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## A Text Has Its Own ‘Samskara’: From Deconstruction To Reconstruction

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“We all know that literature is not truth. Art is a lie which makes us realize truth, at least the truth that is given us to realize.” (Picasso)

### Introduction

Tip of the Iceberg is a quite common expression to underscore something which is visible only partially. Most of an iceberg lies concealed within the waters, and we know how fatal it can be if we just remember the tragic fate of Titanic. What is life? If we apply the idea of the tip of the iceberg on life, it will not be difficult to guess that our life is only a tip of the *Lifeberg* which remains concealed in anonymity. There are a thousand things we think, and as many that we want to say, but do we say everything that we think? And if we think of our actions, do we put into action everything that our mind is fermenting with?

Extending this very argument, a little farther, I am tempted to believe that the visible world too is a tip of the iceberg. We see truly little around us, and there is so much that remains away from our perceptions. Whatever men have done, which now we call human history, is also only tip of the *lifeberg*. Just one part out of a hundred which have gone unrecorded. In fact, we have very quick sifting apparatus, and we put forward only that which serves the moment and leave the rest to evaporate into non-existence.

Based on this thesis, I can say with near finality that all the literature of all ages represents only a miniscule portion of what has been thought down the ages, and there is a huge amount of material which remains unrepresented, making me think of another word: *Filterature* which underlines the idea that events and thoughts were filtered through the consciousness of the poets and authors, and what comes up or remains as literature is only that filtered information coming to us. Such under representation is found in history and even in myth too. And I am tempted to call it *Mystory*, a blend of mystery and history.

**Keywords:** history, literature, samskara, text, deconstruction

## Limitations of Literature and History

Language and words do not say everything. Words are like a candle which light only a limited portion of knowledge. Language helps us to communicate and extend the bounds of knowledge. But it is too much to think that with language, everything can be expressed. And that there are words for everything.

*What is a poem?* A poem is the visible representation of an emotion. It would be height of ignorance to go after the words, or even between the lines, because, in order to understand the whole of the emotion, we may have to go off-line too. Each word that has been selected, has been selected after rejecting so many. In other words, what has been said and what has not been said, which was in the same frame, together make up the whole poem. What we choose to say, and whatever we select, it is like a dam on free flowing waters, and we release words carefully so that they do not destroy but rather can be used to irrigate friendships, or even to fight adversaries. Words are lying like bricks in a kiln, and we pick a few, and those we reject were possible versions of our poem.

Politicians and senior people when speak, weigh their words. Weighing is sifting only, selecting the most appropriate words. When we say most appropriate, it signifies there were less appropriate words also, and those words too which were a part of the rush of feelings at a particular event, which have now served as chaff.

## From Deconstruction to Reconstruction

Deconstructionists demolish the poem and then try to locate its possible meaning. Here is a process in reverse - the process of finding the meaning, not by deconstructing the poem, but by reconstructing it anew, and supplying the suppressed feelings, the expressions which were left out, so that a complete picture of the state of mind of the poet could emerge. In this way, we can reach the poem as it originally emerged in the mind of the poet, as it gives a complete picture of what was whirling in his mind. It also goes to indict the poet for being insincere, as he picks up only a few expressions, and words which suit his intentions. We cannot fault a poet for not supplying all the ideas that accumulate in his mind; yet it is our prerogative to look deep within a poem, and look for the hidden meaning, which lies submerged under the general flow of the poem.

## A Poem Has Its Own 'Samskara': (Ethos)

The reason for such an approach lies in this analogy. A son is the creation of a father on a mother. Similarly, a poem is the creation of a poet and the social ethos. It is absolutely atrocious to think a poem can exist by itself, and it is a living entity divorced from the author. It can neither be divorced from the author, nor from the milieu whose presence it registers in every word. It is a living entity, and independent too, in the same way as a son or a daughter springs upon from the parents and goes on to lead his/her own life. Can he be looked at in isolation from his parents? Whatever he gets, by way of 'samskara', comes from his parents,

particularly, his mother. Here, I would like to halt you, and interpose that a piece of poetry too has its own 'samskara', its own ethos, which come from those who created it, in interaction with the social conditions. Kamala Harris and her Indian roots speak too loudly for my ideas how a poem can and should be regarded, for her total essence.

I would also insist that while reading a poem, we must go, not for its meaning, but for its essence. Essence is the juice of existence, while meanings is just like a physical buildup of words, phrases, and syntactical formations. To know the essence, compare the house with the home, the civilization with culture, and existence with being.

### **The Incomplete Text**

There is a solid reason behind the favourite expression: *This world is too complex for human understanding*. How can you understand when things come to you in parts? Moreover, words are supplemented with gestures and intonations; if we get the words, we miss on the gestures which complete the expression. Ours is a crude way of looking at reality. Men who have been so wise, have sorely faulted in a simple test. Whatever they do, and whatever they say, is incomplete, and like a phrase, makes only a limited sense. The tragedy is whatever they say, they consider it complete, whereas facts are otherwise. It seems to them complete because their situation knowledge is flawed. Based on this flawed knowledge, they make faulty calculations and reach undesired destinations. Animals know what they feel and even while conveying it, no civilization comes in their way. To understand the human text, we need not go for deconstruction. The truth lies elsewhere.

### **The Missing Text**

Literature is the unedited history of an epoch. Reason: history records actions and literature supplements that **actionary** truth with the contemplation of why all that happened. Action is like a tree which grows on the earth sucking its life blood from several sources. History has its sources in the mysterious ideas of the people of those times, which only Literature can document. But then literature too has the problem of selection. This selection goes on rendering both literature and history an incomplete text, and therefore, not completely dependable for understand a people.

The willful straying from the truth has led humanity into the quagmire of insecurity, and this insecurity then gives rise to all the maladies of the earth, like injustice, inequality, suppression, and deprivation. It is a tragic irony that we are most read, most alert, wisest of all civilizations, yet simple truths elude us. There is only one good thing that I find about this civilization. It is that it thinks its knowledge is limited, and it has frontiers beyond all human calculations. And they are pressing on into all directions. Yet, it must be acknowledged that human powers stand nowhere in comparison with the vast settlement of time and space, and millions of species, and who knows what is happening all around. We know so little, yet we

make claims which defy all logic. Gods really laugh at us, and they find great pleasure to pinprick us and even when they kill us for their joy.

### **The Keen In-look**

The idea that humanity has missed is: without our two eyes, how much can we see? With our two ears, how much can we hear? With our two hands, how much can we accomplish and with two legs, how much can we traverse? Man, in his around sixty years, hardly makes any more difference than a pebble to a vast ocean. Yet, we are too obsessed with the destiny of the pebble. Words are poor flashes of knowledge in the pervading darkness of ignorance and the impenetrable. History can record a few events, and what challenges us is neither *filterature* nor history, but *mystory*.

### **Conclusion**

*Mystory* is a blend of mystery and history in the pursuit of absolute truth. We live beyond our knowledge. We feel beyond the machines can capture. We have a mind whose processors put every processor of the world in shade. But it is man's attempt to confront and assimilate the absolute truth. All his scientific forays into the nature of reality have brought him to alarming disclosures. Yet, he is nowhere near a complete understanding of the phenomenon. This article has shown that he will never reach the complete truth because the two major vehicles available to him, History and Literature have inbuilt inadequacies and faults which are beyond repair.

We shall understand the texture of humanity only when we are capable of supplying the suppressed iceberg of knowledge. We make a mess of poetry when in what we say, it suppresses more and says less. And, based on what is said, we try to learn the truth. Truth cannot be contained in any text. Truth lives in your minds, and what we share in poems is partial truth, which waits for being supplemented with the residuary truth. Which we never do, and hence, the world is in disarray.

Literature and History, both are part truths, and therefore, they have failed to uplift humanity. Both are not true records of human action and reflection, rather both are human manipulations. History is like the physical structure of civilization, while literature deals with the culture of an era. Both represent their times, although this representation is only approximate. Truth is a great casualty, be it literature, be it history.

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## **An Analysis of Alternative Representations of Women in Kumaoni Narratives and Folklore, and Their Importance in the Preservation and Dissemination of Traditional Knowledge and Culture of Kumaon**

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### **Abstract**

While there is an abundance of analyses focussing on the representation of women in Kumaoni folklore, most focus on the hardships they face in their lives. This leads to two problems, firstly, it reiterates the subdued status of women in society and reinforces stereotypical characterization of women as weak and powerless. Secondly, it leads to a neglect of multidimensional personalities of women in society, obscuring their capacities, intelligence, and contribution to the building of a culture and society.

The folklore of Kumaon is replete with powerful female characters and is characterized by the presence of goddesses, female deities and spirits who hold great importance in the Kumaoni worldview. Also, there is an abundance of narratives that highlight not only the wit and intelligence of the women of the region, but also provide accounts of women's everyday-life activities.

This paper aims to focus on empowered representations of women, women's perspective on things, their negotiations in everyday life and how their actions and words can be seen as acts of resistance to authority. It would also look at women's narratives as means of knowledge preservation and dissemination. This paper also presents examples of women's speech practices as well as other cultural practices specific to women and highlight women's importance in the preservation of traditional knowledge and culture of Kumaon.

**Keywords:** Women's Narratives, Folklore, Kumaoni Language, Traditional Knowledge, Kumaoni Culture

### **Introduction**

Women are regarded as the backbone of the economy as well as the sustenance and continuation of the Kumaoni society. Because of the prevalence of migration amongst the men for better work, agricultural work as well as managing of the family falls on the shoulders of



women in the region. Women do more work than men do in the region and take up task within as well as outside of the household. From the fields to care of the family, women in the region work tirelessly from dawn to dusk in the hills. It is a life of hardships and a few rewards for most of them. It would not be wrong if one were to say that without the women of the region, the life and economy of the region would come to a standstill.

Kumaoni people are a community of hill people who belong to the Kumaon region of the state of Uttarakhand. People are mostly Hindus and the society has a patrilinear setup. People are deeply religious and believe in the supernatural. Along with the Greater Gods of the Hindu pantheon they worship their own deities. The language and culture while bearing similarities to Garhwal has its own uniqueness and norms. Kumaoni yet has not been granted the status of an official language by the government of India, but it has a very rich oral tradition and literary culture. Kumaoni has been placed in the *vulnerable/unsafe* category by the UNESCO's Atlas of World Languages in Danger<sup>1</sup> and is recognized as a separate language in the Ethnologue<sup>2</sup>.

As Kumaoni lacks a script of its own it has a very expansive oral tradition. The folklore, mythology, musical traditions, and traditional knowledge is vast and impressive. Although a lot of research has been done on the religio-cultural practices of the region as well as from a socio-economic perspective, research/studies focussed on women are fewer and limited in scope. A considerable amount of work has been done on women's perspectives in oral traditions within and outside of South Asia.<sup>3</sup>

Most studies of women's representations in the folklore and oral traditions are restricted to/more focussed upon traditional perspectives and imagery of women as without agency, without positions of power or the capacity for self-determination.<sup>4</sup> From the orientalist accounts to feminist works have contributed to this voiceless and submissive view of women. Chandra Mohanty acutely critiques the construct of "third world women" by Western feminist authors and how they are considered as implicit in their own subjugation and socio-economic

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<sup>1</sup> <http://www.unesco.org/languages-atlas/index.php>

<sup>2</sup> <https://www.ethnologue.com/language/kfy>

<sup>3</sup> For example, see Abu-Lughod 1986, 1990; Caraveli 1986; and Hollis, Pershing, and Young 1993

<sup>4</sup> Also look at Stephens (1989) and Visweswaran (1994) for further insight into problems with Indian scholarship on women's voice and power.



discrimination.<sup>5</sup> At the same time, we also see that conformist representations such as that of the dutiful wife/daughter or the sacrificing-selfless mother are more prominently given representations of women and have been popularized as ideals for women.

This paper aims to focus on the less popular representations of women and try to look at other aspects of the actually multidimensional personalities of women in these folklores and narratives. This would serve the purpose of firstly, present better and more balanced representations of women and secondly, provide alternative readings of women-centred/female-centred narratives of the region.<sup>6</sup> Also this paper would aim to highlight the difference in women's speech practices from those of men. Examples of women-specific cultural practices have also been given.

## 1.1 Representation Of Women In Kumaoni Folklore And Mythology

The folklore and mythology of the region is very expansive and often elements overlap. It would be impossible to include a detailed account of the same, as a result only certain folklores and mythologies have been included focusing on those that are women-centric. Apart from these, there are certain oral traditions that are exclusive to women, like the *sagunānkhar*<sup>7</sup> or *mangal gīt* and *mahilā hori*<sup>8</sup> that are performed by the women only. Kumaoni folklore and mythos can be broadly categorized into two kinds: the religious and the non-religious. However, there is a considerable amount of overlap in the categories as themes, primary characters and storylines overlap or are interconnected.

### 1.1.1 Representation in Religious Folklore and Mythology of Kumaon

Religious Folklore and Mythology: this category includes the narratives on gods, goddesses and deities, origin of the universe and all kinds of religious songs/prayers etc. The religious is deeply associated with the socio-cultural and politico-moral aspects of the Kumaoni society. Kumaonis have a strong belief in the power of the supernatural and they believe in

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<sup>5</sup> Mohanty, C.T. (1991). "Under Western Eyes: Feminist Scholarship and Colonial Discourses." In *Third World Women and the Politics of Feminism*. Ed. by Chandra T. Mohanty, Ann Russo, and Lourdes Torres. Bloomington: Indiana University Press. pp. 51-8

<sup>6</sup> A number of works highlight the importance of women's oral traditions and performances as commentary, resistance and subversion; e.g., Narayana Rao 1991; Ramanujan 1991; Raheja and Gold 1994

<sup>7</sup>*sagunānkhar* or *mangal gīt* are auspicious songs sung specially by women at the start of important ceremonies like weddings and *nāmkan* or christening ceremony. The women who sing these songs are called *mangleri*.

<sup>8</sup>*mahilā hori* is one of the three major varieties of *Holi* performed in the Kumaon region. It is marked by singing, dancing and putting up satires and plays by women.

*Karma*<sup>9</sup>. An important part of their religious practices is the worshipping of local deities along with the greater Hindu deities. Apart from common Hindu rituals, people in the region also practice religious and propitiatory rites<sup>10</sup> for the local deities and divinities.

Most female deities are regarded as *Sakti*<sup>11</sup> incarnate and are among the most popular deities of the region. These deities are very different from the calmer Hindu goddesses like *Sita* or *Parvati* or *Lakshmi*. They represent a more violent and malevolent aspect of the female energy. Their stories depict them as are fighters and warriors who slay demons and provide protection to the weak and suffering. Their characterization is in contrast with *Sita* who is regarded as the epitome of womanhood or *Lakshmi* the goddess of prosperity and fortune. Goddesses *Nanda-Sunanda*, *Gadh Devi*, *Doonagiri Devi*, *Garjiya Devi* are some popular regional female deities. *Nanda Devi* probably is the most important goddess of the region who is worshipped equally in the Kumaon as well as Garhwal region.

*Nanda-Sunanda*: A popular folklore related to Goddesses *Nanda-Sunanda* depict them as twins who were born to the Chand Dynasty. They were extremely popular amongst the subjects. Hence the traitors of the court decided to get them killed. One day when they were out in the forest, they had a mad bull charge at the young girls. The twins in order to save themselves hid behind a *kadli* (banana tree). But a goat ate the leaves and the girls were exposed. The bull charged and killed them. After this they reincarnated as *Nanda-Sunanda* and became the cause of the destruction of the traitors. *Nanda-Sunanda* are the ancestral deities of the descendants of the Chand Dynasty.

A number of such female goddesses are also worshipped as *kuldevi* (household deity) like *Sansari Devi*, *Anhyari Devi* and as village deities (*gramdevta*). *Gadh Devi* is the deity of the rivers and other water sources of the region. She is believed to be the regional version of *Kali*. She is associated with *pari*<sup>12</sup> and *ānchari*<sup>13</sup>. It is believed that if called upon to inflict an enemy party and she can wreak havoc on the lives of the inflicted. People hold propitiatory rituals for spirits and other female divinities. The *pari* - are female spirits who may inflict young girls and are mostly regarded as the unsatisfied spirits of women and girls who died at

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<sup>9</sup> (Hinduism and Buddhism) the effects of a person's actions that determine their fate in this life and the next incarnation; destiny or fate.

<sup>10</sup>These include body possession rituals, worshipping of ancestral deities, propitiation of spirits etc.

<sup>11</sup> The female or generative principle; wife of Siva and a benevolent form of Devi.

<sup>12</sup> Eng. *Peri*: a supernatural being of folk belief of the East. Folklore depicts *pari* usually in the form of a beautiful maiden-sorcerer, sometimes demonic, sometimes well-disposed towards people.

<sup>13</sup> *ānchari*: is similar to *pari*. These are malevolent nymphs that inhabit forests and hills.

a young age. Their inflictions are marked by the presence of unexplained illnesses and lethargy in the victim. They are mostly propitiated in the month of *Chaita*<sup>14</sup> and an entire genre of religious *jāgar*<sup>15</sup> songs is dedicated to them and are called *Chaitwali*.

The Kumaoni goddesses provide extremely powerful representations of women and several stories are of fierce goddesses who are to be feared and revered. Most of these have a local origin story and the accounts narrate how they fought against demons and powerful enemies and defeated them to gain their status and possessed the capacities to perform miraculous tasks. There are a number of deities who were once believed to have been humans but turned into divinities upon death, a number of historical figures are also worshipped as deities. *Jiyā Rāni* is an example of one such powerful queen who upon death was elevated to the status of a goddess and is worshipped by people. There are a number of myths and folklores associated with *Jiyā Rāni*. According to one such folklore she was the queen mother of the *Katyurī* Dynasty circa 1400s. She died fighting off the attack of the Sayyad Sultan at Chitrashila who ambushed her while she was taking a bath in the river.

There is also an abundance of songs wherein the incidences are presented from a deity's perspective and express their feelings and emotions. Such songs and narratives create a stronger bond between the deity and their followers and render them human vulnerabilities that people easily associate with and relate to. This creates a deeper belief in the deity and also is a motivating and comforting thought for people, for they feel that when even gods have not been spared on this earth, they are mere mortals who are nothing when compared to the gods. Often, when narrating incidences about women suffering, a comment would be added, "when a great goddess like Sita had to suffer because of societal pressure, what better behaviour could you expect from this world towards you!"<sup>16</sup>. The comment is not a resigned one, where one is accepting of the abuse and discriminatory actions against women, it is rather a comment on the fickle, abusive nature of people, and the problematic structure of our societies.

### 1.1.2 Representation of Women in Non-Religious Folklore and Mythology of Kumaon

The non-religious folklore and mythology can be categorised into several kinds: historical, folktales and legends, anecdotes, and songs. These can vary in terms of themes, content, occasion etc. While, certain religious folklore and mythologies may be known only to

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<sup>14</sup> *Chaita* – the first Hindu calendar month; corresponding to March-April; also *Chaitra*

<sup>15</sup> *jāgar* is a type of popular body possession ritual which is very popular in the region. It is done mostly to propitiate ancestral deities.

<sup>16</sup> Refers to the banishment of Sita after Lord Ram is crowned the King and the ritual of *Agnipariksha* (trial by fire) that she underwent to prove marital fidelity.

the singers or performers, like the *jāgar*, the non-religious ones are known to common people and different versions of them are known to different people.

Women's representation in these narratives are not limited to traditional ideals of womanhood, where women are submissive, sacrificing, epitome of patience and love. They are also shown as flawed, human characters who can be selfish, fickle, or evil. At the same time there are depictions of the everyday life activities of women's lives, and everyday negotiations with others. These folklores show women in a different light and show that women are not necessarily powerless and within a male-dominated world, they have control over their lives.

A. K. Ramanujan<sup>17</sup> discusses folklore in relation to voice and agency. However, a number of these narratives are not mere children's tales, they contain the grim realities of life and not everything is viewed through rose-coloured glasses. We see that several narratives depict women as capable of taking charge of their lives and manipulating situations to create balance in their lives. Most women-centric narratives show either that the heroine is already married or that she is married early in the tale, and then the women's troubles begin. She has to overcome marital harassment, and sometimes reform her husband and family, to achieve a happy married life. There are a number of narratives, with the primary theme of inverting established power structures through intelligence and cunning. Survival strategies are the essence of these narratives. For example, in certain tales we see the women committing acts of defiance to social norms not just as resistance to atrocities and non-cooperation to standards of morality.

**Theme of the *Clever and Patient Maiden*** is a recurring one in several of these narratives. We see these women using their wit and guile to prove themselves correct and e.g. "*The Clever Wife*"<sup>18</sup> where the legendary pride and guile of the Kumaoni damsel is demonstrated with charm and whimsy. In this story a clever girl manages to prove her husband wrong and make him carry out the task of pouring pots of water at her feet. While the story "*One's Own Happiness*" bearing similarities to the story of King Lear, shows how a daughter despite her father's ill-treatment of her, manages to build a good life for herself and prove him wrong. Similarly, there are a number of anecdotes and sayings that also refer to the intelligence, street smarts and resourcefulness of the women. For example, there is an anecdote describing how a clever woman dealt with a greedy Brahmin: '*lobhi bāmana chaturā nāri*', which mean "greedy Brahmin (and) clever woman". It refers to the incident where a woman outsmarted a

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<sup>17</sup> Ramanujan, A.K. (1991). "Toward a Counter-system: Women's Tales." In *Gender, Genre, and Power in South Asian Expressive Traditions*. Ed. by Arjun Appadurai, Frank J. Korom, and Margaret A. Mills. Philadelphia: University of Pennsylvania Press. pp. 33-55

<sup>18</sup> Most of the examples provided here like *The Clever Wife*, *The Little Feather*, *One's Own Happiness* are from a collection of Kumaoni folktales called *Clever Wives and Happy Idiots: Folktales from the Kumaon Himalayas*. (2015, Yatra Books)

greedy brahmin who was known to make unreasonable demands from people as payment for his services. He told the woman that as payment he would accept an iron tool with a single hole in it, thus, indirectly demanding for an axe. She in return presented him with a single needle, as it fulfilled the criteria of his demands.

Traditionally, folklores and mythologies are regarded as mirrors to a society's worldview, social values, and ethico-moral standards. A number of these narratives also show the grey areas of human psyche where boundaries between the right and wrong is blurred and hard to determine. However, women are regarded as main custodians of moral and ethical standards of a society. As a result, they are also scrutinized through these impossibly high standards and hence when one falls off this pedestal, she is put through harrowing social ostracization, ridicule and condemnation. While, at the same time, similar actions by men are excused. Here, another point to be made is that often it is observed that women are more rigid than men when it comes ritual purity or breaking down of orthodox beliefs. This is not necessarily because they fear reprimand, but because a stringent following of norms helps them establish their own ritual supremacy over others in the society and within the household, specially the men. Even while they might hold a lower status within their household, outside of it, they will be in a more powerful position as compared to those of social statuses lower than theirs. This becomes of extreme importance in casteist societies. Such practices endow them with power and control and also helps them attain a certain amount of security and freedom. Hence they become complicit in their own subjugation and marginalization.

**Marital Issues and Anxieties about Marital Fidelity** is another theme that marks a number of these tales. A lot of them are about testing of the wife's loyalty and good judgement. But there are also a number of stories where women are instigators of affairs or willingly end a relationship or decide to escape terrible marriages. In this regard an interesting difference is the trope of the good prostitute against the bad wife. *Do Not Do Four Things* and the *Four Precious Things* are examples of tales where the prostitute is better than the disloyal wife and is depicted as not a lowly characterless woman, but as an important individual in the story. *The Little Feather* is another tale where a man leaves his wife for a *pātar*<sup>19</sup> who claims him as her husband. They as a couple are better matched than the husband-wife who used to quarrel all the time. Moreover, as the husband sees that the *pātar* is well-off and rich, he becomes even more happier about his good luck.

While a very common reading of the tale could be one where the man has taken advantage of the women, I imagine the other interpretation for it is the *pātar* who claims the man as her husband. And it sheds light on traditional customs of the region, where women had the right to take a man as their husband and the man would live in the woman's house. It is to be kept in mind that apart from the proper Hindu weddings, other forms or 'weddings' were

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<sup>19</sup> *pātar* – the term can be used to refer to a prostitute, or a depraved woman or a woman of loose morals.

also popular, even when they were not considered ideal. But they were permitted and accepted by society. Another point here is that the term *pātar* often would be used to refer to women of loose moral values so, here a possibility is that the woman is willing to marry an already married man whose wife is alive, she is referred to as one. It might be a possibility, that she is not a prostitute which is another associated meaning of the word *pātar*.

The folktale by the name of *The Sepoy* is a very interesting story about an extra-marital affair between the wife of a merchant and a sepoy. As the woman falls in love/gets infatuated with the good-looking man, she convinces him to have an affair with her and even agrees to give him a coin every time he visits her. She manages to hide the affair from her husband and fools him even when he begins to suspect her and manages to thwart all his attempts to expose her. Eventually, she manages to save the sepoy's life and helps him escape. What is interesting is that unlike many other stories where the woman is depicted as an innocent or a foolish woman who is duped by the man, it is not so in this case. She knows what she's doing and exercises out of free will.

Another interesting story, which depicts another shade of a women's life and personalities is *The Unfortunate Wife*. The first wife of a man is jealous of his second wife, whom the man is partial towards as he loves her more. Circumstances force the first wife to run away from home and eventually she comes across a *fakir*, who helps her. He falls in love with her and decides to give up his vows and begins a new life. However, the woman desires revenge upon her first husband and the other wife. She convinces the *fakir* to use his magic and kill the husband and marry the second wife. The *fakir* agrees and befriends the rich man. They get rid of the man and he marries the second wife too. But after some time, he too falls in love with the second wife. This enrages the woman beyond reason and one night in her rage she murders the *fakir* and the second wife. The next morning, she claims that they were attacked and murdered by robbers and eventually flees. She then moves on to look for a third husband. Unlike a few other stories that typically depict the woman as accepting of their unfortunate situation, here we see a woman who is not willing to accept the status quo. To the extent that she is willing to commit a crime. She is not a submissive woman or an accepting one at that too. She desires revenge, power, and authority. The rivalry between women and the struggle for the higher status within the household is reflected in this tale. While, traditionally, Kumaoni society has been accepting of polygyny it was not without its reservations. Mostly it happened in cases where people could not conceive, or no sons were born. Within such households, wives held equal status and equal rights. It is no longer prevalent in the region.

The story depicts the sad reality of the unhappiness and discontentment that women feel in their conjugal lives. The practice of polygamy, especially polygyny was very common in the region. The story brings out not only the dark, unhappy aspects of marital life, but also depicts the kind of politics and intrigue that marks the married lives of women in the region. A lot of power-play is on, and the household is as complicated site of politics as is the king's

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court. It is not only the *saut* (rival, here the other wife) who is a problem, but at times the rival is a mother-in-law or a sister-in-law, with whom you have to constantly compete for position, status, authority and control.

Another, interesting aspect of this story, is its title, *The Unfortunate Wife*. By the time one is finished with the story, one realizes that the protagonist is not simply a hapless victim of a household conflict. Instead, she is a consciously conniving agent in the death of her husband and the second wife. One wonders if she really is *unfortunate* or not. She does not let her situation victimize her; instead, she takes revenge for her mistreatment. The story brings out the patriarchal setup of the society which forces one woman to stand against the other. At the same time the story also depicts the woman as an active subject, completely different from the generally projected image of the Indian woman as meek, submissive and powerless.

**The Cynical Old Woman and the Gullible Simpleton Son** is yet another popular trope in the Kumaoni folklore. Kumaoni society is a patriarchal as well as patrilocal society, yet within households it is seen that the eldest lady of the household (grandmother/mother-in-law) is at the helm. She is one who is in charge of the household and all household decisions are mostly made by her. In certain households, it is observed that their word is above that of the patriarchal head, who then seem to have a more of a nominal control. Such characters with years of experience in the world and street smarts are very common in the Kumaoni folklore. Such characters are often contrasted with an incompetent son who is a bumbling idiot. These women with their wit and cleverness manage to save their family and get themselves out of difficult situations. They know the way of the world and possess shrewd insight into the workings of the social fabric. Also, characters of such women are a contrast to the ideal mothers who are sweet, sacrificing and selfless. In the story *The Stupid Son and the Clever Mother* we see how a mother manages to make the best out of a risky situation and earn a free bag of gold for themselves that her simple son is willing to return. Similarly, in another tale, a woman saves her dim-witted son who has committed a murder.

In this aspect it may be pointed out that manipulation of household members (specially sons and husbands) and indirect control over decision-making within the household are crucial tools for women for survival at times, specially when it would be observed that the man of the house is a not socially competent or bad at decision-making. This stems in the generalized as well as financial/social dependency of women on the men of the household. The social status a woman holds is deeply affected by the level of ‘success’ of her husband/son/father and whether they do well in life or not affects the quality of life of women. Traditionally, men are the primary bread earners, and their failure may push the entire household into poverty. Additionally, being a socially successful man is also important as it affects the household status and the marriages of children etc. Thus, in a number of narratives, women may manipulate their husbands/sons out of necessity (as he might be a simpleton or a bumbling idiot) or they may be conniving women who wish things to go as they desire.

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**The Good Prostitute and the Bad Wife** The following two stories (*The Little Feather* and *Four Precious Things*) stories carry the trope of the good prostitute and the bad wife. The stories reveal about the Kumaoni worldview. They show the Kumaonis' belief in the concept of Karma<sup>20</sup> and how it affects one's existence and being. They reveal the belief of the people in the concept of reincarnation and the cycle of rebirth until attainment of Nirvana. The stories also show the belief that it is not just one's status by birth or one's social position which matters. A person's character and behaviour are also important. The stories are also a critique on the stereotyped image of prostitutes, who are often depicted as crafty, greedy, lowly women of a loose character. In these stories they have been depicted as good, generous, intelligent and with a sense of ethicality and morality. Further, these stories indeed, put the ideas of morality and ethics in a grey area of ambiguity and question the set codes of behaviour and conduct. We see the subversion and the inversion of the existent ideologies here.

### Four Precious Things

A young prince seeks permission from his father to travel around and see the world. Before he leaves, he asks his wife what gifts she wants him to bring back from the trip. His wife asks him to get her four things: first must be something good from something bad; second must be something bad from something good; the third must be a dog of a *kotwal*<sup>21</sup>; and the fourth must be an ass from a throne.

The prince goes to Delhi and befriends a *kotwal* who rents a house for him. He pays the man a gold coin each day. Next, he befriends a *pātar*<sup>22</sup>, to whom he gives all his remaining money. He then marries the daughter of a poor king. He then tests her. He goes hunting and get a head of a she-goat home all wrapped up in a scarf. But he tells the princess that he killed a man and brought the head me. He tells her to never tell this to anyone. In this manner, he went hunting for seven days and gets seven severed goat heads.

The princess is afraid for her life and informs the *kotwal* who in turn informs the *bādshah*<sup>23</sup> about the murderer. The *bādshah* orders that the murderer should be hung till death. The *kotwal* arrests the prince and takes him to court. At the court the *pātar* comes to the aid of the prince and asks the *bādshah* if he had a thorough investigation done before announcing the death sentence. As the *bādshah* questions the *kotwal* again, the *kotwal* points out the princess as the informant and the truth of the goat-heads in the scarves is revealed.

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<sup>20</sup> (Hinduism and Buddhism) the effects of a person's actions that determine their fate in this life and the next incarnation

<sup>21</sup> A policeman

<sup>22</sup> A depraved woman; a prostitute; a courtesan; a woman of loose morals

<sup>23</sup> Emperor

The *bādshah* asks the prince for the reason for all this. The prince then narrates the story about his wife's wish for four things. The prince explains that he has obtained all the four things: first, is the prostitute, who despite being considered untrustworthy and characterless as she sells herself for money, turned out to be actually good and saved his life. The second is the new wedded wife, who told the *kotwal* even, when told not to do so. The *kotwal* is the third, as despite taking money from the prince and being a friend, he did not bother to check the scarves and blindly believed the princess. So he is truly a dog of a *kotwal*. And the fourth is the *bādshah* himself, the ass from the throne, who knew nothing but gave a life sentence on the word of the *kotwal* alone. The prince, eventually returns to his home country, and tells his wife about his experiences, who is happy to hear that her husband accomplished what she had asked him of.

### The Little Feather

Once, there was a Brahmin who had a wife and a daughter. The husband and wife were always quarrelling. When the daughter was of marriageable age, the wife asked the Brahmin to find a suitable match. His wife suggested that he should compose some poems and take it to some king or prince so that he could get some *baksheesh*<sup>24</sup> and then they could use that to get their daughter married. The Brahmin set off to visit the king. On the way he met a *bhoot*<sup>25</sup> who asked the Brahmin to bring him a corpse to feed on. He gave the Brahmin a feather to recognize a whole human body amongst the corpses. He did as the *bhoot* said, who gave him a lot of money as reward. The Brahmin returned home, and the daughter was married off.

The husband and the wife continued to quarrel every day. One day the Brahmin put the feather on his head and saw that his wife was a dog. Then he looked at himself in the mirror and saw that he was a tiger. It dawned on him that this was the reason why he and the wife were always fighting. They were utterly incompatible. She was a dog in previous life while he had been a tiger. He went to the market where he met a *pātar*. She told him: "this day onwards you are my husband, and I am your wife!" the Brahmin laughed at her. She showed him her wealth and he agreed to be her husband and cast off his first wife. The Brahmin put the feather on his head and saw that the *pātar* was a tigress! He told himself that they were a well-matched pair, and this was why she fell in love with me. Then they lived together in happiness till the end of their lives.

#### 1.1.2.1 Women and Marriage Customs in the Region<sup>26</sup>

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<sup>24</sup> Tip; payment

<sup>25</sup> A ghost

<sup>26</sup> A detailed analysis of the marriage customs and its effects on women would be outside the scope of this paper. Hence a brief account is being provided here.

As marital issues, adultery and cowives are common and recurrent themes in the folklore of Kumaon it would be appropriate to understand the Kumaoni marriage practices and their impact on women's lives in the region. Kumaon region is a prime example of a society where the customary laws have undergone tremendous changes over the years specially with the advent of British rule in India which played a crucial role in the standardization of the Hindu Laws and what would it mean to be a good Hindu.<sup>27</sup> While the reformatory practices introduced by the newly awakened intelligentsia of the region did do a good bit to uplift women and empower them, yet the limited and prejudiced understanding of the local customary laws resulted in a number of damaging consequences for the Kumaoni society and particularly the women.

There is a marked difference in the current marriage practices and customs from those in the past. The Kumaoni society is a patriarchal and patrilocal society and hypergamy and isogamy are the norm. Hypogamy and marriage outside of caste is frowned upon and discouraged. Specially so in case of castes, where reactions may range from reluctant acceptance to outright social ostracization. Traditionally marriages are arranged by the parents through consultations with household members and *purohit*<sup>28</sup>. Amongst the urban sections of the community 'love marriages' along with arranged ones are also common. Again, marriages outside of community are also more common in the urban populations than the rural Kumaonis. **Polygamy and polyandry:** the region does not have the practice of polyandry at all and there are also no historical records also which may present any evidence for it in the past. However, polyandry has been observed to have been practiced in some areas/communities in the neighbouring Garhwal region like the Jaunsar-Bhabhar and regions bordering the hill state of Himachal Pradesh.<sup>29</sup> However, with the modernization of the society, these practices have become almost redundant and have been largely abandoned. We see that in the past the practice of polygamy was very common in Kumaon. However, it seems that the financial strength of the man as well as social status played a role here, as men from the upper classes were seen to have more wives than those from more poorer backgrounds. At times, the practice was also validated on the grounds of necessity in cases where the wife was unable to bear children, or no sons were born or even in case of incompatibility between the married couple. This is corroborated also by the presence of a number of narratives and folklore themed on co-wives or where they play important roles.<sup>30</sup> One of the most popular tales is of the deity *Goel Devta*

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<sup>27</sup> Pande, Vasudha (1996). "Law, Women and Family in Kumaun" in India International Centre Quarterly, Vol. 23, No. 3/4, Second Nature: Women and the Family (WINTER 1996), pp. 106-120

<sup>28</sup> A *purohit* is generally the family priest who performs all ritual ceremonies and religious services for the household. It is common to consult them for match-making services within the community and caste.

<sup>29</sup> Polyandry has been observed in a number of regions of Himalayas. For further details see Berreman (1963), Sax (1991), Fanger (1987)

whose mother *Queen Kalinara* was the eighth wife of *King Jhalrai* who became the centre of hatred of the seven co-wives and the mother-in-law as she was the only one to bear a child to the king.

In present times, polygamy has been abandoned as a redundant practice and monogamy is the norm in the rural as well as urban populations.<sup>31</sup> In this regard, in case of polygamy the younger sister or other equivalent of wife is a potential marriage partner and at times the younger sister or cousin of the wife would be taken as a wife to save the household from breaking up and to maintain relations. The co-wives have equal rights, but still organizational hierarchy is there for ease of work. All children are also equal in status and hold equal rights in the property and assets.

As far as widow remarriages are concerned, we see that widow remarriages might happen more in case the woman is young. Levirate marriages also occurred in the region, wherein a woman may be married off to the husband's brother in case of the death of the husband.<sup>32</sup> However, this practice has become less common now. I was informed of at least two such cases, one of which was of a lady who was married off to a boy-child whom she raised and looked after also. The other case was of a young man who had to marry his elder sister-in-law upon the elder brother's sudden death. While such a case is extremely rare and representative of the highly illogical and orthodox nature of such practices, often it would be explained that this was done as to keep the family line intact or to make life better for a young widow who would otherwise have to live a much harder life.

In the present times, divorces are still highly stigmatized and a big cause for 'losing of face' in the society. The stigma is high for both men and women and they would be regarded as the least potential marriage/life partners. The stigma attached with divorce can be contrasted

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<sup>30</sup> Examples have been provided in the paper.

<sup>31</sup> An interesting point in this regard may be also be the increased influence of the Hindutva propaganda which has largely focussed on polygamy amongst Muslims in a negative light and a major contrast to the good Hindu ideals they propound. This is even more so as Hindu kings have been historically known to have multiple wives, however, *Lord Rama* took an oath to never marry again or take another wife and vowed eternal devotion to his wife *Devi Sita*. The ideals of *Rama* then have been largely utilized to further the case of Hindus as better and the demonization of Muslims in the Hindutva ideology. These points are important as they highlight how a greatly sanitized and idealistic conceptualization of Hinduism has been implemented for the Sankritization of deviant/alternative Hindu practices.

<sup>32</sup> If such a marriage were to occur, it would be generally arranged between a woman and her deceased husband's younger brother. Traditionally, the relation between the ego and husband's elder brother is taboo and they do not even stay together in the same room or come in contact. So much so that there is no direct term of address that a woman may use for an elder brother-in-law. They may refer to them as *jethan* but wouldn't directly address them. However, with time these restrictions have diluted and are more strictly adhered to by older generations. Such avoidance practices are also equally applicable to the men in relation to a younger brother's wife.

with that of a widow or widower who may be regarded with a bit of sympathy and remarriage might even be encouraged in their case. *dhāti* is a term which was used to refer to widows, divorcees or women who were abandoned by their husbands. Traditionally, a marriage to such women was called *dhāti byāh* and was devoid of any kinds of ceremonies, celebrations or fanfare. The payment of brideprice would be made and the woman simply escorted to her new conjugal home. While, these women might have held ritually lower status, the marriages and any offspring were legitimate children and had equal rights.

The traditional marriage customs provided escape hatches to women who were stuck in unhappy marriages or had affairs. As most marriages were based on the custom of brideprice, in case of women who had affairs, the ‘debt’ of her marriage could be paid off by the lover who could make the payment to the estranged husband. At times if a woman returned to her home, the amount could be paid by her family to finalize separation. However, the ideals of women’s chastity, morality and ownership of women emphasized upon by the British led to a popularization of *kanyādān* marriages which took away the limited choices women had. The customary practices like brideprice and payment given to the deceased husband’s relatives were criminalized as ‘sale of women’ by the British regulation enforced in 1823 which prohibited the sale of wives and widows.<sup>33</sup> Widow remarriage in the region was also practiced in the form of *tekwa* marriages wherein a widow had the right to have a “live-in” partner who could stay in the house of the deceased husband. They could also remarry with the second husband making the payment to the family of the deceased husband. However, these practices were also unacceptable to the British and their regulations deeply affected social views on widow remarriages.

Even as adultery wasn’t socially acceptable, it wasn’t deeply linked to the concept of female chastity except in cases of intercaste affairs where severe punishments were meted out as they led to a fall in ritual status as well. Traill also mentions this in his understanding of the stratification system of the Kumaonis into three castes: *thuljaats*, *khassa* and *doms*, where the former two formed the upper castes while the *doms* fell below the line of pollution.<sup>34</sup> As already stated above, affairs within the caste could be resolved by the payment of money by the paramour, but inter-caste affairs were handled by the king’s court.

### 1.1.3 Expressions of Female Sexuality in the Folk Narratives

In the Kumaoni oral traditions and narratives, constructions of women are reflective of the standardized or traditional conceptualization of the women, wherein they are epitomized as the selfless mother, devoted wife and the dutiful sister who are either desexualized or exhibit

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<sup>33</sup> Pande, Vasudha (1996). “Law, Women and Family in Kumaun” in India International Centre Quarterly, Vol. 23, No. 3/4, Second Nature: Women and the Family (WINTER 1996), pp. 106-120

<sup>34</sup> 4. Judicial Letters, Volume 37, 11th July, 1843

restrained sexuality. Innumerable stories, songs and lore sing praises to the devout mother and wife who prove their greatness through extreme sacrifices and successful chastity vows. However, there are a few genres of songs which explore aspects of feminine desire and sexuality and women are portrayed as desiring subjects who long for their lovers and husbands. Lacan's conceptualization of desire as a lack which constitutes subjectivity. A number of these songs and narratives are about the longing and frustration that subject feels towards her lover, who is absent. A number of *nyoli* songs of Kumaon are mostly on the longing and separation that the female subject feels.

As the society is mostly traditionalist, expressions of desire and intimacy are private and mostly restricted to the marital bed. However, the Holi songs form a special genre of songs as they are performed in public gatherings at the time of festivities and contain open depictions of woman's desire and sexual intimacy. Not only there are examples of song which describe the clandestine affairs that a woman has with her lover, there are also songs wherein women describe and share their sexual encounters to other women, at times through euphemisms.

शहर सितो जागो रसिया  
 शहर सितो जागो रसिया  
 जब रसिया आँगन पर आवै  
 भूकत है दुश्मण कुतिया, शहर सितो ...  
 जब रसिया देहरी पर आवै  
 खाँसत है दुश्मण बुढ़िया, शहर सितो ...  
 जब रसिया खटिया पर आवै  
 चड़कत है दुश्मण खटिया, शहर सितो ...  
 जब रसिया ने बाँह पकड़ि है  
 छनकत है दुश्मण चुड़िया, शहर सितो ...

This song expresses the rather clandestine manner of meeting of two lovers who are trying to be as noiseless as possible.

Translation of the song<sup>35</sup>:

The town sleeps, my beloved is awake  
 (when) my beloved is at the courtyard  
 the damned bitch barks, the town sleeps....  
 (when) my beloved is at the door  
 the damned hag begins to cough, the town sleeps....  
 (when) my beloved is abed  
 the damned cot begins to creak, the town sleeps...

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<sup>35</sup> The translation is mine



(when) my beloved takes my hand  
the damned bangles begin to tinkle, the town sleeps...

As most families stay in a joint family, it is very hard for married couples to be able to find quality alone time. And as the society is traditional, there is no display of affection in front of other people. In social events too there is a segregation of the men's and women's spaces. A number of Holi songs are also about separation from beloved, romance and playful interactions between partners.

अबे, हाँ रे गोरी चादर दाग कहाँ लायो?

O, fair one, where did you stain your shawl

अबे, हाँ रे सासू पनियाँ भरन सँ हों जो चली।

O, mother-in-law, I went to the water hole

उत, चिफलि पड़ो मेरो पाँव सासू चादर दाग वहाँ लायो।

There, I slipped and stained my clothes

अबे, अबे, हाँ रे गोरी पनियाँ दोष तु नाँ दीजो

O, fair one, do not blame the water hole, you!

उत वाँहि खड़ा तेरो यार गोरी चादर दाग वहाँ लायो।

There must have been waiting for you, your beloved, thus the stain on your clothes

अबे, हाँ रे सासू यार को नाम तु मत लीजो

O, mother-in-law, do not say that

उत पाँशो लगै मरि जाऊँ सासू यार को नाम तु ....

I would die before that, do not say that mother-in-law

In the above song, the mother-in-law is questioning the daughter-in-law about her whereabouts and how did she get her shawl stained (that is she suspects that her daughter-in-law has a lover) to which the daughter-in-law replies that she had gone to draw water from the source where she slipped and hence her shawl has become stained. The stained shawl can be understood as a euphemism for an illicit affair.

There are also songs which describe the intimate encounters between partners and how women share their experiences with one another. In the following example a younger sister-in-law is telling to the older one that her husband is not actually a simpleton as elder one believes him to be. She then goes to explain that how their intimate encounter went by.



जेठानी<sup>36</sup>, तुमरो देवर न बोलो (elder sister, teach your brother-in-law<sup>37</sup>)

न बोलो झखमार जेठानी, तुमरो देवर... (don't think him an idiot, your brother-in-law)

जेठानी, फागुन मास नयी ऋतू आई (elder sister, spring has arrived)

फूल रही बनराय जेठानी, तुमरो देवर....(flowers are blossoming elder sister, and your brother-in-law)

जेठानी, खोलि केवाड़ धसो घर भीतर (elder sister, broke open the door and entered)

गोपी दिल धड़काय जेठानी, तुमरो देवर....(scared the hell out of me, elder sister, your brother-in-law)

जेठानी, लिपट झपट कर दाइयाँ मरोड़ीं (elder sister, he captured me and got hold of my wrists and twisted them)

मरी मोहे पिचकारि जेठानी, तुमरो देवर.... (he hit me with a water-gun elder sister, your brother-in-law)

जेठानी, खटिया में ऊताण कियो है (elder sister, he romps around in the bed)

चरमर-चरमर होई जेठानी, तुमरो देवर... (making the frame creak and shake elder sister! your brother-in-law)

जेठानी, एकै चदरा दो जन ओढ़ें (elder sister, we two share a single duvet)

खींचातानी होई जेठानी, तुमरो देवर....((as a result) struggle/tug-of-war with your brother-in-law)

जेठानी, घूँघट खोलि लुटो मोहि दिन में (elder sister! He pulled open my veil in broad daylight)

जुद्धा ले ले मचायो जेठानी, तुमरो देवर....(he's been warring with me, your brother-in-law)

जेठानी चोली-चदरा भिजि गयो है (elder sister! My blouse-shawl are all drenched)

सारी कसर निकालि जेठानी, तुमरो देवर....(your brother-in-law left no stone unturned)

## 1.2 Women's Narratives as Important Sources for Knowledge

In recent years there has been a shift in focus from mere recording of oral histories of women as capturing of women's voices or realities and has moved to look at these recordings as texts in need of analysis. As Joan Sangster emphasizes the need to ground women's histories "in a materialist and feminist context"<sup>38</sup>. Some of the most interesting narratives, that shed very important light on the life, beliefs and perspectives that the women have in the region,

<sup>36</sup> *jethāni* – is the husband's elder brother's wife. She is elder in relation hence can be called an elder sister. She can be a confidant in the household as someone who has a similar status and position as daughter-in-law.

<sup>37</sup> Here brother-in-law is the singer's husband who she is addressing indirectly.

<sup>38</sup> Sangster, J. (1994). Telling Our Stories: Feminist Debates and the Use of Oral History. *Women's History Review*, 3, p. 5

were obtained through informal discussions and conversations that I had with the women during the fieldwork<sup>39</sup>.

Even hearing them talk and discuss their lives, when they were young and how things are present times, provides a lot of insight into how women view themselves, other women, the society at large as well as provides their views on social norms and values. In this regard Joan Sangster (1994) relates the importance of putting forth questions of why and how women perceive themselves as individuals and as a part of a community and culture, stating that it sheds light on the social and economic structures within which they lived and which they faced. As she says: “Asking why and how women explain, rationalise and make sense of their past offers insight into the social and material framework within which they operated, the perceived choices and cultural patterns they faced, and the complex relationship between individual consciousness and culture.”<sup>40</sup>

Again, it would be important to stress that it is necessary to look at these lived experiences through a balanced perspective which acknowledges the fact that they have lived difficult lives, but yet not trivialize it as normal or expected treatment of women, as it was in the past and that was the norm then. It is necessary to consider these narratives are important steps in understating the lives of women in extremely complex societies as ours. Not only are women affected because of gender discrimination, but also social and economic discrimination. These narratives would be helpful in creating feasible frameworks for their empowerment and would not blindly put them to standards set by Western feminism which has failed to address issues of the Third World women and women of colour. It sheds light on the importance and necessity of developing nuanced feminist stands that suit the complexities of Third World nations, where social hierarchies are far more complex than in the West.<sup>41</sup>

A fact that struck me the most was the surprise that a lot of women felt, when they learnt that I would like to know about their own experiences or about the daily lives of women. The first question was that how could that be of any importance? What aspect of their lives could be use in a project of this nature? Even when they could fathom the importance of religious myths or war ballads etc, they could not understand the importance of a woman’s life journey in such a work. Yet as they understood that the idea is to present their views and

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<sup>39</sup> The fieldwork was done in Village Jalikhan, Block Sult, District Almora, Uttarakhand between 2017-2019 intermittently.

<sup>40</sup> Sangster, J. (1994). Telling Our Stories: Feminist Debates and the Use of Oral History. *Women’s History Review*, 3, p. 6

<sup>41</sup> Also see Mohanty, C.T. (1991). “Under Western Eyes: Feminist Scholarship and Colonial Discourses.” In *Third World Women and the Politics of Feminism*. Ed. by Chandra T. Mohanty, Ann Russo, and Lourdes Torres. Bloomington: Indiana University Press. pp. 51-8

perspectives and would provide a space for their voices to be heard, they became more excited and interested to talk. For them it was important to emphasize on the hardships of their lives, the lack of facilities in their lives and how the women of the region have had been making sacrifices all their lives so that their families could live well.

A very interesting aspect of women's circumstances that emerges through personal narratives is the contrast between their imagined representations and the realities of their lives. Women's lives are balanced between controlled or nuanced vocality and uninhibited expression of their thought. This extends to other parts of their daily lives too. Subtle or indirect means of getting their way is more common than direct demand. Within households and the society, control and power is contested and ambivalent.

Often conversations about the life of Kumaoni women would lead to comparisons along two axes: between the rural and urban life, and between life now and life earlier for the women. It seems that certain parallels are universal. For women of the older generations, they believe that life for women is far easier in today's times than it was in earlier times. They look at it in terms of ease of work and facilities that are available to women in today's times. At the same time, they also feel that women are more liberated now than they were earlier. They believe women have much more financial security, freedom of movement than they had in their times. An important point here is that, despite the hardships they faced in their youth, they today do not view their past in the context of misfortune. They mostly look back at their hardships as obstacles that they faced and overcame. They acknowledge and understand the problems and issues related to women and hence emphasize on the importance of perseverance, survival strategies and resistance for making your life better. It should not be mistaken that they take pride in the abuses they have suffered, rather they take pride in their capacity to have managed and survived despite a hundred problems. They see their capacities to negotiate and compromise as important and crucial to their survival. It marks their resilience and their resistance to the dominant patriarchal social structures, which they have faced, resisted, and survived in the best way they could have. However, it doesn't mean that they do not have fond memories of their youth. They feel that even while life was difficult, it was a happier, simpler life.

For example, Kunti Devi, one of the women who were interviewed told stories from her childhood and her growing up in a small village. She narrated an incident when how she stole a coconut/copra from her uncle's shop for a pregnant neighbour who was craving for some. It was not a simple matter of going and asking for some, as one could not eat whatever and whenever they wanted. Poverty was widespread. The entire story of how the stolen copra was smuggled under her frock and supplied to the woman who was waiting in the forest for her, is amusing, astonishing, heart-warming, a little saddening and fascinating all at once. It presents a myriad of aspects of women's lives in the olden times. She narrates the story with a lot of pride and excitement as she feels that it was extremely cleverly executed plan. It is pride

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in the ability to make the best of a situation. From their restricted lives, to the simplicity of the desire, each line of the story reveals tonnes about the everyday negotiations that women and girls had with their society.

Similarly, another old lady Anandi Devi, would narrate stories of her youth. Her experiences are amusing and funny yet very insightful towards unnecessary and superstitious beliefs and practices that were prevalent in the society. She narrated an incident that reveals malpractices associated with menstruation. Women of the neighbourhood would form a group and go far to gather fuelwood. They even had to cross a river to reach the forest lands. One such day one of the women started to menstruate and they all had to cross the river holding each other's hands. Now another woman's father-in-law was a *puchyār*, i.e., he could have a deity incarnated on himself and conduct interactions with the deity for people. Families of such people have to maintain a lot of ritual cleanliness and menstruating women are regarded as impure and coming in contact with a menstruating woman, is considered polluting. The old man claimed that he would be able to recognize even an indirect contact with a menstruating woman too. Thus, his daughter-in-law was scared to go back home, as she too had held hands in the entire group while crossing river. In fact, all the women were scared. But they decided that they will not tell anyone in the village about the incident. The old man's daughter-in-law went back home and continued to do her chores as she would normally do. The next day when all the women gathered and asked her about the old man and if he got to know, she said that all went well, and nothing happened. The entire group of women was relieved and happy at their good luck. She narrated another story, which emphasizes on the changed times. She would say that people were lucky in modern times. They never faced famines or crop failures or spreading of mysterious illnesses and diseases. She explained how in her youth, food, clothes, essentials, were all rationed. Even things like jaggery was a luxury. And the elders of the house were the only ones who could distribute it. Once a friend of hers stole a small lump of jaggery and brought it to the forest to eat it for lunch. However, as she had taken it without permission, she was too scared to eat it. Even when others told her to eat it, she could not gather the courage to eat it. Eventually she spent the entire day as a nervous wreck, did not eat the jaggery, kept it safe with her, went back home and placed it back in the container before anyone else could find out. It was only then that she could take a breath of relief. Even such a story of humorous incidents that happened with women, reveal a lot about the social and economic situation of the society at large and how the family/household setups functioned then. At the same time, it is a commentary on the kind of life that people lived in earlier times, especially women.

Such narratives evoke a myriad range of reactions within the listeners, from the expected amazement and sympathy to the agreeing "nodding of the head" indicating familiarity with the situation. It is not one rare tale of the past; it is one of many such similar ones. It is easy to discern the excitement in the voice of the narrator for she has been as witness to the story. Often such narrations would be marked with an occasional "well, that's how it was". These are not just stories, but powerful experiences that are regarded as significant events in

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personal historical experiences. As Barbara Allen states: “[b]ecause stories encapsulate and highlight significant and emotionally powerful experiences, recurrent narratives and narrative themes within a corpus of oral history interviews suggest what the narrators individually and collectively consider to be key aspects of their historical experience”.<sup>42</sup> We see that rather than necessarily projecting themselves as victims, they present themselves as responsible, abiding members of the society, who have tried to make the best of their situation and with a lot of hard work and diligence worked towards building a better life.

### 1.2.1 Importance of Women’s Social Circles and Traditional Knowledge

A very important aspect of women’s lives is their social circle, and the role women play in each other’s lives. As the Kumaoni society is still conservative and traditional specially in the rural regions, the common practice of segregation of genders at social functions and events is followed. This sort of extends to daily life activities as well including performing chores together or in groups. For example, often women go to gather fuelwood or fodder in groups or go to the fields together and work together. There is no strict segregation of work or spaces as such between women and men, but seems a more natural organization of people into groups they would relate to or be comfortable in. However, the importance of a women’s circle cannot be refused or denied. Living amongst, growing up with other women/girls in the community is as very crucial part of the women’s lives. It defines how they view themselves and other women. Foremost, it provides them with that core space where they can be freer, express themselves and ask for emotional support that maybe absent in their marital relations and homes. Secondly, this circle is important in terms of learning, gaining and sharing skills with one another, including showcasing of skills that otherwise would not be of worth in the male-dominated social spaces. Thirdly, the women’s own circles provide them with that space where they feel that they are being heard, acknowledged, appreciated and where they can share experiences regardless of differences of age, social class and economic class.

In most societies, women’s knowledge has been side-lined as old women’s tales or superstitious beliefs and has been regarded as useless. But it is to be realized that women’s traditional practices are important not only as cultural practices but also as life practices, which are crucial in terms of sustainability and earning of livelihood. This becomes more important in today’s times when environmental degradation and calamities are making survival harder. Certain women’s practices are deeply linked with the biodiversity of the region. For example, the observance of *Vat Savitri Puja*<sup>43</sup> is very common in Kumaon. Sacred groves of the *Vat* or Banyan tree (*Ficus Benghalensis*) are worshipped and considered holy. They are maintained and looked after by women. These sacred groves have come to be recognized as important

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<sup>42</sup> Barbara Allen (1992). Story in Oral History: Clues to Historical Consciousness, *Journal of American History*, 79, September, p. 607.

<sup>43</sup>*Vat Savitri Puja* is fast is observed by women for their husbands and prominently followed in North and West India

biodiversity sites which are crucial for environmental sustainability. Similarly, traditional water sources called *naulas* are also regarded sacred and maintained. In a number of places *Mahila Mangal Dal*<sup>44</sup> have worked on the revival of these traditional water sources.

Many women also have a lot of knowledge about the flora fauna, traditional agricultural and forestry practices, medicinal plants in the region and are the primary repositories of traditional medicine systems.<sup>45</sup> Specially, regarding knowledge about women's health and childcare practices. This knowledge is passed down from one generation of women to the next not through formal lessons but through daily interactions and observation. Women's knowledge is not limited to women's health and childcare. It also extends to knowledge about animal husbandry and cattle care, weather and climate, agriculture and farming. They are the primary care takers in the households as well as work the fields and farms.

**Health and Childcare Practices.** As modern medical facilities became popular, traditional health practices and methods were regarded as redundant and incompetent. But it is seen that a lot of remedies and treatments from traditional medicines are effective and beneficial. A number of these are in the form of food or movement restrictions or certain necessary inclusions which have been traditionally followed. Because of years of experience in the fields and the familiarity with forests and wilderness, women have knowledge about a lot of medicinal plants and herbs that they use for treatment at home. Specially in case of minor injuries and illness. Apart from such natural remedies, alternative practices are commonly used.

An example in this regard is the practice of getting rid of the evil-eye effect or *nazar utārnā* which is called *hāk lagnā* locally. It is a very common practice in the region. It is done in case of cranky-crying babies or when someone falls unexplainably ill. The practice is also carried out as a precautionary measure at times. It is performed more by women than men in everyday life. Everyone has their own version of it, but is generally performed by moving a bowl of *rai* (black mustard seeds) and salt around the ill person's head and a chant is said. Another such example is that of *juk lagnā*. Stomach issues in children are referred to as *juk*. To heal it, women use warm ashes from the hearth and rub it on the child's abdomen and speak a chant. Not everyone knows how to perform it and it is believed that it is a special ability that a few have.

**Women's Health, Pregnancy and Natal Care.** Traditionally matters related to pregnancy, labour and natal care came under the domain of women, specially midwives. But

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<sup>44</sup> *mahilā mangal dal* are women's groups who work within the villages to coordinate all kinds of village activities, including social events and social work activities.

<sup>45</sup> Agrawal, R. (2008). Small Farms, Women and Traditional Knowledge-Experiences from Kumaon Hills. *Indian Journal of Traditional Knowledge*. 65(5): 69-80.



with the emergence of modern medicine and health systems and specially with an increased reach of medical/emergency services, this traditional knowledge came to be side-lined as auxiliary systems<sup>46</sup>. Because of this a large portion of women's traditional knowledge came to be regarded as useless. There exists an extensive system of practices, prohibitions, and instructions that women are required to follow during and after a pregnancy. While some portion of this knowledge could be regarded as semi-specialized that was known to those who were professional midwives, some of it was commonly shared knowledge that was shared amongst women or passed down through generations<sup>47</sup>.

For example, traditionally in Kumaon, there is the practice of providing an isolated room for the new mother and child from birth to the 11<sup>th</sup> day. Movement is restricted in and out of the room, and visitors are required to sprinkle a bit of mixture of *gangājal* and *cow's urine*<sup>48</sup> before entering and after leaving the room. In terms of practicality, it can be understood as a means to reduce infection and disturbance. There were a lot of food restrictions also for new mothers which were to be diligently followed till the prescribed time period. The following of the regulations was overseen by the older women in the household. However, nowadays, women do not heed much to such traditional regulations but rely more on their doctors for guidance.

Postnatal care is taken up by the grandmothers or other more experienced women of the household and the new mothers learn hands on. Thus, we see that, despite the presence of doctors and nurses the help from experienced mothers is a very important aspect of a new mother's capacity building and is an important part of women's shared skill sets and knowledge.

There are also several old wives' tales that are popular. For example, during pregnancy it is said that one should not eat peaches for they result in birth of hairy children. Women are asked to control their diet and avoid certain things because it is believed to have an adverse effect on the child. Another example is that it is believed that if a child salivates too much, it means that all the cravings during pregnancy were not fulfilled. Consumption of jaggery is prohibited in pregnancy. It is considered to be harmful for the child. Or women can help other women in dealing with pregnancy related problems like nausea, swollen feet etc. The

<sup>46</sup> Zionts, S. (2015). "*Ouch, That Hurts: Childbirth-Related Pain Management and the Inappropriate Replacement of Traditional Obstetrical Knowledge in Kumaon, Uttarakhand, India*". Independent Study Project (ISP) Collection. 2081.

<sup>47</sup> See also Negi, T.; Solanki, D. (2016). *Indigenous Postpartum Practices Followed by Rural Women of Kumaon Region, Uttarakhand*. Asian Agri-History. Jan-Mar 2016, Vol. 20 Issue 1, p41-48. 8p.

<sup>48</sup> Water from the River Ganges. It is generally stored in Hindu households as the River *Ganges* is the most holy river and its waters are believed to have purifying properties. *Gangājal* is often used to purify things from ritual pollution. Similarly, as cows are considered holy in Hinduism, their urine is also regarded as purifying and used for ritual purification.



realization that others as well have gone through similar experiences helps women cope with their own.

**Traditional Art of Aepañ and Rangwāli Pichorā** are of special importance to the women of Kumaon. Both are primarily practiced by women and passed on through generations. *aepañ* is a decorative form of wall and floor painting in which traditional designs are painted upon the walls and the floor of the household using all-natural ingredients like *geru* (red mud) and *biswār* (white paint made from ground rice). It has a number of types of styles and designs and different designs are drawn on different occasions. It is considered to be auspicious. It is an important part of housekeeping along with the practice of *ghar līpnā* (spreading of a mixture of cow dung and red mud on the floors and white chalk mixture on the walls for maintenance of walls and floors). As housekeeping is the domain of women, they are the creators of this art form. The *pichorā* is a stole/dupatta worn by married Kumaoni women at special and auspicious occasions. It is a symbol of auspicious wifehood. It is made by dyeing a white dupatta yellow and then small red dots were painted on it using a coin. It was further decorated with *aepañ* like art using. It was a unique piece of garment, each of a kind as no two would be similar. Traditionally it was made by women and gifted to the new bride as an integral part of her trousseau that she would bring to her new home. Nowadays, however, readymade printed ones are more popular and mostly a small piece is created at the wedding as a symbolic gesture.

### 1.3 Women's Speech and Social Behaviour and Difference from Men

Traditionally, women have held lower status in the social hierarchy, and this is reflected in the social segregation of the genders and the difference in accepted norms of behaviour for women. In general women are expected to be more controlled, speak less, be modest and discreet. Loudness, talkativeness, and outspokenness are regarded improper behaviour. Specially in public. These rules are stricter for daughters-in-law and unmarried daughters of the household. Even in cases where the control of the household is under the woman, an outwardly pretence of the man having control and the last word will be maintained. However, we do see examples where women's speech and behaviour may be unregulated and yet socially acceptable. Also, we see that there are certain terms that may be used in the context of women alone and are not applicable to men.

#### 1 *jāgar* Ritual

This is one of the most important ritual ceremonies of Kumaoni people. It is a body possession ritual conducted to worship ancestors, lineage deities and village deities. It can be held at the household level as well at the village/community level. Women generally, have smaller and background roles in religious rituals and specific areas are marked for the seating of women and men.

We see that there is a greater active role that men play in the *jāgar* than the women do. There is lesser reprimand and patrolling of men's behaviour and such is also extended to regulations and restrictions about participation.

Women will mostly sit quietly and fulfil the duty of a good spectator. Talking, gossiping is avoided, and respect and deference is shown. However, women who are mediums are treated differently from women in the audience. Amongst mediums that are vehicles for deities there is no differentiation on the basis of gender. Women *dangariyā*<sup>49</sup> are at an equal status as the other *dangariyā* are. They treated equally and there is a generic similarity in body movement and speech of male and female *dangariyā*.

There is spatial restriction in the sense of the arena where the deities dance and non-mediums do not go there. During *jāgar* any possessions/incarnations that happen outside of the *dhunī*<sup>50</sup> area restricted. or it is attempted that they be pacified or controlled. Also, they are restricted in terms of area and location as these people's movement is limited to that space/spot while it is not so for the *dangariyā*. If they wish to move about the audience or go to the temple or move about, they are allowed to. Women in the audiences who get affected by the proceedings are controlled and asked to restrain themselves. However, the female *dangariyā* is not restricted in this manner.

Another important point is the breaking down of the accepted women's behaviour in case of women mediums. Close bodily contact with men and loud behaviour that would otherwise be deemed inappropriate between men and women is acceptable in case of female mediums. For example, hugging and touching, dancing, and embracing which would be otherwise inappropriate is not considered so and is accepted. The second point in this regard is the breaking down of the regular social and family hierarchy in terms of deference and stylized use of age and gender appropriate language in such scenarios. For instance, no matter the age difference, the deity/medium is always accorded higher deference and addressed appropriately even while there will be a role reversal in other social situations. As a deity a woman has greater voice and agency as she is heard and listened to and her word is the law. Her behaviour will not be considered out of line or inappropriate. She will either address her elders by their names and without the use of honorifics or will use the term *syonkār* for them.

Gendered self and expressions of femininity in *jāgar*: from the perspective of being a woman, possession by a deity grants women medium immense command and control over the gathering. They are the centre in the proceedings and are free to express themselves in whatever

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<sup>49</sup> The medium is called *dangariyā* and the term can be used for both men and women mediums.

<sup>50</sup> The sacred fire that is lit, around which the deities dance.

way they like. There is a marked change in attitude, behavior, body language, and language use etc. also there is a marked extension and subversion of social protocols. It is observed that women embrace men, have physical contact with them forgoing restrictions which generally are applicable, especially towards the father in law and elder brother in law<sup>51</sup>. It is not to say that also, they can directly address a crowd, and would not be interrupted. They also have the freedom to express whatever views they have on all kinds of issues, personal, financial, displeasure, anger, happiness. There is a remarkable freedom achieved in terms of freedom of body movement and posture and body language. Most observable is the much freer body movement in the form of dancing and moving around in circles, extended uses of hand gestures and lot of head-banging. All movements are uninhibited, unlike in regular social settings where women are expected to be well behaved and not exhibit any kind of rowdiness, loudness or brashness. Another aspect that can be looked into this the change in speech. Women, who are under possession of a male deity, use the male markers in speech and make use of direct address to concerned people, especially elder men, whom they otherwise might not address like that, also there is complete reversal of roles as the men address these women in respectful, referent manner/speech, and use of honorifics is made. Instead, if the women, persuading and coaxing men to listen to them, it is the men, who are pleading their case to these women and seeking advice, help and assistance. They speak with a milder manner, with a difference in their body language.

## 2. The Practice Of *wahāṇ* <sup>52</sup>:

This speech act involves a public rebuking or lambasting of a wrongdoer. It is done by women who go out to a common village area and delivers their tongue lashing without addressing the accused/culprit directly. The accused is not named, but the public rebuking is understood to be directed towards a specific person who is generally is aware of it too. it is a publicly performed act of cursing and criticizing someone who has done you wrong or caused you damage in some way<sup>53</sup>; for example, some causes damage to your crops or steals your harvest or fruits or refused to assist. the rebuking follows a particular sequence:

1. The speaker rhetorically questions who dared to cause them damage. E.g., “who was this evil soul who dared to enter my fields and damage my crops?”
2. The speaker then proceeds to provide in great detail the description of their crops or goods or whatever has been damaged and how they hard they had worked for it.

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<sup>51</sup> The taboo nature of the relationship with husband’s elder brother can be understood from the fact that there is no term of address that women may use for their husband’s elder brother. The kinship term is *jethan* which is a term of reference but not of address.

<sup>52</sup> It can be seen in contrast to *dhāt*, which is the practice of calling someone aloud or hollering to get someone’s attention. It is commonly practiced by everyone. Whereas, very rarely would one observe a man indulge in a *wahāṇ*

<sup>53</sup> *ujjyād* is the term used for the damage caused.

3. The speaker then with a lot of anger and chiding curses the wrongdoer and his family/clan etc.

This practice is limited to women who take this opportunity to take out their anger and frustration in a non-confrontational manner. A direct conversation with someone could result in feuds and further deterioration of relations. Also, frequent indulgence in direct confrontations could result in bad-mouthing of the woman as a quarrelsome woman who likes to fight. However, such a practice is an acceptable cultural practice and is seen as a rightful act on the part of the speaker.

### 3. The *hāk* or Evil-Eye and *juk*

People in the region believe in the concept of evil eye. Women are more prone to believing in this than men are. The evil eye can be intentional or unintentional. It is believed to stem from conscious or unconscious jealousy as well as pride one may feel. It affects a person's general health causing unexplained illness, lethargy, irritability, nausea etc. Thus, it is believed that even your own parents can affect you with it unintentionally, if they see you doing well or praise you or admire you. Evil eye affects all people, households, cattle and produce as well. Women are mostly the ones who do the ritual to get rid of it in the house. Or another woman who is known to be powerful in this regard will be approached. There are certain chants and prayers that one says while performing the ritual and it is mostly women who do it and have knowledge about it. It is mostly done by waving whole red chillies over the patient's head and putting them in the fire to burn. Women may have special amulets and special charms to ward off evil eye. Treatment of *hāk* is mostly done by women and – can be seen as a subversion of medicinal systems which have traditionally regarded women as incompetent and incapable of treating ill people. It also is an example of how women can take control of their lives and practices which are gendered and find alternatives for the practices which have generally excluded them. Additionally, we also see that it forms an important part of the traditional knowledge of the Kumaoni society and women. Similarly, the practice of treating *juk* is also performed by women, who know the details of the words and the prayers that are used in the chant for the treatment.

### 4. Women's Social Functions and Events

There are a number of social events/practices that are exclusive to women or predominantly performed by women. There is a highly gendered nature of work in the region with a segregation of spaces and hierarchical division of status and tasks. But here only women's events/practices focusing on women's speech are being elaborated upon here.

**1. Social life-cycle functions:** Women are the primary workers in a number of social life-cycle events and hold important roles.

- a. Women singers called *mangleru* sing auspicious songs at rituals like weddings (including wedding-subevents), tonsure ceremony for toddlers, christening/naming ceremonies for newborns. They sit alongside the main participants and sing while the rituals are being performed. They sing songs extending invitations to all gods and deities seeking blessings and good luck. They also sing songs for a successful completion of ceremonies and happiness of all. This singing tradition is passed down through generations through observation and practical learning and doesn't involve any kind of formal training. Most women learn these songs from mothers/grandmothers/aunts/sisters whom they observe singing and attend functions with them.
- b. Weddings predominantly are women-oriented functions. Women are the main participants in the festivities and men hold more background roles and handle the logistics. *mahila sangīt*, *ratvāi*, *sungal pathāi*, *mangal snān* and *samdhi lāru* are events associated with women.
  - i. ***mahila sangīt*** is a women's only party held a day or two before the wedding. It is mostly held in the afternoon or evening. Women gather together and sing and dance to popular songs and wedding songs. It is marked by a freer, informal speech along with joking and banter. Women may also indulge in some jesting role-play and mimicry of men or other women. However, it is a more large-scale event wherein neighbours or outside guests may be invited.
  - ii. ***ratvāi*** is also a similar event but is held in the house of the groom on the night the wedding procession leaves for the bride's place. It is a more private affair with the men being absent and is a means of passing time as they wait for the wedding party to return with the bride. Traditionally, women were not a part of the wedding processions (*bārāt*) and stayed back. A *ratvāi* is similar to a *mahila sangīt* but more informal and hence includes sexual role-playing and mimicry of husbands and men and women dressing up as men and dancing acting.
  - iii. ***sungal pathāi*** is a women's ritual/ceremony wherein married women kin of the bride/groom gather together to prepare a special kind of thin unleavened bread called *sungal* which are used as food-offerings to gods and later distributed to all attendees. Women sing ritual songs and hold a small prayer service at the event. They also dress up in a fully traditional attire for the ceremony.
  - iv. ***mangal snān*** is a ritualized bathing given to the bride/groom where the women of the household apply a 'blessed' turmeric paste on the bride/groom who is seated in a huge brass plate. It is marked by the presence of *mangleru*-women who sing auspicious songs.

- v. *samdhi lāru* are a special gag gift made by the women kin of the bride/groom and is presented to the parents-in-law of the bride/groom. Imitation dolls of the parents-in-law are made out of a specially prepared sweetmeat balls. Often the parents-in-law are depicted or dressed in insulting manner. For example, a cigarette or a miniature alcohol bottle might be placed in the hand of the father-in-law. Or the mother-in-law would be dressed in an excessively fashionable manner or garishly. Or at times an inappropriate or excessive age gap may be shown between the parents-in-law etc. These are exchanged between the wedding parties and everyone waits to see who has made a better doll set. It is way of lightening the mood and is a good means of breaking down the ice between the families.
- c. *mahilā hori* – the Indian festival of Holi is marked by a special tradition in the Kumaon region where there is a special categorization of the festival in the form of *mahilā hori*, i.e., women's *hori*. *mahilā hori* only has women participants who gather in large groups and sing *hori* and dance. They sing all kinds of popular and religious songs and *hori* songs. *hori* songs as important examples of women's expression of sexual desire have been discussed earlier in the paper in a previous section. In recent times, the *hori* tradition in certain regions has been incorporating presenting of organized cultural programs/social events by women in the community wherein different kinds of cultural performances like group singing, dancing, dance dramas or plays and skits. They conceptualize and execute these events as well as the plays and skits. The themes may range from humorous and religious to social issues aimed at spreading awareness amongst the audiences. For example, one such satirical play was based on the demonetization implemented by the Government of India in the year 2016.

## 5. Women Specific Terms in Kumaoni

Women also are the main workers in the region which is reflected in the use of certain Kumaoni terms which are used to refer to certain skill sets particular to women. And to be addressed as one is a matter of pride and respect. Examples:

1. The term *kirsān* is used only for women who is extremely hardworking and dedicated.
2. The term *bhyokhuli* is used for a woman who is a highly skilled mountain/cliff climber and can reach highly inaccessible parts of mountains for gathering grass.
3. The term *ḍaukhuli* is used for a woman who is a skilled tree climber and can reach the topmost branches of trees for cutting down fuelwood and cattle fodder.

## Conclusion

This paper highlights the importance of alternative perspectives on women's representations in the Kumaoni folklore, mythology and oral traditions and regards women's

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narratives and lived experiences as important sources for the same. The folklore of Kumaon is replete with multidimensional representations of women and presents to us great insights into the Kumaoni worldview, culture, and society. At the same time, we see that these tales are a window into the world and these windows are mirrors that reflect to us or lives and being. Women's folklore of the region presents to a different view of the Kumaoni women, one that breaks down the stereotypical image of women as submissive and powerless. The centrality of nature, land and human relations is primary in women's lives. Women's narratives also show the importance of one-on-one relations and shared experiences amongst women in the creation of knowledge and preservation of knowledge about the region and the culture of Kumaon. Another aspect looked at is the impact of these alternative representations on imagined identity of Kumaoni women. It provides insights into women's agency, subjectivities and self-determination. It also shows how as a more disadvantaged gender/section of society, women present challenge to authority, and resistance to existing dominant structures of society. Another important aspect was to create a space for the expression and voicing of women's histories and stories; to highlight women's lived experiences as traditionally they have been not been considered important or credible sources of knowledge. Highlighting women's knowledge, intelligence and skills and how they formulate a legacy that is passed down from one generation to the next, through the mothers to daughters and then granddaughters. This would help us better understand our societies and also create better ones. In this regard focus on women's relationships with other women as individuals and as a community are also shown to be of importance. Often representations of women's relationships and associations are presented in a negative manner and they are pitched against each other as rivals or enemies. Here it has been attempted to bring out other narratives where women have supported each other and helped each other out.

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## Social Intelligence among Female Day Scholar College Students Belonging to Different Academic Streams

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### Abstract

The social skill which helps an individual towards coping with others and social relationships is termed as social intelligence. The present study was taken up to find out the social intelligence of day scholar College students belonged to different academic streams. A total sample of 150 college students aged between 17-25 years belonged to three academic streams with 50 day scholar students from each academic stream were selected for the study. Professor N. K. Chadda and Usha Ganesan Social Intelligence Scale (1986) were used to collect the information for the present study. Statistical analysis was done using ANOVA, students' 't' test and chi square test. The study revealed that day scholar college students had higher mean social intelligence. A non-significant difference was observed among day scholar respondents belonged to different academic streams for overall social intelligence.

**Keywords:** Social intelligence, female college students, Social skills, patience, memory

### Introduction

Youth is the time of life when one is young, and often it means the time between childhood and adulthood. It emerges as a period where the physical, psychological, and social formations lend them experiencing more frequent and more intense emotions than younger and older individuals (Larson & Lampaman Petraits, 1989). It is a time when they begin to assert themselves as distinct human beings.

Every youth is expected to learn to participate effectively in society and to acquire the necessary competence to do so mainly through interpersonal relationships. As a result of substantial interaction with parents, teachers, employers, and peers, who exhort, assess, reward, and punish him; youth competence is continuously being evaluated. Thus, the place of them in

this social network of relationships influences their further development and widens their social world. Hence, they need to acquire necessary social skills and sensitivities essential for the formation of healthy interpersonal relationship, which would lead to an active and successful social life. The social skill which helps an individual towards coping with others and social relationships is termed as **social intelligence**.

Social intelligence is the ability to interact in a socially acceptable way with others (Merrel & Gimpel, 1998) and to get them to cooperate with you sometimes referred to simplistically "people skills". This intelligence includes an awareness of situations and the social dynamics that govern them and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. It also involves a certain amount of self-insight and a consciousness of one's own perceptions and reaction patterns which helps to avoid or solve conflicts appropriately (Merrel & Gimpel, 1998). Effective social intelligence makes individual feel valued, respected, affirmed encouraged or competent and make a person much more effective in dealing with other, on the other hand poor social intelligence leads to the inability to connect with people and influence them negatively. These are the people who experience depression, loneliness, isolated etc.

Social intelligence comprises of dimensions viz. Patience, Co-cooperativeness, Confidence level, Sensitivity, Recognitions of social environment, Tactfulness, Sense of humours and memory (Dr. N.K Chadda and Ganeshan, 1986).

**Patience** is considered to be being Calm, endurable under stressful situation; while **Co-cooperativeness** measures the ability to interact with others in a pleasant way to be able to view matters from all angles; The **Confidence Level** is how one form trust in one self and one's chances; the fourth dimension **Sensitivity** is to be acutely aware of and being responsive for ones' own situation; the **Recognition of social environment** is an individual ability to perceive the nature and atmosphere of the existing situation; **Tactfulness** helps for a delicate perception of the right thing to say or do; having **Sense of humours** gives individual capacity to feel and cause amusement; to be able to see the lighter side of life; and the last dimension **Memory** is an ability to remember all relevant issues; names and faces of people.

However, today, the way we interact with others has changed dramatically. We now rely more on a variety of methods to communicate with others, from traditional face-to-face interactions with known individuals to a much wider social network of known and unknown individuals in our social media distribution lists. With globalization, there is also an increasing need to successfully interact with people from different backgrounds and countries. Given these changes, the development of social intelligence, and specific skills within it, is more important

now than ever before, for our personal well-being (Dr Jennifer Lau 2016). It is our responsibility to prepare our young people so they can thrive in this challenging world. Michael Lynas 2016 states Social intelligence is considered to be a very valuable human quality that nurtures creativity, teamwork and interpersonal skills and further he expresses that employers are now consider social intelligence skills as more integral to progression at work than academic intelligence. Lynas elucidate that in his research study 86% of teenagers said they were sometimes nervous about meeting people from different backgrounds to their own and loneliness is a problem for many teens, with time on screens not being a substitute for real face time with friends.

However, researchers are opining that good and healthy interaction with friends, neighborhoods and other people in the society enhances social confidence, strengthens friendship, improves the teamwork skills. etc.

As social intelligence is still consolidating across the youth, it is an important time to develop and refine these emerging abilities and skills. Offering opportunities to do this could have beneficial impacts on adulthood.

Vicky Wallis, 2016 states that young people often struggle to make the transition between education and work and one of the main reasons is their ability to deal with the dramatic difference between these two environments. Social intelligence being a multifaceted, complex issue and the earlier young people learn about and develop skills in this area the more comfortable and effective they will be when they enter the workplace.

Hence it becomes necessitates to explores the ways in which this skill set can be nurtured in young people, in order to help them prepare for a fast changing jobs market, and to enhance their well-being in adulthood.

**Mudasir (2005), Suresh Prabu (2015), Bhatia (2017), Hardhik (2017),** etc., in their research studies on college students' social intelligence have found that academic streams have an influence on their social intelligence. Hence the researcher was also interested to know whether academic streams have any influence on social intelligence of the respondents selected from Bangalore city.

## **Objectives**

1. To compare social intelligence among day scholar respondents who belong to different academic streams.
2. To assess the following social intelligence dimensions among the respondents.

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- a) Patience
- b) Cooperativeness
- c) Confidence
- d) Sensitivity
- e) Recognition of social environment
- f) Tactfulness
- g) Sense of humor
- h) Memory

### **Hypothesis**

1. There is no significant difference in the social intelligence among day scholar respondents belonging to different academic streams.
2. There is no significant association between academic streams and the following social intelligence dimensions among day scholar respondents.
  - a) Patience
  - b) Cooperativeness
  - c) Confidence
  - d) Sensitivity
  - e) Recognition of social environment
  - f) Tactfulness
  - g) Sense of humor
  - h) Memory

### **Research Design**

According to Kothari (1985), “Research Design stands for advance planning of the method to be adopted for collecting the relevant data and research design encompasses the methodology and procedures employed to conduct any sort of research.”

### **Phase: I- Identification of Appropriate Tools**

Initially, an extensive survey was conducted to identify the most appropriate tool for assessing the social intelligence of the respondents.

1. Professor N. K. Chadda and Usha Ganesan Social Intelligence Scale (1986) was identified as the most appropriate tool for the present study.

It measures social intelligence in eight areas- patience, cooperativeness, confidence level, sensitivity, recognition of social environment, tactfulness, sense of humour, and memory. Number of items present under each dimension in the scale.

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	<b>Dimension</b>	<b>Number of items</b>
a)	Patience	8
b)	Co-cooperativeness	11
c)	Confidence	8
d)	Sensitivity	9
e)	Recognition of Social Environment	3
f)	Tactfulness	7
g)	Sense of Humour	8
h)	Memory	12
	Total	66

### **Phase: II – Selection of Sample**

Initially the researcher considered the different colleges located nearby research centre for the selection of sample. For the logistic and geographical convenience of the researcher, Smt. V.H.D Central Institute of Home Science, Sheshadri road, Bangalore-560001 and Maharani Arts and Science College, Sheshadri Road, Bangalore-560001 were selected for identification of sample. It was decided to take the sample studying in science, arts and commerce academic streams from the identified colleges. Students in the age group of 17-25 years with 50 day scholar students from each academic stream were identified for the study. Thus, total sample of 150 college students were selected for the study. The sample has been selected through random sampling technique.

Different streams	Day scholar
Science	50
Arts	50
Commerce	50
Total	150

### **Phase: III- Administration of The Tools**

Initially a rapport was built with the respondents by asking simple questions. An informal consent was obtained by the respondents for the collection of the data. After, establishing rapport, the researcher administered the Professor N. K. Chadda and Usha Ganesan Social Intelligence Scale (1986) to the respondents. Researcher assured the respondents, that there is no right or wrong responses and requested the respondents to answer as honestly as possible. The respondents were also assured about the confidentiality of their answers.

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#### Phase: IV- Pilot Study

To ascertain the validity of the standard questionnaire used for the present study, a “Pilot study” was conducted on 10% of total sample, when no flaw was encountered in the study the same technique was maintained for the main study. The reliability was found to be 0.78.

#### Phase: IV- Statistical Analysis

The data obtained from the respondents through the questionnaire was compiled, systematically tabulated, and statistically analyzed.

Table:1					
Assessment of Patience dimension among day scholar respondents					
S.No	Levels of dimension	Science	Commerce	Arts	Row Totals
1	Very low	7 (14%)	6 (12%)	5 (10%)	18 (%)
2	Low	11 (22%)	8 (16%)	7 (14%)	26 (%)
3	Average	10 (20%)	13 (26%)	10 (20%)	33 (%)
4	High	10 (20%)	18 (36%)	23 (46%)	51 (%)
5	Very High	12 (24%)	5 (10%)	5 (10%)	22 (%)
	<b>Column Totals</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>150(100%)</b>
The chi-square statistic is 11.3922. The p-value is .180453. The Table is not significant at p < .05.					

Table 1 depicts the assessment patience dimension among day scholar respondents. Majority of the science stream respondents (24%) had very high level of patience. When patience dimension was assessed among the commerce (36%) and arts (46%) stream respondents' majority scored high level. When the above data was subjected to statistical analysis chi square shows non-significant association between academic streams and patience at 5% level.

#### Validation

Hence the hypothesis stating that there is no association between dimension of social intelligence patience and academic streams was accepted.

### Assessment of Patience dimension among day scholar respondents

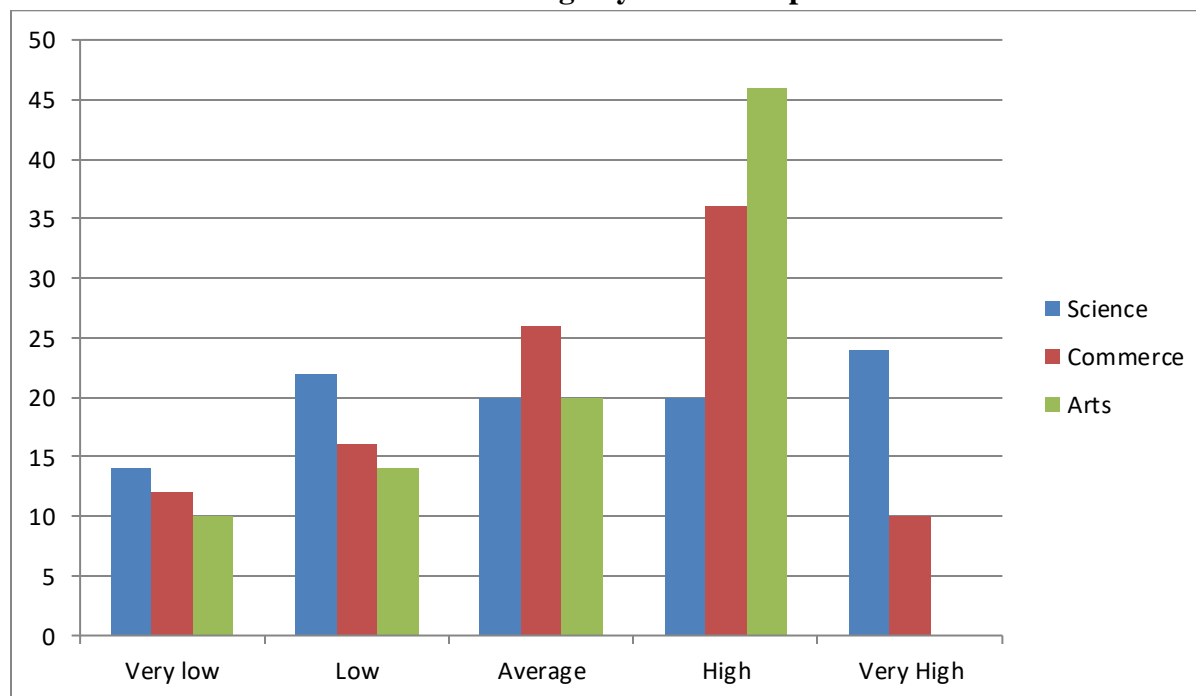


Table:2					
Assessment of Cooperativeness dimension among day scholar respondents					
S.No	Levels of dimension	Science	Commerce	Arts	Row Totals
1	Very low	5 (10%)	5 (10%)	11 (22%)	21
2	Low	22 (44%)	20 (40%)	20 (40%)	62
3	Average	5 (10%)	15 (30%)	8 (16%)	28
4	High	8 (16%)	5 (10%)	6 (12%)	19
5	Very High	10 (20%)	5 (10%)	5 (10%)	20
	<b>Column Totals</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>150 (100%)</b>
The chi-square statistic is 12.4373. The p-value is .132733. The Table is not significant at $p < .05$ .					

Table 2 reveals the assessment of cooperativeness dimension among day scholar respondents. It can be observed from the table that majority of day scholar respondents belonged to all the academic streams had low level of cooperativeness. When the above data was subjected to statistical analysis chi square shows no significant association was found between academic streams and cooperativeness at 5% level.

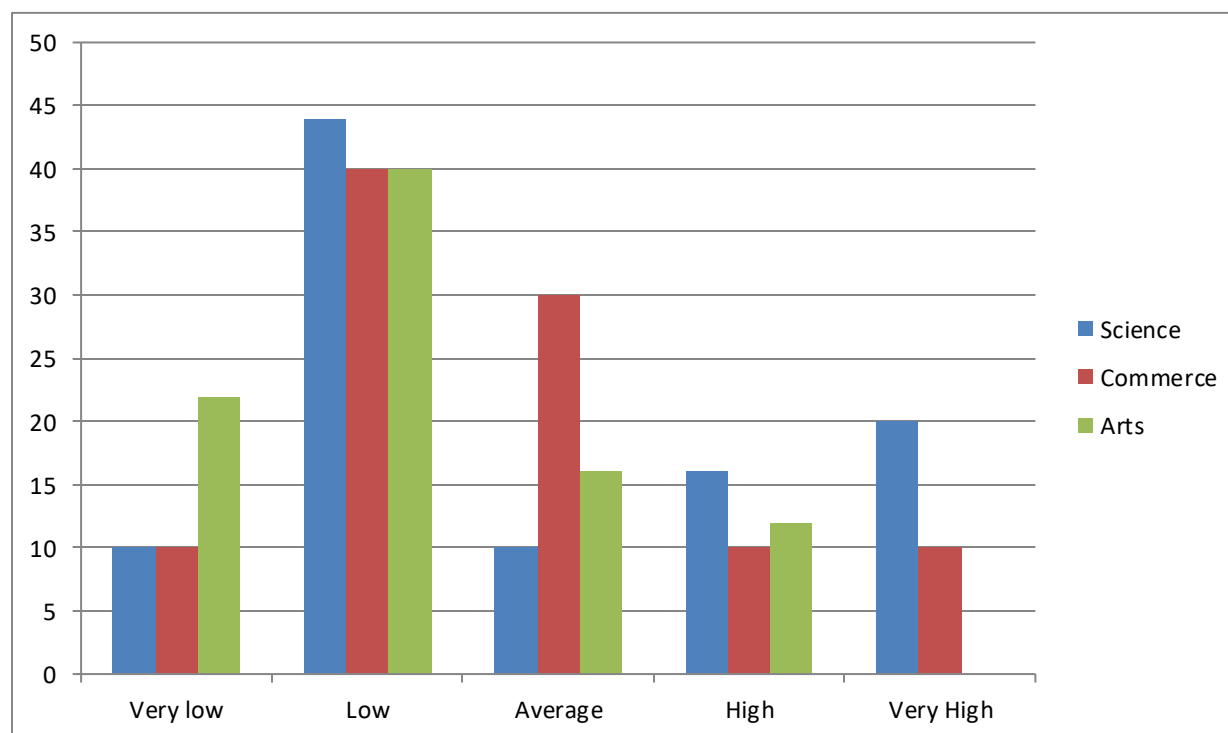
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## Validation

Hence the hypothesis stating that there is no association between cooperativeness and academic streams was accepted.



**Assessment of Cooperativeness dimension among day scholar respondents**

Table:3					
Assessment of Confidence dimension among day scholar respondents					
S.No	Levels of dimension	Science	Commerce	Arts	Row Totals
1	Very low	12 (24%)	5 (10%)	5 (10%)	22 (%)
2	Low	17 (34%)	18 (32%)	11 (22%)	46 (%)
3	Average	6 (12%)	5 (10%)	8 (16%)	19 (%)
4	High	9 (18%)	17 (34%)	17 (34%)	43 (%)
5	Very High	6 (12%)	5 (10%)	9 (18%)	20 (%)

	<b>Column Totals</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>150 (100%)</b>
The chi-square statistic is 11.3377. The p-value is .183289. The Table is not significant at $p < .05$ .					

Table 3 shows the assessment of confidence dimension among day scholar respondents. Majority of the science stream respondents (34%) had low level of confidence. Whereas commerce and arts stream respondents (34% each) had high level of confidence. When the above data was subjected to statistical analysis chi square shows no significant association between academic streams and confidence at 5% level.

### Validation

Hence the hypothesis stating that there is no association between confidence and academic streams was accepted.

### Assessment of Confidence dimension among day scholar respondents

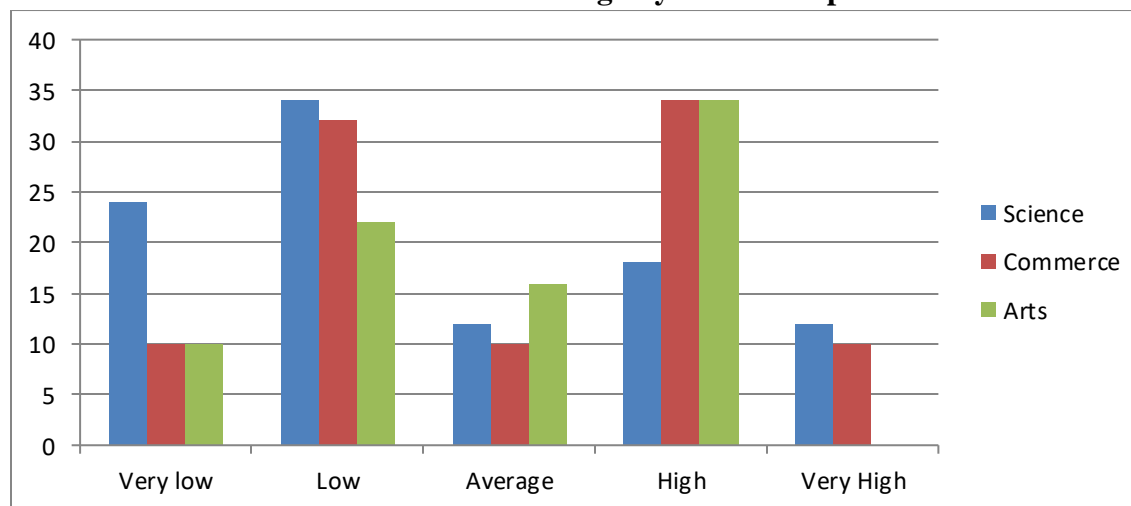


Table:4

Assessment of Sensitivity dimension among day scholar respondents					
S.No	Levels of dimension	Science	Commerce	Arts	Row Totals
1	Very low	10 (20%)	9 (18%)	5 (10%)	24 (%)
2	Low	8 (16%)	9 (18%)	15 (30%)	32 (%)
3	Average	16 (32%)	14 (28%)	20 (40%)	50 (%)
4	High	9 (18%)	11 (22%)	5 (10%)	25 (%)
5	Very High	7 (14%)	7 (14%)	5 (10%)	19 (%)
	<b>Column Totals</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>150 (100%)</b>
The chi-square statistic is 8.2186. The p-value is .412418. The Table is not significant at $p < .05$ .					

Table 4 interprets the assessment of sensitivity dimension among day scholar respondents. Majority of day scholar respondents belonged to all the academic streams had low level of sensitivity. When the above data was subjected to statistical analysis chi square shows no significant association between academic streams and sensitivity at 5% level.

### Validation

Hence the hypothesis stating that there is no association between sensitivity and academic streams was accepted.

### Assessment of Sensitivity dimension among day scholar respondents

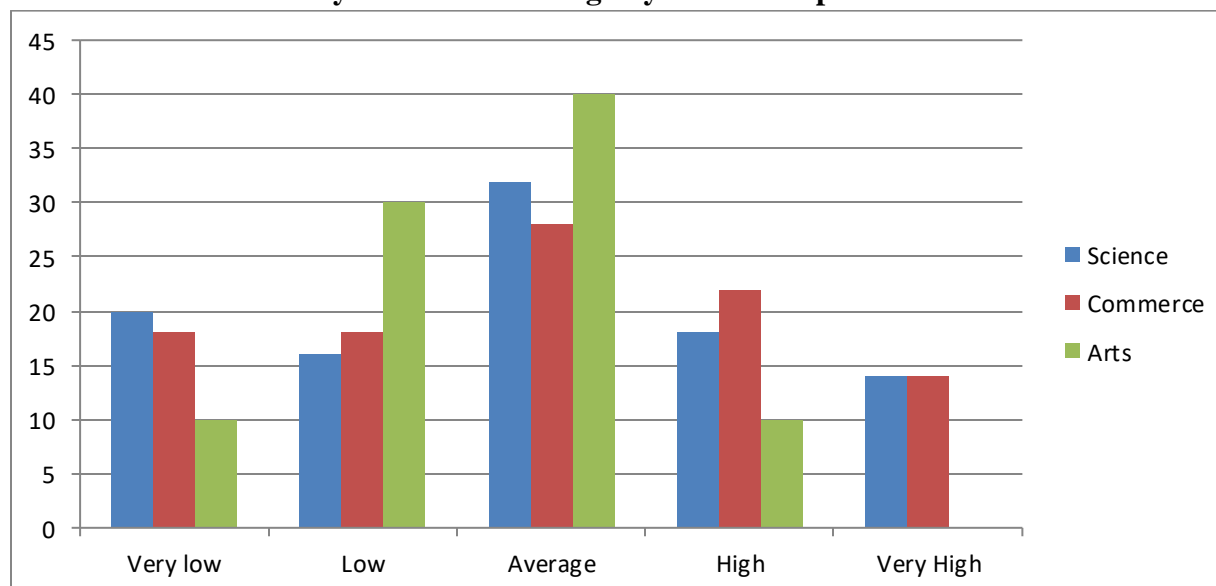


Table:5					
Assessment of Recognition of social environment dimension among day scholar respondents					
SI.No	Levels of dimension	Science	Commerce	Arts	Row Totals
1	Low	33 (66%)	36 (72%)	31 (62%)	100 (%)
2	Average	12 (24%)	9 (18%)	12 (24%)	33 (%)
3	High	5 (10%)	5 (10%)	7 (14%)	17 (%)
	<b>Column Totals</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>150 (100%)</b>
The chi-square statistic is 1.396. The p-value is .844883. The Table is not significant at $p < .05$ .					

Table 5 clearly denotes the assessment of recognition of social environment dimension among day scholar respondents. It can be observed from the table that majority of day scholar respondents belonged to all the academic streams had low level of recognition of social environment. When the above data was subjected to statistical analysis chi square shows nonsignificant association between academic streams and recognition of social environment at 5% level.

### Validation

Hence the hypothesis stating that there is no association between recognition of social environment and academic streams was accepted.

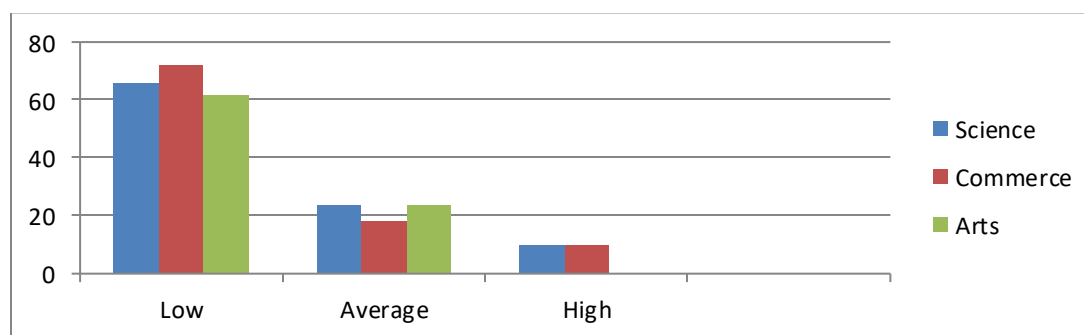


Table:6
Assessment of Tactfulness dimension among day scholar respondents

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SI.No	Levels of dimension	Science	Commerce	Arts	Row Totals
1	Low	26 (52%)	30 (60%)	27 (54%)	83 (%)
2	Average	19 (38%)	14 (28%)	18 (36%)	51 (%)
3	High	5 (10%)	6 (12%)	5 (10%)	16 (%)
	<b>Column Totals</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>150 (100%)</b>

The chi-square statistic is 1.2618. The p-value is .867826. The Table is not significant at  $p < .05$ .

Table 6 reveals the assessment of tactfulness dimension among day scholar respondents. It can be observed from the table that majority of day scholar respondents belonged to all the academic streams had low level of tactfulness. When the above data was subjected to statistical analysis chi square shows no significant association between academic streams and tactfulness at 5% level.

### Validation

Hence the hypothesis stating that there is no association between tactfulness and academic streams was accepted.

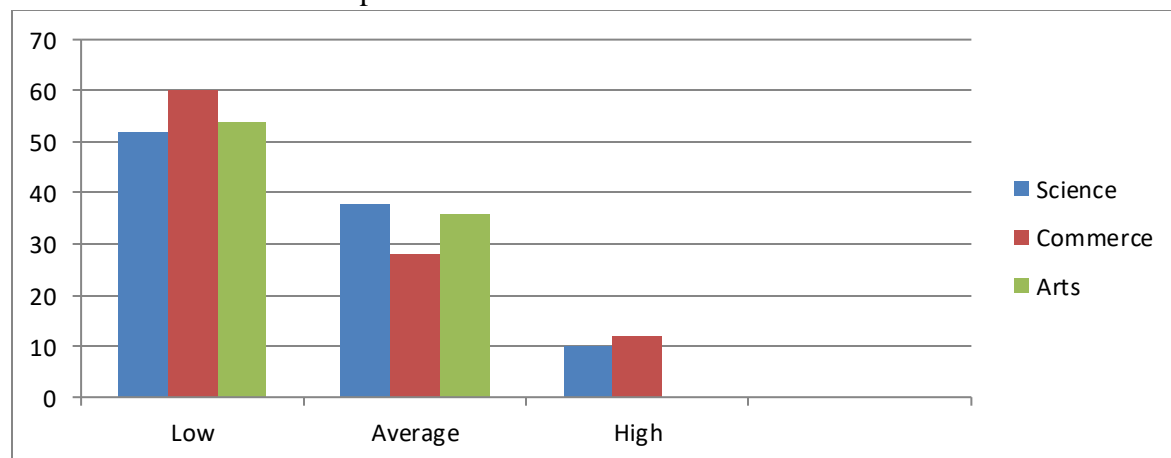


Table:7					
Assessment of Sense of humor dimension among day scholar respondents					
SI.No	Levels of dimension	Science	Commerce	Arts	Row Totals
1	Low	16 (32%)	40 (80%)	24 (48%)	81 (%)
2	Average	16 (32%)	5 (10%)	21 (42%)	42 (%)

3	High	17 (34%)	5 (10%)	5 (10%)	27 (%)
	<b>Column Totals</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>150 (100%)</b>
The chi-square statistic is 30.5344. The p-value is < 0.00001. The Table is significant at p < .05.					

Table 7 reveals the assessment of sense of humor dimension among day scholar respondents. Majority of the science stream respondents (34%) had high level of sense of humor. When sense of humor dimension was assessed among the commerce (80%) and arts (48%) stream respondents' majority scored low level. When the above data was subjected to statistical chi square analysis a significant association was found between academic streams and sense of humor at 5% level.

### Validation

Hence the hypothesis stating that there is no association between sense of humor and academic streams was rejected.

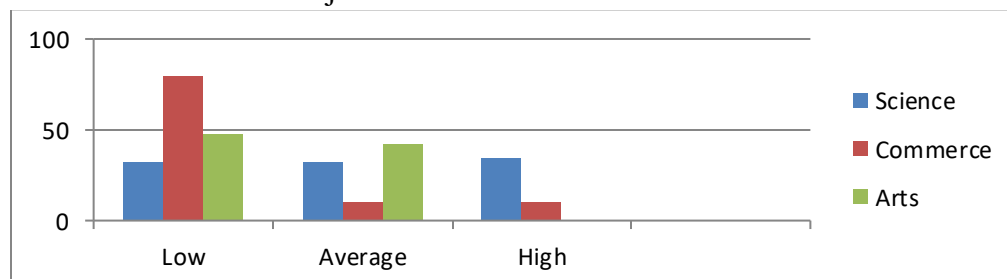


Table:8					
Assessment of Memory dimension among day scholar respondents					
Sl.No	Levels of dimension	Science	Commerce	Arts	Row Totals
1	Low	26 (54%)	11 (22%)	13 (26%)	50 (%)
2	Average	24 (48%)	39 (78%)	37 (74%)	100 (%)
	<b>Column Totals</b>	50	50	50	<b>150</b>
The chi-square statistic is 11.94. The p-value is .002554. The Table is significant at p < .05.					

Table 8 denotes the assessment of memory dimension among day scholar respondents. Majority of the science stream respondents had low level of memory. Whereas commerce and arts respondents scored an average level. When the above data was subjected to statistical chi

square analysis a significant association was found between academic streams and memory at 5% level.

### Validation

Hence the hypothesis stating that there is no association between memory and academic streams was rejected.

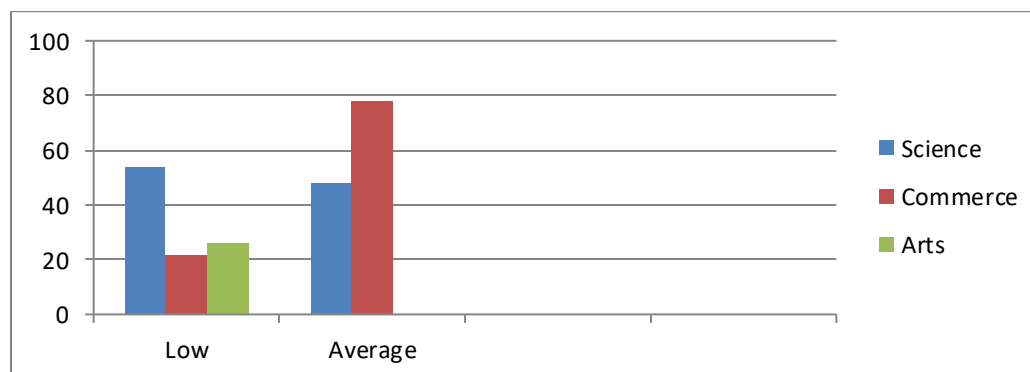


Table:9					
Assessment of overall Social intelligence among day scholar respondents					
Sl.No	Levels of dimension	Science	Commerce	Arts	Row Totals
1	Low	4 (8%)	7 (14%)	4 (8%)	15 (%)
2	Average	46 (92%)	43 (86%)	46 (92%)	135 (%)
	Column Totals	50 (100%)	50 (100%)	50 (100%)	150 (100%)
The chi-square statistic is 1.3333. The p-value is .513417. The Table is not significant at $p < .05$ .					

Table 9 shows the assessment of overall social intelligence among day scholar respondents. It can be observed from the table that majority of day scholar respondents belonged to all the academic streams had average level for overall social intelligence. When the above data was subjected to statistical analysis chi square shows no significant association was found between academic streams and overall social intelligence at 5% level.

### Validation

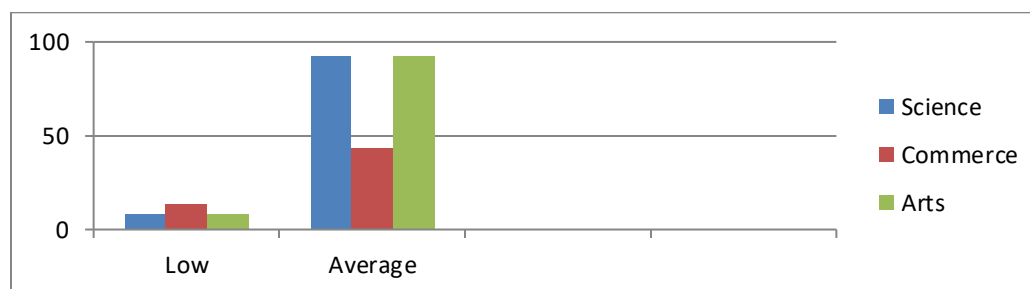
Hence the hypothesis stating that there is no association between social intelligence and academic streams was accepted.

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**Table 10:**

**Comparison of Social Intelligence among female Day scholar respondents belonging to different streams**

Dimensions of Social Intelligence	Number of samples	Stream (Mean $\pm$ SD)			Significance of F value
		Science	Commerce	Arts	
Patience	50	20.00 $\pm$ 2.26	18.76 $\pm$ 2.29	19.52 $\pm$ 2.31	3.7142*
Cooperativeness	50	25.30 $\pm$ 2.93	24.16 $\pm$ 2.50	24.10 $\pm$ 4.04	2.1938 <sup>NS</sup>
Confidence	50	18.50 $\pm$ 2.17	18.50 $\pm$ 2.17	19.30 $\pm$ 2.15	2.2609 <sup>NS</sup>
Sensitivity	50	19.92 $\pm$ 2.57	20.12 $\pm$ 2.75	19.58 $\pm$ 2.17	0.5883 <sup>NS</sup>
Recognition of Social Environment	50	1.40 $\pm$ 0.63	1.20 $\pm$ 0.48	1.54 $\pm$ 0.78	3.4383*
Tactfulness	50	4.26 $\pm$ 1.31	3.86 $\pm$ 1.38	3.86 $\pm$ 1.33	1.4645 <sup>NS</sup>
Sense of Humour	50	4.72 $\pm$ 2.04	3.04 $\pm$ 1.66	4.18 $\pm$ 1.76	10.9141**

<b>Memory</b>	50	7.74 ± 2.59	9.10 ± 2.33	9.14 ± 2.05	5.7914**
<b>Overall</b>	50	101.84 ± 7.95	99.46 ± 7.78	101.22 ± 7.27	1.2926 <sup>NS</sup>

**\*\* Significant at 1% level   \* Significant at 5% level   NS Not significant**

Table 10 depicts the mean scores of the social intelligence among day scholars belonging to different academic streams. The mean scores of the science stream respondents were found to be higher for social intelligence dimensions of patience, cooperativeness, tactfulness, and sense of humor compared to the respondents belonging to other streams. The next highest mean scores for patience and sense of humor were observed among arts stream students while cooperativeness, tactfulness and memory were observed among the commerce stream respondents.

When the mean scores for the dimensions of confidence, recognition of social environment and memory were analysed, arts stream respondents obtained higher mean scores compared to the other streams, except for sensitivity dimension for which commerce respondents scored higher than other streams.

When the above data was subjected to the statistical analysis, statistically significant difference was observed for the sense of humor and memory at 1% level of significance. While significance difference at 5% was observed for the dimensions of patience and recognition of social environment.

Non-significant difference was observed for all the other dimensions of social intelligence. When all these dimensions were considered and overall social intelligence was calculated, the highest mean scores were observed for the science stream respondents. The next mean scores were observed for the arts stream respondents. However, the statistical analysis shows a non-significant difference for overall social intelligence.

### **Validation**

Hence, the hypothesis stating that there is no significant difference between science, commerce and arts stream respondents for the social intelligence dimensions is rejected for patience, recognition of social environment, sense of humor and memory, while it is accepted for all the other remaining social intelligence dimensions and overall social intelligence of day scholar respondents.

### **Conclusion**

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The present study had made an attempt to study the social intelligence among the female day scholar college students studying at different academic streams, viz., science, arts and commerce in Bangalore city. Majority of day scholar respondents belonged to all the academic streams had average level of social intelligence. The association between academic streams and sub dimensions of social intelligence revealed a significant association for sense of humor and memory showed a significant association among day scholar respondents.

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## **Development of an Early Care and Learning Centre Rating Scale to Assess Quality in Early Childhood Care and Education**

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### **Abstract**

Globally, quality early learning experiences are gaining importance, as it is the viable strategy for closing learning gaps; achieving lifelong learning and increase the potential for learning in young children. The first six years of development is considered the most essential one since the early experiences that a child receives will lay foundation for later developments. The Annual Status of Education Report (ASER, 2013) states that “in order to improve learning outcomes and sustain them in the long run, early years may be the best place to invest”. The investment in early years can be through providing quality early experiences.

A report on primary educational trajectories indicated that 53% of grade 5 children were not able to read grade 2 textbook and 52% had difficulty solving grade 2 math problems (ASER, 2015). This learning gap can be solved by providing quality foundation and achieving equality in the early education. This indicates a felt need for assessing early care and learning centres for quality aspects. Therefore, the present study focused on the development of an assessment scale. The developed scale is titled “Early care and learning centre rating scale (ECLCRS) and it focuses on the process and structural quality of the centre.

**Keywords:** early childhood care education, early care, learning centres, learning centre rating scale (ECLCRS), assessment.

### **Introduction**

A young child is born with the potential to learn and the early years is considered to offer a window of opportunity which sets path for further learning to take place. Quality early education is essential to generate the catalyst for learning in children. “Quality” in early care

and education centre is a multi-dimensional concept and is broadly defined at promoting well-being and positive development outcomes in children (Layzer and Goodson, 2006) (OECD, 2018). Quality in early care and learning centres can be viewed from two perspectives, “process” and “structural”. The curriculum, staff details; characteristics and staff-child interactions can be considered as “process” quality. The “structural” quality is the space, group size, safety standards etc.

Quality may differ between the countries as it is a culture and value-based concept, and the notion of quality is changed over time (Kammerman, 2001). Quality early childhood education is considered as a precursor for further learning and development. It is a component for enrolment, retention and achievement in the primary grades. Research studies have shown that quality programs enhance the overall development. “Children in good quality ECCE (Early Childhood care and Education) centres had higher perceptual, memory, verbal and linguistic skills than the ones who attended low quality centres (Rao, 2010)”.

A study conducted by Centre for Early Childhood Education and Development (CECED) and Annual Status of Education Report (ASER) (2015), found that “children attending ECCE (Early Childhood care and Education) programs that were ranked high on the quality assessment gained significantly more from one year ECCE (Early Childhood care and Education) program than children who attended poor quality ECCE centres”. This highlights the need for providing quality early care and education.

India has reaffirmed the provision of providing quality education by signing the declaration on the 2030 agenda of Sustainable Development Goals (SDG). According to target 4.2, “by 2030 ensure that all girls and boys have access to quality in the early care/learning centres and ensure children being ready for primary school”. According to the draft NEP (2019) “over 5 crore students have not attained foundational literacy and numeracy, i.e., the ability to read and comprehend basic text and also to carry out basic addition and subtraction with Indian numerals”. Students without foundational knowledge tend to maintain a flat learning curve and will have extreme difficulty in achieving further developments. Therefore, it is imperative to tackle this issue by providing quality foundation and quality early education for children. Gregoriadis (2015) states that an evaluation procedure or instrument can be adopted by the stakeholders, policymakers or ECCE (Early Childhood care and Education) administrators to have a complete understanding of quality in early education centres and thus provide better services in the field. Therefore, the present study focused on the development of a scale to assess the quality of early childhood care and education / learning centres.

## Objectives

The broad objective of the present study was to develop an assessment scale to assess the quality of early childhood care and education centres.

The specific objectives were:

- To identify the components that could influence the quality of the early childhood care and education centres
- To identify sub-components under the identified components
- To develop a rating scale for assessing the quality of the early childhood care and education centres
- To develop a scoring pattern for the developed scale, to assess and grade the early childhood care and education centres' quality
- To field test the developed scale for its feasibility in assessing the early childhood care and education centres

### Scale Development Process

#### Early Childhood Care and Learning Centre Rating Scale (ECLCRS):

The process of scale development involved 7 phases:

#### Phase 1: Identification of Components for Scale Development

Phase 1 was divided into 2 stages; in stage 1 scales which are already available in the market were reviewed for its suitability with reference to the Indian context.

In stage 2, extensive review of literature was carried out to identify different quality related components that could be included in the scale. 11 components were identified for inclusion in the scale (Refer Table 1).

#### Phase 2: Identification of Sub-components

In the previous stage 11 components were identified. 5 components were found to be broad and called for further sub-division. Again, extensive review of literature and related scales were studied, and 28 sub-components to be classified under the 5 broad components were identified (Refer Table 1).

#### Phase 3: Identification of Items for Each Component and Sub-component of the Scale

Items for inclusion under the components and sub-components were identified through extensive review of literature, standardised scales and theories. 164 items were generated for the scale and symbols were added for certain items as indicators to describe the item for facilitating accurate observations.

*Table 1: Components, sub-components and number of items in the scale*

Sl. No	Component	Subcomponent	Item
1.	Policies and Procedures	—	05
	Total		05
2.	Physical Infrastructure	Activity space	04
		Space for “Me” time	02



		Reading area	05
		Nap room	08
		Changing and Diapering	05
		Toilets	08
		Displays	05
		<b>Total</b>	<b>37</b>
3.	Staff Profiling	Staff details	09
		Classroom management skills	04
		Material management	03
		Support staff details	05
		<b>Total</b>	<b>21</b>
4.	Health and Safety Practices	—	01
		<b>Total</b>	<b>01</b>
5.	Activity / Program Schedules	Transition and Routines	05
		Arrival and Departure	03
		Snacks and Mealtime	04
		Field trips	04
		<b>Total</b>	<b>16</b>
6.	Adult initiated experiences	Curriculum basics	04
		Physical development / education	10
		Socio-Emotional development	03
		Cognitive development – Literacy	06
		Cognitive development – Numeracy	06
		Cognitive development – Science	07
		Cognitive development – Social Studies	04
		Aesthetic development – Arts	07
		Aesthetic development – Music	06
		Practical Skills	02
		Whole Group Activities	02
		<b>Total</b>	<b>57</b>
7.	Play	Adult initiated	03
		Child initiated	04
		<b>Total</b>	<b>07</b>
8.	Record Maintenance	—	04
		<b>Total</b>	<b>04</b>
9.	Child Assessments	—	08
		<b>Total</b>	<b>08</b>
10.	Parental Involvement	—	07
		<b>Total</b>	<b>07</b>

<b>11.</b>	<b>Community Involvement</b>	—	01
	<b>Total</b>		<b>01</b>
	<b>Subtotal</b>		<b>164 Items</b>

#### Phase 4: Developing a Scoring Pattern for the Scale

A 4-point Likert type scaling technique was used for the developed scale. The rating for ECLCRS ranged from “absent” to “very good”. The scores range from 0 to 3 and the rating for each item is given as follows:

**Table 2: Scoring pattern**

<b>Rating</b>	<b>Score</b>
Very Good	3
Good	2
Satisfactory	1
Absent	0

#### Phase 5: Total Possible Scores for Each Component and Sub-component

The total possible score for each component and sub-component is calculated according to the number of items present. The minimum score is 0 and the maximum score would depend on the number of items present. For instance, if a component has 8 items, then the minimum score would be 0 ( $8 \times 0 = 0$ ); and the maximum score would be 24 ( $8 \times 3 = 24$ ) and the intermediate scores would be 8 ( $8 \times 1 = 8$ ), 16 ( $8 \times 2 = 16$ ). The total possible scores for components; sub-components and overall scores are as follows (presented in Table-3):

**Table 3: Total possible score for component and sub-component**

<b>Sl. No</b>	<b>Component</b>	<b>Subcomponent</b>	<b>Total possible score</b>
<b>1.</b>	Policies and Procedures	—	15
<b>Total possible score</b>			<b>15</b>
<b>2.</b>	Physical Infrastructure	Activity space	12
		Space for “Me” time	06
		Reading area	15
		Nap room	24
		Changing and Diapering	15
		Toilets	24

		Displays	15
Total possible score			111
3.	Staff Profiling	Staff details	18
		Classroom management skills	12
		Material management	09
		Support staff details	15
Total possible score			63
4.	Health and Safety Practices	—	03
Total possible score			03
5.	Activity / Program Schedules	Transition and Routines	15
		Arrival and Departure	09
		Snacks and Meal time	12
		Field trips	12
Total possible score			48
6.	Adult initiated experiences	Curriculum basics	12
		Physical development / education	30
		Socio-Emotional development	09
		Cognitive development – Literacy	15
		Cognitive development – Numeracy	18
		Cognitive development – Science	21
		Cognitive development – Social Studies	12
		Aesthetic development – Arts	21
		Aesthetic development – Music	18
		Practical Skills	06
		Whole Group Activities	06
Total possible score			171
7.	Play	Adult initiated	09
		Child initiated	12
Total possible score			21
8.	Record Maintenance	—	12
Total possible score			12
9.	Child Assessments	—	24
Total possible score			24
10.	Parental Involvement	—	21
Total possible score			21
11.	Community Involvement	—	03

<i>Total possible score</i>	<b>03</b>
<b>Overall possible score</b>	<b>492</b>

### Phase 6: Calculation of Obtained Scores

After the observations are made by the observer, the scores are calculated. The observer while scoring the items should give accurate scoring according to the range. For example, the item under absent should be scored 0, minimal 1, good 2 and very good 3. The scores are multiplied by the number of the items scored under each rating 0, 1, 2, 3 (absent to very good). For instance, under the rating 3 if 1 item is scored, then the score obtained would be  $3 \times 1 = 3$ , under 2 if 2 items are scored, then the score would be  $2 \times 2 = 4$ , for 1 if 2 items are scored, the score would be  $1 \times 2 = 2$ , thus the total obtained score would be  $9 (3 + 4 + 2 = 9)$ .

### Phase 7: Interpreting and Rating the Scores

Early care and learning centre rating scale follows a 3-tier approach. The interpretation begins at the sub-component level, progresses to the component level and then the overall scores are calculated.

According to the observations the items are scored; the sub-components are rated under the sub-component rating chart. The sub-component interpretation would aid in reviewing individual items.

The second-tier interpretation examines the component responses. The total score of the sub-component, will provide the component score. For example, staff profiling is the component, and the sub-components are staff details, classroom management skills, material management and support staff details.

The overall score is the third- tier in the interpretation process. The sub-component and the component scores together would provide the overall scores. This will determine the range in which the early care and learning centre falls and classify the centre according to the rating chart.

**Table 4: Rating chart of components and sub-components**

Sl.No	Component / Sub-component	
<b>I.</b>	<b>Policies and Procedures</b>	
	Very Good	11 – 15
	Good	6 – 10
	Satisfactory	1 – 5
	Absent	0
<b>II.</b>	<b>Physical Infrastructure</b>	

i.	Activity Space	
	Very Good	9 – 12
	Good	5 – 8
	Satisfactory	1 – 4
	Absent	0
ii.	'Me' time space	
	Very Good	5 – 6
	Good	3 – 4
	Satisfactory	1 – 2
	Absent	0
iii.	Reading space	
	Very Good	11 – 15
	Good	6 – 10
	Satisfactory	1 – 5
	Absent	0
iv.	Nap room	
	Very Good	17 – 24
	Good	9 – 16
	Satisfactory	1 – 8
	Absent	0
v.	Changing and Diapering	
	Very Good	11 – 15
	Good	6 – 10
	Satisfactory	1 – 5
	Absent	0
vi.	Toilets	
	Very Good	17 – 24
	Good	9 – 16
	Satisfactory	1 – 8
	Absent	0
vii.	Displays	
	Very Good	11 – 15
	Good	6 – 10
	Satisfactory	1 – 5
	Absent	0
<b>III.</b>	<b>Staff profiling</b>	
i.	Staff details	
	Very Good	13 – 18
	Good	7 – 12
	Satisfactory	1 – 6

	Absent	0
ii.	Classroom management skills	
	Very Good	9 – 12
	Good	5 – 8
	Satisfactory	1 – 4
	Absent	0
iii.	Material Management	
	Very Good	7 – 9
	Good	4 – 6
	Satisfactory	1 – 3
	Absent	0
iv.	Support staff details	
	Very Good	11 – 15
	Good	6 – 10
	Satisfactory	1 – 5
	Absent	0
IV.	Health and Safety practices	
	Very Good	3
	Good	2
	Satisfactory	1
	Absent	0
V.	Activity / Program Schedules	
i.	Transition and Routines	
	Very Good	11 – 15
	Good	6 – 10
	Satisfactory	1 – 5
	Absent	0
ii.	Arrival and Departures	
	Very Good	7 – 9
	Good	4 – 6
	Satisfactory	1 – 3
	Absent	0
iii.	Snacks and Mealtime	
	Very Good	9 – 12
	Good	5 – 8
	Satisfactory	1 – 4
	Absent	0
iv.	Field trips	
	Very Good	9 – 12
	Good	5 – 8

	Satisfactory	1 – 4
	Absent	0
<b>VI.</b>	<b>Adult initiated experiences</b>	
i.	Curriculum basics	
	Very Good	9 – 12
	Good	5 – 8
	Satisfactory	1 – 4
	Absent	0
ii.	Physical development / education	
	Very Good	21 – 30
	Good	11 – 20
	Satisfactory	1 – 10
	Absent	0
iii.	Socio-emotional development	
	Very Good	7 – 9
	Good	4 – 6
	Satisfactory	1 – 3
	Absent	0
iv.	Cognitive development – Literacy	
	Very Good	11 – 15
	Good	6 – 10
	Satisfactory	1 – 5
	Absent	0
v.	Cognitive development – Numeracy	
	Very Good	13 – 18
	Good	7 – 12
	Satisfactory	1 – 6
	Absent	0
vi.	Cognitive Development – Science	
	Very Good	15 – 21
	Good	8 – 14
	Satisfactory	1 – 7
	Absent	0
vii.	Cognitive Development – Social Studies	
	Very Good	9 – 12
	Good	5 – 8
	Satisfactory	1 – 4
	Absent	0
viii.	Aesthetic Development – Arts	
	Very Good	15 – 21



	Good	8 – 14
	Satisfactory	1 – 7
	Absent	0
ix.	Aesthetic Development – Music	
	Very Good	13 – 18
	Good	7 – 12
	Satisfactory	1 – 6
	Absent	0
x.	Practical Skills	
	Very Good	5 – 6
	Good	3 – 4
	Satisfactory	1 – 2
	Absent	0
xi.	Whole Group Activities	
	Very Good	5 – 6
	Good	3 – 4
	Satisfactory	1 – 2
	Absent	0
<b>VII.</b>	<b>Play</b>	
i.	Adult initiated play	
	Very Good	7 – 9
	Good	4 – 6
	Satisfactory	1 – 3
	Absent	0
ii.	Child Initiated Play	
	Very Good	9 – 12
	Good	5 – 8
	Satisfactory	1 – 4
	Absent	0
<b>VIII.</b>	<b>Records maintained</b>	
	Very Good	9 – 12
	Good	5 – 8
	Satisfactory	1 – 4
	Absent	0
<b>IX.</b>	<b>Child assessments</b>	
	Very Good	17 – 24
	Good	9 – 16
	Satisfactory	1 – 8
	Absent	0
<b>X.</b>	<b>Parental involvement</b>	

	Very Good	15 – 21
	Good	8 – 14
	Satisfactory	1 – 7
	Absent	0
<b>XI.</b>	<b>Community involvement</b>	
	Very Good	3
	Good	2
	Satisfactory	1
	Absent	0

**Table 5: Overall total scores**

<b>Range</b>	<b>Interpretive Guidelines</b>
329 – 492	Very Good
165 – 328	Good
1 – 164	Satisfactory
0	Absent

### **Field Testing of the Developed Scale**

12 early learning programs were shortlisted. They were anganwadi, balwadi, Montessori school, early learning centre attached to ICSE schools, early learning centre attached to IGCSE schools, early learning centre attached to CBSE schools, early learning centre attached to IB schools, early learning centre attached to SSLC schools, early learning centre attached to NGO's, independent early learning centre, early learning centres from different franchises, early learning centres attached to factories.

The developed scale was used to assess the quality of these programs and it was found that the developed scale is suitable to assess the Indian early childhood care and education / learning centres.

### **Conclusion**

The Early care and learning centre rating scale is a comprehensive scale which focuses on the process and structural quality of the centre. This scale provides detailed information about the centre and is easy to administer. The ECLCRS can be used to analyse, assess and interpret the centres on the quality aspect and rate the centres on the parameters provided. A SWOC analysis can be carried on the centres to address the strengths, weaknesses, opportunities and challenges the centre is facing. This scale can be used by policymakers, teachers, parents, administrators, social workers, and other professionals in the field of early childhood. Field testing of the scale indicates that the developed scale is suitable for assessing the Indian early childhood care and education centres.

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Development of an Early Care and Learning Centre Rating Scale to Assess Quality in Early Childhood Care and Education

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## Knowledge, Attitude, and Practice of Parents Towards Monitoring Their Children's Academics at Home

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### Abstract

A life-long love for learning can emerge and be fostered with the support of parents. When parents become involved with their child's schoolwork, the child in turn realizes that education is an important facet to the parents. Children automatically tend to work harder at their studies when parents are involved in their academics. Parents in turn should set high standards for their children, encourage their children to work hard and maximize their full potential.

It can be said that most parents are already naturally engaged with their children in many of their children's activities. This engagement can solidify the family bonding and help children develop holistically within their differing strengths to become confident and meaningful individuals first and citizens next, thereby contributing to the growth of the nation in later years. However, most of the times parents are unaware about how to actively participate in their children's academics. They most often either follow methods that their parents had practiced, or their peers' practice and recommend. They almost always encourage learning by memorization and adopt the question-and-answer technique when engaging their children at home. They expect verbatim repetitions of what is written in the school notebook. Children who are not strong on language skills may find this method of study a herculean task.

Therefore, the broad objective of the present study was to investigate the parental involvement in their children's academics through assessing parents' **knowledge, attitude, and practice (KAP)** towards their children's learning. A Knowledge, Attitude and Practice scale was designed and Standardized.

Applying the cluster sampling method, 600 parents of children studying in classes 1 to 6 were drawn from 8 schools across the 4 Zones of Bangalore city for the KAP survey. Analysis of the KAP survey results indicated a significant difference between the KAP parameters of parents selected for the study. Although parents are actively involved in their children's academics, they are not aware of scaffolding their children's learning by focusing on their learning strengths. The results obtained call for an intervention program that could help parents understand how they can scaffold their children's learning to make their learning more meaningful.

**Keywords:** Knowledge, Attitude, Practice, Parents, Monitoring, Children's Academics.

## Introduction

Most parents, even the educated ones, are ignorant of their child's learning ability, style and preference. They leave academics to the teachers and are satisfied only if the child is doing homework regularly and scoring good marks in tests.

It has been found generally that parents do not explore alternative means of learning and many of them in fact get upset if their child wants to experiment methods such as studying with a friend, reading aloud, lying down and reading, walking around, making charts or listening to music.

Parents with limited income inevitably tend to focus on trying to ensure that their child gets good grades, admission in a reputed college and pursue a time-tested professional course (read: Engineering). 'Competition' is an all-pervading word that causes anxiety and sleepless nights to many parents, particularly at the time of tests and exams. Many parents pressurize teachers to give more homework, take extra classes, hold mock-tests, with the single-minded purpose of getting those elusive extra marks that will ensure a 'stable' future.

Most parents are unaware of the range of careers available, and their potential. They do not know the concept of matching the child's aptitude to most suitable career. Their world is limited to ensuring that their child gets better marks than his peers, and that they feel is the ultimate parameter of good parenting.

Unfortunately, parents often do not know the difference between studying **hard** and studying **smart**. Concepts like short breaks during study, breathing exercises, periodic revision, evaluating the best time to study difficult subjects are alien to them. Many children with immense potential tend to lose motivation due to this.

It can be said that most parents are already naturally engaged with their children in many of their children's activities. This engagement can solidify the family bonding and help children develop holistically within their differing strengths to become confident and meaningful individuals first and citizens next, thereby contributing to the growth of the nation in later years.

However, most of the times parents are unaware about how to actively participate in their children's academics. They most often either follow methods that their parents had practiced, or their peers' practice and recommend. They almost always encourage learning by memorization and adopt the question-and-answer technique when engaging their children at home. They expect verbatim repetitions of what is written in the school notebook. Children who are not strong on language skills may find this method of study a herculean task.

Therefore, the broad objective of the present study was to investigate the parental involvement in their children's academics through assessing parents' **knowledge, attitude and practice (KAP)** towards their children's learning.

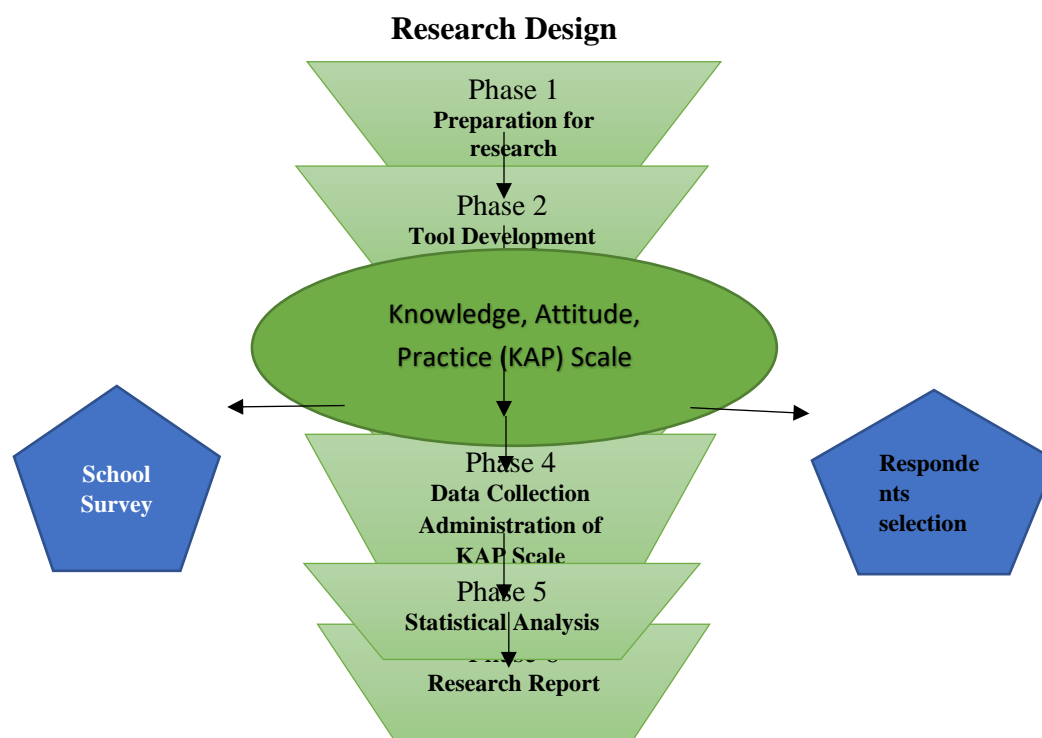
## **Research Methodology**

### **I. Assumptions for the Study**

- a) Parents do not have adequate knowledge of how to help their children learn using their dominant learning styles.
- b) Parents generally do not have the right attitude when it comes to their children's academic performance and assess their children's academic performance based on their marks.
- c) Parents practice traditional methods while helping their children to learn and are unaware of newer methods that could be adopted to learn.

### **II. General Problems**

- Most parents are of the opinion that the school teaches children and their role at home is only to ensure that homework is completed and the children study for a set period of time on a daily basis every day.
- Even if parents want to be involved in their children's learning/study at home, they are uncertain about the process. For most parents, successful learning outcomes are the end result of a test or an examination. They fail to understand that learning is for life and that knowledge has to be constructed upon. A break in the constructing of knowledge can lead to a halt in the learning process.



### III. Objectives of the Study

The objective of the study was to assess parents:

- **knowledge** towards their children's learning.
- **attitude** towards their children's learning
- **practice** towards their children's learning

### IV. Scientific Hypotheses

To test the knowledge, attitude, and practice of the parents towards children's learning the following hypotheses were postulated:

- Parents do not have **adequate knowledge** on children's general learning, academic learning and academic success.
- Parents do not have a **positive attitude** towards their children's everyday learning, exam preparation and methods adopted for learning.
- Parents do not have a **positive Practice** towards their children's everyday academic preparation, exam preparation and exam outcome.

### V. Population and Sampling

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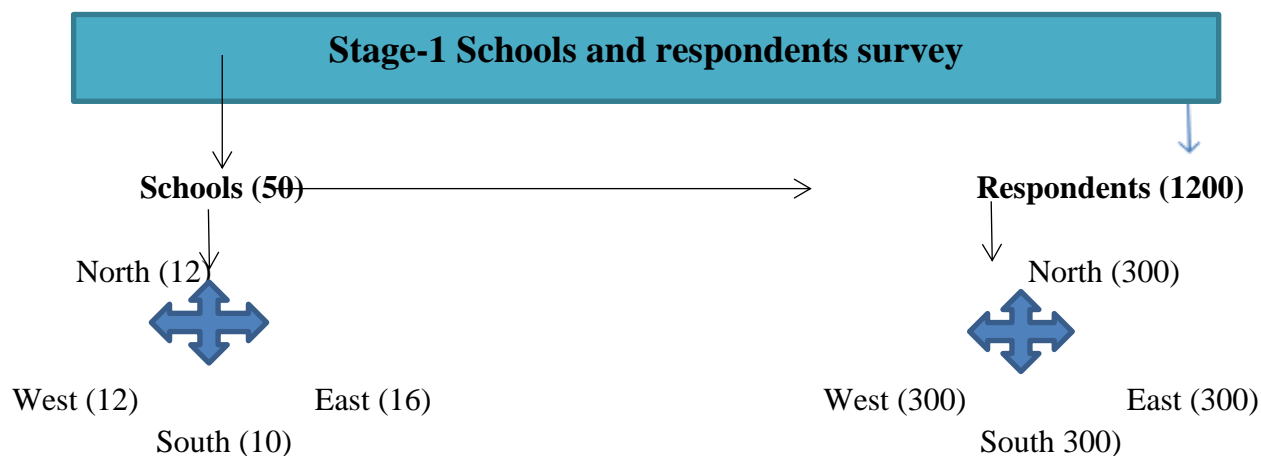
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Sampling was carried out in 3 stages:

### Stage-1: School and respondents' selection for the survey



### Stage-1: Schools and respondent survey:

In this stage a survey of registered SSLC schools in Bengaluru city was carried out using the internet. The schools to be identified for the research study had to satisfy the following inclusion criteria set by the researcher:

- The Schools should offer the SSLC curriculum
- The schools should offer English as a medium of Instruction
- The schools should predominantly cater to the lower middle-income group
- The schools must readily cooperate with the researcher during data collection.

The first 50 schools across the four zones that satisfied the criteria set by the researcher were selected for the study. Thus, 12 schools from Bengaluru North, 10 from Bengaluru South, 12 from Bengaluru West and 16 from Bengaluru East were identified for the present study.

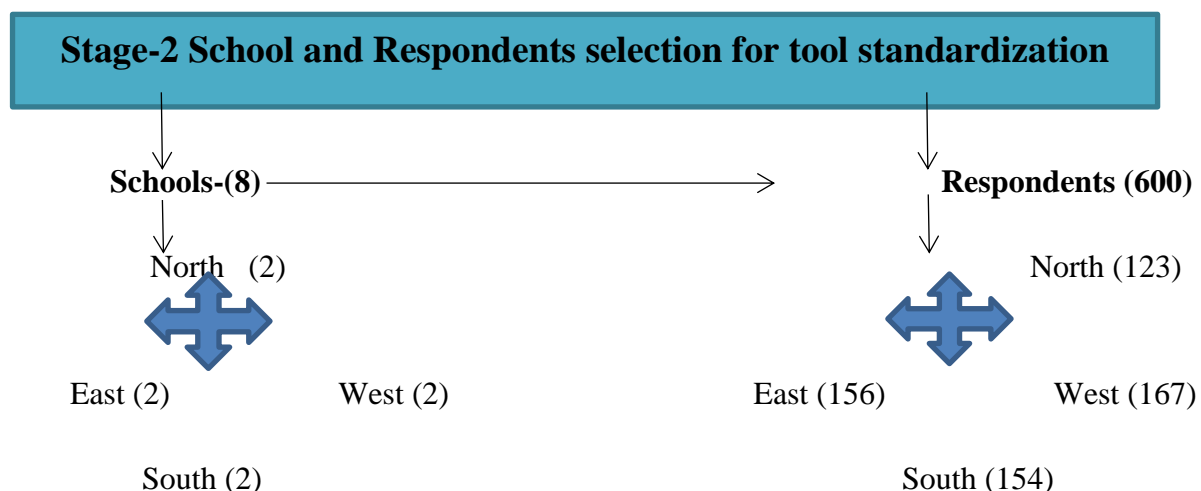
### Respondents Selection

The inclusion criteria set for selecting the respondents were as follows:

- Only parents of children studying in classes 1 to 6 were to be selected for the study.
- The parents must readily participate in the survey and be available on the dates mentioned by the researcher.

After selecting the schools for the study, the researcher focused on selecting respondents for the study. The parents were identified through the school with the help of the Principals/administrators. The parents were met in groups at each school and the purpose of research explained. Those parents who were ready to participate in the survey were asked to leave their names and contact details with the Principal/administrator of the school. The first 300 parents who could be contacted from each zone were selected for the study. Only those parents who were ready to participate in the survey and give their total cooperation were shortlisted for the study.

## Stage-2: School and respondents' selection for tool standardization:



### School Identification

From the 50 schools identified in the Phase 1, 8 schools (2 schools from each zone) were selected using the lottery method.

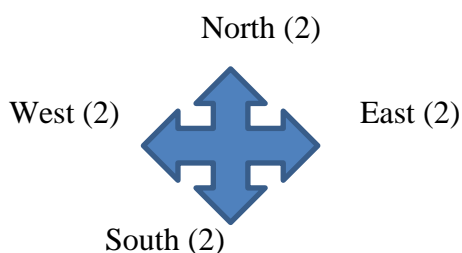
### Respondent Identification

From the 8 schools identified above a total of 600 parents were identified for the tool standardization process. Purposive Random Cluster sampling was used for selecting the parents. The parents who were ready to spare time and answer the scale provided were selected. Thus 123 parents from the 2 schools in North Zone, 154 parents from the 2 schools in the south zone, 156 parents from the 2 schools in the East Zone and 167 parents from the 2 schools in the West Zone were selected for the study.

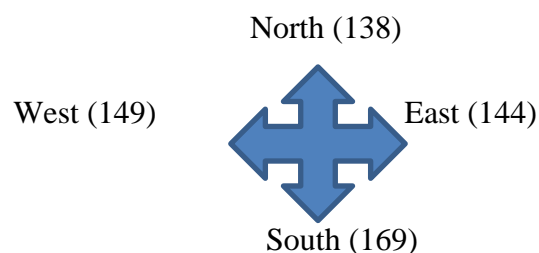
### Stage-3: School and respondents' selection for data collection

#### Phase- 3 School and respondent's selection for KAP survey

##### Schools-(8)



##### Respondents (600)



##### School Identification

From the 50 schools identified in stage 1, a total of 8 schools were identified using the lottery method for data collection. Thus, 2 schools from the North zone, 2 schools from the South zone, 2 schools from the East zone and 2 schools from the West zone were selected for the KAP survey.

##### Respondent Identification

From the 8 schools identified above, a total of 600 parents were identified for data collection. Purposive Random Cluster sampling was used for selecting the parents. The parents who were available on the day of data collection, ready to spare time and answer the scale provided were selected. Thus 138 parents from the 2 schools in North Zone, 169 parents from the 2 schools in the south zone, 144 parents from the 2 schools in the East Zone and 149 parents from the 2 schools in the West Zone were selected for the research study.

#### Vi. Construction of Measuring Instrument

A tool titled the **Knowledge, Attitude and Practice (KAP) scale** was developed in English for the study.

The tool was standardised in three phases- viz., Face Validation, Content Validation and Reliability.

##### Description of KAP Scale

Extensive review was carried out on the availability of standardised scales to elicit information on parents' knowledge, attitude, and practice of their children's academics at home.

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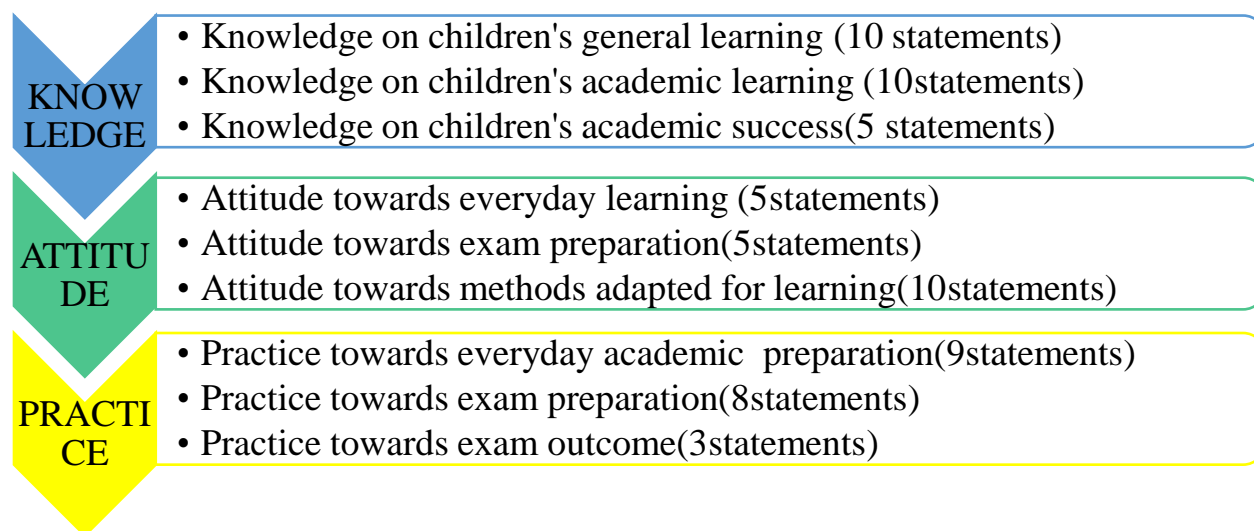
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The reviews indicated that standardised scales were not available in the market that suited the current research. Therefore, the researcher developed the Knowledge, Attitude and Practice (KAP) scale, compatible for the Indian context and suitable for the age group selected for the present study.

- The scale consists of 65 statements.
- The scale had 3 main components and 9 subcomponents (3 sub components under each main component) as indicated below:



The statements have 3 possible responses - “Agree”, “Disagree” and “Not sure”.

### Scoring

- Scoring pattern- Agree- 2; Disagree -1; Not sure - 0.
- No negative statements.
- Maximum Score (Overall) – 130. Least Score- 0

### Kap Scale Scoring Pattern

**Knowledge Component: Total number of statements – 25**

Sl.No	Knowledge components	Statements	Agree	Disagree	Not Sure	Maximum possible Total score
1.	Knowledge towards children's general learning	10	20	10	0	20
2.	Knowledge towards children's academic learning	10	20	10	0	20
3.	Knowledge towards children's academic success	05	10	5	0	10
		<b>25</b>	<b>Grand Total score</b>			<b>50</b>

### Scoring Interpretation for knowledge Component

Score Range	Interpretation
26- 50 Good	Good
1- 25	Satisfactory
0	Poor

**Attitude: Total number of statements - 20**

Sl. NO	Attitude component	Statements	Agree	Disagree	Not Sure	Maximum possible Total score
1	Attitude towards everyday learning	05	10	05	0	10

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2	Attitude towards exam preparation	05	10	05	0	10
3	Attitude towards method adopted for learning	10	20	10	0	20
		<b>20</b>	<b>Grand Total score</b>			<b>40</b>

### Scoring Interpretation for attitude Component

Score range	Interpretation
21- 40	Good
1- 20	Satisfactory
0	Poor

**Practice: Total number of statements - 20**

SI. No	Practice component	Statements	Agree	Disagree	Not Sure	Maximum possible Total score
1	Practice towards everyday academic preparation	09	18	9	0	18
2	Practice towards exam preparation	08	16	8	0	16
3	Practice towards exam outcomes	03	6	3	0	6
		<b>20</b>	<b>Grand Total score</b>			<b>40</b>

### Scoring Interpretation for practice Component

Score Range	Interpretation
21- 40	Good
1-20	Satisfactory
0	Poor

### Standardisation Procedure adopted for the KAP scale

#### Stage I: Face Validation

This was the first stage in tool validation. In this stage, the researcher looked at the operationalization of the tool and checked whether "on its face" it seemed like a good translation of the tool.

#### Stage II: Content Validation

75 statements each were identified for the Knowledge, Attitude and Practice components initially. These statements were given to 5 subject experts each in the field of Psychology, Human development, and Education for scrutiny. Based on the inputs received from the experts, 25 statements were shortlisted for the knowledge component and 20 each for the attitude and practice component.

#### Stage III: Reliability

The KAP Checklist was developed to assess the Knowledge, Attitude and practice of parents towards their children's academics. The KAP scale was distributed to 600 parents, aged between 26-40 years to test the reliability of the tool. The reliability of the tool was found to be **0.71** after applying the **split-half test of reliability**.

### VII. Data Collection

Data collection was conducted in 3 stages.

#### Stage1: School and respondents Survey

As indicated in phase-V under Population and Sampling, a total of 50 schools were identified. 12 schools from Bengaluru North, 10 schools from Bengaluru South, 12 schools from Bengaluru West and 16 schools from Bengaluru East were identified by the researcher during the sampling phase. These schools were personally visited by the researcher and the Heads of the



Institutions met. The researcher explained the research concept and their cooperation sought for the data collection.

On mutually convenient dates the researcher met the parents of the children identified for the study at the venue determined by the Heads of the Institutions. The parents were told about the research concept and its purpose and their cooperation sought. Only those parents who were ready to get involved in the data collection and cooperate with the researcher were identified for the data collection. Thus, a total of 1200 parents i.e., 300 parents each from North, South, East and West zone were selected for the data collection.

### **Stage 2: School and respondents' selection for tool standardization**

8 schools (2 schools from each zone) were identified for this phase of data collection. 600 parents were identified in this phase for the tool standardization process. Data for tool standardization was collected from 123 parents from 2 schools in the North Zone, 154 parents from the 2 schools in the south zone, 156 parents from the 2 schools in the East Zone and 167 parents from the 2 schools in the West Zone.

The parents who were identified in Phase-1 for this phase of data collection were contacted and requested to assemble on the given date at the given venue. When the respondents assembled at the given venue, the researcher ensured that they were comfortably seated. The researcher also ensured that the venue was well ventilated and properly furnished so that the parents were not put to any discomfort while answering the scale which might hamper the data being collected. The parents were assured that there were no right or wrong responses and requested to fill in the data sheets honestly. They were encouraged to clarify any doubts that might arise while filling up the check list.

### **Stage-3: School and respondents' selection for survey**

8 schools (2 from each zone) were identified for collecting data for the KAP survey. 600 parents were identified for this phase (survey) of data collection. Data for the survey was collected from 138 parents from 2 schools in the North zone, 169 parents from 2 schools in the South zone, 149 parents from 2 schools in the East zone and 144 parents from 2 schools in the West zone. Here again only those respondents who were ready to spare their time and answer the scale provided to them were identified for the study.

As indicated earlier for this phase of data collection, parents were contacted and requested to assemble on the given date at the given venue. When the parents assembled at the given venue, the researcher ensured that they were comfortably seated. The researcher also ensured that the venue was well ventilated and properly furnished so that the parents were not put to any discomfort

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while answering the checklist which might hamper the data being collected. The parents were assured that there were no right or wrong responses and requested to fill in the data sheets honestly. They were encouraged to clarify any doubts that might arise while filling up the check list. The KAP checklist was administered directly by the researcher.

## VIII. Results and Discussions

**Table 1 Socio - demographic profile of the respondents:**

Classification of Respondents by Age group	Age group (years)	Respondents	
		Number	Percentage
	26-30	115	19.2
	31- 35	255	42.5
	36 -40	230	38.3
	<b>Total</b>	<b>600</b>	<b>100.0</b>
Classification of Respondents by Qualification	Qualification	Respondents	
		Number	Percentage
	Below 10 <sup>th</sup> std	167	27.8
	SSLC	225	37.5
	PUC/Diploma	183	30.5
	Degree	25	4.2
	<b>Total</b>	<b>600</b>	<b>100.0</b>
Classification of Respondents by Occupational status	Occupational	Respondents	
		Number	Percentage
	Home maker	560	93.3
	Teachers	29	4.9
	Others	11	1.8
	<b>Total</b>	<b>600</b>	<b>100.0</b>
Classification of Respondents by Type of family	Type of family	Respondents	
		Number	Percentage
	Nuclear	425	70.8
	Joint	114	19.0
	Extended	61	10.2
	<b>Total</b>	<b>600</b>	<b>100.0</b>

Classification of Respondents by Family income	Family income	Respondents	
		Number	Percentage
	Rs.20,000-50,000	535	89.2
	Rs.50,000-2,00,000	31	5.2
	Rs.2,00,000-5,00,000	34	5.6
	<b>Total</b>	<b>600</b>	<b>100.0</b>
Classification of Respondents by Number of children	Number of children	Respondents	
		Number	Percentage
	One	287	47.8
	Two	263	43.8
	Three	50	8.4
	<b>Total</b>	<b>600</b>	<b>100.0</b>

Table 1 indicates the socio-demographic profile of the respondents. It can be observed that majority of the respondents were in the age group of 31 to 35 years, have completed their pre-university education and were predominantly home makers.

Today the trend is for nuclear families and this trend is also observed in the data collected. Majority of the respondents came from nuclear families and had an income ranging from 20,000 to 50,000/- per month.

Small family norm appears to be the trend. It was observed that a majority (47.8%) of the respondents had only one child, followed by 43.8% of the respondents who had two children. These socio demographic trends indicate a typical lower middle-income group.

**Table- 2: Aspect wise mean scores for Knowledge, Attitude and Practice**

<b>Aspect wise Mean Knowledge scores of Respondents</b>							
No.	Knowledge Aspects	Statements	Max. Score	Knowledge Scores			
				Mean	SD	Mean (%)	SD (%)
I	General learning	10	20	17.47	2.39	87.3	11.9
II	Academic learning	10	20	16.56	3.14	82.8	15.7
III	Academic success	5	10	8.84	1.37	88.4	13.7
<b>Combined</b>		<b>25</b>	<b>50</b>	<b>42.87</b>	<b>5.96</b>	<b>85.7</b>	<b>11.9</b>
<b>Aspect wise Mean Attitude scores of Respondents</b>							
No.	Attitude Aspects	Statements	Max. Score	Attitude Scores			
				Mean	SD	Mean (%)	SD (%)
I	Everyday learning	5	10	8.96	1.27	89.6	12.7
II	Examination preparation	5	10	8.75	1.24	87.5	12.4
III	Method adopted for learning	10	20	17.23	2.39	86.2	12.0
<b>Combined</b>		<b>20</b>	<b>40</b>	<b>34.94</b>	<b>4.26</b>	<b>87.3</b>	<b>10.6</b>
<b>Aspect wise Mean Practice scores of Respondents</b>							
No.		Statements		Practice Scores			

	Attitude Aspects		Max. Score	Mean	SD	Mean (%)	SD (%)
I	Every day academic preparation	9	18	14.64	2.12	81.4	11.8
II	Examination preparation	8	16	13.34	1.77	83.4	11.1
III	Examination outcomes	3	6	4.94	0.97	82.4	16.1
<b>Combined</b>		<b>20</b>	<b>40</b>	<b>32.93</b>	<b>3.80</b>	<b>82.3</b>	<b>9.5</b>

Research demonstrates a strong link between what parents know about children's learning and how they behave with their children. Parents with more knowledge are more likely to engage in positive academic practices, whereas those with limited knowledge are at a greater risk of negative behaviors. Parental knowledge not only enhances academic performances, but it also has a positive influence on the students learning outcomes. Parents knowledge of how their children learn affects his performance and attitude towards school, self-esteem, and motivation.

When aspect wise mean knowledge scores of the respondents are observed it is seen that **parent's knowledge** towards their children's **general learning skills** is **"good"** (87.3%).

**Parents knowledge** of their children's **academic learning** is also **"good"** (82.8%) but the average score is lesser then their knowledge on children's academic learning skills indicating that they require to be taught how to help their children in this domain.

When the scores for **parents' knowledge** on children's **academic success** is observed it is seen that parents have scored the highest (88.4%) in this domain. This very clearly indicates that parents focus is on academic success rather than fostering their children's knowledge on developing general learning skills or academic related learning skills. This could be the reason why we are not able to produce critical thinkers with strong problem-solving abilities.

Children whose parents have a positive attitude towards learning and education perform better in school then children whose parents have a negative attitude towards learning and education. Children's performance in school and learning is directly influenced by parental attitudes towards education.

When aspect wise mean attitude scores of the respondents are observed it is seen that **parent's attitude** towards **everyday learning** is “good” (89.6%) indicating that parents ensure that children learn their schoolwork on a daily basis. When their attitude towards **exams preparation** was studied it is observed that the mean average score is “good” (87.5%) indicating that parents focus on helping their children to prepare well for their exams. This finding also correlates with the knowledge sub-component “**academic success**” score obtained. This highlights the fact that **exam preparation** and **academic success** are very important to parents, especially when parents themselves are not academically well qualified.

Comparatively the scores obtained **for parents' attitude** towards **methods adopted for learning** is lower (88.4%). This could be because most parents are aware of only the rote learning method. They might not be aware of their children's learning styles and strengths. Hence, they may not be in a position to help make their children's learning a pleasurable task in which the child engages in spontaneously.

**Parental practices** can have a positive or negative influence on a child's attitude and behavior. It can enhance or be detrimental to the child's academic performance. Parent child interactions can affect motivation, sense of competence and the belief that the child has control over his success in school. When the practice component was considered it is observed that most of the parent's **practice** was focused on **exam preparation** (83.4%) indicating once again that exam outcomes was of utmost importance to the parents. However, comparatively, **everyday academic preparation** scored slightly lower (81.4%) than the other two subcomponents. In conclusion it can be inferred from the data obtained that parents knowledge, attitude and practice was focused more on **academic outcomes** in terms of exams and marks rather than learning for knowledge and pleasure.

**Table-3: Overall Knowledge, Attitude and Practice Mean Scores of Respondents**

N=600

No	Aspects	Statements	Max. Score	Scores			
				Mean	SD	Mean(%)	SD(%)
I	Knowledge	25	50	42.87	5.96	85.7	11.9
II	Attitude	20	40	34.94	4.26	87.3	10.6

III	Practice	20	40	32.9 3	3.80	82.3	9.5
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When the overall **knowledge, practice and attitude** mean scores of the respondents are studied it is observed that parents have very good knowledge, attitude and practice towards their children's learning. The **attitude component** has obtained the highest (87.3%) mean score, followed by **knowledge** mean score (85.7%). Comparatively practice has scored the least mean score indicating that parents do not adopt the right practices when it comes to their children's learning. As discussed in the previous table, parents focus their children's learning on academic outcomes and examinations. **The data obtained leads to the rejection of the hypothesis formulated.** Parents do have **adequate knowledge** on their children's **general learning, academic learning and academic success**. They also have a **positive attitude** towards their children's **everyday learning, exam preparation and methods adopted for learning**. Parents also have a **positive Practice** towards their children's **everyday academic preparation, exam preparation and exam outcome**. What needs to be addressed is helping parents to scaffold their children's learning by understanding their learning styles and learning through the multiple intelligence approach. This will make children's academic learning easy, exciting, and meaningful with constructive outcomes for children and parents.

## IX. Conclusion


In conclusion, it can be said that most parents are already naturally engaged with their children in many of their children's activities. However, engaging in these experiences through the perspective of the Multiple Intelligences approach can help parents to connect with their children in pleasant ways. This engagement can solidify the family bonding and help children develop holistically within their differing strengths to become confident and meaningful individuals first and citizens next, thereby contributing to the growth of the nation in later years. The study strongly recommends that parents be introduced to the concept of learning through the multiple intelligence approach understanding their children's dominant intelligences rather than through rote learning or exam focused learning. If this is put into practice, we will produce a generation of learners who are well informed critical thinkers, able to meaningfully contribute to the society they live in.

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Knowledge, Attitude, and Practice of Parents Towards Monitoring Their Children's Academics at Home

## English Soldier-Poets of the First World War With Special Reference to Wilfred Owen

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### Abstract

The Military Service Act of 1916 of the United Kingdom required every unmarried man of military age to enlist at once or attest at once under the Group System and if he does neither, a third course awaits him; he will be deemed to have enlisted under the Military Service Act. The present work talks about the writings of the young English soldier-poets who fought during the First World War and who expressed what they saw and felt on the Western Front. And to see their feelings and sentiment the paper discusses some of the major poets of First World War: Rupert Brooke, Edmund Blunden, Siegfried Sassoon, Isaac Rosenberg, and Wilfred Owen who left great influence on younger poets of his age and the succeeding poets of the Second World War looked upon him for an inspiration as he had expressed the sense of indignation and pity of war so fully in his works.

**Keywords:** Poets, First World War, Self-dedication, homesick regrets, Rupert Brooke, Edmund Blunden, Siegfried Sassoon, Isaac Rosenberg, Wilfred Owen.

### Introduction

War is terrible. Yet every male child is crazy after military uniform, the gun and the gun fire. And every male child wants to be a soldier when he grows up. But, in reality, a soldier's life is not as exciting as it appears to be. The present work deals with the writing of the young English soldier poets who fought during the First World War and who expressed what they saw and felt on the Western Front. The ordinary educated Englishmen went to war along with the professional soldiers but, unlike the professional soldiers who were steeled by the unquestioning spirit of discipline and obedience, they became acutely sensitive and vulnerable to the brutality of war. Moreover, they were inclined to express their thoughts and feelings in verse. During the war years, that is, between 1914 and 1918, hundreds of war poets saw their work in print.

The Military Service Act of 1916 required every unmarried man of military age to choose one of the two courses:

- (1) He can enlist at once.

- (2) He can attest at once under the Group System and if he does neither, a third course awaits him; he will be deemed to have enlisted under the Military Service Act.

John Lehmann (1982) has observed “Napoleonic war was fought by professional armies as was the Crimean War. The first major modern war in which educated civilians were involved was the American Civil War, but no Englishmen were involved, or at any rate no articulate Englishmen.” (p.7)

It was the first war in which ordinary educated English civilians took part either by voluntary enlistment or later conscription.

We may also note the pre-war mood: poets often advocate the heroic vision of a struggle for the right of noble sacrifice for the ideal of patriotism and country. But right from the start of the war, the mood had changed, and the war poets wrote what they saw and felt. Martin Stephen (1988) says about the war poets: “For many people the anguish and the truth about the First War are forever symbolised by the work of Wilfred Owen, Siegfried Sassoon, Isaac Rosenberg, and other famous ‘trench-poets’. So great is the association that, in Britain at least, the term, ‘war poets’ can only mean the poets of the Great War.” (p. 6)

John Lehmann (1982) pointed out about this war: “It became a war of attrition, in which huge offensive were planned, again and again, and failed, at a shattering cost in material and lives. The carnage and suffering were ceaseless and to those taking part with rifle and bomb, increasingly pointless and full of horror.” (p. 9)

The pre-war period saw a literary movement known as “Georgian Poetry” a term which was coined and edited by Edward Marsh then secretary to Winston Churchill, First Lord of the Admiralty. To be more precise, Georgian years were from 1911 to 1922 when a series of anthologies were published during the reign of King George V. Edward Marsh (p. 67) introduced the Georgian Poetry with the remarks that “English poetry is now once again putting on a new strength and beauty... We are at the beginning of another ‘Georgian period’ which may take rank in due time with the several great poetic ages of the past.” The authors represented of this period are Abercrombie, Bottomley, Brooke, Chesterton, Davies, De la Mere, Drinkwater, Flecker, Gibbson, D.H. Lawrence, Monro, Sturge Moore, Ronald Ross, E.B. Sargant, Stephens and R.C. Trevelyan.

Most Georgians found to their cost that they were becoming inflexible. War poetry and pastoral poetry alike were too narrow for the poets, ways of excluding too much of human experience. Robert Graves has always been an explorer. He found another way out. He dismissed the output of a whole decade as youthful enthusiasm and removed virtually all his early work, the Georgian and the military together, from his reprinted collections. As the Great War started, the Georgians Poetry which mainly dwelt on the themes of peace and security was left out for the shocking conditions of trench warfare on the Western Front by a negative

psychological reaction. If the epic glorified primitive combat as a heroic occupation and a test of individual worth, and the notion of dying in the battlefield as the greatest sacrifice a man could make for his country, the First World War made it clear that a man could no longer depend on his personal courage or strength for victory or even survival; mechanization, the increased size of armies, the intensification of operations, and the scientific efficiency of long-distance weapons destroyed the elements of human individuality: courage, hope, enterprise, and a sense of heroic possibilities in moral and physical conflict. (John H. Johnston, 1964, p.10)

Robert Graves (1988) writes about the very type of poetry which the First World War poets dwell on the themes of war: "War poetry at first had resolute, self-dedicatory tone but, as the war settled down to a trench deadlock, self-dedication become qualified by homesick regrets for the lovely English country side, away from all the mind, blood and desolation - the theme of mud, blood and desolation being more realistically treated." (p.9)

The modern soldier is portrayed as a passive and often degraded victim of circumstances. Siegfried Sassoon's infantry men, for example, succumb to hysteria ("Lamentations"); take their own lives ("Suicide in the Trenches") or perish in an ill-conceived attack ("The General"). In "Third Ypes", Edmund Blunden's soldiers die ignominiously or, stunned and helpless, crouch amid the ruins of a shell-blasted pill box. The weapons of modern warfare add new terrors to death mutilation, dismemberment, the agony of poison gas (Wilfred Owen's "Dulce et Decorum Est"). In terms of that reverse all idealistic conceptions of death in warfare, Isaac Rosenberg's "Death Man's Dump" depicts the pitiable degradation of the slain... (John H. Johnston, 1964, pp.10-11)

Amid such conditions a mood of bitter disillusionment was inevitable; this attitude, of course, provided the poetry of World War I with its major themes and materials. The soldier-poet, indeed, was seldom inclined to take such liberties; he felt it his special role - even his obligation - to see and portray the war as a starkly contemporaneous event. His material was the reality of the war as personal experience revealed it to him and the unadorned expression or communication of that reality was his urgent concern.

The reactions of different poets of the world war vary ranging from the romantic idealism of Rupert Brooke through the pathos of Owen to a nightmare of horror, bitter disillusionment, and indignation of Siegfried Sassoon. The English poetry of the First World War can be divided into two phases: the early phase, from the outbreak of war to about 1916, the time of the battle of the Somme and the later phase, from 1916 to 1918 and the Armistice. The two phases were very different in mood. Poets of the first phase were Julian Grenfell, Rupert Brooke, and Robert Nichols.

## **Rupert Brooke**

Rupert Brooke, the romantic figure, was born of a Rugby housemaster on 3 August 1887. He attended his father's school in 1901, where he had a reputation as both a scholar and an athlete. From Rugby, Brooke went to Ming's College, Cambridge where, John H. Johnston has pointed "he, was regarded as one of the leading intellectuals of the day; he was absorbed into poetry, dramatics, and literary discussion" (ibid., p.25). Brooke's first volumes of the poems, *Poems* (1911) appeared in December. He had also been instrumental in launching with Marsh the series of Georgian Poetry which made a mark on the times. Brooke by this time had an unhappy love affair, and a serious nervous breakdown as a result of it. He travelled to Europe in 1912 in search of peace of mind and wrote his famous 'The Old Vicarage, Grantchester in Germany'. He went to America and Canada, which he described in letters published in the West-minster Gazette.

Brooke returned to England in June 1914 on the very eve of the war and joined the Anson Battalion on September 27. Brooke's sonnets are "War Sonnets", "The Soldier", especially in the sense that they are vehicles for imperialist attitudes. Brooke wrote to Violet Asquith as he learned that he was being sent with Royal Naval Division to Gallipoli: "I've never been quite so happy in my life, I think. Not quite so persuasively happy; like a stream flowing entirely to one end". Jon Silkin (1972:67) wrote about the patriotic attitude of Brooke thus: "The tragic meaning possible here is of an unconscious adherence to public service and death, used to dissolve those personal problems with which he had been hacked"<sup>11</sup>. But "Brooke was perhaps not intelligent enough to have grasped the possible dimensions to learn from the experience, even when immersed in it." (ibid., p.68). I.A. Richards viewed Brooke's poetry has "no inside" and Vivian De Sola Pinto pointed out that "his mind remained to the end that of a clever public schoolboy." However, in spite of the criticism which came from the fellow-soldiers and fellow-poets for his sonnets, Churchill wrote a fulsome obituary in The Times when Brooke died in the Aegean, which accelerated the growth of the Rupert Brooke legend.

### **Edmund Blunden**

Edmund Blunden was born in 1896, Kent, and attended Christ's Hospital, London. In 1914 he gained the senior classics scholarship at Queen's College, Oxford and privately printed two pamphlets of verse: *Poems and Poems Translated from the French*. Edmund enlisted in 1914 as a temporary 2<sup>nd</sup> Lieutenant in the 11<sup>th</sup> Royal Sussex Regiment and crossed to France. In the valley of the Ancre and around Thiepval Wood, Blunden experienced some of the most violent fighting of the war. In November, however, his unit was moved north to the Ypres salient, where it remained for over a year. He was awarded the Military Cross for bravery and was transferred in 1918 to a training centre in England.

Edmund writes of nature and war. The most important characteristic qualities of Blunden's poetry are derived from the themes of traditions of eighteen-century pastoral verse. He takes delight in simple observation, evocation of a wide range of rural scenes; sensitivity to the rhythms and harmonies of nature (John H. Johnston, 1964, p. 117). Significantly for

Blunden the tender rural memory and the experience of war are inalienable from each other. Although, Blunden writes about war, he does not transform nature and he maintains his sensitive relationship with nature. Blunden describes himself in the last sentence of *Undertones of War*: 'a harmless young shepherd in a soldier's coat'. Johnston in his penetrating study of Blunden draws a conclusion: "... there is no satire in Blunden's work" a remark which speaks volumes about Edmund Blunden.

### **Sassoon Siegfried**

Sassoon Siegfried born in 1886 came from a well-to-do family on his father's side but his father having left his wife when Siegfried was five, he was brought up by his mother. He was educated at Marlborough and Cambridge. In 1906 he privately published his poems and began to move in literary circles and by August 1914 he was acquainted with writers like Edmund Gosse and Eddied Marsh, Rupert Brooke and W.H. Davies. Soon he began to contribute to the Georgian anthologies. And soon he found himself restive and unhappy. He enlisted in the Yeomanry two days before the war broke out and was sent to France. His first wartime poems show his ingrained love of the countryside, his belief in England's cause and the sense of 'fighting for our freedom'.

But the war gave a severe jolt to Sassoon. The Battle of the Somme removed the last vestiges of patriotism, and he began to write poems, bitter, satirical, and as he had said himself deliberately written to disturb complacency. Sassoon wanted to show that war was a fact for which the politicians were responsible. Therefore, his poetry had the twin aims of showing the suffering of the war-victims and lashing out at the insensitive "brass hats" and the civilians who caused it. "They" embodied a vigorous attack on the ignorance, false optimism, and hypocrisy of the Anglican Church at home.

The Bishop tells us: 'When the boys come back  
They will not be the same; for they'll have fought  
'In a just cause...'  
'We're none of us the same!' the boys reply.  
'For George lost both his legs; and Bill's Stone blind;  
Poor Jim's shot through the lungs and like to die;  
And Bert's gone syphilitic: you'll not find  
'A chap who's served that hasn't found some change'.

And the Bishop said:

'The ways of God are strange!'

Sassoon was trying hard to present the great division that grew between the fighting soldiers and the civilians which in fact, led to a greater loyalty and fraternity among the soldiers



themselves. During his period of convalescence at Craiglockhart, Sassoon remembers his soldier friends:

“In bitter safety I awoke, unfriended;  
And the dawn begins with slashing rain  
I think of the Battalion in the mind.  
When we are going out to them again?  
Are they not still your brothers through our blood?”  
(Sick – leave)

Sassoon becomes the most articulate spokesman for the mood of protest and rejection that animates the later poetry of the war. Sassoon’s aggressive realism constitute a second stage in the development of World War I poetry and the problems he confronted were the problems confronted by all the poets as they sought to communicate some of the catastrophic effects of the struggle. (ibid., p.78)

### Isaac Rosenberg

Isaac Rosenberg (1890-1918) was born on 25 November 1890 in Bristol whose parents emigrated from Russia for fear of the brutalities of the Czar. As a child he was sickly and until he was fourteen, he attended the elementary schools at Stepney and was then apprenticed as an engraver which he hated. In the line of Sassoon, Isaac Rosenberg delineates the reality of trench life and the slaughter of the English soldiers in the war vividly with detached observation in the poems like, “Break of Day in the Trenches” and “Dead Man’s Dump”. Rosenberg observes that death could come swiftly with its sinister bite any moment in the battlefield as he could comprehend the song of the larks in the background:

Death could drop from the dark  
As easily as song –  
But song only dropped,  
Like a blind man’s dreams on the sand  
By dangerous tides,  
Like a girl’s dark hair for she dreams no ruin lies there,  
Or her kisses where a serpent hides.  
(Returning, We Hear Larks)

### Owen as a War Poet

Wilfred Edward Salter Owen was born at Oswestry on 18 March 1893 and matriculated from London University, went to France in 1913 and became a teacher of English at the Berlitz School in Bordeaux. He returned to England in 1915 and enlisted in the Artist’s Rifles and was gazetted to the Manchester Regiment in June 1916 and sailed for France in December of the same year. After the Somme battles in 1917 he was invalided home and was sent to the



Craiglockhart War Hospital, where he met Siegfried Sassoon. He returned to his regiment in 1918 after being awarded the Military Cross for outstanding bravery and was killed in action a week before the Armistice while trying to get his men across the Sambre canal. We may note that England lost over 420,000 soldiers in the Somme offensive alone. Although a major poet of the First World War, Owen saw only five poems in print during his lifetime ‘Song of Songs’ in *The Hydra and the Bookman*, ‘The Next War’ in the *Hydra*; ‘Miners’, ‘Futility’, and ‘Hospital Barge’ in *The Nation*.

Owen’s second editor, Edmund Blunden writes: “He was, apart from Mr. Sassoon, the greatest of the English War poets”. Owen had begun writing poems at an early age of ten or eleven. In the beginning Keats and Tennyson were his models but it was his meeting with Sassoon, a man, seven years senior to him and already an established poet at Craiglochart Hospital and the friendship which blossomed between the two made Owen a war-poet. By Sassoon’s manner he means the bitterly satirical tone of Sassoon’s poetry. Owen’s efforts of “Sassoon’s manner” may be grouped as follows:

S.I.W., Disabled, Dluce et Decorum est, the Dead-Beat, The parable of the Old and Young, The Chances, Mental Cases, A Terre, Inspection, and Asleep. We can also note the similarity between the lines of Owen’s poem ‘Mental Cases’ and that of Sassoon’s *Suicide in Trenches*:

“Memory fingers in their hair of murders  
Treading blood from lungs that had loved laughter.”  
(Mental cases)

“You Smug-faced crowds with kindling eye  
Who cheer when soldier lads march by,  
Sneak home and pray you will never know.  
The hell where youth and laughter go.”  
(Suicide in Trenches)

Owen combined Keats’s apprehension of sound and vision to Sassoon’s horror of war, in ‘Spring Offensive’:

“Marvelling they stood, and watched the long grass wild  
By the May breeze, murmurous with wasp and midge,  
For though the summer oozed into their veins  
Like an injected drug for their bodies’ pains.  
.....  
.....  
Hours after hour they ponder the warm field.  
And the far valley behind, where the butter cup  
Had blessed with gold their slow boots  
Where even the little brambles would not yield,

But clutched and clung to them like sorrowing hands,  
They breathe like trees unstirred.”

The second and third lines show a resemblance to Keats’s “Ode to Autumn” but Owen uses the beautiful setting in a different vein, elaborating an ironic scene-setting for the horror and destruction of the soldiers.

Robert Graves in a letter to Owen in 1917 urged him “for God’s sake cheer up and write more optimistically”. In reply Owen sent one of his greatest poems, ‘Apologie Pro Poemate Meo’ in which his irony, his uncompromising realism and his compassionate fellow-feeling with the sufferings of the soldiers he led and amongst whom he lived in the midst of the fighting are expressed as counterpart to and transposition of the merriment that Graves appeared to be looking for. (John Lehmann, 1982, p. 60)

Owen came to see the real picture of war during his medical treatment at Craiglockhart Hospital and his sense of comradeship with his fellow soldiers and his anger was showered upon the indifference civilians who prolonged the war made him remarked in August 18 letter: I wish the Boche would pluck to come right in and make a clean sweep of the pleasure boats, and the promenades on the Spa, and all the stinking Leeds and Bradford War-profiteers now reading John Bull on Scarborough sands.” Owen, in his poem, ‘Insensibility’ attacks on the callousness of the politicians and civilians at home and cursed for their indifference and stupidity:

“But cursed are the dollards whom no canon stuns,  
That they should be as soldiers;  
Wretched are they, and mean  
With Dancity that never was simplicity.”

In ‘A Terre’, Owen who himself was awarded Military Cross expresses the uselessness of military honours or decorations which for him are nothing but a mockery:

“I have my medals? – Discs to make eyes close  
My glorious ribbons? – Ripped from my own back  
In scarlet shreds. (That’s for your poetry book)”

Unlike the traditional romantic poetry which was blind to the realities of the war and showed a false picture by glorifying war and death in the war for the sake the country, Owen was writing a new kind of poetry, like Sorley whose sympathy and admiration for the people of Germany and the country did not help him to hate the Germans. Hamilton Sorley (1895 - 1915) in his last sonnet writes:

“Victor and vanquished are a one in death:

Coward and brave: friend, foe.”

In a similar vein Owen brings about a compromise between the former enemies though in hell and restores the broken thread of universal brotherhood in ‘Strange Meeting’:

“I am the enemy you killed, my friend

.....

Yesterday, through me as you jabbed and killed

I parried: but my hands were loathe and cold

Let us sleep now ...”

In 1917 Owen’s religious ideals had undergone a drastic change and he came to learn that one of Christ’s important messages was ‘Passivity at any price’, and as the time rolled by, he realised a direct resemblance between the passive suffering of soldiers and that of Christ. He wrote to Osbert Sitwell in 1918: “for 14 hours yesterday I was at work - teaching Christ to lift his cross by numbers, and how to adjust his crown, and not imagine he thirst till after the last halt. I attended his supper to see that there were no complaints; and inspected his feet that they should be worthy of the nails. I see to it that he is dumb and stands at attention before his accusers. With a piece of silver, I buy him every day, and with maps I make him familiar with the topography of Golgotha”.

But the “Christ-soldier”, whose sufferings are utterly meaningless, compared to Christ whose suffering and death redeemed mankind. Owen said about the Christ-soldier:

“And though your hands be Pale,

Paler are all which trail

Your cross through frame and hail:

Weep, you may weep, for you may touch them not.”

C. Day Lewis (1963) writes: “... it is Owen, I believe, whose poetry came home deepest to my generation, so that we could never think again of war as anything but a vile, if necessary, evil.” (pp. 11 -12) He further gives his opinion about Owen: “His (Owen’s) war poems...seem to me certainly the finest written by any English poet of the First World War and probably the greatest poems about war in our literature ... Looking once again at his poetry, thirty-five years after I first read it, I realize how much it has become part of my life and thinking so much so that I could hardly attempt dispassionate criticism of it. Now, as then, I find Owen’s War poetry most remarkable for its range of feeling and for the striking power of individual lines. “He’s lost his colour very far from here” would stand out even in a play by Shakespeare or Webster: “Was it for this clay grew tall?” has a Sophoclean magnificent and simplicity. Ranging from the visionary heights of Strange Meeting or The Show to the brutal, close-up realism of Mental Cases or the Dead-Beat, from the acrid indignation of such poems as ‘Dulce Et Decorum Est’ to the unsentimental pity of ‘Futility’ or ‘Conscious’ and from the lyricism of ‘The Send-off’

to the nervous dramatic energy we find in *Spring Offensive*, the war poems reveal Owen as a poet superbly equipped in technique and temperament alike.” (ibid., p. 28)

## Conclusion

Owen brought innovative poetic style in his poems with the introduction of half-rhyme and consonant rhyme (escape/scooped, grained/groaned, snow-dazed/sun-dozed) to bring out his meaning. Owen also left great influence on younger poets of his age like Auden, Stephen Spender, Louis MacNiece, C. Day Lewis and others so much so that they tried to copy his style. However, none could do so as he had composed some poems in his formative period under the spell of Keats. And Owen had expressed the sense of indignation and pity so fully in his works that the succeeding poets of the Second World War like Keith Douglas looked upon him for an inspiration. In fact, when the Second World War broke out, “the modern poet had no illusions about it, thanks to the poets of the First World War.” (A. Banerjee, 1976, p.8)

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## Loanwords in the Taxonomy of Borrowing: A Sociolinguistic Analysis

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### Abstract

The current research paper discusses the phenomenon of loanwords in light of a range of other borrowing phenomena that are more or less closely related to loanwords. The study concluded that loanwords make up the most frequent type of lexical borrowing and an inevitable consequence, among other various outcomes, of the contact between languages. The study further concluded that borrowing loanwords allows the recipient language to expand its vocabulary, however the loanwords borrowed from any donor language have to undergo certain processes to make them fit appropriately into the recipient language. These processes include: 1) a process of adaptation, in which non-native phonemes are substituted to fit the recipient language's sound structure, and 2) a process of accommodation, in which phonological patterns are modified according to the phonological rules of the recipient language. The results provided from this present study also showed that there are different levels to which a borrowed loanword from the donor language become assimilated into the recipient language. In addition, the level of such assimilation depends on two factors; time and usage, in a way that the longer since the loanword was borrowed from the donor language and the more it is used by the speakers of the recipient language, the greater its degree of assimilation and familiarity. Finally, many reasons and motives lying behind the existence of loanwords were highlighted in the current research paper.

**Keywords:** Language contact, loanwords, borrowing, cognates, calque, phono-semantic matching, donor language, recipient language.

### Introduction

The linguistic diversity, or the diversity of the languages spoken worldwide by the world's population makes language a remarkable cultural phenomenon (Hennig, 2018). As for the map of the diversity of languages around the world, according to Lewis, *et al.* (2015)

and Eberhard, *et al*, (2020), it is believed that around 7,099 living languages are spoken around the world among which 3,982 of these languages have a developed writing system. In fact, the diversity of the languages includes the existence of various languages and their distribution in various regions, countries, or even among civilizations, as well as their evolution in historical context, and their mutual interaction. Further, the linguistic diversity can also include the influence of languages on each other. Additionally, linguistic diversity represents the specific measurement of a particular language's density, the concentration of unique languages together, the diversity of the language's populations, or even the linguistic diversity of a specific place in a way that such measurement covers a various type of traits including languages' families, languages' grammar, and their vocabulary.

In light of the previously mentioned linguistic diversity, all languages tend to show some degree of contact, interference, mixing, and borrowing due to the virtue of containing loanwords (Matras, 2000). Actually, the study of the contact and interference of the languages plays a significant role in presenting valuable information on the journey of languages, the journey of the people who speak these languages, and other communities who came into contact with these languages or their speakers and how this might give us a clarification on the outcomes of the contact and interference of the languages that can be seen through the use of exact same words and concepts by different nations and communities that are geographically remote (UL, 2020).

Moreover, languages expand their vocabulary using the usual word-formation processes such as: derivation, compounding, blending, and clipping. Moreover, languages can also achieve this goal through borrowing new words from other languages with which they come in contact which is indeed an almost inevitable consequence of this contact. Borrowing is defined as a process that occurs in various situations of language contact and by which a language or a variety of language takes new linguistic material, such as words or phrases, from another language or another language variety, usually called the donor. The term '*loanword*', which makes up the most frequent type of lexical borrowing, refers to the borrowing of both, the form of a word and the associated word meaning (Grabmann, 2015). Haspelmath said that "loanwords often undergo changes to make them fit better into the recipient language. These changes are generally called '*loanword adaptation*' (or *loanword integration*) [...]" (2009: 42).

The current research paper discusses the phenomenon of loanwords in light of a range of other borrowing phenomena that are more or less closely related to loanwords and which are all resulted from the occurrence of language contact.

## Language Contact and Language Interference

During the communication process, the various languages or language varieties used by the interlocutors involved in a conversation or a dialogue are subject to language interference (in which linguistic features from one language are applied to another by a bilingual or multilingual speaker) (Bransford, Brown & Cocking, 2000; Chang & Mishler, 2012), and language contact (in which the speakers of two or more languages or varieties interact and influence each other) (Hickey, 2010; Thomason and Kaufman 1988).

Such adoption of new words occurs while using two or more languages or language varieties. The term 'language varieties', henceforth, refers to dialects, registers, styles, or other forms of language, including: 1) standard language varieties which refers to the standardized entirety of a language that includes the dialects spoken and written in centers of commerce and government and employed by a population for public communication. These standard varieties are inherently superior and acquire the social prestige associated with commerce and government (Finegan, 2007; Curzan, 2002; Davila, 2016), and 2) nonstandard language varieties; which include the nonstandard dialects (also known as vernacular dialects) that are associated with a particular set of vocabulary, and spoken using a less prestigious or correct variety of accents, styles, and registers that have not historically benefited from the institutional support or sanction that a standard dialect has (Wolfram & Schilling-Estes, 1998; McWhorter, 2001).

As a result of such interference and contact that take place while interlocutors are interaction using two or more languages or language varieties, the linguistic phenomenon of loanwords occurs. In this phenomenon, word/words are adopted from one language (known as '*the donor language*') and incorporated into another language without translation (Cannon, 1999; Einar, 1950; Stanforth, 2002). Such exchange of words shows how languages influence each other.

The most common way that languages influence each other is the exchange of words. Much is made about the contemporary borrowing of English words into other languages, but this phenomenon is not new, nor is it very large by historical standards. The large-scale importation of words from Latin, French, and other languages into English in the 16th and 17th centuries was more significant. Some languages have borrowed so much that they have become scarcely recognizable. Armenian borrowed so many words from Iranian languages, for example, that it was at first considered a branch of the Indo-Iranian languages. It was not recognized as an independent branch of the Indo-European languages for many decades (Waterman, 1976).

Lastly, it is important to highlight that in the study of language contact and language interference in communities, *sociolinguistics* which is the study of language use in society,



is used effectively in this respect (Gooden, 2019). Meanwhile, there is a relevant, but boarder discipline that is also used effectively in this regard which is '*linguistic ecology*', that is defined as the study of how languages interact with each other and the places they are spoken in (Mufwene, 2001).

## **Loanwords**

During the process of communication, where language is its main verbal tool, new words might sometimes appear, and this is due to the self-developmental nature of the language. Further, each word in the language, whether original or new adopted one, is very significant as it represents a unit of a single distinct meaningful element of speech or writing, used with others to form a sentence that should be known and understood. As for the new words that are borrowed from other languages, these words are called '*loanwords*' (Ilmina, 2016).

The concept of '*loanwords*' is defined as the words that are borrowed and adopted from one language (the donor language) and incorporated into another language without translation. Hence, the loanword originates in a donor language and ends up in a recipient language. These are the two roles necessarily involved in any borrowing event. Loanwords are also defined as the lexical items that have been transferred from one linguistic variety into another through contact between their speakers by means of contact which leads to convergence instead of inheritance which leads to divergence (Haspelmath, 2009; Haspelmath & Tadmor, 2009). In other words, the process of borrowing loanwords, which often entails a certain amount of bilingualism, includes taking over new words from other languages together with the concepts and ideas they stand for and adopt them in the original native language (Yule, 2006).

The language from which a loanword has been borrowed is called 'the donor language', (also called '*source language*' or '*borrowing language*') and the language into which it has been borrowed is called 'the recipient language' (also called '*model language*' or '*replica language*'). Further, the word that served as a model for the loanword is called '*a source word*' (Haspelmath, 2009). Haspelmath added that in the narrow sense, the loanwords are always lexemes (i.e., words), not lexical phrases, and these lexemes are normally unanalyzable units in the recipient language. However, and by contrast, the corresponding source words adopted from the donor language might be phrasal or even complex words, but their internal structures are lost when they enter the recipient language (2009). For example, in Russian language, the loanword '*buterbrod*' (Eng. '*sandwich*'), was borrowed from German language; particularly the word '*butter-brot*' (Eng. '*butter-bread*'). In this example, '*butter-brot*' is a German transparent compound, and since Russian language has no other words with the elements '*buter*' or '*brod*', the loan word



'*butterbrod*' was borrowed this way, i.e., mono-morphemic and not analyzable by Russian native speakers.

However, when any language borrows multiple complex words from any other language, the elements may recur with a similar meaning, so that the morphological structure may be reconstituted. For example, there are numerous Japanese loanwords which are based on Chinese compounds such as the Japanese borrowed loanword '*kokumin*' – '国民' (Eng. 'citizen') which was borrowed from Chinese word '*guó-mín*' – '国民' (Eng. 'nationals', 'citizens', 'people of a nation'). Further, Japanese has also borrowed other loanwords with the element '*kok(u)*' – '国' (Eng. 'country'), for example '*kok-ka*' – '国家' (Eng. 'nation'), '*rokuō*' – '国王' (Eng. 'king') and other words with the element '*min*' – '民' (Eng. 'people'), for example '*minshū*' – '民衆' (Eng. 'population'), '*jūmin*' – '住民', (Eng. 'residents' and 'inhabitant') (Haspelmath, 2009).

Moreover, according to (Häkkinen 2013), when borrowing loanwords, loanwords often undergo: 1) a process of adaptation, in which non-native phonemes are substituted to fit the recipient language's sound structure and 2) a process of accommodation, in which phonological patterns are modified according to the phonological rules of the recipient language, (e.g., the Finnish word '*peti*' (Eng. 'bed') < Swedish word '*bädd*' 'id.' (the foreign sounds 'b' and 'd' have been adapted to the native 'p' and 't'. Another example mentioned by Campbell (2013:60) shows how in the Finnish word '*ruuvi*' (Eng. 'screw') < Swedish word '*skruv*' 'id.', the initial consonant cluster which is formerly unpermitted in Finnish has been simplified into a single consonant, and thus accommodated into the native phonological structure. Campbell (2013) asserted that such substitution patterns should not be confused with the regularity of sound change in inherited words. Campbell added that the location in time of the borrowing event (due to the changing nature of languages' phonology) and the extent to which the speakers of the recipient language are familiar with the donor language are significant factors that may have an effect on the outcome of the substitution (ibid: 2013).

There are different levels to which a borrowed loanword from the donor language become assimilated into the recipient language. In addition, the level of such assimilation depends on two factors; time and usage, in a way that the longer since the loanword was borrowed from the donor language and the more it is used by the speakers of the recipient language, the greater its degree of assimilation and familiarity. In English language, for example, words such as '*area*' and '*problem*' which are from Greek are more familiar than other words such as '*euphoria*' and '*persona*', which are also from a Greek origin. Similarly, the word '*marriage*', which is from French has been Anglicized while other French words such as '*montage*' still retains its original French spelling and pronunciation.

A simple dichotomy divides loanwords into 1) cultural borrowings (also called ‘*cultural loans*’), which designate a new concept coming from outside, and core borrowings, which duplicate or replace meanings of existing native words (Myers-Scotton, 2002; Myers-Scotton, 2006).

The table below shows many examples on loanwords cases that can be found in many languages (CNRTL Ortolang, 2020; Jordan, 2019; AbdelRahman 1989; Abu Ghoush, 1977; Bueasa, 2015; Hitchings, 2008; Kemmer, 2019; E.Z. Glot, 2020; Knapp, 2011; Chesley & Baayen, 2010; Sarah, 2001; Carr, 1934).

Language	Loanwords	Etymological origin
English	‘ <i>Café</i> ’	French: ‘ <i>café</i> ’
	‘ <i>bazaar</i> ’	Persian: ‘بازار’
	‘ <i>kindergarten</i> ’	German: ‘ <i>Kindergarten</i> ’
	‘ <i>déjà vu</i> ’	French: ‘ <i>déjà vu</i> ’
	‘ <i>algebra</i> ’	Arabic: ‘ <i>al-djabir</i> ’ ‘الجبر’
	‘ <i>alcohol</i> ’	Arabic: ‘ <i>al kohol</i> ’ ‘الكحول’
	‘ <i>coffee</i> ’	Arabic: ‘ <i>qahwah</i> ’ ‘قهوة’
	‘ <i>mustang</i> ’	Spanish: ‘ <i>mustango</i> ’ from ‘ <i>mesteño</i> ’ (Eng. ‘ <i>untamed</i> ’)
	‘ <i>abbreviation</i> ’	French: ‘ <i>abréviation</i> ’
	‘ <i>almond</i> ’	Old French: ‘ <i>almande</i> ’. Modern French: ‘ <i>amande</i> ’
	‘ <i>ancestor</i> ’	Old French: ‘ <i>ancestre</i> ’. Modern French: ‘ <i>ancêtre</i> ’
	‘ <i>acrobat</i> ’	French: ‘ <i>acrobate</i> ’
Arabic	‘ <i>bas</i> ’ ‘باص’	English: ‘ <i>bus</i> ’
	‘ <i>moda</i> ’ ‘موضة’	Italian: ‘ <i>moda</i> ’ (Eng. ‘ <i>fashion</i> ’)
	‘إسفنج’ /ʔisfanʒ/	English: ‘ <i>sponge</i> ’
	‘اقليم’ /ʔiqlīm/	Greek: ‘ <i>klīma</i> ’ (Eng. ‘ <i>region</i> ’)
	‘سيجارة’ /sidʒa:rah/	English: ‘ <i>cigarette</i> ’
	‘درهم’ /dirham/	Greek: ‘ <i>dhrakhmi</i> ’ (Eng. ‘ <i>a silver coin</i> ’)
	‘اسبرين’ /ʔisbiri:n/	English: ‘ <i>aspirin</i> ’
	‘ميكانكي’ /mikan ‘i:ki/	English: ‘ <i>mechanic</i> ’
	‘بطريق’ /batri:q/	Greek: ‘ <i>patrikos</i> ’ (Eng. ‘ <i>penguin</i> ’)
	‘فايروس’ /fāyru:s/	English: ‘ <i>virus</i> ’
	‘شوفير’ /ʃō- ‘fər/	French: ‘ <i>chauffeur</i> ’
	‘شطرنج’ /ʃaʔranʒ/	Persian: ‘شطرنج’ (Eng. ‘ <i>chess</i> ’)

	‘جمرک’ / <i>jumrik</i> /	Turkish: ‘ <i>djumrik</i> ’ (Eng. ‘ <i>customs</i> ’)
	‘أنشوجة’ ‘ <i>anchova</i> ’ /ʔanshūdjah/	Spanish: ‘ <i>anchoas</i> ’ (Eng. ‘ <i>anchovies</i> ’)
	‘کمنجه’ / <i>kamandjah</i> /	Persian: ‘ <i>kamāncha</i> ’ (Eng. ‘ <i>violin</i> ’)
	‘دينار’ / <i>dīnār</i> /	Latin: ‘ <i>denarius</i> ’ (Eng. ‘ <i>money</i> ’)
<b>Turkish</b>	‘ <i>ajanda</i> ’ / ‘ <i>gündem</i> ’	French: ‘ <i>agenda</i> ’ (Eng. ‘ <i>agenda</i> ’)
	‘ <i>enerji</i> ’ / ‘ <i>erke</i> ’	French: ‘ <i>énergie</i> ’ (Eng. ‘ <i>energy</i> ’)
	‘ <i>kapasite</i> ’ / ‘ <i>kapsam</i> ’	French: ‘ <i>capacité</i> ’ (Eng. ‘ <i>capacity</i> ’)
	‘ <i>akrep</i> ’	Arabic: ‘عقرب’ (Eng. ‘ <i>scorpion</i> ’)
	‘ <i>alaka</i> ’	Arabic: ‘علاقة’ (Eng. ‘ <i>relationship</i> ’)
	‘ <i>asıl</i> ’	Arabic: ‘أصل’ (Eng. ‘ <i>origin</i> ’)
	‘ <i>ders</i> ’	Arabic: ‘درس’ (Eng. ‘ <i>lesson</i> ’)
	‘ <i>fakat</i> ’	Arabic: ‘فقط’ (Eng. ‘ <i>just</i> ’)
	‘ <i>intikam</i> ’	Arabic: ‘انتقام’ (Eng. ‘ <i>revenge</i> ’)
	‘ <i>takvim</i> ’	Arabic: ‘تقويم’ (Eng. ‘ <i>Calendar</i> ’)
	‘ <i>sütyen</i> ’	French: ‘ <i>soutien-gorge</i> ’ (Eng. ‘ <i>bra</i> ’)
	‘ <i>kuaför</i> ’	French: ‘ <i>coiffeur</i> ’ (Eng. ‘ <i>hairstylist</i> ’)
	‘ <i>düşman</i> ’	Persian: ‘دشمن’ (Eng. ‘ <i>enemy</i> ’)
	‘ <i>şah</i> ’	Persian: ‘شاه’ (Eng. ‘ <i>king</i> ’)
<b>French</b>	‘ <i>abricot</i> ’	Arabic: ‘أَلْبَرْقُوق’ / <i>al barqūq</i> /
	‘ <i>algèbre</i> ’	Arabic: ‘الجبر’ (Eng. ‘ <i>algebra</i> ’)
	‘ <i>almanach</i> ’	Arabic: ‘المناخ’- <i>almanakh</i> . (Eng. ‘ <i>environment</i> ’)
	‘ <i>cabas</i> ’	Arabic: ‘قفص’ (Eng. ‘ <i>basket for shopping</i> ’) قفص
	‘ <i>carat</i> ’	Arabic: ‘قيراط’ (Eng. ‘ <i>gem mass</i> ’ or ‘ <i>metal purity</i> ’)
	‘ <i>chèque</i> ’	Arabic: ‘صك’ (Eng. ‘ <i>check</i> ’)
	‘ <i>cramoisi</i> ’	Arabic: ‘قرمزي’ (Eng. ‘ <i>crimson</i> ’)
	‘ <i>haschisch</i> ’	Arabic: ‘حشيش’ (Eng. ‘ <i>cannabis plant</i> ’)
	‘ <i>magie</i> ’	English: ‘ <i>magic</i> ’
	‘ <i>airbag</i> ’	English: ‘ <i>airbag</i> ’
	‘ <i>astéroïde</i> ’	English: ‘ <i>asteroid</i> ’
	‘ <i>caméraman</i> ’	English: ‘ <i>cameraman</i> ’
	‘ <i>électricité</i> ’ from	English: ‘ <i>electricity</i> ’

To sum up, loanword (also called ‘*lexical borrowing*’) is a term used to refer to the process by which a word is being transferred from one language, the source language (also

known as the ‘*donor language*’), into another language (also known as the ‘*recipient language*’). Moreover, words which are borrowed into the recipient language are either getting adopted or adapted. Adoption is a term used to refer to the process of borrowing words from the source language yet keeping the loanwords’ original form and pronunciation as it is in the source language, as if the word is getting copied from the source language and pasted into the recipient language. Such adopted loanwords are sometimes called foreignisms (Bueasa, 2015). Examples of such adopted words can be seen in English which borrowed ‘*café*’, ‘*coffee*’ from French and ‘*kindergarten*’, ‘*children’s garden*’ from German. In contrast, adaption refers to the process where loanwords undergo certain phonological, morphological, syntactic, or orthographical alterations. For example, English word ‘*virus*’, when integrated into Arabic was phonologically changed into the Arabic ‘*fāyrus*’, that is, English /v/ is changed into /f/ in Arabic which is due to the lack of such phoneme in Arabic; French ‘*metre*’, ‘*meter*’ was integrated into Arabic morphological patterns, which gave rise to the plural form ‘*amtār*’; and French ‘*chauffeur*’, when borrowed into Spanish, was orthographically altered as ‘*chofer*’ (ibid).

### **Loanwords and Borrowing**

The terms ‘*borrowing*’, ‘*borrowed words*’, or ‘*lexical borrowing*’ and the term ‘*loanwords*’ are synonyms terms. Hock (1986) said that “the term, ‘*borrowing*’ refers to the adoption of individual words or even large sets of vocabulary items from another language or dialect (ibid: 380)”. This process is called borrowing, although the lending language does not lose its word, nor does the borrowing language return the word. A better term might be ‘*copying*’ but borrowing has long been established in this sense and words that are borrowed are called ‘*loan words*’ (Trask, 1996). In any case of lexical borrowing, a selected word from the source language (*the donor language*) is adapted for use into the target language (*the recipient language*) or vice versa. This adapted word is called ‘a borrowed word’ in the first case and ‘a loanword’ in the second case.

Although the term ‘*borrowing*’ has a common and broad sense since its types depend on whether the borrowers are native speakers or non-native speakers, and whether the borrowing process include adoption and imposition, or, equivalently, retention (Winford, 2005; Van Coetsem, 1988), however, in the current research paper, the researcher used the term ‘*borrowing*’ in a restricted sense in a way that it refers to ‘lexical borrowing’. In addition, since the borrowing of loanwords, according to Campbell, can include any aspect of language (2013), for example, phonological, morphological, or syntactic features. However, the researcher narrowed the object of research paper down to lexemes (i.e., words), thus excluding all other types of borrowing.

Thomason & Kaufman (1988) pointed out that in the lexical borrowing of loanwords, at some point in the history of any language, a word entered its lexicon as a result of transfer (also called copying and borrowing). However, there are several points to note with regards to this explanation. The first point is that the notion of borrowing is used in two different senses, including: a) it is used prevalently and within a general sense to refer to all kinds of transfer or copying processes, whether they are due to native speakers adopting elements from other languages into the recipient language, or whether they result from non-native speakers imposing properties of their native language onto a recipient language, and b) it is used in a more restricted sense to refer to the incorporation of foreign elements into the speakers' native language", i.e., adoption or imposition.

Furthermore, a distinction should be made between material borrowing (also called '*matter borrowing*') and structural borrowing (also called '*pattern borrowing*'). In material borrowing, the sound-meaning pairs (generally lexemes, or more precisely lexeme stems) are borrowed. In addition, affixes or even the entire phrases are sometimes borrowed. On the other hand, in structural borrowing, syntactic, morphological or semantic patterns are copied. For example, semantic patterns such as kinship term systems and word order patterns (Matras & Sakel, 2007). In both types, the word that is borrowed from the donor language is either inserted directly into the recipient language's lexicology without any concern for the original pronunciation of the word or its adaption to the phonological structure of the recipient language in order to maintain the donor language's form as much as possible (Lev-Ari and Peperkamp, 2013).

In fact, loanwords are considered the most significant type of material borrowing. On the other hand, the most important type of structural borrowing is loan translations (also called '*calques*'), in which a single word or even a complex lexical unit, such as a fixed phrasal expression, are created by an item-by-item translation of the complex source unit. Compound nouns represent the most frequently cited examples of calques. For example, the German phrase '*herunter-laden*' is calqued from the English phrase '*down-load*'. Further, calques may take the form of morphological derivatives. For example, the Italian '*marcat-ezza*' is calqued from English '*marked-ness*'. Besides, calques may take the form of fixed phrasal expressions. For example, the English phrase '*marriage of convenience*' is calqued from the French phrase '*mariage de convenance*'.

Loan meaning extension is also another extremely common type of structural borrowing, which refers to copying a polysemy pattern of a donor language word into the recipient language. For instance, the English word '*head*' is used in a technical sense to refer to the main word in a syntactic phrase, and following this usage, the German word '*kopf*' (Eng. '*head*') is also used to refer to the main word in a syntactic phrase. The last

type of structural borrowing is loan creations, which refers to the words' formations processes that were inspired by a foreign concept but whose structures are not patterned on their expression by any chance. For instance, the German word 'umwelt' ('*um*'- '*welt*') (Eng. '*around-world*') was coined to render French word 'milieu' ('*mi*'- '*lieu*') (Eng. '*mid-place*') to refer to '*environment*' (Haugen, 1950: 219). In the previous examples, these words, according to Haugen, "may ultimately be due to contact with a second culture and its language, but...are not strictly loans at all" (1950: 220). However, if the meaning of the loan creation is an exact copy of the meaning of the model word, then it is a clear case of pure semantic borrowing (ibid).

Substantially, Haugen (1950) believed that loanwords are one of the most common phenomena in language contact and almost every language exhibits one or more forms of borrowing. In lexical borrowing, words are transferred from one language and integrated into another language. Furthermore, Haugen suggested a notable taxonomy to distinguish between different borrowed items:

1. **Loanwords** which involve copying both the form and the meaning.
2. **Loan-blends** which are those borrowed words where a copied part exists along with a native part.
3. **Loan-shifts** which show copying only of the meaning and include both loan-translation and semantic borrowing.

### **Motivations and Reasons Behind Loanwords**

In the field of contact linguistics, there are essentially two hypotheses about the motivations and reasons for the lexical borrowing, i.e., loanwords, in languages. The first hypothesis is called the '*deficit hypotheses*' and the second hypothesis is called the '*dominance hypothesis*' (Kachru, 1994). Kachru (1994:139) said that "the deficit hypothesis presupposes that borrowing entails linguistic '*gaps*' in a language and the prime motivation for borrowing is to remedy the linguistic '*deficit*', especially in the lexical resources of a language." Based on Kachru's point of view, loanwords are borrowed from other languages, i.e., the donor languages, because there are no equivalents of the borrowed words in the recipient language. For instance, some objects or creatures do not exist in certain places, hence their names are not part of the languages used in these places. As result, when there is a need to refer to these objects and creatures, the speakers of the recipient language tend to borrow their original names from the donor language/s. Such lexical borrowing applies also on cultural terms relating to food, dress, music, etc., which are peculiar to certain people, place, and environment. For example, English language does not have equivalents to several musical terms, thus terms such as '*soprano*' and '*tempo*' were borrowed from Italian. Similarly, culinary terms such as '*casserole*', '*puree*', and



‘*sauté*’ were borrowed from French (Jackson, 2002). Conversely, Czech language has borrowed words relating to Western culture and entertainment from English language. Besides, English sports terms such as ‘*hockey*’, ‘*football*’, and ‘*tennis*’ were also borrowed by Czech language. Equivalently, Japanese language has borrowed English sports terms such as ‘*golf*’, ‘*table tennis*’, and ‘*baseball*’. In addition, English terms for modern fashion and cosmetics were also borrowed by Japanese language (Ishiwata, 1986).

On the other hand, “the ‘*dominance hypothesis*’ presupposes that when two cultures come into contact, the direction of culture learning and subsequent word-borrowing is not mutual, but from the dominant to the subordinate” Higa (1979:378). Hence, according to the ‘*dominance hypothesis*’, borrowing loanwords is not necessarily done due to a lack of native equivalents in the recipient language or to fill lexical gaps, in fact loanwords are borrowed from the donor language because such words seem to have a high level of prestige –despite the availability of their native equivalents in the recipient language (ibid). A case of borrowing loanwords in accordance with ‘*dominance hypothesis*’ can be seen in a prolonged socio-cultural interaction between the ruling countries and the countries they governed. For instance, English language has borrowed a lot of loanwords and lexicon from other languages, approximately from 84 languages, with French (25%) being the most important donor. In addition, English borrowed thousands of loanwords from French in the 11<sup>th</sup> century and a great deal of these words became a part of the English lexicon (Kachru, 1994; Stockwell & Minkova 2001; Thomas 2007; Katamba 2004). Such linguistic dominance of the French language over English language has started in 1066, especially During the reign of William I, through which French started to represent a higher social and cultural status as French nobles took over from English officials and a result, many French words were incorporated into English language which was, at that particular time, the language used among the masses (Fennell, 2001). The French borrowed loanwords included words from politics and economics domains such as: ‘*labor*’, ‘*duke*’, ‘*market*’, and other words associated with fashion and style such as ‘*apparel*’, ‘*costume*’, and ‘*dress*’ (Barber 2000: 147; Alastair, 2005: 248).

Nevertheless, when the English-speaking countries later became very powerful and advanced, and they colonized many other countries around the world, English language became the most influential language in the world and hence other languages started to borrow English loanwords instead of lending their loanwords to English (Kachru, 1994). Similarly, Japanese has also an influence on English language. Many Japanese words, especially those associated with military action and war were incorporated into English language English lexicon such as: ‘*karate*’, ‘*kamikaze*’, and ‘*samurai*’, in addition to other words from various domains such as: ‘*kimono*’ and ‘*origami*’ (Evans, 1997). Comparably, Spanish, which is widely spoken in the USA; approximately 22,400,000 people use

Spanish as their second language, has similar influence on English language as well. Many Spanish words have entered the English lexicon since the 16<sup>th</sup> century such as ‘*barracuda*’, ‘*alligator*’, ‘*canoe*’, ‘*avocado*’, ‘*domino*’, ‘*cargo*’, ‘*cigar*’, ‘*tobacco*’, ‘*tornado*’, ‘*potato*’, ‘*vanilla*’, and ‘*tortilla*’ (Jackson & Ze Amvela, 2002: 40-41). Conversely, a great deal of Spanish loanwords borrowed into the Pilipino language in various domains such as religion, law and government, and social organization. Such influence was due to the Spanish 377-year colonialism of the Philippines (Bautista, 2004). Finally, another influence on English language, as well as many European languages, was made by Greek language. Bien *et al.* (2004: 189) said that “thousands of words from ancient Greek entered Latin and then passed from Latin to the Romance languages. Thousands more travelled directly from Greece, especially to France, and from there once again to England. And of course, medical science today continues to rely on Greek to name its procedures”. To sum up, and based on the previous mentioned examples, it must be noted that the number of borrowed loanwords as well as the domains of these loanwords are determined by the degree of influence of the donor languages on the recipient languages.

Usunier & Lee (2005) added that a word is borrowed into a new language if it is coherent with the incorporating environment and culture. Further, Campbell (2013) asserted that a recipient language normally borrows words from other donor languages either: 1) out of need, through which a new concept is acquired by contact with another group from the donor language and due to the need for a word that expresses this concept, hence this word is borrowed from the donor language along with the concept. This is why many words such as ‘*coffee*’ and ‘*tobacco*’ are used literally in many languages; or 2) out of prestige, especially if the donor language is associated with a higher status.

Haspelmath (2009: 50) confirmed that borrowing loanwords could also occur due to therapeutic reason in case the original word in the native language is unavailable. In addition, the lexical borrowing of loanwords, according to some academics could occur because of other reasons including: 1) cultural borrowing (borrowing of new words along with new concepts); 2) core borrowing (borrowing for reasons of prestige); 3) borrowing due to word taboo (in some cultures, there are strict word taboo rules, e.g. rules in some Australian languages that prohibit a certain word that occurs in a deceased person’s name, or a word that occurs in the name of a taboo relative (Dixon, 2002). In such cases, a language may acquire large parts of another language’s basic lexicon, so that its genealogical position is recognizable only from its grammatical morphemes (Comrie, 2000); and 4) borrowing for reasons of homonymy avoidance (Rédei, 1970) (if a word becomes too similar to another word due to sound change, the homonymy clash might be avoided by borrowing. Thus, it has been suggested that the homonymy of earlier English ‘*bread*’ (from Old English ‘*bræde*’ which means ‘*roast meat*’) and ‘*bread*’ (from Old



English ‘*bread*’ which means ‘*morsel*’, ‘*bread*’) led to the replacement of the first by a French loanword ‘*roast*’ (from Old French ‘*rost*’) (Burnley, 1992: 493).

Additionally, Fraser, K. (2019). Pointed out other reasons for borrowing loanwords. She said that borrowed loanwords result from the age of exploration in which new things were discovered from around the world and named from words taken from the local language. For example, the word ‘*Chimpanzee*’ was borrowed from the West African language Tshiluba, the word ‘*geyser*’ was borrowed from Icelandic, the word ‘*sauna*’ was borrowed from Finnish, and the word ‘*futon*’ was borrowed from Japanese. Similarly, words may be borrowed because there are no equivalents for them in the native language, even though the object or notion is well known. For example, the German word ‘*ohrwurm*’ (literally translated into English as ‘*ear-worm*’) which refers to a situation when a song or a tune is stuck in your head that you cannot get rid of. Fraser added that other loanwords may already have equivalent words for them in the native language, but the new loanwords which are borrowed could be more descriptive (e.g., ‘*entrepreneur*’) or they add a particular shade of meaning (e.g., the French words: ‘*scarlet*’ and ‘*vermillion*’) (ibid. 2019).

Generally, there are two main reasons for lexical borrowing of loanwords. Some academics refer to the terms ‘cultural borrowings’ and ‘core borrowings’ (Haspelmath & Tadmor 2009: 46-50) represented in the motives of ‘need’ and ‘prestige’ as the main reasons of the lexical borrowing of loanwords. Durkin (2009) and Haspelmath & Tadmor (2009) explained that the lexical borrowings of loanwords because of ‘need’, i.e., ‘cultural borrowing’, is meant to fill a lexical gap and it occurs when a new concept appears which does not have an equivalent or a name in the borrowing language yet. For example, such motive leads to lexical borrowing of many loanwords into English language in the Late Modern English period (Approx. 1700-1945.) in which the highest number of new loanwords were recorded, as the “society became increasingly complex and the growth of vocabulary correspondingly great, with many new words in the fields of finance, politics, the arts, fashion and much else” (Barber, *et al.* 2009: 231). For instance, the word ‘*schadenfreude*’ is a case lexical borrowing of a new loanword into the English. In fact, this word was borrowed because a name for such phenomenon was completely missing in the English language at that time (Stanforth, 1996 in Grabmann, 2015). On the other hand, the lexical borrowings of loanwords because of ‘prestige’, i.e., ‘cultural borrowing’, occurs because of ‘prestige’, i.e., ‘core borrowing’. Actually, it “occurs in a context where the donor language has a particular status in any of various social or cultural situations [...]” (Durkin, 2009: 143). In this particular case, an already existing word in a recipient language is substituted by a word from a donor language to achieve its prestige, to provide a ‘foreign’ flavor” (Howard, 2002: 122 in Grabmann, 2015). For example, in the Early Modern English period (Approx. 1500-1700) “[i]t was argued that English lacked the prestige of

French and Latin as a language of learning and literature. English was ‘*rude*’ and ‘*barbarous*’, inexpressive and ineloquent, and it did not have the technical vocabulary required in specialized domains of language use, for example in medicine” (Lass, 1999: 358). This is the reason why many French and Latin words were borrowed into English at that time.

Finally, the process of loaning words can go in both directions between languages when they are in contact. However, Darwish (2015) stated that there is an asymmetry where more words go from one side to the other. Based on the history of loaning, there are many factors that influence the matter of loaning; these factors could be cultural, scientific or political.

### **Loanwords, Substrate, and Superstrate**

Sometimes, the terms ‘*substrate*’ (or *substratum*- plural: *substrata*) and ‘*superstrate*’ (or *superstratum*- plural: *superstrata*) are often used to denote cases of loanwords (Weinreich, 1979). According to Weinreich, when two languages interact, the native speakers of a certain source language (*the substrate*) are somehow compelled to abandon it for another target language (*the superstrate*) (ibid, 1979). In other words, when one language succeeds another, the succeeding language is labeled as a ‘*superstratum*’ and the earlier language is labeled as a ‘*substratum*’. In fact, a substratum is defined as a language that influences an intrusive language which supplants it. The term is also used of substrate interference, i.e., the influence the substratum language exerts on the replacing language. On the other hand, superstratum refers to the influence a socially dominating language has on another, receding language that might eventually be relegated to the status of a substratum language.

Both substratum and superstratum are considered as types of linguistic interference (also known as language transfer, linguistic interference, and cross-linguistic influence: which includes the application of linguistic features from one language to another by a bilingual or multilingual speaker. Language transfer may occur across both languages in the acquisition of a simultaneous bilingual, from a mature speaker's first language (L1) to a second language (L2) they are acquiring, or from an L2 back to the L1 (Bransford, Brown, & Cocking, 2000).

Examples on substratum and superstratum include the Japanese language consists of an Altaic (a language family that includes the Turkic, Mongolian and Tungusic language families and possibly also the Japonic and Koreanic languages) superstratum projected onto an Austronesian (a language family, widely spoken throughout Maritime Southeast Asia, Madagascar, the islands of the Pacific Ocean, and in Taiwan by Taiwanese

aborigines) substratum (Benedict, 1990). Another example is the influence of the Altaic superstrate on the varieties of Chinese spoken in Northern China (which is one of the two approximate mega-regions within China), although in this particular example. the superstratum refers to influence, not language succession (McWhorter, 2007). The last example is the case of the international scientific vocabulary (ISV) coinages from Greek and Latin roots adopted by European languages (and subsequently by other languages) to describe scientific topics (sociology, zoology, philosophy, botany, medicine, all ‘-logy’ words, etc.) can also be termed a superstratum. Actually, the suffix ‘-logy’ in the English language, which means ‘the study of ...’, ‘science or academic field’, and/or ‘a branch of knowledge’, and through the years, the suffixes ‘-logy’ and ‘-ology’ have come to mean, "study of" or "science of", is used with words originally adapted from Ancient Greek roots ending in ‘-λογία / -logia) (English-Word Information, 2020).

On the same line and for more clarification, Hock & Joseph (1996), and stated that there are three types of relative social status of the participants in a lexical borrowing event of a loanword, namely: 1) adstratum, 2) superstratum and 3) substratum. Hock & Joseph mentioned that ‘*adstrata*’ is the case when a language comes into contact with another language which roughly is equal to its social status. Further, ‘*adstratal relationships*’ between languages are the most likely to give rise to borrowing of “everyday-life vocabulary, even basic vocabulary” (ibid:274). Whereas the cases of ‘*superstratum*’ (a high prestige language) and a ‘*substratum*’ (a low prestige language) occur respectively when contact happen between two socially imbalanced languages (ibid: 274). In other words, when a superstratum serves as the donor language, prestige borrowings almost always imply an imbalanced relationship between the donor and the recipient language. Hock & Joseph added that when the donor language is the superstratum, then its loanwords tend to belong to the more prestigious domains of the lexicon, and their connotations tend to be equally highly esteemed (1996). Epps (2014: 585) gave an example on the previous mentioned case. Epps mentioned that loanwords for animal meat such as ‘*mutton*’, ‘*poultry*’ and ‘*pork*’ were borrowed from the Norman French into Middle English, and till these days, the borrowed loanwords still exist in parallel with the inherited words for the animals themselves, i.e., ‘*sheep*’, ‘*hen*’ and ‘*pig*’. On the other hand, when the donor language is the substratum, then its loanwords tend to be less uniform in this respect as the borrowing of loanwords from a substratum is usually limited to the ‘*need*’ purpose, often with derogatory connotations looking at it from a different angle. in other words, a need borrowing merely implies that the speakers of the recipient language are becoming familiar with a new concept of some kind and can thus involve both an ‘*adstratal*’ or a ‘*super*’ vs. ‘*substratal*’ relationship. Epps asserted that “the source of the loan is likely to represent the source of the concept”, and that “where loans have replaced pre-existing terms, they

are likely to indicate the social importance of the corresponding concept in the interaction” (2014:580).

### **Loanwords and Cognates**

Loanwords are in contrast to cognates (also called lexical cognates), which are defined as words in two or more languages that are similar because they share an etymological origin, i.e., a word is considered cognate with another if both are derived from the same word in an ancestral language. For example, the word ‘*gratitude*’ in English means the same as ‘*gratitud*’ in Spanish (both coming from the Latin word ‘*gratitudo*, which means ‘*thankfulness*’. Another example is the English words ‘*dish*’ and ‘*desk*’ and the German word ‘*Tisch- table*’ are cognates because they all come from Latin ‘*discus*’, which relates to their flat surfaces (Crystal, 2011; Rubén, 2011; Vocabulary, 2020). In fact, the word ‘cognate’ is derived from the Latin noun ‘*cognatus*’, which means ‘*blood relative*’ (*The American Heritage Dictionary of the English Language*, 2020).

There are other cases in which cognates may have different or even opposite meanings although, to some extent, they have an indirect connection between them and they look or sound similar or/and having similar sounds or letters, yet they differ significantly in meaning and have different meaning. For example, the English word ‘*embarrassed*’ and the Spanish word ‘*embarazada*’, which means ‘*pregnant*’ seem to be cognates but in fact, they have different meaning. The cognates in these cases are called ‘*false friends*’ (Chamizo-Domínguez, 2008). Furthermore, in other cases, the cognates sound similar, but do not come from the same root, i.e., they have different etymologies. For example, the English ‘*much*’ and the Spanish word ‘*mucho*’ have similar meaning but a completely different Proto-Indo-European roots. The cognates in these cases are called false cognates (Rubén, 2011).

### **Loanwords and Calques**

Loanwords are also in contrast to calques (also known as loan translation), which involve literal word-for-word or root-for-root translation of the components of a borrowed word or phrase from another language, so as to create a new lexeme in the target language. In fact, the term ‘*calque*’ itself is a French loanword ‘*calque*’ which means ‘*tracing*’, ‘*imitation*’, and ‘*close copy*’ (Weston, 2016; Knapp, 2011). According to Durkin (2009: 135), calques or (loan translations) “show replication of the structure of a foreign-language word or expression by use of synonymous word forms in the borrowing language [...]”. This means in other words, that the borrowed word receives a more or less literal translation.

There are many examples in English of common phrases that are calques, translated from other languages. An "Adam's apple," for example, is a calque of the French *pomme d'Adam*, and "beer garden" is a calque of the German *Biergarten*. In both cases, the English phrases came from a direct, literal translation of the original (Vocabulary, 2020).

The following are examples on calques in English from several languages: 1) from French origin: 'Adam's apple' – 'pomme d'Adam', 'Bush meat' – 'viande de brousse', 'Flea market' – 'marché aux puces', 'Marriage of convenience' – 'mariage de convenance', 'crime of passion' – 'crime passionné'; 2) from German origin: 'Antibody' – 'Antikörper', 'Concertmaster' – 'Konzertmeister', 'Intelligence quotient' – 'Intelligenzquotient', 'Loanword' – 'Lehnwort'; 3) From Latin origin: 'Commonplace' – 'locus communis', 'Devil's advocate' – 'advocātus diaboli', 'Wisdom tooth' – 'dēns sapientiae'; From Spanish origin: 'Fifth column' – 'quinta columna', 'Killer whale' – 'ballena asesina', 'Moment of truth' – 'el momento de la verdad'. On the other hand, many calques found in many languages come from English such as: 1) French: 'disque dur' – 'hard disk', 'carte mère' – 'motherboard', 'en ligne' – 'online', 'disque compact' – 'compact disc', 'média de masse' – 'mass media'; 2) Spanish: 'escuela alta' – 'high school', 'grado (de escuela)' – 'grade (in school)', 'tarjeta de crédito' – 'credit card'; 3) Italian: 'aria condizionata' – 'air conditioned', 'fine settimana' – 'week-end' (Harper, 2020; Detreville, 2015; Fruyt, 2011; HMC, 2001; Houghton Mifflin Harcourt, 2019). Another good example for a calque presented by Scheler (1977: 89) is the word 'loanword' itself which comes from the German word 'Lehnwort' ('Lehn' from 'leihen' = 'lend' + 'wort' = 'word').

It is worth mentioning that the process of calquing is distinct from the phono-semantic matching process in a way that calquing includes semantic translation, i.e., additional meanings of the source word are transferred to the word with the same primary meaning in the target language. On the other hand, phono-semantic matching consists of phonetic matching in which the approximate sound and meaning of the original word or expressions which are originally borrowed from the source language are retained phonetically and semantically by matching them with similar-sounding pre-existing words or morphemes in the target language (Bloomfield, 1933)

An example on Phono-semantic matching is the Arabic word 'أرضي شوكي' - *ardī shawktī* which means 'artichoke'. Historically, the Arabic word that was used for 'artichoke' was 'الخرشوف' - 'al-khurshūf', but later on the word was phono-semantically matched into the Arabic word 'أرضي شوكي' - *ardī shawktī* consisting of 'أرضي' - *ardī* (earthly) and 'شوكي' - *shawktī* (thorny) (Zuckermann, 2009).

### Other Linguistic Borrowing Phenomena Caused by Language Contact



Although this work is primarily concerned with loanwords, however it will be useful to consider briefly a range of other borrowing phenomena that are more or less closely related to loanwords. It should also be emphasized that in addition to loanwords, it is typical that language contact can also lead to the development of a range of other linguistic borrowing phenomena such as:

- 1) Language convergence: which is defined as a type of linguistic change that occurs in geographic areas (referred to as linguistic areas) in which a mutual process that results in changes in all the languages involved, i.e., languages come to structurally resemble one another as a result of prolonged language contact and mutual interference between two or more unrelated languages (i.e., not from the same language family) in contact (Crowley & Bower, 2010; Thomason, 2001). Further, as a result of language convergence, certain linguistic features are become shared by linguistic groups in a linguistic area. Such features are called areal features (Crowley & Bower, *ibid*). For example, the case of convergence in the Khuzestani Arabic (abbreviated as Kh. Arabic: a dialect of Gelet (Southern) Mesopotamian Arabic spoken by the Iranian Arabs in Khuzestan Province of Iran). On this case, Persian, the official language in Iran and the dialect of Arabic spoken in Khuzistan province to the south of Iran have been in a very close contact for a long time. As a result of such contact, different kinds of changes have occurred in the Khuzestani Arabic, including a series of linguistic changes in this dialect such as changes in the Kh. Arabic's noun-noun and noun-adjective attribution constructions, definiteness marking, complement clauses, word order, discourse markers and connectors (Shabibi, 2004).
- 2) Language shift (also known as language transfer or language replacement): is defined as the replacement of one language by another language as a result of their contact. Hence, the speech community shifts to a different language, usually over an extended period of time and which sometimes leads to language endangerment or extinction. Such replacement often occurs when one of the two languages has a higher social position (prestige), i.e., one of the two languages in contact is perceived by its own speakers to be higher status stabilize or spread at the expense of the other language that is perceived by its own speakers to be lower-status (Bastardas-Boada, 2007: 2019). An example on the language shift is the shift which took place in Ireland, roughly between the early 17th century and the late 19th century. The shift from the original language of the vast majority in Ireland, Irish, to English, a language which was imported to Ireland in the late 12th century and which is now (early 21st century) became the dominant language of over 99% of the Irish population, in both the north and south of the country (Hickey, 2010). Another example is the language shift that took place in Egypt after the Arab

conquest in the 7th century. The shift from the original language, the Coptic language (a descendant of the Afro-Asiatic Egyptian language), to Arabic language. Coptic language was in decline in usage since the 7th century till the 17th century. Eventually, Arabic is now the dominant language of the majority of the Egyptian population and Coptic language is today mainly used by the Coptic Church as a liturgical language.

- 3) Creolization: which is defined as the process through which a stable natural language develops from the simplifying and mixing of different languages into a new language within a fairly brief period of time. As a result of such mixing, a pidgin language is often evolved into a full-fledged language that is often characterized by a tendency to systematize their inherited grammar and it is also characterized by a consistent system of grammar, possess large stable vocabularies, and are acquired by children as their native language and primary language and at the same time it is used by adults for use as a second language (McWhorter, 2005; Louis-Jean, 2006; Sebba, 1997). A pidgin is defined as is a grammatically simplified means of linguistic communication that is developed and constructed by impromptu or by convention between two or more groups who came from a multitude of languages' backgrounds and whom do not have a language in common but they reside in the same country. Yet, a pidgin is not considered as the native language of any of the speech communities that use this language, but instead, they learn it as a second language and a common language between various linguistic groups within the same linguistic society and most commonly employed in situations such as trade (Muysken & Norval, 2008; Bickerton, 1976). For example, the Bimbashi Arabic (also known as the 'Mongallese' or the 'soldier Arabic'), which is an Arabic pidgin which was developed among military troops in Anglo-Egyptian Sudan and was popular from 1870 to 1920. Further, this pidgin was later developed and branched into three languages: Turku in Chad, Ki-Nubi in Kenya and Uganda, and Juba Arabic in South Sudan (Hammarström, et al., 2017).
- 4) Relexification: which is defined as a form of language interference and a form of a spontaneous second language acquisition in which much or all of the lexicon, including basic vocabulary, of one language are replaced with the lexicon of another language, without drastically changing the relexified language's grammar, i.e. the original language remains intact. In other words, a language takes the great majority of its lexicon from a superstrate or a target language (also called the 'lexifier') while its grammar comes from the substrate or source language. In conclusion, within the framework of relexification, a gradual relexification of the native or source language with target-language vocabulary. Besides, after relexification is completed, native language structures alternate with structures acquired from the target language (DeGraff, 2002; Bakker, 1997; Crystal, 2008;

Campbell & Mixco, 2007). For example, the Haitian creole lexical item looks like French, but works like the substratum language(s) and was central in the development of Haitian Creole and that is due to the replacement of the phonological representation of a substratum lexical item with the phonological representation of a superstratum lexical item. This happens when the speakers of Haitian and Fon languages (Fon language is a language spoken mainly in the Republic of Benin in West Africa by approximately 1.7 million speakers), especially by the Fon-speaking African slaves, relexified their language with French vocabulary, and because of the underlying similarities between Haitian and Fon languages, a Haitian mixed language has arisen through relexification (Lefebvre, 2004). Finally, it must be noted that the process of relexification differs from the process of lexical borrowing, by which a language merely supplements its basic vocabulary with loanwords from another language.

- 5) Diglossia: diglossia refers to those situations in which two or more language varieties are used differently by the same speakers under different conditions and within a single geographical area. It was initially used in connection with a society that recognized two or more languages for internal (intra-societal) communication (Fishman, 1965). According to Richard (2018) in diglossic situation, two distinct varieties of a language are spoken within the same speech community. Richard added that there are several types of diglossia, such as: '*bilingual diglossia*', in which one language variety is used for writing and another for speech, and '*bidialectal diglossia*', in which people who speak the same language can use two dialects, based on their surroundings or different contexts where they use one or the other language variety. In fact, the use of separate codes within a single society depends on each code's serving a function distinct from those considered distinct for the others. This separation was most often along the lines of high (H) and low (L) languages (Fishman, 1965). In a bit wider definition of diglossia, it can also include social dialects, even if the languages are not completely separate, distinct languages. In this wider definition of diglossia, the two languages can also borrow words from each other. An example of a diglossic community is the United States, in which speakers of dialects such as the African American Vernacular English (also known as '*Black Vernacular*', and colloquially as '*Ebonics*'), which is the variety of English natively spoken, particularly in urban communities, by most working- and middle-class African Americans, Chicano English (also known as '*Hispanic Vernacular English*': an imprecise term for a nonstandard variety of the English language influenced by the Spanish language and spoken as a native dialect by both bilingual and monolingual speakers), and Vietnamese English (also known as '*Vietglish*' or '*Vietnaminglish*', which is an informal term for a mixture of elements from Vietnamese and English. This variety is found in immigrant



communities in Majority-English-speaking countries. Borrowed English words are also commonly used in everyday Vietnamese both inside and outside Vietnam in informal contexts) also function in a diglossic environment (Richard, 2020: Richard, 2018).

- 6) Mixed languages: language contact and language interference can also lead to the development of a mixed language. In this particular case, according to Matras & Bakker (2008), a language arises among a bilingual group combining aspects of two or more languages but not clearly deriving primarily from any single language. A mixed language differs from a creole or pidgin language in that, whereas a mixed language typically is aroused and formed by a linguistic community that is fluent in both of the source languages and in which the population tend to inherit much more of the complexity (grammatical, phonological, etc.) of their parent languages, creoles/pidgins are aroused and formed by communities lacking a common language. Actually, creoles/pidgins begin as simple languages and then develop in complexity more independently. It is sometimes explained as bilingual communities that no longer identify with the cultures of either of the languages they speak, and seek to develop their own language as an expression of their own cultural uniqueness (Viveka, 2015). An example on mixed languages is the case of ‘Cypriot Arabic’ and ‘Cappadocian Greek’. Both Cappadocian Greek and Cypriot Maronite Arabic are cases of mixed languages in which the Cappadocian Greek has witnessed an extreme borrowing from Turkish, including Turkish vocabulary, function words, derivational morphology, and some borrowed nominal and verbal inflectional morphology. Meanwhile, the Cypriot Maronite Arabic has witnessed an extreme borrowing from Greek, including Greek vocabulary and consequently Greek morpho-syntax. As for the Cypriot Maronite Arabic, (also known as ‘Cypriot Arabic’), it is an endangered language (also known as moribund variety) of Arabic spoken by the Maronite community in the Republic of Cyprus. The Maronite community members’ ancestors are originally from Lebanon, but their ancestors migrated to Cyprus during the Middle Ages. A percentage of the Maronite Cypriots’ community traditionally speak a Cypriot Arabic dialect which is a combination of Arabic, Turkish and Greek (Hammarström, et al, 2017). Being fluent in this mixed language variety goes along with Maronite Cypriots’ fluency in Cypriot Greek which they also speak bilingually, side by side with Cypriot Arabic. On the other hand, the Cappadocian Greek is a mixed language spoken in Cappadocia which is located in the Central Anatolia in Turkey. Cappadocian Greek originally diverged from the Byzantine Empire’s Medieval Greek. But after the Seljuq Turk victory in the battle of Manzikert, which was fought between the Byzantine Empire and the Seljuk Empire on 26 August 1071, as well as due to the following population exchange between Greece and Turkey in the 1920s, all

Cappadocian Greeks were forced to emigrate to Greece and resettled there, and as a result, the Cappadocians rapidly shifted to Standard Modern Greek and their language was thought to be extinct since the 1960s (Janse, 2016; Van Dam, 2002). Lastly, it can be stated that the two languages have evolved out of intense language contact, extensive bilingualism, and a strong pressure for speakers to shift to the dominant language. Besides, the social context in which Cappadocian Greek and Cypriot Maronite Arabic arose largely, and since they are socially different, this contributes to identifying them closely with mixed languages and distinguishing them from pidgins and creoles.

In light of the above mentioned linguistic borrowing phenomena, and in addition to loan words, calques or other types of borrowed material, the most common products of language contact and language interference are pidgins, creoles, code-switching, hybrid languages, and mixed languages. Another common product of language contact and language interference is the development of new languages which occurs when people without a common language interact closely. This can lead to the development of a pidgin, which may eventually become a full-fledged creole language through the process of creolization. However, some linguists believe that it is not necessary that a creole needs to be emerged from a pidgin.

In other cases, the influence of languages in contact and language interference can go deeper in a way that there might be an adoption or exchange of even basic characteristics of a language such as morphology and grammar. For example, Newar language (also known as '*Newari*'); which is spoken by the Newar people, the indigenous inhabitants of Nepal, is a Sino-Tibetan language (a family of more than 400 languages, including the Chinese languages, Burmese, Tibetic languages, languages spoken in the Himalayas, the Southeast Asian Massif, and the eastern edge of the Tibetan Plateau, etc.), distantly related to Chinese but has had so many centuries of contact with neighboring Indo-Iranian languages that it has even developed noun inflection (also called inflexion; which is a process of word formation in which a word is modified to express different grammatical categories such as tense, person, number, gender, etc., using affixation, including prefix, suffix. For example, most English nouns are inflected for number with the inflectional plural affix '-s', as in '*cat*' - '*cat-s*', and English also inflects verbs by affixation to mark the present participle with '*-ing*') (Crystal, 2008). Such development of noun inflection in the previous mentioned case is a trait that is typical of the Indo-European family (a large language family native to western and southern Eurasia. It comprises most of the languages of Europe together with those of the northern Indian subcontinent and the Iranian Plateau) but rare in Sino-Tibetan. It has absorbed features of grammar as well such as verb tenses (Winford, 2002; Thomason & Kaufman, 1988).

According to Hadzibeganovic, Stauffer & Schulze (2008), when speakers of different languages within the same linguistic community interact closely, it is typical that the used languages would influence each other. Language contact can occur at language boundary (also known as ‘*language borders*’); a term that is used to imply the lack of mutual intelligibility between two languages which are separated with a line between each other, i.e. the language boundary line. Hence, language contact can occur if two adjacent languages or dialects are mutually intelligible, no firm language boundary will be developed, and hence the two languages will continue to exchange linguistic inventions. Such influence will occur between *adstratum* languages, or as the result of migration, with an intrusive language acting as either a *superstratum* or a *substratum*. As for the stratal influence, when language shift occurs, the language that is replaced (known as the substratum) can leave a profound impression on the replacing language (known as the superstratum), when people retain features of the substratum as they learn the new language and pass these features on to their children, leading to the development of a new variety (Gooden, 2019; Hadzibeganovic, Stauffer & Schulze, 2008). For example, the Latin that came to replace local languages in present-day France during Roman times was influenced by Gaulish (an ancient Celtic language that was spoken in parts of Continental Europe before and during the period of the Roman Empire, i.e., (the post-Republican period of ancient Rome: 27 BC – 286 AD). In the narrow sense, Gaulish was the language spoken by the Celtic inhabitants of Gaul (modern-day France, Luxembourg, Belgium, most of Switzerland, Northern Italy, as well as the parts of the Netherlands and Germany on the west bank of the Rhine) and Germanic languages (a branch of the Indo-European language family spoken natively by a population of about 515 million people, mainly in Europe, North America, Oceania and Southern Africa. The most widely spoken Germanic language, English, is the world's most widely spoken language with an estimated 2 billion speakers. All Germanic languages are derived from Proto-Germanic, spoken in Iron Age Scandinavia (Hammarström, et al. 2017)). The distinct pronunciation of the Hiberno English dialect spoken in Ireland comes partially from the influence of the substratum of Irish. Outside the Indo-European family, Coptic (also known as Coptic Egyptian is the latest stage of the Egyptian language, a northern Afro-Asiatic language that was developed during the Greco-Roman period of Egyptian history and was spoken until at least the 17th century); the last stage of ancient Egyptian, is a substratum of Egyptian Arabic (Emile, 1991).

It is worth mentioning that in other cases, there might be a non-mutual influence during languages’ contact and languages’ interference, i.e., the change as a result of contact and interference is often one-sided. For example, Chinese has had a profound effect on the development of Japanese, but Chinese remains relatively free of Japanese influence other

than some modern terms that were re-borrowed after they were coined in Japan and based on Chinese forms and using Chinese characters. Another example is Hindi language in India which has been influenced by English, and loanwords from English are part of its everyday vocabulary.

Admittedly, languages' contact and languages' interference can also lead to linguistic hegemony, in which a language's influence widens as its speakers grow in power. Chinese, Greek, Latin, Portuguese, French, Spanish, Arabic, Persian, Sanskrit, Russian, German, and English have each seen periods of widespread importance and have had varying degrees of influence on the native languages spoken in the areas over which they have held sway. Within the framework of hegemony, a state has a political, economic, or military predominance or control over other states. Sometimes, the term 'linguistic imperialism', which is related to the concepts of colonialism, is also used to refer to Linguistic hegemony, as in both cases, a transfer of a dominant language takes place to other people (Bisong, 1995: 1994). This language transfer comes about because of imperialism, which is defined as the policy or ideology of extending the supreme power, sovereignty, rule or authority of an empire or nation over foreign countries, or of acquiring and holding colonies and dependencies for extending political and economic access, power and control, through employing hard power especially military force, but also 'soft power' which involves shaping the preferences of others through appeal and attraction (Gilmartin, 2009; Magnusson, 1991; Edward, 1994). Bisong (1995: 1994) added that the transfer of a dominant language takes place in reach of a demonstration of military power, economic power, and within the dominance of culture which is usually transferred along with the language.

In addition to what has been said, the influence of languages in contact and language interference can be seen through how the internet, along with previous influences such as radio and television, telephone communication and printed materials during and since the 1990s, where has changed and expanded the ways that languages can be influenced by technology and by each other and (Nazaryan & Gridchin, 2006). Finally, there is another undeniable fact that languages' contact and languages' interference can cause a dialectal and sub-cultural change, in which some forms of language contact affect only a particular segment of a speech community. Consequently, change may be manifested only in particular dialects, jargons, or registers. For example, South African English has been significantly affected by Afrikaans in terms of lexis and pronunciation, but the other dialects of English have remained almost totally unaffected by Afrikaans other than a few loanwords (Gooden, 2019; Mufwene, 2001).

## Conclusion

The current research paper discussed the phenomenon of loanwords in light of a range of other borrowing phenomena that are more or less closely related to loanwords and which are all resulted from the occurrence of language contact. The study concluded that all languages borrow words from other languages with which they come in contact and ‘*loanwords*’ represent one of other various outcomes of such contact. Besides, in case of a higher level of contact between languages, this can lead to other phenomena such as structural borrowing and convergence between nonaffiliated languages which can further lead to language shift.

The study also concluded that loanwords, which make up the most frequent type of lexical borrowing, can work as a connection bridge between the recipient language to the donor language. In fact, borrowing loanwords, which is an inevitable consequence of the contact between languages, allows any recipient language to expand its vocabulary, in addition to utilizing other word-formation processes such as: derivation, compounding, blending and clipping. However, the loanwords borrowed from any donor language have to undergo certain processes to make them fit appropriately into the recipient language. These processes include: 1) a process of adaptation, in which non-native phonemes are substituted to fit the recipient language’s sound structure. Actually, loanwords adaptation involves the phonological and morphological transformation of foreign items to fit the grammatical system of the recipient language. However, the extent to which loanwords conform to the recipient language differs from one language to another. In other words, loanwords might adhere to the recipient language system of phonology and morphology in some respects, but they might conflict with other patterns. 2) a process of accommodation, in which phonological patterns are modified according to the phonological rules of the recipient language.

However, during the processes of loanwords’ integration and adaptation (the terms ‘*integration*’ and ‘*adaptation*’ are used interchangeably in this research paper), sometimes the loanwords that are borrowed from the donor language have certain properties such as the phonological properties (i.e., the phonetics and phonemics of the language), the orthographic properties (i.e., the representation of the sounds of a language by written or printed symbols), the morphological properties (i.e., the system of word-forming elements and processes in a language) and syntactic properties (i.e., the part of grammar dealing with how the linguistic elements, such as words, are put together to form constituents, such as phrases or clauses), and these properties do not fit into the system of the source language (the recipient language). Hence, these unfitted loanwords often undergo changes to allow them fitting into the recipient language. These changes are called loanwords’ integration (or loanwords’ adaptation.) Nevertheless, the degree of adaptation and/or integration of the loanwords may vary in various cases depending on many factors such as the age of the

borrowed loanwords, the recipient language speakers' knowledge of the donor language, and their attitude toward it. For example, if the borrowed loanwords are recent and donor language is well-known among the speakers of the recipient language, then those speakers may choose to borrow certain inflected forms from the donor language instead of adapting the borrowed words in pronunciation. Admittedly, the term '*foreignisms*' is used to refer to loanwords that are not capable of being adapted to the recipient language's system

In addition, the process of borrowing loanwords, which often entails a certain amount of bilingualism, includes taking over and/or transferring new lexical items from other languages or other languages' varieties, by means of contact, together with the concepts and ideas they stand for, and adopt/incorporate them into the recipient language, i.e., the original native language, without translation.

The results provided from this present study also showed that there are different levels to which a borrowed loanword from the donor language become assimilated into the recipient language. In addition, the level of such assimilation depends on two factors; time and usage, in a way that the longer since the loanword was borrowed from the donor language and the more it is used by the speakers of the recipient language, the greater its degree of assimilation and familiarity.

Additionally, the study concluded that there are several motives and reasons lying behind the adaptation of loanwords in the recipient language, such as: 1) borrowing loanwords due to the linguistic '*deficit*' and the linguistic '*gaps*' in the lexical resources of a language. Thus, loanwords are borrowed from other languages, i.e., the donor languages, because there are no equivalents of the borrowed words in the recipient language; 2) borrowing loanwords due to the high level of dominance of the donor language over the recipient language and due to the high level of prestige of the donor language's words comparing their equivalents in the recipient language. Which means that despite the availability of the native equivalents of the borrowed loanwords in the recipient language, however due to their prestigious status, loanwords from the donor language are borrowed. In fact, the amount of borrowed loanwords as well as the domains of these loanwords are determined by the degree of influence of the donor languages over the recipient languages, especially if the donor language is associated with a higher status; 3) borrowing loanwords due to phonetical/phonological, morphological, graphical or semantical reasons; 4) some loanwords are borrowed into a new language if they are coherent with the incorporating environment and culture of the recipient language; 5) borrowing loanwords from other donor languages out of need, through which a new concept is acquired by contact with another group from the donor language and due to the need for a word that expresses this concept, hence this word is borrowed from the donor language along with the concept; 6)



borrowing loanwords due to therapeutic reason in case the original word in the native language is unavailable; 7) the cultural borrowing of loanwords, in which new words are borrowed into the recipient language along with new concepts that are borrowed from the donor language; 8) borrowing loanwords due to the high level of tabooeness of the already existed native words, hence the recipient language may acquire large parts of the donor language's basic lexicon, so that its genealogical position is recognizable only from its grammatical morphemes; 9) borrowing loanwords due to the homonymy avoidance as in some cases, a word becomes too similar to another word due to sound change, hence the homonymy clash might be avoided by borrowing new loanwords from other donor languages; and 10) borrowing loanwords as a result from the age of exploration in which new things, objects or notions were discovered from around the world and named by words taken from their original local language since there are no equivalents for them in the recipient language/s.

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## A Study of English Speaking for Oral Presentation of the Bachelor of Arts Fourth Year Students of Mahachulalongkornrajavidyalaya University Chiang Mai Campus at Muang of Chiang Mai in Thailand

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### **Abstract**

The paper aims to know the situation of the target students and its problems related so that to seek for the solution to cope with to improve their English Oral Presentation and to be applicable for the similar scenarios, especially, those in the Buddhist Universities in South East Asia. In the context, it is found that anxiety and shyness are the key factors of the issue.

**Keywords:** oral presentation skill, English speaking skills, International students, Buddhist University, EFL

### **1. Introduction**

This study investigates the ability and development in using English oral presentation of the fourth-year students, majoring in English (English Program) Mahachulalongkornrajavidyalaya University or MCU (Chiang Mai Campus)—the target students.

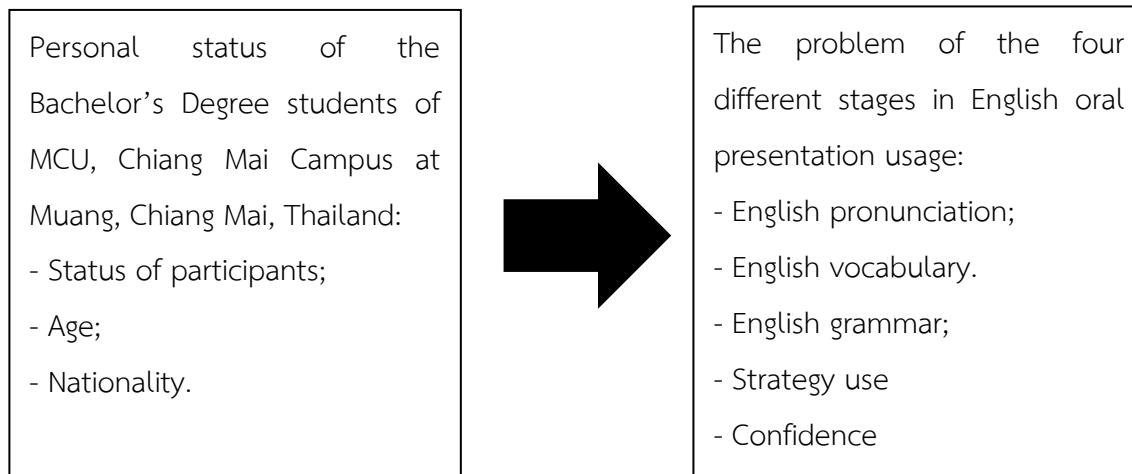
- (1) To study English presentation of the target students.
- (2) Identify factors contributing to the problems of oral presentation among the students in English speaking classes.
- (3) To trigger the problems so as to improve that.

### **2. Conceptual Framework**

## FIGURE 2.1 ILLUSTRATE CONCEPTUAL FRAMEWORKS

(Independent Variables)

(Dependent Variables)



### 3. Methodology

#### A QUESTIONNAIRE

##### **A Study of English Speaking Skill for Oral Presentation of Bachelor of Arts Fourth Year Students (International Program) at MCU.**

**Instruction:** Please provide information needed and put a mark-sign ☒ in the blanks are given below:

Always	5
Very often	4
Fairly often	3
Sometimes	2
Almost never	1

#### **Part I:** Personal information of the participants

##### 1. Status of participants

☐ Monk ☐ Novice ☐ Laity

##### 2. Nationality

☐ Thai ☐ Myanmar ☐ Vietnamese  
☐ Bangladesh ☐ Lao ☐ Indian

##### 3. Age\_\_\_\_\_

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- ☐ Lower 20 years  
☐ Between 31-40 years

- ☐ Between 20-30 years  
☐ 40 years up

**Part II:** English pronunciation problem

**Instruction:** Please provide information needed and put a mark-sign (/) in the blanks are given below:

No	Questions	(5) Always	(4) Very often	(3) Fairly often	(2) Some Times	(1) Almost never
1	You have troubles in pronunciation while speaking English.					
2	You have never had a pronunciation problem.					
3	A native speaker of English understands your English pronunciation.					
4	When you communicate with an English native speaker, you have never felt shy about your pronunciation.					
5	You can understand the pronunciation spoken by native English speakers.					



**Part III: English vocabulary problem**

**Instruction:** Please provide information needed and put a mark-sign (/) in the blanks are given below:

No	Questions	(5) Always	(4) Very often	(3) Fairly often	(2) Some times	(1) Almost never
1	You have an adequate English vocabulary for effective speaking.					
2	You have never had a vocabulary problem.					
3	You can guess the meaning of new vocabularies.					
4	When you do oral presentation, you confidently use vocabularies.					
5	When you are preparing a speech, you feel anxious about your ability to use English vocabularies.					

**Part IV English grammar problem**

**Instruction:** Please provide information needed and put a mark-sign (/) in the blanks are given below:

No	Questions	(5) Always	(4) Very often	(3) Fairly often	(2) Some times	(1) Almost never
1	You speak English according to English grammar correctly.					

2	You confused when you have to think of grammar while I am speaking.					
3	Does English grammar effect your English speaking skill?					
4	English grammar is not important. I need to understand and communicate well.					
5	You're not too serious with English grammar, when I am speaking.					

#### **Part V** Lack of confidence problem

**Instruction:** Please provide information needed and put a mark-sign (/) in the blanks are given below:

No	Questions	(5) Always	(4) Very often	(3) Fairly often	(2) Some times	(1) Almost never
1	You feel shy when you are standing in the front of many audience.					
2	You fear to make some speaking mistake.					
3	You feel nervous when audience looking at you.					
4	You don't know how to get audience's attention.					
5	You feel shaky when you are presenting your topic.					

**Part VI** The strategy use of speaking skill for oral presentation

**Instruction:** Please provide information needed and put a mark-sign ☒ in the blanks given.

No	Questions	(5) Always	(4) Very often	(3) Fairly often	(2) Someti mes	(1) Almost never
1	How much do you have confidence when you do oral presentation?					
2	How much are you yourself when you do oral presentation?					
3	Do you smile to your audience in order to gain their attention?					
4	Do you present according to the structure: Introduction, Body and Conclusion?					
5	Do you use body language when you do oral presentation?					
6	Do you use visual aids when you do oral presentation?					
7	Do you play with voices when you do oral presentation?					
8	Do you have eyes contact with your audience?					
9	Do your present your topic as you are a storyteller?					

**The Questions for in-depth interview to five lecturers who teach the international program students at MCU, Department of Foreign Languages, Faculty of Humanities, Muang, Chiang Mai Province, Thailand.**

1. How is oral presentation important for your students?
2. Do you assign your students to present? Why?
3. What are your techniques to improve your students for English oral presentation?
4. Do you give some comments after your students have presented? Why?
5. Do you have any suggestions for oral presentation course?

#### **4. Results**

N        refers to Number  
 $\bar{x}$       refers to Mean  
 S.D.    refers to Standard Deviation  
 Sig      refers to Statistical significance

#### **4.1 Personal Information of the Participants**

Table 4.1.1 Shows Status of Participants

<b>Status of participants</b>	<b>Frequency</b>	<b>Valid Percent</b>
Monk	44	97.8
Laity	1	2.2
Total	45	100.0

Table 4.1.2 Shows Nationality

<b>Nationality</b>	<b>Frequency</b>	<b>Valid Percent</b>
Thai	5	11.1
Myanmar	38	84.4

Lao	1	2.2
India	1	2.2
Total	45	100.0

Table 4.1.3 Shows Age of Participants

Age of participants	Frequency	Valid Percent
Between 20-30 years	32	71.1
Between 31-40 years	10	22.2
40 years up	3	5.7
Total	45	100.0

## 4.2 The Problems of English Speaking for Oral Presentation

Table 4.2.1 Analysis of English Pronunciation

No	Questions	$\bar{x}$	SD	Interpretation
1	You have troubles in pronunciation while speaking English.	3.33	1.22	Medium
2	You have never had a pronunciation problem.	2.80	1.14	Medium
3	A native speaker of English understands your English pronunciation.	3.24	1.44	Medium
4	When you communicate with an English native speaker, you have never felt shy about your pronunciation.	3.20	1.25	Medium
5	You can understand the pronunciation spoken by native English speakers.	3.27	1.35	Medium
Total		3.16	1.28	

Table 4.2.2 Analysis of English Vocabulary

No	Questions	$\bar{x}$	SD	Interpretation
1	You have an adequate English vocabulary for effective speaking.	3.98	0.94	High
2	You have never had any vocabulary problems.	3.58	1.05	High
3	You can guess the meaning of new vocabularies.	3.67	0.87	High
4	When you do oral presentation, you confidently use vocabularies.	3.58	1.05	High
5	When you are preparing a speech, you feel anxious about your ability to use English vocabularies.	3.87	1.10	High
Total		3.73	1.00	

Table 4.2.3 Analysis of English Grammar

No	Questions	$\bar{x}$	SD	Interpretation
1	You speak English according to English grammar correctly.	3.98	0.94	High
2	You confused when you are thinking of grammar while speaking.	3.58	1.05	High
3	Does English grammar affects your English-speaking skills?	3.67	0.87	High
4	English grammar is not important, you need to understand and communicate well.	3.58	1.05	High
5	You're not too serious with English grammar, when you are speaking.	3.87	1.10	High
	Total	3.73	1.00	

Table 4.2.4 Analysis of Lack of Confidence

No	Questions	$\bar{x}$	SD	Interpretation
1	You feel shy when you are standing in the front of many audience.	3.76	0.93	High
2	You fear to make some speaking mistake.	3.31	1.06	Medium
3	You feel nervous when audience looking at you.	3.67	0.87	High
4	You don't know how to get audience's attention.	3.38	1.02	Medium
5	You feel shaky when you presenting your topic.	3.27	1.26	Medium
	Total	3.47	1.02	



Table 4.2.5 Analysis of Strategy Use of Solving the Problems

No	Questions	$\bar{x}$	SD	Interpretation
1	How much do you have confidence when you do oral presentation?	3.22	1.25	Medium
2	How much are you yourself when you do oral presentation?	3.47	1.27	Medium
3	Do you smile to your audience in order to gain good relationship with them?	3.49	1.18	Medium
4	Do you present according to the structure: Introduction, Body and Conclusion?	3.78	0.95	High
5	Do you use body language when you do oral presentation?	3.69	1.14	High
6	Do you use visual aids when you do oral presentation?	2.98	1.28	Medium
7	Do you play with voices when you do oral presentation?	3.33	1.39	Medium
8	Do you have eyes contact with your audience?	3.22	1.12	Medium
9	Do your present your topic as you are storyteller?	2.51	0.96	Medium
	Total	3.29	1.17	

### 4.3 In-Depth Interview with Five Lecturers

**4.3.1 Asst. Prof. Dr. Wisuttichai Chaiyasit**, Instructor of English Linguistics subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU:

In conclusion, the performance of sharing information, ideas, thoughts, and feeling is called oral presentation. oral presentations are one of the most common assignments in college courses. It is a good opportunity for students to train the communication skills. The more students practice oral presentation, the more confidence they gain. Moreover, students will have creative ideas because they have learned by thinking. Students need to be organized before they give some speeches. They must know how to plan the presentation. For example, focusing presentation on

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the audience. how much audience can understand, all the details must be informative delivering to the audiences and so on.

**4.3.2 Assoc. Prof. Dr. Preecha Kanetnok**, Instructor of English Linguistics subject and English Language, Department of Foreign Languages, Faculty of Humanities, MCU:

To summarize, presentation is a great way to create group study, because the speaker has the role to share the knowledges and ideas, this is called collaborative learning. speaking skills are very essential for oral presentation. Stage is a great place for students to improve presentation skills. Pronunciation is communication system that students need to be skillful because presenter need to have clear pronunciation so that the audiences can understand correctly. Finally, students need to be themselves when they are giving some speeches, because being oneself can make the students show full abilities.

**4.3.3 Dr. Sasinun Sappakitjamnong**, Instructor of English linguistics subject and English language, Department of Foreign Languages, Faculty of Humanities, MCU:

In sum up, learning often takes place best when students have opportunities to express ideas and get feedback from their peers. But for feedback to be most helpful to learners, it must consist of more than the provision of correct answers. Feedback ought to be analytical, to be suggestive, and to come at a time when students are interested in it. And then there must be time for students to reflect on the feedback they receive, to make adjustments and to try again a requirement that is neglected, it is worth noting, by most examinations especially final. Presentation is not only standing and giving some speeches. Students must know the technique how to use the multimedia and technology such as power point program, video and so on, these tools are going to make the presentation look more colorful

**4.3.4 Dr. William Yaryan**, Instructor of English Linguistics Subject and English Language, Department of Foreign Languages, Faculty of Humanities, MCU:

In conclusion, confidence is very essential for presenter. Students need to practice more, because practice will make shyness go away. Students should have no fear for making some mistakes, because learning from mistakes they can do it better next time. Students should prepare the information first before they give the speeches, Moreover, student must know the details of topic that they are going to talk very well in order to make the presentation go smoothly.

**4.3.5 Asst. Prof. Dr. Samran Khansamrong**, Instructor of English Linguistic Subject and English Language, Department of Foreign Languages, Faculty of Humanities, MCU:

To summarize, English speaking skill for oral presentation is very essential nowadays, communication is sending and receiving information between two or more people. The information conveyed can include facts, ideas, concepts, opinions, beliefs, attitudes, instructions and even emotions. It makes people understand more about each other. Of course, it takes time and effort to develop these skills and become an effective communicator. The more effort and practice you put it, the more instinctive and spontaneous your communication skills will become. English as an international language, you will have more opportunities than those who can't speak so that you can develop the qualities of life, institute, society, and even country, for example, I am a monk who can speak English. I can talk to western people about Buddhism and Thai culture. I do my duty as a monk by preaching Dhamma, I have the role in society to teach the foreigner, I am the representative of Thailand to show how Thai culture is observed.

## **5. Conclusion & Discussion**

In terms of international students (Buddhist monks and a laity), they are Laotians, Burmese, Indian and Thais whose English is a foreign/second language (EFL/ ESL). The majority is 20-30 years old (a few are above 40 years old). 38 are Burmese and they are the majority.

The result in terms of the mean scores interpreted is divided into two main groups: “a high level” and “a moderately high level”. Only the analysis of Vocabulary and Grammar is in “a high level” group. The rest are in “a moderately high level” group.

According to the Tables 4.2.2 & 4.2.3 Analysis of English Vocabulary and Grammar respectively, the average score interpreted is High for both of them. Since they are the students majoring in English, it is quite general that they tend to pay very much attention to their grammar which highly likely happens to EFL learners. It is reflected that many EFL learners know a lot of vocabulary and grammar, but they cannot speak English well (Chamnan, 2017). Pronunciation is one of the language elements that should be noticed in learning English. Sometimes, learners who are good at grammar and vocabulary have a problem with pronunciation because they do not learn it from the beginning as they start first learning grammar and vocabulary (ZN Wulandari - 2019). In other words, sometimes ESL and EFL learners who are good at vocabulary and grammar have some difficulties in pronunciation because they do not learn pronunciation from the early time as they start learning English. (A Kholisoh, AN Farida, 2018) The second language acquirers are often good at vocabulary and grammar. However, they are short of pronunciation. (H Gao, 2013)

As regards grammar in particular, many ESL students firmly believe that knowledge of grammar is essential to their ability to acquire a new language. (KL Savage, G Bitterlin, D Price, 2010). It is mentioned that many of us, having learned foreign languages via grammar-based methodologies, or as a consequence of our teacher training and education, are more comfortable teaching grammar than other language skills (KL Savage, G Bitterlin, D Price, 2010). Another example of South East Asian EFL learners' performance and preference, Vietnamese learners of English are generally passive and dependent, and they are good at grammar, reading and writing, but cannot utter a proper sentence. (NN Tran, 2011) Thai students, since Thais learn English from reading and writing, not listening and speaking, do not employ natural language learning. They are good at grammar, but they cannot use English for communication. (W Likitrattanaporn, 2014)

In addition, predominantly when students develop greater fluency and expression in English, it is necessary for them to gain more helpful vocabulary knowledge and expand their own personal vocabulary learning strategies. It is due to the intrinsic nature of language learning that students often recognize the importance of vocabulary (Akkakoson, 2016). Moreover, older learners are particularly good at vocabulary learning, and they can make use of different cognitive and learning skills from children, since they make use of more abstract reasoning and thinking and can often learn more analytically and reflectively. (Richard, 2015)

Undoubtedly, the target students are highly likely to be good at vocabulary and grammar.

However, the outcome of the Analysis of Lack of Confidence shows that its mean score interpreted is a moderately high level which is lower than that of Vocabulary and Grammar analysis.

Interestingly, while vocabulary & grammar analysis places vocabulary and grammar at the "high level", its confidence & strategy level is lower. This is the point. Despite the fact that vocabulary and grammar abilities are good, the oral presentation still needs to be improved because the students tend to be facing issues of shyness, anxiety, and lack of confidence.

In terms of confidence particularly, there are two main factors namely anxiety and shyness. Dr. William Yaryan has shared that his students have difficulty speaking because they are shy and because they are afraid of making mistakes. Then, they think they have nothing to say. A number of Western professors believed ESL students need to overcome cultural inhibition or shyness about speaking up in class, to learn to ask and answer questions effectively, and to communicate more with native speakers of English or less with speakers of their own language. Cheng has shared that twelve professors specifically mentioned Asian students as having cultural differences which

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inhibited their oral participation in class and their willingness and ability to ask questions. (Cheng, 2000)

What's going on in the English presentation among those students? They are afraid of making mistakes, shyness, nothing to say, lack of confidence, less practicing, no idea, English language level and so on. To clarify, among those target students, they have different ability levels in terms of pronunciation, vocabulary, grammar, and strategy used which are associated with fear, shyness, confidence, and anxiety. For example, on one hand, some students who are good at English tend to have less fear, anxiety, and shyness and have more confidence; and are highly likely active students. They like to speak, they enjoy preparing for the presentation, they are active listeners when they are the audience. On the other hand, some students who are not that good English tend to have more fear, anxiety, and shyness with less confidence, and tend to struggle with oral presentation and encounter issues in pronunciation, vocabulary, grammar, and strategy.

Strategy used for solving the problems, an average score interpreted is a moderately high level, shows that the students understand and are aware of what should be done during the presentation as well as realize what strategy can be used and turned out an effective presentation i.e., body language, eyes contact, storytelling, using visual aids, organize the idea and convey the message structurally and so on.

Storytelling is created by a shared human experience based on words and imagination which develops communication skills (Yazdanpanah, 2012). So, it is powerful to make use of storytelling to convey the message in order to hit the attention of the audience and avoid getting them bored.

It is significant to deal with anxiety in order to trigger English oral presentation of the target students. In addition, feedback given by teachers is powerful. Dr. Sasinun mentioned that feedback ought to be analytical, to be suggestive, and to come at a time when students are interested in it. However, it is also undeniable to take time management into consideration.

## 5.1 The Problems

In terms of the problems of English speaking in relation to the factors contributing to problems of oral presentation among students in English speaking classes of the target students, it is unquestionable that pronunciation, vocabulary, grammar, confidence, and strategy used are related to English oral presentation of the target students.

Interestingly, while vocabulary & grammar analysis are in “high level”, that of confidence & strategy are lower. This is the key point.

In terms of confidence particularly, there are two main factors namely anxiety and shyness. Dr. William Yaryan mentioned that his students have difficulty speaking because they are shy and afraid of making mistakes. And finally, they think they have nothing to say.

It is shown that students' anxiety level had a negative relationship to their oral performance (LAIMEI LEONG, SM Ahmadi, 2017)

When anxiety is related to learners' second or foreign language learning process, it is known as second/foreign language anxiety. The language anxiety involves a complex, multifaceted reality which may affect the learners in terms of their culture, previous language learning process, learners' characters, and classroom environment. The Language anxiety refers to ‘a distinct complex of self-perceptions, beliefs, feelings, and behaviors’ which are connected to learners' language learning system. A psychological dimension to language anxiety saying that it is a factor that creates a negative effect on learners' psychology. The anxiety is ‘the feeling of tension and apprehension’ that appear when learners use a language. So, it can be said that language anxiety is a complicated psychological negative feeling, attitude, and belief of human beings that may be aroused in learners based on different issues when they learn or use a language. (R Kalra, S Siribud, 2020)

A number of Western professors believed ESL students need to overcome cultural inhibition or shyness about speaking up in class, to learn to ask and answer questions effectively, and to communicate more with native speakers of English or less with speakers of their own language. Twelve professors specifically mentioned Asian students as having cultural differences which inhibited their oral participation in class and their willingness and ability to ask questions. (Cheng, 2000)

However, pronunciation is undeniable to be taken into account of oral presentation ability. As per Pekka & Janne, giving a presentation in L2 (second language) both presented a challenge and provided a way of alleviating the pressure of the situation. The most typical level of L2 identified as a cause of concern by the students was pronunciation. (P Lintunen, J Skaffari, 2014)

Dr. Preechar reflects that even if their vocabulary and English grammar are perfect, it can still be difficult for people to understand them because of your pronunciation. Furthermore, it is advised that when learning a language, there are many things to study including vocabulary,

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grammar, reading, writing and speaking. A key to good speaking is good pronunciation. (Sahatsathasana, Sattrra, 2017)

Ultimately, the components of speaking that might be considered in the assessment scale are grammar, pronunciation, fluency, content, organization and vocabulary. (G Mazdayasna, 2012)

However, several factors such as anxiety, fear of being despised, teacher strategy, and culture were found to influence the reluctance problem among speakers. (M Savaşçı, 2014)

Oral presentation is an effective communicative activity that has been widely adopted by EFL conversation teachers *to promote oral proficiency*. However, when oral presentations are assigned in class, the teacher will get either complete silence or grumbles from students who find the idea of oral presentations frustrating and intimidating. Students are overwhelmed with the research and communication skills that are necessary for a successful presentation. Some serious students who invest time and effort into an oral presentation do not always get the intended outcomes. Other students try to get through the ordeal as quickly as possible, but do not improve their speaking skills under such stressful situations. Thus, oral presentations can be a time-consuming project with no guarantee of a satisfactory performance. (J King, 2002)

## 5.2 Solution

Speaking of solutions or the effective ways of solving the problem in English oral presentation of the target students, it is essential to cope with anxiety and shyness.

Anxiety and shyness are associated with many possible elements such as the abilities related to pronunciations, vocabularies, grammar, listening skill, speaking skill and so on. Dr. William Yaryan has shared that his students have difficulty speaking because they are shy and because they are afraid of making mistakes. Then, they think they have nothing to say. It is implied by this that it puts them under pressure in a way. He was trying to reassure them that practice will make shyness go away. And they do not have to speak perfectly. Then, the students have something to say if they have the vocabulary for it. Unquestionably, this is considered as an effective way to trigger right at anxiety and shyness and turn out to get students motivated to speak things out. It is an essential element contributing to improving speaking skill for the students. To clarify, the factors affected the issue of oral presentation of the target students 'pronunciation, vocabularies, grammar, fluency, thought organized, body language, visual aids, preparation, rehearsal, time management, and so on; will be disclosed. Once they are disclosed, it is an opportunity for teachers to be "top form" as being teachers to tackle in those details so as to improve the students' oral presentation performance.

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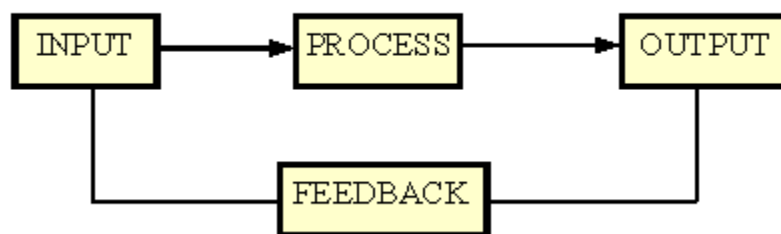
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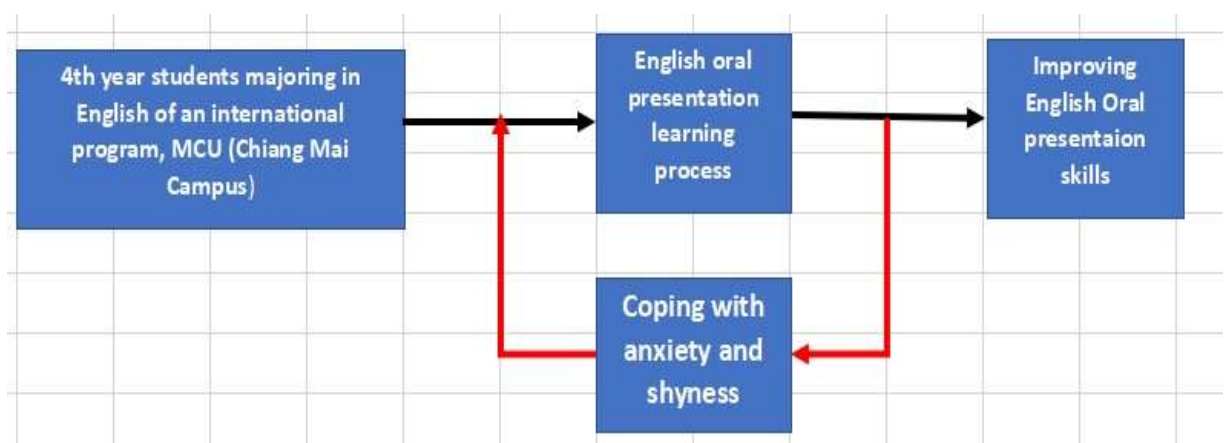
Once the students are encouraged, they tend to enjoy oral presentations from the preparation phase till the show time or even after the Q&A session. Dr. Wisuttichai reveals that when the students share ideas the oral presentation as an effective method of and knowledge in group, the atmosphere in class will be filled with fun because they are learning the new things together. They will feel like they have a freedom to study, that's so called "unlimited learning". English class as an interesting tool for either students and teachers are undeniable. (W Tsou, 2005)

In order to have the method of improving English presentation, it is inevitable to consider it as process as system. In other words, improving English oral presentation needs to be considered as a learning process systematically as shown below.



**Figure 5.2 Feedback control system**  
<http://www.technologystudent.com/elec1/control1.htm> (V. Ryan, 2002)

To apply the system, it will be mapped as follows,



**Figure 5.3 Feedback control system applied to the target students.**

As a system, when we are talking about the feedback, it is something we have gained/ learned from the current situation/ system; and going to be put/fed back into the system in order to leverage or mechanize the current situation/ system to turn out and meet what an objective is.

To put it differently, what's going on in the current situation as described in the conclusion mentioned earlier is that the result is considered as output, which needs to be improved in order to come up with better skills in English oral presentation of the target students. As per the result of the study, alleviating anxiety and shyness could unlock the potential of those students and turn out to be improving their oral presentation as well as speaking skill.

To simplify, anxiety and shyness is taken into consideration of key factors to unlock any blockages of oral presentation skill.

Once the door is opened, the performance is going to be shown as it is in front of the teachers and audiences. In terms of "as it is", the ability related to pronunciation, vocabularies, grammar, confidence, strategies used, and so on will be portrayed so that the teachers can find more feedback to be given to the students in order to level up their oral presentation. For example, if the student has a problem with pronunciation, the teacher can come up with the strategy of "practicing makes perfect" to deal with that case. Further example, in case the student comes up with an issue of vocabulary, Penny Ur suggested that another useful strategy to increase impact is to use mnemonic devices, in particular the technique called 'keywords': students link the target word with an image involving a similar word in their own language (P Ur, 2012). In addition, the two-time USA Memory Champion Ron White added that the problem is NOT with your memory. The problem is with the "Filing System" your brain currently uses to store and retrieve memory items. Change the filing system and you'll double and even triple your memory comprehension. (R White, 2013).

Dr. Sasinun has shared an interesting example that a Burmese student has a problem with speaking, she called his Burmese friend who is keen on English helps as a translator, three of them worked together. The teacher herself speaks English to communicate, the translator speaks Burmese for his friend. Then, the student who faces speaking problems gets improved step by step. Dr. Samran added a further example that he sometimes calls low level speaking skill students in individual to talk. He advised the techniques to fix their weak points. He assumed that encouragement is important to arouse the students to practice as he believes that everyone has great potential, they can be improved as much as possible.

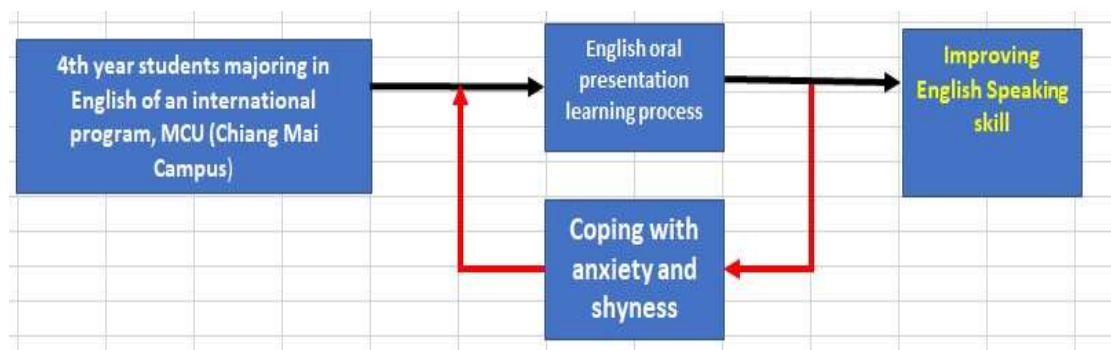
Speaking about crucial feedback provided, it really helps if the student presentation is a VDO recorded for the teacher and the student to sit together providing feedback individually. The feedback can error correction in terms of pronunciation, vocabularies, grammar, body languages, eye contact, confidence, and so on; of which an optimum effectiveness and efficiency can be achieved to improve the English oral presentation.

It is easier to be said than done but both teachers and students need to mind and care time management wisely. The proper feedback provided in the right time counts.

Ultimately, it is the most significant to deal with anxiety and shyness. In order to do so, the ability of teachers really depends upon experiences. Nonetheless, mindfulness meditation has been shown to be an effective stress management technique. (Shearer, A., Hunt, M., Chowdhury, M., & Nicol, L., 2016) Mindfulness enhances emotion regulation and cognitive performance. (DB Bellinger, MS DeCaro, PAS Ralston, 2015). In addition, it is revealed that mindfulness-based therapy is a promising intervention for treating anxiety and mood problems in clinical populations. (SG Hofmann, AT Sawyer, AA Witt, 2010). Moreover, mindfulness has the potential to help individuals achieve more balance in their lives, especially during stressful times or when dealing with overwhelming emotional states (LE McCloskey, 2015)

### 5.3. Suggestions

#### 1. For students



**Figure 5.4 Feedback control system applied to the target students focusing on improving English Speaking skill.**

- a. As the teachers are promptly help cope with anxiety and shyness, the opportunity to improve speaking skill and fluency by the process of learning English Oral Presentation classes is provided. You need to pay attention,

put effort, and spend time sufficiently since the preparation until the day you give the presentation.

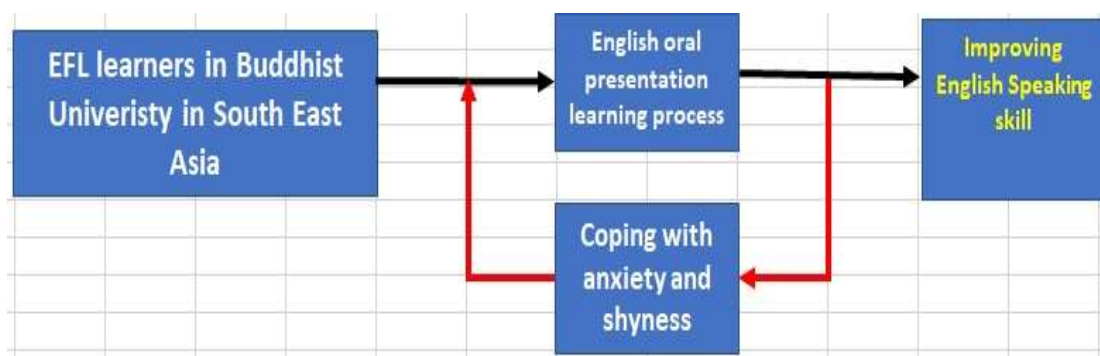
- b. You need to focus on the feedback and see if practicing needed and is assigned. You need to take actions accordingly.
- c. You need to learn to allocate time wisely from the very beginning.
- d. Once you are assigned for the oral presentation, you need to pay full attention to the preparation, study and do research on the subject, practice, and so on; so that you can be top form when it comes to your show time. Once you do the best and the proper feedback is given and effects your best performance, this is useful for improving further then. And this comes up with an effective time spending of both students and the lecturers.

## 2. For teachers

- a. Time should be allocated sufficiently.
- b. Promptly available to be consulted or asked for advice by the students.
- c. Proper feedback provided in the right time.
- d. Despite the fact that Lecturers (as per the depth interview) show that they have provided technique, comments, feedback, assignment, attention, and so on, the teachers are inevitable to improve themselves in terms of updating new knowledge. This is simply because the term “proper feedback” is associated with the experiences and knowledge of the teachers too.
- e. Explain the Purpose of Visual Aids.
- f. Help Students to Conquer the Fear of Making Grammatical or Pronunciation Errors.
- g. Develop Students' Summarizing and Outlying Skills. (J King, 2002)
- h. Emphasize the difference between Spoken English and Written English.

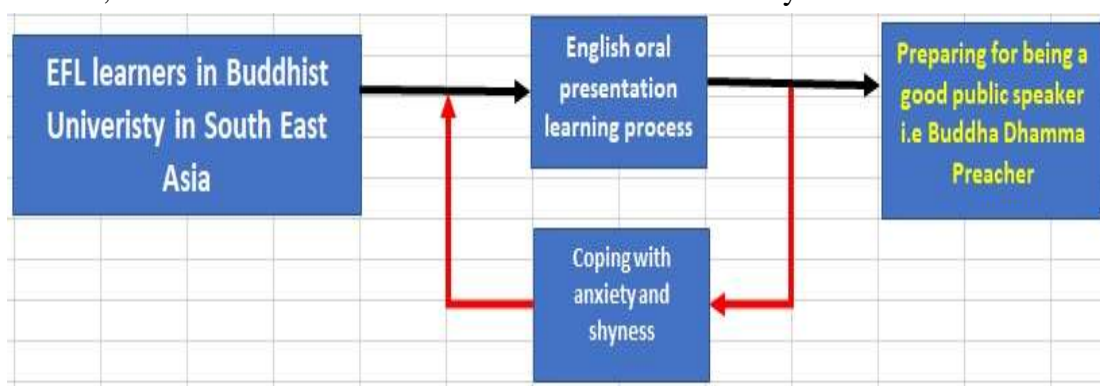
## 5.4 Suggestions for Further Study

**5.4.1. The Study of an English Oral Presentation** as a useful tool to improve Speaking skill of EFS learners in Buddhist University in South East Asia



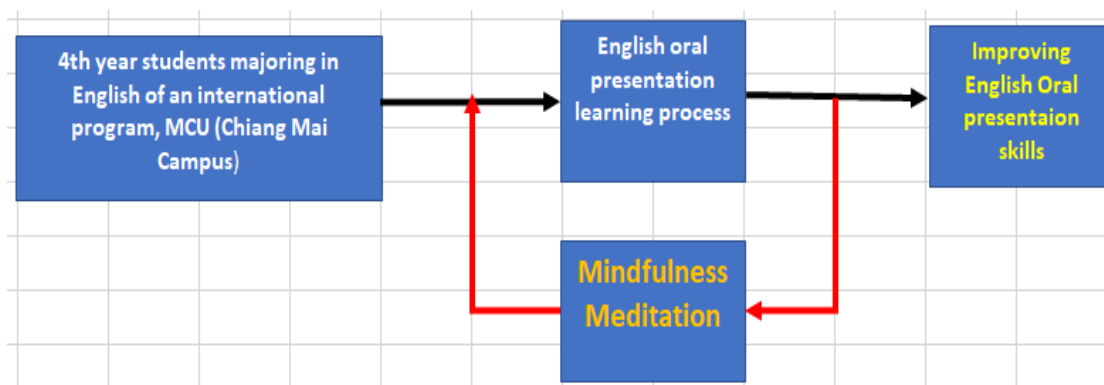
**Figure 5.5 Feedback control system applied to EFL learners in Buddhist University in South East Asia focusing on improving English Speaking skill.**

**5.4.2. The Study of an English Oral Presentation** as a useful foundation for being a good Public Speaker i.e., Dhamma talk of EFS learners in Buddhist University in South East Asia



**Figure 5.6 Feedback control system applied to EFL learners in Buddhist University in South East Asia in order to prepare those students who aim to be public speakers.**

**5.4.3. The Study of the English Oral Presentation of the Target Students** by leveraging the performance of English oral presentation by utilizing mindfulness meditation to cope with anxiety, fear and shyness



**Figure 5.7 Feedback control system applied to the target students of leveraging the performance of English oral presentation by utilizing mindfulness meditation to cope with anxiety, fear, and shyness.**

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## Speaking Anxiety in an Afghan EFL Setting: A Case Study of an Afghan University

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### Abstract

Speaking anxiety is a significant phenomenon which is experienced by the majority of learners, specifically Afghan EFL learners in their speaking. This qualitative study aimed to explore the reported experiences of seven Afghan EFL students studying in English Department of Takhar University with their speaking anxiety. For collecting the data, a semi-structured interview was designed. After collecting the data, the data was transcribed verbatim, and three important themes were drawn: (a) students' perceptions of anxiety in speaking (b) reasons for speaking anxiety (c) the effects of speaking anxiety on students' performance and the ways to overcome anxiety. The results showed that students' perceptions toward speaking anxiety are both positive and negative. The findings also revealed that correcting students' mistakes by teachers on the spot is a big cause for experiencing anxiety in speaking. The students reported that watching videos of English speakers of different English speaking countries and doing some physical exercises like, breathing deeply before taking part in classroom activities, using body language, and showing more eye contact while doing oral practices were core strategies they had used to reduce speaking anxiety.

**Keywords:** speaking anxiety, Afghan EFL learners, English videos, reported experiences, effects

### 1. Introduction

Speaking as an interactive skill is the most important course in acquiring a language. It is often believed to be one of the skills which may create more aspects of anxieties while being used by the learners. The majority of students are afraid of speaking while learning the language as a foreign language in their own context. Clearly, anxiety as a negative factor can easily be appeared in speaking when it is used by students. Anxiety itself is a feeling that may appear in different situations, such as getting ready for a job interview, giving speech to audience, or participating in an exam. This is considered important in education especially in learning process. Horwitz et al. (1986) stated that anxiety is experienced as an affective factor in all studies and it impacts the learning process. Besides, Horwitz (2001) asserted that anxiety is a kind of feeling that learners may create positive attitudes while taking it serious. He also noticed

that these types of emotions and feelings help learners to evaluate what threats come to them and respond carefully to them in a proper way.

Anxiety obviously hampers speaking skill along with the ease or difficulty with which is acquired by learners. A research regarding this feeling indicated that anxiety decreases when the individuals get more experiences and proficiency (Gardner, Smythe & Brunet, 1977). On the contrary, other studies have conducted and showed that upper-level students with more experiences have had more anxiety (Kitano, 2001). We may then understand that, as a general and irrefutable fact, and regardless of some situations which are exceptional, the more the learners are proficient in a language, the lower their anxiety becomes. However, the influence of anxiety is not overlooked above proficiency of many other learners with more abilities who avoid speaking.

Moreover, it is clear that the main purpose of learning a foreign language is to be able speak it properly and fluently. Nonetheless, it is very hard for foreign language learners to become communicatively competent because of being influenced by some factors including affective ones. To add more, mastering speaking skill as productive is very important aspect compared with other skills which are in a language. Rechards and Renandya, (as cited in Griffiths, 2008) claimed that many learners study a language to improve their language proficiency or they want to become more competent in communicating while speaking the language.

Among these affective factors which affect the learning process particularly foreign language learning, anxiety is very significant factor that has a weak effect on students' performance in speaking. The feelings like worries, nervousness and apprehension are backing up the anxiety or they are the elements that the anxiety appeared by when learning a language. They also indicate that learners may be good in other language skills, but they may have a 'mental block' when speaking a foreign language in the public (Horwitz, Horwitz, & Cope, 1986). Similarly, Tanveer (2007) emphasized that these feelings seem to be negative and affect the learning process of the learners in the target language. Speaking anxiety prevents students from speaking. Students whose learning process affected by anxiety may face difficulties and challenges in concentrating on and achieving their targets for education more than other students who have results in poor performance (Brown, 2004; Gani et al., 2015; Yalcin & Inecay, 2014).

As anxiety plays an important part in people's life, particularly in educational settings. It is impossible for learners to show no anxiety while learning a language. The teachers sometimes express their concerns over the anxiety of their students in language learning. Some of the teachers may suggest good ways of overcoming anxiety and some may be looking for useful and helpful strategies in order to help their students get rid of anxiety, especially mastering speaking

skill. For example, a teacher asks students to express themselves or says something related to the lesson then the student get anxious too much what to say or how to say in a foreign language because of having more anxiety in their speaking. The teachers are always looking for solutions for their students and I am sure some of them try to help them not feel anxiety in their learning process. As the experiences have shown, many teachers with their helpful and instructive feedback and comments could help their learners to overwhelm anxiety in order to have a better language learning process.

However, anxiety is commonly felt among EFL learners, this qualitative report is going be about the experiences of students with their speaking anxiety. Besides, every research paper is conducted to seek solution for the problems being in a community and suggests that teachers may have to look for helpful and effective ways to decrease anxiety that learners might have while learning a language. I hope this paper can be helpful for those learners who are struggling with anxiety in their learning process and I hope to provide concrete understanding regarding the role of anxiety in speaking skill and address the issue more successfully in Afghan EFL context.

There will probably be a rich body of literature on speaking anxiety by other research writers, but there is also a gap in literature on this topic in Afghanistan educational context. Therefore, this qualitative paper seeks the reported experiences of Afghan English students concerning speaking anxiety. I know the topic anxiety seems crucial for some EFL in educational centers, particularly in schools and universities of Afghanistan. A big number of students are coping with speaking anxiety in the Afghan teaching context and this is a dire need for conducting further research in order to understand the root and effects on Afghan EFL learners' speaking skill. I selected this topic to conduct a qualitative study as to raise the voices of students, especially those who are feeling that anxiety is an important part of their life's affairs. This study is also significant to investigate the experiences of students suffering from speaking anxiety when asking to start speaking in front of their partners or audience in a public place. It would be also a chance for teachers and educators to deeply realize the perceptions of their students towards anxiety in speaking and renew their teaching philosophy until they meet the needs of their students.

## **2. Literature Review**

### **2.1 Defining Language Anxiety**

Generally speaking, anxiety comes as subjective feeling, apprehension, nervousness and worry connected with the nervous system (Spielberger, 1983). Although Scovel (1978) make some arguments that it may have to be born in mind and even most of the learners know what language anxiety is and they all have the already experiences of strange feelings like anxiousness, and anxiety itself is not easy to make definition based on in a few simple sentences. To think about it further, anxiety can be wholly associated with "threats to self-efficacy and

appraisals of situations as threatening” (Pappamihel, 2002, p. 331). To add more, Gregersen (2005) argues that learners who feel anxiety in their language learning process may find their lesson not much enjoyable. According to Abu-Rabia (2004), the foreign language learners with a high level of anxiety are always worried about their learning process physically and emotionally (p. 712). There are some characteristics in the formal foreign language learning to provoke anxiety in learners in order not to speak freely and without any obstacles. For example, language learning anxiety is generally related to the inability to deliver one’s ideas and opinions very well in the target language, which lessen self-esteem and put one’s self-image at risk.

Astonishingly, there were a total lack of relationships recognized between anxiety and Speech Skills (Hamayan, Genesee & Tucker, 1976; Swain & Burnaby, 1976). After doing a survey on a group of English children attending a full immersion of French, Swain and Burnaby found that there is a negative correlation between anxiety and children’s proficiency of French although they could not find any connections with any other proficiency measures. Therefore, there are two interesting definitions of anxiety have been found through the investigation. First, the term facilitating anxiety, is mostly described as positive force which may lead the learners to become more motivated and proactive in the process of their language learning. Clearly, the subject is related to the task can be in a more rational way, attempting more interpretive messages. Alpert & Haber (1960) clarified in one of their papers that the key point was the “description of a new achievement-anxiety scale which has been devised to indicate not only the presence of or absence of anxiety, but whether the anxiety facilitates or weakens the learners’ performance.

To compare with, debilitating anxiety pushes the learner to withdraw from the language task and lead him or her to accept avoidance behaviors (Alpert & Haber, 1960; Scovel, 1978). As Horwitz et al. (1986) stated that highly anxious learners avoid conveying complicated messages in the foreign language, or spend more time to learn vocabulary items. Additionally, although anxious students tend to study a lot, their grades that they take in a particular course often do not reflect their endeavors (Price, 1991). On the contrary, Steinberg and Horwitz (1986) emphasize that persons who usually perceive and realize themselves like sociable and remarkably clever may experience challenges when they are asked to communicate basic concepts in the foreign language learning. Thus, the facts indicate that anxiety itself plays a crucial psychological role as EFL learners are much concerned.

## 2.2 Foreign Language Speaking Anxiety

Anxiety appears in individuals’ emotions in a negative way which is not welcomed by them. Tobias (1986) stated that we may experience worry, fear and nervousness when we are anxious. Anxiety is may be in any fields of learning, particularly in speaking skill which most of EFL learners suffer from while they are speaking. Students who believe that no one has to say

nothing in EFL language until it can be said accurately may ever speak (Abdullah & Abdullah Rahman, 2009). Moreover, Young (1990) asserts that speaking anxiety is associated with social anxiety and self-esteem. According to Basic (2011), learners who are dealing with speaking anxiety are mostly very quiet and passive. They do not pay more attention than active students. Therefore, they may receive less attention from their instructors in comparison with noisy and aggressive children (p. 10).

Regarding anxiety, many researchers have investigated and did a rich body of literature review and finally identified several types of anxiety. Dörnyei (2005), for instance, distinguishes two kinds of anxiety: 1) ‘facilitating’ and ‘debilitating’ and 2) ‘trait’ and ‘state’ anxiety. Facilitating anxiety is very good because it seems helpful while debilitating anxiety is harmful and hinders learners’ achievements. Trait anxiety comes in special situations and is considered as an intrinsic feature of individuals, whereas state anxiety is quite damaging to EFL learners. Consequently, Cassady (2010) stated the term ‘academic anxiety’ as a number of anxieties come together that learners experience while being in the classrooms. According to MacIntyre and Gardner (1994), students may experience anxiety while they like to start acquiring a foreign language in their own institution.

It is seen that a person with trait anxiety can always be anxious when he or she faces different situations. Although this approach to anxiety has been criticized that trait anxiety itself would be meaningless when it is not considered important in interaction with the situation, a specific condition may be recognized an anxiety-provoking by some. Those learners who have similar trait anxiety will score the same in their performance. Similarly, EFL learners who experience anxiety in general (i.e., who have high level of anxiety related to trait) will show an increase in the level of state anxiety (MacIntyre & Gardner, 1991).

However, speaking in the foreign language both socially and academically involves risk taking and appears to be a challenging activity in which learners who are not fluent enough in the target language may experience that they cannot completely express their own personality, or their intelligence. Students who are attempting to acquire a foreign language may feel difficulties in relating to others, experiencing in some cases a sense of strange or “cultural shocks” (Crookall & Oxford, 1991). Because of this, the need for a proper study of how people learn a foreign language has occurred with the roots in the second half of the 20<sup>th</sup> century. In addition, researchers who previously conducted many researches stably described that learning a foreign language is very complex process which implies the study of new grammar, pronunciation, memorization of new words, but first and foremost it may test the students’ ability in terms of their flexibility to be risk takers and making mistakes in front of audience or those who they address.



Young (1992) illustrated that speaking anxiety is probably considered the most worrying skill among the four skills of a language from the point of views of EFL teachers and learners. Regarding the anxiety of oral production, a rich body of research has been conducted, but only a few studies have concentrated on the sources of it (Kitano, 2001). According to Kitano (2001), a fear of negative evaluation as a personality trait and self-perception of speaking ability in the foreign language are two possible sources leading to FL speaking anxiety. If both fear of negative evaluation and self-perception of speaking ability have any effects on foreign language anxiety, these two variables probably interact to influence learners' anxiety level

### **2.3 Sources of Speaking Anxiety**

In the foreign language classrooms, there will be several sources of speaking anxiety. Some will probably be connected with the students' personality, the specific context where foreign language is acquired, the teacher, or the instructional practice. Anxiety will also be appeared from a variety of speaking activities experienced by learners. In this qualitative study, there will be a number of variables concerning speaking anxiety provided. One of the variables which can indicates speaking anxiety is gender. The relationship between gender and foreign language anxiety is a factor referring to certain speaking activities in an EFL context. Campbell and Shaw (as cited in Krohne et al., 2001) reported that obvious disparities between men and women in relation to 'cognitive responses' to an aversive situation show the individual differences. They also found out that women showed more 'vigilance' in their attitudes that men did, while men manifested more avoidance behavior in anxiety-provoking situations.

Campbell (1999) analyzed that gender as one of the sources of anxiety in the foreign language classrooms caused that there are no important differences between men and women in connection with speaking anxiety at the beginning of their two-week language course. The only thing found by Campbell (1999) was concerning percentage at the end of the course. Because of this, for speaking, females' anxiety got higher less than 1%, whereas males' anxiety rose approximately 13%. The same study done by Campbell in the classes of reading and listening in which the listening activities were the most fearful ones by both male and female learners. Comparable results were also received by Campbell and Shaw (as cited in Campbell, 1999) that gender itself is something which is not related to anxiety at the beginning of an EFL class. Gender differences were only appeared in correlation to the time that the researchers would administer the survey. That is to say, some remarkable differences were arisen in the level of anxiety between men and women when 60 hours of instruction have been passed. When the survey was done, the study finally showed that men were completely turned out to be more anxious and they were afraid of speaking than the women did.

The result of a study conducted by Aida (1994) shows that gender had a significant impact on the achievement of EFL learners. Clearly, the findings revealed that women scored higher than men. The only important thing was an effect on the course grades, but there was not



any remarkable gender-anxiety interaction impact on the achievement of EFL learners. That is, learners who felt anxiety in speaking classroom were highly anxious and did receive a lower grade than those learners who were relaxed and comfortable enough in the language speaking classrooms.

Bailey (1983) reported that competitiveness can also result in anxiety. Her research analysis found that there are tests and learners' relationship with their teacher leads them to anxiety. These three aspects recognized by Bailey were mostly backed up by subsequent studies, particularly in Young's study. Young (1991) stated that there are some possible causes of speaking anxiety, such as personal and interpersonal anxieties, learners' perceptions towards language learning, teachers' attitudes towards language teaching, teacher-student interactions, classroom procedures and language testing. Young (1994) further expressed that these sources of anxiety are interrelated.

Another source of speaking anxiety is negative self-perception and low self-esteem in which learners may experience this through cognitive interference created by self-related cognition (Tobias, 1986). Students sometimes, because of having more anxiety in their language learning, may not be able to manage themselves to the tasks provided by their teachers in language classrooms. Learners who highly feel anxiety in speaking class will have poor performance which is not good enough to themselves and their teachers. According to MacIntyre and Gardner (1991), learners limit their abilities to elaborate on the information received in the class. Daly (1997) pointed out that students with high level of anxiety tend to have more negative self-perception and may underrate the quality of their speaking ability. A survey conducted by both MacIntyre and Gardner and based their analysis they found that 87% of students perceived speaking as the most anxiety-provoking experience and it hinders the learners from moving forward. The result of the survey also indicated that there is an important difference felt in the self-rated speaking ability of learners and was more anxiety-arousing than any other group of students in the language classrooms that they were better and did not feel uncomfortable.

For these reasons, the role of negative self-perception is much felt in the language classrooms among learners and it is teachers they may have to encourage the students in order to have a decrease in the level of their anxiety. The teachers may also encourage them to change their negative attitudes towards speaking into positive until the level of their good performance gets higher. Similarly, the low self-esteem which is felt among learners in the foreign language classroom (Young, 1999) could be another source of speaking anxiety. Relating to this issue, Horwitz et al. (1986) states EFL language learning process may be an ever-provoking threat to the personality of EFL learners. For this reason, the learners' possibility to express their statements is justly limited in comparison with their mother tongues. The research result of

Horwitz' investigation shows that 38% of the learners agree with the statement (Horwitz et al., 1986).

## 2.4 The Effects of Anxiety on Students' Performance

Anxiety as an obstacle will hinder the learners from speaking in class, delaying their assignments, and going forward. According to McCroskey et al. (1977), learners with "high apprehension" have the lowest self-esteem and do not have good performance in their language classes. Students with even high apprehension of communication may avoid the situations in which communication is a must to have and finally face the failure to get the rewards related to interaction. Xiuquin (2006) reported that anxiety is considered as a very negative factor in the process of language learning, particularly in speaking classrooms. The following are some of the negative factors which hamper the learners from doing their tasks in classrooms.

Speaking anxiety caused that students will have more problems in acquiring the target language. According to Xiuquin (2006), learners having anxiety will have more difficulties and challenges in focusing on and processing their input inside the teaching classrooms. Therefore, when the time of performing comes, the students will be affected by their inputs. As Tobias (as cited in MacIntyre and Gardner, 1994) presented a model which clarify the effect of anxiety on learning, (i.e., Tobias model) draws the differences among the learning stages, input, processing learning, and output as to elaborate on some of the effects of anxiety in each stage.

The input stage is related to the items represented from students' memories. Therefore, this stage, the level of anxiety acting as a function in students' ability to receive, focuses, and encodes the external stimuli. For example, in foreign language learning, anxiety may appear if the language is spoken very fast, and then the learners will ask for repetition of the same sentences mentioned by the teacher. The same problems may be found in other skills of language. Based on Krashen's point of view (1985), the affective filter hypothesis is incorporated which leads to the factors filtering the mount of inputs in learners' memory, i.e., there are four affective factors which may affect foreign language learning. In the long run, the learners with high affective filter will have a remarkable decrease in their intake, and students will low affective filter will allow more input into their language acquisition process (Due, 2009).

Another effect of speaking anxiety which affects the students' performance is the processing stage. According to Tadjouri (2017), this stage covers many cognitive operations including organizing, storing, and assimilating the materials. Similarly, the learners in a foreign language learning classroom manipulate the unseen and internal items which are derived from the first stage. Thus, latency is the primary sign of an activity at the second stage. Anxiety worsens the cognitive processing on the tasks that are harder, reckon on memory, and is poorly

organized. These latter are time consuming, i.e., the time spent to get a message or acquire a new lexis will be the indicator of activity at this stage for foreign language learners.

Tadjouri (2017) further elaborates on the third stage of the effects of speaking anxiety which is the output stage. In this stage, the target language is likely to be appeared while the learners are communicating. This stage is something refers to the performance of students which has been processed. That is to say, it is probably related to the aforesaid stages from the organization of the output the time spent on receiving the information. In this stage, the students may obviously demonstrate their abilities to use the foreign language. Clearly, the students' performance is measured and it reflects their learning as well. These three stages are much interdependent because at each stage something happened which is the result of the previous one. Tadjouri (2017) explained that a difficulty in performing at the output stage is probably the result of the surplus existed in the input or processing stage. This is the reason that a negative correlation between foreign language production and language anxiety denotes problems at any of these three stages.

## **2.5 Students' Attitudes Towards Speaking Anxiety**

Many researchers have conducted research studies regarding the students' beliefs about foreign language learning process along with speaking anxiety. Findings from researches show that students of foreign language learning bring a variety of preconceived beliefs to their foreign language classrooms, according to unrealistic expectations which may produce and increase the tension and worry levels (Ellis, 1994). Horwitz (1988) reported that students show up to the classrooms with prior conceptions that languages are much difficult to learn. Similarly, Ellis (1994) stated that speaking in a foreign language classroom helps students to learn a new language without gender distinctions.

On the other hand, a small group of fresh university students participated in the study of Horwitz (1988) and they showed their disagreement with the statement "I believe that I will ultimately learn to speak this language very well" and in a short time ranging from one to two years. Therefore, the learners showed their positive attitudes towards language learning. Horwitz (1988) also stated that "language learners must go through a sort of psychological preparation or "deconditioning" to be rid of preconceived notions and prejudices which would likely interfere with their language learning."

Concerning the speaking task itself, Horwitz (1988) reported that it is perceived as more difficult than reading, writing, or listening. Kim (as cited in Horwitz, 2001) stated that learners may show their anxiousness and embarrassment when they participate in a conversation rather than to participate in a reading class. Furthermore, in Ellis's study, ninety-four students

participated in the study and they believed that they are able to speak English well and this is a precondition to understand something about English speaking cultures.

In addition, Young (1990) reported from his study, the possibility of making mistakes in the foreign language classrooms and the method which has been used by the teachers is the primary reason for learners' reticence while the students doing a speaking activity. During the speaking activity, a considerable number of students have been worried about making mistakes in their language learning classroom (Horwitz et al., 1986). Young (1990) attested that students were more inclined to give answers voluntarily if they were not too afraid of saying something which was wrong. Learners also said statements such as "If you are allowed to make mistakes at the beginning, it will be hard to get rid of them later" (Horwitz, 1988). On the other hand, learners showed a general optimism regarding their participation and they realized that it may be possible to acquire and foster language achievement when they say something in a foreign language even if that is not completely right. Besides the expectations, it may be inferred that students have in deed expressed the highest level of their concern related to making mistakes in foreign language learning. Students may be afraid of putting their self-esteem at risk in front of their partners (Horwitz, 1988; Young, 1990; Price, 1991).

Moreover, there are students who get nervous when they are corrected by their partners. 41%, 47%, and 31% of the learners got interviewed by Young (1990) and they agreed with the questionnaire item "I feel uncomfortable when my classmates are asked to correct my mistakes in the classroom." However, if learners have anxiety over foreign language errors, they also become aware of the importance and value of error correction. Language learners would not be comfortable if their language instructor never correct their errors in the classroom. 87, 68, and 49 of Young's students (1990) showed their disagreement "I would enjoy the class if we weren't corrected at all in class." Therefore, it seems clear that beliefs and attitudes of students towards foreign language learning and speaking activities may have to be considered by teachers because it is teachers who can shape their students' expectations, creating a real life environment for their learning and increase the level of their achievement and performance in their language classes.

## **2.6 Strategies for Overcoming Speaking Anxiety**

Sadeghi, Mohammadi, and Sedaghatgoftar (2013) suggested a variety of strategies for coping with this phenomenon which has many different aspects. One of the strategies for overcoming the speaking anxiety is the kind and friendly behavior of the teacher and his role in teaching classroom to create a friendly and great learning atmosphere where the learners make mistakes without getting afraid of being asked or evaluated. Similarly, Occhipinti (2009) stated that for improving the oral practice of learners the teachers may have to foster an in-class environment where the students can express themselves freely and understand their own positions. The learners must be supported by their teachers and both learners and teachers need

to observe the mutual respects in their classrooms to have a friendly and acceptable learning process.

Moreover, Young (1999) reported that problems may occur when many language teachers realize and step forward for improving their learners' oral performance by practice because anxiety itself is caused by the oral performance of students throughout the activities which foster students' competence in the foreign language learning classrooms. Sadeghi, et al. (2013) also stated that it is teachers who can lead their students to a variety of tasks in order to make learners participate in classrooms activities passionately. The teachers have to be enthusiastic and motivated to motivate their students about what the students supposed to do in the class. This, for sure, can give an inspiration to students as to reduce the level of their speaking anxiety while being in the language learning classrooms.

In addition to creating a friendly learning environment for learners of foreign language, another strategy to overcome the speaking anxiety is scoring the learners' performances without considering the minor problems as they are giving speech in the class because it would break their concentration and make them so worried and it would cause that they lose track of their speaking (Sadeghi, et al., 2013). Toubot, Seng and Abdullah (2017) also asserted that the errors come from students are as a natural art of the learning process. The spot correction is also very harmful to students because it can stop the students' speaking flow and it would make students more anxious about language learning process. Similarly, Nerlicki (2011) stated that when the students are stopped while they are doing an oral activity, it may discourage the students and it may also cause that they feel more anxious to the language learning process.

According to Riasati (2011), a very good technique which could reduce the anxiety of students in a foreign language speaking classroom is applying pair/group work activities. The pair/group activities will provide more chances of participation and encourage students to speak more and express their likes and dislikes as to get rid of language anxiety which is a big obstacle in language learning process. Related to the issue, Lee (2002) pointed out that when students participate in a group work activity, they feel that they are not assessed because in the group work they think they are on communication. They do not think that they are on accuracy and they will also be less concerned with the errors even if the errors are noted down by their teachers. Furthermore, when the group work activity is applied in the foreign language classroom, one of the advantages is that learners have an active role and responsibilities regarding the implementation of the activity. In the course of the time, the more students participate in group activity, the more decrease will be felt in the level of students' language anxiety.

### 3. Methodology

To explore the real and grounded experiences of seven Afghan English language majors concerning speaking anxiety, this research uses the qualitative research design. As Seidman (2006) argued, the questions which are open-ended and pertaining to perceptions and reported experiences could only be investigated through qualitative research design because it is the qualitative method by which the researcher can collect more personal details about a particular issue (p.9).

The participants that they participated in this study were seven Afghan English language majors; four males and two females. The writer used purposeful sampling in order to choose the participants. The participants who were recruited in this study were all EFL learners at the English Department, Faculty of Language and Literature, Takhar University. They all had the experience of taking at least one speaking course in their program. The following table briefly demonstrates the demographic information of the participants from Takhar University.

Table1. Demographic Information of Participants

Participants (Pseudonym)	Gender	Class	Age
Mohammad	Male	Junior	24
Laila	Female	Junior	21
Ahmad	Male	Junior	22
Lima	Female	Junior	22
Rafi	Male	Junior	23
Mahsa	Female	Junior	21
Massoud	Male	Junior	23

To collect data from the participants, semi-structured interviews were employed. The reason for using the semi-structured interviews is that there were probes and follow-up questions asked during the interview to have a full description about students' speaking anxiety. After the interview, the researcher transcribed the data verbatim. To have the research questions in hand, the researcher read the transcripts several times to code the data. When the coding finished, the researcher grouped the codes into several categories, and three major themes were coming out of the categories. To make sure of the validity of the data, the researcher shared the findings of this research with the participants to check that they were accurate and true. Besides, the researcher used HyperResearch (version 2.8) for coding the data whether the same themes are appeared. This paper was also given to two colleagues that they have had years of conducting researches to do a full review of the research study to highlight the weaknesses and strengths of the paper. In the next section, the researcher discusses the three main topics.



## 4. Results and Discussion

This research paper tried to explore the real and reported experiences of the participants with their speaking anxiety. After the data coded by the researcher, the codes were analyzed and divided into three major topics: (1) Students' perceptions of anxiety in speaking (2) Reasons for speaking anxiety (3) The effects of speaking anxiety on students' performance and the ways to overcome anxiety.

### 4.1. Students' Perceptions of Anxiety in Speaking Class

The seven Afghan participants who participated in this study reported that speaking is one of the very important skills of language by which every learner can express themselves freely. They, moreover, reported that while experiencing anxiety in English speaking class, their performance is poor due to the evaluation and monitoring of their teacher. Learners who experience and feel anxiety in their speaking may have poor performance than those who already have low results in their performance (Brown, 2004; Gani et al., 2015; Yalcin & Inecay, 2014).

The same like other research studies conducted by other researchers in different contexts; these Afghan participants expressed their concerns about anxiety in English speaking class. They reported that anxiety is something happening naturally and it is out of their control. Some of that participants like Lima, Rafi, and Laila reported that having anxiety is good because of some activities and any tasks given to students as assignments in English speaking class. The reason, they said, is that when having the anxiety, it sort of pushes them to be very careful about their performance and it causes that they have to get much ready for the appointed task given by their teacher to do outside and inside the classroom. Other participants like Mohammad, Mahsa, Ahmad, and Massoud are much worried about anxiety in speaking while getting involved in classroom activities. They reported that anxiety causes not to have good performance in the class. They further said that while being asked by their teacher to talk about related issues in English, they forget everything to start communicating in English. Therefore, what they think is that anxiety and pressures play a negative role and affect their language learning process. Related to the issue, Xiuquin (2006) reported that anxiety is a negative factor which affects learners' speaking and it can hinder from putting input into practice.

Regarding the attitudes of participants about anxiety in English speaking, they think about anxiety differently. Some of them agreed to feel and experience anxiety in their performance while others resisted to get rid of such negative element because it causes that they have low performance in their speaking classroom. Lima and Ahmad reported that speaking is a significant language skill and everyone is easily judged and evaluated by their speaking without consideration of the three other language skills: reading, writing, and listening. They, further, reported that when interacting in English, they think a lot and are very careful about the accuracy rather than fluency. They think about grammar structures, phrases, and vocabulary and that is



why experiencing anxiety as a negative factor hinders from improving in their speaking skill. One of the participants said, “I used to think a lot about speaking when I went to bed. I did not know what to do to have more confidence as to show good performance in speaking classroom.”

Laila and Mohammad as other participants of this study reported that while experiencing anxiety in speaking, we get anxious about speaking and the low performance we do in the class. This finding adds more support for Kim (as cited in Horwitz, 2001) argument when getting anxious and worried feeling anxiety in speaking. Kim (as cited in Horwitz, 2001) stated that learners may show their anxiousness and embarrassment when they participate in a conversation rather than to participate in a reading class.

Perceptions of Rafi, Mahsa, and Massoud are the same like other participants. They reported that the only skill they can freely share their ideas, concerns and worries regarding a particular topic is speaking. Considering the anxiety, they like speaking in order to communicate with others comfortably. Moreover, they reported that there are more students who strive a lot to overcome their anxiety in their speaking class. For instance, Riasati (2011) noted speaking one of an important skill accompanied with anxiety whether students with high and low proficiency will feel anxiety in their speaking. The students can reduce their anxiety when they participate in pair/group activities because these types of activities provide more chances and opportunities to increase the level of their participation and encouragement as to get rid of speaking anxiety.

#### **4.2 Reasons for Speaking Anxiety**

Melouah (2013) discovered in her study that anxiety appears in students when they are corrected on the spot by their teachers. They lose their self-confidence when they are asked or stopped until the errors they made recovered. The finding of this study adds more to support Melouah’s research findings that some of these Afghan participants feel anxiety in their speaking when they are stopped during speaking because the error correction or they requested to change their position and go to in front of the class to start giving speech orally to the whole class. Lima, one of the participants, reported she gets anxious when she is requested to be in front of the class to talk in English or being stopped while speaking. She, further, reported while participating in speaking classroom activities, fears, worries and a lot of stress mentally appeared on her face and she cannot have good performance in the class.

To follow Melouah’s findings, there is another factor which hinders the learners to feel and experience anxiety in their speaking class. Low proficiency of students can be another factor which increases anxiety in students. Melouah (2013) reported that 43 % of her students because of low proficiency prefer to be silent rather than to say something in speaking classroom. That is, when the teachers asks students to answer or say something related to the issue, some of the students do not understand what their teacher is saying or they get stuck to say some words

because they do not have enough knowledge of the subject and have less ability to produce words orally. The findings in this study can be supportive to Melouah's findings. Mohammad, one of the participants, acknowledged that some students coming to speaking classroom without prior conception and preparation. When they are invited to participate in speaking classroom activities, they prefer to use L1 or to be silent and say nothing in response to their teachers' questions. When it comes to evaluating students' performance, the students who have low language proficiency will possess low achievement and poor results.

Another factor the participants of this study reported is the length of time given for each activity. All the participants complain about the time which is assigned for each classroom activity. They postulated that the teachers may have to think over this issue and give enough time to students until the students can comfortably do what they are supposed to. According to Rai (2010), the length of time assigned for each activity is not enough because it affect the quality of communication among the learners. Talking too much time and too little time both are not enough and it is better to allocate suitable opportunity for students until they can freely do what they have to do. The participants of this study reported that if the time allocated for their speaking activities is appropriate, then each student can finish the task on time and have enough time to think on the points and give a reliable answer.

#### **4.3 The Effects of Speaking Anxiety on Students' Performance and the Ways to Cope with**

The finding in this study indicates that all the participants except Rafi and Laila believe anxiety as a negative factor in their speaking prevents them from communicating with other partners in the class. Based on their points of views, they strive a lot but still feel the signs of anxiety in their speaking. Regarding this, Tanveer (2007) emphasized those who are showing strange feelings while speaking. Indeed, they are experiencing the anxiety and stress. Students whose learning process affected by anxiety may face difficulties and challenges in concentrating and achieving their targets for education (Brown, 2004; Gani et al., 2015; Yalcin & Inecay, 2014).

Rafi and Laila, the two participants of this study, believe that feeling anxiety is good to be in speaking classroom. They think that when they experience anxiety they can work hard to have good performance and results. Moreover, they said, "If there is nothing we feel as an obstacle, we may not understand in which part of the skill we have problems and we will not work to cover those gaps we have." These two participants think that anxiety is a positive factor for speaking improvement which pushes them to strive a lot and come up with a good result in their conversation. According to Boyce et al. (2007), understanding the deep meaning and nature of language anxiety can provide more insights on how to cope with it. It can also help teacher to better encourage their students who feel anxiety in a high level and ensure them a relaxed low-anxiety environment for the development of students' fluency.

In addition to the effects of speaking anxiety, all the participants of this study reported that they practiced speaking daily to remove anxiety from their speaking. Mohammad and Lima, two of my participants, expressed watching the videos of English native speakers for those who are dealing with speaking anxiety is good to overcome anxiety and it will help not to feel anxiety communicative activities. Regarding this, He (2017) discovered that for reducing anxiety from speaking, the learners listened to English radio and watched English videos and programs. That is, learners found watching English videos useful and helpful to feel not much pressure and stress in their speaking.

Laila, Rafi, and Massoud mentioned that creating relaxed and friendly atmosphere for practicing speaking is another good way of lessening the anxiety. They reported, “When we are participating in some situational conversations designed by teacher, we feel relaxed and pretend that we are in a real life condition practicing English with others.” According to Occhipinti (2009), to improve the fluency and oral practice of learners, the teachers create an in-class environment where the students feel comfortable and can express themselves freely without any obstacles. That is to say, the learners need to think that the teachers give values to their performances although they have poor performance in some oral and communicative activities. The teachers need to motivate and encourage their learners and do not take their mistakes as serious as it affects their speaking.

Mahsa, one of the participants, stated that there are some negative factors appeared when she participated in some classroom activities. Those signs of negative factors are: fear, nervousness, worries, afraid of making mistakes, and a lot of sweat seen on the forehead coming down. She suggested different ways of overcoming the anxiety from her speaking. “Before saying something, I several times breathe until I can feel well and then stick to the activity.” Another way to overcome the anxiety is that she shows some eye contact and body language while speaking. Based on her views, she is comfortable while doing those strategies for removing their worries and stress. The finding discovered by Hasibuan and Irzawati (2019) indicated that EFL learners can get rid of fear, shyness, afraid of making mistakes by encouraged self-reflection activities until they can identify their weaknesses and strengths to increase their self-confidence to show some remarkable achievements in their speaking classroom.

## 5. Conclusion and Implication

This research study explored Afghan junior students’ experiences with speaking anxiety. The challenges of speaking anxiety of students, their attitudes along with the impact of speaking anxiety were investigated in this paper. Some strategies of students for overcoming their anxiety in speaking skill were also described. Moreover, the students’ recommendations regarding their speaking and speaking anxiety described in this paper as well.

In the light of the findings, there are a few recommendations related to teaching, higher education and research. Clearly, teachers need to create a real life condition for teaching their students. That is, the teacher should avoid correcting their students on the spot because the students feel insecure when they are pointed directly. The teachers need to delay correcting the errors and do it at the end of the session or activity. The teachers help students with speaking anxiety through creating group work because the students participate in such activities as a group and do not feel anxiety in their speaking. The more activities created for students the more capable they can become in their speaking. Furthermore, the teachers need to individually talk to their students about the challenges and problems students feel in their speaking and making sure that making mistakes is part of learning process. As this paper explored, the teachers do not cover the mistakes and errors in the next session. The teachers can list all those gaps students faced during their speaking and prepare another lesson for their students the next session. For reducing speaking anxiety of students, there should be a public speaking event held biweekly in English and participating in such event should be mandatory for students in order to help student with speaking and speaking anxiety.

Currently, this study conducted qualitatively and limited the number of participants (seven Afghan EFL students). The scope of this study only included the reported experiences of students' speaking anxiety from one university. It did not investigate the perceptions and recommendations of teachers regarding speaking anxiety. Therefore, the future research study will be wider and it will cover a remarkable number of participants employing a variety of research instruments from different contexts. The research paper will include the attitudes of students and teachers toward speaking anxiety in terms of gender, prior knowledge of the subject and their physical states as well.

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## Appendix A

### Interview Protocols with Participants

This research study aims to explore the reported experiences of Afghan EFL learners with their speaking anxiety. Here I prepared some open-ended questions divided into three main sections. There may some follow-up questions and probes be asked during the interview. This interview will take 15 to 20 minutes. I will be much grateful to have your answers related to these questions. For collecting and transcribing the data, I need to record your voice. Would you allow me to record your voice while answering the questions?

#### Section 1: Students' Background Questions

- How long have you started learning English? Where?
- How many speaking courses have you taken before? When and where did you take?

#### Section 2: Reported experiences and perceptions of Afghan EFL learners regarding speaking anxiety

- Do you find speaking course difficult and challenging when you are in the classroom?
- Do you believe speaking anxiety affects your abilities in speaking? If yes, why?
- What does your instructor do to increase any anxiety you may feel in your speaking classes?
- What factors do you think negatively contribute to your perceptions toward speaking English?
- What kind of speaking activities do you think will cause more anxiety when you are in speaking classroom?
- Do your teacher and others have any roles to help with your anxiety? How?
- Do you get anxious when your teacher asks you questions that you cannot answer? What did you do to get rid of your anxiousness?
- Did you mind if your teacher asked you to correct your mistakes you faced during speaking?
- Do you get worried when your classmates speak English better than you?
- Have you ever faced any challenges and obstacles during the speaking courses you have taken before? How?
- Have you ever experienced anxiety or any difficulties in your speaking courses?
- What were the reasons or causes behind the anxiety you experienced in your speaking courses?

- What were the signs of your anxiety while you were speaking in speaking classes? Would you please tell me some of them?
- What strategies did you use to overcome to your anxiety in speaking courses? Were they efficient and useful? Why? Do you still continue those strategies?

### Section 3: Recommendations and suggestions of students dealing with speaking anxiety

- Are you still interested to take more speaking courses? Why?
- Do you like to encourage other students to take speaking courses outside the university?
- What is your advice for those who want to take speaking courses in the future?
- What do you expect from your teachers to do to help you overcome your speaking anxiety?
- What do you say for those students who are still suffering from speaking anxiety?
- Do you have any other extra comments on the topic you want to add?

Thank you for your time and participation in this study!

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## A Case Study of Concept Formation vs Traditional Teaching Methods in Physics at School Level

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### Abstract

The present study investigated the development of concept formation in formation learning for the class IX students in Physics to find out the efficacy of concept formation and traditional methods of teaching at school level. It was experimental in which both methods of teaching was compared with traditional method of teaching. A sample of 300 students were selected from four private high schools of boys and girls of district Peshawar. Pre- test and post- test were used for the collection of data. Each of the experimental and controlled group was taught with concept formation and traditional method of teaching for three months. Pre-test was arranged in the beginning of the experiments. After three months post-test is taken to know the effectiveness of concept formation and traditional methods. To determine the effects of concept formation method of teaching on achievement of Class IX students in the subject of Physics, the significance of difference between the mean achievement scores of experimental and controlled groups was tested by applying  $t$  Test. The experimental group shows good result than the controlled group in post-test because of concept formation method of teaching. Hence the ultimate results of the study indicated that concept formation method of teaching was more effective as compared to traditional method.

**Keywords:** Physics, School level, concept formation, traditional method.

## Introduction

Concept formation is an inductive teaching strategy that helps students for a clear understanding of a concept through studying a set of examples of the concept. Teaching is an important technique used by the teacher to transfer information and guideline to the students. It must be a dynamic and planned rather than a static one. Effective teaching is an important guideline to promote the understanding of the students. Several teaching methods have been used time and again to make the teaching process more effective. Like the third world countries Pakistan is also a developing country and the development of our country is based on the quality and quantity of education. To improve the quality of education the instruction inside the classroom must be improved. Teacher is the key factor in this direction. It is believed that skill, knowledge, and teaching methodology which can be used by the teacher can affect the teaching process and improved the learning ability of the students. This is possible only when a suitable method is used by the Teacher. According to shah (2019) Concept formation is one of the modern and successful method used for the clarification and understanding of the students' concept. It is an inductive teaching method which helps to form a clear understanding idea and concept through studying a small set of examples of the concept.

Holly (2016) usually the learning process of the students is based on memorization. The teacher is unable to encourage his students to take part in the activities of the classroom. This type of teaching methodology has only one aim as to prepare students just for examination and better grade. The present classroom teaching is based on strict discipline, memorization, fixed and ridged curriculum. The classroom is full of fear, tension, formalities and strict control. The most important of educational system is to find out some new teaching methodologies to facilitate the learning process. It is the responsibility of the class teacher to use an effective teaching method based on thinking and interest rather than memorization and compulsion.

Hand (2017) It is the general observation that the aim of education is to prepare adult for truth and precision and mental discipline. Khan (2015) concluded that Concept clarification is based on appropriate teaching method. A method is not merely advice adopt for communicating certain items of information to students. It links the teacher and his pupil into an organic relationship with the constant mutual interaction. The quality of students' life may rise by applying good methods and bad methods may debase it. Good methods play a great role in the development of concepts.

Concept formation method is a proper teaching method, used by the teacher to transfer information to the students. It allows simplification and the expansion of knowledge from known objects to unknown. Examples are provided from the events, things, and process to make a link between the teacher and the students. Thus, concept must be formed at the initial stage to find out the solution of the problem. Thus, it is the need of the situations to find out new method or techniques in addition of the traditional teaching method for the clarification of students' concept.

## Research Objectives

1. To know the level of understanding and concept formation of students in Physics at School level.
2. To know the effect of concept formation method of teaching in Physics at School level.
3. To find out the difference of the academic achievements of the students when taught by concept formation and traditional teaching method.

## Literature Review

Mondell, B.C. (2013) studied the effect of Information Processing Model on teaching Science. He found that the efficacy of Concept formation Model against the traditional methods of teaching science is very high. The experimental group found better cognitive skills and creativity than the control group.

Every society has a number of challenges such as feeding and accommodation for the population, wellness and healthy living, protection and shielding of the environment, producing sufficient energy, supplying of clean water, and climate change. By working together in participatory ways, we can better solve and obtain the goals and outcomes of science education and perform research with the values, needs and expectations of the society (European Union 2012). Concept formation provides job opportunities as well as cultural awareness and the ability to act towards people as well-informed and good citizens around the whole world (European Commission 2013).

Colleges occupy an extremely important position in our education system, because in all Colleges, science education is provided with facilities for students. Colleges provide healthy and sound conditions to prepare students for higher education and promote science education. So, it is clear that the colleges fulfil their important role in the national development, having rich physical facilities for healthy academic atmosphere. For students, there should be hostel accommodation and well balanced curriculum and co-curriculum activities should be provided to the students (NEP1979, P.88)

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## Steps of Concept Formation

1. Select and define a concept
2. Select the attributes

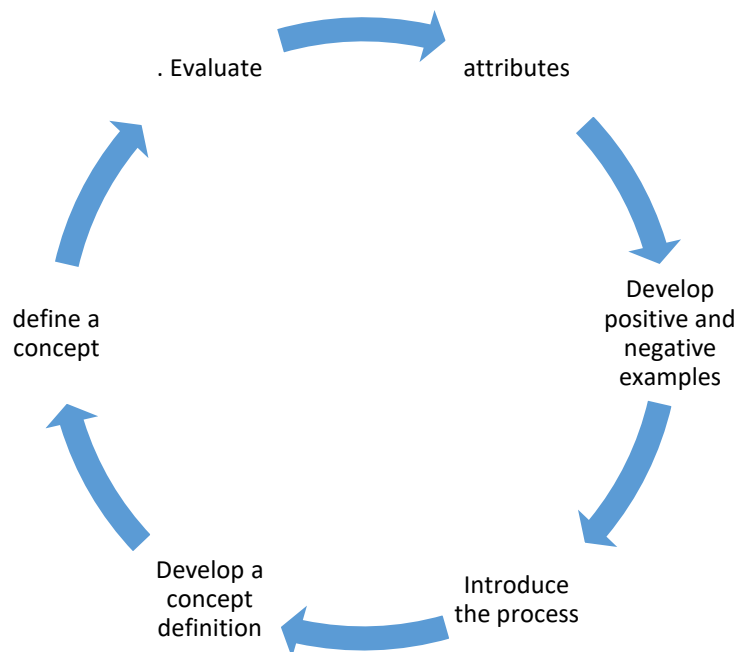
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3. Develop positive and negative examples
4. Introduce the process to the students
5. Develop a concept definition
6. Evaluate



Johnson and Alibali in (2002) found out a relationship in conceptual development and mathematical procedure skill. The result finds out show that conceptual change is important in the procedural skill for mathematics.

Howson and Howson (2004) through an article showed the effect of teaching by using student's earlier knowledge and the strategies for the conceptual change in the learning of science. The study was basically conducted for the effect of alternate conceptual change toward scientific concept. The students show a significant improvement in the achievement of scientific concept with the help of teaching strategies and the use of related learning materials. In the field of Chemistry related to the topic of equilibrium for the misconception of the students learning power. She fined that learning power of the students is increased if suitable questions are asked from the students related to the topic. She concluded that if the existing concept of the students in promoted to a new concept the learning power can be increase in a satisfactory manner.

Nari in (2016) found out with the help of a paper the conceptual development in science education. Through evidence it was find out the traditional method of teaching is not satisfactory for the conceptual development. In this paper stressed were given on the formation of fresh concept for the achievement of knowledge. Geban (2005) conducted a research on

acid-base in the subject of Chemistry. The research was conducted for the class 10<sup>th</sup> students to promote the conceptual development and the textbook oriented teaching accompanied with resemblance. They find out through research work that conceptual changes are a process of the replacement of the old concept followed by the addition of new materials in learning process of the students. The conceptual changes materials should be arranged in such a way to motivate the students for better understanding. From the research it was concluded that results of the experimental group were through conceptual changes than the results of the controlled group through traditional teaching methodologies.

The working group of Institute of Max Plank and Haifa (2007) in Berlin found out through a research that how the understanding of the students can be revised, shifted and gained with the help of concept formation teaching methodology. According to these researchers there is a link in the gain, shift and the revision of knowledge.

Onder (2005) concluded through a research through conceptual development for the class 10<sup>th</sup> students on the topic of the equilibrium in the solubility in the subject of Chemistry. From the study it was clear that results of the experimental group students were better through conceptual changes then the results of the traditional group students.

Howson (2007) put forward his research proposal for the conceptual change in the subject of Physics. From the result obtained it was concluded that transfer of knowledge through conceptual development is an effective mean in teaching learning process.

Bisbey (2007) concluded that concept development is an important cognitive agent where transfer of knowledge related to the example of objects and events in the daily life.

Baser (2007) arranged a research for the understanding heat and temperature for the grade 2 primary school students. Two groups of the students such as experimental and controlled group were selected. From the results obtained it was clear that score obtained were considerably higher than the score of the controlled group students.

Revenscoft (2008) through an article showed the promotion of conceptual changes and thinking power of the students in digital discussion game. The review of this paper was a dialogue based research in the past 10 year's conclusions of conceptual changes and dialogue in the digital game.

The paper of Atilla (2008) is based on the effective teaching of science and presented six principles for the teaching of science effectively like encouraging the students, dealing with students, promoting the concept, how to apply the new concept and skill, feedback from the teacher, cooperative learning.



Vosniadon (2008) presented a paper on the conceptual changes in education. He concluded that for effective learning and conceptual changes students are not relied only memorization process. Students must learn how to construct a new concept base on the daily life examples and experience. Conceptual changes are only possible when the teacher used a systematic method of teaching. Teacher first creates an effective social environment of the classroom which helps and motivates the students for the learning process.

Pecina (2009) concluded through a research the indication and assessment of fundamental teaching procedures needed for the encouragement of conceptual changes of the students. They find out significant learning of Physics, it is needed that the teacher find out alternate concept which help the students to overcome the difficulties that arise in the formation of an effective concept.

Boumova Viera (2009) conducted a research study on traditional vs. modern teaching methods' advantages and disadvantages. From the study it was concluded that how to modify the concepts of the students in learning of language through traditional and modern methodology.

Pinarba (2010) performed research for the promoting of conceptual development on the topic of chemical equilibrium. He fined that when conceptual a development student shows significant results than the students of the traditional teaching method. The result of the students having better conceptual changes have better results in the learning of Physical equilibrium.

Ozmen (2010) concluded through an article the importance of conceptual development in computer animation for class 11<sup>th</sup> students. Student having better conceptual development shows significantly higher results in the computer animation. Muhammad and Pardhan conducted research and published a paper in (2006) on conceptual understanding of the students in science and mathematics. With the help of this paper, they found out that for the teaching of science and mathematics the skill of the teacher and their novel teaching are very important.

Rahman and Zaidi (2008) conducted a paper on the study of chemical education in Pakistan. They highlight the curriculum of Physics of class XI and X and the contents included the curriculum. Four periods are allowed within a week with time duration of 40 minutes. Eight months average working session within one year which is about 128 periods for the teaching is available. Stressed were given on the problem solving method of teaching and the used concept formation skill methodology in the teaching learning of Physics.

Awan (2010) finds out through a research the misconception of the students and Meta cognitive effect upon the student's achievement. From the results obtained it was clear that students having refined conceptual changes shows better results about atom, molecules, and matter.

Ammna (2011) conducted a research upon concept formation and its importance over the traditional teaching method in Chemistry for class X students at secondary level. From the results it was clear that student of the experimental group when taught through concept formation method of teaching show significantly better results than students of the controlled group through traditional method of teaching.

Besides these research works, more struggles are needed in the form of research to find out more effective methods and the importance of concept formation and traditional method of teaching to motivate students for better understanding and achievement at secondary level.

### **Procedure of the Study**

The researchers selected two group of class IX randomly from the selected Private high schools for boys and girls of district Mardan. One group named as experimental group select for the concept formation method of teaching. Second group named as controlled group select for traditional method of teaching. The teacher select for the teaching of both groups were the same qualification and experience such as Postgraduate degree in Physics, B.Ed., and 10 to 15 years of teaching experience. The teachers of both experimental and controlled group students taught the same topic at the same time-period duration of 40 minutes. The researchers taught the Physics itself to the experimental group through concept formation teaching method.

Before starting experimental teaching, a pre-test was arranged for both experimental and controlled group students to find out the position of learning of the students' concept in the learning of Physics. The research study was continued for about three months. Each Monday was selected for the test in the lesson studied earlier. Every fourth Monday was selected for monthly test in which all the learned course lessons for one month were included. The weekly and monthly test were components of direct teaching method. All the remaining five days per week, the students were busy in teaching-learning process of concept formation method of teaching.

At the end of the experimental research the pre-test was again arranged as post-test, both for the experimental and controlled group students to know the results of concept formation and traditional method of teaching.

One section of the class IX was selected randomly by the researchers as experimental group for the teaching group of Physics with the help of Concept formation method of teaching. Another group was named as controlled group which was taught by their schoolteacher. Qualification and experience of both the experimental and controlled group teachers were the same such as Postgraduate degree holders of Physics and B.Ed. with 10 to 15 years of teaching experience. The teacher of the experimental and controlled group students taught the same topic with same period of duration of 40 minutes according to the school timetable. The experimental process was observed and proceed for two months.

## Research Tools

The following tools were used by the researchers for the collection of data:

1. An achievement test used by the researchers to know the current position of understanding of the Class IX students in Physics. The conducted test was consisted of 60 multiple choices questions (MCQs). The (MCQs) were selected Physics IX Book of KPK Textbook Board. The Achievement test was arranged for 300 students of four public High Schools for Boys and Girls in district Peshawar.
2. A pre-test was set in Physics to know the level of knowledge of the class IX students. The test was consisting of 60 Multiple Choice Questions (MCQs) from different Chapter the Physics of class IX of KPK Textbook Board Peshawar. The pre-test was arranged for about 150 students of Controlled groups and 150 students of experimental group students of Class IX of four selected Private Schools for Boys and Girls in district Mardan.

## Data Analysis

The following statistical processes were used for the calculation of data obtained through test instruments.

1. Standard deviation and mean were the statistical terms used for the calculation of the test score of understanding level for the class IX students in Physics (formulas for means, variance, standard deviation S)
2. Similarly, standard deviation and mean were also used for the calculation of test score of the experimental and controlled group students in their pre-test and post-test in Physics for boys and girls of class IX.

STATEMENT		N	Mean	SD
1	Standard deviation and mean achievement score for male in Physics	150	15.33	10.02
2	Standard deviation and mean achievement score for female in Physics	150	14.66	9.43
3	Test achievement score of the controlled group in their pre-test for school II.	150	15.5	9.00
4	Test achievement score of the controlled group in their pre-test for school III.	150	17.67	10.01
5	Test achievement score of the controlled group in their pre-test for school II	150	15.5	10.77
6	Test achievement score of the controlled group in their pre-test for school IV.	150	17.67	11.01

7	Test achievement score of the controlled group in their post- test for School II	150	18.10	11.51
8	Test achievement score of the controlled group in their post-test for school III	150	18.02	11.56
9	Test achievement score of the controlled group in their post-test for School I	150	15.95	10.64
10	Test achievement score of the controlled group in their post-test school IV	150	18.10	11.12
11	Test achievement score of the experimental group in their post-test for school II	150	25.5	10.87
12	Test achievement score of the experimental group in their post-test for school I.	150	23.68	11.14
13	Test achievement score of the experimental group in their post-test for school III	150	23.32	11.00
14	Test achievement score of the experimental group in their post-test for school IV	150	23.83	9.48

Test achievement for controlled group in pre-test for school iii was 9.77 and 15.5 respectively which indicate that the performance of the learners was not satisfactory. School vi data revealed the mean score 11.01 and 11.67 which was the same below standard score. Item 8 result indicated that the SD of the experimental group was 10.74 and 10.75, respectively. Mean was 16.79 and 10.75 respectively and the differences of the mean were less than 0.05 level which is non-significant. Item 9 result shows that SD for the experimental and controlled groups were 10.69 and 9.77 and mean values are 15.95 and 15.54 respectively for the experimental and controlled groups. Hence the difference of the two means was less than 0.05, non-significant. The standard deviation score for the experimental and controlled groups for item 10 were 10.20 and 10.01, respectively. While mean of the experimental group is 17.67 and controlled group is 17.54. The difference is less than 0.05 which is non-significant. The item 11 shows that standard deviation and mean achievement score for the controlled group in their posttest through traditional teaching method were 11.51 and 18.10, respectively. The item 12 indicates that S.D and mean value for the controlled group in their post-test through traditional teaching method were 11.56 and 18.02, respectively. Item 13 shows that S.D and mean value score for the controlled group in their post-test through traditional teaching method were 10.64 and 15.95. Item 14 show that standard deviation and mean value for the controlled group in their post-test through traditional teaching method were 11.12 and 18.10. Item 15 shows that standard deviation and mean value for the experimental group in their post-test through concept formation teaching concept formation teaching method were 10.87 and 25.5. Item 16 results that S.D and mean value for the same group is 11.14 and 23.68. Item 17 results that S.D and mean achievement score were 11.00 and 23.32. Item 18 results that S.D and mean value for the experimental group in their post-test through concept formation teaching method were 9.48 and 23.83. Item 19 results that the mean test score of the experimental group in their

post-test is 25.5 and controlled group in their pre-test is 17.54. Item 20 show that the mean value of the experimental group in their post rest is 23.68 and controlled group in their pre - test is 16.80. Item 21 shows that the mean value for the experimental group is 23.32 and controlled group 15.5. Item 22 show that the mean value of the experimental group in their post- test is 23.83 and controlled group in their pre- test is 17.67. Item 23 show that the mean value of the experimental group in their post- test is 25.5 and controlled group in their pre- test is 18.10. Item 24 indicate that the mean value of the experimental group in their post- test is 23.68 and controlled group in their pre-test is 18.02. Item 25 indicates that the mean test value of the experimental group in their post -test is 23.83 and controlled group in their pre- test is 15.95. Item 26 that the mean value of the experimental group in their post- test is 23.83 and controlled group in their pre- test is 18. 02.

## Discussion

This study was to find out the position of understanding of the class 9<sup>th</sup> class students in physics with the help of concept formation and traditional teaching method. This research work supports the research study of the Hayes in 2003, the study of Atalla 2007, Awan 2012. From their statistical calculation, they found that the present position of understanding of the class IX students in physics is not satisfactory. Most of the students find physics as a difficult subject as compared to other science subject. They do not know about the concept of basic definition in physics. Concept bearing teaching is the main factor for the successful understanding in physics which requires experiences and more effort in part of the teacher to teach physics to the students at secondary level. It is the responsibility of a teacher to utilize the preceding knowledge of the students to clarification of the concepts. This research study also supports the research work of the Picina in 2008. They found that teacher should stress on the conceptual changes in Science subjects and especially in physics. The finding of the research of the Azizoglu in 2005 indicates that teacher student's interaction through questions inside in the classroom play a pivotal role in the process of learning. The current study of this research is related with the finding that suitable method which clarifies the students' concept make the learning process mere easy. In concept formation teaching method opportunities are provides to the students through question asking and discussion to clarify their concept. This method cause difference in the test score of the controlled and experimental group students. Differences existed in the concepts of the controlled group students and experimental group students. The students of the controlled group students face some difficulties in the explanation of the concept. The experimental group student uses their previous knowledge for the clarification of the concepts.

The present research study is also similar with the finding of the research study of the Porter 2004. According to their studies if the early mistakes of the students are not controlled in the initial stages than the students are habitual of these mistakes. Teacher through proper evaluation and monitoring can rooted out the mistakes to increase the understanding of the students. The finding of the Saleem Khan in 2011 proved with the help of research, the effectiveness of concept formation method of teaching and its importance over the traditional

method of teaching in physics at school level. According to Saleem when the teacher teaches to the experimental group with the help of concept formation method of teaching the concept of the students is clear and their achievement in the post test is increased as compared to the controlled group students as taught by their school teacher through traditional teaching method. The research study also supports the finding of the *Salami* and *Baser* in 2006. According to *these* research studies there is no significant difference in the attainment of the male and female students in physics subject. The study supports the work of the Hewson and Nersessian in 2006. The results of their studies show that with the help of concept formation methodology of teaching the old ideas of the students can be molded in to new and improves ideas. From the results of the pre-test and post-test they proved that concept formation method is helpful to modify the concept of the students.

The current research study indicates that the present position of understanding in physics of the class IX students is not satisfactory which is clear from the data of the controlled group. Concept formation teaching method improved the performance of the students as the data obtained from the experimental Group in their post-test.

### Summary

The main purpose of this research study was to find a solution to the criticism against the method of teaching and position of understanding of the students in physics at school level. Concept formation and traditional method of teaching was used to teach physics to the class IX students at the school level. Weaknesses of the students were found through proper evaluation of the students with the effectiveness of concept formation and traditional method of teaching.

Two tests were developed for the collection of data to prove the hypothesis.

For the measurement of understanding of the students in physics the test was developed known as achievement test. The test consists of 60 multiple choice questions (MCQs) which were selected from the Physics book of class IX of different chapters from Textbook Board. The achievement test was developed for the purpose to know the knowledge, understanding and application level of students in the class IX in physics at school level. The achievement test given to about 150 students.

Pre-test was arranged in physics of class IX for the Measurement of understanding and knowledge of the class IX students at School level. The pre-test was consisting of 60 multiple choice questions MCQs selected from different chapter of the physics books by KPK Textbook Board.

Pretest was then given to the experimental Group as post-test to know the effect of concept formation and traditional teaching method of the class IX students at School level.



Lesson plans for the concept formation teaching method was developed in different chapter of the physics Book of KPK Textbook Board. The format of the lesson plans was derived from the instruction of McVittie (2002). The expert in physics and education checked and then approved the lesson Plans. The teacher of the traditional group also developed the lesson plans in the same chapter as for the concept formation method through the format of *Herbartain* steps. After collecting of data with the help of achievement tests, statistical methods like standard deviation and t-test were for the analysis of tests data.

The position of the mean of the experimental group in their post-test through concept formation method of teaching for school I school III and school IV. From the values it is clear that all means of the four Private high schools for male and female was greater than 50 percent and position of learning of the experimental group through concept formation method of teaching is better than the performance of the controlled group and satisfactory.

A comparison of the pre-test score of the controlled group and post test score of the experimental group with the help of t-test, the values obtained for school I school II school IV. These values are greater than the table t-values at 0.05 in significance. From the result it is clear that attainment score of the experimental and controlled groups in their pre-test and post was different and performance of the experimental group is better than controlled group.

## Conclusions

Based on the findings of the research study the conclusions were made:

1. The current position of learning of both male and female are less than 50 percent, which is not satisfactory.
2. The attainment test score of the controlled and experimental groups of four selected public high schools for male and female is different in their pre-test.
3. The performance of the experimental groups of four selected public high schools for male and female were better in their post-test.
4. The performance of the experimental groups of four selected public high schools for male and female were better in their post- test than their pre-test.
5. The performance of the controlled groups of schools I and II for females were better in their post-test than their pre-test.
6. Better academic attainments of the experimental group of class IX in Physics for male and female students were related to concept formation method of teaching.



7. The attainments test score of the score of the female students of the controlled and experimental groups of four selected private high schools were better than male students.
8. The effects of the concept formation method of teaching were satisfactory for the entire experimental group.

### **Recommendations**

1. Concept formation method of teaching is helpful to change the old and traditional setting inside in the classroom where the students used their own knowledge to resolve their own problems.
2. Concept formation method of teaching is helpful to change the concept of the students, these changes reinforce the concept. Conceptual modification helpful in the formation of composite concept.
3. Teacher used important techniques during the demonstration of lecture. Interesting materials must be included to preserve the interest of the students and increased the learning process.
4. The old and obsolete methods for assigning of homework must be avoided. Comprehensive and concept formed method must be used for the process of evaluation of the students.
5. The results of this research study are a guideline for the policy maker to provide training to teacher based on concept formation method of teaching.
6. The research study recommended concept formation method for Physics and other science subjects at secondary and higher levels.

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## The Effect of Activity-Based Teaching on Students' Academic Achievements in Physics At College Level

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### Abstract

The aim of this study was to investigate the effect of activity-based teaching on the student achievement in Physics at College level. Ten (10) chapters were selected from 11th grade Physics for this study. All the science students at Colleges of KpK, studying Physics at the 11th grade, constituted the population. A sample of 60 students was randomly selected from Govt College Peshawar. Pre-test-Post-test Control Group Design of experimental research was selected for this research study. Two MCQs type achievement tests were used as research tools for the data collection. Experimental group was taught with the help of activities whereas the control group was taught the same lessons through traditional method of teaching for the period of two (2) months. T-test was used to analyze the data by using SPSS version -16. The results showed that the activity-based teaching is more effective for the development of higher order skills in the students.

**Keywords:** First year physics, Activity based learning, Academic achievements, cognitive skills

### Introduction

(ABL) Activity-based learning defined by Prince (2018) is a learning method in which students are engaged in the learning processes. All European citizens appreciate the significance of science and want to be more informed about science education. Over 40 % of population believe that science Education and technological innovation can have a positive

effect on the environment, better health and personal empowerment, dynamic engagement in public affairs and society, and improve employability and basic infrastructure in the future (Shah. K, 2019). In Activity-based learning (ABL) teaching method, in the words Panko Kenley (2007) “students actively participate in the learning experience rather than sit as passive listeners”. Learning activities if based on “Real life experience” help learners to transform knowledge into their personal knowledge which they can apply in different situations (Edward, 2001). Davies, (2007) by quoting Prince (2004) say that active learning method is different from traditional method of teaching on two points. First, active role of students and second, collaboration among students. Suydam, Marilyn and Higgins (1977) define activity –based learning as the learning process in which “student is actively involved in doing or in seeing something done.” According to them Activity –Based teaching (ABT) method “frequently involves the use of manipulative materials”. Meaningful learning, according as Churchill (2003) engages activity. According to Churchill (2003), ABL helps learners to „construct mental models that allow for 'higher-order' performance such as applied problem solving and transfer of information and skills. In ABL the learner examines learning requirements and thinks how to solve a problem in hand. The students do not learn about the content. Rather they learn about the process to solve the problem. As they go towards the solution of the problem, they also learn about the content (Curchill 2003). Effective teaching –learning process is not possible without students“ motivation. Hake (1998) argues that students“ motivation by engaging them in interactive- activities is an effective and useful method for teaching complex concepts. He highlights the importance of different activities related to the concepts being presented. Activity-based learning (ABL) theory is a cognitive-learning theory which is basically a “constructivist” learning theory (Hein, 2009).

In an “active-learning classroom,” students are active learners not the passive receivers. According to Stöblein (2009) this approach provides a way to integrate learning within students“ knowledge, and, by exposing them to a variety of activities, helps them learn how to learn. He describes ABL as a “successful teaching model” in the field of science. These activities, if carried out in an effective manner, develop skills like Team-working, Communication, Design, Leadership, Project management, Research, Problem-solving, Reflection and Life-long learning in the learners. These activities, if based on the real life experiences, can help students to apply the same in their practical life and hence prepare students for future life. In activity –based teaching /learning environment, the teacher is a facilitator, motivator, guide, and a coach not a sage on the stage (Stolen 2009)). There is a famous saying of Confucius about the success of the students“ learning that is given below.

“Tell me, and I will forget, Show me, and I may remember, Involve me, and I will understand.”

According to Chickering & Gamson (1987) “students must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves”. Students’ motivation is high if these

activities are personally relevant to them. There is research evidence which shows that students will retain limited knowledge if they are involved passively in teaching- learning process (McKeachie, 1998). The same is indicated in the 'Dale's cone of experience' developed Dale (1969) shown below. Learning activities provides opportunities for experiential learning which involves links between the thinking and the doing. It is assumed that students who handle the learning activities successfully have learnt the concept to perform that particular activity (Marx, 2005).

### **Review of Literature**

There are mixed findings of different researchers about the effectiveness of ABL. Higgins (2017) reached on the conclusion that ABL in elementary mathematics is more effective than traditional method of teaching. According to Brophy (2000) students learn concepts in depth if these concepts are learnt in a different context which may include classroom lecture, laboratory experiments, textbook readings etc. Moreover, they can apply this knowledge in novel situations in a better way. To familiarize students with scientific knowledge is one of the aims of science teaching (Smith, 2013) so they can apply this knowledge in problem solving situations. Science is more than collecting and manipulating data or memorizing knowledge.

Shah Kiramat & A. Nazir (2019) emphasize, that the promotion of the science education at university stage in rural population and organize training program for the in - service science teachers on the same spot a mobile science laboratory must be developed by the government. For the promotion and development of science education national seminars, meeting and working session and conferences would be organized. But due to lack of financial inputs and efforts some of the targeted proposals were implemented in that time and maximum of the given proposal delayed. Also, in different areas of science subjects, scholarship programmes were announced and under the limitation of University Grant Commission science fairs were established. With the collaboration of foreign organization different developmental works occur that is Pakistan Science Foundation.

According to National Research Council (1996), it is “a process of inquiry that requires asking questions, observing, data exploration and data manipulation. It requires learning to apply and generalize scientific knowledge”. Creating such learning environment requires engaging learners in different activities. Active engagement in learning activities develops conceptual understanding and motivates students to seek further information (Brophy, 1995).

Hake (1998) found that ABL significantly improves conceptual understanding of the students in a physics class. Magno, et al. (2005) reached on the conclusion that “the classes receiving the PBL activity on memory had significantly higher performance accuracy in the test and had higher attitude as compared with the other classes who received instruction through traditional method”. While conducting research on teaching experimental economics

for high schools, Brock and Lopus (2004) concluded that “ABL do a good job of satisfying the conditions sufficient for economic experiments”.

Wong (2000) view that traditional teaching approaches do not encourage learners to associate with previously acquired knowledge. On the other hand, Boud(1999) remarked that activities -based learning encourage students to „learn how to learn“ through different activities and real-life problems. Effectiveness of ABL to facilitate self-directed learning and problem-solving skills is well documented in medical education (Barrows and Tamblyn, 1980; Schmidt, 1983), in higher education and K–12 education settings (Hmelo-Silver, 2004).

Hussain, et al. (2011) reached on the conclusion about the effect of activity-based learning (ABL) that ABL is more effective to teach physics at secondary level as compared to traditional method of teaching. However, Lieux, (2001) and Zumbach et al. (2004) found no significant difference in knowledge acquisition between students who learned through ABL method and who learned through traditional method of teaching. Doucet et al. (1998) and Blake et al. (2000) found that students who were taught through ABL performed significantly better on both basic and clinical sciences. Verhoeven et al. (1998) partially agreed, while Dochy et al. (2003) completely agreed with their findings. Berkson (1993) and Colliver (2000) could not find any evidence to maintain the superiority of ABL method over traditional method of teaching.

Gallagher, (1996) found no significant difference on „short-term retention“ assessment between students of ABL and traditional students. Norman and Schmidt (1992) cited Dochy et al., (2003) and Mårtenson et al. (1985) that on „long-term retention assessments“ students of ABL performed better than traditional students. Hung, Jonassen, and Liu (2008) referred Eisensteadt et al. (1990) that traditional students retained more than ABL students in the recall test conducted immediately. However, retention rate of traditional student declined fast as compare to ABL students. In higher order thinking skills, ABL students performed significantly better than traditional students in one of the studies conducted by Polanco et al. (2004) to investigate the impact of ABL on “students” academic achievement” in mechanics. Shelton and Smith (1998) conducted a research study on biomedical students and found better performance of the biomedical students of ABL in the achievement test than their counterparts. In a study, Gallagher et al. (1992) noted remarkable improvement in the results of ABL students than their counterparts and viewed that ABL is an effective method of developing “problem-solving processes and skills”. Hung, Jonassen and Liu (2008) mentioned that ABL has “positive impact on students” abilities to apply basic science knowledge and transfer problem-solving skills in real-world professional or personal situations”. Suydam, Marilyn and Higgins (1977) and Shepherd (1998) reported same kind of results. Coulson and Osborne (1984), Blumberg and Michael (1992), Norman and Schmidt (1992), Ryan (1993), Dwyer (1993), Dolmans and Schmidt (1994), Woods (1993), van den Hurk et al. (1999) Schmidt and van der Molen (2001) and Schmidt et al. (2006) reached on the similar conclusion about the impact of ABL. Kaufman and Mann, (1996) noted students



believe about ABL to be more effective to “enhancing of information management skills”, Caplow et al. (1997) to enrich their “learning of basic science information”, Martin et al. (1998) to promote their learning to “deal with complex situations”, Dean (1999) to enhance their confidence in “judging alternatives for solving problems”, Lieux (2001) to “develop thinking and problem-solving skills”, Schmidt and van der Molen (2001).

## **Research Methodology**

### **Population of the Study**

All the Medical and Engineering students of XI grade of colleges of Peshawar, studying Physics at the 11th grade, constituted the population.

### **Sample of the Study**

Govt College Peshawar was selected as sample school. sixty physics students were randomly selected as sample for this study. Control and experimental groups were randomly formed from the sample (thirty students in each group).

### **Content of the Study**

Dimension and limitation (Ch.1), Vectors and Scalars (Ch.2), Projectile Motion (Ch.3), Absolute Gravitational potential (Ch. 4), Angular momentum (Ch. 5), Bernoulli's Equation (Ch 6), Simple Harmonic motion (Ch.7), Newtonian Formula (Ch. 8), Coherent Sources (Ch. 9), and Heat (Ch. 10) were selected for treatment.

## **Research Design**

The researcher used Pre-test - Post-test Control Group Design for this study which involves two groups, experimental and control. In this design both randomly formed groups (control & experimental) are pre-tested and after treatment, post tested. Pre-test and post-test are same for both the groups. It is a strong experimental design in which all sources of internal invalidity are controlled due to random assignment, pre-test and the presence of control group.

## **Instrument**

MCQs type written tests were developed for the collection of data. Pre-test was developed from ten chapter of 11th grade Physics of Peshawar, keeping Blooms' taxonomy in view. Out of 60 questions, twelve (12) of knowledge, twelve (12) of comprehension, twelve (12) of application, twelve (12) of analysis, and twelve (12) questions of synthesis were constructed. Post-test was constructed from ten chapters of the same textbook whereas the distribution of the questions remained same for each domain as in the pre-test. Test items were finalized after item analysis. Item difficulty and item discrimination index were calculated, and test items of mixed difficulty were selected finally. Content validity of the tools was established by discussing them with two different subject specialists and an educationist in the field of science education. Reliability of the Pre-test and post-test was estimated at 0.83 and 0.81 by using split-half reliability method.



## Procedure

The study was conducted for two months. Before treatment both experimental and control groups were given pre-test. The research team prepared thirty (20) lessons from the above mentioned ten chapters with the help of classroom teacher. The treatment was given by a qualified, trained, and experienced classroom teacher; however, a member of the research team monitored all the activities. The classroom teacher was given training for the proper implementation of treatment. After treatment both experimental and control groups were given post-test.

## Analysis and Interpretation of the Data

Independent samples T-test was applied for mean at the significant level of 0.05. Different null hypotheses were developed to test the significant difference between the control and experimental group.

H<sub>01</sub>. There is no significant difference in the achievement scores of the students of control group and experimental group in the pre-test.

**Table 1: Achievement Scores of the students of control group and experimental group on pre-test**

Domain	Group	N	Mean	df	t-value	P (0.05)
Knowledge	Experimental	30	5.24		0.67	0.67 < 2.01
	Control	30	5.50			
Comprehension	Experimental	30	5.21		0.93	0.93 < 2.01
	Control	30	5.20			
Application	Experimental	30	5.02	58	-0.67	-0.67 < 2.01
	Control	30	5.00			
Analysis	Experimental	30	4.24		1.66	1.66 < 2.01
	Control	30	4.24			
Synthesis	Experimental	30	5.81		0.87	0.87 < 2.01
	Control	30	5.35			

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Critical value of “t” at 0.05 = 2.01

The calculated t-values are less than the table values. It is clear from the results shown above in the Table 1. That there is no significant difference between the mean scores of the experimental and control group in the cognitive domains of knowledge, comprehension, application, analysis, and synthesis. Hence, It is concluded that both the experimental and control groups were the same in the cognitive skills before the treatment.

H<sub>02</sub>.: There is no significant difference in the achievement scores of the students of control group and experimental group on post-test in the domain of knowledge.

**Table 2: Achievement Scores of control group and experimental group on post-test t in the domain of knowledge**

Group	N	Mean	df	t-value	P (0.05)
Experimental	30	5.24	58	1.00	1.00 < 2.01
Control	30	5.50			

The calculated t-value is less than the table value (calculated t=1.00 and table value=2.01). Hence, it is concluded that there is no significant difference in the achievement of the students of experimental group and control group in the domain of knowledge.

H<sub>03</sub>. There is no significant difference in the achievement scores of the students of control group and experimental group in the post-test in the domain of comprehension.

Group	N	Mean	df	t-value	P (0.05)
Experimental	30	5.24	58	1.09	1.09 < 2.01
Control	30	5.50			

As the calculated t-value is less than the table value (calculated  $t=1.09$  and table value= $2.01$ ), there is no significant difference in the achievement of the students of experimental group and control group in the domain of comprehension.

H<sub>04</sub>.: There is no significant difference in the achievement scores of the students of control group and experimental group in the post-test in the domain of application.

**Table 4: Achievement Scores of control group and experimental group on post-test in the domain of application**

Group	N	Mean	df	t-value	P (0.05)	The calculated t-value
Experimental	30	5.24	58	3.60	1.00 < 2.01	
Control	30	5.50				

is greater than the table value (calculated  $t=3.60$  and table value= $2.01$ ). It is clear from the result shown above in the Table 4. That there is significant difference between the mean scores of the experimental and control group which means that there is significant difference in the achievement of the students of experimental group and control group in the domain of application. Hence, It is concluded that activity-based teaching method is more effective than the traditional method of teaching to develop higher order thinking skill (application).

H<sub>05</sub>.There is no significant difference in the achievement score of the students of control group and experimental group in the post-test in the domain of analysis.

**Table 5: Achievement Scores of control group and experimental group on post-test in the domain of analysis**

Group	N	Mean	df	t-value	P (0.05)
Experimental	30	5.24	58	1.06	1.00 < 2.01
Control	30	5.50			

The calculated t-value is greater than the table value (calculated  $t=1.06$  and table value= $2.01$ ). Hence, it is concluded that activity-based teaching method is more effective than the traditional method of teaching in developing analyzing ability in students.

$H_{06}$ . There is no significant difference in the achievement score of the students of control group and experimental group in the post-test in the domain of Synthesis.

**Table 6: Achievement Scores of control group and experimental group on post-test in the domain of Synthesis.**

Group	N	Mean	df	t-value	P (0.05)
Experimental	30	5.24	58	4.18	$1.00 < 2.01$
Control	30	5.50			

The calculated t-value is greater than the table value (calculated  $t=4.18$  and table value= $2.01$ ). It is clear from the result shown above in the Table 6. that there is significant difference between the mean scores of the experimental and control group. Hence, It is concluded that activity-based teaching method is more effective than the traditional method of teaching to develop synthesizing ability.

## Conclusion

From the results shown above it was concluded that there was a positive impact of activity-based teaching in developing cognitive skills in the students of physics at secondary level. ABL method of teaching is more effective for the development of higher order thinking skills in the students. These results are supported by the findings of Hung, Jonassen and Liu (2008), Suydam, Marilyn and Higgins (1977), Coulson and Osborne (1984), Blumberg and Michael (1992), Gallagher et al. (1992), Norman and Schmidt (1992), Ryan (1993), Dwyer (1993), Dolmans and Schmidt (1994), Woods (1993), Shepherd (1998), van den Hurk et al. (1999) Schmidt and van der Molen (2001) and Schmidt et al. (2006), Martin et al. (1998), Dean (1999), Lieux (2001), Thornton (2001), Schmidt and van der Molen (2001) and Schmidt et al. (2006).

Although the mean scores of Experimental Group, in the domain of knowledge and comprehension, is greater than control group, there is no significant difference found between the mean scores of both the groups which means that ABL is more effective for higher order thinking skills (application, synthesis and analysis) than lower order thinking skills (knowledge, comprehension). Gallagher and Stepien (1996), Lieux (2001) and Zumbach et al. (2004) reached on the same conclusion regarding the effectiveness of ABL.

## Recommendations

Following recommendations are made on the basis of the results obtained from the analysis of the data:

1. The role of Activity-Based Learning (ABL) is well acknowledged in the literature to develop higher order thinking skills. As this study is consistent with past findings, it is therefore, recommended that ABT should be adopted at secondary level to teach Physics in Pakistan.
  2. The study should be replicated in all science disciplines.
  3. The study should be replicated to compare the ABT Activity- Based Teaching with other methods of teaching to find out the relative effectiveness of the different methods with ABT.
  4. The study should be replicated in all grades from elementary to university level.
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## **Lexical Level Problems in Translating Texts on Preventive Medicine - A Study Based on the Book *Health In These Times***

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### **Abstract**

Translation is a fundamental aspect in circulating acquaintance and fresh innovations in the medical field. It can also be a serious element in providing healthcare services to patients or laypeople. The translators of medical texts encounter numerous complications, some of which includes the subject of research. They include medical terminology, lexical equivalence of medical texts, readability, quality issues. This study presents a common overview of the problems in lexical level of medical translation. It discusses certain problems related to characteristic features of medical language and inconsistency of equivalents: terminology, medical terms, medical equipment or tools, treatment or diagnosis, drug names, scientific names etc. Translating for lay-readers and professional audiences is the next issue that is considered in this paper. Considerable attention is paid to problems in translating medical texts, and other issues, such as verification and review.

**Keywords:** Translation, medical texts, lexical level, equivalents, lay-readers,

### **List of Abbreviations**

SL	-	Source Language.
TL	-	Target Language.
ST	-	Source Text.
TT	-	Target Text.

### **1. Introduction**

Translation is a means of communication and a process of rendering meaning, ideas, or messages of a text from one language to another language. There are some factors which follow this process, which are primarily associated with the accuracy, lucidity,

and artlessness of the meaning, concepts, ideas, or messages of the translation. Achieving perfect equivalence in rendering ST properties into TT ones is not possible since each language has its own grammatical, lexical, and textual systems which differentiate one from the other.

In the context of the translation of medical texts, the principal difficulty originates from the lexical sources which mean the problem of reproduction of lexical content of SL terms into TL terms.

This study is based on “HEALTH IN THESE TIMES”, is a book written by DR.Sanjiwa Wijesinha, MBBS (Ceylon), MSc (Oxford), FRCS, FACS. The book contains a wide variety of health care and medical precautionary articles that are likely to interest the choosiest reader. The style is Srilankan reader-friendly and suffused with a delightfully impish sense of humour that serves to reinforce the important messages that the author wants to convey. The author’s approach is to emphasize the promotive and preventive aspects of the diseases that he deals within this book. This study deals with problems arising at lexical level while translating medical texts for laypeople analysing several translation procedures and issues encountered in the translation of medical texts providing a theoretical basis, as well as examples to support the ideas presented, proving thus that any translator or linguist must know the basics of the work he or she becomes bound to.

## **2. Purpose of the Study**

Medical translation belongs to a prominent group of technical translation hence the purpose of the study is to identify the problems at lexical level and tackle them in an effective manner to produce the medical and healthcare articles that sound reader friendly as original and the main target readers of the translation will be lay people of the society.

## **3. Limitation of the Study**

The study is carried out to identify the lexical problems in the medical and health care articles by analysing the translated Tamil version of “HEALTH IN THESE TIMES”.

Since the translation difficulties have involved terminology and cultural aspects this research tries to cover all the attainable lexical level problems related to medical and healthcare field.

## **4. Analysis of Problems in lexical level**

In the context of translation of medical texts, the central difficulty arises from the lexical sources which means the problem of representation of lexical content of SL terms into TL terms.

**4.1 Identifying a term:** First of all identifying a term can sometimes be difficult, especially when the form coincides with that of a general language word. This is what happened with the very specific medical terms or specialized terms.

**Example- 1:**

**Source: “These tests may include a measurement of the level of cardiac enzymes in your blood (because these enzymes are increased if your heart has suffered any damage)....”**

In the above sentence when the word ‘enzyme’ is concerned there comes a need to understand the term correctly. To overcome the confusions the dictionaries were referred.

The following definitions are from various dictionaries that is from simple dictionaries to specialized dictionaries.

1. Enzymes are biocatalyst that speeds up digestion and metabolism
2. Enzymes are both proteins and biological catalysts.
3. A substance produced by a living organism which act as catalyst to bring about a specific biochemical reaction.

Here the term Enzymes means நொதியம் in Tamil.<sup>1</sup> Hence cardiac enzymes means the enzymes produced from heart. Even though it is a scientific term in Tamil no other equivalent or familiar terms were found. It is rendered as இதயத்திலிருந்து உற்பத்தியாகும் நொதியங்கள்.

## **4.2 Medical Terms**

The translated text is aimed at lay people, semi experts and also professional medical or translation studies students. The analysis shows a wide variety of terms related to the medical field and particular method of translation when it comes from English to Tamil.

Translating certain body organs can be difficult to some extent since there are no peculiar or names in Tamil as English. In such cases it can be paraphrased or given explanations in Tamil. If there is no equivalent in the TL, the translator could give an explanation for the term. This Explanation would depend on his/her understanding of the subject matter. This shows that, in technical and scientific translation, problems of terminology occupy a central position. The feature of scientific and technical translation hinges depend on the accurate rendering of concepts and their terms.

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<sup>1</sup> Medical Dictionary (North Ceylon Pharmasists Union)

### Examples: Body organs

Cervix	கற்பப்பைவாய்
Calf muscles	கென்றைக்கால் தசைகள்(கீழ்க் காலின் பின்புறத் தசைகள் )
Abdomen	அடிவயிற்றுப் பகுதி
Cardiac enzymes	இதயத்தில் காணப்படும் நொதியங்கள்
Placenta	நச்சுக்கொடி

Some diseases can be translated simply as they are well known in the target language community itself.

### Examples:

Small pox	சின்னம்மை
Gallstone	பித்தக்கல்
Constipation	மலச்சிக்கல்
Anaemia	குருதிச் சோகை
Heart burn	நெஞ்செரிச்சல்
Brain tumors	மூளைக் கட்டிகள்
Diabetes	நீரிழிவு

When it comes to treatments or diagnosis translator may feel literal translation of medical terminology is a real boon.

### Examples:

Hormone replacement therapy	-ஹோர்மோன் மாற்றுச் சிகிச்சை
X ray tube	-Xகதிர் குழாய்
Hidden Collection of pus	- மறைந்துள்ளசீழ் சேர்க்கைகள்

### 4.3Problem of inconsistency of equivalents

Terminological inconsistency in medical translation involves the alteration between transliteration and descriptive translation. Haddad (1997: 49-50) has pointed out that descriptive approach to translation can be a reasonable solution between the unnatural use of transliteration and the low familiarity, clarity and simplicity. Hence here descriptive translation can be the solution.

In the following example some terms are given a descriptive examples in order to overcome such a difficulty.

Premature heart disease	பருவத்திற்குமுந்திய இதயநோய்கள்
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Pancreatic tumors	கணையத்தில் ஏற்படும் கட்டிகள்
Secondary deposits of cancer	புற்றுநோய்க்கானதுணைக் காரணி
Intracranial blood clots	மண்டையோட்டினுள் இரத்தம் உறைதல்
Hidden collections of pus	மறைந்துள்ளசீழ் சேர்க்கைகள்
Blackout	நினைவிழந்தநிலை
Hemophilia	தசைநார் தேய்வு

Sometimes it is only possible to transliterate the term because there are no other terms in Tamil. In the process of actually transliterating a text, the translator replaces each SL letter or other graphological unit by a TL letter, or other unit.

The following examples the diseases, equipment, health problems or other medical terms are well-known to the general public. Hence transliterating or loan words only can serve its purpose or there will be no equivalents or no replacements in Tamil.

### 1. Diseases

Polio	போலியோ
Ulcer	அல்சர்
Mongolism	மொங்கோலிசம்
Bypass	வைப்பாஸ்
Malaria	மலேரியா
Aids	ஏயிட்ஸ்
Pneumonia	நிமோனியா
Atrophic vaginitis	அற்றோபிக் வர்ஜினிற்றிஸ்

### 2. Medical equipment or tools

Due to the impact of medical devices on people's lives, it is especially important to avoid errors in comprehension or suppression of information. For given medical devices, in the situation the information needs to be explained clearly. Some medical tools are well known in the source language among the lay people and semi experts that can be transliterated rather than giving Tamil equivalents.

#### Examples:

Some medical equipment have specialized terms in Tamil.

Stethoscope - இதயத் துடிப்புமானி Syringe - பீச்சுமருந்தூசிக் குழாய்

Scanner - துருவப்படக் கருவி

As the source text is focused on the lay people and semi experts it is better to use ordinary meaning or better to transliterate.

Stethoscope - ஸ்டெதாஸ்கோப்

Syringe - சிரிஞ்

Treadmill - ட்ரெட்மில்

Scanner - ஸ்கானர்

In some circumstances there can be a Tamil equivalent but those equivalents may not be well known to the target reader. Hence giving the transliterations within the bracket can be helpful to eliminate any ambiguities or confusions. (English terms are more popular than Tamil terms among Tamil community.

#### Examples:

Angina Pectoris	மார்புமுடக்குவலி (ஆஞ்சினாபெற்றோரிஸ்)
Hypertension	உயர் குருதிஅழுத்தம்
German measles (rubella)	ஜேர்மன் சின்னமுத்து (ருபெல்லா)
Syphilis	மேகநோய் (சிபிலெஸ்)
Tetanus	ஈர்ப்புநோய் (ரெற்றேனஸ்)

Some medical terms have Tamil equivalents that may be unfamiliar to the target readers hence the explanations are given in Tamil in the bracket. The mentioned examples demonstrate the effects of time and language change. Some terms become old-fashioned and tend to disappear from the discourse used in the target language. In some other cases the term only known to the language specialist of the target language or investigator or certain speech community of the target language, thus the explanations given in the bracket will clarify the terms.

#### Examples:

Hitatus hernia	- இரைப்பை இறக்கம் (ஒருவகையானகுடலிறக்கம் )
Stomach ulcer	- வயிற்றுப் புண்
Duodental ulcer	- வயிற்றுஅல்சர்
Gastric ulcer	- முன் சிறு குடல் அல்சர்



Particular medical terms are purely technical and that can be a new entered disease or germs or equipment, in those circumstances there is no way rather than transliterating but explanation in the source language can be given within the bracket so the target readers can capture the idea of the terms.

### Examples:

#### 1. Diseases

Spina bifida - ஸ்பைனாவிபிடா(ஒருவகையானமுதுகுத் தண்டுபிடிப்பு)  
Dementia - டிமென்சியா (நினைவாற்றல் குறைதல்)

#### 2. Treatments or diagnosis

Amniocentesis and chronic villous sampling- அமினோசென்ரசிஸ் அன்ட் குறோனிக் விலோஸ் சாம்பிளிங் (பனிக்குடத் துளைப்புஎனப்படும் குழந்தையைச் சுற்றியுள்ளதிரவத்தினைப் பரிசோதிக்கும் முறை)

Foetal echography - நச்சுக்கொடிதிசுவினைப் பரிசோதனைசெய்தல்  
Echo cardiography - மின் ஒலி இதயவரையி

#### 4.4Translating Drug names

Translating drug name is an especially difficult part in the field of medical translation because every year new lists of drugs are marketed.

To tangle this challenge transliterating the names is the only way.

### Examples:

Radiopaque Barium - ரேடியோபாக் பேரீயும்  
Chloroquine - குளோரோகுயின்  
Quine - குயின்  
Glyceryltrinitrate - கிளிசரில் ரைநைட்ரேற்  
Aerosol spray - ஈரோசோல் ஸ்பிரே

**5. Conclusion:**Medical language is continually altering and facing developments.Hence, there are plenty of complications translators have to face when translating medical texts.In this level the problems in identifying the terms, inconsistency of equivalents and translating scientific names were encountered.However, as Tamil terminology is inadequate to label current advances in medical field.Hence many strategies were used to overcome the lexical problems.. Further if needed short explanations or paraphrases seems to be the best choices,

when it comes to medical specific technical terms. Since many such terms describe new realities, introducing the word as a loan word seems to be the best choice in covering the lexical gap. When transliterated forms are found unfamiliar to the target audience such terms can be explained within the brackets.

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