current state of research as it relates to workplace addiction and mental health in the construction industry. The objectives of this.	A search of the medical and business literature was conducted in November 2008 and was updated in January 2010 using the databases	The literature covered several aspects of addiction and mental health in the construction industry.
Kazys Algirdas Kaminskas , (2010)	A Cross-Sectional Survey of Construction Workers: An Ergonomic Approach	Construction employees, from a twelve Lithuanian small and medium companies of construction industry, were randomly selected and invited to complete a survey on different	1. The questionnaire included questions about stratification of the sample. 2. Construction employees, from a twelve Lithuanian	The strategy in construction suggests that ergonomics be integrated into apprenticeship and vocational schools training programs. Training of workers is

		discomfort of the body parts.	small and medium companies of construction industry, were randomly selected and invited to complete a survey on different discomfort of the body parts.	necessary but not sufficient to insure ergonomic change.
Kwesi Amponsah, et al, (2010)	Occupational Health and Safety: Key Issues and Concerns in Ghana	This paper examines occupational health and safety (OHS) issues in Ghana and reveals the lack of a comprehensive	According to the World Health Organization (WHO) poor occupational health and reduced working capacity of workers may cause economic loss up to 10-20% of the Gross National Product of a country.	It is argued that poor countries and companies cannot afford safety and health measures.
Hafiz .O, (2010)	Knowledge And Practices Related To Occupational Hazards Among Cement Workers In United Arab Emirates.	To assess the knowledge and practice of workers in cement factory in Ras Al- Khaimah, UAE on the occupational hazards of their work.	A cross-sectional study involving 153 cement factory workers	Despite the relatively high knowledge of the cement factory workers about the adverse health effects of exposure to dust, the use of respiratory protective equipment was poor.
Kazys Algirdas Kaminskas , (2010)	A Cross-Sectional Survey of Construction Workers: An Ergonomic Approach	Twelve Lithuanian small and medium companies of construction industry were randomly selected.	Our research aimed to identify ergonomic risks encountered by trades on sites of small and medium construction companies, to develop interventions to reduce those risks.	Training of workers is necessary but not sufficient to insure ergonomic change.
Mason.A, (2010)	Building and Construction Workers	The objective of the study is to document livelihoods practices of urban poor in building & construction industry.	The primary research involves personal interviews and field visits with different stakeholders in supply chain(s) of building and construction industry.	At the end, an analysis of the problems faced by urban poor is made. This section gives a clue to designing of possible policy level interventions to enhance poor people's livelihoods.

Jinky Leilanie Lu, (2011)	Occupational Health and Safety of Women Workers: Viewed in the Light of Labor Regulations	This article is an analytic and discursive review of data and studies about women workers in the manufacturing sector in the Philippines in the light of labor regulations.	The topics included- occupational health and safety, health and safety programs, provision of facilities at work, and labour issues pertaining to women workers. Data were analyzed using qualitative method and meta- sociological analyses.	Advocacy and policy framework for women's work should not only be directed locally and nationally, but must wield influences at the global level, since the processes inside the work organization are just a reflection of the wider and broader realities occurring in the global arena
Chockalingam.S, (2011)	An Effective Total Construction Safety Management In India	In this paper, several construction safety techniques were used for the safety of major construction organizations across India.	Construction safety management has always been a big issue in India. Though much Improvement in construction safety has been achieved, India still continues to lag behind most other countries with regard to safety.	A measure of safety management could be used to identify those areas of safety that need more attention and improvement.
Ajeet Jaiswal, (2011)	A study of the occupational health function among female textile workers	Present study aimed to find the factors associated with the deterioration of respiratory function among female textile workers.	The sample consisted of 243 men above the age of 20 years who had worked for at least 3 months years in a textile factory and 235 female non textile workers of same area were studied.	Welfare measures by textile industrial authorities should be strengthened for better sanitary measures and safe drinking water, better housing, adequate food supply, medical care and for overall improvement of socio-economic conditions.
Niraj Pandit, (2011)	A study of maternal and child health issues among migratory construction Workers	The present study was conducted to assess the various aspects of Maternal and child health (MCH) issues among migratory families.	It was a cross sectional study and conducted in the Sumandeep Vidypeeth Campus, Piparia, district Vadodara. There were 52 families working in campus and all were interviewed for study.	The study reflects that the group is more vulnerable and there is need to focus on this group to achieve goals of MCH.

Sri Sakthi Joseph John, et al. (2011)	Periodontal health status and treatment needs among building construction workers in Chennai, India.	To assess the periodontal health status and treatment needs among them.	1. A cross sectional study, involving 321 construction workers using a cluster sampling technique was employed. 2. Pearson's chi square and kruskal Wallis test were used for statistical analysis	Among the study subjects 53.6% required scaling 23.4% required oral hygiene instructions, 18.7% required complex periodontal treatment.
Guddi Tiwary, et al. (2011)	A Review on the occupational health and Social security of unorganized workers in the construction industry.	To bring to light the different health problems among workers working in the building construction industry.	The sizable numbers of the workforce from the unorganized sectors are taken.	The victims of headache, backache, joint pains, skin diseases, lung disorders like silicosis, other muscular skeletal disorders, and so on.
Balkrishna .B, (2011)	Health problems among migrant construction workers: A unique public-private partnership project	To study socio-demographic profile and morbidity pattern of construction workers.	A medical team provided comprehensive on-site health care services, and a Health Card was devised to maintain the record of socio-demographic, occupational details, and complete physical Examination findings of the workers who participated in the study.	The mean age of the workers was 26.25 ± 8.49 years. A third of the migrants belonged to West Bengal. The average number of health problems in the workers was 1.41. Regular consumers of tobacco and alcohol were 50.48 and 14.65%, respectively.
Nithin Prasad.R.S , et al (2011)	Study On Building and Other Construction Workers Welfare Schemes/Amenities In Karnataka	Providing adequate working conditions and welfare amenities, the Government of India enacted the legislation namely, Building and Other Construction Workers (Regulation of employment and conditions of services) Act, 1996.	Thirdly, 189 respondent's data has been collated and analyzed using statistical packages to ascertain the awareness and hurdles of the Scheme. Finally, inferences from the analysis have been validated using Chi- Square test and comparative study.	The outcome of the study shows that 92.5 % out of 14 lakh workers have been deprived of the benefits of the Welfare Scheme promoted by the Building and Other Construction Workers' Welfare Board, Karnataka.

Mohammad Akram, (2012)	Migrant Construction Workers: A Study of Sexual Behavior and Sexual Health Problems.	It is tough to objectively study the sexual behavior of an individual or a community.	The universe of the study is six cities in western Uttar Pradesh. The migrant population is dispersed in all the possible construction sites of the cities.	Health or treatment seeking behavior and especially for problems related to sexual health is very poor.
Humphrey Danso, (2012)	Construction Workers' Satisfaction with Work Provision Requirement Dimensions in Ghana's Construction Industry	The paper contributes to the general body of knowledge in the area of workers' satisfaction in developing countries particularly in Ghana's construction industry.	It involved a cross-sectional survey that used a self-administered structured questionnaire administered to five hundred respondents of building construction workers.	The findings indicate that though workers are satisfied with some work provision requirement dimension items significantly, most of the workers are very dissatisfied with working environment and work benefit of the work provision requirement in Ghana.
Anu Rai, et al, (2012)	Workplace Culture & Status of Women Construction Labourers: A case study in Kolkata, West Bengal	The present study aims at - identifying the major issues related to workplace culture of women construction labourers.	Kolkata, the capital city of West Bengal has been selected as the study area, as the construction industry is growing rapidly.	The major hurdle in issuing such a card is that it requires a birth certificate and documentary proof of age and residence; women workers are mainly uneducated and have neither birth certificate nor school certificates.
Poongodi. R, et al, (2012)	Socio Economic Characteristics of Women Construction Workers in Tamilnadu – Some Evidences	1. To study about the wage structure of women construction workers. 2. To study the problems faced by women construction workers.	Primary data for the study were collected from a random sample of 50 women construction workers in Thuraiyur Taluk of Tiruchirapalli District in TamilNadu, during January to June 2012.	Women workers in construction industry have to assume multiple burdens of household work, looking after children and work in the sites to earn a living.

K. Bharara, et al (2012)	Issues of Occupational Health and Injuries among Unskilled Female Labourers in Construction Industry: A Scenario of Punjab State	To examine the incidences of work related injuries among female construction workers In Punjab state.	A sample consisting of 80 female workers up to the age of 40 years engaged in construction industry as unskilled labourers was selected from 8 randomly.	1. Primarily the occupation being severely hazardous and women lacking training and required physical endurance for such strenuous job. 2. Accidents at such sights are waiting to happen and it is certainly not an occupation for the fairer sex.
Chawada .BL, et al, (2012)	Plight of female construction workers of Surat city	The present study is aimed to explore problems of female workers at construction sites in working environment.	This was a Cross sectional study conducted in May 2011 in which all females working at the sites were randomly selected.	Lack of social security and family support make them a vulnerable group for addiction and violence. Alternate way for providing healthcare for these women should be sorted out early.
Kamala Kanta Mohapatra, (2012)	Women Workers in Informal Sector in India: Understanding the Occupational Vulnerability	More than 90 per cent of workforce and about 50 per cent of the national product are accounted for by the informal economy.	In sub-Saharan Africa 84 per cent of women non-agricultural workers; in Latin America 58 per cent for women in comparison to 48 percent for men.	Many of these women workers are primary earners for their families. Their earnings are necessary for sheer survival.
Srinivasan. S, et al, (2012)	A Study on the Problems of Migrant Women Workers in Thuvakudi, Trichy District	The specific objectives of the study are to identify the occupational, economic status, child care services available, health problems	The research design used for this study is descriptive.	The findings of the study by the researcher will pave a way for Gramodaya (NGO) to work for the betterment of the women migrant workers at Thuvakudi in Trichy district.
S.Tikoo, et al. (2013)	Work Place Environmental Parameters and Occupational Health Problems in Women Construction Workers in India	To assess the impact of work place environmental parameters on women construction workers.	1. A multistage purposive sampling design was followed to select the study area, construction sites and women construction workers. 2. Only a total sample of 600 women construction workers was selected (150 from each	1. A significant association was found between frequency of occupational health problems and extent of suitability of work place environmental parameters of different districts. 2. A significant negative correlation existed between frequency of

			district). The data were collected with the help of pre-tested interview schedule.	occurrence of occupational health problems and extent of suitability of environmental parameters.
Peter O. Kalejaiye, (2013)	Occupational health and safety: Issues, challenges and compensation in Nigeria	Industrialization and mechanization are increasing while occupational health problems.	This paper provided evidence through the content analysis of literature reviewed that, the illness from such hazards affect a considerable number of workers in Nigeria. It also examined the nature of compensation given to injured, sick or diseased workers in the cause of performing their duties in Nigeria.	Safety measures should be provided for workers against health hazard, while injured, sick or diseased workers.
Srinivasan S. (2013)	Occupational Health Problems of Women Migrant Workers in Thogamalai, Karur District, Tamil Nadu, India	To identify the occupational health problems and exploitation faced by the women migrant workers and the expectations of the migrant women workers.	The sampling strategy used is simple random through lottery method. Data was collected from 100 respondents.	Majority of the respondents say that the problems of lighting, radiation, renal, liver and occupational cancers are less due to work.
Dileep Kumar M (2013)	Inimitable Issues of Construction Workers: Case Study	This is because employment intensity is much higher in lower income countries than in higher income ones.	A study was conducted in Pune city of Maharashtra during 2010-2011 periods.	The findings of the case study and the survey questionnaire exactly showed replicated viz., exposed the deplorable condition of workers in the construction industry.
Ravi Kumar.B, (2013)	Gender Discrimination among Construction Workers With Reference To Vijayawada	To determine the factors that influences the awareness of construction workers of gender discrimination among construction workers.	This is a descriptive study as the problems and gender discrimination faced by Women construction workers in Vijayawada.	The findings also show that women construction workers are competent enough to be trained to become masons and they could be first formally trained and then informally trained to become masons in the construction Industry in India.

Krishnamurthy.V, (2013)	The Welfare Fund for Construction Workers in Tamil Nadu	An assessment of the economic impact of the welfare schemes implemented by the Board.	Chennai City 74 per cent of workers has registered with the welfare fund. This is the main justification for the selection of Chennai City for the micro-level study.	The construction workers, their economic status, employment and income characteristics, the expenditure patterns of labour households and the benefits extended by the Welfare Board.
G. Tiwary, (2013)	Psychosocial stress of the building construction workers	To assess the psychosocial stress and strain faced by the workers due to exposure to work.	This is a cross sectional prospective study. Different employment units/groups located in & around north-east part of Kolkata were selected by stratified random sampling technique.	The workers were suffering from job stress & strain. Low wages, job insecurity, repetitive work and bullying by superiors were some of the causes of occupational stress & strain.
Srinivasan. S, et al, (2013)	Occupational Health Problems Faced By Female Beedi Workers at Khajamalai, Trichy District, Tamil Nadu	The research selected 50 families for the study using a purposive.	The researcher used a descriptive design. The sample for the study comprised of female Beedi workers. The size of the sample was 50 female Beedi workers.	Therefore, social activities need to take up the cause of Beedi workers and fight for their Rights.
Srinivasan. S, (2013)	Work Problems Faced by Aged Construction Workers in Thanjavur District, Tamil Nadu	1. To assess the occupation health of the respondents. 2. To study the health problems of the respondents.	The researcher carried out descriptive research design. The total number of sampling size 70. The present descriptive study on occupational health problem faced by aged women construction workers. The size of the universe is 140	Most old age people are going for construction work. Production should be given to the construction work. It the work extra time over time salary should be given.

Mesafint Molla Adane, et al, (2013)	Occupational Injuries Among Building Construction Workers in Gondar City, Ethiopia	The study revealed that occupational injuries were common among building construction workers.	A total of 401 building construction workers were included in the study by using simple random sampling technique.	Therefore, counter measures such as creating awareness of risk factors, avoiding overtime work, providing training and personal protective devices could be effective to decrease prevalence of occupational injuries.
Venmathi. A, et al, (2013)	Creating Awareness on Occupational Health and Safety among Workers Employed in Garment Industries	Highlight them on the legal protection to labour	The investigator completed survey among workers in selected 13 large, medium and small scale garment industries and found that the workers were employed in unsafe and unhealthy work environment and therefore unaware of the importance of occupational health and safety and ergonomics in the workplace.	However, it is very important that the knowledge and experience acquired by the workers who took part in the awareness programme should be disseminated among other employees of the industry.
Hood Thabit, et al, (2013)	Prevalence and predictors of diabetes and cardio metabolic risk among construction workers in Ireland: The Construction Workers Health Trust screening study	Construction workers (CW) are at increased risk for a range of chronic diseases. We screened 983 CW for diabetes and cardio-metabolic risk. The age range was 18–64 years, with mean age of 36.3 years.	Self-reported questionnaires, Finnish diabetes risk score and fasting blood tests were collected at the workplace.	The majority were either overweight (48.3%) or obese (21.8%). In a regression model, age remained the strongest predictor of fasting glucose ($p < 0.001$).
Kalpana devi, et al, (2013)	Status of Female Workers in Construction Industry in India: A Review	Construction industry provides job opportunity to a large number of skilled as well as unskilled work-force.	The present study is a review of past research work related to the women work force employed in construction industry in India.	Sexual harassment, gender biasness, wage discrimination are the major factors due to which the working environment becomes difficult for them in the industry and women's wages remain at the same level of skill even after working a few

				number of years.
Anandi Bagchi, et al, (2014)	Occupational & Ergonomic Health Analyses of Female Construction Workers of West Bengal, India.	To bring to light the different health problems amongst the workers working in the Brick Kiln correlated with building construction industry.	The study was a community based double blind cross sectional study, conducted on female brick field workers.	Musculo-skeletal disorders probably due to their work posture, working environment and related lifestyles.
Madhusudan M, (2014)	Occupational Health Profile of Beedi Workers in coastal Karnataka	The objective was to study the socio-demographic profile and morbidity profile of beedi workers.	A cross sectional study was done among beedi workers in urban field practice area of A.J. Institute of Medical Sciences from April 2010 to March 2011, which consisted of 1035 families with a total population of 4434.	Majority were female beedi workers. Beedi rolling plays an important role in the household economy. Most common morbidity was musculoskeletal problem, followed by eye and respiratory problems.
Mohammad Akram, (2014)	Occupational Disease and Public Health Concerns of Migrant Construction Workers: A Social Epidemiological Study in Western Uttar Pradesh.	1. Exploring the availability of basic health goods; 2. Identifying exposure to pollution; 3. Studying the patterns of afflicting injuries and diseases;	On the basis of composite development index 9 different districts of Uttar Pradesh are classified as: developed; moderately developed; less developed and backward. This social epidemiological study is conducted in six districts from the western region.	Most among them can count their wages. More than half (51.7 per cent) of the male workers are having elementary level or above education.
Nahid Sultana, et al, (2014)	Health Problems among Women Building Construction Workers.	To explore the health problems among the women building construction workers.	The study was conducted from September 2011 to December 2012 in the Department of Community medicine, Dhaka National Medical College, and Dhaka. The subjects were selected from different building construction sites of old	The workers who complain of backache, 52(54.1%) were brick breaker and 16(42.1%) were weight carrier. 79 (58.9%) respondents used personal protective equipments, among them 61(77.2%) used self made hand gloves and 38(48.1%) used folded towel to carry weight. Besides of the total respondents

			Dhaka city.	117(87.3%) complain of different types of respiratory problem.
Rajanna.K. A, (2015)	Socio-Economic Status of Women Workers In Construction Industry: A Case Study.	<ol style="list-style-type: none"> 1. To analyse the Socio-Economic status of women construction workers in the study area. 2. To analyse the working conditions of women workers in study area. 3. To find out major findings of the study area. 	The total area of Chikmagalur district is 7201 sq. km and number of Hoblies 34, the seven Taluks of the district have been further sub divided into 34 Hoblies (revenue cities) and density population per sq. km 1587 and sex ratio is 1008 in 2011. In this study, multistage stratified random samplings technique has used.	Large numbers of women workers are un skilled and work as an agricultural labourer as soon as the season ends, they shift to the construction industry which increases their employment level in the industry by doing so they support to their husband in income generation, for meeting their house hold expenditure. Majority of the women workers are married, after the marriage they move with their husband.
Chinna Ashappa, (2015)	Human Rights of Women Construction Workers in Gulbarga City	Human rights are basic rights as the weaker sections such as lower castes; women, children, etc are frequently deprived from these rights.	As such, to examine the human rights of women working in construction sector, a survey of total 50 women construction workers was made through interview schedule in Gulbarga city.	The findings revealed that there are violations of human rights of women construction workers.

Mala.M, (2015)	Economic Empowerment of Women Construction Workers In Kinathukkadavu Taluk of Coimbatore District in Tamil Nadu	The study aims at- identifying the major issues related to socio economic profile of women construction labourers.	To gain more knowledge on the occupational empowerment of women living in Kinathukkadavu taluk, of Coimbatore dist. of Tamilnadu and the factors influencing the concept of empowerment of women,	More than 35 percent of the construction workers are women. Unlike other industries where women are employed in semi-skilled or sometimes even in skilled jobs, in the construction industry they are employed only as unskilled labourers.
Vaidya.V. G, et al, (2015)	Occupational Health Hazards of Women Working in Brick Kiln and Construction Industry	To study the effect of work site environment on the health of the women. Working in brick kiln and construction industry.	A cross-sectional study was conducted among the working women (age 18-40 years) at brick kilns and construction sites during summer and winter season.	There were 66% of women who were in the age group of 18-40 years and most of them (94%) were married. At brick kiln sites, average CO exposure was 62.8 ppm and 55.5 ppm and average dust exposure was 33 146.1 mg/m and 91.4 mg/m in summer and winter season respectively. At construction sites, average dust exposure was 41.5 ppm and 90.8 ppm in summer and winter.
Saikala.L, et al, (2015)	A Study on Work Stress among Architects and Construction Professionals in Indian Construction Industry	To identify the key stress factors among construction professionals including architects, engineers, builders and other related specialists involved in building construction industry.	The study involved a questionnaire survey to 117 professionals randomly selected from 56 public and private sectors ongoing building projects among four major cities in India (Chennai. Hyderabad, Mumbai and Gujarat).	This paper concludes that the adequate capacity to undertake projects, capability to handle, establishing and maintaining budgets and time frames for project delivery, proper provisions at sites and offices, confirm to appropriate design practices and education of professionals in stress management will result in better scope of work and less stress among professionals at various levels in building industry.

Occupational Health Hazards –A Critical Review

The studies on occupational health hazards of women construction workers in the non-farm sector emerged from the year 1974. In the beginning the studies concentrated on marital mobility and health disparities. Andrea Tyree et al. (1974), Cook W. K. (1979), Further, the studies reached their peak in occupational risk and women workers. Occupational Disease and Workers' Compensation: Coverage, Costs, and Consequences. Paul Leigh J. (2004).

The majority of the studies covered mechanical, chemical, mental, biological and physical hazards. Guddi Tiwary, et al.,(2011), Dana Loomis, et al.(1997), Bharara K., et al.(2012), Kumuda Bandhu Jadab (2012), Tiwary G., et al. (2013), Liyod W., et al. (2009), Senthil Kumar Nakkeeran, et al.(2010), Shain M. (2010), Hafiz O. (2010), Thoreia Mohamed Mahmoud, et al. (2004), and Peter O. Kalejaiye (2013).

Gaps in Literature

There are many studies that have discussed and reviewed the occupational health hazards of the construction workers. Most of the literature reviews on occupational health hazards of women construction workers are in the field of community medicine, environmental studies, and psychological, sociological and general medicine. Only few studies are available in economics. (Poongodi R. (2011), Suman Kalyani K., et al. (2008), Romanian Parliament (2006), R. S. Nithin Prasad, et al. (2011)) Therefore, the researchers of this paper make attempt present economic issues related to health hazards of construction industry workers, with a focus on women workers.

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Identity Crisis in the Selected Novels of Anita Desai and Manju Kapur

G. Smitha, M.A., M.Phil., B.Ed.

Abstract

Anita Desai as well as Manju Kapur seems to have been on the quest for order and meaning in life in their Indian English fiction writing. Their protagonists undergo a struggle to find their real self; because of the cramping pressures of anxieties, they seem to have lost it. They experience a disparity between the higher needs of the individual's inner nature and the unalterable cosmic conditions of existence. Those who are able to comprehend and surmount their personal problems seem to gain a healthy vision of life after some struggles. Desai remains primarily a novelist of moods, of persistent states of mind, of the psyche. Most of her novels are extended narratives of states of being which do not cohere into a plot or structure in the conventional sense, Desai sees the world in terms of experience as it emerges from the encounter of the self with the world outside. This intensity and density of texture compensates for the absence of a strong plot or story line in her fiction. Kapur has closely observed and portrayed the small human details of real relationships. The bewildering levels of communication and misunderstanding between the characters are depicted almost fondly, yet contrast strongly with the exhilarating freedom of being in a relationship where there is true intimacy.

This paper attempts to show how they achieve the results they seek to gain, in order to expose not only the extremity of the suffering endured by women, but also the deep psychological problems that beset many human beings.

Keywords: real self, conditions of existence, states of mind, psychological problems, real relationships.

Introduction

Fiction writing has reached the pinnacle of its glory with the writings of established women writers of fiction like Kamala Markandeya, Ruth Praver Jhabvala, Nayantara Sehgal, Anita Desai, Santha Rama Rao, Atia Hussain, Manju Kapur, and Kiran Desai.

The basic view is that our civilization is pervasively patriarchal, is male-centered and controlled and organized and conducted in such way as to subordinate women to men in all cultural domains: familial, religious, political, economic, social, legal, and artistic. In the patriarchal view, women are taught in the process of being socialized and are encouraged to cooperate in their subordination. (Naik, M.K.)

Feminism in Fiction

Feminism being an important movement in the modern world, woman's place, position and especially the question of her identity are the major issues in India also.

In India, since ages, a woman's role in life was strictly compartmentalized; she was a daughter, a wife or a mother. In all these roles she had to adhere to certain appointed norms; she had no separate identity as a human being. Things are looking up nowadays, especially among the communities where women's education and material prosperity have ushered in a degree of enlightenment. In common with women all over the world, Indian woman is also voicing her desire to be emancipated, to get rid of the unjust restrictions imposed on her and the pervasive discriminations against her. She is seeking the right to be regarded as a whole human being, not simply as an adjunct to her male relatives. (Iyengar, Srinivasa)

Quest for Identity and Female-Assertiveness

Quest for identity and Female-Assertiveness in Contemporary Indian Fiction in English is a bifocal subject. It directs its gaze toward philosophy and psychology and looks towards social science and literature.

The very expression 'Quest for Identity' has become a fashionable term in literary and other studies. Day-in and day-out, the newspapers report on several sections of society resort to the expression 'search for identity'. Their stories tell us about 'national identity', 'regional

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identity', 'tribal identity', 'cultural identity', 'man's identity', 'women's identity', 'Indian identity', 'European identity', 'group identity' and hoards of other identities. One has no idea how many identities are at present floating in the air. It is very difficult to have a count of them, to catch them, and to comprehend them.

Female and Male Identities

Psychologists affirm that female identity varies in many ways from the male identity. Therefore, women alone can convey their experience honestly and authentically. Again, in the changed circumstances of today, she would be the fittest medium to tell the world about her feeling of hurt, and about her sense of suffering.

Anita Desai's Works and Characters

Anita Desai's treatment of the themes of alienation, maladjustment, isolation, the absurdity of human existence, the quest for ultimate meaning, and time as fourth dimension, have an existential learning. In one of her interviews, she admits to having been influenced consciously by Proust, Dostovesky, Lawrence, Checkov and Kawabata. Like some of the above writers, her works are also a quest for order and meaning in life. Her protagonists undergo a struggle to find their real self, which they had lost, because of the pressures of anxieties. They experience a disparity between the higher needs of the individual's inner nature and the unalterable cosmic condition of existence.

Desai's self-alienated personages are often entangled in personal problems and cannot feel existential angst, because they are gripped by neurotic anxiety. Hence such characters lose their real self, forgo human values and create irredeemable conditions for themselves.

These characters strive to find a 'substitute' for their lost self. Each wants to guard his identity so that he remains meaningful to himself and is able to see himself as someone significant. The imperative urge of each one is to 'lift himself above others', to guard himself from the hostile and desperate atmosphere perpetuated by a detrimental childhood climate. Maya sees herself as a "doll" to be pampered by all, Monisha glorifies her self-image as an intellectual, superior class other women of Jiban's family. These two characters, ensnared in their delusions

of glory, pass through severe alienation and end up with their abnormal self-destructive behavior. (Iyengar, Srinivasa)

Self-expression and Self-Actualization

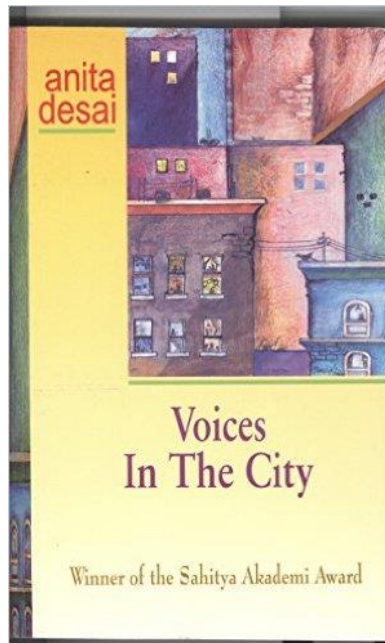
In Anita Desai the urge for self-expression is in itself a powerful drive towards self-actualization.

Her central characters are continually engaged in a quest. Her characters like Monisha, Amla and Nirode are free spirits, who dissatisfied with the routine of ordinary happenings of the world, break away from their existing life patterns, only to realize that family and social ties cannot be so easily substituted. The apparently stoic Nirode, seeks some kind of fulfillment in their lonely existence, is drawn to their lonely environment again and again. For some of Desai's characters the realization comes sooner or later and that individual's freedom must create some kind of new relationship out of the mundane day-to-day happenings.

Aiming at Harmony between Inner and Outer Selves

Anita Desai creates a world in which the inner and the outer selves aspire for harmony. She is an analyst of the human mind, a creator of brilliant characters, and an astute interpreter of life. She presents a gallery of vivid and realistic portraits. The motivational system of her characters works in the peculiar manner, suited to their environment and their basic needs. The characters are caught in the web of their own compulsions. One begins to realize that their ambitions, disappointments and loneliness are real. The psychological intricacies of the behavior of her protagonists, their struggles to find meaning in their lives, symbolize the concern of modern man with the eternal human situation, which speaks of the changed perspective of writers in depicting characters. (Jain, Jasbir)

Voices in the City



In her *Voices in the city*, the majority of her characters - Maya, Monisha, Nirode, Raka, Nanda - live lives in illusion by retreating into fabrication and fantasy, or show their reluctance to face reality; they live in self-imposed solitary confinement. Then, there are characters who compromise with life - Sita, Sarah, Amla, Bim and Devan. Although they have their conflicts, they manage to transcend their personal problem. Amla suffers existential crisis, but soon decides that she will not allow herself to be lost like her sister. This affirmation is spontaneous. Bim accepts her present, and linking it with her past, marches ahead towards a bright future. In Sita and Bim, there is, at least, a resolution to affirm life. The growing urge for self-discovery in Desai's characters thus exhibits the growth potential of her protagonists, as also the ever-developing vision of their creator. Her primary occupation in all her works is not how one gets along with others, but with oneself.

Nirode had no sense of real self. He is losing contact with reality. All his efforts are diverted towards his identity. In Nirode's character, Anita Desai shows her prowess for a powerful dramatization of human isolation. Dissatisfied with his family and society, Nirode seeks solace in his self-conceived world of imagination. In Nirode's case, his real self, the "I" is not encumbered: it is shunted out by his super-ego, which is his glorified self-image. Consequently, he cannot arrive at a correct self-definition. He is certain that one can retain one's sanity by being secretive and closing oneself off to all communication. To Monisha he exhorts,

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“Never tell them your secrets” (Desai, Anita. p.132). Communion appears to him painful and humiliating as to Monisha. “I made myself inferior to all these frauds by making an attempt to make them read anything I’d written. Anything that is of any value to oneself to be kept great secret,” (Desai, Anita. 135).

Withdrawal is an important solution Nirode adopts, to counter the difficulties generated by his “ontological insecurities”. In the first few pages of the novel one learns that he has opted for a life of “shadows, silence and stillness” (Desai, Anita. 8). This is a defense mechanism to guard his idealized self image as a self-sufficient and independent individual. Nirode creates for himself a dead silence. It does not vibrate with the voice of the spirit. It is not a sign of normal withdrawal, but a neurotic compulsion.

A Quest for Order

Desai’s work is also a quest for order and meaning in life. Her protagonists undergo a struggle to find their real self and because of the cramping pressures of anxieties, they had lost it. They experience a disparity between the higher needs of the individual’s inner nature and the unalterable cosmic conditions of existence. Their personal and historical problems play a significant role in exaggerating their existential troubles and in perpetuating their neurosis. Those who are able to comprehend and surmount their personal difficulties seem to gain a healthy vision of life. (Kumar, Ashok).

A Novelist of Moods

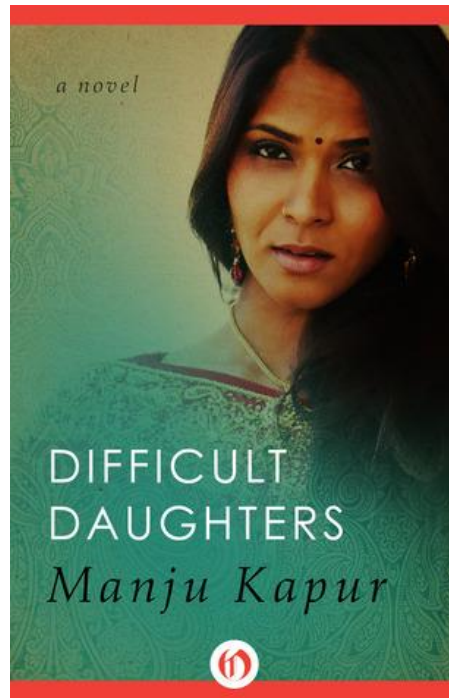
Anita Desai remains primarily a novelist of moods, of persistent states of mind, of the psyche. Most of her novels are extended narratives of states of being which do not cohere into a plot or structure in the conventional sense, Desai sees the world in terms of experience as it emerges from the encounter of the self with the world outside. Anita Desai dwells on the variety and complexity of this limited world with the sensitivity and imagination of a poet. She observes every sight and sound with an intensity that not only damages but also baffles the readers. This intensity and density of texture compensates for the absence of a strong plot or story line in her fiction. (Iyengar, Srinivasa)

Manju Kapur and the Theme of Marriage

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The theme of marriage was emphasized by Manju Kapur in her *Difficult Daughters* through heroine Virmati who considered marriage as the journey's end. Viewed from this point of view *Difficult Daughters* is an innocuous human document. It is a cry for freedom. The very title of the book is assertive. By placing the adjective 'difficult', before daughters, the author sends a signal that the characters in the novel are not soft and pliable. They are not likely to yield to pressures - familial and social and are sure to carve out the unconventional course that meets their aspirations. They are for making daring choices in the unkind world.

Acts of Assertion

An incident that eloquently tells us about Virmati's assertive nature is her squatting on the floor in a class of four hundred boys and six girls, with a 'damn the world' attitude. This gesture rings alarm bells in many hearts, and the bold step turns the fictional world upside down. Her anger and assertiveness, ranging from small to big size, may be seen in the tart replies she gives to Kasturi.

"What is wrong with not wanting to marry?"

"Tell him I don't want to marry?" (Kapur, Manju. 54)

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Further, her leap into the swirling waters of a river, her pre-marital sex and other episodes may be seen as acts of assertiveness, of defiance. After all, defiance is the first step of asserting one's personality. This takes us back to the question of identity: "Which forces change your identity?" The only answer we get is, "What you identify yourself with" (Kapur, Manju)

Changing Identity

Virmati's identity begins to change as she identifies herself with Shakuntala and with Lahore. This identification gradually creates in her a desire to be free. And to fulfill that desire she demolishes whatever comes in her way. She thus constructs her new identity.

The story begins with Ida's intense desire to align herself with her mother's past, as she journeys backwards in time after her mother's funeral. She then relives through the pages of her book, the intense battles of her mother as a daughter, rebelling against her convention bound family and seeking fulfillment of her passionate love affair. (Kapur, Manju)

Against Tradition

The theme of *Difficult Daughters* is the struggle of a woman against tradition, which continues even today. Those who swim with the tide are comfortable, and those who dare to strike against convention have a painful strife on their hands. But it is the latter who form the core of such books and not the former, whose comfortable lives go unsung.

Virmati is a daughter born into a huge household where women are supposed to marry, breed and cater to the food-fixated Punjabi patriarchs. The description of a typical Punjabi household is perfect; even today certain families live the same way. She has managed to capture the flavor of Punjabi life by using the typical terms "bhraji", "pehnji", "acchar murabe" (Kapur, Manju) and so on.

Transcending Times

The author goes forwards and backwards, as she transcends the time barrier; she begins with the present, she traces her mother's story, punctuated with the event of her grandmother's life to provide contrast. Of course, the core of the book remains Virmati's conflicts in a

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politically surcharged and convention-ridden society. She concludes with the emergence of Virmati's daughter Ida. Her mother fought to give legitimacy to her love through marriage inspite of family opposition.

Ida succeeds in breaking out of an unsuccessful marriage and staying single, a phenomenon unheard of in her grandmother Kasturi's time. The focus of the writer is on the world of woman, but she also points out that men too were in traditional fetters. Like the Oxford educated Professor, bound in a loveless marriage to an uneducated woman.

An Eye for Detail

The author's style is absorbing; she has an eye for detail, particularly, that all too familiar life style of Punjab. Through the novel *Difficult Daughters*, the social and political milieu of the period emerges very powerfully, as it blends smoothly with the emotional fabric. Strangely, there is a paucity of social history in English of this period, in contrast to the abundance of political history.

Difficult Daughters must be read by the Lahore fixation for a return journey to an era, which will fade away as the pre-partition generation, the primary source of that oral history, gradually dwindles. The recent spurt of books, some of which offer an interesting blend of fact and fiction, would add to the genre of social history.

Kapur has closely observed and portrayed the small human details of real relationships. The bewildering levels of communication and misunderstanding between the characters are depicted almost fondly, yet contrast strongly with the exhilarating freedom of being in a relationship where there is true intimacy.

Inner Subtlety of Woman's Mind

In depicting the inner subtlety of a woman's mind, Kapur displays a mature understanding of the female psyche. Most of all, Kapur manages to lend the personal touch with the external. She speaks as someone who has lived through the unrest of the communal riots, which in some way or the other affected the lives of all Indians. These communal riots were a major historical event and Kapur has entwined them with simplicity and understanding into the

lives of Astha and Pipeelika. She shows an India which is relevant both to those who stayed on in their country to face the aggression of Western influences and heightened competition, and those who opted to view the country from Western climes.

Difficult Daughters and Voices in the City

In both novels, *Difficult Daughters* and *Voices in the City*, the authors reveal the response of the heroines subjected to uncaring and willfully negligent attitude of their family members to look beyond vistas immediately available. They strive for their liberty and equality with their counter parts, undergoing immense difficulties and gain them at the end.

Personal history of the protagonist is linked with the social and national history. In *Difficult Daughters* the turmoil on the political front corresponds with the turmoil in the lives of the individuals. Virmati does not put questions to herself and she does not evolve as an individual. Virmati's humble and heroic suffering, in order to secure her love and marriage with the professor, who is already married to Ganga and has a child, stands as a symbol of her assertiveness and the idea of the emancipated woman, who is destined to carve out a niche for herself.

Some of Kapur's characters are vitally alive. In the process of individuation they have self strength and a tendency to emerge out of their isolation, insecurity and anxiety and gain a kind of closeness and solidarity. The basic problem she points to, is how is one to mix in society, and yet maintain one's individuality. A profound feeling of sympathy springs from her art of creating human beings caught in the terror of facing existence with all its sickening reality.

The growing urge for self-discovery in Manju Kapur's characters thus exhibits the growth potential of her protagonists as also the ever developing vision of their character. Virmati's total negation of self in her efforts to merge with her husband's family is more in keeping with the traditional notion of adjustment. She adheres to the age-old advice, which her mother also gave her, as to never argue with the elders, respect them and do as they wish. If Virmati has carved for herself a space, it is as a daughter and as a second wife. Manju Kapur explores the loneliness of human psyche in Virmati and Ida, where all life as seen as one vast abyss.

Manju Kapur and Anita Desai

Surely, “neat, nice and funny” are not the right adjectives to define the happenings in the *Difficult Daughters*. Manju Kapur talks about the same title in her other novel, set in Amristar around the time of partition. Kapur’s novel is a singularly impressive fiction, different from Desai’s even though it deals with another very Indian theme, marriage. Yet, this most used and abused subject of Indian fiction is treated by Manju Kapur in quite an unusual way and with very few concessions to the typical models both of Indian and European female narrative.

Actually the opening of the novel - ‘The one thing I had wanted was not to be like my mother’- might remind the reader of Jane Austen in its tone and of Shashi Deshpande in its theme. On the contrary, once the narrator has pronounced this terrible matter of fact statement, the story she tells, takes a different turn both from Austen’s middle class irony, and Deshpande’s feminine doubts and problems. Ida, who tells the story, tries to show that she has better reasons than the universal female identity crisis for not wishing to be similar to her mother.

However, telling the long tale of her mother’s strife to be a free individual, in spite of all the rules and impositions of the Indian tradition, Ida manages only to achieve a sort of final sympathy for her rebellious mother. Actually, Virmati, who is never painted as a heroine, reaches many goals. As usual, Virmati was refused the freedom like all Indian girls in the colonial times, and never did she get that freedom she longed for so badly. The story of Virmati is not only the story of a *Difficult Daughter*, but also of a stubborn student, a hopeless lover, an unwanted daughter-in-law, a despised second wife, a rejected mother, in a word, an outsider to the end of her days.

Written in a brisk style, with no concessions to watercolor descriptions and self-complacent musings, *Difficult Daughters* shows, nevertheless, some naiveties typical of a first novel. Kapur has some problems with points of views (Ida, who should be the narrator, is no more than a shadow, whose voice is very often forgotten by her author). (Kapur, Manju)

Kapur’s novel leaves a positive impression. It is a book that makes the reader reflect about family, marriage, love and the commitments they involve. But most of all, it is a story about the difficulty of being a daughter - and the mistakes daughters commit in order to live

lives different from their mothers. This is an experience all women share; and so this novel is not interesting to read, nor is it as easy as Desai's. But it stays in the reader's heart for a much longer time, as it effectively speaks on the theme of Quest for Identity.

Desai's women, live in a world where harmony is aspired to but never arrived at. Total alienation is Monisha's dharma; it is in self realization and when that seems unattainable or when the Quest for meaning in life fails, she chooses between "death and mean existence"- suicide with a more existential approach to life. Desai's protagonists choose extinction when existence ceases to have meaning.

To Sum Up

To sum up, the quest for identity as a theme clearly manifests in the novels of Manju Kapur and Anita Desai. For the achievement of a fully satisfying, mature, intelligent, happy and progressive personality, this quest is to be met with success. Otherwise one shall have an emotionally and intellectuality dwarfed personality which will be greatly lacking in all inner joy and peace, and real interest in experiencing the varied charms and beauties that life offers.

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Identity Crisis in the Selected Novels of Anita Desai and Manju Kapur

A Stylistic Approach to Teaching Literature at the College Level

Meenakshi H. Verma, Ph.D.

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Abstract

The paper studies the importance and relevance of the stylistic approach to analyze a literary text at the college level. Our classrooms are based on the lecture method where teachers play the main role and the students sit merely as listeners. Whereas, if we adopt a stylistic approach to the teaching of literature, the students will get the participatory role as they will be taught to interact, examine and evaluate the language of the text to interpret the meaning acquired intuitively using the linguistic features and literary theories. This will help them understand the role of language in literature and they will be able to appreciate the artistic use of language from their own point of view. A stylistic analysis of a literary text would help the students enhance their communicative competence as they would be directly working on the foreign language which is a method far apart from the traditional ways of memorization and reproduction. When the students will learn to analyze the text from their own point of view, they will also learn to experiment with the language in everyday life. The paper concludes with suggestions how stylistic approach can be introduced in a literature class where students do not have a formal study of linguistic and stylistics.

Key words: Stylistics, Literary, Approach, Criticism, Pedagogy, Literature.

Introduction

Literary criticism is an important aspect of literary studies. A post graduate students who is called a master in subject, must know how to analyse a piece of literature. Stylistics provides a student a systematic and logical approach. The traditional classroom allows students to paraphrase and summarise while at the college level a student must learn to critically appreciate a literary work. Stylistic functions as a tool to study various perspectives of the author and

analyzes the features of literary language to develop students' sensitivity to literature. Stylistics is concerned with the choices that are available to a writer, and the reasons why particular forms and expressions are used rather than others (Tungesh, 2011). Stylistic is a language based approach. Stylistics is part of a language-based approach to using literature to make meaningful interpretations. Roshan stated that Stylistics, having to do largely with style, is a discipline concerned with the study of language of literature. It is the study of language as art. As the study of style, it seeks to examine the expressive and suggestive devices which have been invented in order to enforce the power and penetration of speech. In words of Shibu Simon, Stylistics by defining literary studies as a linguistic subject provides a way of integrating the two subjects, English Language and English Literature which are commonly taught in isolation one from the other. It studies literary works as kinds of discourse and enquires into the communicative potential of the language concerned.

Pedagogical Aspects of Stylistics

A Stylistics approach teaches students how to look for and interpret stylistic dimensions of a text. Students are made to learn how what is said is said and how meanings are made. They are taught to know what makes the language of literature different from everyday language, if it really is. The environment of our classes at the college level is lecture-based where teacher remains at the helm of affairs and students are demanded to be patient listeners, which makes them hardly participative.

Advantages of the Stylistic Approach

If we adopt the stylistic approach to teach literature at the college level, it will help the students understand the role of language in literature. Language is made up of words, structures and sentences and literature is made up of these words, structures and sentences. Literature is language in its applied form and prepares a basis for the study of language through various points of view. Every piece of literary writing is different from the other. They have similarities but are never identical. Every piece of literature is unique with own peculiarities. Therefore, literature offers as many models or varieties of language just as we many writers. How the writers use the same limited set of sounds with a variety of words, structures, syntax and collocations – set the platform for the stylistic analysis of a particular task.

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Students at the college level must be taught to recognize and focus on the style markers used by the authors in their works which contribute to the effect of the work. A style marker may be recognized intuitively, or with the help of critics who have analyzed the text and identified various style markers used by the authors. Thus stylistics offers some critical and *creative* ways of looking at a work under study. Students will develop a sense of appreciation as well as acumen.

Students should be motivated to recognize intuitive responses to a text which are central to the process of reading and re-reading the text, thus helping them develop their own communicative competence as reading is the silent exposure of the self to the language. Intensive and extensive reading of a literary text enables the students infer more than one meaning and it helps them to understand how to make the use of the target language in everyday contexts. It is very much essential for the learners learning English as a second or a foreign language who most of the time remain less informed of the culture and practices of the native speakers/writers of the target language. Our students remain busy in merely memorizing answers for the questions based on the works or the authors to reproduce them in their examination rather than learning how to bring out the aesthetic element of a particular piece of art. It has become a malpractice among the college students to pick up readymade material available in the form of guidebooks in the market. These guidebooks may not provide the students with the authentic material, yet these are very popular among a large number of college students. The stylistic approach will make learning of language an interesting task as students work upon their own intuition, background knowledge and experience of the language. They will learn to appreciate the artistic use of language and enhance their own communicative competence.

The Stylistic Approach

The stylistic approach incorporates a close reading of its literature contrary to the traditional ways of memorization and reproduction. It can prove to be the best method to learn a foreign language through stylistic approach as it would give a close view of the target language. They will learn to relate a piece of literary writing to their own experience of language and consequently extend their experience. Literary analysis through stylistic approach encourages in

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students the ability to infer meanings by interacting with the text. The stylistic approach demands a close reading and re-reading of a literary text by the students. A close reading and re-readings of a literary text would help the students internalize the rules of the grammar of the target language indirectly. They would be learning language through literature and this is basic aim of teaching literature of any language.

T.S. Eliot advocated that the ‘form’ of the literary text should itself interpret its ‘content’. Following this view, one could interpret the content without any reference or context. This can only be achieved if the students are taught how to study the ‘form’ of the literary text. A study of the ‘form’ of the literary text would intimate the student about the diction of the author. The knowledge of the selection of words, punctuation, parenthesis, or metrical patterns would enable students to study the work in depth and give an individual interpretation. Such an analysis would invite the creativity on the part of the students and studying literature would no longer be mindless memorizing exercises to pass the examination.

Stylistics as Applied Linguistics

Stylistics is regarded as applied linguistics and teaching of literature at the college/university level can be regarded as applied stylistics as students are basically taught to interpret or analyze a literary text using stylistic features. The stylistic approach provides an objective basis for interpretation of a literary text. It works like a scientific tool and fixes some standards on which the students can test any piece of literature. The learners when study the text from the stylistic approach, experience the work with a totally new insight as they work on their intuition. They build their own hypotheses based on certain facts or features related to the particular text and may reach to new findings or a new interpretation. This approach helps them to know how the language works and transmit arbitrary meanings. The literary work becomes the only object to experiment with and find out more than one meaning using their own intuition. The benefit of this approach is that the teacher becomes a facilitator whereas the text and the students become the prominent elements of research/analysis which provides new results.

Different from the Traditional Approach

Thus, the stylistic approach establishes the stylistic character of the text, as a result of which 'stylistic method of analyzing the text and metalanguage used for the purpose become more powerful, precise and brighter in many respects than we do in the traditional frame'. Through the stylistic approach, students can identify the discursive and expressive language. Discursive language is code-centered, identified in terms of relationships between components of the text, while literary language is message-centered, understood strictly in terms of the relationship between components of the message. Denotative as well as connotative meanings are brought to light by using the stylistic method.

Teaching language through literature to second or foreign language learners through stylistic approach presents the teachers and the students as dynamic and informed readers.

Problems:

The Students' Perspective

Lecture-based classrooms leave little room for the students to participate and play an active role in the classroom. In the traditional literature classroom, teachers still love to talk more of the literature or the author or the critics than of the text. The aim of studying literature is thus lost. Students try to comprehend the literary works as their teachers understood them and do not become independent learners. They do not get an opportunity to interact with the piece of art and study it from innovative perspectives to find new meanings. Every piece of art should be presented to them as an independent case study so that students can learn to experiment with the language.

The Teachers' Perspective

The biggest problem the teacher faces in an English literature class is that most of the students lack required exposure to English language. They can neither speak nor read English fluently. This results in poor reading and lack of reading habit. They remain totally indifferent from the learning aspect of the language. At the same time, most of the teachers are not equipped to adopt this approach to teach literature in the class. They lack competence as they are also coming from the same system where they have not studied linguistics and phonetics.

Examination and Evaluation Procedure

In most of our universities, the old pattern of asking detailed questions (any five out of 10-12 questions) is continue, which is obsolete and should have been discarded by now. This system only encourages them to run to the unauthentic study material available on every nook and corner in the market reading of which is just like killing the soul of an artistic piece. These guide books help them to clear their examination with good percentage. That is why they deliberately remain indifferent from serious study of literature for the sake of language learning or interpretation of a literary work. Literature cannot be taken for granted. This attitude and practice needs immediate reformation as has already been adopted by many renowned universities.

How Can We Do It

Of course, it is a difficult task to teach students a stylistic analysis of literary text, because they do not have any background in linguistic, phonetics or metrical patterning, but it is not impossible. This approach can be brought to the classroom by using the technique of foregrounding, a technique effectively used in advertisements. Foregrounding is aesthetically purposeful when it vitally influences interpretation. The foregrounding can be applied to a literary text through various methods such as Linguistic Deviation and Parallelism.

Linguistic Deviation

‘A day ago’ / ‘a week ago’ / ‘a month ago’ / show the normal paradigm. But when the poet uses ‘a grief ago’, it shows an abnormal paradigm which has stylistic and semantic variations. ‘A’ the definite article shows that it is placed with a countable noun which can be pluralized. The post modifying adverb ‘ago’ would normally modify a noun which goes with **time**. ‘Grief’ is a word denoting to **emotion**. Thus by using this abnormal paradigm, the poet wants to stand out with a different and specific meaning which has a psychological appeal for the reader.

Parallelism

Foregrounding is a stylistic device to study the literary texts and is achieved by the repetition of the lexical items or the grouping of words from the same area of association in a

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text. In this method, there is a great possibility that some linguistic features may vary, while others are constant. The following example can be studied for parallelism.

I kissed thee ere I killed thee (v, ii, 357, *Othello*)

The above line consists of two clauses linked by *ere*. These two clauses are parallel to each other. The words ‘I’ and ‘thee’ are repeated. The words ‘kissed’ and ‘killed’ are both verbs and have phonetic and orthographic similarity. The word initial sound /k/ in both the words is followed by the /i/ sound. The word final sound /t/ and /d/ share two out of three distinctive phonemic features – i) they are both plosives, ii) they are both alveolar sounds. Only one feature makes the difference: /t/ is voiceless and /d/ is voiced. Thus, we find phonetic parallelism via alliteration (repeated word initial sound and the similarity of the word final sound) and via assonance (the repeated /i/ vowel). Both are monosyllabic words with same structure, i.e., CVCC. These two, opposite to each other words, are specific to interpret the theme of *Othello* - *kissed* corresponds to the love theme of the play whereas *killed* corresponds to the hate or jealousy. *Kissed* and *killed* in English are not antonyms, but *love* and *hate* are. So, it can be interpreted that by using two clauses parallel to each other, Shakespeare tried to bring out two opposite themes.

Orthographic Deviation

Orthographic Deviation includes spellings and punctuation as well. William Blake uses ‘Tyger’ from old English in place of the common spellings in modern English ‘Tiger’. This shows that his deviation from the norm is intentional. He wants to describe his animal different from others and as mysterious too. Mysterious in a sense that past is always full of mysteries.

Deviation in punctuation can be understood by reading the title of the essay by Virginia Woolf ‘How One Should Read A Book?’ Virginia Woolf has intentionally started her essay by using a question mark at the end of the title of the essay. The central idea of the essay is how one should read a book cannot be suggested and why one should read a book decides how he should read the book.

Besides, the author can use morphological deviations using various affixes or using unusual collocations.

Syntactic Deviation

Syntactic Inversion is a common device used for foregrounding in a literary text. e.g.

*With candles and with lanterns
Throwing giant scorpion shadows
on the sun-baked walls
they searched for him: he was not found.*

(Night of the Scorpion by Nissim Ezekiel)

The normal structure would be ‘They searched for him with candles and with lanterns throwing giant scorpion shadows on the sun-baked walls.’ But the poet might have used the device of syntactic inversion for emphasis. By stating how the villagers are searching for the scorpion, he is able to create the visual imagery, which brings the reader nearer to the environment of the village. This sentence is followed by another sentence with the subject-verb-object structure. It shows that villagers were roaming here and there to look for the scorpion and returning to the same place and saying that ‘we looked for it all over but could not find him anywhere.’

Repetition

Repetition of sounds or of words and phrases is another technique used to produce emphasis. For example, in *The Rocking Horse Winner* (a short story by D.H. Lawrence), the sentence ‘There should be more money’ has been used repeatedly and while reading the story it leaves an impact on the mind of the reader and depicts the central theme also.

It is concluded that stylistic analysis of a literary text is valuable for students as it helps them relate a piece of literary writing to their own experience of language and consequently extend that experience. A stylistic approach, thus, suggests that the technical aspects of the language of a literary piece, for example, grammatical structures, should be analysed and on the

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basis of the data availed from the description, meaning/s of the text should be interpreted. These technical accounts help the students to know how meanings are made and he or she feels independent to make judgements himself or herself rather than believing on what the teacher says. But it should be restricted to be used as a contributing factor not as a controlling factor to analyse a text, else it can degenerate into mechanical listing of linguistic features. The data produced after the analysis should be used to show that literature is not mystical creation done by any writer which at times becomes ambiguous to be understood by the reader, rather it is a part of the common discourse usually taken by human beings for various communicative purposes.

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