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Cricketing Language in the Political Discourse of Pakistan

Muhammad Usman, M.Phil., M.A., B.Ed.

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Abstract

Cricket is the most widely followed sport in Pakistan. It has, with the passage of time, become a vital part of the Pakistani society. Influencing not merely some limited social aspects, Cricket has also penetrated through much complex social phenomena like politics and diplomacy. Impetus to this is the extensive usage of cricketing language by the politicians of Pakistan in their political discourse. This not only indicates that cricket holds a greater-than-sport status in Pakistan but also posits that the political discourse, much like other discourses, is socially determined.

This paper analyses selective news items, articles and political statements etc., to indicate and tabulate a number of cricketing terminologies, metaphors and phrases being frequently used in political sense.

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Keywords

Political discourse, cricketing metaphors, cricket and politics, cricket diplomacy, language, politics and society

Cricket in South Asia

Sport is an integral part of the human society, whose history dates back to almost 2000 BC. It is not an activity merely for entertainment, rather an essential part of human and societal development. It infuses comprehensibility and tolerance at both individual and collective levels by promoting sportsman spirit. Not confined to only one society, sports is a universal language understood and shared by other nations, hence, becoming a medium of social, political and economic mediation.

In South Asia, Cricket is indisputably the most favourite sport. The history of this sport in the region dates back to the times of British colonization of India, as the British brought the game to the sub-continent. Today, people of Pakistan and India follow this game religiously and it has become an integral part of their shared culture. Not only in the subcontinent but Cricket has influenced deeply the cultures of other Commonwealth Nations. One such influence is on the language, where certain cricketing phrases have been borrowed for everyday use. Sports, like other social activities, influence the language of a particular society. The terminology 'Cricket Diplomacy' is as famous as the game itself and has been an important political tool to revitalize the diplomatic relations of Pakistan and India. Employed multiple times, the most recent example is of the World Cup Cricket 2011, Semi-Final between Pakistan and India when the Prime Minister of Pakistan visited India to strengthen the much deteriorated bilateral relations.

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(The 'can do' spirit: Prime Minister of Pakistan Yousuf Raza Gillani (L) speaks with Prime Minister of India Manmohan Singh during the 2011 ICC World Cup Semi-Final Between Pakistan & India at Punjab Cricket Association stadium, Mohali, India. Sonia Gandhi, the president of the Indian National Congress can also be seen. Source: Pakistan Today)

Fairclough (1989, 22) categorically describes 'language as a form of social practice' and explains what this statement suggests by further giving three points: first, language is a part of society, second, it is a social process and third, it is socially conditioned. Hence the language that a person uses has to comply with the social conditionality of acceptance and comprehension. Further, language and society are not two alienated concepts and they are deeply and internally inseparably wound.

Language being a part of the society is not externally related with society but has 'an internal and dialectical relationship'. When people listen or read or speak or write these actions of theirs are socially motivated and determined. They consequently have some social effects. Even the language of the most isolated individuals, who might think themselves to be utterly cut-off from the society, adhere to societal conventions. (Fairclough, 1989; 23)

Much like all other social practices, language is integral in the politics also. Jordan and Tuite explain politics as:

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… the struggles and cooperation, processes and structures – be they conscious, subconscious or unconscious, ideological or behavioral, rational or emotional, overt or covert – for influence, control and power over material, human beings or minds, and other information – for example, to assign categories to self and other. Politics in this sense transpires in groups ranging from the family to the supra-national – and the pattern of and ideas about those struggles and cooperation – all of which are differentially shared, transmitted through history, and created, recreated, and used by the members of a given society and culture situated in concrete time and space.

(Jordan & Tuite, 2006; 225)

Simply put, politics is the struggle for obtaining the power required to put into force a certain political and social mindset. In politics, as already discussed, language is of a vital role. All political actions are directly related and influenced by language. The most obvious characteristic of any political language is its relationship with power. The ultimate aim of a politician or political party is to implement their 'ideology' i.e. a set of beliefs, practices and ideas that act collectively in the interest of a particular social group or class (Luke, 1998; 366). Politicians use language in such a way that people may be attracted, resultantly, inclining them to act in a particular way, adapt the opinion and ideas of the politician without using force on the people to do so. Therefore, 'linguistic manipulation is the conscious use of language in a devious way to control the others' (Fairclough, 1989; 6).

A politician is, hence, essentially a linguistic manipulator, not always in its notorious sense, but to be able to use appropriate language at the appropriate place. With politicians appearing before and answering the questions of journalists more sophisticatedly, their outlook gets totally different while addressing rallies or masses. In this case, the language they use has to be comprehensible and acceptable to the common lot. In politics, linguistic manipulation is a helpful tool as it is a feature of political rhetoric that is employed to persuade people to act in favour of a party or individual's political ideology. Hence, the political language uses different rhetorical devices to get the intended results. Above all, the language has to be comprehensible for the people to whom it is addressed for memorization and to disambiguate.

Rozina & Karapetjana (2009, 114) opine that though the politicians may 'interact with society in general', their purposes as well as the features of their political discourse may vary. The linguistic choice of a group of politician in government would be totally different from the

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one in opposition. However, before the electoral run, the primary objective of political parties is to keep their party followers loyal besides voting for them as well as winning the loyalty of other people who might have opted to vote for a different party.

Unlike the system of debates during the presidential elections in America or the electoral campaigns in the developed countries, the scenario in Pakistan is different. Politicians are more at freedom to publically criticize their political rivals in the most aggressive tone and words. In political rallies and gatherings, the speeches of the politicians are full of such examples. Evidently, the custom of paying in the same coins is widely accepted in Pakistan's politics. With the general elections coming closer, the political activity in Pakistan has increased manifold.

While politicians borrow analogies and metaphors from many a social phenomenon, they more than frequently resort to sports. The sweeping opening statement of Bryant (2012) to his article "Sporting metaphors always overrun the language of politics in the English-speaking world at electoral times …" is more than acceptable. With Bryant (2012) referring to a number of sporting metaphors used widely in the political language of United States, this paper is restricted to discuss only the usage of cricketing metaphors, phrases and terms in the political language of Pakistan.

Kittay (1987, 4) defines metaphor as a 'trope in which one thing is spoken of as if it were some other thing and it is a ubiquitous feature of natural language'. Therefore, in order to understand a political discourse adequate knowledge of the metaphors is necessary. But as already discussed, politicians' ultimate aim is to make their selves explicable to the people and, therefore, in their discourse they use metaphors or analogies that can easily be understood by the audience. Further, to avoid clichés, political discourses are full of metaphors belonging to different source domains. Buraja (2007) identifies the following common source domains of metaphors used in the political discourse:

i.   Military domain
ii.   Theatre domain
iii. Sport domain
iv.   Medicine domain

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v.   Human body domain
vi.   Animal domain
vii.   Building and Construction domain

The Cricketing metaphors can clearly be classified under the Sport domain. The frequent use of these metaphors in the political discourse further provides that these are comprehensible to the general public. To analyse the use of cricketing metaphors by the Pakistani politicians, selective news items have been taken, studied and these metaphors indicated.

For example, while addressing a rally, the prominent political leader Mr. Imran Khan cautions his political rivals and uses cricketing terminologies "clean bowled", "three wickets" and "one ball".

Khan eyes three wickets on one ball

Khan says Nawaz Sharif, Asif Zardari and Fazlur Rahman will be clean bowled.

By Owais JafriPublished: March 23, 2012

KHANEWAL: The Pakistan Tehrik-i-Insaf is waiting for all corrupt politicians to unite against it so that it can defeat them in one go and rid the country of corruption, PTI chairman Imran Khan said late on Thursday night.

He was speaking at a public rally in Khanewal – last of over 20 rallies PTI has held in southern districts of the province during the ongoing tour. He left for Lahore after the rally early Friday morning. Earlier, Khan had addressed a gathering in Muzaffargarh.

Khan referred to an earlier statement he gave in response to PML-N leader Chaudhry Nisar Ali Khan and said that he planned on getting three wickets on one ball.

"Asif Zardari, Nawaz Sharif and Fazul Rehman will be clean bowled by the PTI on one ball in the next general elections," he said. He challenged the three politicians to woo other 'corrupt politicians' to their camps so that the PTI could rid the country of corruption by defeating them all and revamp the political system.

While addressing the rally at Lahore, Imran Khan used some other cricket terms and metaphors like "break the partnership", "let them play", "batsmen packing", "back to the pavilion" and "throwing just one delivery'

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'Declare assets or face disobedience'

By: Mubashir Hassan And Iqtidar Gilani | October 31, 2011

LAHORE - Pakistan Tehreek-e-Insaaf Chairman Imran Khan Sunday asked the rulers to declare their assets within few months, failing which his party would launch civil disobedience movement to oust them.

Peoples tsunami will sweep them (rulers) away, he said while addressing a mammoth public rally at Minar-i-Pakistan, which, according to conservative estimates attracted well over a hundred thousand people from across Punjab and other parts of the country. The rally organisers said their estimate was 400,000 to 500,000 people.

The cricketer-turned-politician, who himself might be astonished to see such a large crowd before him, declared that he would clean bold the two parties with peoples support.

I know how to break the partnership (between PPP and PML-N), Imran threw the gauntlet at President Zardari and Nawaz Sharif, as his words had the implied meanings that both were ruling the country since long, but now he would not let them 'play' any more.

I would send the two batsmen packing (an obvious reference to Nawaz Sharif and President Zardari) back to the pavilon by throwing just one delivering, he said using cricket terminology. Mian Saab jaan diyo sadi wari aan diyo. (Mian Saab your turn is over, let us have ours), Imran averred, this time addressing only to Nawaz Sharif.

Asking politicians to declare their assets within few months, the PTI leader warned that if they did not do so he would launch a civil disobedience movement to oust the rulers. He said he would also approach the Supreme Court in this regard.

Imran said his party will set up a cell to probe politicians assets abroad and within the country and expose them before the public.

Some may argue that the former cricketer and most revered captain of Pakistan may very well be expected to use such cricketing language. However, this is not the case. Use of such metaphors is not confined to only Mr. Imran Khan. Consider the example of Mian Muhammad Nawaz Shareef, twice ex-Prime Minister of Pakistan, who while talking to the media employed different cricketing terms i.e. "in form", "throw a bouncer" and "hit outside the boundary'.

Whirlwind Sharif: 'Elections now – but not sponsored by military'

Nawaz says Zardari failed miserably; PML-N will reorganise itself in Sindh.

By Saba ImtiazPublished: December 21, 2011

KARACHI: Nawaz Sharif humorously remarked to journalists on Tuesday: "I'm in form today. If they throw a bouncer at me, I will hit it outside the boundary" — and perhaps followed through on the cricketing analogy by actually managing to meet a jam-packed schedule on the day.

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At yet another event, he challenges his political rival Imran Khan while using cricketing terms like "T10 match" (an imitation of T20 format of cricket), "hit four runs", "in-swing delivery" and "swing bowling". Remember, this challenge is not of a cricket match but regarding the general elections to be held soon.

Ready to play T10 match with PTI: Nawaz

Tuesday, December 20, 2011 5:11:25 AM | Comments (0)

Staff Report

LAHORE: Challenging Imran Khan, PML-N's chief Mian Mohammed Nawaz Sharif has said he is ready to play Ten10 match with PTI, adding that he would hit four runs (boundary in cricket) on the in swing delivery from Imran Khan, reports SAMAA Monday.

Recalling early days of his life, Nawaz Sharif said he would strike hard-hit facing Imran Khan's in swing bowling so much so that, at times, his (Nawaz's) strike uprooted the grass out of the ground. "It is time now to play those kinds of shots again" Nawaz vowed.

PML-N chief not only challenged PTI chief to hit four but he also challenged to play a Ten10 match in next general elections. SAMAA

And in reply the cricketer-turned-politician Imran Khan says that he was a "champion" and would "clean bowled" Nawaz Sharif in politics, so he should better watch his "stumps".

Better watch your stumps, Imran tells Nawaz

Imran Khan says his will beat Nawaz in the matches of both cricket and politics.
Addressing a rally in Kasur in the company of Khursheed Mehmood Kasuri, Imran Khan commented on the last night comments by Nawaz that it was time to play 10-over cricket with Imran. Imran said Nawaz must be out of his mind to have given such a statement. He said Nawaz was a club cricketer and has challenged a champion. Imran said he can clean bowled Nawaz in cricket and politics too. The PTI chief said: Nawaz should know that Imran is better than him in the field of cricket and politics. Imran said that Nawaz' party has ruled in one form or the other for over 25 years, but has not done anything concrete.

Date: Tuesday December 20, 2011 05:15PM

URL: http://www.dunyanews.tv

Consider the following statement given by a senior leader of the opposing political party criticizing Imran Khan using, yet again, a number of cricketing lexicons like "pavilion", "12th man", "hitting a six", "no ball' and "umpire".

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Sharifs put in torture cells at Imran's behest, says PML-N

Our Correspondent   Thursday, December 13, 2012

LAHORE

PML-N central leader Senator Pervaiz Rashid has said that in all the innings of his 16 years' political career, Imran Khan, the blue-eyed boy of Musharraf, was either clean bowled or sat in pavilion like the 12th man.

"Imran has been nurturing the desire of hitting a six on a no-ball but he should forget the era when he enjoyed patronage of a dictator like Musharraf," said Senator Pervaiz Rashid while commenting on the speeches of the former cricketer and now PTI chairman.

Senator Pervaiz Rashid, a senior politician of PML-N, said Pervaiz Musharraf, the ex-dictator in the garb of an 'umpire' in response to the desire of his blue-eyed boy Imran Khan locked up Nawaz Sharif, Shahbaz Sharif and other members of the PML-N in torture cells. He said Pervaiz Musharraf sent the leaders who got elected with historic mandate in 1997 elections to in exile in 1999 besides depriving them of their basic right of contesting polls.

These are but a few examples of how politicians use cricketing terminologies, metaphors and language in political discourse. Based upon such discourses, a number of cricketing terms, phrases and metaphors have been indicated and tabulated as under, mentioning their cricketing sense and the political sense in which these were used:

TERM / PHRASE	CRICKETING SENSE	POLITICAL SENSE
12th man	An extra player who is not included in the playing side. Usually acts as a substitute fielder	A politician or political worker who is not actively involved in politics.
A fixed match	A match wherein players of one team are bribed to play poorly and deliberately lose.	Reference to rigged elections, or where rigging is expected.
Back foot	A shot that batsmen play by putting their weight on the foot closer to stumps.	A defensive or retreating political stance or strategy.
Back to pavilion	The grandstand or dressing room where the batsman goes after dismissal.	A mocking phrase in politics depicting a finished career of a politician. Intension to end a politician's career or tenure.

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TERM / PHRASE	CRICKETING SENSE	POLITICAL SENSE
Break the partnership	To dismiss either of the two batsmen playing together. Partnership is the number of runs made by the pair.	Intention is to end the coalition of two political parties or individuals.
Call/Draw stumps	Declares that the game is over.	Refers to put an end to a political regime, tenure in office, or career of a politician.
Clean bowled	Bowler knocking the stumps without the ball touching bat or pad or batsmen	Usually refers to a total defeat of a politician. This term is mostly used in elections or at a particular political issue.
Damp wicket	A wet pitch/wicket that helps spinners but goes against the batsmen.	Depicts less favourable political conditions for a certain political party or individual.
Front foot	A stance in which batsmen plays a ball by putting their weight on the foot closer to the bowler.	An offensive or aggressive political stance or strategy.
Good / Bad innings	Innings is a player's or team's turn to bat. Good innings is more runs, while few runs are a bad innings.	The tenure of a politician at an office or his career. In most cases, the reference is bad innings.
Hit a boundary	A shot by the batsmen in which the ball hits/crosses the boundary after rolling or bouncing to get four runs.	To get a political success.

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TERM / PHRASE	CRICKETING SENSE	POLITICAL SENSE
Hit a six/sixer	A shot by the batsmen in which the ball crosses the boundary without a bounce or roll. Most runs obtainable on a legal delivery.	Ultimate political success. Normally synonymous to 'clean sweep' in elections.
Hit a no ball	Playing a no-ball is risk free for batsmen. More runs can be obtained on the next ball on which also the batsmen cannot be dismissed.	Intention of politician to do 'safe politics' i.e. win maximum support with little to risk.
Home ground	When a team plays in its own country or city, it is said to be playing at its home ground.	Refers to a politicians own / native constituency.
Out for a duck	When a batsman is dismissed without scoring a run, he is said to be out for a duck.	Political failure at the very start of a political career or campaign.
Send the batsmen packing	When a batsman is dismissed and returned to pavilion.	Depicts the end of a politician's tenure in office or political career.
Stumped	A way of dismissal in which the ball hits the stumps.	To get politically hampered. Refers to a major setback faced by a politician or a party on a certain issue.
Swinging yorker	The pitching of a swinging ball just between the bat and feet of batsman in an attempt to clean-bowled.	To face challenging political conditions. May be at a province or constituency. Or on a certain issue.

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TERM / PHRASE	CRICKETING SENSE	POLITICAL SENSE
Throw a bouncer	A fast short pitched delivery that rises up to the batsman's head. A difficult delivery to play. Often dangerous.	To give tough time to the opposing politician or political party.
Two / Three wickets on a ball	As a rule only one wicket can be taken on one ball. Multiple dismissals can't be possible on one ball.	A synonymous phrase to "killing two (more) birds with one stone". Used to show a political determination to outclass multiple oppositions simultaneously.

This paper attempted to present that the language used by the politicians of Pakistan is full of cricketing metaphors, phrases and terms, indicating that this political language adheres to the socio-cultural aspects. The linguistic manipulation by the politicians is an important tool in political rhetoric as politics is essentially the persuasion of people to support and act in accordance with a specific political ideology. Politicians, being a representative of the general public, tend to show their ability to appreciate the popular culture. Cricket being an important part of Pakistani society has now become more than merely a sport. It has left its mark on all spheres of society and, importantly, on diplomacy and politics, as depicted by the extensive use of cricketing terminologies, phrases and metaphors in the political discourse.

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Compounding in Bodo

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Compounding in Bodo

Aleendra Brahma, M.A. (Double), M.Phil., PhD Scholar
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1.0 Abstract:

Compounding is one of the major processes of the word formation in the Bodo language. It combines two or more words to form a linguistic element which is called *compound*. A compound has several characteristics in its spelling, stress, morphology, etc. Compounds are of four types on the basis of their semantic point of view, namely, *endocentric*, *exocentric*, *copulative* and *appositional*. Again, they can be sub-grouped into several different classes on the basis of structural point of view, namely, Noun-Noun, Adjective-Noun, Verb-Noun, Noun-Verb, Verb-Verb, Pronoun-Noun, etc.

The compounds in Bodo are also sub-grouped into the same four classes from the semantic point of view; and, at least, into eleven subtypes from the structural point of view, namely, *Pronoun-Noun Compound*, *Verb-Verb Compound*, *Noun-Noun Compound*, *Noun-Noun-Noun Compound*, *Noun-Verb Compound*, *Noun-Adjective Compound*, *Verb-Adjective Compound*, *Verb-Noun Compound*, *Noun-Onomatopoeia Compound*, *Noun-Noun-Verb Compound* and *Noun-Verb-Adverbial Suffix Compound*. Of them, the first three structures are very much productive whereas the last two structures are very much rare.

The Bodo language is usually left-branching (the modifiers come before the head) when it comes to noun phrases. But, right-branching is also found in Bodo. Worth-mentioning that, if we look at some traditionally used compounds such as *hinazao gɯdan* 'bride', *hɯowa gɯdan* 'bridegroom', *gɔtʰɔ gɯrlɯi* 'baby', etc. right-branching is found to see as usual. Thus, in Bodo, compound nouns are often formed by left-hand heads.

1.1 Introduction:

A linguistic compound element is a combination of, at least, two already existing roots, which can, otherwise, occur as free forms separately (i.e., as independent words) or bound roots (in some languages) [1]. It is formed by a process called *compounding* which is one of the different processes of word formation, in which a stem is formed with two or more

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[1] Aleendra Brahma, <u>Modern Bodo Grammar</u> (Guwahati, N.L. Publications, 2012) 164.

roots or stems, the resultant stem belonging to the class of at least one of the constituent roots. But the word formed by such process can be either endocentric or exocentric i.e., 'a subtype of the type denoted by its head' or 'whose meaning does not follow from the meaning of its parts' respectively. Compounds can be formed from other compounds because compounding rules are recursive i.e., it can apply to its own output.

1.2 Some Properties of Compounds[2]:

1. Unreliable spelling (sometimes as one word, sometimes with a hyphen, sometimes in two words).

2. In Adj+N compounds, pronunciation is, sometimes or in some languages, important: in compounds the stress is on the first element, but in non-compounds it is on the second element: *greénhouse* versus *green house*.

3. Tense and plural morphemes cannot typically be attached to the first element, but can be attached to the second element: **dropped kick* vs. *drop kicked*.

1.3 Types of Compounds:

Compound word can be subcategorized into different types on the basis of two grounds, namely, semantic and structural. On the basis of the change in meaning in the process of compounding, the compound words can be sub-grouped into the following types.

1.3.1 Endocentric Compounds:

It denotes a subtype of the type denoted by its head. For example- spoon feed (feed with a spoon), teaspoon (spoon for tea).

1.3.2 Exocentric Compounds:

Their meaning does not follow from the meaning of the parts. For example- *redneck*, *redhead* (not a red head, but a person with red hair). Thus, from a semantic point of view, exocentric compounds are opaque like idioms; they are not subject to compositionality. So, there is a case for listening their meanings in the lexicon as we do for idioms. However, a compound differs from an idiom in that the former is a term based on structure whereas the latter is a term based on meaning. Again, the former is an -eme of lexicon of a language while the latter is a phrase structurally.

1.3.3 Copulative Compounds:

They have two semantic heads which are coupled together. They are also known by their Sanskrit name of *dvandva* compounds.

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[2] Simona Herdan, http://sp.uconn.edu/~sih01001/202/fall2005/lecture12hdout.pdf (2005).

1.3.4 Appositional Compounds:

They refer to lexemes that have two (contrary) attributes which classify the compound.

Type	Description	Examples
Endocentric	A+B(+C) denotes a special kind of A or B (or C)	*spiderman, talktime*
Exocentric	A+B(+C) denotes a special kind of an unexpressed semantic head	*skinhead, butterfingers, blockhead*
Copulative	A+B(+C) denotes 'the sum' of what A and B (and C) denote	*girjfriend, bittersweet, northeast, sleepwalk*
Appositional	A and B(+C) provide different descriptions for the same referent	*actor-director, nation state, maidservant*

Table 1: Types of compounds[3]

Again, on the basis of their structures the derived compound words can be subgrouped into different classes such as Noun-Noun, Adjective-Noun, Verb-Noun, Noun-Verb, Verb-Verb, Pronoun-Noun, etc.

1.4 Compounding in Bodo:

Compounding is one of the most productive morphological processes in Bodo. There are almost all the kinds of compounding in Bodo, discussed here. According to Madhu Ram Baro, compounds in Bodo are of six types as those of the Sanskrit and Assamese languages; viz., Copulative compound, Relative compound, Determinative compound, Appositional compound, Numeral compound and Indeclinable compound[4]. These sub-types are found on the basis of both structural and semantic point of views. However, the possible subclasses/ sub-processes of compounding with respect to the Bodo language are discussed with appropriate examples below.

1.4.1 Semantic Classification:

All the four types, namely, *endocentric*, *exocentric*, *copulative* and *appositional* compounds are found in the Bodo language. Of them, copulative compounds constitute the bulk of the Bodo compounds whereas only a few exocentric compounds are found in Bodo. Examples follow-

1.4.1.1 Endocentric Compounds:

SN	Structure	Compound
1	baɾ *'wind'* + dɯi *'water'* + sikʰla *'girl'*	baɾdɯisikʰla *'weather goddess'*
2	sikʰɾi *'butterfly'* + sikʰla *'young girl'*	sikʰɾi-sikʰla *'a young girl like a butterfly'*

Table 2: Bodo endocentric compounds

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[3] http://en.wikipedia.org/wiki/Compound_(linguistics) (with slight modification).
[4] Madhu Ram Baro, <u>Gwjwo Raokhanthi</u> (Hajo, Kamrup, Priyadini Brahma, 1996) 110.

1.4.1.2 Exocentric Compounds:

SN	Structure	Compound
1	daokʰa *'crow'* + kʰampʰai *'flat seat'*	daokʰa-kʰampʰlai *'a kind of creeper fruit'*
2	sɯima *'dog'* + sikʰaɾi *'hunter'*	sɯma-sikʰaɾi *'a kind of bee which makes its nest with clay'*

Table 3: Bodo exocentric compounds

1.4.1.3 Copulative Compounds:

SN	Structure	Compound
1	sa *'north'* + sanza *'east'*	sa-sanza *'northeast'*
2	gɯsɯ *'mind'* + mɯdɯm *'body'*	gɯsɯ-mɯdɯm *'mind and body'*
3	su *'pierce/stab'* + tʰaɾ *'kill'*	sutʰaɾ *'kill by piercing/stabbing'*
4	kʰɯiɾɯm *'sour'* + dɯiɾɯm *'sweet'*	kʰɯiɾɯm-dɯiɾɯm *'sour and sweet'*

Table 4: Copulative compounds

In Bodo, there are a set of good number of copulative compounds which denote collective meaning along with the sum of the elements participated in compounding. This type of compound can be said to be *Collective Copulative Compound*. For example- ɾaŋ *'rupee'* + ɾupʰa *'silver'* = ɾaŋ-ɾupʰa *'property'*. Here, the participating elements make a sum of meaning which is more that the mere sum of their meaning.

1.4.1.4 Appositional Compounds:

SN	Structure	Compound
1	alasi *'guest'* + seŋɡɾa *'young boy'*	alasi-seŋɡɾa *'young boy guest'*
2	pʰisa *'descendent'* + hinzao *'female'*	pʰisa hinzao *'daughter'*
3	seŋɡɾa *'young boy'* + lɯgɯ *'friend'*	seŋɡɾa lɯgɯ *'young boy friend'*

Table 5: Appositional compounds

1.4.2 Formal Classification:

There are more than ten formal types of compound words in Bodo. Following are some possible structures of compound words in Bodo.

1.4.2.1 Pronoun-Noun Compound:

It is a combination of a pronoun and a noun. Usually, this combination derives a compound noun. For example-

SN	Structure	Compound
1	aŋni *'my'* + pʰa *'father'*	apʰa *'my father'*
2	bini *'his/her'* + ma *'mother'*	bima *'his/her mother'*
3	nɯŋni *'your'* + bɔ *'elder sister'*	nɯmbɔ *'your elder sister'*

Table 6: Bodo pronoun-noun compounds

pʰa and *ma* are bound roots and they always co-occur with pronominal prefixes and nouns like *bɔɾɔ* as in *bɔɾɔma* 'mother of the Bodos'.

1.4.2.2 Verb-Verb Compound:

It is a combination of two different lexical verbs which derives a compound verb. For example-

SN	Structure	Compound
1	ɡao *'shoot'* + tʰaɾ *'kill'*	ɡaotʰaɾ *'kill by shooting'*
2	baɾ *'jump'* + sɯlai *'change'*	baɾslai *'change by jumping'*
3	za *'eat'* + pʰɯi *'come'*	zapʰɯi *'come and eat'*

Table 7: Bodo verb-verb compounds

Like *pʰa* and *ma, tʰaɾ* is also a bound root which can occur only with another verb as a suffix.

1.4.2.3 Noun-Noun Compound:

It is a combination of two different nouns that derives a compound noun. For example-

SN	Structure	Compound
1	bɔɾɔ *'Bodo'* + ma *'mother'*	bɔɾɔma *'mother of the Bodos'*
2	lai *'leaf'* + pʰaŋ *'tree'*	laipʰaŋ *'leafy plant'*
3	sɯima *'dog'* + ɡɔn *'stick'*	sɯima ɡɔn *'a post supporting wall'*
4	dɯikʰɔŋ *'riverine'* + kʰuli *'place'*	dɯikʰɔŋ-kʰuli *'riverbank'*

Table 8: Bodo noun-noun compounds

1.4.2.4 Noun-Noun-Noun Compound:

It is a combination of three different nouns, which derives a compound noun. For example-

SN	Structure	Compound
1	baɾ *'wind'* + dɯi *'water'* + sikʰla *'girl'*	baɾdɯisikʰla *'a nymph'*

Table 9: Bodo noun-noun-noun compound

1.4.2.5 Noun-Verb Compound:

It is a type of compound which is a combination of a noun and a verb that derives a compound noun or a compound verb. For example-

SN	Structure	Compound
1	lama *'road'* + ɡidiŋ *'turn'*	lamdiŋ *'Lamding (name of a place in Assam)'*
2	ha *'land/soil'* + pʰɔlɔŋ *'penetrate'*	hapʰlɔŋ *'Haflong (name of a place in Assam)'*
3	sɔm *'time'* + bao *'forget'*	sɔmbao *'forget a recent tragedy'*
4	ha *'land/soil'* + sib *'sweep'*	hasib *'broom'*
5	mi *'animal'* + sɯo *'butt/gore'*	mɯsɯo *'cow'*

Table 10: Bodo noun-verb compounds

1.4.2.6 Noun-Adjective Compound:

It is a combination of a noun and an adjective, which is a compound noun or a compound adjective. For example-

SN	Structure	Compound
1	mi *'animal'* + geder *'big'*	mɯider *'elephant'*
2	ganda *'rhinoceros'* + gageb *'flat'*	ganda-gageb *'a fish resembling rhinoceros'*
3	dao *'bird/fowl'* + zɯla *'male'*	daozla *'cock (especially of domestic fowl)'*
4	gɔn *'stick'* + pʰisa *'small'*	gɔnsa *'a bamboo made long stick used in weaving'*
5	pʰantʰao *'brinjal'* + bilatʰi *'hybrid'*	pʰantʰao bilatʰi *'tomato'*

Table 11: Bodo noun-adjective compounds

1.4.2.7 Verb-Adjective Compound:

It is a type of compound adjectives, which is a combination of a verb and an adjective. For example-

SN	Structure	Compound
1	za *'eat'* + gɯdan *'new'*	zagɯdan *'neweaten'*
2	pʰɯi *'come'* + gɯdan *'new'*	pʰɯigɯdan *'newcoming'*

Table 12: Bodo verb-adjective compounds

1.4.2.8 Verb-Noun Compound:

It is compound noun which is derived from a verb and a noun. For example-

SN	Structure	Compound
1	tʰun *'draft'* + lai *'leaf/page'*	tʰunlai *'literature'*

Table 13: Bodo verb-noun compound

1.4.2.9 Noun-Onomatopoeia Compound:

It is combination of a noun and onomatopoeia, which is a compound noun. For example-

SN	Structure	Compound
1	dao *'bird'* + kʰa *'noises of crow'*	daokʰa *'crow'*
2	dao *'bird'* + sɾi *'noises of house moina'*	daosɾi *'house moina'*

Table 14: Bodo noun-onomatopoeia compounds

1.4.2.10 Noun-Noun-Verb Compound:

It is a compound noun which is a combination of two different nouns and a verb. For example-

SN	Structure	Compound
1	mɯigɔŋ *'green vegetable'* + dɯi *'water'* + ɾu *'boil'*	mɯidɾu *'boiled green vegetable'*

Table 15: Bodo noun-noun-verb compound

1.4.2.11 Noun-Verb-Adverbial Suffix Compound:

It is a combination of a noun, a verb and an adverbial suffix, which forms a compound noun. For example-

SN	Structure	Compound
1	san *'sun'* + zɯo *'become high'* + pʰu *'continuing state of an action'*	sanzɯopʰu *'midday'*

Table 16: Bodo noun-verb-aspect compound

1.4.3 Order of Elements in the Bodo Compound Words:

Most natural languages have compound nouns though the word order parameter varies according to the language. The Bodo language is usually left-branching (the modifiers come before the head) when it comes to noun phrases. But, right-branching is also found in Bodo. Worth-mentioning that, if we look at some traditionally used compounds such as *hinazao gɯdan* 'bride', *hɯowa gɯdan* 'bridegroom', *gɔtʰɔ gɯrlɯi* 'baby', etc. right-branching is found to see as usual. Thus, in Bodo, compound nouns are often formed by left-hand heads.

1.5 Conclusion:

Compounding occupies a considerable area in the formation of in the Bodo language. The compounds in Bodo are sub-grouped into four classes from the semantic point of view; and, at least, into eleven subtypes from the structural point of view, namely, *Pronoun-Noun Compound*, *Verb-Verb Compound*, *Noun-Noun Compound*, *Noun-Noun-Noun Compound*, *Noun-Verb Compound*, *Noun-Adjective Compound*, *Verb-Adjective Compound*, *Verb-Noun Compound*, *Noun-Onomatopoeia Compound*, *Noun-Noun-Verb Compound* and *Noun-Verb-Adverbial Suffix Compound*. Of them, the first three structures are very much productive whereas the last two structures are very much rare.

The typical compounds of the Bodo language are found in the derivation of kinship terms (both address and general terms) which take personal pronouns as their prefixes, species, class or category names such as name of fishes, animals, birds, etc. These compounds, in general, are of copulative type.

The Bodo language is usually left-branching (the modifiers come before the head) when it comes to noun phrases. But, right-branching is also found in Bodo. Worth-mentioning that, if we look at some traditionally used compounds such as *hinazao gɯdan*

'bride', *huɪowa guɪdan* 'bridegroom', *gɔtʰɔ guɪrluɪi* 'baby', etc. right-branching is found to see as usual. Thus, in Bodo, compound nouns are often formed by left-hand heads.

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Subjugation of Women in Robert Browning's Selected Poems

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Robert Browning 1812-1889
Courtesy: http://en.wikipedia.org/wiki/Robert_Browning

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Abstract

This paper aims at providing an evidence of subjugation of women in the England of the Victorian period. Many writers have been exposing mistreatment of women through their writings from the past to the present day. Robert Browning is one among those who highlights the scenario of killing women for possessive passions and social status. It is found that the two poems of Robert Browning "My Last Duchess" and "Prophyria's Lover" had given similar message to the reader. The poet portrays how two innocent women are killed and strangled by two different men in order to control the women. It is a miserable fact that the idea of subjugation of women still continues in this world.

Browning – A Victorian Poet, Representing Real Nature of Men and Women

Robert Browning is one the greatest poets of the Victorian era. He employs dramatic monologue as a powerful tool to explain some historical happenings and also present ordinary things in a dramatic way. He takes up real characters to represent real nature of men and women. He picks up characters from all varieties of social strata such as cowards, rogues, scholars, artists, cheats, murderers, saints etc… Themes of his poems are love, excessive love, art, artistic beauty, religion, philosophy, nature and human nature and so on.

Different Types of Women in Browning's Poems

Though Browning handles wide range of characters and themes he portrays different types of women in his poems. This paper tries to focus on two of his poems ("*My Last Duchess",* *"Prophyria's Lover"*) and study how women characters are subjugated by men.

Browning's ladies hail from various backgrounds such as Duchess (wife of Duke of Ferrara), a rich and socially empowered girl (Prophyria), Lucrezia (a great painter's wife) Miranda, a daughter of Prospero (*Caliban Upon Setebos*) a dead young girl Evelyn Hope (*Evelyn Hope*) and an ordinary girl (*The last Ride Together*) . Among these six women, two of them are killed by their husband and lover, respectively. It is to be noted that women from socially well off families are murdered and others from ordinary families are not persecuted by their near and dear ones.

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Stopping the Abuse of Women

Lineszy-Overton says "Victorian men's obsession with domination, while also showing that it takes both sexes to stop the abuse of women in the Victorian period. Men in this period look at their wives only to find a reflection of themselves". (1) "My Last Duchess" is a dramatic monologue which deals with the dispirited Duke who kills his wife in order to gain control over her. He does not give any chance to the Duchess through which she may clarify herself.

In "Porphyria's Lover" the abnormal lover strangles Porphyria without her knowledge in order to keep her forever. These two ladies (Duchess and Porphyria) are innocent. The problem with them is their social status and the possessiveness of their lovers. Lineszy-Overton writes "While Duchess was alive, the Duke wanted to control her so much that his happiness depended on the Duchess conforming to his will. The Duke wants to rule the Duchess in every way. The Duke wanted her smiles, laughter, and joy to be directed only toward him"(3). Likewise, In "Porphyria's Lover" the lover wants to possess her always and that's why he killed and stayed with her.

Honor Killing

Browning's "My Last Duchess" is a clear example of honor killing in order to maintain the so called social status. The Duchess does nothing wrong, she is very simple and gives respect to each and everyone in the same manner. She breaks social barriers and treats all human beings equally. That hurts the Duke, and he gives orders to finish her off. Browning writes succinctly "I gave commands: Then all smiles stopped together, There she stands As if alive" (45-47). The Duke is a sadist; he wants the Duchess's portrait to be hung on the wall of his palace in order to show his artistic taste and also to ascertain so-called moral values in the Victorian era. Browning clearly indicates the possessive madness of the Duke:

I said

"Fra pandolf" by design, for never read

Strangers like you that pictured countenance,

The depth and passion of its earnest glance,

But to myself they turned (since none puts by

The curtain I have drawn for you, but I) (5-10)

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Clever Arrangement to Dominate

The Duke selects a monk to draw the portrait of Duchess. He feels that a monk won't enjoy the beauty of the Duchess while painting and also he gave him only a day for doing that. The poet exposes the nature of the Duke who does these things in order to control his wife after her demise. The Duke wants to control not only the late Duchess but also the future wife. He explains everything to the envoy whose master's daughter is going to be the next Duchess.

Browning symbolically represents the behavior of the Duke through the art work depicting Neptune taming a sea horse that is hanging on the wall in the palace of the Duke. From this the reader can understand the mindset of the Duke and his ill-treatment of women. This poem understandably depicts how women suffered and were suppressed by the tyrant monarch, and arrogant men in the Victorian period. Further, Melissa explains "The feminine voice in the Victorian poetry is often overshadowed by male authors' presence coming through in word choice and scenario. All though these authors attempt to express the desires and emotions of their female characters, their words often do not convince and more often not, produce voices of weak women" (1).

Dramatic Monologue on Social Barriers

"Porphyria's Lover" is a short dramatic monologue written by Browning where he introduces the young, charming Porphyria, estranged from her lover because of social barriers, ranks and birth, has run away from her house. She is an innocent and plain lady. She overcomes all the hurdles in front of her in order to reach her pinnacle of pure love. She expresses her sweet love towards the lover. Browning describes the expressions of Porphyria when she enters the room of her lover. He writes:

> She shut the cold out and the storm,
>
> And kneeled and made the cheerless grate
>
> Blaze up, and all the cottage warm;
>
> Which done, she rose, and from her form
>
> Withdrew the dripping cloak and shawl,
>
> And laid her soiled gloves by, untied

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Her hat and let the damp hair fall,

And, last, she sat down by my side

And called me. (7-16)

These lines of Browning explain the thirst for love and her yearning over her lover. She comes in from the stormy and rainy night to confirm her pure love to her lover who is waiting for her reply for a long time. The poet clearly describes the happy mood of the lover who receives the long-awaited green signal from Porphyria. The delay is not because of her, it is because of social setup in which she lives. Moreover, she cannot control her feelings and emotions regarding him any longer. At one point of time, she takes a firm decision to stay with him and enjoy his love when there is a function at her house. Browning describes that blissful moment of her lover's life when she accepts his love:

… I looked up at her eyes

Happy and proud; at last l knew

Porphyria worshiped me: surprise

Made my heart swell, and still it grew

While I debated what to do.

That moment she was mine, mine, fair,

Perfectly pure and good… (31-36)

Lover's Property

The lover feels that at the moment, she declares her love to him, she is his property. She is so beautiful, full of grace and virginal innocence. These qualities would have probably tempted him not to leave her. Further, he was waiting for such a great occasion to meet Porphyria and also make love. Porphyria's lover is a madman so he takes a mad decision in order to make her his own forever. Gridley says that "the lover in Browning's poem is as removed from the normal world as were those isolated madmen whom Gericault studied and painted in the 1820s" (56). The lover madly decides to release Porphyria from the hurdles of social barriers by strangulating her. He never feels that it is a crime rather he justifies it as "No pain felt she; / I am sure she felt no pain" (41-42). The lover has proudly revealed himself as a successful

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murderer who has killed without giving pain to the dear one. Browning describes the horrible lunatic attitude of the speaker:

> I warily oped her lids: again
>
> Laughed the blue eyes without a stain.
>
> And l untightened next the tress
>
> About her neck; her cheek once more
>
> Blushed bright beneath my burning kiss: (44-48)

Possession Forever – Live or Dead

From these lines, the reader can understand how Porphyria's dead body is mistreated by her lover in order to possess her forever. Gridley critically views that "the lover's mind must be trapped within the memory of that; in the same he hoped to stop time and preserve forever the movement of love Porphyria showed him" (57). Killing a person is not allowed to preserve the last memory of that person. So at the end of the poem, Browning indicates that the lover is waiting for God's judgment for his sin.

Ian Jack says "It is impossible to think of "My Last Duchess" without remembering the character of the speaker whose arrogant pride and jealousy are so brilliantly evoked" (93). Likewise, In "Porphyria's Lover" Browning has portrayed an abnormal, psychologically disordered murderer who thinks that his lover should not belong to anybody else. Both the Duke in "My Last Duchess" and the lover in "Porphyria's Lover" have the same crazy inclination that they should possess women either alive or dead. These two male characters are not ready to heed their ladies' opinions or wishes.

In "My Last Duchess" the Duke never tries to listen to her or he is not able to tolerate the social behavior of the Duchess. In this matter, the Duke is a man of failure, and in order to hide his inability; he kills his wife and hangs the portrait of her on the wall to threaten the future Duchess in the name of moral code. Melissa writes " throughout the poem, the Duke speaks for the late Duchess, and there is no way that she can defend herself against his accusations and description of her because she is not present to speak for herself"(1). In "Porphyria's Lover" the lover does not have the courage to face the problems of social obstacles and so, he strangles his lover.

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Play Things and Sexual Objects

      From these two poems, Browning clearly exhibits the attitude of men in the Victorian society. Women are treated as play things and sexual objects of men. These two poems do not record the voices of the women folk and also their sighs were muted by the poet. It seems that women were not given chance to express their wishes and desires. Again Melissa says "Browning continues the theme of men trying to possess women as though these women are objects without souls, personalities or thoughts of their own" (2). However, the possessiveness, jealousy and honor- killing are expressed by the poet in these two poems. The sad fact is that the victims are not men but women. Honor-killing is a social disease which prevails all over the world even in the developed nations.

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Xenophobia in *A Passage to India:* A Subjective Furor in Adela Quested and Others

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Abstract

Edward Morgan Forster's *A Passage to India* epitomizes the concept of xenophobia as a result of colonial impact in the then India. The two communities, the British and the Indians, carry subjective antipathy towards each other and constantly fear of being replaced from their rightful and willful position in the society, though they imposture friendly attitude to each other which is the quintessential psychological conflict of the characters.

The female protagonist Adela Quested is a xenophobe who pretends to be friendly to the Indians of Chandrapore but ultimately she does the opposite of it. The male protagonist Dr. Aziz represents the new generation of India who tries to overcome the past hostility with the British and rejuvenates a new aura of friendship. But he falls into a trap of misunderstandings as well as of his constant insecurity and self-consciousness which mark his implied xenophobic tendencies.

Other characters such as the school headmaster Cyril Fielding, the British magistrate Ronny Heaslop, city Collector Major MacBryde and some of the British ladies highlight the notion of xenophobia in the novel. Some of the characters show indophobic and agoraphobic features too. Dismantling all the misunderstandings, the novel ends with a mutual consideration between the British and the Indians but rooting xenophobia in their hearts forever.

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The aim of this work is to highlight the quintessential reasons of implied xenophobia in the characters of the novel, especially Adela Quested, resulting from the orthodoxy of racism, religion, orientalism and culture. At the end of this work, it can be clearly encapsulated that the concept of colonialism in *A Passage to India* dominates the human psyche by evoking misapprehensions, by trammeling the mutual hospitable social bondages among communities and by sabotaging future camaraderie.

Key Words: Xenophobia, racism, apartheid, imposture, indophobia, agoraphobia, subjectivity.

Introduction

Edward Morgan Forster's *A Passage to India* embodies a kind of travesty of human relationship infected by xenophobia. On the ideological lenses of racism, colonialism, orientalism, and social-phobias, the megalomaniac British community of Chandrapore views the Indians as social untouchables. The lackadaisical approaches of friendship, i.e., deceitful behavior toward the Indians mark the political shrewdness of the white-skinned authority.

On the other hand, the passivity of the Indians can be marked as "Oriental Silence" of the brown-skinned helpless individuals. British school-mistress Adela Quested's accusation toward Muslim physician Dr. Aziz is the example of the corporate way of dealing with the Orient which has been imbued with the features of her xenophobic inclinations. The impression of xenophobia has been demonstrated through various situations, statements and attitudes of the characters portrayed in the novel, particularly of Adela. Not only the British community suffers from xenophobia but the Indians carry indophobic tendencies on the basis of religious and ideological differences.

Analyses

Xenophobia

Deriving from two Greek words 'xenos' meaning stranger and 'phobos' meaning fear, Xenophobia, a fear of foreign culture and society, is well manifested in Edward Morgan Forster's colonial literary piece *A Passage to India* in an encapsulated form. Many critics mark the pivotal theme of the novel as racism or imperialistic impact. The different phobias are responsible for the racial and imperialistic mentality of the characters and xenophobia is a major part among them that has been illustrated through various situations, statements and attitudes of the characters depicted in the novel.

In *Reader's Digest Oxford Complete Wordfinder* (1991), the meaning of xenophobia is decoded as such "a deep dislike of foreigners". Scholar Berezin conceptualized it as a 'fear of difference embodied in persons and groups'. In Cambridge Advanced Learner's Dictionary, the term is described as "extreme dislike or fear of foreigners, their customs, their religions, etc. and a xenophobic mistrusts everything that isn't British". The term generally defines fear of the unknown but it is very much associated with the fear of people having different skin-color, language and culture. Thus xenophobia can be defined, according to the International Migration and Multicultural Policies UNESCO, as the "attitudes, prejudices and behavior that reject,

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exclude and often vilify persons, based on the perception that they are outsiders or foreigners to the community, society or national identity." Furthermore, it is also comprehended by Tarlach McGonagle, specifically in Article of 'Framework Decision on Racism Adopted' as "publicly inciting to violence or hatred directed against a group of persons or a member of such a group defined by reference to race, colour, religion, descent or national or ethnic origin".

The person who suffers from it is called a xenophobe. This fear is a repressed fear sheltered into the unconscious mind, and it comes out on the slightest provocation of it in an indifferent situation. A xenophobe abruptly suffers from panic attacks and anxiety disorders and consequently fails to distinguish between imagination and reality under such psychic conditions. Xenophobia does not take place suddenly; it is a slow process that is evoked by constant attention toward racial controversies. At the beginning, the tendency of intense curiosity to learn the strange as a course of adventure takes place and then the mind allows judging them under the over-heard criticisms. After a certain period of time, when the panic stimulation of the mind is comforted, the xenophobe is able to differentiate the real and the fictitious phobia. Thus Adela Quested is a xenophobe because she accuses Dr. Aziz of molesting her out of her imagination and later on, says that she made a misunderstanding. This incident is the result of her implied xenophobia.

Xenophobia in Adela Quested

The protagonist in *A Passage to India*, a Muslim general practitioner, Dr. Aziz falls victim to such a xenophobe- Adela Quested who provides a serious deathblow to the friendly aura between the British and Indians. The reason Adela is in Chandrapore is to meet Ronny Heaslop and his family, or in other words, to spend some time with Mrs. Moore as Ronny's would-be wedded wife. As a curious visitor, she wants to explore the whole India and Indian culture. The reason behind her curiosity is her knowledge of the Orientals as completely maverick individuals through the pat records of the British rule in India.

Occasionally, she has been introduced to Dr. Aziz as a friend and she has been enormously curious about him because she never met a Muslim Asian before. She wants him to show her and Mrs. Moore the whole of Chandrapore so that she can satisfy her intense curiosity regarding the inferior community of India: "they caused Miss Quested to say conversationally to Miss Derek that she should like to have gone, that Dr. Aziz at Mr Feilding's had said he would arrange something, and the Indians seem rather forgetful" (Forster 134). Therefore, Mrs. Moore has been very friendly and well-behaved with him that makes him feel that some of the British ladies do carry praise-worthy mannerism and courtesy. But such a long course of well-behavior and mannerism failed to hide her xenophobic tendency as if "There is always a return of the repressed" (Barry 234), remarked by avant-garde psychologist Sigmund Freud.

Such point of views in Adela has been injected by the previous orthodoxy history about the Orientals, written by the British, as well as the conversations of the white's only club members. Thus the maverick texture of a different culture creates a great source of amusement for her:

"She was not least unhappy or depressed, and the various odd objects that surrounded her- the comic 'purdah' carriage, the piles of rugs and bolsters, the rolling melons, the scent of sweet

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oil…they were all new and amazing, and let her to comment appropriately, but they wouldn't bite into her mind" (Forster 142).

In this regard it can be said that,

> When some wish, fear, memory or desire is difficult to face we may try to cope with it by repressing it, that is, eliminating it from the conscious mind. But this doesn't make it go away: it remains alive in the unconscious, like radioactive matter buried beneath the ocean, and constantly seeks a way back into the conscious mind, always a return succeeding eventually. (Barry 88-89)

Thus Adela's xenophobia is the result of the gossips of the British that have leaded her to believe them blindly and projected a sort of obscure mistrust by believing the Indians of being incapable of anything. Professor Sajjad Husain passes a comment in *Kipling and India*(1965) saying "was so deeply imbued with the prejudices of most of his fellow-Englishmen in India that he could see no justification for the transfer of responsibility from British to Indian hands"(Sampson 739). Adela's actual perception regarding Dr. Aziz comes clear when she accused him for sexual harassment. She has requested him several times to take her to visit some of the historical places of Chandrapore, especially the Marabar Caves. He tries to avoid it but at one level, in the name of formality, he agrees to take some of the British people to visit Marabar Caves avoiding all his personal repulsions: "There was the problem of alcohol: Mr Fielding, and perhaps the ladies, were drinkers, so must he provide whisky-soda and ports?" (Forster 135)

Misconception: Major Motives of Xenophobia in Adela

The greatest reference of xenophobia is Adela's misconception of Dr. Aziz's character. She believes the dark shadow in the cave to be Dr. Aziz's and socially blames him of sexual harassment without any authentic proof. It seems that she deeply believes that "East has always signified danger and threat" (Said 126) After a few days she admits that she misconceptualized the whole matter, the shadow was not of Dr. Aziz's but, may be, of the guide-boy's. This suggests that "the web of racism, cultural stereotypes, political imperialism, dehumanizing ideology holding in the Arab or the Muslim is very strong indeed" (Said 127.) and this, no doubt, leads Adela throw such a gross accusation to the generous individual.

Adela is a school teacher and a very educated intellectual, then how could she blame a reputed Indian as a criminal without evidence. The person whom she has believed and admired so much that she has decided to be friendly and benevolent is Dr. Aziz. It is true that the other British ladies, except Mrs. Moore, always speak ill of the Indians but, are their gossips so powerful to change the thought-pattern of an adult like her? It is believed that language can work more than weapons as Kenyan post-colonial critic says in *Decolonizing the Mind* (1986) that "Bullet is the means of physical subjugation. Language is the means of spiritual subjugation" and it worked very well to inject xenophobic ideas in Adela. (Thiongo np)

Agoraphobia in Mrs. Moore

Mrs. Moore's agoraphobic attitude, a phobia of feeling highly vulnerable in an imaginary panicky situation, is a secondary concern than that to the attitude of Adela. Mrs. Moore, who has

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been a great admirer of Indian traditional sculptures, feels uneasy to enter inside the caves for their grave and mystic personas. Here we can take her for an agoraphobic who fears open spaces of ancient magnificence. At the beginning of the novel, we find that Dr. Aziz met her inside a Mosque where she was viewing the floral decoration on its walls. Though Christianity, more or less, deny the terms of magic and mysticism, it has a provoking essence of hermetic thoughts in its psalms: "there has always survived a stream of esoteric or hermetic thought- a belief in occult powers, and sometimes in magic also exemplified by the pseudo-sciences of astrology and alchemy but taking many other forms as well" (Abrams 2942)

So it can be interpreted that Mrs. Moore has a spiritual inclination that pushes her to admire all sorts of religiosity. Knowing the utilitarian aspect of her theology, it turns quite vague to us in order to consider the fact that Mrs. Moore feels indifferent entering inside the Marabar Caves. It is evident in the novel that she has a strong attraction for such sculptural artistry, whereas she irritates to enter inside finding the caves as horrid dungeons:

> A Marabar cave had been horrid as far as Mrs. Moore was concerned, for she had nearly fainted in it, and had some difficulty in preventing herself from saying so as soon as she got into the sir again. It was natural enough: she had always suffered from faintness, and the cave had become too full, because all their retinue followed them. Crammed with villagers and servants, the circular chamber began to smell. She lost Aziz and Adela in the dark, didn't know who touched her, couldn't breathe, and some vile naked thing struck her face and settled on her mouth like a pad. She tried to regain the entrance tunnel, but an influx of villagers swept her back. She hit her head. For an instant she went mad, hitting and grasping like a fanatic. For not only did the crush and stench alarm her; there was also a terrifying echo. (Forster 153)

Mrs. Moore has intense curiosity of Indian cultures and sculptures but her inquisitiveness has been come out of the maverick features of Indian traditions. Everything in India is distinctive and completely unusual for her. The caves turn into a claustrophobic environment where she fears the presence of something unexpected. The whole atmosphere turns more horrid for her when something shatters on her face and a ghastly echo of a creature comes out of the darkness. All these make her so panicky that she runs out of the cave with fear and disgust. She believes that she can sense the devil and she feels the presence of her subjective devil in the cave. It is her agoraphobia that made her feel the caves in such an imaginative horrid place, though the place is a visiting spot for families and children. Nothing is dangerous and harmful there but Mrs. Moore's phobia made her imagine the presence of evil in the cave and she has panicked.

Adela's Experience Inside the Marabar Cave

In chapter-14, Adela has entered inside the cave alone and viewed a dark shadow behind her. She runs away from the cave leaving her spectacles there and returns to Chandrapore alone without informing Dr. Aziz and the others. Her sudden depart shocks everybody: "She wasn't in a hurry when I left her. There was no question of returning to Chandrapore. It looks to me as if Miss Quested's in the hurry" (Forster 163). After arriving there, she tells that Dr. Aziz has tried to molest her and the shadow was of his rather than of anybody else.

The point to be mentioned here is that, in the darkness how could she claim the shadow to be Dr. Aziz's without her spectacles since it is marked in the novel that she lost her glasses:

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"Miss Quested's field glasses. They were lying at the verge of a cave, half way down an entrance tunnel" (Forster 161) and how could she be so sure that it was no other than Dr. Aziz. They have taken a guide-boy with them and there may be other visitors too, since it is a tourist spot. Then, it is a question why Dr. Aziz has been accused by her. Adela has been his house and if he really wanted to abuse her, he could have done it in secured situations such as in his own home. The Marabar Caves are one of the famous public spots where travelers often come. It is not a solitary place for an opportunitist to abuse a lady.

Dr. Aziz is an educated person. Thereby, it leaves us in an endless debate- why should he sexually abuse a lady in a public spot when people of her community are present there too. A reader can easily spot that Adela's accusation is illogical. As she already has some prejudicial definitions of Orientals, her in-depth prejudices regarding the sexual urge of apartheids made her imagine the incident in such a manner. There is no evidence that the shadow was of Dr. Aziz's, infact, he has been in a conversation with the others when the incident happened. Moreover, it strikes us the fact that how a shadow could have molest her. The shadow could have been of Ronny, of Fielding, of the guide-boy or even of a lady. If she is so attentive of her security, why has she entered into the cave alone without her fellow British companions? Her reaction to the shadow seen in Marabar cave proved that her amiable behavior to the Indians has been all pretence. It is envisaged that a xenophobe slowly and unconsciously exposes his/her uncertainty getting suitable situations. Therefore, Adela has been concealing her xenophobic perceptions regarding the Indians, especially Dr. Aziz, from the beginning which ultimately bursts out at the end.

Indophobic Tendencies in Adela

More specifically we can mark Adela's psychology, regarding Dr. Aziz, as indophobic ideological conceptions. American Indologist Thomas Trautmann says that it is the negative attitudes expressed by some British indologists against Indian history, society, religions and culture and Adela is not an exceptional. Some of the Indian signs and prejudices attracted her as well as the other British ladies, because they themselves have a tendency to believe, partially or directly, in hermetic thoughts. She has been very sociable to the Indians and very inquisitive to the Indian cultural norms, but her in-depth irrational fear bursts out during her visit to the Marabar caves. It is quite impossible for a reader to mark such tendencies in Adela at the beginning of the novel. The writer admits that:

> She was not the least unhappy or depressed, and the various odd objects that surrounded her- the comic 'purdah' carriage, the piles of rug and bolster, the rolling melons, the scent of sweet oils, the ladder, the brass-bound box, the sudden irruption of Mahmoud Ali's butler from the lavatory with tea and poached eggs upon a tray- they were all new and amusing, an led her to comment appropriately, but they wouldn't bite into her mind. (Forster 183)

The Indian culture has always been a great attraction to the British as it is a completely eccentric community to them. The British really feels contented being familiar to 'bhung', 'Gokul Ashthami', 'Mohurram', 'chunam', 'Gunpati', 'hookah', 'pan', 'pooja', 'purdah', 'tonga', 'tum-tum', 'tatties' and so on distinctive Indian traditional objects and activities, which are completely different to them. In order to make it more and more attractive, a bit of imposturous ideas are often added by the British observers and writers which turn into history. Such historians describe

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India without the consent of the Indians themselves as if "They cannot represent themselves, they must be spoken for" (Said 17), stated by Karl Marx in *The Eighteenth Brumaire of Louis Bonaparte* (1852). As a result, a bit of truth gets amalgamated with a rapture of conspicuous lies, in other words: "Every writer on the Orient has some Oriental precedents, some previous knowledge of the Orient to which he refers and on which he relies" (Said 12).This makes the sense of originality a microscopic matter for the readers and listeners and Adela is not an exception.

Is seems that "various Western techniques of representation that make the Orient visible" (Said 22) trigger the xenophobic tendencies in Adela. As a result, despite of receiving the traditional hospitality of Dr. Aziz and many other Indians, she fails to eradicate the implied fears cultivated in her mind from the chronological illustration historicity. As it is already mentioned earlier that, India has always been a mysterious ecstasy, the diverse communities and their cultures make the British curious and inquisitive. For instance, the concept of polygamy in Islam makes Adela ask Dr. Aziz "Have you one wife or more than one?''(Forster 159) Many other such issues related to Islam and Hinduism creates a kind of exploratory feeling to know the unknown that evokes the fear of the unknown as well, very much like Charlie Marlow in Joseph Conrad's *Heart of Darkness* (1903) whose curiosity leads him to know the mysterious Kurtz of Congo and derives the fact that "Life is that mysterious arrangement of merciless logic for a futile purpose- the most you can hope from it is some knowledge of yourself – that comes too late- a crop of inextinguishable regret"(Conrad 101).

Paradoxical Imagery Represents Ideological Paradoxes

The paradoxical imagery of the megalomaniac British architecture and inferior pastoral environment of Chandrapore triggers one of the features of xenophobia which is oriental chauvinism. The way Forster has depicted the scenario emphasizes the inequality of the two communities in an indirect manner:

> The unconscious, like the poem, or novel, or play, cannot speak directly and explicitly but does so through images, symbols, emblems, and metaphors. Literature, too, is not involved with making direct explicit statements about life, but with showing and expressing experience through imagery, symbolism, metaphor and so on. However, because the 'statements' made are not explicit there is an inevitable 'judgmental' element involved. (Barry 67)

Forster uses this panoramic strategy to depict the psychology of Indians and British through various imageries of infrastructures. Such imagery of buildings symbolizes "the ineradicable distinction between Western superiority and Oriental inferiority" (Said 42). Thus the novel represents the contrasting ideological cultures of Islam and Hinduism against the polished aristocratic Catholicism. The British appreciates the Indian sculpture and interior not because of its artistic beauty, but something which is completely different as well as eye-catching to them. Mrs. Moore praises the classic Mughal decoration inside the mosque as well as the ancient sculptures on the walls of Marabar caves. But she also says that she does not find her God in them and senses the presence of some kind of horrid subjectivity.

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The British has built their own club as a means of social interaction spot that highlights their mentality of being distinguished from the Indians. They appreciate the Indian calligraphy but they do not forget to mark their individuality they settling a separate club of their own for their particular use. Not only that, the British applied their own techniques of infrastructure in the name of the development in Chandrapore, but it is their shrewd tactic to establish their British Raj; of which the intellectual faculty of Chandrapore such as Dr. Aziz is well recognized. Further light can be thrown to this fact by stating Elleke Boehmer evaluations:

> The British introduced their language, methods of town planning, upholstery,cuisine,ways of dress, which were believed, as a matter of course, to be superior to other cultural forms…Indo-Saracenic architecture, which was used during the … Raj for the construction of railway buildings and colleges, mixed and matched 'Hindoo' features-high-pitched roofs- and 'Mahommedan forms'-cusped heads of windows and stone arches- with 'the usefulness of scientific European design'. But under the Empire such hybrids were represented as peculiarly a part of British colonial culture, safely adapted for use by the English, or, more specifically, in the case of the architecture, set up as an expression of British imperial magnitude and expertise. (Boehmer 62)

Dr. Aziz has been well known to this fact and having no other way out but to follow the governing shadows of the British, he remains formal to them. There have been many incidents where he can voice against the misbehaviors of the British but we find him silent, which suggests the fact that there is something that makes him phobic to voice in front of them as Frantz Fanon marks:

> Every colonized people- in other words, every people in whose soul and inferiority complex has been created by the death and burial of its local cultural originality- finds itself face to face with the language of the civilizing nation…The colonized is elevated above his jungle status in proportion of his adoption of the mother country's cultural standards. He becomes whiter as he renounces his blackness, his jungle" (Davies and Wood 90)

The objectivity of the British Raj manifested in the construction of their buildings in Chandrapore metaphorically illustrates the superiority of power and dominance. On the other hand, the fragile clay houses of the Indians echo their vulnerable courage to stand in protest against the British. As a result, such a contrast triggers the xenophobic features in Indians. Adela knows the fact that the British practices superiority over the Indians in the name of civilizing them as if the Indians are uncultured. The Indian culture itself is an independent one with its own conventions and civility. It is quite reasonable to believe that the thing which is acceptable to one culture may be, completely unacceptable to another. The mode of civilization comes when one community respects and accepts the norms of another community. There is no logic to hate the diversity of rituals but the British is not that rational enough as they pretend to be. They consider the norms of the Muslims and Hindus inferior because it does not match with their Christian sophistry and the establishment of their architecture is an objective dominance over Indians in the name of development thus causes irrational fear in the heart of the natives.

The Representations of the Indians

The point is clear that Adela has felt curious of Dr. Aziz not as an individual but as someone new and inferior who could be a great source of adventurous study for her. In order to

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know the mysterious India, she claims Dr. Aziz's friendship but the question rises to the fact that, how true the Indian characters are to represent India? The way Dr. Aziz views the British can be marked as 'colonial mimicry', coined by Homi K. Bhabha, because he shows respect not from his heart but out of dependency and formality. Bhabha further illustrates such a fact as "Those moments of civil disobedience within the discipline of civility" (Davies and Wood 92) Similarly Aijaz Ahmad highlights a question stated by Edward Said: "The real issue is whether there can be a true representation of anything?" (Williams and Chrisman 234)

Forster depicts the picture of Muslims and Hindus in the colonized Indian district Chandrapore as sub-alternates. The native Muslims as well as the Hindus, though educated and reputed, suffer from inferiority in comparison to the British mannerism and dress code. They have no voice to utter in case of injustice. Infact, the natives have contradictory issues among them as well. Self-idolatry tendencies can be mark when Dr. Aziz says "we Moslems simply must get rid of these superstitions, or India will never advance. How long must I hear of the savage pig upon the Marabar Road?" (Forster 101). This remark simply echoes that the Muslims are cataclysmic.

Again Dr. Aziz says: "Slack Hindus- they have no idea of society. I know them very well because of a doctor at the hospital. Such a slack unpunctual fellow" (Forster 67). This remark denotes that the Muslims and Hindus of India are eye-sores to each other and their so called clandestine friendships are mere lackadaisical approaches. Forster depicts the Indians in this way which arouse a lot of question to the validity of such a picture of India.

Many critics believe that the Indians represented in the novel are not true such as Nirad.C.Chowdhury says:

> "both the groups of characters in *A Passage to India* are insignificant and despicable…Aziz would not have been allowed to cross my threshold, not to speak of being taken as an equal. Men of this type are a pest even in free India. Some have acquired a crude idea of gracious living or have merely been caught by the lure of snobbism, and are always trying to gain importance by sneaking into the company of those to whom this way of living is natural…In regard to the Hindu characters [Forster] relied mostly on the types found in Princely States…they are so traditional that they did not represent modern India at all…to those of us who are familiar with the teachings of the Hindu reformers of the 19th century, Godbole is not an exponent of Hinduism, he is a clown"(np)

The ways Indians have been portrayed are not accurate because they do have a voice which they can use, though they have been pictured as silent suffers, more specifically we may call 'Oriental Silence', coined by Edward Said. The only reason to depict the Indians in the novel as a sort of oppressed individuals is to highlight that they can wake up more strongly to voice their rights. The implied message behind such a mediocre picturesque is to evoke "the need for the subaltern/oppressed to go beyond their essential subjectivity in which their beings are formed within discourses and institutional practices that give them a voice" (Hawley 361) Furthermore, a contrast to can be spotted in Mahsweta Devi's 'Shishu' which pictures the new Indian zeal:

> They cackled with savage and revengeful glee. Cackling they ran around him. They rubbed their organs against him and told him they were adult citizens of India…

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Singh's shadow covered their bodies. And the shadow brought the realization home to him.

They hated his height of five feet and nine inches.

They hated the normal growth of his body.

His normalcy was a crime they could not forgive.

Singh's cerebral cells tried to register the logical explanation but he failed to utter a single word. Why, why this revenge? He was just an ordinary Indian. He didn't have the stature of a healthy Russian, Canadian, or American. He did not eat food that supplied enough calories for a human body. The World health Organization said that it was a crime to deny the human body of the right number of calories… (Loomba 11)

The oppressed individuals can speak out for their rights any time. If they are silent now, it does not mean that they are fragile or coward. Their silence should be marked as the silence before the storm. Dr. Aziz's silence towards the whole incident does not mark his cowardice mentality but his patience in front of a tumultuous harassment. For the lack of appropriate support and alliance, he has failed to fight for his honor but the way he remained patient to the whole incident, thus marks an unspoken mutiny against the British.

Racism Ameliorates Xenophobia

Racial conflict is a major cause of xenophobia and according to various social psychologists, racism and xenophobia overlap each other to the link that racism is based on the indifferent opinion for the skin color, geographical accommodation and religion of a community. Therefore, xenophobia is the negative behavior based on the idea of racial issues. As the United Nations Convention on the Elimination of All Forms of Racial Discrimination argues:

"the term racial discrimination shall mean any distinction, exclusion, restriction or preference based on race, color, descent, or national or ethnic origin that has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise on an equal footing, of human rights and fundamental freedoms in the politics, economic, social, cultural or any other field of public life" (np)

So we can say that racism, to some extent, triggers the concept of xenophobia. Thereby, this issue is presented in the novel too in order to color the xenophobic concepts in Adela. The story portrays that, in Chandrapore, the British maintains "the whites only club" which marks isolationism because Indians are not respectfully welcomed but are well criticized. We find a brilliant line of similar description given by Chinua Achebe indicating Joseph Conrad's literary work *Heart of Darkness* (1899) and that is "a place where man's vaunted intelligence and refinement are finally mocked by triumphant bestiality"(Achebe 2035)

The club maintains several rules which are mandatory for the members, such as dress code, eating habits, no entry to the Indians and so on. Such a separation of the British community from the Indians marks social segregation based on language, color and birth. The British maintains the manners so well that it turns a litany for them. The question evokes that why the British uses such a club when they have the authoritative administration in Chandrapore. In this regard, we can mark Jonathan Culler stating "on the realization that if human actions or productions have a meaning there must be an underlying system of distinctions and conventions which makes this meaning possible" (Hawthorn 384) and the meanings behind having a whites'

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only club are implied racism, xenophobia and orientalism; thus the club epitomizes "an unbridgeable chasm separating East from West." (Said 269)

Dr. Aziz escorts Mrs. Moore but did not enter inside the club because he considers this club to be a micro-shell where racism and orientalism are well discussed and elaborated under the controversial indophobic criticisms. From this club, Adela Quested, the xenophobe, gets the idea that Indians are untrustworthy and hypocrite. Mrs. Moore, who introduces herself as a very courteous and unbiased xenophillic British lady, is also, not as much as Adela, a xenophobic personality who fears the Marabar caves because of its solitary mysticism. Ronny Heaslop, son of Mrs. Moore, is a true extrovert racist who objects Mrs. Moore and Adela even from talking to the Indians saying "We're not out here for the purpose of behaving pleasantly" (Forster 47) This depicts that Mr. Heaslop and his mother are having a conversation between them where Ronny's speech regarding the Indians is found blunt, arrogant and verily tinged with megalomania, side by side- xenophobia.

The presence of a few distinguished Indians at the Bridge party surprised the maximum British persons there and provided them with an opportunity to practice critical exultations of Indian outfits, jewelers, speaking accents, and mannerisms such as – Miss Derek ridicules an Indian nobleman and Ronny makes satirical remarks on Nawab Bahadur because of his beliefs in the supernaturalism. Furthermore, Mrs. Turton talks with Indian ladies in crude Urdu and when the lady replies in English, all the British ladies euphemized her. Saying "I do so hate mysteries", Adela explains her hatred toward Indians to the members as "I dislike them not because I'm English, but from my own personal point of view," (Forster 67) It seems that the British views India as "the Land of regrets", coined by Sir Alfred Lyall. Adela's clandestine racial features turn clear when she says "We've been awfully British over it, but I suppose that's all right." "As we are British, I suppose it is." (Forster 85)

Racism in Indians

The Indians have similar racial issues in them. They believe that the British are guests who are intruding into their comfort zones on the basis of objective and subjective superiority. As a result, the Indians are having an implied aversion to them. Even the amiable Fielding also marks the Indian life style inferior to them and says, regarding Dr. Aziz, that "In every remark [Aziz] found a meaning, but not always the true meaning, and his life though vivid was largely a dream." (Forster 65) We find Dr. Aziz indicating the skin colors of the Indians and the British saying "when they argued about it, something racial intruded – not bitterly, but inevitably, like the color of their skins: coffee color verses pinko gray" (Forster 277)

The favoritism of skin complexion or apartheid is a burning concern of racism and the phrase "coffee color verses pinko gray" highlights the racial matter in the novel in an encapsulated form. A list of contrasts marked by the British and by the Indians generates racial conflicts and evoke the implied antipathy in them such as, Dr. Aziz says "why are we put to so much suffering…India shall be a nation! No foreigners of any sort! Hindu and Moslem and Shikh and all shall be one!...We may hate one another but we hate you most" (Forster 328). In this quoted statement, we find essence of nationalism and the urge to create a utopian society, very much like that of John Milton's Utopia or Karl Marx's society of equality.

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The Indians have felt conservative and their lackadaisical approach to the British ladies can be marked as their social phobia, as they truly believes that " the relationship between Occidental and Orient is a relationship of power, of domination, of varying degrees of a complex hegemony" (Said 5) so the presence of self-consciousness in them is very much ineradicable. The mere sneering and chuckling of the British create an obscure antipathy and super-consciousness in the Indian ladies whereas Adela, who shows herself submissive to the fact, equally enjoys the humiliation of the Indians especially that of Mrs. Bhattacharya's in the Bridge's party. Fielding, comparatively submissive British, marks the Indians for his illness and mentions Godbole's long prayer as the cause of delay for the arrival at the rail station. All these are the in-depth racial hatreds which are the causes of xenophobic trauma. Adela adds further essence to the xenophobia by asking questions like- how many wives Dr. Aziz has and whether he intends to get some more. Moreover, Major MacBryde follows a theory which says that Indians have criminal tendencies because of climate. He also emphasizes the darker races' lust for fairer races. Such prejudicial notions are the causes of xenophobia.

We find a similarity in William Shakespeare's *Othello* where, by many critics, Othello's love for Desdemona has been sighted as an attempt of Othello to be a part of the white race. Many critics mark that Othello's killing of Desdemona proves that Othello loves his prestige more than Desdemona. So we may assume that Othello, as a black skinned individual, married Desdemona only to be a part of the white-skinned authority to get his rightful position in the superior society not for matrimonial love. Similarly Shakespeare's *The Tempest* highlights Caliban, the black skinned slave, who revolts against Prospero by providing a rape attempt on Miranda, daughter of Prospero, and later plots to steal Prospero's magic book to rule over the island. Caliban's such mutinous attempts have been seen as his urge to achieve an equal footing in the white's society.

Caste System: a Motive for Racial Intolerance

The Indian caste system, though not a racial issue, is related to xenophobia too. It appears that the Hindus maintain divisions of their religious status as well as feel superior to the other religions. Indian Muslims cultivate similar implied aversion toward other religious ideologies too. When Dr. Aziz has been accused for rape attempt on Adela, we find Professor Narayan Godbole giving no effort to save Aziz's social reputation. When Fielding asks Godbole "Is Aziz innocent or guilty?", in reply he says "that is for the court to decide".

Such a robotic and corporate answer marks caste partiality in him. As an Indian, he could have talked in favor of Dr. Aziz but he answers as a caste conscious individual which points to the fact that the so called unity between the Indians in Chandrapore is vague. They are united in the case of hating the British but not in case of individual interest. Their implied indophobic tendencies are a result of their prejudicial and orthodox casting system. On the other hand, the social class distinctiveness triggers the sense of xenophobia within the natives as well. The elite Indians remain a bit closer to the British that trammels the native common Indians whom the British call "third-rate people". Gayatri Chakravorty Spivak voiced to the same tune declaring Ranajit Guha's conclusion in her "Can the Subaltern Speak?" :

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The historiography of Indian nationalism has for a long time been dominated by elitism-colonialist elitism and bourgeois-nationalist elitism…sharing the prejudice the making of the Indian nation and the development of the consciousness-nationalism- which confirmed this process were exclusively or predominantly elite achievements. In the colonialist and neo-colonialist historiographies these achievements are credited to British colonial rulers, administrators, policies, institutions and culture; in the nationalist and neo-nationalist writings- to Indian elite personalities, institutions, activities and ideas." (Williams and Chrisman 654)

Class distinction and the distribution of power have added more fuel to the fire in case of xenophobia. The native Indians remain quiet at the audacity of the British only because of those causes. For example: at the beginning of the novel, we find Dr. Aziz being called by a senior British doctor immediately to the hospital for an emergency but ultimately no emergency was there but a shrewdness to harass in the name of checking Dr. Aziz's sincerity. We find him being silent to this misconduct whereas he could have protested the senior doctor. The reason behind such silences has already been discussed above through the voice of Spivak to stress the impact of colonialism and the evocation of xenophobia from racial point of views.

Xenophobia in Dr. Aziz

Xenophobia is found in Dr. Aziz due to his religious influences after and before experiencing the insults thrown by Adela and the whole British community in Chandrapore. As an intellectual, he knows that the British views the natives in their own ideological lenses because "Traditional Indian historical writing, with its emphasis on historical biographies and chronicles, was largely ignored. European writing on Indian history was an attempt to create a fresh historical tradition" (Said 217) which is a mere misrepresentation of the Indian culture and tradition. He has been feeling indifferent to be recognizable and social to the British ladies not because of Islamic ideologies but also of being conscious to the superiority of British formality. His views turn clear when he says: " A mosque by winning his approval let loose his imagination […] Here was Islam, his own country, more than a Faith, more than a battle-cry, much, much more … Islam, an attitude towards life both exquisite and durable, where his body and his thoughts find their home." (Forster 13). This quotation highlights his personal understandings to Islam. In contrast to Hinduism, Dr. Aziz associates Islam with a distinct 'country' and 'home', a reference to his nostalgia for the Mughal Empire. So we can easily mark that he has a unique view regarding his religion and considers all the other castes unfamiliar unless they have a similar view like him. This sort of respect towards one's own religion creates a kind of phobic tendencies like the fear of doing wrong. Apart from this, as the other religions are distinctive, this difference in ideologies creates fear as well.

Islam hardly allows friendship of both genders liberally and Dr. Aziz is very well aware of that, as a result, he feels disturbed of getting close in social terms to Adela. He fears avoiding religious norms which lead him not to get attracted to the British ladies. The way he distances himself from all the British ladies highlights his monogenic beliefs and religiosity. He tries to overcome the orthodoxy of "Parda in Islam" by being friendly with the British ladies, but Adela's accusation shatters all his efforts. He promises himself never to befriend any British individual by heart but to do formalities to maintain the so called peace in the society.

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Adela's attempt to evoke questions upon Aziz's ideology of Islam can be marked as cultural and religions/ideological hegemony, atone to the concept of philosopher Antonio Gramsci's theory, which explains that a culturally diverse society can be dominated by one social class through intellectual manipulation of its respective norms. Adela, who has been tremendously brain-washed by other British ladies and who is well educated under the orientalist view 'as a Western style for dominating, restructuring and having authority over the Orient" (Said 6) cultivates her in-depth xenophobic tendencies viewing an attractive and responsible Oriental like Dr. Aziz. As a result, the mixture of British ideological subjugation and religious apparatuses evokes the feeling of xenophobia in Dr. Aziz that restricts him to ameliorate the concept of friendship towards every individual in the novel.

Adela's Psychic Fracas

A Xenophobe questions the violation of his purity under the secondary attack of post traumatic stress disorder and imaginary answers are delivered after the experience of imaginary insults and Adela is not an exception in such a case. In the whole drama, it is Adela who indirectly and sometimes directly shows interests in Dr. Aziz's notifications towards her. It is Dr. Aziz who tries his best to avoid British companions in the best courteous manners. After hearing from of the British "They all hate us" she gets more curious to know the cause of hatred as if it is not known to her at all. It is Adela who wanted to visit Marabar Caves and urges everyone to escort her, especially Dr. Aziz. If he really had wanted to assault her, he could have done it when Adela gave him a surprise visit to his residence. The cave is not a place for such an opportunity but it is the perfect spot for Adela to flourish xenophobia in subjective means. Being conscious of superior manner and culture, he has hesitated to accompany Adela that marks his xenophobic attitude at the beginning but after the accusation, he has developed a stronger sense of it and makes himself believe the fact which the British novelist Anthony Trollope says in *Orley Farm (1862)*: "We cannot bring ourselves to believe it is possible that a foreigner should in any respect be wiser than ourselves" (67).

Adela was looking for an opportunity to outburst her psychic tendencies and the caves served her purpose well as Antonio Tabucchi says "Xenophobia manifests itself especially against civilizations and cultures that are weak because they lack economic resources, means of subsistence or land. So, the nomadic people are the first targets of this kind of aggression."(np) Adela succeeds more than her expectations because she not only gave her imaginary phobic propensity an objective assurance but also injected the poison of doubts in the hearts of Dr. Aziz's friends such as Fielding.

Conclusion

Xenophobia is a social disease and people like Adela Quested, acutely affected by the subjective syndrome, carries such psychic conceptions that dominate the friendly social bondages. Forster tries to depict the very phobia in both the communities in the novel. People fear each other for skin color, language and cultural differences. If a person has a negative view regarding an option, no matter how good it may represent itself, it cannot eradicate the negativity. Forster has written *A Passage to India* in 1924 at the platform when the British were

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in India. The subjective wounds which the megalomaniac British has given as a scar cannot be eradicated easily by forgiveness and such a wound of insults has created a never-ending apathy toward the British through Indians. Dr. Aziz individually represents the whole of the Indian mature generation who tries to forget the old conflicts and wants to build a new link of friendship, but unfortunately the shadow of xenophobia has dominated their hearts and minds for any kind of negotiations. Both the communities become conscious of the fact that they cannot be friends. The fear of xenophobia creates such a dystopia of distrusts in the core of the hearts that needs a long passage of time for healing. The ending of the novel purely indicates that the seeds of xenophobia have been well rooted in the depth of the hearts, especially of the Indians, that will remain forever and can hardly be washed away:

> But the horses didn't want it-they swerved apart; the earth didn't want it, sending up rocks through which riders must pass single file; the temples, the tank, the jail, the palace, the birds, the carrion, the Guest House, that came into view as they issued from the gap and saw Mau beneath: they didn't want it, they said in their hundred voices, "No, not yet," and the sky said, "No, not there" (Forster 350)

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Food and Non-Food Production in Unirrigated Agriculture: A Study in Perambalur District, Tamil Nadu

A. Gayathri and Dr. P. Veerachamy

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Abstract

The paper examines the economics of unirrigated agricultural production in Perambalur district, Tamil Nadu. The study attempts to analyse the cost of cultivation, productivity and the relationship between farm size and productivity in unirrigated agricultural field. Perambalur district is selected as a study district where 94.28 per cent of gross sown area is used for cultivating food crops and remaining 5.72 per cent for non-food crops.

Veebanthattai and Veeppur blocks are selected as a food and non-food crop cultivating blocks at the second stage. Anukkur, Tondamandurai, Venbavur and Vengalam are sleleted as representative food crop villages in Veebanthattai block.

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Further, Andhur, Assor, Odiyam and Perali are selected as representative non-food crop villages in Veppur block.

In each of the representative food and non-food cultivation villages, 10 farm households are surveyed from each farm categories, i.e., Marginal, Small, Medium and Large through the disproportionate stratified random sampling method. In each block, 160 sample respondents were surveyed and the total sample households stood at 320.

From the analsysis, it is found that the average yield and average net income are inversely related with the farm size. The availability of family labour, pest and fertilizer management, harvesting management and regular supervision improves the farm yield and higher level of average net income. Cost of cultivation is huge for marginal and small farmers as compared to medium and large farms. The fact is that the large and medium farms own tractors, tillers and sprayers, which minimize the cost of cultivation of the large and medium farms. The unirrigated agriculture parts play a major role in food and non-food cultivation and Government role in providing irrigational facilities may help the farmer's livelihood to a large extent.

Key Words: Unirrigated Agriculture, Farm Size, Productivity, Rainfall

1. Introduction

This paper makes an attempt to explore the economics of unirrigated agricultural production in Perambalur district, Tamil Nadu. Agriculture continues to be the main economic activity in rural areas of the developing world in spite of a steady diversification of their economic base during the preceding decades. Likewise, agriculture is the backbone of the rural India and the largest industry in the country. The role of agriculture is important in terms of food security, international trade and economic

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development. India ranks first among the countries that practice unirrigated agriculture both in terms of extent and value of production. India has 143 million hectares of agricultural land and about 108 million hectares are unirrigated area, which constitutes nearly 75 per cent of the total land (Kumar et al., 2009). Unirrigated agriculture is largely practiced in arid, semi-arid and subhumid regions in the country. With about 68 per cent of rural population, these regions are also home to 81 per cent of rural poor (Rao et al., 2005). In such areas, crop production has become difficult as the intensity and frequency of rainfall is low.

The unirrigated agriculture refers to crop production in a farming system which entirely depends on rainfall but may include supplementary irrigation from small dams or tanks fed from rainfall and associated run-off on a particular land holding. However, all unirrigated areas are not of the same character. Unirrigated areas are highly diverse, ranging from assured rainfall and resource-rich areas with good agricultural potential to erratic rainfall and resource-poor areas with much more restricted potential. Some resource-rich unirrigated areas potentially are highly productive and already have experienced widespread adoption of improved seeds. In drier, less favorable areas, on the other hand, productivity growth has lagged behind, and there is widespread poverty and degradation of natural resources (Bhatia, 2005).

However, nearly 50 per cent of the total food grains are grown under unirrigated agriculture and millions of rural poor depend on unirrigated agriculture. In addition, 85 per cent of the cereals, 83 per cent of the pulses, 70 per cent of the oilseeds and 65 per cent of the cotton are predominant unirrigated crops grown in India. Nearly 50 per cent of the total rural workforce and 60 per cent of livestock in the country depend on unirrigated agriculture (CRIDA 2011). It emphasizes the crucial role played by unirrigated agriculture in food security and livelihood of the rural households. By considering this, the policy makers give much importance to the unirrigated agriculture in order to meet

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the rising demand for food, basic staples, non-food grains, and exports. At the same time, the productivity of irrigated land is being utilized at the maximum level. The growth in total factor productivity in irrigated agriculture has declined slightly in major crops (Singh and Rathore, 2010). As a result, the opportunity for continued expansion of irrigated agriculture is limited and the need for unirrigated agriculture has always been an important part of the agricultural sector.

Thus the expansion of unirrigated agriculture is initiated through the introduction of high yielding varieties, subsidized farm inputs, extension activities, institutionalized financial facilities, minimum supporting price and marketing infrastructure facilities. These factors motivate the farmers to shift from traditionally grown less remunerative crops to more remunerative crops. As result of expansion in unirrigated agriculture, the widespread crop diversification takes place in unirrigated agricultural production.

In this context, the question raises that whether the introduction of modern seeds and farm inputs, pricing practices and mechanization has reduced the cost of cultivation and increases the productivity of the unirrigated agriculture? In addition to this, whether unirrigated agriculture has changed the relationship between farm size and productivity in unirrigated agricultural? With this background, this paper examines the economics of unirrgated agricultural production in Perambalur district, Tamil Nadu.

2. Methodology

In order to analyse the crop diversification, cropping pattern, cost of cultivation and productivity in unirrigated agriculture, the study incorporates scientific approach in identifying the study district and study villages the details are discussed under four stages.

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From the past studies, the gross cropped area under irrigation is used as an indicator to identify unirrigated agricultural areas. They consider that the predominant rainfed agriculture as "unirrigated areas" and predominant irrigated agriculture as "irrigated area." However, several previous studies have faced this conceptual issue in categorizing unirrigated agriculture. Therefore, the studies on unirrigated agriculture have followed both average rainfall and gross cropped area under irrigation (Rangaswamy, 1981; Bapna et al., 1984; Jodha, 1985; Subbarao, 1985; Shah and Shah, 1993; Thorat, 1993).

As a result, actual annual rainfall and gross cropped area under irrigation are considered for the selection of unirrigated districts. In Tamil Nadu, Namakkal, Erode, Tiruchirappalli, Karur, Perambalur, Madurai and Virudhunagar districts are identified as low rainfall district and their actual rainfall is below 800 mm. Among the low rainfall districts, percentage of gross cropped area under irrigation is relatively lower in Thoothukudi (24.94), Perambalur (30.99) and Virudhunagar (46.64) districts. In Thoothukudi district, extent of small scale industries and industrial areas has reduced the dependence over Unirrigated agriculture. Therefore, Perambalur district is selected as a study district at the **first stage**.

Table 1 Low Rain Fall Districts and Percentage of Area under Irrigation

Sl. No.	Low Rain fall Districts	Percentage of Gross Cropped Area under Irrigation
1.	Namakkal	48.59
2.	Erode	69.52
3.	Tiruchirapalli	59.19
4.	Karur	60.31

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5.	**Perambalur**	**30.99**
6.	Madurai	63.68
7.	Virudhunagar	46.64
8.	Thoothukudi	24.94

Source: Tamilnadu Statistical Hand Book 2011, Department of Economics and Statistics, Chennai

The common dry crops of Tamil Nadu are *combu, cholam, ragi* and maize, pulses like red-gram, Bengal-gram and oil-seeds like groundnut, gingelly, castor and cotton. Among the common dry crops, cumbu, cholam, ragi and maize, red gram and Bengal-gram come under category of food crops. On the other hand, groundnut, gingelly, castor and cotton are the non-food crops. In Perambalur district, 94.28 per cent of gross sown area is used for cultivating food crops and remaining 5.72 per cent for non-food crops. The gross sown area of major food crops is as follows: Paddy (14.7), Cholam (4.7), Cumbu (0.2), Ragi (0.01), Maize (48.96), other cereals (0.41), Pulses (0.50) and Sugarcane (24.11) respectively. At the same time, Cotton (2.63), Ground nut (2.62), Gingelly (0.35) and Castor (0.11) are the important non-food crops in Perambalur district.

In this context, important dry crops such as maize (food crop) and cotton (non-food crops) are selected for the present study. Thus, the gross cropped area for maize and cotton are used as a tool for selecting the food crop cultivation and non-food crop cultivation blocks in the Perambalur district. The Perambalur district consists of four blocks, namely, Perambalur, Veebanthattai, Veppur and Alathur. Among the four blocks, in Veebanthattai block, 45.12 per cent of the gross cropped area is used for maize cultivation and it is highest among the blocks in the Perambalur district. On the other hand, in Veeppur block 27.81 per cent of the gross cropped area is used for cotton cultivation and it is huge among the blocks in Perambalur district (see Table 2).

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Therefore, Veebanthattai and Veeppur blocks are selected as a food and non-food crop cultivating blocks at the **second stage**.

Table 2 Details of Selection of Food and Non-crop Cultivation Blocks in the Perambalur District

Sl. No.	Crops	Blocks of the Perambalur District							
		Perambalur		Veebanthattai		Veppur		Arlathu	
		Area (in Hec.)	%	Area (in Hec.)	%	Area (in Hec.)	%	Area (in Hec.)	%
1.	Paddy	2647.380	17.28	5396.420	17.22	3204.945	11.95	840.165	3.69
2.	Cholam	0.650	0.00	7.950	0.03	1164.685	4.34	2707.915	11.88
3.	Cumbu	49.925	0.33	32.710	0.10	16.400	0.06	106.820	0.47
4.	Ragi	0.000	0.00	4.330	0.01	4.550	0.02	0.775	0.00
5.	Maize	4861.940	31.74	**14141.760**	**45.12**	11228.575	41.85	8113.310	35.60
6.	Varagu	11.660	0.08	28.995	0.09	268.030	1.00	13.805	0.06
7.	Pulses	43.485	0.28	44.260	0.14	152.225	0.57	159.175	0.70
8.	Spices	277.990	1.81	615.755	1.96	336.455	1.25	408.025	1.79
9.	Sugar	283.055	1.85	2202.405	7.03	1572.290	5.86	543.950	2.39
10.	Fruits	143.320	0.94	292.780	0.93	74.685	0.28	200.036	0.88
11.	Vegetables	3877.120	25.31	639.470	2.04	331.590	1.24	3971.030	17.43
12.	Cotton	1244.25	8.12	6866.71	21.9	**7462.46**	**27.8**	4357.36	19.1

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		5		0	1	**5**	**1**	5	2
13.	Oil Seeds	817.740	5.34	654.090	2.09	856.350	3.19	993.825	4.36
14.	Other Crops	1058.725	6.91	411.830	1.31	155.960	0.58	372.604	1.64
Total		**15317.245**	**100**	**31339.465**	**100**	**26829.205**	**100**	**22788.800**	**100**

Source: Joint Director of Agriculture, Perambalur District, 2011.

In the **third stage**, Anukkur, Tondamandurai, Venbavur and Vengalam are sleleted as representative food crop villages in Veebanthattai block. Further, Andhur, Assor, Odiyam and Perali are selected as representative non-food crop villages in Veppur block. The village selection has been done with the help of the Join director of Agriculture and Agricultural Extension Officers of the Perambalur district.

In the **fourth stage,** in each of the representative food and non-food cultivation villages, 10 farm households are surveyed from each farm categories, i.e., Marginal, Small, Medium and Large through the disproportionate stratified random sampling method. In each block, 160 sample respondents were surveyed (Marginal = 40+40; Small =40+40; Medium = 40+40 and Large = 40+40). Finally, 320 farm households have been surveyed with the help of pre-tested structured interview schedule. Pre-tested interview schedule includes the details about the social, demographic and economic profile of the respondents and households, cropping pattern and crop diversification, cost and return of food and non-food crops in unirrigated agriculture. The reference period of the study is 2010 - 2011.

In order to analyze the economics of unirrigated agricultural production, the cost of cultivation, average yield per acre and net income per acre are taken into account for
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the analysis. Further, the above mentioned factors are compared among the farm groups of the food and non-food cultivation blocks in Perambular district. Therefore, the One-Way ANOVA model is adopted to identify the variation among the farm groups in terms of cost of cultivation, average yield and net income of food and non-food crop cultivation in unirrigated agriculture.

3. Results and Discussion

The cost of cultivation, average yield per acre and average net income per acre may vary among the farm groups according to the food and non-food crop cultivation. Therefore, separate One-Way ANOVA Model was applied to analyse the variations in different farm groups of the unirrigated agriculture. The application procedure of the One-Way ANOVA model confirms the suitability of the model to analyze the variation in cost of cultivation, average yield per acre and average net income per acre among the different farm groups of food and non-food crop cultivating unirrigated agricultural regions.

3.1 Unirrigated Agriculture and Food Crop Production

From the analysis, the cost of cultivation per acre, average yield per acre and net income per acre are treated as dependent variables where farm groups are considered as independent variable. The computed 'F' values of the One-Way ANOVA model are found to be significant except the average yield per acre. This result confirms that the cost of cultivation per acre (6.46) and average net income per acre (62.48) vary among the farm groups in food crop cultivation (Maize). Further, the sum of squares and mean sum of squares are found to significant and substantiate the suitability of the model and validity of the result. The computed values are higher than the table value of 'F' at 5 per

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cent level. The significant parameters are compared pair wise. Pair wise comparison of parameters results is drawn below (see Table 3 and 4).

The cost of cultivation is huge for marginal (Rs. 11,732), small (Rs. 11,826) and medium farmers (Rs. 11,506) as compared to large farmers (Rs. 10,662). The variation in cost of cultivations is due to the ownership of farm equipments. The large farmers have the own tractors, tillers and sprayers. It helps them to minimize the cost of agricultural operations in unirrigated agriculture, while the marginal, small and medium farmers have used the tractors, tillers and sprayers by rental. These practices increase the cost of cultivation of the marginal, small and medium farmers. On the other hand, there is no such wide variation in cost of cultivation between marginal, small and medium. The variation in cost of cultivation is existing between marginal and large (1070), large and small (1164) and large and medium (845).

Table 3 Compared 'F' Ratios on Cost of Cultivation, Average Yield and Net Income of Different Farm Groups of the Food Crop Cultivation in Unirrigated Agriculture: One-Way ANOVA Model

Sl. No	Details of Variation		Sum of Squares	d.f	Mean Sum of Square	'F'
1.	Cost of Cultivation Per Acre (in Rs.)	Between Groups	33761624.08	3	11253874.69	6.46 *
		Within Groups	271760935.90	156	1742057.28	
		Total	305522559.98	159	-	
2.	Average Yield Per Acre (in	Between Groups	10819134.70	3	3606378.23	1.50 NS
		Within	375864012.40	156	2409384.69	

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		Groups				
	Kg.)	Total	386683147.10	159	-	
3.	Net Income Per Acre (in Rs.)	Between Groups	309818800.40	3	103272933.47	62.48 *
		Within Groups	257864763.20	156	1652979.25	
		Total	567683563.60	159	-	

Source: Computed

Note: * Significant at 5 per cent level

Among the farm groups in food crop cultivation, the average yield per acre is high in marginal farm (2,978 kg.) followed by small (2,486 kg.), medium (2,394 kg.) and large (2,307 kg.). There is extensive variation between marginal and small (492), marginal and medium (584) and marginal and large (671). However the variation is hefty between marginal and large. In the case of marginal farm, the farmers are extensively involved in terms of supervision, manure at the time and suitable pest management. These factors improve the average yield of the marginal farmers as compared to small, medium and large farmers. On the contrary, there is no outsized variation between large and small (-180), large and medium (-87) and medium and small (-93).

The average net income per acre explains the average profit per acre in food crop cultivation. The average profit per acre is huge for marginal farm (Rs. 13,956) followed by small (Rs. 13,039), large (Rs. 12,355) and medium (Rs. 10,182). There is bulky variation existing between marginal and small (916), marginal and medium (3,773), marginal and large (1,601), large and medium (2,172) and medium and small (-2,857). Marginal and small farmers have opportunity for effective agricultural operations due to the availability of family labour, size of the operational land holding, adoption of

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comprehensive fertilizer and pest management practices and regular supervision. These factors improve the farm yield, minimize the crop loss and enhance the large amount of profit.

The large farmers also earned good profit as compared to medium farm. The fact in favour of them is the ownership of farm equipments. The ownership of tractors, power tiller and sprayers minimizes the cost of cultivation and yields good amount of profit to the large farmers. But in the medium farm the profit amount is too low among the farm groups in food crop cultivation. The non-availability of family labour, rent for tractor, tiller and sprayer leads to huge cost of cultivation. In addition to that the medium farm size is more or less equal to the large farm size. It requires rigorous farm management practices but these are not followed by the medium farmers. Lack of these practices leads to huge crop loss and reduces the yield per acre. More specifically, lack of farm management practices and huge cost of cultivation give minimum profit to the medium farms.

Table 4 Farm-wise Comparison of Cost of Cultivation, Yield and Net Income From Food Crop Cultivation in Unirrigated Agriculture

Sl. No	Details	Farm Group (i)	Farm Group (j)	Mean Difference (i-j)	't' Value
1.	Cost of Cultivation (in Rs.)	Marginal (11,732)	Small (11,826)	-94	2.57 NS
		Marginal (11,732)	Medium (11,506)	226	1.78 NS
		Marginal (11,732)	Large (10,662)	1070	8.05 *

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		Large **(10,662)**	Small **(11,826)**	-1164	9.74 *
		Large **(10,662)**	Medium **(11,506)**	-845	7.41 *
		Medium **(11,506)**	Small **(11,826)**	-320	1.42 NS
2.	Yield (in Kg.)	Marginal **(2,978)**	Small **(2,486)**	492	3.30 *
		Marginal **(2,978)**	Medium **(2,394)**	584	5.42 *
		Marginal **(2,978)**	Large **(2,307)**	671	7.94 *
		Large **(2,307)**	Small **(2,486)**	-180	2.14 NS
		Large **(2,307)**	Medium **(2,394)**	-87	1.12 NS
		Medium **(2,394)**	Small **(2,486)**	-93	1.60 NS
3.	Net Income (in Rs.)	Marginal **(13,956)**	Small **(13,039)**	916	3.37 *
		Marginal **(13,956)**	Medium **(10,182)**	3773	9.32 *
		Marginal **(13,956)**	Large **(12,355)**	1601	3.70 *
		Large **(12,355)**	Small **(13,039)**	-684	1.64 NS

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| | | Large **(12,355)** | Medium (10,182) | 2172 | 4.38 * |
| | | Medium (10,182) | Small **(13,039)** | -2857 | 6.08 * |

Source: Computed

Note: * Significant at 5 per cent level

3.2 Unirrigated Agriculture and Non-food Crop Production

This presents section discusses the non-food crop (Cotton) production in unirrigated agriculture. Similarly, the cost of cultivation per acre, average yield per acre and average net income per acre are treated as dependent parameters and the various farm groups are considered as fixed parameter. The analysis for non-food crop cultivation shows that the computed 'F' values of the One-Way ANOVA model found to be significant. The cost of cultivation per acre (57.84), average yield per acre (66.66) and average net income per acre (45.83) differ among the farm groups in non-food crop cultivation. The computed values are higher than the table value of 'F' at 5 per cent level. Further, the sum of squares and mean sum of squares are found to be significant and substantiate the suitability of the model and validity of the result. The significant parameters are compared pair wise. Pair wise comparison of parameters results is drawn below (see Table 5 and 6).

Table 5 Compared 'F' Ratios on Cost of Cultivation, Average Yield and Net Income of Different Farm Groups of the Non-food Crop Cultivation in Unirrigated Agriculture: One-Way ANOVA Model

Sl.	Details of Variation	Sum of	d.f	Mean Sum of	'F'

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No			Squares		Square	
1.	Cost of Cultivation Per Acre (in Rs.)	Between Groups	348825595.60	3	116275198.53	57.84 *
		Within Groups	313608362.40	156	2010310.02	
		Total	662433958.00	159	-	
2.	Average Yield Per Acre (in Kg.)	Between Groups	1672369.20	3	557456.40	66.66 *
		Within Groups	1304531.20	156	8362.38	
		Total	2976900.40	159	-	
3.	Net Income Per Acre (in Rs.)	Between Groups	1800281961.10	3	600093987.03	45.83 *
		Within Groups	2042465586.00	156	13092728.12	
		Total	3842747547.10	159	-	

Source: Computed

Note: * Significant at 5 per cent level

The cost of non-food crop cultivation is varying among farm groups. It is noticeably high for marginal farm (Rs. 22, 006) as compared to small (Rs. 19, 389), medium (Rs. 19, 342) and large (Rs. 17,916). The cotton cultivation is one of the expensive cultivation in unirrigated agriculture. The major segment of the cost is covered by fertilizer, pesticide and harvesting practices. Every season the cotton cultivation farmers face the problem of pest control and therefore they need adopt the multistage pest control technique which involves huge cost. In this context, the marginal and small

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farmers are able to manage the labour demand by using their family labour while for the use of sprayer, tractor and power tiller they depend by rental which involves huge cost. As a result, the costs of cultivation for marginal and small farmers are greater as compared to medium and large farm size. Though, the ownership of plough, tilling technology and pest control equipment reduces the cost of cultivation of the large and medium farmers. Therefore, wide variation exists between marginal and small (2,617), marginal and medium (2,666), marginal and large (4,090), large and small (-1,473), large and medium (-1,427).

In the case of average yield per acre the result is favorable to the marginal and small farms. The average yield per acre is huge for marginal (1,267 kg.) followed by small (1,075 kg.), medium (Rs. 1,051 kg.) and large (996 kg.). The main factor to determine the yield is management of harvesting season. The harvesting period of cotton consists three to four month and it requires huge amount of labor for the collection of cotton. Due to the availability of family labour it is affordable for the marginal farmers. But the small, medium and large farmers not have the labour force and are dependent on the wage labour during agricultural busy season. During this period, unexpected rain fall severely affects the cotton yield. Hence, there is variation in yield between marginal and small (192), marginal and medium (216) and marginal and large (271).

Table 6 Farm-wise Comparison of Cost of Cultivation, Yield and Net Income from Non-food Crop Cultivation in Unirrigated Agriculture

Sl. No	Details	Farm Group (i)	Farm Group (j)	Mean Difference (i-j)	't' Value
1.	Cost of Cultivation (in Rs.)	Marginal **(22,006)**	Small **(19,389)**	2617	2.72 *

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		Marginal (22,006)	Medium (19,342)	2664	3.72 *
		Marginal (22,006)	Large (17,916)	4090	5.08 *
		Large (17,916)	Small (19,389)	-1473	2.13 *
		Large (17,916)	Medium (19,342)	-1427	1.73 *
		Medium (19,342)	Small (19,389)	-47	1.42 NS
2.	Yield (in Kg.)	Marginal (1,267)	Small (1,075)	192	4.33 *
		Marginal (1,267)	Medium (1,051)	216	4.72 *
		Marginal (1,267)	Large (9,96)	271	5.62 *
		Large (9,96)	Small (1,075)	-79	3.57 NS
		Large (9,96)	Medium (1,051)	-55	1.36 NS
		Medium (1,051)	Small (1,075)	-24	1.1 NS
3.	Net Income (in Rs.)	Marginal (37,570)	Small (31,157)	6414	1.85 *
		Marginal (37,570)	Medium (30,078)	7492	3.17 *
		Marginal	Large	8668	8.54 *

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		(37,570)	(28,902)		
		Large (28,902)	Small (31,157)	-2254	1.78 *
		Large (28,902)	Medium (30,078)	-1176	1.12 *
		Medium (30,078)	Small (31,157)	-1079	1.10 *

Source: Computed

Note: * Significant at 5 per cent level

The average net income from non-food crop cultivation is huge for marginal farmers (Rs. 37,570) followed by small (Rs. 31,157), medium (Rs. 30,078) and large farmers (Rs. 28,902). The effective management, family labour, and ample number of harvesting increase the average net income of marginal and small farmers. On the contrary, non -vailability of family labour, wage labour and unexpected crop loss due to unexpected rain fall and heavy wind, reduce the average net income of the medium and large famers. Hence, there is variation between marginal and small (6,441), marginal and medium (7,492), marginal and large (8,668), large and small (-2,254), large and medium (-1,176) and medium and small (-1,079). However, the variation between marginal and large is huge as compared to other farm groups of the non-food crop cultivation.

4. Conclusion

In both food and non-food crop cultivation, the average yield and average net income are inversely related with the farm size. The availability of family labour, pest and fertilizer management, harvesting management and regular supervision improves the farm yield and higher level of average net income. On the other hand, due to non-

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availability of family labour and wage labour during the busy agricultural season, ineffective supervision due to large farm size, the medium and large farm have attained minimum farm output and lower level of average net income as compared to marginal and small farms. But the cost of cultivation is huge for marginal and small farmers as compared to medium and large farms. The fact is that the large and medium farms own tractors, tillers and sprayers, which minimize the cost of cultivation of the large and medium farms. While the marginal and small farmers use the tillers, tractors and sprayers by rental and cost of cultivation for marginal and small farmers are high. However, abundance of family labour considerably reduces the labour cost of the marginal and small farmers. The unirrigated agriculture plays a major role in food and non-food cultivation and Government role in providing irrigational facilities may help the farmer's livelihood to a large extent.

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Application of Microteaching in Teacher Education Programs: A Meta-Analysis

Farkhunda Rasheed Choudhary, Misbah Rasheed Choudhary and Dr. Sufiana Khatoon Malik

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Abstract

Teaching is characterized as such activity which is undertaken with the rationale of bringing about learning. Teaching is among one the ways by which education is achieved; the common ingredient of education is teaching. This paper provides reviews of findings on microteaching and provides suggestions. It aimed (i) to examine the application of microteaching in teacher education programs, (ii) to explore the theory for micro teaching and (iii) critically examined different researches on microteaching for pre service, in service teachers. Recent studies show that the number of teachers who receive rigorous, sustainable, skill focused and content focused professional development is very less. Research studies revealed that a great difference has been found seen between two cycles of micro teaching. Micro teaching had helped faculty members in their professional development. Studies on micro teaching recommended that there must be

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micro teaching for all faculty members for their professional training programs. It was also recommended that micro teaching must also be part of teacher education programs for prospective teachers.

Key words: Microteaching, component skill, feedback

Introduction

The microteaching cycle was developed by Stanford University in the early 60's. It is a technique to train the prospective teachers. The original microteaching cycle followed a cycle of Plan → teach → observe → Re-plan → Re-teach →Re-observe. In each cycle one component skill was practiced. Microteaching technique and research have been implemented in teacher education and in medical field. Microteaching is as effective for university teachers as for secondary school teachers. Microteaching is unique in its structures because it is the combination of theory and practice, training and research, innovation and implementation.

There are many variations in the original Stanford model (Ward,1970; Borg,1970)
At the new University of Ulster, the microteaching session is as follows:
Plan →teach → observe. This model is more economical than Stanford model. As it did not have the component of re teach.

Microteaching is procedure in which a trainee teacher practices teaching in a less span, paying emphasis on narrow and specific teaching skills. Hence microteaching is a scale down encounter in class size and class time. Therefore it is skill based approach to teacher training. (B.R. Satija)

Initially micro teaching was restricted to trainee teachers. But now the microteaching is being used in different professions. At university of Massachusetts, there is a regular micro teaching clinic. It is supplemented by intensive summer workshops at local level. The University of Illinois conducts microteaching for the professional development of

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vocational personnel and for the skill development of professors of university. University of Maryland also uses microteaching not only for their teachers but also for the trainee teachers. In Philippines, microteaching was adapted and was used for Peace Corps training programs. Medical area is using micro teaching in their field due to its effectiveness. The students of law can be benefited in the set induction, question probing and closure in their practice through micro teaching. (E. Stones, Sidney Morris) Microteaching is also been used for the evaluation of the teachers. It is also used for the promotion of teachers on the basis of their performance. The principles of micro teaching can be used to train administrative personals. Microteaching is helpful for the increase of competence.

George Brown (1975) has explained the micro teaching session as follow:

> "Microteaching format satisfies the requirement of the teacher training model. Rules of planning are given in lectures and seminars, performance is split into its component skills and the skills are demonstrated, opportunities for practice are given in controlled conditions. Feedback in the form of video recordings is given in supervisory session and students are taught what cues to look for in their interaction with pupils. A system is augmented by the use of rating schedules, checklists and interaction analysis. These focus the student's attention upon the skill under review."

This describes the process of micro teaching. The micro teaching session is planned and organized under controlled condition. The specific skill is evaluated and feedback is provided.

According to Wikipedia (n.d),microteaching is teaching under microscope.

In microteaching, a small portion of lesson is presented for detailed study and pinpointed guidance by taking a microscopic view. In order to minimize the complexities of usual

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classroom teaching, there are reductions in number of students, the number of skills to be practiced, duration of lesson, and portion of content.

Adopted Definitions of Microteaching

There are many educationists which have defined "micro teaching" differently. Some of the definitions of micro teaching are as follows:

1. **Allan:** "Microteaching is scale down teaching encounter in class size and class time". He recommended the time range of class from 5 to 20 minutes and number of students from 5 to 10.

2. **David B. Young:** "Microteaching is a device which is able to provide the novice and experienced teacher alike, new opportunities to improve teaching."

3. **M.B. Bush:** "Microteaching is an excellent teacher education technique which allows teacher to apply clearly defined skills to carefully prepared lessons in planned series of 5 to 10 minutes encounters with a small group of real students, usually with an opportunity to observe the results on videotaped."

4. **Clift and others (1976):** "a teacher training procedure which is able to reduce the teaching situation to simpler and more controlled encounters achieved by limiting the practice teaching to specific skill and reducing teaching time and class size".

5. **Mc Alccsc and Urwin (1970):** "Micro teaching is most often applied to the use of closed circuit television (CCTv) to provide immediate feedback of a trainee teacher's performance in simplified environment."

6. **Bush (1968):** "a teacher education technique which makes teachers to apply well defined teaching skills to a carefully prepared lesson planned series of five to ten minutes, encounters with a small group of real class room students, usually with an opportunity to observe the performance on video-tape".

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Microteaching is a technique to train the prospective teachers to teach a single concept, using specified teaching skills to a small number of pupils in a short period of time. As teaching is consisted of several techniques. Therefore it is training technique aimed to strengthen the one skill at a time. The more a trainee teacher will be trained in skills the more he/she will be an efficient teacher.

There are many useful characteristics of microteaching. These characteristics provide rationale for the use of microteaching in teacher education programs.

Characteristics of Microteaching

1. **Real teaching:** Micro teaching is conducted in real situation; therefore it is the real teaching. It involves real classroom, real teacher, and real students.

2. **Specific control of teaching practice:** In micro teaching there is specific control of teaching practice. The feedback and supervision could be manipulated.

3. **Specific teaching skills:** Microteaching is focused on specific teaching skill.

4. **Scale down teaching**
   a. Class size is reduced to 5 to 10 students.
   b. Duration of class is reduced to 5 to 10 minutes.
   c. Topic size is reduced.
   d. Only one teaching skills is practiced one time.

5. **Highly individualized training device:** It is individualized training because each individual is focused at a time.

6. **Device for preparing effective teachers:** Micro teaching is a helpful device to prepare effective teachers.

Main Assumptions of Microteaching

According to Allen and Ryan, there are five essential proposition of micro teaching.

1. **Real teaching:** Although the teaching situation in micro teaching is constructed in a scene, yet it is real teaching, having real purpose.

2. **Reducing complexities:** It helps to reduce the complexities of real class room teaching. The class time, duration and skills are reduced.

3. Focus on training: The main focus of microteaching is to train the teachers

4. **Expanding knowledge of results:** In micro teaching, at the end of teaching session, teacher trainees exchange their views and provide guidance. In this way improvement is done. One can improve his/her performance as a result of feedback.

Difference between Micro Teaching and Ordinary Teaching

There are various differences between traditional teaching and micro teaching.

1. **Simple versus Complex Teaching:** Micro teaching is comparatively simple, whereas traditional teaching is complex with so many formalities and threats.

2. **Duration:** The duration of microteaching is less as compared to traditional teaching.

3. **Pattern of Class Room Interaction:** In microteaching session, the class room interactions can e studied as objectively. Whereas in traditional teaching, it cannot be studied like this.

4. **Specification of Objectives:** Objectives can be specified in behavioral terms in microteaching. Whereas in traditional teaching objectives cannot be specified in behavioral terms.

5. **Providing Feedback:** In micro teaching, feedback is provided immediately. Whereas I traditional teaching it is provided after long time.

6. **Size of Class:** The class size of micro teaching is divided into groups of 5 to 10 prospective teachers. In traditional teaching, class size is 50 to 100 students.

7. **Awareness:** Micro teaching is useful in ringing the awareness among student's teachers regarding teaching profession. Whereas in traditional teaching there are no such provision.

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8. **Score:** Micro teaching results yield better score in university examination than their counterparts in conventional teaching.

9. **Practicing Skills:** In microteaching the prospective teachers practice one skill at a time. Whereas in traditional teaching prospective teachers have to practice so many skills at a time.

10. **Role of Supervisor:** The role of supervisor is very much well defined and specific for the improvement. Whereas in traditional teaching the role of supervisor is not very precise.

Steps in Microteaching

Micro teaching is used to develop certain skills of teaching procedure which has following steps:

1. Modeling the skill
2. Planning a micro lesson
3. The teaching session
4. The critique session
5. The re-panning session
6. The re-teach session
7. The re-critique session

Here are the details of these steps:

1. **Modeling the Skill:** The orientation of prospective teachers regarding skill to be practiced is very much compulsory. Supervisors must state the rationale and psychological base of the skill and then they must demonstrate the skill. This step is known as modeling. There are two types of models:

a. **Perceptual Models:** This kind of model is presented through presentation. The prospective teachers visually perceived this model.

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b. **Conceptual Models:** This sort of model is presented in the form of written document. The prospective teachers virtually conceptualize this model.

In micro teaching, perceptual model is most common. The prospective teacher focuses on the skill to be practiced.

2. **Planning a Micro Lesson:** The selection of content is very much important. Normally, content must be selected in a way, which carries maximum margin for practicing the skill. The lesson is planned around that topic with the help of teacher or supervisor. The first two steps are the prerequisites for the proper practice session.

3. **The Teaching Session:** After planning, the actual teaching session is started. In this teaching session peer trainee teachers and supervisor are judging the performance of presenter. The performance of the presenter is observed and recorded. An evaluation sheet is also used for evaluation.

4. **The Critique Session:** After presentation, the students leave the class. The presentation of presenter is played and the supervisor, the peers evaluate the presenter, the presentation and give detailed critique of 5-8 minutes for improvement.

5. **The Re-Planning Session:** On the basis of feedback, the presenter recognizes his weaknesses and he/she re-plan his teaching.

6. **The Re-Teach Session:** In this session, the presenter teaches the same thing again. The same content is taught to another student. The supervisor and the peers evaluate the performance with evaluation tool. In this step, the presenter teaches the same thing without time lag.

7. **The Re-Critique Session:** The same procedure is adopted as in critique session. The feedback is provided again. This helps the presenter the improving things. This section must be handled carefully to motivate presenter and to improve his mistakes.

These seven steps make one complete cycle. Depending upon the need for improvement, this session can be repeated.

Micro teaching aimed to acquire certain teaching skills. It is the planned interaction between the teacher and the pupil.

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In reality it is not possible to go to schools and take 5 to 7 students and practice this technique. Therefore, this objective is achieved by teaching the peers. This technique is known as simulation.

Teaching skills and Microteaching

Skills are required for teaching. Micro teaching is conducted under controlled conditions, aiming at the practice of some specific skill at a time. If one skill is acquired and mastered, then another skill is practiced. Once the pupil teachers acquire mastery over skills then they acquire expertise in the required tasks too. These tasks can be speaking, putting questions, writing o board, giving examples, moving in class, giving examples, doing some demonstration etc. according to Allen and Ryan, there are following teaching skills ,which are required by teachers at diverse teaching levels and in different kinds of teaching subjects.

There are many teaching skills, but only few have been discussed.

1. **Set induction:** Student's curiosity, willingness and interest is very necessary before the start of teaching session. It is the responsibility of the teacher to get the attention of the students, make them prepare and motivate them to receive the new knowledge to be imparted. This is very important skill and it must be done spontaneously and in a natural manner.

   Set induction may utilize:

   i.   The general knowledge or previous knowledge of the pupils

   ii. Different suitable devices ,such as

   - ➢ Audio video aids
   - ➢ Experimentation
   - ➢ Dramatization
   - ➢ Questioning

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> Exemplification

> Story telling

> Illustrations

During set induction, the use of these skills is according to the situation, grade level, interest of students, the lesson going to be presented and the appropriateness of the skill.

There are some components for set induction skill:

     i.   Teacher device must be appropriate

    ii.   Teachers must utilize the previous knowledge of the students

  iii.   Good continuity

  iv.   The relevant questions and the statements

   v.   Questions must be followed by correct responses of students

2. **Stimulus Variation:** Learning of students is directly proportional to the attention of students in the learning activity. Teachers are responsible to get and maintain the attention of students .Teaching can be made effective if students are fully attentive and involved consistently. Stimulus is very necessary for the sustainable attention. But if the same stimulus is always applied, and if the stimulus is applied for a longer period of time, it can cause boredom. This sort of boredom or inattention is caused by two ways.

    i. **Fatigue:** if the students are exposed to same stimulus for a longer period, their body will be in the same static position and they will feel fatigued.

   ii. **Monotony:** the dryness and dullness is created by monotonous stimulus.

Student's attention leads to better learning in the classroom. The teacher must secure and maintain the attention of students for effective teaching.

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The inattention is challenging to the teacher. This problem can be resolved by bringing the element of variation in the teaching. There are many ways in which variation can be created. For example

 i. Variation of sound
 ii. Variation of media
 iii. Variation of classroom interaction
 iv. Variation in teacher's position
 v. Movement of teacher
 vi. Gestures
 vii. Pauses
 viii. Oral visual switching

Objectives of Introducing Microteaching In Colleges of Education

According to Duggal and Sharma as quoted by B.R.Satija, following are the objectives of introducing microteaching in education colleges for teacher education programs:

1. Micro teaching enable teacher trainees to analyze and develop teacher behavior under laboratory conditions
2. Micro teaching gives confidence to the novice teachers to go to real class room.
3. Micro teaching is helpful for pre service teachers for imparting skills in them
4. Micro teaching is helpful for enabling trainee teachers regarding small group interaction.
5. Microteaching is helpful for novice teachers in developing reasoning, Problem solving, and creativity among small group.
6. Microteaching brings evaluative techniques in teacher trainees.
7. Microteaching enable the students in managerial tasks such as discipline, class room management etc

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8. Micro teaching enables to involve the academic potential of trainee teachers for providing feedback to the peers.

9. Micro teaching will decrease the burden upon practicing schools. Teaching can be done in simulation conditions in teacher education colleges.

Instrument For Evaluative of Microteaching

Allen and Ryan (1969) suggested an evaluation sheet for the assessment and reinforcement of skills. There are four dimensions of the reinforcement skills:

1. Rewarding correct Reponses: appreciate the correct responses of students by saying good, excellent, etc.

2. Using nonverbal cues:the supervisor may use   nonverbal cues to encourage the student

3. Giving credits: the teacher gives credit to students who answer a question partly correct.

4. Referring positive aspects: the teacher should only refer to positive aspects of a student's previous responses.

There are many scales, rating the broad aspects of teacher's performance in the Stanford Teacher Competence Appraisal Guide (STCAG).

Role of the Supervisors in Microteaching

The responsibility of teacher/supervisor is to refine the skill and increase the competency of prospective teachers.

1. Skill development: the teacher must help the students in developing the skills.

2. Team work: the teacher conducts microteaching in a team. In this way team spirit develops.

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3. The teacher must prepare special schedule for micro teaching in teaching schools

4. The teacher must help the trainee teachers the application of the skill

5. Teacher supervises the lesson and points out improvements.

6. The teacher must evaluate the lesson and must give feedback.

Application of Microteaching in Teacher Education

When applied in teacher education programs, microteaching can be very useful for prospective as well as in service teachers.

1. **Improved Teaching Practice:** To produce effective and efficient teachers, micro teaching is used in teacher education programs. The teaching practice can be improved by micro teaching.

2. **Focus on Every Individual Training:** In the micro teaching the focus is not on the whole class but on the each individual a time. Trainee/prospective teachers develop skills regarding teaching according to their learning ability and their own rate pace.

3. **Regulating Teaching Practice:** In teacher education, micro teaching is very helpful because it regulates teaching practice.

4. **Real Teaching:** As micro teaching is a sort of simulated teaching, therefore it can be treated as real teaching**.**

5. **Reducing Complexities:** By introducing micro teaching in teacher education, many complexities of actual teaching practice can be reduced in terms of content, class size and time.

6. **Focus on Teacher Behavior:** With the application of micro teaching in teacher education, the behavior of the future teachers is modified.

7. **Knowledge of Teaching Skills:** By micro teaching, the knowledge and practice of various teaching skills can be provided.

8. **Developing teaching skills**

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Stanford University has presented many skills regarding teaching. Therefore many of the skills can be adopted by applying microteaching in teacher education.

Developing Teaching Efficiency: The efficiency of in service and pre service teachers can be enhanced by microteaching.

9. **Awareness:** Prospective teachers get aware due to microteaching regarding teaching profession.

10. **Room for Development:** There is no room for improvement in ordinary teaching practice. But due t micro teaching the professional development of students is done.

11. **Confidence:** As micro teaching gives chance to students to repeat the lesson, therefore it brings confidence in them regarding better practice.

12. **Competence:** Due to micro teaching, a healthy competition among students is generated.

13. **Behavior Modification:** The behavior of trainee teachers is modified.

14. **Self-Analyses:** The prospective teacher can evaluate their own performance by videotaping. It can bring improvement in his/her performance.

15. **Research Tool:** The results of each teaching session can be used in another micro teaching session. In this way supervisors can do experiment as micro teaching is done in controlled environment.

The way of thinking, behaving, criticizing is modified by introducing micro teaching in teacher education. Micro teaching is important ingredient of teacher education. The teacher education colleges must focus on it and must arrange facilities to conduct it. There are many limitations due to which micro teaching cannot or has not been fully applied in teacher education. Some of the difficulties /limitations are as below.

Difficulties in the Application of Microteaching in Teacher Education

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1. **Lack of Material:** In the country like Pakistan, where we spend only 4.23 of GDP in education and actual is 1.42 of GDP is provided to education. There is shortage of apparatus to conduct it.

2. **Lack of Administrative Cooperation:** There is no school which can spare 5-10 students out of their class for the micro teaching session.

3. **Simulated Teaching:** As micro teaching is not done in actual situation or real class. Therefore it is not a substitute for real situation where class size, length of content and allotted time is different.

4. **Only Summation of teaching Skills:** Micro teaching focuses primarily on teaching skills; therefore it is not fully applied in teacher education.

5. **Cost Effective:** Micro teaching is very costly. As it requires lots of things, instruments, electronic devices, therefore its implementation is a difficult task.

6. **Less Scope on Skills:** As Stanford University has recommended …. Skills to be mastered for teaching. These all training cannot be mastered /inculcated through micro teaching.

7. **Different from Actual Teaching Practice:** Micro teaching is conducted in simulated and controlled environment. But in reality the situation is different. In an ordinary class room, there are many students having different learning potential. Therefore the experience of micro teaching is quite different from experience of actual class room.

8. **Limited Literature:** There are only few books available on micro teaching. Moreover few researches have been conducted on it.

According to D.B. Young and D.A. Young, one of the major problems in attempting to establish microteaching is the shortage of trained personnel to conduct microteaching. Many researches have been conducted regarding microteaching. These researches have highlighted the effectiveness of microteaching in education programs.

Researches Regarding Microteaching

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D.W. Allen (1967), described the use of micro-teaching in the Stanford teacher education program. The section 4 of the book have description regarding (i) micro-teaching for in-service teacher education as a new approach, (ii) technical skills of teaching, and (iii) development of specific teaching skills through micro-teaching. The data of teaching clinics during the period 1965-1966 clinics were also appended.

W. Warren Kallenbach and Meredith D. Gall (1969), the study aimed to compare the effectiveness of micro teaching with conventional teaching at Stanford University. The incidental finding was that pertaining ratings of teaching performance based on brief videotaped lesson were generally good predictors of later ratings of teaching effectiveness.

Borg, Walter R. (1970), reported in their book the development of mini courses for example self-instructional courses, short courses in order to train teachers in particular class room skills. The authors focused to show how these courses can make a significant contribution to the present system of teacher education and describe how research and development is used in education, using the mini course program as an example. Willis.

D. Copeland (1975) microteaching is helpful to give the awareness of the habits personal habits and more insight into their teaching. The study revealed that microteaching is also helpful in the increase of confidence of trainee teachers.

To develop and sharpen the teaching skill, microteaching is helpful. It helps to rectify the major errors and build the confidence. It will not solve all the teaching problems of trainees; it will not change the personality of trainees overnight (George Brown, 1975)

The results of the study of views Arthur N. Applebee (1976) are reverse of the findings of other researchers. The 'component skills' approach to teaching is criticized as a

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misconceptualization of the behavior being studied. Some evidence is presented that this in turn may be distorting subsequent patterns of teaching.

Bransford et al. (2000) reported that the prospective teachers criticized the lack of correlation between theory and practice courses.

Edward Kpanja (2001), conducted a study in Nigeria. In this study the videotape recordings was used as an effective method of teacher education before full-time teaching. Two groups were under observation. One group practiced microteaching with video tape; second group practiced micro teaching without video recording. The results revealed that the mastery of teaching skill was more significant in that group which used video recording.

Maria Lorelei Fernandez (2005), investigated microteaching lesson study. The prospective teachers found the experience to be very advantageous. Microteaching provided not only a teaching experience but also facilitated enhancement of the understanding of reform-oriented teaching. According to Fernandez, through collaboration with peers and feedback from supervisor,, microteaching also provides knowledge of subject matter.

Funmi A. Amobi (2005), laid the importance of microteaching and said that the activity of microteaching provides a consequential learning experience to pre service teachers. This statement was carried out by making comparison of their first and second microteaching sessions. The second conclusion was made by researchers asserts that there is no assurance that pre service teachers will voluntarily take part for the scrutinizing of their teaching. The third conclusion was that the process of scrutinizing helps to develop the self-critique habit in the pre service teachers.

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Maria Lorelei Fernandez, Matthew Robinson   (2006) asserts that the microteaching lesson sessions proved to be bridging up gaps between theory and practice for perspective teachers. It is also helpful in fostering collaborative and reflective practices among prospective teachers. According to the researcher the provision of micro teaching is helpful to start practice teaching in an preliminary course regarding learning to teach. The confidence of the prospective teachers was increased due to the microteaching experience. Students started thinking about ideas of general teaching, methods of engaging students, time management and the significance of the deep knowledge of the subject material being taught.

Rose M Cavin (2008) explored the development of technological pedagogical content knowledge (TPCK) in pre service teachers as a result of microteaching lesson study. Six pre service teachers were considered as participants. The findings indicate that there was awareness regarding teaching with technology among participants .They also understand the environment of student centered learning. There was an increase in knowledge with technology and it was helpful in the learning of students.

Maheen Mirza (2009) shared her views and said that she has learnt a lot with mic*ro*-teaching technique. It was helpful in creating learning environment. According to her it is helpful in developing credibility among the students. Micro teaching is helpful in class management and to involve students and increased participation.

Konstantinos Chatzidimou (2008-9) emphasized the importance of teaching practice as basic part of teacher training. But in Greek educational context, there is less attention on it. The researcher pointed out that there is a deficiency of theoretical studies and empirical research regarding teaching practice and its various elements. He further described that teacher training like microteaching is not present in the curricula of most of the departments of university which are giving training to prospective teachers.

Amobi, Funmi A.; Irwin, Leslie (2009), emphasis "

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"On the use of on-campus microteaching to facilitate simultaneously pre service teachers' performance of effective teaching skills and their capability to reflect meaningfully on their emergent teaching actions. In making a case for greater focus on the implementation of microteaching in pre service teacher preparation, the authors: (a) acknowledged the pioneering role of field-based experiences as the context for the studies that identified different types and levels of teacher reflection, (b) pointed out the limitations of field-based experiences for inculcating reflective teaching practices in neophytes, (c) described the characteristics of on-campus microteaching as a powerful tool for helping pre service teachers develop the skills of effective and reflective teaching, and (d) delineated the unique elements of promising practices of using on-campus microteaching to promote effective and reflective teaching."

Maria Lorelei Fernández (2010), conducted research and concluded that the results of the pre lesson and post lesson plans showed increased knowledge regarding teaching of the participants. Many things such as planning, active learning involvement, practice, meaningful discussion, guidance from a experienced supervisor, collaborative work, were considered as improvements as a result of microteaching lesson plan.

Deniz, Sabahattin (2010) conducted a research to evaluate the difference between the opinions of trainee teachers regarding teaching skills in the class before and applying microteaching and after applying microteaching. The significant difference was observed before and after the application of microteaching. The study revealed that in class teaching skills, self-confidence, and their concern regarding class room management observed to dissolve.

Syed Manzoor Hussain Shah, Rehana Masrur (2011), the primary teacher education is of central consideration in several national and international institutions. There is great contribution towards development of the proficiency of teachers at elementary level. The study examined the impact of micro teaching skills, learned through different in service

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training programs on the performance of the elementary school teachers. The results of the study showed that the performance of the in-service trained teachers who utilized microteaching skills was comparatively better. The recommendations of the study were the continuation of in-service training programs and establishment of independent cell at district level.

Aik-Ling Tan, Seng-Chee Tan and Marissa Wettasinghe (2011), presented "the reflections of pre-service teachers after participating in an online course using videos of micro-skills coupled with self-reflection and group blogs". The data revealed that micro teaching was helpful for pre-service teachers, making them engaged in reflection beyond a surface level. The participants showed that in future they will incorporate those learning ideas in their classes. The videos of micro teaching and reflection were helpful to streamline their educational knowledge.

The study of Dr. Khaled A.Dweikat (n.d) showed that the age and gender have no important influence on learner's thoughts towards microteaching. The attitudes of the learners were positive regarding microteaching. The researcher recommended that micro lessons should be recorded so that ELT 2 teachers must be trained in order to improve their microteaching skills.

Conclusion

The microteaching is very helpful in improving the skill of teaching. It is as much helpful for pre service teachers as in service teachers. It is helpful for improving the pedagogical skills of the teachers. It must be permanent part of teacher training programs. The required apparatus must be provided to teacher training institutes in the smooth execution of microteaching sessions. Micro teaching promotes reflective practices among teachers. It enables them to master those skills which are required for their teaching. The skills can

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be for time management, classroom management, pedagogy etc. The microteaching must be an essential /compulsory part of teacher training programs.

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Importance of Developing Intercultural Communicative Competence among Students of ESL (Special Reference to Jaffna Students)

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Abstract

Since English has been branded as an international language, teaching for linguistic competence cannot be isolated from teaching for intercultural competence. Yet intercultural communication has not been paid due attention to in ESL (English as a Second Language) teaching in Sri Lanka. It prompts us to realize the fact that Sri Lankan students of English may master English in terms of its grammar and linguistic aspects but encounter several problems in intercultural communication.

This article aims to pay more attention to intercultural communication in English language teaching to develop students' intercultural communicative competence.

Further, the article emphasizes increasingly important role of intercultural communication in English language teaching and the necessity to develop students' intercultural communicative competence. Sample learning and teaching activities are presented to be integrated in ESL teaching and learning. As per data elicited by the author, an enlightenment of the cultural norms and values of native speakers of English to

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students of English as a Second language would cushion against the 'culture shock' learners may experience during the learning process. Further, the comparison of learners' own culture with the foreign culture in the classroom would facilitate learning.

Key Words: Intercultural Communicative Competence, Culture Shock, Cognition, Affective, Cross Cultural Awareness, Cultural Assimilation

Introduction

Culture, an integral aspect of language learning, in several instances, has lost its significance in the background of ESL classes in Sri Lanka. The usual emphasis is on the development of the basic skills, i.e., speaking, listening, reading and writing. Many Sri Lankan teachers tend to believe in the "teaching language first, and introducing culture later" approach discussed by Omaggio (1993, pp.357-358). The question concerned with this notion is how language can be taught without culture. It is generally admitted that language is communication, but not without an understanding of culture. Students may master English in terms of its grammar, lexis, phonology, but have many problems in intercultural or cross-cultural communication which can be defined as an act of communication undertaken by individuals identified with groups exhibiting intergroup variation in shared social and cultural problems. These shared patterns, individually expressed are the major variables in the purpose, the manner, the mode, and the means by which the communicative process is affected (Damen, 1987).

Several researchers (e.g., Ortuno, 1991; Coffey, 1999) have illustrated the importance of cultural information in language teaching. They have pointed out that communication is an inter relationship between a language and its people and if cultural information is not taught as a part of communicative competence, complete communication is impossible. In case, people from different cultures meet and use English to communicate with one another, they will use it in culturally distinct ways. Therefore it is apparent that teaching intercultural interaction competence in English may well be among the most significant undertakings of the future. It stands to justify that culture needs to be integrated into the teaching of all language skills so that learners can learn to speak, but also to write, in culturally appropriate ways for specific purposes.

The quality of English teaching and learning is still a concern to many Sri Lankan educators. In Sri Lanka, most classrooms have been teacher-centered or teacher-fronted. Teaching methods are also outdated, relying entirely on strictly teacher-centered methods and rote learning. Therefore, intercultural training should be integrated in English language teaching; thus preparing learners to be both global and local speakers of English and to feel at home in international and national culture.

While getting students to practice the four skills, the teacher should get them to make some comparisons between the culture of English speaking countries and Sri

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Lankan culture. Culture is embedded in knowledge about the history, geography and institutions of the target language country. Cultural competence in this case comes to be viewed as a body of knowledge about the country. Students, of course, are expected to acquire knowledge about the L2 culture. Yet, "This receptive aspect of cultural competence is not sufficient"(Lessard-Clouston,1997,p.137). In the view of Tseng (2002), culture can be learned as a process rather than as a collection of facts. Therefore, it is necessary for learners to develop strategies by which they can further their own learning and interpret cultural acts in the context in which they occur, not some information about the target language cultural practices.

The fact that at present English has become a means of intercultural communication is unquestionable. In addition to the understanding of the target culture, awareness of the intercultural communication is indispensable in English language teaching. It is deplorable to note that insufficient attention is paid to the development of intercultural awareness. The opportunities for students in Jaffna, to develop their affective domain and behavioural skills are limited. This is partly due to the fact that English learning conditions in Jaffna are limited in the classroom. Jaffna students of English generally have few chances to improve their intercultural communicative competence outside the classroom. They generally have limited access to foreign English programmes on T.V. or in other media or to people from other cultures. Further, modified reading materials are not made available to students. In short, the only learning location is the classroom which is not conducive to the development of skills. Hence the provision of sufficient facilities to students to master skills in cross-culturally appropriate communication and behavior.

Objective

This article is intended to stress the need for integrating students' intercultural awareness to enable them to communicate effectively in English not only with native speakers but also with non-native speakers in intercultural communication. The three domains of intercultural communicative competence, i.e. cognition, affect and behaviour have been identified to draw attention to promote the learning of intercultural communication beyond its cognitive domain. Some activities connected to teaching and learning are suggested to achieve progress in the current situation in ESL teaching.

Intercultural Communication

The term *intercultural communication* is defined as the communication between people from different cultures (Dodd, 1998; Ting-Toomey,1999). Ting-Toomey (1999) specifically elucidated it as "symbolic exchange process whereby individuals from two or more different cultural communities negotiate shared meaning in an interactive situation." (p.16). In the symbolic exchange process, people from different cultural communities encode and decode the verbal and nonverbal messages into comprehensive

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meanings. The dominance of cultural variability and diversity on communication is well reflected by this definition. Undoubtedly when two or more people from culturally varied backgrounds attempt to communicate, they are hindered by cultural barriers which are the results of differences in their patterns of life, social style, customs, world view, religion, philosophy etc.

Currently the role of intercultural communication in English language teaching is very important as English has become an international language worldwide to "convey national and international perceptions of reality which may be quite different from those of English speaking cultures" (Alptekin, 1984, p17). As one could observe the rapid progress of English being the international language, the number of people using English as the L2 grows further and further, and even surpasses the number of native speakers of English. It is also obvious that Sri Lankan learners of English use it to communicate more with the second learners of English rather than the native speakers of English. Hence greater emphasis laid on the efforts of motivating learners to exchange their ideas and cultures with not only the speakers of English but also those of other cultures.

The term "intercultural communicative competence" is defined as "the overall internal capacity of an individual to manage key challenging features of intercultural communication" (Kim, 1991, p.259) to efficiently negotiate a mode of communication and interaction by ability to use and adapt language use appropriately in culturally different contexts. The challenging features of intercultural communication include cultural differences, unfamiliarity, and incompatibility between the interactants. The function of English as a means of international and intercultural communication poses many challenges to teachers and learners of English. It is apparent that for communication to be successful, more acquisition of a linguistic code is not adequate. Rather different cultural values need to be dealt with properly. Communicative competence ought to be regarded as intercultural communicative competence including not only the knowledge of basic values and norms; competence in creating and interpreting linguistic aspects of social reality, but also "the cognitive, affective and behavioural adaptability of an individual's internal system in all intercultural contexts" (Kim,1991, p.259)

In this context, it is appropriate to analyze the characteristics of effective intercultural communicators. In the view of Baxter(1983), an effective cross-cultural communicator should tolerate ambiguity and also adapt to new social conventions and behaviour demands, and then understand his/her own cultural backgrounds and the effect of other cultures on personal behaviour .

In order to develop intercultural communicative competence, a kind of cross-cultural training is required and scholars like Martin (1994) suggest that focus should be on the three domains, i.e. cognition, affect and behavior.

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Cognition

Several researchers (Lambert, 1999; Schmidt, 2000) point out the benefit of introducing specific knowledge topics such as history, politics, economics, geography etc. which could help the students engage in communicating with people belonging to the host culture. In this manner, students can gain certain understanding of specific areas of culture. Subsequently they achieve the basis for meaningful interaction with the people of the host culture. Anyhow it should be noted that if the interlocutors do not understand the underlying rules of behaviours, they are likely to face misunderstandings and as a result intercultural communication may breakdown. Besides, the possible risk of this approach is that the students' memory is challenged with too many facts and their tolerance is questionable.

Developing intercultural communicative competence needs to go beyond the mere transmissions of facts about a culture and enlighten the participants with information of how and why perform certain behaviours and have certain attitudes during cross cultural encounters. Language programme should be involved to familiarize the students with the major differences in fundamental cultural patterns of attitudes and behaviours.

Cognition is supposed to be the first step in any intercultural training. This stage aims to help students understand how their culture influences their interaction with people of other cultures. In order to fulfill it in a language programme, the language teacher can conduct lectures or present readings or listening materials to develop students' awareness of how behavioural attributions are made during interaction.

Affect

Intercultural interactions, in general, involve stress, adjustment, anxiety and uncertainty to some extent in participants due to unfamiliarity and cultural differences. It is also observable that participants may face complex emotions such as confusion and anger. Several researchers (Lambert, 1999; Kim, 1991; Brislin & Yoshiba, 1994) have emphasized the aims of cross cultural awareness at the affective level, which is to enable the students to effectively manage their emotional reactions, thus maximizing the effectiveness of their interactions with members of other cultures. Intercultural training seems to be an effective means to offer learners the necessary awareness of why uncertainty and anxiety occur and to provide them with the essential tools and information to cope with that anxiety, and it also encourages them to subdue their biases and prejudices so that they can more effectively deal with them.

Numerous authors (Baxter, 1983; Brislin & Yoshiba, 1994) have recommended different kinds of activities to develop learners' cross-cultural awareness at the affective level. Among such activities discussions, simulation, role-play etc. are found. A well designed simulation or role-play helps students to experience emotions, paving the way

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to understand how culture influences their behaviours and emotions. In these activities the learners need to consider and discuss either their own reaction or those of others when they take part in observing "posed" cross-cultural interactions. These activities are supposed to enable participants to be aware of the varied emotional reactions that may arise during cross-cultural contact and learn through the discussion stage of the activities, the reasons for the emotional reaction.

Nevertheless, the very fact that ought to be acknowledged is that knowledge of another culture and the influence of affective factors is not sufficient. For communication to occur smoothly, an understanding of the behaviours and social skills that are associated with communication is necessary.

Behaviour

Several scholars (Brislin & Yoshiba, 1994; Gudykunst at al., 1996) endorse the view that behavioural practice is necessary for students to develop their intercultural communicative competence. Particularly, in promoting learners' cross-cultural awareness, learners need to be made realize that changes in behavior lead to successful communication with culturally diverse people. Learners also attain the ability to study the behavior of other participants in cross-cultural encounters and familiarize with relevant social skills. In other words, learners should have the ability to discover, interpret, relate and adapt to the requirements posed by different contexts.

To develop an effective cross-cultural training integration, the above discussed three domains- cognitive, affective and behavioural, need to be incorporated to it.

Learning Activities

The following activities are suggested here with the aim of providing opportunities to develop cultural and interactional competence in addition to communicative competence

Instruction

Instructions can be programmed to tell students about the culturally different aspects which create the greatest problems. It's also wise to pinpoint the cultural similarities which usually facilitate learning. It would enable students to have a broader perspective of their own language as well as the target language.

For example, in English culture, the owl is a symbol of wisdom whereas in the Jaffna Tamil culture the presence of the same bird in the vicinity of a house is treated as an instance of misfortune or a bad omen.

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English people generally use bed to sleep and hence the phrase, "Go to bed" refers to the act of sleeping. People in Jaffna may sleep either on a mat or on the bare floor but they use the same phrase to refer to the act of sleeping. A Jaffna ESL student may get baffled when he comes across this phrase the literal meaning of which is somehow confusing to him.

Since Western countries have cold climate, warmth offers them physical comfort, ease and pleasure. Hence the use of the word 'warm' with its figurative meanings such as enthusiasm, heartiness etc. as in the phrases like "warm welcome", "warm recommendation", "warm congratulation" etc. Whereas in Tamil the language used by people living in countries experiencing hot climate, it is the term '*kulirmai*' with its literal meaning coolness which may imply the above discussed figurative ideas as suggested by 'warm'

Similarly, as English people usually have tea in a cup the phrase, "Cup of tea" has come into usage. But people of other cultures may use vessels other than a cup to hold tea. It's another instance of confusion for a student of a culture other than the English when he hears this phrase.

The above examples demonstrate how cultural dissimilarities cause impediments among students in learning the second language.

In the following section, some commonness pertaining to the use of colour terms in Tamil and English is discussed.

The colour term *green* referred to as '*patʃai*' in Tamil is used to denote the state of being immature, inexperienced and easily fooled, in both English and Tamil. It could be noted that when leaves or fruits are unripe, they remain green. Hence, in the same sense, the term green is used to represent the quality of being immature. An example in English is the expression, 'a young green novice', while in Tamil, phrases like, '*patʃai pillai*' (literal meaning – green child) and '*patʃai θanni:r*' (literal meaning – green water) are used to refer to a person who is very innocent or harmless, to imply the state of being immature.

There is the Tamil proverb, " *ik katai ma:ddukku ak katai patʃai*" (literal meaning – For the cow grazing on this side other side seems to be greener.) which is the equivalent of the English proverb, "The grass is greener on the other side" and one can observe the occurrence of the colour term *green* in both proverbs.

The figurative usage of green meaning flourishing, fresh or full of vigour as in the utterances like, 'Memories are still green' in English and '*pasumai ninaivuhal*' (literal meaning – green memories) in Tamil is found in both languages.

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Also, in both English and Tamil, colour term *red* is used to refer to the mental state of anger or shyness.

The term *pale* referred to as '*vəliræl*' in Tamil, is associated with emotional states, fear and shock in both languages.

Further, when one considers greetings in both Tamil and English exchanged between people who meet, one can note the sameness of their nature in conveying the message. Expressions such as "Good Morning", "How do you do" and their Tamil equivalents, "*ka:lai vanakkam*" and "*əppadi sukam*", etc., do not have any factual contents. They are not uttered to convey any fresh information but are intended to create a friendly atmosphere.

Remarks of Crystal (1997: p.10) in this context are worth mentioning here. "When someone sneezes, English stock response is 'Bless you'.

In Tongu, a sneeze is often taken to be a sign that your loved one is missing you. It is quite common for someone to say jokingly, after a sneeze, *lkai ke nofo noa mua* literally, 'Not to be nothing alas'. The sense intended is that the loved one who has 'caused' the sneeze should be thinking about nothing, instead of about the one who has sneezed.

In Tamil, when someone, particularly a child sneezes, response from others is '*nu:ru*', the literal meaning of which is 'hundred'. In fact, this response by others is to greet the child to have a long life.

Role Play

Role plays can be designed in such a manner that students imagine themselves in an intercultural situation outside the class room. They perform a role-play about a situation within one's own culture or another culture. It enables the students to have a better awareness and understanding of one's own culture and culture of other people.

Discussion

Discussion involves topics about intercultural aspects, contributing greatly to learners' motivation and critical thinking. Discussion turns out to be a fine learning atmosphere in which students can cooperate and interact better with one another and learn from one another. Students can participate in discussion in pairs or in groups.

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Cultural Simulation Games

The purpose of this kind of games is to simulate culture shock. It is believed that experiencing culture shock prior to field experience will cushion actual shock by increasing awareness of cross-cultural problems.

Cultural Assimilations

A cultural assimilation is a brief description of critical incidents of cross-cultural behaviours that may be probably misunderstood by students. After the incident is described, students are presented with explanations. Then students have to select the correct explanation from the set of explanations presented. Culture assimilation helps students to identify differences in cultural values. Thus students are able to better understand the culturally complex issues. It is an effective way of teaching students to come out with culturally appropriate interpretations of the meaning of other behavior. It induces the students to be more sensitive to the differences in culture.

Each activity discussed above has some merits. These activities provide learners with opportunities to practice their learned behavior and thus develop their social skills. Further such activities would demonstrate how to behave and serve as a means of reducing stress and anxiety which may be generated in cross-cultural interactions. Students will be able to use the language interactively and communicatively for the meaning. If the activities are handled properly, they can develop students' intercultural communicative competence, build up their vocabulary, expand their grammatical accuracy and promote their communicative competence.

Conclusion

It need to be admitted that intercultural communication is important in English language teaching in Sri Lanka since English has been widely recognized as international language and Sri Lankan learners have greater avenues presently, particularly after the end of civil conflicts, to involve in intercultural communication.

Also it is obvious that the integration of cross-cultural awareness into language teaching is immensely significant in promoting students' communicative competence. As we have observed, many research findings provide us with insights into how teachers can incorporate intercultural dimensions through language teaching process. In order to obtain the optimum effectiveness of intercultural communicative competence, it is important to incorporate all three domains- cognitive, affective, and behavioral into English language teaching, As English has been broadly recognized as a means of intercultural communication, integration of intercultural communicative learning into English language teaching is felt essential.

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Thus teachers of English are expected to focus their maximum to discuss cultural similarities as well as dissimilarities in different languages so as to develop the students' intercultural communicative competence by developing their cognitive faculty. Particularly, through assimilation of culturally different aspects found between languages concerned, students will be able to tolerate the culture shock to be experienced during the course of second language learning.

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Attitudinal Incompatibility between Teachers and Students in a Classroom

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No More Deification

The age of deifying teachers has passed by. No learning can be achieved unless strategic changes are adopted by the teachers. In this age, Information and knowledge is available at the click of a button. So where is the need for a teacher and his/her knowledge? The teachers are not the only torch bearers of knowledge. It is easy to imagine a class without a teacher but not without students. Every student enters a classroom with at least a basic knowledge in the subject. It is therefore imperative for a teacher to come down from his pedagogic throne and reach out to the students more empathetically. This is where the attitudinal compatibility, that is more often a chimera, comes into picture. Attitudinal compatibility, a major determinant factor in the teaching –learning process, helps both the teacher and the taught to work in sync. It also projects a

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realistic belief in one's own ability to adopt the most appropriate approach to deal with people in the real world.

Attitudes

"Attitudes are seen as cognitive and effective orientations or dispositions towards an object, idea, person or situation" (Fiske & Taylor, 2008). Self-concept which includes attitudes, behaviours and beliefs about one's ability to learn and perform tasks and Anxiety which includes feelings of tension that hinder learning processes and performance are an integral part of acquisition of knowledge. An individual's attitude affects their experience in learning situations. This in turn influences the perception of competence in both teachers and students.

The teacher might assess a situation based on her attitude toward the student and a student can open up or close himself to a teacher based on his perception or attitude. These attitudes thus impede learning. According to Lewin (1936) the characteristics of the individual and his reaction to his environment determine the human behavior. Stern (1970) and Walberg (1981) have proposed that educational environment is one of the nine determinants of student outcomes. There is a close relationship between attitude and the teaching learning process. Until and unless a right attitude is maintained by both the teacher and the taught, the ultimate goal of a classroom cannot be attained. There are various factors that develop the right or the wrong attitude in the classroom.

Classroom Atmosphere

A class room atmosphere is not a giving away of knowledge by the teacher but a sharing of information between the teacher and the taught. Most teachers believe that once they begin their first teaching assignment, they have reached their pinnacle of self development. The teacher can longer be complacent about his acquisition of knowledge. Unless he upgrades his information and knowledge, he will find himself lacking in a class comprising highly competent students. A negative attitude is created in a student when he loses faith in his master. Hence to keep himself abreast of the most modern ideas and theories in his relevant field, a teacher should update his knowledge base.

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Family Background

The family background of both the teacher and the students contributes to the attitude. Any deficiencies or deprivations in the family can lead to a lack of self confidence. A lacuna in the right upbringing can lead to a lack of self esteem. The social status of a family is directly proportional to the attitude of the student. The nature of the family, whether joint or nuclear, also affects the attitude of the student.

The School

It matters most where one has completed one's schooling from. The medium of education, the social status of the school, the competency of the teachers and the geographical location is commensurate with the attitude displayed in the class. The proper attitude should be inculcated right from the moment the student enters the learning process. Learning is not only the acquisition of knowledge but also the acquisition of right moralistic and ethical values.

Age

Teenage is a period of confusions. A teacher should bear in his mind the age of the students entrusted in his care. Students are usually restless, inquisitive, adventurous and independent. They are perplexed about the physical changes that take place in them. The student often seeks answers from his mentors. If a teacher is able to come down from his high horse and take the position of a mentor, he will win over the confidence of his students. It is important for a teacher to view things from a student's perspective. This will help him in striking an instant chord with the class. A holistic mind full of wisdom and knowledge will possess the maturity to understand that his priority is not intimidating the student but sharing his knowledge and wisdom with the student community.

Physical Appearance

Physical appearance also plays an important role in the attitude of the teacher and the student. Appearances can make or break the impressions created by the teachers or students. If the teacher possesses a superiority complex, then he or she will look down on the students who

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are economically backward or academically not up to the mark. On the other hand, if the teacher is suffering from an inferiority complex, then he or she might misuse his/her power to put down the affluent or smart students. This is true with the student too. It sparks negative learning experience.

The classroom atmosphere, the mode of instruction the relationship between students in the class and between the students and the teacher all impact learning. Thus the process of creating an open classroom environment where students feel comfortable discussing often volatile issues begins with an examination of our own attitudes, feelings and behavior.

Negative Attitudes

The other areas which ignites negative attitude in a classroom are colour, creed, religious orientation, gender, physical ability and disability. Skin complexion seems to be one of the major factors in forming the attitude in both the teacher and the students all over the world. Popular beliefs and generational preconceptions in connection with the complexion have done enough in effecting attitudinal changes in the academic environment. Then comes the religious orientation of the teacher and the taught. In the battle for the supremacy of one religion over the other, the worst affected victim is the learning process. The affinity for one's own community renders a teacher opinionated and a student biased. The academic atmosphere has always been shadowed by gender issues from the time immemorial. The general notion is that the comfort zone lies between a male teacher and a male students and female teacher and female student.

Letting go of one's pre-conceived notions is hard and fighting egos even harder. As these preconceptions are deeply embedded in the minds of the individuals, they pose subtler and serious problems in the learning process.

Attitudes influence the extent to which intended learning outcomes are realized. Students with more positive attitude will report higher levels of goal oriented learning outcomes and students with less positive attitude will report lower levels of goal oriented learning outcomes. When the relationship between attitude, behavior and learning outcomes are considered, positive attitudes will augment levels of exhibited learning behaviours.

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Conclusion

The teacher's relationship with his or her students is a pivotal aspect of any learning environment, which can lead the student to love or hate a subject, and to be inspired or turned away from learning. On the other hand, a student's level of cooperation in a class can determine the amount of interest with which a teacher might dispense with his knowledge. Teachers should deliberately and consciously reflect on their own teaching practices. They should bear in mind that students differ in their abilities, rates of learning and interests. The teacher's relationship with his students, in many ways, is integral to a student's success and in creating a cooperative learning environment (Hijzen, Boekaerts & Vedder, 2007).

There are three factors that every teacher should adopt to determine effective learning. One, teachers should generally be interested in learning and improving their practice; second, they should be conscious about their teaching practices as this can provide a catalyst for their change in attitudes and guide improvements on the way they teach; finally, they should not forget that students are the major stakeholders in the education process and therefore they should be conscious of their needs.

Examining one's own personal behavior provides another way to determine our underlying attitudes. Self-development is coupled with teachers' performance in the classroom, especially with respect to how they handle different perspectives and attitudes and how they relate to the heterogeneous class. The right student-teacher relationships help a teacher realize that students are also teachers and that their interactions with the students offer a wealth of opportunities to learn about themselves and the different perceptions of the world that people have constructed.

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The Arabic Origins of "Water and Sea" Terms in English, German, and French: A Lexical Root Theory Approach

Zaidan Ali Jassem

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Abstract

This paper applies the lexical root theory to the investigation of the Arabic origins of *water* and *sea* terms in English, (German, French, and Latin). The data consists of over a 150 English words for *water, sea, fish* and *ships*. The results show that all such words in Arabic and English, for example, are true cognates with the same or similar forms and meanings, which means they belong not only to the same family but also to the same language, contrary to traditional Comparative (Historical Linguistics) Method claims. The different forms amongst Arabic and English words are shown to be due to natural and plausible causes of phonetic, morphological and semantic change. For example, Greek *hydro*, English *water*, and German *Wasser* all come from Arabic *qaTr* 'water, rain' via different sound change routes where /q & T/ became /h & d/ in Greek but /w & t (s)/ in English and German. Due to their lexical variety and multiplicity, Arabic words are the original source from which they emanated. In short, this proves the adequacy of the lexical root theory for the present analysis according to which Arabic, English, German, French, Latin, and Greek are dialects of the same language with the first being the origin.

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Keywords: Water, sea, and shipping words, Arabic, English, German, French, Latin, historical linguistics, lexical root theory

1. Introduction

In his study of the numeral words from *one* to *trillion* in Arabic, English, German, French, Latin, Greek and Sanskrit, Jassem (2012a) showed that all exhibit the same or similar forms and meanings in general, forming true cognates with Arabic as their end origin. For example, *one (unique, unity, Unitarian, unison, once, only, inch,* etc.) derives from Arabic *awwal/oola* 'one (m/f)' through the change of /l/ to /n/. This led him to reject the claims of the Comparative 'Historical Linguistics' Method which classifies Arabic and English, German, French, and so on as members of different language families (Bergs and Brinton 2012; Algeo 2010; Crystal 2010: 302; Campbell 2006: 190-191; Crowley 1997: 22-25, 110-111; Pyles and Algeo 1993: 61-94). Therefore, he proposed the lexical root theory to account for the genetic relationships between Arabic and English, in particular, and all (Indo-) European languages in general. Three main reasons were adduced for that: namely, (a) geographical continuity and/or proximity between their homelands, (b) persistent cultural interaction and similarity between their peoples over the ages, and, above all, (c) linguistic similarity between Arabic and such languages (see Jassem 2013b for further detail).

From a linguistic point of view, the evidence from his subsequent research was decisive and clear-cut. Jassem (2012b) studied common contextualized religious terms such as *Hallelujah, Anno Domini, Christianity, Judaism, worship, bead, welcome,* and so on, which all have true Arabic cognates. For instance, *hallelujah* is a reversal and reduction of the Arabic phrase *la ilaha illa Allah* '(There's) no god but Allah (God)' as follows:

Halle	+	*lu*	+	*jah*	
Allah		*la*		*ilaaha* &	*illa*
'God'		'no'		'god' &	'except'.

That is, *Halle* is *Allah* in reverse, *lu* and *la* (pronounced *lo* also) are the same, *jah* is a shortening of both *ilaaha* 'god' and *illa* 'except' which sound almost the same. Jassem (2012c) found that personal pronouns in Arabic, English, German, French, Latin and Greek form true cognates, which descend from Arabic directly. For example, *you* (*ge* in Old

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English; *Sie* in German) all come from Arabic *iaka* 'you' where /k/ changed to /g (& s)/ and then to /y/; Old English *thine, thou, thee* obtain from Arabic *anta, -ta* 'you' in reverse and the change of /t/ to /th/; French *tu* and German *du* come from the same Arabic *-ta* also. Jassem (2012d) examined determiners such as *the, this, an, both, all, very* in English, German, French, and Latin which were all found to have identical Arabic cognates. For instance, *the/this* derive from Arabic *tha/thih* 'this' where /h/ became /s/. Jassem (2012e) established the Arabic origins of verb *to be* forms in all such languages. For example, *is/was* (Old English *wesan* 'be'; German *sein*; French *etre, es, suis*) descend from Arabic *kawana* (*kaana*) 'be' where /k/ became /s/. Jassem (2012f) showed that inflectional 'plural and gender' markers as in *ox__en__, girls, Paul__a__, Charl__otte__* formed true cognates in all. Similarly, Jassem (2013a) demonstrated the Arabic origins of English, German, and French derivational morphemes as in *act__ivity__, act__ivate__, d__etermine__, whit__en__*, whose identical Arabic cognates are *ta* (e.g., *salaam__at(i)__* 'safety', *ta__kallam__* 'talk') and *an* (e.g., *ward__an__* 'bloom'). Jassem (2013b) dealt with the Arabic origins of negative particles and words like *in-/no*, *-less,* and *-mal* in English, French and so on. Finally, Jassem (2013c) outlined the English, German, and French cognates of Arabic back consonants such as *church, kirk, ecclesiastical*, which all come from Arabic *kaneesa(t)* where /k & n/ became /ch & r (l)/ each.

All the above studies use the lexical root theory as a theoretical framework, which is so called because of employing the lexical (consonantal) root in examining genetic relationships between words like the derivation of *overwritten* from *write* (or simply *wrt)*. The main reason for that is because the consonantal root carries and determines the basic meaning of the word regardless of its affixation such as *over__write__, __writ__ing*. Historically speaking, classical Arabic dictionaries (e.g., Ibn Manzoor 1974, 2012) used consonantal roots in listing lexical entries, a practice first founded by Alkhaleel bin Ahmad Alfaraheedi (Jassem 2012e).

The lexical root theory is simple in structure, which comprises a theoretical construct, hypothesis or principle and five practical procedures of analysis. The principle states that Arabic and English as well as (Indo)European languages are not only genetically related but also are directly descended from one language, which may be Arabic in the end. In fact, it claims in its strongest version that they are all dialects of the same language. The applied procedures of analysis are (i) methodological, (ii) lexicological, (iii) linguistic, (iv) relational, and (v)

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comparative/historical. As all have been reasonably described in the above studies (Jassem 2012a-f, 2013a-c), a brief summary will suffice here.

First, the methodological procedure concerns data collection, selection, and statistical analysis. Apart from loan words, all language words, affixes, and phonemes are investigable, and not only the core vocabulary as is the common practice in the field (Bergs and Brinton 2012; Crystal 2010; Pyles and Algeo 1993: 76-77; Crowley 1997: 88-90, 175-178). However, data selection is practically inevitable for which the most appropriate way would be to use semantic fields such as the present and the above topics. The ever-increasing accumulation of evidence from such findings will aid in formulating rules and laws of language change at a later stage (cf. Jassem 2012f, 2013a-c). The statistical analysis employs the percentage formula (see 2.2 below).

Secondly, the lexicological procedure is the initial step in the analysis. Words are analyzed by (i) deleting affixes (e.g., *overwritten* → *write*), (ii) using primarily consonantal roots (e.g., *write* → *wrt*), and (iii) search for correspondence in meaning on the basis of word etymologies and origins as a guide (e.g., Harper 2012), to be used with discretion, though.

Thirdly, the linguistic procedure handles the analysis of the phonetic, morphological, grammatical and semantic structure and differences between words. The phonetic analysis examines sound changes within and across categories. In particular, consonants may change their place and manner of articulation as well as voicing. That is, changing place involves bilabial consonants ↔ labio-dental ↔ dental ↔ alveolar ↔ palatal ↔ velar ↔ uvular ↔ pharyngeal ↔ glottal (where ↔ signals change in both directions); manner relates to stops ↔ fricatives ↔ affricates ↔ nasals ↔ laterals ↔ approximants; and voice concerns voiced consonants ↔ voiceless. Similarly, vowels may change as well. The three basic long Arabic vowels /a: (aa), i: (ee), & u: (oo)/ (and their short versions besides the two diphthongs /ai (ay)/ and /au (aw)/ which are a kind of /i:/ and /u:/ respectively), may change according to (i) tongue part (e.g., front ↔ centre ↔ back), (ii) tongue height (e.g., high ↔ mid ↔ low), (iii) length (e.g., long ↔ short), and (iv) lip shape (e.g., round ↔ unround). These have additional allophones or variants which do not change meaning (see Jassem 2003: 98-113). Although English has a larger number of about 20 vowels, which vary from accent to accent

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(Roach 2009; Celce-Murcia et al 2010), they can still be treated within this framework. Furthermore, vowels are marginal in significance which may be totally ignored because the limited nature of the changes do not affect the final semantic result at all. In fact, the functions of vowels are phonetic like linking consonants to each other in speech and grammatical such as indicating tense, word class, and number (e.g., *sing, sang, sung, song*; *man/men*).

The results of such sound changes are processes like assimilation, dissimilation, deletion, merger, insertion, split, syllable loss, resyllabification, consonant cluster reduction or creation and so on. In addition, sound change may operate in a multi-directional, cyclic, and lexically-diffuse or irregular manner. The criterion in all the changes is naturalness and plausibility; for example, the change from /k/ (e.g., *kirk, ecclesiastic*), a voiceless velar stop, to /ch/ (e.g., *church*), a voiceless palatal affricate, is more natural than that to /s/, a voiceless alveolar fricative, as the first two are closer by place and manner (Jassem 2012b); the last is plausible, though (Jassem 2013c).

There is some overlap between the morphological and grammatical analyses. The former examines the inflectional and derivational aspects of words in general (Jassem 2012f, 2013a-b); the latter handles grammatical classes, categories, and functions like pronouns, nouns, verbs, case, and word order (Jassem 2012c-d). Since their influence on the basic meaning of the lexical root is marginal, they may be ignored altogether.

As to the semantic analysis, it looks at meaning relationships between words, including lexical stability, multiplicity, convergence, divergence, shift, split, change, and variability. Stability means that word meanings have remained constant. Multiplicity denotes that words might have two or more meanings. Convergence means two or more formally and semantically similar Arabic words might have yielded the same cognate in English. Divergence signals that words became opposites or antonyms of one another. Shift indicates that words switched their sense within the same field. Lexical split means a word led to two different cognates. Change means a new meaning developed. Variability signals the presence of two or more variants for the same word.

Fourthly, the relational procedure accounts for the relationship between form and meaning from three perspectives: formal and semantic similarity (e.g., *three, third, tertiary* and Arabic *thalath* 'three' (Damascus

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Arabic *talaat* (see Jassem 2012a)), formal similarity and semantic difference (e.g., *ship* and *sheep* (see Jassem 2012b), and formal difference and semantic similarity (e.g., *quarter, quadrant, cadre* and Arabic *qeeraaT* '1/4' (Jassem 2012a)).

Finally, the comparative historical analysis compares every word in English in particular and German, French, and Latin in general with its Arabic counterpart phonetically, morphologically, and semantically on the basis of its history and development in English (e.g., Harper 2012; Pyles and Algeo 1993) and Arabic (e.g., Ibn Manzour 1974; Ibn Seedah 1996) besides the author's knowledge of both Arabic as a first language and English as a second language.

In this paper, the lexical root theory will be applied to the investigation of the Arabic genetic origins and descent of *water* and *sea* words in English, German, French, and Latin. It has five sections: an introduction, research methods, results, a discussion, and a conclusion.

2. Research Methods
2.1 The Data

The data consists of over a 150 *water, sea* and related terms, including water types, sources, phenomena, processes and acts besides ships, and fish. This list is far greater than Swadesh's list of 18 *water* and *sea* words (Crowley 1997: 174). The terms have been selected on the basis of English thesauri and the author's knowledge of their frequency and use. They have been arranged alphabetically for quick reference together with brief linguistic notes in (3.) below.

2.2 Data Analysis

The data will be analyzed theoretically and statistically. The theoretical analysis uses the above-surveyed lexical root theory as a framework. The statistical analysis employs the percentage formula, which is obtained by dividing the number of cognates over the total number of investigated words multiplied by a 100. For example, suppose the total number of investigated words is 100, of which 85 are true cognates. Then the percentage of cognates would be 85/100 X 100 = 85%. Finally, the results are checked against Cowley's (1997: 173, 182) formula to determine whether such words belong to the same language or to languages of the same family (for a survey, see Jassem 2012a-b).

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3. Results
3.1 Water Terms

Ablution (via Latin *ab-* 'off' + *lavere* 'lave, wash' and Old English *gelafian* 'wash by pouring (Harper 2012)') from a reordered Arabic *ghasal* 'wash' where /s/ became /f/.

Absorb, *absorption, adsorb, adsorption, syrup* from Arabic *shorb, ashrab* 'drinking, I drink' where /sh/ changed to /s/ with /b & d/ being insertions.

Aqua *(aquatic, aquarium, aqueduct)* from Arabic *siqaa'/suqia* 'water' where /s & q/ merged; *duct* from Arabic *Taaqat* 'hole, opening' where /T & q/ developed into /k & t/ each.

Bank from a reordered Arabic *janb* 'side' where /j/ changed to /k/.

Bath(e) from a reversed Arabic *saba2* 'bathe' via the merger of /s & 2/ into /th/.

Bog from Arabic *bajja(t)* 'a small, shallow water' or a reversed *jubb* 'well' where /j/ passed into /g/.

Boil from a reversed Arabic *laheeb* 'very hot (water)' via /h/-loss, *nabar* 'boil' where /n/ merged into /b/ while /l/ turned into /r/, or *faar* 'boil over' in which /f & r/ turned into /b & l/ each.

Brook from Arabic *barka(t)*, *burak* (pl.) 'water pool'.

Buoy *(buoyant)* (via Spanish *boyar* 'float' (Harper 2012)) from Arabic *baiya2 (ba22ar* or *baiyar)* 'fill up with water' where /2/ was lost or *bajj* 'of water, to come out' where /j/ changed to /y/ (cf. *bog* above).

Canal *(channel)* from Arabic *qanaat* 'canal' where /q & t/ became /k (ch) & l/ each.

Cesspool from Arabic *shakh* 'urine' in which /sh & kh/ became /s/ or *siyaq* 'sewage' where /q/ changed to /s/; for *pool* (see below).

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Chill (*c(i)ele* 'cool, cold, frost' in Old English) from Arabic *qa2eel* (*ji2eel* in my accent) 'ice, icy, dry' where /q & 2/ merged into /ch/, *qaaris* 'chilly, cold' where /q & s/ merged into /ch/ while /r/ changed to /l/, or *qarr* 'cold' where /q & l/ became /ch & l/ each (cf. *cold/cool* below).

Cloud 'mass of rock in Old English (Harper 2012)' from Arabic *jalmood* 'rock' via the change of /j/ to /k/ and the merger of /m & l/, *wadq* 'rain, lightening' via lexical shift, reordering, and the change of /q/ to /k/ and split of /l/ form /w/, or *ghaith* 'cloud, rain' in which /gh & th/ turned into /k & d/ each with /l/ being an insertion (cf. *cool* and *cold* below).

Coagulate from Arabic *jallaT* 'coagulate' where /j/ turned into /g/.

Cold from Arabic *jaleed* 'ice, cold' in which /j/ turned into /k/.

Cool from Arabic *qarr* 'cold' in which /q & r/ became /k & l/ respectively (*cool, cold* and *chill* come from *c(i)ele* in Old English above).

Cruise from Arabic *karaj* 'run, roll-run' where /j/ passed into /s/.

Current from Arabic *jaariyat, jarayaan* 'stream, flowing' in which /j/ changed to /k/.

Dew from Arabic *Tal/Talal* 'dew' in which /T & l/ changed to /d & w/ respectively (cf. *dye* from Arabic *Tala* 'paint' where /l/ became /y/, and *die* from *Tawa* 'die').

Distill, *distillery* from Arabic *qaTr(at), taqTeer* (n) 'drop, distilling' where /t, q, & r/ became /d, s & l/ in that order, from *zalla* 'of milk, separate water', *shalla* 'of liquids, to drip', *Salla* 'of fat, drip' where /z, sh, or S/ split into /s & t/, or *Sawwal*, *taSweel* (n) 'of cereals, wash' where /S/ split into /s & t/.

Dive from Arabic *Taaf* 'float' where /T/ became /d/ via lexical shift.

Drench from Arabic *(in)Tarash* 'throw water' where /T/ became /d/.

Drink from Arabic *Tarqa3* 'drink' in which /T, q, & 3/ changed to /d, k, & n/ or from *jara3a(an)* 'drink' where /j/ passed into /d/.

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Drizzle from a reordered Arabic *radhaadh* 'drizzle' in which /dh/ split into /z & d/ with /l/ being an insertion or *Tarash* 'throw water' where /sh/ split into /z & l/ (cf. *drench* above).

Drip *(Drop)* from Arabic *zarab* 'drop' where /z/ became /d/.

Drown from Arabic *danaa, dunoo* (n) 'go down' with /r/ being an insertion or from *dala/dalwan* 'to hang-drop (a bucket into water)' where /l/ became /r/.

Effervescent *(fervour, fervent, fervency)* via Latin *fervere* 'boil' from Arabic *fawara* 'effervescent, boiling' where /w/ became /v/.

Emulsify *(milk)* from a reordered Arabic *maSl* 'cheese liquid' where /S/ changed to /k/.

Eye from Arabic *3ain* 'eye' in which /3 & n/ were lost (cf. *envy* from a reordered *3ain* 'eye, envy' where /3/ became /v/).

Float from Arabic *faaD* via turning /D/ into /t/ and /l/-insertion, from a reversed *Taaf, Tawafaan* 'float, flood' where /n/ became /l/ (cf. *typhoon* below), or from *falat* 'of water, to burst'.

Flood from a reordered Arabic *faaD, fayaDaan* (n) 'flood' in which /D & n/ became /d & l/ each.

Flow, *fluidity* from Arabic *saal, suyool(at)* (n) 'flow' where /s/ became /f/ (cf. *liquid* below).

Foam 'saliva froth (Harper 2012)' from Arabic *fam* 'mouth' via lexical shift.

Fog from reversed Arabic *kisaf* 'fog' where /s & f/ merged into /f/ while /k/ changed to /g/, *ghaim* 'cloud' in which /m/ became /f/, or *ghaith* 'rain' via lexical shift and changing /th/ to /f/.

Ford from Arabic *farDa(t)* 'river crossing' in which /D/ became /d/.

Fount, fountain from a reordered Arabic *naafoorat* 'fountain' in which /r & n/ merged or *nafT* 'anything coming out; oil'.

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Freshet 'unsalted, sweet water' *(fresh, freshener, refresh, refreshment)* from Arabic *furaat* 'fresh, sweet water' where /t/ became /sh/.

Freeze (see *fridge* below).

Fridge *(refrigerate, refrigerator, frigid, frigidaire, frigidity, freeze, frost)* from Arabic *thalj* 'snow' in which /th & l/ turned into /f & r/ respectively (cf. *fresh* above).

Froth from a reordered Arabic *raghwat (ghawf, ghuthaa')* 'froth' in which /gh & r/ merged while /t/ split into /f & th/ or from a reordered *nafath* 'saliva' via sense shift and turning /n/ into /r/.

Fume from Arabic *samoom* 'hot wind' in which /s/ passed into /f/, *ghaim* 'cloud' where /gh/ became /f/, or *fa2am* 'fire leftovers, char, coal' via lexical shift and /2/-deletion.

Glacier *(glacial, glacis)* from Arabic *jaleed* 'ice' where /j & d/ passed into /g & s/ each or from a reordered *thalj* 'snow' where /th & j/ became /g & s/ each (cf. *fridge* and *cold* above).

Gulp from Arabic *ghabb* 'gulp' via changing /gh/ to /g/ and /l/-insertion.

Gush from Arabic *jaash* 'to spring forth' in which /j/ became /g/ or from a reversed *shaq* 'split' in which /q/ became /sh/.

Hail from Arabic *2aalool* 'hail' (in my dialect as opposed to *barad* in the standard) in which /2/ turned into /h/ (cf. *hail/hello* from Arabic *hala/'ahla* 'welcome').

Hot, heat from Arabic *2arr(at)* 'hot' where /2 & r/ passed into /h & t/ each or from a reversed *Dau'* 'light, fire' where /D & '/ became /t & h/ each.

Humid from a reversed Arabic *maa', miyaah* (pl.), *maa'ia(t)* (adj.) 'water' in which /t (& ')/ became /d (& h)/ each.

Hurricane from Arabic *2areeq(an)* 'burning' in which /2/ became /h/.

Hydro- from Arabic *qaTr* 'water' in which /q/ changed to /h/ or *khaDar* 'green, watery, wet' in which /kh/ turned into /h/.

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Ice from a reduced Arabic *Saqee3* 'ice' where /S, q & 3/ merged into /s/.

Irrigate from Arabic *rawa/yarwi, rai, rawiyat* 'irrigate, water' where /y/ developed into /g/ or from *saqa/yasqi, siqayat* (n) 'give water to, soak' in which /s & q/ turned into /r & g/ each.

Jell(y) 'a frost (Harper 2012)' from Arabic *jaleed* 'ice' or *thalj* 'snow' where /d & th/ merged into /j/.

Leak, *leakage* from a reversed Arabic *shalla* 'leak' where /sh/ became /k/.

Lightening *(light, alight)* from a reordered Arabic *shu3lat* 'light, spark' in which /sh & 3/ merged into /g/, *3alaqat, 3aaliq(at)* 'of fire, burning' where /3/ was deleted, or *wadq* 'lightening, rain' in which /w, d, & q/ changed to /l, t, & g/.

Liquid(ity), *liquefy, liquor, liquefaction, liquidation, deliquesce* from a reordered Arabic *saa'il, suyoolat* (n) 'liquid' where /s/ became /k/.

Marsh from Arabic *marj* 'meadow' where /j/ became /sh/ via sense shift.

Melt from Arabic *malaS* 'of snow, fat, melt-go' where /S/ turned into /t/.

Mist 'dimness of eyesight (Harper 2012)' from a reordered Arabic *3atm(at), qataama(t)* (n) 'darkness' where /3 & q/ turned into /s/, or *sadeem* 'steam' where /d/ became /t/.

Moist, *moisten, moisture* from Arabic *maTar* 'water' where /s/ split from /t/, from *maiye(t/h), moiye(t/h)* 'water, colloquial for *wet*' in which /s/ split from /t/, or from *maSSa, maSSaaya(t)* (n) 'sucking, dripping or oozing with water, water-oozing area'.

Paddle from a reordered Arabic *labbaT* 'move-kick hands and feet, paddle' in which /T/ became /d/ or from a reordered *ibT(ain)* 'armpit(s)' where /n/ became /l/ via lexical shift.

Pirate *(piracy)* 'sea robber (Harper 2012)' from Arabic *ba2r, ba22aar(at)* 'sea, sailor' where /2/ was lost.

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Pond from a reordered Arabic *nab3a(t)* 'water spring' where /3/ was dropped while /t/ became /d/ or *baTn* 'bottom, belly-shaped container' in which /T/ passed into /d/.

Pool from Arabic *baaloo3(at)* 'water spring (cesspool)' where /3/ was deleted or *beer* 'well' where /r/ became /l/ (cf. *cesspool* above).

Precipitation from Arabic *Sabba, taSabbab* 'precipitate, spew, rain down' or *kabba, takabbab* 'throw water' where /k/ became /s/.

Puddle from a reordered Arabic *beer(at)* 'water well' where /r & t/ changed to /d & l/.

Quagmire from a reordered Arabic *mighraaqa* 'a place one drowns, gets stuck in' where /gh/ became /g/.

Rain from Arabic *rai, raiyaan*/*marwee* (adj) 'water, irrigation' or from a reordered *marr* 'much rain' in which /m/ became /n/.

Rheum 'stream, current in Greek' from a reversed Arabic *nahar* 'river' where /n/ became /m/.

Rinse from a reordered Arabic *ghasal* 'wash' in which /gh & l/ turned into /r & n/ respectively.

River *(rivulet, Rivera)* from Arabic *nahar* 'river' via /n & r/-merger and the change of /h/ to /v/.

Run from a reversed Arabic *marr* 'pass' where /m/ became /n/ (cf. *rain* above).

Sail, *sailor* (cf. *flow*) from Arabic *saal/sail* 'flow', *sa2al* 'glide, slide' where /2/ merged into /s/, *jara* 'of water, run' where /j & r/ became /s & l/, or *shara3/shiraa3* 'sail' where /sh & 3/ merged into /s/ (cf. *sell, sale* from Arabic *shara* 'buy' where /sh & r/ became /s & l/ each; *salary* from Arabic *aj(aa)r* 'salary' where /j/ became /s/ while /l/ split from /r/).

Saliva(te) from a reordered Arabic *lu3aab* 'saliva' where /3 & b/ became /s & v/ each or *tufaal* 'saliva' where /t/ became /s/.

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Scalding (hot) from a reordered Arabic *salq(at)* 'boiling' where /q & t/ turned into /k & d/ each.

Scum from Arabic *sukhaam* 'dirt, black' where /kh/ became /k/.

Sewage from Arabic *siyaaq* 'sewage' in which /q/ changed to /j/.

Shower from Arabic *sharra* 'drip, leak', *shitaa*' 'winter, rain' where /t/ turned into /r/, or a reversed Arabic *rashsh* 'shower, spray'.

Sink from a reordered Arabic *sakan* 'settle in, go down, ash', a reversed *nakas* 'turn upside down', or *ghaaS, ghawaSaan* 'dive, sink' in which /gh/ became /k/.

Skate from Arabic *sha2aT* or *za2aT* 'slip, glide, skate' in which /sh or z/ developed into /s/ while /2/ into /k/.

Sleet from Arabic *jaleed* 'ice, sleet' in which /j & d/ became /s & t/ each or *qa2eeT* 'sleet, drought' where /q & 2/ merged into /s/ with /l/ being an insertion.

Snow from a reordered Arabic *muzn*, *maazin* 'sky, rain' where /z/ became /s/ and /m & n/ merged or *samaa*' 'sky, rain' where /m/ changed to /n/.

Soak from Arabic *saqa* 'to water, soak' (cf. *seek* from Arabic *shawq* 'longing' where /sh & q/ became /s & k/ each).

Solid(ify) from Arabic *Sald* 'solid, hard' or *jallad* 'solidify' where /j/ became /s/.

Solution*, dissolve, absolvent* from Arabic *2alla, 2alool/ma2lool* (n) 'solve in water' where /2 & w/ became /s & v/ each.

Spa from Arabic *saba2* 'swim' where /2/ was dropped.

Spew from Arabic *Sabba* 'spew, pour'.

Spit from a reordered Arabic *baSaq* 'spit' where /q/ became /t/ (cf. *spout Sabbaabat* 'pot spout' or a reordered *booz(at)* 'nose, mouth').

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Splash from Arabic *saba2* 'bathe' via the split of /2/ into /s & sh/ and /l/-insertion or from onomatopoeic *bajj* 'sound of impact on water' via the split of /j/ into /s & sh/ and /l/-insertion.

Spray from a reordered Arabic *sarrab* 'of animals, wash'.

Spring from a reordered Arabic *nab3/manba3* 'spring' via the split of /3/ into /s & g/ and that of /n/ into /r & n/ (cf. *sharba3* 'jump' and *rabee3, mirbi3* 'spring, vegetation' via reordering and changing /sh & 3/ to /s & g/ each).

Steam from Arabic *sadeem* 'a cloud type, steam' where /d/ became /t/.

Storm (**Stream**) 'water course (Harper 2012)' from (a) a reversed Arabic *majra* 'water course' where /j/ split into /s & t/, (b) a reordered Arabic *zanTar, zinTari* 'pinching/freezing weather' where /z & n/ turned into /s & m/ each, (c) a reordered *rujum* 'heap of stone, heavy rain' where /j/ split into /s & t/, (d) a reordered *zamhareer* 'freezing cold air' where /z/ split into /s & t/ while /h/ was lost, or (e) a reversed *maTar* 'rain' where /T/ split into /s & t/.

Stream from a reversed Arabic *majra* 'water course' in which /j/ split into /s & t/ or from *shareem* 'river, rivulet' where /sh/ split into /s & t/.

Surf from Arabic *jaraf* 'water-push' where /j/ became /s/.

Swallow from Arabic *zala3, zaula3* 'swallow' where /z & 3/ became /s & w/ each.

Swamp from a reordered Arabic *masba2* 'swimming pool' in which /2/ became /w/ or a reordered *sabkh, masbakh* 'salt area' wherein /kh/ passed into /w/ with /m/ being an insertion (cf. *swim* below).

Sweat from Arabic *Sa'ak* 'sweat' where /' & k/ became /w & t/ each.

Swim from Arabic *3awm* 'swim, overflow' where /3/ developed into /s/, *zam, zawm, zamzam* 'raised by/in water'.

Swish from Arabic *sa22a, sa2sa2, sawwa2* 'of water, to channel' via turning /2 & s/ into /w & sh/ each (cf. *wash* below).

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Tear from Arabic *qaTr(at)* 'drop' where /q & T/ merged into /t/ or *dharaf* 'eye tear' where /th & f/ merged into /t/ (cf. *farra, Tarra* 'of clothes, to unfurl, tear' where /f & T/ became /t/).

Thaw from Arabic *thaab* 'melt' where /b/ turned into /w/.

Thunder from a reversed Arabic *ra3d(at)* 'thunder' in which /t & 3/ became /th & n/ each.

Torrent/torrential from Arabic (a) *Taiyaar(at)* 'soaring high, flying', (b) a reordered *maTrat, maaTira(t)* 'rain, raining' via turning /m/ into /n/, or (c) *jaariat, jarayaan* 'stream, flowing' by changing /j/ to /t/ (cf. *current* above).

Tributary 'liable to tax (Harper 2012)' from Arabic *Dareebat* 'tax' where /D/ changed to /t/ or from a reordered *barkat* 'brook' where /k/ became /t/.

Typhoon from Arabic *Toofaan* 'flooding'.

Vapour *(evaporate, evaporation)* from a reordered Arabic *bukhaar* 'vapour' in which /kh/ changed to /v/.

Wade from Arabic *faaD* 'flood' via lexical shift, *2aaD* 'collect water' or *khaaD* 'wade' where /kh & 2/ became /w/.

Warm from Arabic *2amm, 2aami* 'warm, hot' where /2/ changed to /w/ with /r/ being an insertion (cf. *worm* from Arabic *2alam* 'worm' where /2 & l/ became /w & r/ each).

Wash from Arabic *maaS* 'to stir-wash' via turning /m & S/ into /w & sh/ each, *wuDoo'* 'prayer wash' where /D/ became /sh/, or *faDD* 'rinse-wash' where /f & D/ changed to /w & sh/ each. (cf. **wish** from a reversed Arabic *shaa', mashee'a(t)* (n) 'wish' where /'/ became /w/.)

Water from Arabic *maTar* 'rain' via changing /m/ into /w/ or *qaTr* 'water, rain' via turning /q/ into /w/ (cf. *write* from Arabic *qira'at* 'reading' through lexical shift and the change of /q/ to /w/ also).

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Well from Arabic *3ain* 'eye' in which /3 & l/ became /w & l/ each (cf. *3aal* 'well, fine, high') or from *beer* 'well' where /b & r/ changed to /w & r/ each.

Wet from *waDee'* 'washed, lighted' in which /D/ passed into /t/, *faDDa* 'to after-wash' where /f & D/ became /w & t/ each, or *maiyet* 'water, colloquial for *wet*' where /m/ changed to /w/.

Whirlpool from a reversed Arabic *lawa* 'turn' where /r/ split from /l/ or a reordered *lawwa2* 'turn' where /2/ became /h/ (for *pool*, see above).

Winter from Arabic *maTar*, *mumTir* (adj.) 'rain' where /m/ split into /w & n/.

3.2 Sea and Sea Transport Terms

Barge from Arabic *baarija(t)* 'barge, ship'.

Bay from Arabic *baiya2a(t), bai2* 'water-flooded area' in which /2/ was lost (cf. *baa2a(t)*, a KSA city noted for that).

Beach 'pebbles (Harper 2012)' from Arabic *ba2S* 'small stones' where /2 & S/ merged into /ch/ or from *biqaa3, baqee3* 'water-filled area, place names in Lebanon and Madinah, KSA' where /q & 3/ became /ch & Ø/ each. (Cf. **cheap** from a reversed Arabic *bakhs* 'cheap' where /kh & s/ merged into /ch/.)

Boat (Latin *batelus* 'ship') from Arabic *baTTa(t)* 'water container, duck' via lexical shift or a reversed *Tauf* 'boat' where /T & f/ became /t & b/ each.

Canoe from Arabic *khann* 'empty ship' where /kh/ became /k/.

Carrier *(carry, courier, carriage)* from *kaar* 'food ship'; *aqalla* 'carry' in which /q & l/ became /k & r/ each together with initial syllable loss.

City *(citizen, civil, civilization)* from Arabic *jiddat* 'river bank, KSA city' where /j & t/ turned into /k & t/ each.

Cod from Arabic *2oot* 'fish' where /2 & t/ turned into /k & d/ each.

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Coast from Arabic *ShaT, shawaaTi'* (pl.) 'coast' in which /sh/ passed into /k/ while /T/ split into /s & t/ or *jiddat* 'river bank' where /j/ became /k/ while /s/ split from /t/ (cf. *city* above).

Corvet(te) from Arabic *qaarib* 'boat' where /q & b/ became /k & v/ each.

(Water) course from Arabic *shurja* 'water course' where /sh & j/ passed into /k & s/ respectively.

Crab from Arabic *kalb* 'dog, clip, grip, crab' where /l/ turned into /r/.

Ferry 'passage over a river' from Arabic *marr* 'pass, water' where /m/ became /f/, from *baakhira(t)* 'ship' where /b & kh/ merged into /f/, *Saariya(t)* 'ship mast, ship' where /S/ changed to /f/, or *zaraq, zawraq* 'pass through a narrow place, boat' where /z & w/ merged into /f/ and /r & q/ into /r/.

Fish from Arabic *samak* where /s & k/ merged into /sh/ while /m/ became /f/   (cf. **Catfish** from Arabic *qiT* 'cat' where /q/ changed to /k/; **swordfish** from a reordered Arabic *saaToor* 'long, big knife').

Fleet *(flotilla)* from Arabic *fulk* 'ships' where /k/ passed into /t/.

Frigate from a reordered Arabic *baakhirat/baqqaarat* 'ship' in which /b & kh (q)/ became /f & g/ each or from *zawraq* 'boat' where /z & q/ passed into /f & g/ respectively.

Gulf from (a) a reversed Arabic *falj, aflaaj* (pl.) 'sea, river', (b) *jauf* 'cavity' via turning /j/ into /g/ and /l/-insertion, (c) *jurf* 'edge' by turning /r/ into /l/, or (d) *saif* (*alba2r*) (lit., sword; sea gulf) via the change of /s/ to /g/ and /l/-insertion.

Harbour *'here* 'host, army' + *beorg* 'lodgings, quarters in Old English (Harper 2012)' from Arabic *3eer* 'group' and *burj* 'tower'; *3aaboor* 'water crossing' where /3/ became /h/; a reordered *ba2r, bu2oor* (pl.) 'sea' via changing /2/ to /h/ and lexical shift; *baakhira* 'ship' via turning /kh/ to /h/ and lexical shift; or *khawr* 'estuary, place where water flows into sea' where /kh & w/ changed to /h & b/ each.

Isle from Arabic *jazeera* 'island' in which /j & z/ merged into /s/ while /r/ became /l/.

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Lake *(lagoon)* from Arabic *lajja(t)* 'lake' in which /j/ turned into /k/ (and/or from Arabic *laqun* 'round-shaped water container').

Mere, mire, marine, mariner, marinate from Arabic *mar(mar)* 'sea, much rain' or *ba2r(at)* 'sea' where /b & 2/ changed to /m/ and Ø each (cf. **mermaid** from a reversed Arabic *amat-ul-mar* 'mermaid': i.e., *mar* 'sea' plus *amat* 'maid'.)

Moor(ing) from Arabic (a) *maraa2, marra2* (v) 'water-filled area, animals' place, wash/rinse' via /2/-loss (cf. *mere* above) or (b) *mar3aa* 'pasture' via /3/-loss (cf. **Mare** from Arabic *mahr* 'pony' via /h/-deletion; **more, mere** from Arabic *marra(t), miraar* (pl.) 'once'; **mar** from Arabic *murr* 'bitter'; **mirror** from Arabic *mir'aa(t)* 'mirror' in which final /r/ is a copy; **myrrh** from Arabic *murr* 'bitter'.)

Nautical *(aeronaut* via Greek *naus* and Latin *navis* 'ship (Harper 2012)' from a reversed Arabic *safina(t), sufun* (pl.) 'ship' where /s & f/ merged into /t/ or *mawj* 'wave' via lexical shift and changing /m & j/ to /n & s (t)/ each.

Navy *(naval, navigate, navigation* via Latin *navis* and Greek *naus* 'ship Harper 2012)')* from a reversed Arabic *safina(t), sufun* (pl.) 'ship' where /s & f/ merged into /v/ while /s/ became /g/ as a verb; (also *navigate* from Arabic *mawj, mawwaj* 'sea wave, tackle waves' wherein /m, w, & j/ changed to /n, v, & g/.)

Ocean from a reversed Arabic *nuq3a(t), naqee3, manqa3* 'water-collection area' where /q & 3/ changed to /s & n/ each, *qamees/qaamoos* 'sea' in which /q & s/ merged into /sh/ while /m/ became /n/ or from Arabic *siyaan* 'stinking water' in which /s/ became /sh/.

Port from Arabic *barr(iat), boor(at)* 'land, the wild, prairie' as opposed to the sea or *bawwabat* 'gate' in which /r/ was inserted.

Riverbed from Arabic *mahd* 'bed' where /m & h/ became /d & Ø/ each.

Sea from Arabic *sai2, asyaa2* (pl.) 'water-covered area, a town in Qasseem, KSA, well-known for that' where /2/ merged into /s/.

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Shark from a reversed Arabic *qirsh* 'shark (fish)' where /q/ became /k/.

Shell from Arabic *jilaal* '(animal) back cover' where /j/ became /sh/.

Ship from Arabic *saabi2* 'swimmer' in which /2/ was deleted (cf. *worship, bishop,* and *sheep* in Jassem (2012b) or from *jaabia(t)*, *jawaabi* (pl.) 'water trough' via lexical shift and turning /j/ into /sh/.

Shore from Arabic *sharee3a(t), shar3a(t)* 'river, stream, waterway' in which /3/ was deleted or *saa2il* 'shore' in which /s & 2/ coalesced into /sh/ whereas /l/ turned into /r/.

Shrimp from Arabic *shaarib* or *shanab* 'moustache' where /m/ is an insertion in the former while /n/ split into /r & m/ in the latter.

Snail from a reordered Arabic *2alazawn* 'snail' where /2 & s/ merged while /z/ became /s/.

Valley from Arabic *waadi* 'valley' where /w & d/ became /v & l/ each.

Vessel 'container, small vase/urn (Harper)' from a reversed Arabic *Sa2n* 'dish' where /2 & n/ merged into /v/, a reordered *safeena(t), sufun* (pl.) 'ship' where /n/ turned into /l/, or *2awSala(t)* 'a bird's stomach (cf. *blood vessels*)' where /2 & w/ merged into /v/.

Voyage(r) from Arabic *maaja, mawj* 'sea wave, sea journey as in *sawj wa mawj* 'going and coming round and round' where /m/ became /v/.

Wave from Arabic *hawaa*' 'air' in which /h & w/ turned into /w & v/ each, *haif, haffa(t), hafhaf* (v.) 'air wave' in which /h/ turned into /w/, or *wa2ee* 'point to' where /2/ passed into /v/ (cf. *waive* from Arabic *3aafa/3afoo* 'leave, forgive' in which /3/ became /w/ (Jassem 2012b).)

Whale from a reordered Arabic *2oot, 2eetaan* (pl.) 'fish' where /2 & t/ turned into /h & l/ each (cf. *cod* above).

Yacht (O.H.G. *jagen* 'chase, attack, hunt (Harper 2012)') from Arabic *haajam* 'attack' where /h, j, & m/ turned into /y, g, & n/ in that order, or from a reduced Arabic *shakhtoora* 'small boat' where /sh/ became /y/ while /r/ merged into /t/.

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To sum up, the total number of *water* (115) and *sea* (39) words amounted to 150 or so, all of which have direct Arabic cognates. In other words, the percentage of cognates is 100%.

4. Discussion

The discussion will focus on two points: the relationship of the present study to the previous ones and the relevance of the lexical root theory to the data at hand. First, it can be clearly seen that the above results are in harmony with Jassem's (2012a) investigation of numeral words, common religious terms (Jassem 2012b)**,** pronouns (Jassem 2012c), determiners (Jassem 2012d), verb *to be* forms (Jassem 2012e), inflectional 'gender and plurality' markers (2012f), derivational morphemes (2013a), negative particles (2013b), and back consonants (2013c) in English, German, French, Latin, Greek, and Arabic which were found to be not only genetically related but also rather dialects of the same language. In all, the percentage of shared vocabulary or forms between Arabic and English, for instance, was 100%, which means, according to Cowley's (1997: 172-173) classification, that they belong to the same language (i.e., dialects).

This leads one to the second point, where the results clearly show that the lexical root theory is as adequate for the analysis of the present case as it has been for all the previous ones. Thus, the main principle that states that Arabic, English and so on are not only genetically related but also are dialects of the same language is empirically true. This has been manifested in tracing back all *water* and *sea* words to true Arabic cognates successfully. The minor differences between such words are due to natural and plausible causes of phonetic, morphological and semantic change.

As to the applied procedures, they operated neatly and smoothly. First, the lexicological procedure showed that the lexical root is an adequate, analytic tool for relating *water/sea* words in Arabic and English to each other by focusing on consonants and overlooking vowels. The reason is because consonants are carriers of meaning while vowels perform phonetic and morphological functions. That is, vowels link word consonants to each other in speech and signal their grammatical classes (e.g., noun, verb) and categories (e.g., nominative, accusative, tense). Also it manifested the importance of considering the etymology or

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historical origin and meaning of lexical items in this regard. For example, *navy* comes from Latin *navis* and Greek *naus* 'ship (Harper 2012)' whose Arabic cognate is *safeena(t)* 'ship' in reverse. Furthermore, the vowels in *navy, naval, navigate* change to indicate such classes while the consonants remain constant. The same happens in Arabic *safeena(t), sufun* (pl.) 'ship'. For these reasons, vowels can be generally ignored as they have no impact on the final result whatsoever. This has so far been the practice in Jassem (2012a-f, 2013a-c).

The phonetic analysis played a paramount role in relating words to each other because of the huge changes that affected Arabic consonants especially not only in English and other European languages but also in mainstream Arabic varieties themselves (e.g., Jassem 1993, 1994a, 1994b). These changes included mutation, shift, assimilation, dissimilation, palatalization, spirantization (velar softening), deletion, insertion, reversal, reordering, merger, split, duplication, syllable loss, resyllabification, consonant cluster reduction or creation and so on. Of all, perhaps the commonest is reversal which may be due to Arabic script direction change from right to left at the hands of the Greeks. The results (3.1-3) are replete with such examples. Jassem (2013c) outlined the major sound changes in this regard.

The above results also show that sound change proceeds in three different courses (Jassem 2012a-f, 2013a-c). First, it may be multi-directional where a particular sound may change in different directions in different languages at the same time. For example, Arabic *thalj* 'snow' led to *fridge, refrigerate, frigidity, freeze, frost* in English, French, Latin and so on; Arabic *safeena* 'ship' in reverse is *navy* in English, *navis* in Latin, and *naus* (*nautical*) in Greek. Multidirectionality happens even within the same language such as the different pronunciations of *thalj* as /*talj, talzh, falj*/ in Arabic varieties themselves (Jassem 1993, 1994a, 1994b), of *thaw* as /*taw, faw*/ in English from Arabic *dhaab* 'melt' (3.3 above). Secondly, it may be cyclic where more than one process may be involved in any given case. In *freeze* and *frost* above, for example, the changes include (i) turning /th, l, & j/ into /f, r, & z/ in that order, (ii) vowel lengthening, raising, and backing, and (iii) consonant clustering. Finally, it may be lexical where words may be affected by the change in different ways- a process known as lexical diffusion (see Bergs and Brinton 2012; Jassem 1993, 1994a, 1994b for a survey). That is, a particular sound change may operate in some words, may vary in others, and may not operate at all in some others. For example, the different

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words or forms for Arabic *thalj(at)* 'snow' in English, where /j/ varies with /z, s/ in *freeze, frost* and /j/ in *fridge* is a case in point; *jelly, cold,* and *sleet* are another example, which all derive from Arabic *jaleed* 'ice, cold'. It is these three factors that render Arabic, English, German, and French mutually unintelligible although the words have the same roots (Jassem 2012a-b).

All the sound changes above exhibit naturalness and plausibility; for example, the change of /th/, a voiceless interdental fricative, in *thalj* to /f/, a voiceless labio-dental fricative in *fridge*, is natural as both are closer by place, manner, and voice (cf. Jassem 2012b). Likewise, the change of *qaTr* 'water' to *hydro* and *water* is natural; the change of *furaat* 'sweet water' to *fresh* is plausible (cf. natural **fres*). (For further detail, see Jassem (2012a-f, 2013a-b).)

Morphologically and grammatically, as all such differences do not alter the meaning of the root itself, they can be ignored altogether here. However, Jassem (2012f and 2013a) described the main inflectional and derivational affixes, to which the curious reader can be referred.

Finally, on the semantic level, the following lexical patterns recurred. Most words exhibited lexical stability such as *water, hydro, humid, frost, navy*, the cognates of all of which still retain the same or similar meanings in both Arabic and English. Others showed lexical shift like *jell(y)*, whose meaning shifted from Arabic *jaleed* 'ice, frost' to its current meaning in English as 'soft, rubbery substance'; *vessel* has the same story which moved from *small vase* to *ship* and *blood vessel* (3.2). Lexical split took place in words like *fridge, freeze, frost, glacier,* all of which came from Arabic *thalj* 'snow' through different phonetic processes; *spa, bath(e), ship* derive from Arabic *saba2* 'swim' via different routes of sound change. Lexical convergence was common as in *cold, cool, chill* which might derive from Arabic *qarr* 'cold' or *jaleed* 'ice' in which /q & r/ became /k & r/ each. Lexical multiplicity occurred in words like *hail* 'solid snow; to welcome' which derive from Arabic *hala* 'hello, welcome' and *2aalool* 'frozen snow (my dialect (Jassem 1993, 1994a-b)' where /2/ became /h/. Finally, lexical variability was manifested in the presence of variant or alternative words for *water* and *sea* in both Arabic and English, which are utilized in different ways. For example, *hydro, humid, moist, wet, water* in English vary in their consonants due to their different Arabic cognates from which they came (see 3.1 above). Jassem (2012a-f, 2013a-b) reported similar patterns.

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Concerning the relational procedure, many of the above lexical cognates are both formally and semantically similar, for example, *navy, navigate, naval (navis* in Latin*)* from Arabic *safeena(t), sufun* (pl.) 'ships' in reverse; *fleet (flotilla)* from Arabic *fulk* 'ships'. Some, however, are formally different but semantically similar such as *hydro* and *water,* both of which derive from Arabic *qaTr* 'water, rain' via different sound changes where /q/ turned into /h/ in one but /w/ in the other. Others still are formally similar but semantically different such as *sail, salary,* and *sale* in English, all of which derive from similar Arabic cognates: i.e., *jara* 'flow', *aj(aa)r* 'salary', and *shara* 'sell' via the change of /j & r/ to /s & l/ respectively; *warm* and *worm* is another example (3.1 above). Thus it can be seen that Arabic cognates can account for the formal similarities and/or differences between English words themselves.

To sum up, all the foregoing *water* and *sea* words in Arabic, English, German, French, and Latin are true cognates for having similar forms and meanings where Arabic can be safely said to be their origin all. Although Jassem (2012a-f, 2013a-b) offered some equally valid reasons for that to which the curious reader can refer, one such reason is lexical multiplicity and variety in Arabic. It is true that English, German, French, and Latin too have lexical variety and multiplicity but not to the same extent as Arabic does. Just compare the number of *water* words in English dictionaries and thesauri and Arabic ones (e.g., Ibn Seedah 1975; Ibn Manzoor 2010) and decide. Therefore, Arabic words are the original cognates from which English, German, French, and Latin forms or words emanated.

6. Conclusion and Recommendations

The main findings of this paper can be summarized as follows.

i)   The different 150+ 'water and maritime' words in English, German, French, Latin, Greek, and Arabic are true cognates for having similar forms and meanings.
ii) The different forms amongst such words in those languages are due to natural and plausible phonological, morphological and/or lexical factors or conditions (cf. Jassem 2012f, 2013a-b).
iii) The main recurrent lexical patterns were stability, convergence, multiplicity, shift, and variability.

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iv) The multiplicity and variety in Arabic *water* and *sea* terms compared to those in English and European tongues point to their Arabic origin in essence.

In conclusion, the lexical root theory has proven as usual its applicability to and adequacy for the analysis of the close genetic relationships between Arabic, English, German, French, Latin, and Greek *water* and *sea* words. To corroborate these findings, this work agrees with Jassem's (2012a-f, 2013a-c) calls for further research into other lexical areas and all other language levels, indeed. Moreover, the application of such findings to language teaching, lexicology and lexicography, translation, cultural (including anthropological and historical) awareness, understanding, and heritage is badly needed. Its results will be very useful for the advancement of cultural and linguistic understanding, cooperation, accommodation, and peaceful coexistence amongst peoples of the world, indeed.

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SLA and Classroom Research

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Abstract

This paper makes an attempt to discuss some concepts of second language acquisition and classroom research. When a teacher is aware of the basics of second language acquisition and classroom research, second language teaching and learning becomes better. In this paper, some fundamentals of second language acquisition and classroom research are elaborated and analyzed critically.

Key words: SLA , School of thought, Classroom Research.

Introduction

According to Long (1998) cited in Block (2003:5-8) 'SLA as a modern field of study is generally accepted as dating from the late 1960's, meaning that the field as we know is still relatively young by the standards of the social sciences'. From the above definition, it is understood that SLA is a recent new and complex term dating back to 50 years. SLA is a process through which someone acquires one or more second or foreign languages. In general, it is believed that SLA emerged from comparative studies between L1 and L2 (similarities and differences). The definitions below sum up 'what is SLA'?

"It is the study of how learners learn an additional language after they have acquired their mother tongue" (Ellis, 1985:5).

"SLA is the study of the process of learning a language other than one's native language" (Lalleman, 1996: 3). SLA is concerned with what is acquired of a second language, what is not acquired of a second language, what the mechanisms are which bring that knowledge (or lack thereof) about and ultimately, an explanation of the process of acquisition in terms of both success and failures (Gass, 1993: 103 in Block, 2003: 8).

SLA is thought of as a discipline devoted to discovering and characterizing how it is that a human being is able to learn a second language: what pre-knowledge does he/she brings to the task, what set of learning procedures does he or she use, what strategies are appropriate for certain phenomena and not others etc. (Schachter, 1993: 173).

By SLA we mean the acquisition of language after the native language has already become established in the individual (Ritchie & Bhatia, 1996:1).

Key Concepts in SLA Research

The keywords in the above definitions like acquire, knowledge, study, discover, strategies and characterize help us to understand that SLA is a complex process because one has to involve in the above mentioned activities for success or failure in SLA. Along with this, various other

factors like learner characteristics, linguistic factors, learning processes, age and acquisition, instructional variables, context, purpose etc also have a bearing in making SLA a complex field. Though SLA is complex in itself, it is essential to understand that a major part of SLA takes place in formal settings in our context as it is a second and foreign language for us. Therefore, it is worth understanding the classroom which plays an essential role leading to success or failure of SLA.

Classroom Research

Classroom research is another dynamic area of investigation which is relevant to the many facets of second language learning and teaching – syllabus design, materials development, testing, teaching, education and so on. Classroom research is a complex field comprised of two major fields (classroom + research). Nunan (2005: 5-8) defines "a classroom is a room in which teachers and learners are gathered together for instructional purposes." And research is a "Systematic process of inquiry consisting of three elements or components: 1.A question, problem or hypothesis; 2. Data and 3. Analysis and interpretation" (Nunan 2005: 5-8).

According to Allwright (1983) "classroom centered research is just that – research centered on the classroom, as distinct from, for example, research that concentrates on the inputs to the classroom (the syllabus, the teaching materials) or the outputs from the classroom (learner achievement scores). It does not ignore in any way or try to devalue the importance of such inputs and outputs. It simply tries to investigate what happens inside the classroom when learners and teachers come together."

However, Nunan (2005) states that classroom research(C.R) includes empirical investigations carried out in language classrooms. In tracing the development of classroom research, Allwright and Bailey (1991) state that modern critical reviews emerged in the 1950s, among teacher trainers when they were trying to give feedback to the problems of their student – teachers during their teaching practice. However language teaching came much later to C.R after (experimentation) trial and error of various methods like behavioursim, audio-lingualism and so

on. Even with the recent and rapid evolution of the 'virtual' classrooms, the concept of C.R still plays an important role because it brings learners and teacher together. So from the definitions and discussions, it can be understood that the Classroom is the crucible place where teachers and learners come together and language learning (second language) happens.

Why There is Need For SLA?

Learning a language according to Brown involves a number of components like acquisition, retention of information or skill, memory, cognitive recall, motivation, conscious and subconscious learning styles and strategies, reinforcement – of all which happen spontaneously, without conscious effort or formal instruction in first language learning is deployed without awareness of its underlying logic as the child grows. This reminds us of Scollon (2001: 272) who emphasized that "learning is not something that comes in nicely packaged units" and that it certainly is "a multiple, complex and kaleidoscopic phenomenon." Any language is complex as it is a mixture of various essential subfields like phonology, syntax, lexis, semantics, phonetics and so on.

Therefore, from the above discussion, it can be understood that a teacher needs to have knowledge about the relationship between language and cognition, writing systems, non-verbal communication, and sociolinguistics and first language acquisition. The understanding of these components of language determines to a large extent how we teach a language. Also, it can be understood that teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning because the learner comes with all the variables (acquisition processes, perception, memory storage systems, short and long-term memory, recall, motivation, conscious and subconscious learning styles and strategies, theories of forgetting, reinforcement, the role of practice) essential in the learning of a second language. So, second language teaching may be defined as "Showing or helping someone to learn how to do something, giving instructions, guiding in the study for something, providing with knowledge, causing to know or understand" (Brown ,2000:1-19).

Various Methods for SLA

Now let us understand how various schools of thought and various methods emerged over the time span for SLA.

Structural Linguistics and Behavioural Psychology

In the 1940's and 1950's , the structural or descriptive school of linguistics with its advocates like Bloomfield, Edward Sapir, Charles Hockett and others came up with an idea of rigorous application of scientific observation to human languages. They claimed only "publicly observable responses" could be investigated. So, they started to identify only the structural characteristics of language. The structuralists believed that language can be dismantled into small pieces or units and that these units could be described scientifically, contrasted and added up again to form a whole.

Their paradigm of linguistic research which viewed language as a linear, structural system had its implications on language teaching which came up with the landmark publications of Skinner's "Verbal Behaviour" (1957), Charles Fries (1945) "Teaching and Learning English as a Foreign Language" strengthened the Grammar Translation Method which focuses on structural drills, pattern drills, grammatical analysis, isolated word lists, translations from L1 to L2, memorization of grammar rules and vocabulary to produce perfect translations (Richards & Rodgers, 2001: 4).

Since the Grammar Translation Method does not attempt to tap the communicative abilities, students have low motivation to go beyond grammar analogies, translations and role exercises. As Richards and Rodgers (2001: 7) pointed out, "it has no advocates. It is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology or educational theory."

Generative Linguistics and Cognitive Psychology

In the 1960s, Chomsky and his followers who emerged as generative transformational linguists tried to show that human learning cannot be scrutinized simply in terms of observable stimuli and responses. They claimed that each language has a different descriptive and adequate grammar. Later, Saussure (1916) cited in Brown (2007: 11) claimed that there is a difference between Parole (what Chomsky called performance) and langue (similar to the concept of competence).

Second Language Learning versus First Language Learning

Throughout the history of language teaching, attempts have been made to make second language learning more like first language learning: natural Method (a foreign language could be taught without translation or the use of the learner's native language if meaning is conveyed directly through demonstration and action). The principles of the natural method gave rise to the Direct Method. The Direct Method is regarded as the first language teaching method. The Direct Method which gave importance to the teacher than textbook, correct pronunciation, grammar, concrete vocabulary, oral communication skills and use of target language soon received a lot of criticisms. The Direct Method placed too much emphasis on the teacher's proficiency, which would then be required to seem more like that of a native speaker, led to difficulties.

Subsequent developments like the Coleman Report 1929, Reinforcement of the principles of the Reform Movement (1880's) in the 1930's led to the development of the other approaches like audio-lingualism, oral approach or situational language teaching.

Constructivism: A Multidisciplinary Approach

Constructivism is a new school of thought. Jean Piaget (2001) and Lev Vygotsky (1978) are associated with constructivism. An interesting principle about constructivism is integration of linguistic, psychological and sociological paradigms. It puts emphasis on construction of meaning or discovery and social interaction. Slavin (2003) states that "learners must individually

discover and transform complex information if they are to make it their own, (suggesting) a more active role for students in their learning than is typical in many classrooms."

Constructivism lays stress on cooperative learning in constructing both cognitive and emotional images of reality. The champion of constructivism, Vygotsky (1978) advocated the view that "children's thinking and meaning making is socially constructed and emerges out of their social interactions with their environment" (Kaufman, 2004: 304).

Closely related to the Vygotskyan perspective is Bhaktin's (1986) view which has captured the attention of SLA practitioners and researchers. Bhaktin (1986:75-85) proposed that "language is immersed in a social and cultural context and the central function is to serve as a medium of communication" (Brown, 2001: 14). In this direction, teaching of second language took a new turn and increased emphasis was laid on the socio-cultural dimensions of SLA. This led to a new paradigm what Watson (2004) calls "the language socialization paradigm for SLA" which led to the synthesis of certain reconsiderations - that cognition originates in social interaction and that it is shaped by cultural and sociopolitical processes.

The language teaching profession has mirrored these theoretical trends with approaches and techniques that have stressed the importance of self-esteem, intrinsic motivation, and cooperative learning, developing individual strategies for meaning-making and more importantly focusing on the communicative process of language leaning.

Communicative Language Teaching

The main pedagogical methods of the last few decades are appropriately captured in the term Communicative Language Teaching today. CLT is an eclectic blend of the contributions of previous methods into the best of what a teacher can provide in authentic uses of the second language in the classroom.

CLT is popular today because it lays stress on all components of language rather than grammatical and linguistic competence alone. It engages learners in authentic and functional use

of language for real purposes, and fluency is given importance. Task-based instruction is another manifestation of CLT. Richards and Rodgers (2001) opine that CLT is best understood as an approach rather than a method.

An Array of Techniques to Choose from

From the discussion above, it can be understood that no language teaching practice has guaranteed complete success. A significant difference between the current practices and the old ones is the absence of proclaimed orthodoxy. The old methods were too narrow to apply for different aspects of language teaching. As Kozlowski and Bell (2003), Brown (2001), Kumaravadivelu (2003) and others have stated "pedagogical trends in language teaching now spur us to develop a principled basis – sometimes called an 'approach' (Richards & Rodgers, 2001) of which teachers can choose particular techniques for teaching a foreign/ second language in a specific context."

Here it may be right to quote Brown (2001: 18), who states that "Every learner is unique, every teacher is unique, every learner-teacher relationship is unique and every context is unique." Therefore, it is the task of the teacher to understand and the properties of those relationships and contexts and put to work a better, enlightened and eclectic approach. These principles of second language learning and teaching may help the teacher to build a theory or bring about better changes in language teaching. Thus, it is necessary to boost teacher development for successful SLA in our language classrooms.

Conclusion

Second language acquisition is a vast area and issues in the area of second language acquisition are very complex and debatable. However, many linguists do agree that SLA and classroom research are very important for second language teachers to do a self check for improved teaching and learning. This preamble only focused on some basic concepts of SLA and the need

of classroom based research that a teacher requires to practice in order to develop his/her ability to give his/her best to the students, particularly in L2 learning and teaching context.

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Vowel Duration across Age and Dialects of Telugu Language

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Abstract

Vowel duration, one of the important acoustic characteristics, is important in vowel perception. Vowel duration varies based on individual, linguistic and non-linguistic characteristics. This study was to study vowel duration in all Telugu vowels across different gender, region and age groups. Using cross sectional study design, a total of 4320 tokens from 72 randomly selected Telugu speaking participants from three age groups, two gender and three region groups were analyzed. Vowel duration of the target vowel was extracted and analyzed using spectrogram. From the results it is interpreted that significant variations in vowel duration of vowels in Telugu exist between children, adolescents and adults; Coastal, Rayalaseema and Telengana speakers. Vowels /e/ and /a:/ had longest vowel duration, while short and long vowels /i/ have shortest vowel duration. Children found to have longer vowel duration as compared to adolescents or adults. Regional influences are seen on vowel duration. Rayalaseema speakers

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have longer vowel duration as compared to Coastal or Telengana speakers. Hence, it is essential for speech language pathologists to apply the age, gender and region appropriate normative data to achieve appropriate speech output.

Keywords: Vowel duration, Vowels, Telugu.

Introduction

Speech sounds consist of vowels and consonants. Vowels carry maximum energy and play a major role in speech understanding. Consonants carry less energy but have meaningful message in speech communication. "Vowel is a conventional vocal sound in the production of which the speech organs offer little obstruction to the air stream and form a series of resonators above the level of the larynx" (Mosby, 2008). The organs involved in the production of speech sounds develop over the period of life span, and there are structural variations among genders and races, which contribute in producing different vocal quality. Linguistic, syntactic and phonological rules of each language further contribute to the complexity of the speech sound. Ladefoged's (1975) comments that the vowels of different languages though perceived as same, with subtle acoustic differences between them, have relevance to the study of their acoustic and temporal characteristics in different languages and age groups. Information on acoustic characteristics of speech sounds will further enable understanding their articulatory nature and their perception (Pickett, 1980). Analysis of the acoustic characteristics of speech sounds of Indian languages is needed to understand their production and perception (Savithri, 1989). It will further be useful in perceptual studies, speech processing strategies, diagnosis and rehabilitation of various communication disorders.

Telugu Language

Telugu belongs to the Dravidian family of languages (Krishnamurti, 2003) and is the second most widely spoken language in India (Hussain, Durrani & Gul, 2005). Telengana, Coastal Andhra and Rayalaseema are the major dialect regions of Telugu. (Prahallad & Patel, 2006; Wikimedia Foundation, 2008d). According to Nagamma Reddy (1986), ten vowels (long and short: i, e, a, o, u) represent the common core of Telugu language.

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Acoustic Theory and Vowels

The acoustic theory of speech production proposed and expounded by Fant (1960) views speech as the product of source and filter or transmission function. Vowels are produced by voiced excitation of the open vocal tract. Mastery of the speech sounds, especially vowels occurs during the first six months of life (Irwin, 1943). Acoustically, vowels are characterized by changing formant pattern, formant bandwidth, duration, amplitude and fundamental frequency. Among these, it is believed that formant pattern, duration and fundamental frequency play a major role in vowel perception (Pickett, 1980). In certain Indian languages, the phonological contrast between the pairs of vowels has distinguishing features in quality and quantity or both (Nagamma Reddy, 1998).

Literature survey also reveals that, vowels are the significant components of human speech and are influenced by developmental, linguistic, cultural, social and emotional factors (Kent & Read, 1995; Klatt, 1976; Ladefoged, 1975; Nagamma Reddy, 1998; Prahallad & Patel, 2006; Savithri, 1989; Sreenivasa Rao & Yegnanarayana, 2004). These features are also reported to play a major role in assessment, differential diagnosis and rehabilitation of communication disorders (Duggirala, 1983-1984, 1995, 2005; Edward & Valter, 2006, 2007; Hoasjoe, Martin, Doyle & Wong, 1992; Premalatha, Shenoy & Anantha, 2007). Analysis of speech sounds is increasingly used in recent years to assess the anatomical and neuro-muscular maturation of speech mechanism (Duggirala, 1983-1984).

Vowel Duration

The vowel duration is an important parameter which provides information on the prosodic as well as linguistic aspects of speech. Vowel duration may be taken as the difference in time between the onset of the first identifiable period and the offset of the last identifiable period in the vocalic segment which can be better identified by wideband spectrograms using a resolving filter of 293 Hz bandwidth (Manwal, Gilbert & Lerman, 2001). Gopal (1987) defines vowel duration as the duration from the onset of the vowel to the offset of the vowel. The onset and the offset of a vowel are determined by the presence and absence of clearly visible first two

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formants on the spectrogram respectively. He also commented that describing and quantifying the effects of various factors of vowel duration leads to predictive rules that could be effectively used in speech recognition and in speech synthesis. Krause (1982) defines vowel duration as the difference between the vowel onset and vowel offset, where vowel onset is defined by the initiation of formant structure coincident with periodic energy and vowel offset defined by the end of second formant energy.

Vowel duration can be used to signal the stressed syllable (Fry, 1955), mark the word boundaries (Lehiste, 1959), identify the syntactic units (Gaitenby, 1965), to distinguish between similar phonetic segments (Denes, 1955; Lisker & Abramson, 1964) and determine phonetic quality (Lehiste, 1970). Vowel duration and intonation play an important prosodic feature in the quality of synthesized speech (Sreenivasa Rao & Yegnanarayana, 2004). The duration of the vowel is influenced by the position, phonological and contextual factors. Other factors such as gender, psychological state, age, relative novelty in the words affect its duration.

Vowel Duration in Telugu

Vowel duration in Telugu is subject to a number of contextual effects (Duggirala, 2005). Nagamma Reddy (1986) reported that, the ratio of short and long vowel duration in word-initial to word-medial vowels of Telugu is more than 1:2. In a single case study, on the duration of vowels in Telugu in different consonant environments, Girija and Sridevi (1995) reported that the duration of a long vowel is approximately twice the duration of a short vowel and the ratio between the short and long vowels is 1:2.1. The longest among short vowels is /o/ and the shortest is /u/ and the longest among long vowels is /a:/ and the shortest is /e:/. These studies do not reflect the vowel duration in different age groups, gender variations and dialectal variations.

Tense and Lax Vowels

The approximate configuration for tense vowels is said to require a longer period than that for lax vowels, which results in relatively longer vowel duration for tense vowels as compared to lax vowels (Mitleb, 1984). In English language, lax/short vowels have much shorter vowel duration than long/tense vowels. It is also reported that, the discrepancy between the

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longest of the short vowel (/ɛ/, 185 ms) and the shortest of the long vowel (/u:/, 225 ms) is 40 ms (Hongyan, 2007).

Effect of Dialectal Variations on Vowels

Dialectal or regional variations have an effect on acoustic characteristics of vowels. Study of acoustic measures (duration, first and second formant frequencies) from six regional varieties of American English, revealed a consistent variation due to region of origin, particularly with respect to the production of low vowels and high back vowels. Vowel system of American English is better characterized by the region of origin than in terms of single set (Clopper, Pisoni, & de Jong, 2005).

Studies on Telugu Vowels

Most of the studies on acoustic analysis of Telugu vowels in the literature (Kostić, Mitter & Krishnamurti, 1977; Nagamma Reddy, 1998, 1999; Prabhavathi Devi, 1990; Girija & Sridevi, 1995; Sreenivasa Rao, Suryakanth, Gangashetty, & Yegnanarayana, 2001) have been done only on adults or children, in limited consonant contexts, in limited sample size, selected from one region/dialect, with no comment on gender variations. With recent advances in the rehabilitation of communication disorders, knowledge on acoustic characteristics of speech sounds in each age group, language, dialects, and gender will assist the clinician in assessing, diagnosing and rehabilitating communication impaired individuals. The paucity of comprehensive data on the vowel duration of vowels in Telugu across different age group, has prompted the current study.

Method

Material

A list of 100 meaningful disyllabic words consisting of CVCCV and CVCV syllables were selected from Telugu magazines and dictionary (Sitaramacharyulu, 2005) and given to age appropriate normals across the three different regions (Coastal, Rayalaseema and Telengana) for familiarity rating. Words that were rated as familiar and most familiar across all the regions and age groups were selected for compilation of the final word list. Final list of 60 words (Appendix I) consisting of all ten short and long vowels present in Telugu, in all possible consonant and

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semivowel context was prepared. The target word was embedded in the final position of a carrier sentence "/i: padamu (target word) /" (This word is _____), so as to obtain reasonable uniform stress and intonation patterns (Bennett, 1981; Most, Amir & Tobin, 2000).

A total of 4320 tokens of vowels from 72 participants served as the initial sample size. 21 tokens were eliminated owing to poor acoustic features, bringing down the final sample size to 4299.

Participants

A total of 72 Telugu speaking normals from three different regions (Coastal, Rayalaseema and Telengana) in three different age groups (Group I: 06 to 09 years; Group II: 13 – 15 years; Group III: 20 – 30 years) with equal gender ratio participated in the study. Selection of age criteria for Group I was to avoid the effect of pubertal changes among the participants. Both genders were included in this group, as children below this age group generally don't demonstrate any significant differences in their vocal characteristics (Most, Amir & Tobin, 2000). The mean age across each group that participated in the study is Group I – 8.5 years, Group II – 13.42 years and Group III – 23.42 years. Each age group was further divided into equal number of males and females. Further, three subgroups were made based on each region (Coastal, Rayalaseema and Telengana) of the language usage. A total of 18 subgroups were formed. All the participants were born in Andhra Pradesh and were native Telugu speakers. A qualified Audiologist and Speech-Language Pathologist evaluated and certified their speech, language, and hearing, as being normal at the time of data collection.

Procedure

The randomly selected participants from the respective groups were comfortably seated in a sound treated chamber. With the condenser microphone to mouth distance kept constant at 2 centimeters, the recording was done on to the hard disk of a personal laptop computer (IBM ThinkPad, with Genuine Inter(R) CPU, T2300 @ 1.66GHz, 504 MB of RAM and with a built-in audio interface card) installed with the Wave Surfer recording software. The speech sample was recorded at a sampling rate of 22,050 kHz and bit rate of 256 kbps.

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The tokens were presented on the computer screen to the participant one at a time. The participant was instructed to read the target embedded sentence twice as it appeared on the screen. All recordings were stored in Microsoft Windows wave format (*.wav) for future retrieval and analysis. From the two thus recorded sentences, the perceptually correct target word was extracted using Adobe Audition (version 3.0) software. The extracted sound was saved in *.wav format. The target words were presented to one Telugu speaking adult Speech Language Pathologist to perceptually judge the correct pronunciation of the target word. Computerized Speech Lab (CSL) 4500 was used for temporal and spectral analysis of the target vowel present in the target word. An anti-aliasing filter with a 10 kHz cutoff frequency was used before A/D conversion and a pre-emphasis factor of 0.8 was applied.

10% of the sample was randomly selected and given to an experienced Speech Language Pathologist for reliability. Results from the paired t-test suggest that the two measures are highly reliable. ($\underline{t}_{(431)} = 0.10$, p = 0.920). 10% of the sample was randomly selected and re-analyzed by the researcher to test the test-retest reliability. Results from the paired t-test suggest that the two measures are highly reliable ($\underline{t}_{(431)} = 1.026$, p = 0.309).

Results

The mean and 1 standard deviation (1 SD) bars of all vowels' vowel duration are depicted in Figure 1 and Table 1. Scrutiny of the vowel duration data revealed that the mid high vowel /e/ and low mid vowel /a:/ were the longest and the high front vowels /i/ and /i:/ were the shortest. Central vowels were longer followed by front and back vowels. It was also observed that, the mean vowel duration of the short vowel was shorter followed by long vowel.

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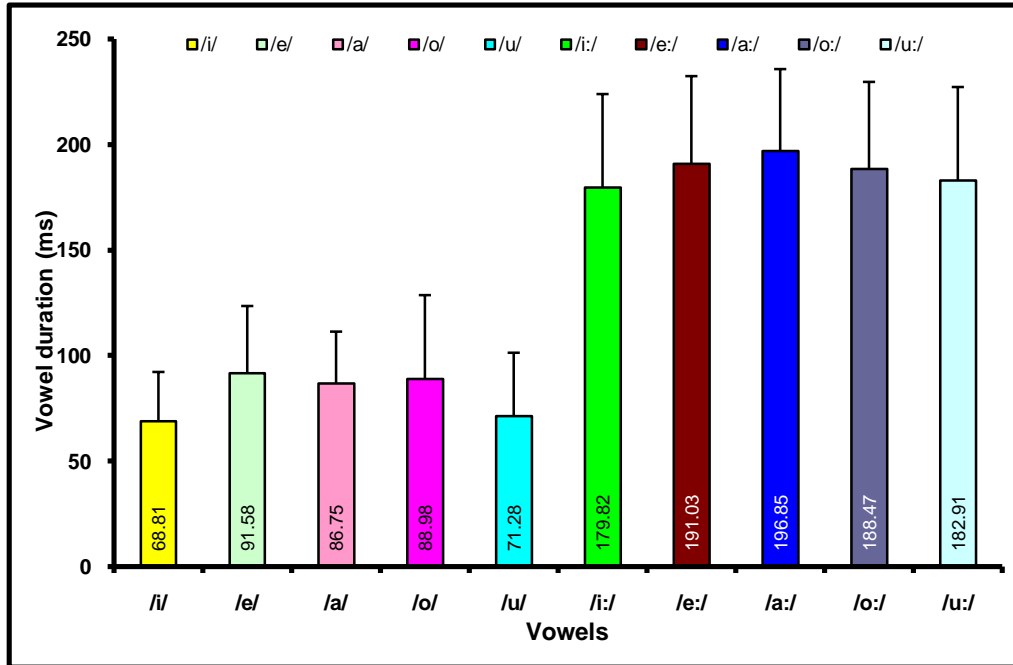
Figure 1: Mean vowel duration (ms) and 1 SD bars of all vowels

The mean vowel duration was also longer in children followed by adults and adolescents in all long vowels. The means with 1 SD bars of vowel duration across the age groups are depicted in Figure 2 and Table 1.

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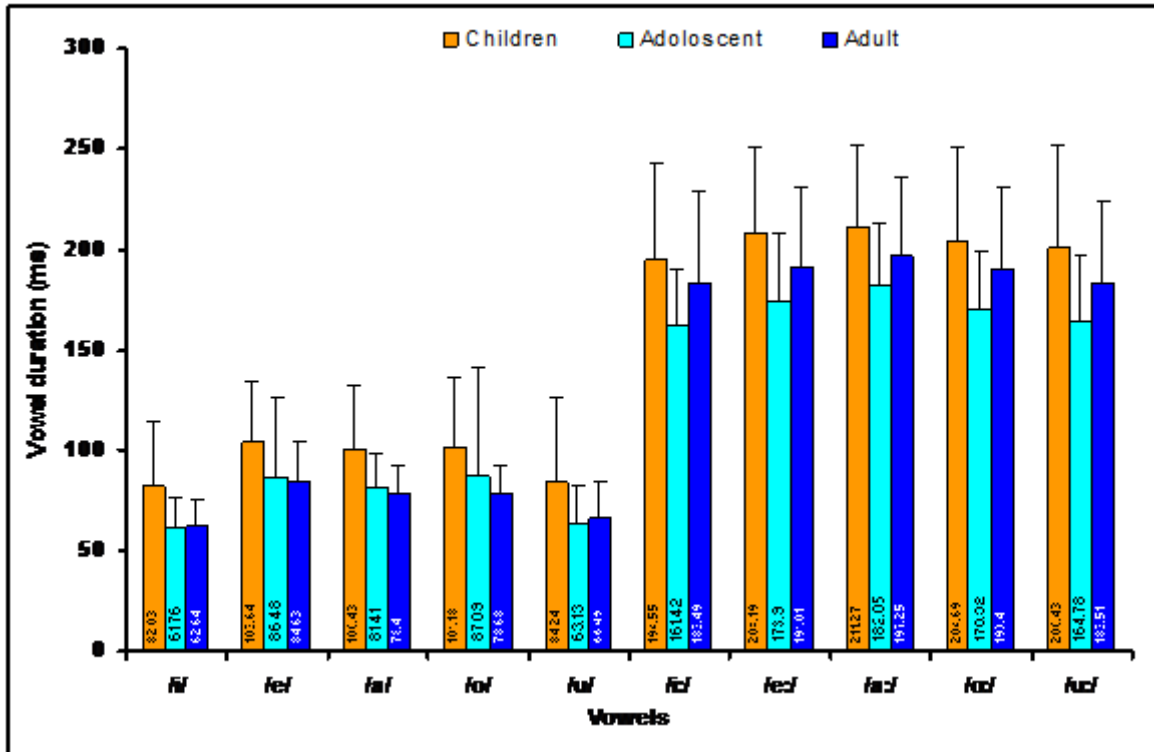
Figure 2: Mean vowel duration (ms) and 1 SD bars across age groups

Region wise, speakers from Rayalaseema region had longer mean vowel duration for all short and long vowels followed by Telengana and Coastal speakers. Among short vowels, front mid vowel /e/ had the longest mean vowel duration for Coastal, Rayalaseema and Telengana speakers. Short front high vowel /i/ had the shortest mean vowel duration for Coastal, Rayalaseema and Telengana speakers. Among long vowels, low mid vowel /a:/ had the longest mean vowel duration in Coastal, Rayalaseema and Telengana speakers respectively. Long vowel /i:/ had the shortest vowel duration for Coastal, Rayalaseema and Telengana speakers respectively. The means with 1 SD bars of vowels duration across region groups are given in Figure 3 and Table 1.

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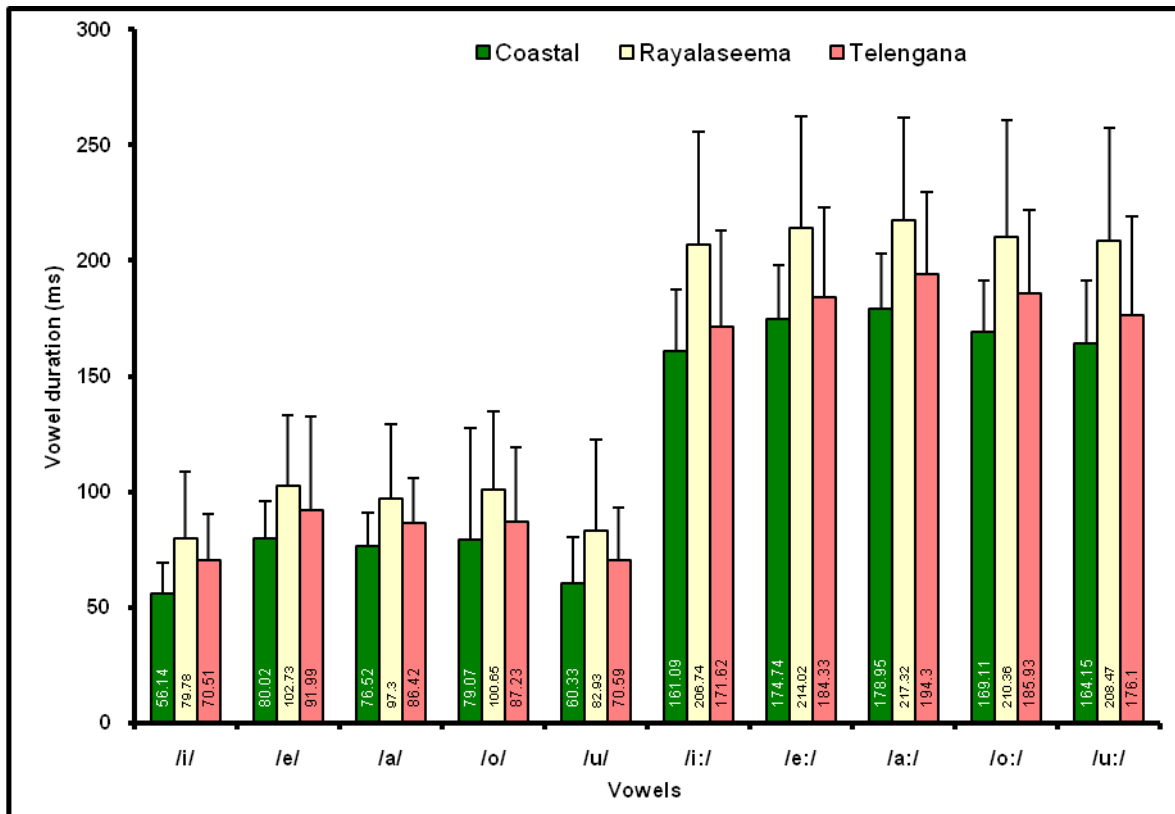
Figure 4: Mean vowel duration (ms) and 1 SD bars across region groups

In order to understand the associations of age, gender and region with vowel duration and which of the vowels studied have significant difference in vowel duration among the age and region groups, a random intercept model was used. The results are given in Table 2.

From Table 2 it is observed that, there is a significant association of vowel duration with age and region with, age having negative association. Further to study which of the vowels differed significantly among the age and region groups, Tukey HSD was done and the results suggested that vowel duration of all short vowels (/i/, /e/, /a/, /o/ and /u/) did not show statistically significant difference between adolescents and adults and for /i:/ between children and adults (Table 3). Within the region groups, vowel duration of vowels /o/, /i:/, /e:/ and /u:/ did not show statistically significant difference between Coastal speakers and Telengana speakers (Table 4).

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Table 2: Statistical analysis using random intercept model for VD

N=4320

Covariates	Estimate	Std. Error	Wald ratio	P value*
Constant (β_{0ij})	137.08	9.58	14.31	< 0.01
Age (β_{1ijk})	-0.82	0.08	-10.25	< 0.01
Gender (β_{2ijk})	-2.57	1.07	-2.40	0.01
Region (β_{3ijk})	5.69	0.65	8.75	< 0.01
Variance components				
Random Error:	1207.54			
Consonant Level:	42.28			
Individual level:	2970.79			
Total variation:	4220.6			
-2*loglikelihood(IGLS) = 43190.59				

significant at 0.05 level

Table 3: Post hoc results for each vowel between age groups for VD

N=4320

Vowel	(I) Age Group	(J) Age Group	Mean Difference (I-J)	Sig.
/i/	Children	Adolescent	20.26(*)	< 0.01
	Children	Adult	19.39(*)	< 0.01
	Adolescent	Adult	-.88	0.968
/e/	Children	Adolescent	17.16(*)	< 0.01
	Children	Adult	19.01(*)	< 0.01
	Adolescent	Adult	1.85	0.847
/a/	Children	Adolescent	19.02(*)	< 0.01
	Children	Adult	22.03(*)	< 0.01
	Adolescent	Adult	3.01	0.392
/o/	Children	Adolescent	14.08(*)	0.014

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Vowel	(I) Age Group	(J) Age Group	Mean Difference (I-J)	Sig.
	Children	Adult	22.49(*)	< 0.01
	Adolescent	Adult	8.41	0.211
	Children	Adolescent	21.11(*)	< 0.01
/u/	Children	Adult	17.75(*)	< 0.01
	Adolescent	Adult	-3.36	0.443
	Children	Adolescent	33.14(*)	< 0.01
/i:/	Children	Adult	11.06	0.166
	Adolescent	Adult	-22.07(*)	0.001
	Children	Adolescent	34.28(*)	< 0.01
/e:/	Children	Adult	17.18(*)	0.001
	Adolescent	Adult	-17.10(*)	0.001
	Children	Adolescent	29.22(*)	< 0.01
/a:/	Children	Adult	14.02(*)	< 0.01
	Adolescent	Adult	-15.20(*)	< 0.01
	Children	Adolescent	34.36(*)	< 0.01
/o:/	Children	Adult	14.29(*)	0.031
	Adolescent	Adult	-20.07(*)	0.001
	Children	Adolescent	35.65(*)	< 0.01
/u:/	Children	Adult	16.92(*)	0.016
	Adolescent	Adult	-18.73(*)	0.006

*significant at 0.05 level

Table 4: Post hoc results for each vowel between region groups for VD

N=4320

Vowel	(I) Age Group	(J) Age Group	Mean Difference (I-J)	Sig
/i/	Coastal	Rayalaseema	-23.64(*)	< 0.01

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Vowel	(I) Age Group	(J) Age Group	Mean Difference (I-J)	Sig
	Coastal	Telengana	-14.38(*)	< 0.01
	Rayalaseema	Telengana	9.26(*)	0.029
	Coastal	Rayalaseema	-22.71(*)	< 0.01
/e/	Coastal	Telengana	-11.96(*)	0.001
	Rayalaseema	Telengana	10.74(*)	0.004
	Coastal	Rayalaseema	-20.78(*)	< 0.01
/a/	Coastal	Telengana	-9.90(*)	< 0.01
	Rayalaseema	Telengana	10.88(*)	< 0.01
	Coastal	Rayalaseema	-21.58(*)	< 0.01
/o/	Coastal	Telengana	-8.17	0.232
	Rayalaseema	Telengana	13.42(*)	0.021
	Coastal	Rayalaseema	-22.60(*)	< 0.01
/u/	Coastal	Telengana	-10.25(*)	0.001
	Rayalaseema	Telengana	12.34(*)	< 0.01
	Coastal	Rayalaseema	-45.65(*)	< 0.01
/i:/	Coastal	Telengana	-10.53	0.161
	Rayalaseema	Telengana	35.11(*)	< 0.01
	Coastal	Rayalaseema	-39.28(*)	< 0.01
/e:/	Coastal	Telengana	-9.59	0.084
	Rayalaseema	Telengana	29.69(*)	< 0.01
	Coastal	Rayalaseema	-38.38(*)	< 0.01
/a:/	Coastal	Telengana	-15.35(*)	< 0.01
	Rayalaseema	Telengana	23.03(*)	< 0.01
	Coastal	Rayalaseema	-41.25(*)	< 0.01
/o:/	Coastal	Telengana	-16.81(*)	0.006
	Rayalaseema	Telengana	24.44(*)	< 0.01
/u:/	Coastal	Rayalaseema	-44.32(*)	< 0.01

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Vowel	(I) Age Group	(J) Age Group	Mean Difference (I-J)	Sig
	Coastal	Telengana	-11.96	0.103
	Rayalaseema	Telengana	32.36(*)	< 0.01

*significant at 0.05 level

Discussion

From the results, it is inferred that there is a significant association between age and region with respect to vowel duration. As age increased, there was a significant decrease in vowel duration. From the analysis it is inferred that, vowel duration is influenced more by the individual variations as compared to preceding consonants.

The finding of reduced vowel duration for vowel /i/ in this study is similar to the findings of Nagamma Reddy (1998) and Prabhavathi Devi (1990) in Telugu and Sreedevi (2000), Venkatesh (1995) in Kannada. Similar findings have also been reported in English by Lisker (1974). The findings of the present study further support the report of Maddieson (1993) that vowel duration depends on the height of the tongue.

Central vowels having longer vowel duration followed by front and back vowels have been reported in most of the languages *viz.,* English (Clopper, Pisoni & de Jong, 2005; Hunyady, 2006), Hebrew (Most, Amir & Tobin, 2000), Greek (Daver, 1980), Telugu (Girija & Sridevi, 1995; Prabhavathi, 1990; Sreenivasa Rao, Suryakanth, Gangashetty & Yegnanarayana, 2001), and other Indian languages (Riyamol, 2007; Savithri, 1984; Venkatesh, 1995). Based on the aforesaid studies, it may be appropriate to conclude that vowel duration due to place of constriction is an universal phenomenon irrespective of language. This could probably be attributed to the anatomical and physiological aspects of the articulators involved in the production of these vowels.

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It can thus be concluded from the current study that, as the age increases, vowel duration reduces. The reduction in vowel duration as the age progresses is reported in English (Eguchi & Hirish, 1969; Kent & Burkhard, 1981; Kent & Forner, 1979; Krause, 1982; Smith, 1978), Hebrew (Most et.al., 2000) and in all Indian languages studied (Rashmi, 1985; Samuel, 1973; Sreedevi, 2000; Usha, 1978) excepting in Malayalam (Ampathu, 1998). Such a reduction in vowel duration could be attributed to neuromuscular changes that occur over the age (Eguchi & Hirish, 1969; Kent & Burkhard, 1981) and as an index of deterioration of vowel precision in various adult speakers (Strom, Thomson, Boutsen & Pentz, 2005).

Regional variations or dialectal variations in vowel duration as observed in the present study for Telugu have also been reported for American English (Clopper, Pisoni & de Jong, 2005; Gendrot & Adda-Decker, 2007).

Conclusion

Vowels are produced by voiced excitation of the open vocal tract. Vowels are classified based on the tongue height, position of the tongue, lip position, soft palate position, phonemic length, articulators' tension and pitch. Acoustically, vowels are characterized by changing formant pattern, formant bandwidth, duration, amplitude and fundamental frequency.

Acoustic characteristics of vowels are generally studied based on their Fundamental Frequency, Formant Frequencies, Vowel Duration and Intensity. Acoustic studies illuminate the subtle differences in the production problems experienced not only by the hearing impaired but also in normal individuals and in different languages (Edward & Valter, 2006 & 2007; Duggirala, 1995; Ladefoged, 1975).

Telugu belongs to the Dravidian family of languages (Krishnamurti, 2003) and is the second most widely spoken language in India (Hussain, Durrani & Gul, 2005). It has ten vowels (long and short: i, e, a, o, u) and seventeen consonants (six plosives: p, b, t, d, k, g; two retroflex stops: t%, d%; two affricates: tΣ, dZ; two fricatives: s, Σ; two nasals: m and n; one lateral: l; and

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two semi-vowels: /w/ and /y/) (Nagamma Reddy, 1986). Most of the studies on acoustic analysis of Telugu vowels in the literature (Kostić, Mitter & Krishnamurti, 1977; Nagamma Reddy, 1998, 1999; Prabhavathi Devi, 1990; Sreenivasa Rao, Suryakanth, Gangashetty, & Yegnanarayana, 2001) have been done only on adults or children, in limited consonant contexts, in limited sample size, selected from one region/dialect, with no comment on gender variations. However, these factors (age, dialectal variations, and consonant context) play significant role on the acoustic characteristic of vowels. The paucity of comprehensive data on the acoustic characteristics of vowels in Telugu across different age group and regions on the most essential features (vowel duration, formant frequencies, and bandwidth), has prompted the current study.

The aim of the current study was to investigate the vowel duration of vowels in Telugu language across different age groups, and different regions in Andhra Pradesh. A list of 60 words consisting of ten vowels eighteen consonant and semivowel present in Telugu were used to analyze the temporal and spectral characteristics of the first vowel occurring in CVC/CVCCV context. A total of 72 randomly selected, Telugu speaking normal participants from three different regions (Coastal, Rayalaseema and Telengana) in three different age groups (Group I: 06 to 09 years; Group II: 13 – 15 years; Group III: 20 – 30 years) with equal gender ratio participated in the study.

A total of 4320 tokens of vowels from 72 participants served as the sample size for analysis. Descriptive analysis of the data was performed using SPSS 16. A three-level model was constructed with individuals as first level, consonants context as second level and vowels as third level, to evaluate the effect of age and region on the response variables (vowel duration,), a multi-level approach (Quene & Bergh, 2004) was used in MlWin 1.1. Significance levels were determined with Wald test. Further to estimate the significant mean difference of each vowel between the age and region groups for each response variables, one way ANOVA with Tukey HSD post hoc test were used respectively using SPSS 16.

From the current study, it can be concluded that, in Telugu:
- Vowels /e/ and /a:/ have longest vowel duration.

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- Short and long vowels /i/ have shortest vowel duration.

- Children have longer vowel duration as compared to adolescents or adults.

- Regional influences are seen on vowel duration. Rayalaseema speakers have longer vowel duration as compared to Coastal or Telengana speakers.

From the current study it is inferred that, vowels in Telugu follow universal criteria of vocal tract constriction and resonance characteristics, especially spectral parameters. As reported, significant variations in vowel duration of vowels in Telugu exist between children, adolescents and adults; Coastal, Rayalaseema and Telengana speakers. Hence, it is essential for speech language pathologists to apply the age, gender and region appropriate normative data to achieve appropriate speech output. From the multilevel statistical analysis, it is observed that consonants have higher contribution to the changes in formant frequencies and hence consonant contexts of the words with the target vowel should be carefully selected during comparisons of speech samples.

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Narratological Framework in Heer Waris Shah
An Application of Valadimir Propp's Narrative Situations

Kaneez Fatima Syeda

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Introduction

Poetry is a kinship between the felt experience and the resources of language whatever language it might be. The question of form in poetry is not limited to the kind of meter or stanza pattern used. With pure poetry it means the inner structure of a piece of poetry; the underlying narratological framework of composition and style. Every language of the world is rich and fertile enough to cater a poetic mind touching the heights of imagination. It is the tinge of imagination, however, which varies from mood to mood; from soul to soul.

When a candle is lit, its light knows no direction, no clime. Its luminosity

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spreads like wave of fragrance equally in all directions either it is east or west. If

the world has poets like Milton, Wordsworth and Coleridge in west, equally it has

some mighty names in east which deserve to have same claim to be renowned.

One such name is Waris Shah, the Punjabi sufi poet (1722-1792) whose folk-lore

verse 'Heer' has much claim to be recognized as great an epic as Homer's

Odyssey or Spenser's Fairy Queen. Waris Shah experienced mysticism right

from tender age which shaped the focus of his poetry and his creative enterprise

witnessed the great realities through the naked eye of imagination. "He repaired

to Pakpatan (a town in Punjab) where he is known to have practiced religious

austerities and had mystical experiences at the seat of the great sufi savant

Sheikh Farid Shakarganj, his spiritual mentor." (Singh, 1988: 8)

History being witness, Heer is the most repeatedly versified tale of Punjabi.

language. According to the available historical evidences, it was first indited

by the Hindu levi poet of Mughal dynasty, Hari Das Harya in Punjabi in 15th

century. First Hindi version of this tale was rendered by the poet Gung Bhutt

in the regime of Mughal emperor, Akbar whereas first Persian version of Heer

is reported to be written by Baqi Kolabi. Before Waris Shah, Heer was written

by many poets of different eras in various languages. It is such a popular

versified tale which was written even in Prakarat; one of the under-developed

languages of the sub-continent (Prakarat is the mixture of old Hindi and Punjabi

dialects). The famous Hindu poet Bhai Gurudas Guni has written it in Parakarat,

almost 60 years before it was written by Waris Shah. Before him it was composed

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by many in various languages and dialects; at present, however, the versified

tale of Heer is famous with the title of 'Heer Waris Shah' because no document

of Heer before Waris Shah has such felicity of style and beauty of narrative

technique. Waris Shah made it an epic poem; it was he who made it a true

romance of Punjab. " His characters are symbolic of human faculties."

(Serebryakov, 1975:55).

Waris Shah's Heer is the criticism on the social evils of

his time. He was the keen observer of the prevalent social evils of his time.

" Waris Shah's Heer symbolized expression of man by man. She struggled to

wrest her rights from a male-dominated society."(Mirza: n.p)

Waris Shah wrote the love epic of Heer in 1766. First

printed edition of Heer Waris Shah, according to Dr. Mohan Singh Deewana, was

published in 1851 by Chashma Noor Press Amratsar. It is most probably the

mystic vision of Divine love which has made this tale immortal:

  " Ishq peer faqir da martaba hai

    mard ishq da bhala ranjool mian."(Warsi, 2007:15)

(divine love is the status of selected ones. The receiver of this status is better

even if grieved, sir.)

In writing Heer, Waris Shah presents the true image of Divine love. He seems to

be the follower of Ibn-ul-Arabi. " Ibn-ul-Arabi went so far as to say that the most

perfect vision of God is enjoyed by those who contemplate Him in woman."

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(Nicholson, 1998: 44)

Methodology

This paper tends to analyze Heer Waris Shah on narrative level; how skillfully and masterly the tale is told. The paper is based on the basic narratological concepts proposed by Vladimir Propp(1895-1970) in his analysis of the plot components of Russian folk-tales. Vladimir Propp has worked upon the narrative construction in Russian folk-tales to identify their simplest irreducible narrative elements. He broke up fairy-tales into sections and through sections, he was able to define the tale into a series of sequences that occurred within the tale. According to Propp, usually there is an initial situation after which the tale takes 31 functions. Vladimir Propp used this method to decipher Russian folklore and fairy tales.(Propp, 1958: 25)

The present paper analyses Heer Waris Shah on the model of these 31 functions within the tale. It is an attempt to judge Heer Waris Shah as folk-lore of Punjab to equate it with Russian folk-tales on its narrative level. The paper traces the basic components of plot and narrative framework in Heer Waris Shah. This work is an attempt to suggest the international reading of this epic.

Narrative situations

The very first function given by Propp is ' Absentation' in which a member of family leaves the security of the home environment. This may be the hero or some other member of the family. The story of Heer Waris Shah runs as: Ranjha,

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the hero of the epic is the resident of Takht Hazara; a village of Punjab. He is the

youngest son of the chieftain of the village, late chaudri Mauju. Ranjha uses to

spend most of his time in merry making, singing and playing on flute. His

brothers turn against him because of his lethargy. They take the fertile land after

the death of their father and give Ranjha the barren one to plough. Ranjha fails to

plough the land. The wives of his brothers ridicule him and ask him snidely that if

he has some manly traits he must go and bring Heer Sial of Jhang as his wife by

wedding her. Heer is famous for her bewitching beauty in all over the Punjab.

The 'Absentation' enters the story when Ranjha takes it as challenge and leaves

the security of his home to marry Heer, whom he has never seen but the burning

flame of love is there in his heart like some divine frenzy. Ranjha leaves

home in the pursuit of his beloved:

 Rooh chad qalboot jiun widah honda

 Tinwain aih darwaish sidharya ee

  Un pani Hazaray da qasam kr k

  Qasad Jhang Sial chitarya ee

  Keeta rizq te ab udas Ranjha

  Chalo chal hi jiu pukarya ee."(Warsi, 2007: 12)

(as soul leaves the body so leaves Ranjha. He abandoned the bread and butter

of Hazara, his home town and left for Jhang Sial. He left all in utter grief. His soul

urged him to leave.)

The artistic beauty of these lines is quite evident. Apart from the initial step of a

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tale; the absentation, the lines are marked for classic epic style as well. The

second situation according to the model of Propp is 'Interdiction' which is

addressed to the hero (don't go there, don't do this). Through interdiction the

hero is warned against some action. In Heer, twice the interdiction has been

addressed to Ranjha. First, his brothers, now ashamed of their foul play, try to

hold Ranjha back. They ask him not to depart:

"Akh Ranjhia bha keh bani tairay, dais apna chad sidhar nahin

weera ambri jaya ja nahin, sanun nal firaq de mar nahin."(Warsi,2007:13)

(Tell us brother Ranjha what has happened to you? Don't go brother leaving us

alone. We can't stand your departure; will die without you.)

Ranjha violates this interdiction and the third situation ' the violation of

interdiction' can be traced easily:

" Ranjhay akhia uthia

rizq maira, maithu bhaiu tusi keh mangday ho"

Sanbh lia je bap da milakh sara, tusi sak na sain na ang de ho

Was lagjay ta Mansoor wangu mainu cha sooli utay tangday ho

Wichun khushi ho asan de niklne te, muhu akhde gal kiun sang de ho

(Warsi, 2007:13)

(What else can I do for you says Ranjha, I have abandoned my native place.

You,who have snatched from me the inherited land of my father can never be my

kins. You can even hang me like Mansoor if you get a chance. You, pretenders,

are happy from within on my departure, so, I must go.)

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Ranjha leaves home and starts for Jhang Sial, a far off village which is the native village of Heer. In his way, he stays in a mosque to spend night. Being habitual of singing and playing on flute which serves as a magical weapon in the tale, Ranjha does the same there. His song is so enchanting that the whole village gathers in the mosque to listen to his music. The caretaker of the mosque gets enraged and scolds Ranjha for singing the song in the mosque. He orders him to leave the mosque instantly irrespective of its being night. That village was situated on the bank of river Chenab. Ranjha tries to get some boat but fails and decides to cross the river by swimming through. The villagers being spell-bound by Ranjha's song do come with him to the river side. They try to stop him from swimming as the river is so deep and cold. Here we notice the second interdiction(don't do this).

"saeen wanjhin chanau da unt nahin, dub marain ga thil na sajna wo

  charh modhian te tainu asin thilan, koi jan tun dhil na sajna wo

  sada aqal shaoor toon khas leeta, riha kakhra hil na sajna wo

  huth badhian asin ghulam tairay bhanwain waich pr thil na sajna wo

  sadian akhian de wich wang dheeri daira ghat bahu hil na sajna wo

  Waris Shah mian tairay chokhnay han sada kalja sil na sajna wo"

(Warsi,2007: 21)

(The river Chenab is fathomless to the extent that hundreds of bamboos tied together cannot reach its bottom, so don't swim dear one. We will make you sit astride on our shoulders while swimming if you are so bent upon crossing the

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river but you must not try to lose your life by swimming alone dear one. You have enslaved us by your enchanting song; we are your slaves; do whatever you like to do with us but don't swim dear one. You must remain in our eyes like eye-ball and never leave us dear one.)

Ranjha violates the interdiction again and crosses the river. By much toil, he reaches Jhang. Heer and Ranjha both see each other in the garden of Heer where she was playing with her friends. Ranjha plays on flute and it serves as magical weapon and brings Heer to the scene. They meet as strangers but there eternal love for each other gets recognition. The couple now feels the same intensity and pangs of love in their hearts which departed lovers feel when united after a long time. Ranjha decides to live in that village and by pretext he gets a job of cattle server from the father of Heer, Chauchak Sial, and starts living with them as a servant. The couple use to meet daily by the bank of river Chenab where Ranjha takes the cattle for bathing and Heer goes to play with her friends. Jhang, now a big city of Pakistan is still situated on the bank of same river Chenab as it was on those days. Heer prepares ' choori' (a mixture of bread, butter and sugar to eat) for Ranjha daily and takes it to him. One day, Kaidu, the deformed uncle of Heer, who is very jealous and evil-natured man, happens to see the couple and reports the matter to Heer's father in front of a huge gathering of villagers. Chauchak, Heer,s father does not believe on his report and scolds him. Kaidu, now thinking of bringing some solid proof, decides to go to Ranjha in disguise of a beggar and bring some choori as alms in the same pot which was

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easily identifiable by Chauchak of his own home. So, he disguises him and goes

to Ranjha on the same moment when Heer goes to bring some drinking water for

Ranjha as he was afraid of being recognized by Heer. Here, the next situation

proposed by Vladimir Propp, ' Reconnaissance' enters the story. According to

Propp, it is the situation in which the villain (often in disguise) makes an active

attempt of seeking information. See these lines containing 'Reconnaissance':

"Kaidu topi sailian pa gul wich, wang faqar de ang wataunda ee

   topi pehn ke sheikh di bani soorat, iblees de maker banaunda ee

   Heer gai ja nadi wal lain pani, Kaidu an ke much wikhaunda ee

   Asi bhukh ne bahut hairan keeta, an sawal khuda da paunda ee"

<div align="right">(Warsi,2007:39)</div>

(Kaidu disguises himself as beggar. He seems to be a very miserable pious man

but inwardly he has devilish designs. He appears on the scene when Heer goes

to bring water. He beggs Ranjhato get some 'choori' and saya that he is very

hungry.)

Ranjha, deceived by disguised Kaidu gives him the pot containing

'choori'. Kaidu , now triumphant quickly runs back. Here the next three situations

given by Propp can be seen. These are:

 1: Delivery: the villain gains information about the victim.

 2: Trickery: the villain attempts to deceive the victim to take possession of his

   belongings.

 3: Complicity: the trickery of the villain works and the hero naively acts in a way

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that helps the villain.

These three situations are quite evident by these lines in which Heer perceives the matter when she comes back. She addresses Ranjha in these words:

" Heer akhia Ranjhna bura keetu, tain ta puchna si duhraikay te

mairay aunay teek udeekna si, galin laikay kiun udaikay te

main ta janda nahin sa aih soonha, khair mangia su maithu aikay te

khair laindu hi pichan nu turt bhana, uth wagia kand walaikay te"

(Warsi, 2007:40)

(You did wrong Ranjha, says Heer to him, you should have seen the matter wisely or made him stay till I returned. Ranjha replied that he did not recognize Kaidu, who was disguised as a beggar and requested for some 'choori' as alms. Quickly he ran back after getting 'choori'.)

The next situation is villainy in which the villain causes harm to the hero and the second option of this situation is that a sense of lack is identified by the family or within the community. The first option of this situation is evident from this discourse of Kaidu in which he succeeds in bringing the proof to Heer's father. Heer tries to snatch 'choori' from Kaidu by force but somehow or other, he brings it to Chauchak. See these lines:

"adhi dulh pai, adhi kho lai, chun mail ke parain wich liaunda ee

kaiha manday nai su mool maira, choori paliun khol wikhaunda ee nahin

Chuchkay nu koi mat dainda, nadhi mar ke nahi samjhunda ee

chak nal ikalri jaiy bailey, aj kal koi leek cha launda ee"

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(Half of the 'choori' is snatched by Heer but the other half drops down which Kaidu brings to Chauchak and other villagers and says thus: you did not pay heed to me; now I have brought the proof. He produces the pot of 'choori' from his pocket and continues as: nobody asks Chauchak to control his daughter by force. She goes to see the servant Ranjha by river side which can soon blemish our family honour.)

Lack can be clearly seen in these lines in which the old women of the village report the matter to the mother of Heer:

"ma Heer de thay lok karan chughli Mehri Malkiay dhiu kharab he ni

asi masian, phuphian laj moian sada andrun jiu kabab hi ni

bailey jandi maseet da naun laikay kachay mar Quran kitab hi ni

loka bhanay masit de wich parhdi ehday sabaq da wakhra bab hi ni"

(Women come and tell Heer's mother that her daughter is spoiled. We as aunts they say, get ashamed and are burning inside with rage. Heer goes to meet her lover with the pretext of going to mosque to read Holy Quran but in fact she studies the scripture of love along with Ranjha.)

The parents of Heer get convinced by these evidences and they arrange Heer's marriage with Saidu Khaira who was the son of the chiefston of the neighbouring village. The father of heer orders Ranjha to leave the job and be off at once. Here the situation of meditation enters the story in which the lack is made known and

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the victimized hero is sent away. These lines reflect meditation:

"Rati Ranjhay ne mahin ja an dhoian,Chauchak Sial mathy wat paya e

bhai chad mahin, uth ja ghar nu, tiara tor bura nazar aya ee."

(Warsi, 2007: 46)

(That night when Ranjha brought back the cattle for rest, Chauchak Sial seemed infuriated. He said to Ranjha: leave the cattle here and go back whence you have come as your attitude has been reported to me as wrong.)

The next situation is beginning of counter action in which the hero decides to act in a way that will resolve the lack. This is a defining moment for the hero as his decision sets the course of future actions and by which a previously ordinary person takes on the mantle of heroism. This situation is very much there in the tale as Ranjha, dejected, goes to the bank of river Chenab where he happens to meet five saints (the people of Punjab strongly believe that there are the heavenly sprits of five saints which often wander on the bank of river Chenab and solve the problems of people with their blessings) Ranjha tells the saints his whole story and his intense love for Heer. The saints bless him with the prediction of his eternal union with Heer.

"bailey rab tha naun le ja warya, hoya dhup de nal zaheer mian

auhdi naik saat ruju an hoi milay rah janday punj peer mian

Ranjha waikh k taba farishtia de,panjan peeran de pakar adheer mian

Mainu Heer da ishq he Heer bakhshu us rab de tusi ho meer mian

Bakhshi Heer dargah thi tudh tain yad karain sanu paway bheer mian

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Mehr nal punjan peeran bakhsh diti khadim ho gai juti Heer mian."

<div align="right">(Warsi, 2007: 36)</div>

(By the grace God, Ranjha went to the river bank. It was his good luck that the five saints met him on their way to river. Ranjha fell in their feet and asked them to bless him with Heer. The five saints prayed for Ranjha, their prayers were fulfilled and they predicted that Ranjha will be united with Heer)

Then comes the next situation, 'Departure' in which the hero leaves the place where he is residing. Ranjha, now being confident of the predicted union with Heer, leaves the job and residence given to him by Heer's father:

" Ranjha sat khoondi, utun lah bhoora,chad chalya sab mingwar mian

jia chor nu tharay da kharak pahunchay,chad turay he san da par mian."

<div align="right">(Warsi, 2007: 47)</div>

(Ranjha throws away the stick with which he used to handle the cattle and he departs. Same as some thief when hearing noise of gatherers flees away leaving everything behind)

The same can be treated as the next situation of the tale given by Vladimir Propp. This situation is 'First function of the donor' in which hero is tested either he can stand the crisis or not. So, here Ranjha is tested. Ranjha leaves the job of Chauchak and withstands the test which may be treated as the next situation of the story which is called 'Hero's reaction'. Ranjha goes to live by the bank of river Chenab as he does not want to leave the village of Heer. Heer, one day deceiving her parents goes to meet Ranjha on the river bank and there, again,

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appear the five saints who guide the couple about their future. Here the situation no.15 'Guidance' can be traced from the tale:

"bacha duhan ne rab nu yad krna, nahin ishq nu leek lagawna ee

bacha kha choori, cho majh boori, zara jiu nu nhin wilawna ee

tuhanu mehna jag ne lawna ai, pr ishq thi nas na jawna ee

ais ishq da wanj biupar aihu, jiu jan te sees gawanwna ee"

(Warsi, 2007:50)

(Always remember God, my children and remain contented but never blemish your love for each other. People will raise fingers on you but you should not abandon love. Love always tests the lovers to the extent that it can take life as even).

They receive the guidance and Heer returns home. Meanwhile, her parents arrange her marriage and forcefully get her married as she refuses for that marriage. Heer does not accept that wedlock from her heart and leaves the home of her parents and her Ranjha with heavy heart. Here, the depiction of Heer's emotional departure from the home of her parents is quite heart rending. It, however, can be treated as the next situation of the story which is 'Liquidation' in which the initial lack of the tale is resolved. Heer's wedding can be treated as 'Liquidation' as the initial lack for her parents is now apparently resolved:

"doli chardian marian Heer cheekan, mainu le chalay babla le chalay

mainu rakh le babla Heer akhay doli ghat kahar ne le chalay

maira akhya kaday na morda sain,oh samay babal kithay gaiy chalay

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tairi chtar chawain babal rukh wangu,ghri wang musafran beh chalay"

<div align="right">(Warsi,2007:110)</div>

(Heer cried and screamed while ready to leave her father's home. She says: o' father, keep me at your home; they are taking me away. You have never ignored which I used to say, so don't let me go. I sat under your fatherly shelter for a few days and now you have put me under the cruel sunshine of grief and gloom. See, I am leaving your home empty handed and in tears.)

These lines, apart from the symbolic significance and the beauty of narrative art, depict the true spirit of love. "Waris wept in the sobs of Heer. This ballad has been composed by many but no one could catch the spirit of dejected beloved's inner feelings." (Narang, 1987:165)

Heer, reaches the home of her husband quite unwillingly and is fully determined to go to her Ranjha as soon as possible. After a couple of days, she writes a letter to Ranjha and asks him to come in disguise of a monk to take her back. Ranjha , again in pursuit of magical agents, approaches five saints who bless Ranjha again and this can be taken as next situation which is' Receipt of Magical Agents'. It can also be treated as 'Branding of the Hero' and ' Struggle' as well. The marriage of Heer and her letter to Ranjha containing the request of his 'Unrecognized Arrival' bring the next three situations of the plot. Here the tale takes a great turn. These situations, Propp says, are:

1. Return

2. Pursuit

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3. Rescue

Ranjha, the hero of the tale returns to his pursuit of Heer in order to rescue Heer from the shackles of cruel society and its so-called bonds. Heer writes to Ranjha that he should come disguised to rescue her:

> "tairay wastay bahut udas han main, Raba mail tu chirin vichunian nu
>
> hathi mapian diti sa zalman nu, lga loon kalaijian bhunian nu
>
> mot atay sanjog na talay moolay, kon morda sahian punian nu
>
> jogi ho k a tu sajna wo, kon janda jogian munian nu.(Warsi, 2007: 129)

(Heer says, I miss you a lot Ranjha. May God unite us the departed lovers. My parents have put me in the cruel hands of my husband; so my heart bleeds. It is my death like fate and no one can deny death. O, my dear Ranjha do come to rescue me in the disguise of a monk as no body questions such people anywhere.)

This request of Heer put Ranjha in the next situation which is 'Difficult Task' it is really a difficult task for Ranjha. After much meditation, Ranjha decides to go to the cottage of a hermit 'Balnath Jogi' to become his disciple in order to get a disguise of a monk. Hermits and monks are often bald-headed, they pierce their ears to wear ear rings. They are not easily recognized as they balm their body and face with a black liquid. Ranjha, gets spiritual guidance from Guru Balnath Jogi. See the lines in which there is a depiction of Ranjha's getting new disguise:

> "bujhi ishq di vau nu ag lagi, sama aya hai shoq jagawanay da
>
> Balnath de tilay da rah pharya, muta jagya kan parwawnay da"

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(The extinguished fire of love is now inflamed and the time of fulfillment has come. Ranjha starts for the cottage of Balnath and decides to pierce his ears in order to disguise himself as monk.)

Ranjha reaches to Balnath, the hermit and requests him to make Ranjha his disciple. With much effort he succeeds to convince Balnath who, finally, agrees to accept him as his disciple. We can entitle this situation as 'Transfiguration' in which, according to Vladimir Propp, the hero is given new appearance:

> "Balnath ne samnay sad Dheedu, jog dain nu pas baha lia su
>
> Rod bhod hoya, sua mali mun te, sabhu kormay da nam galya su
>
> Kan par k, jhar ke hirs hasrat, ik pal wich man dikha liya su
>
> Le k ustra dard firaq wala,palk jhalak wich rod kr dalya su."

(Balnath made Dheedu (Ranjha) sit in front of him to make him monk. Ranjha put the black liquid on his face. Balnath pierced the ears of Ranjha to shed aside his selfishness. He took the scissors of grief to make Ranjha bald-headed)

Finally, Ranjha reaches the village of Heer ,disguised as hermit (monk). Here comes the next situation of the story, 'Unrecognized Arrival'. Some girls of the village see the hermit (Ranjha) and questions him about his identity and native place. Ranjha replies as:

> "Ranjha akhda khial na pawo mairay, sap, shinh, faqir da dais kiah
>
> Koonjan wang mamolian dais chaday, asan zat, sifat te bhais kiah"

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(Ranjha says, o' girls don't disturb me as there is no native place of either serpants or lions or monks. They wander from place to place as do the gypsies and cranes. They have no identity.)

One among these girls was 'Sehti' Heer's sister-in-law who tells Heer about the monk and next day, bring Ranjha home as it was considered good omen to bring hermits or monks home in those days in rural Punjab. Heer, at once recognizes Ranjha but remains silent. Ranjha prays for Heer in style of monks and says that her departed lover will soon be united with her. Heer replies in these lines which can be cited as the next two situations of the plot, which are:

1. Recognition

2. Exposure of the hero

So, in these lines the identity of Ranjha, the hero is exposed to Heer:

> "Heer akhdi jogia jhoot akhain, kon ruthray yar milaunda ee
>
> aiha koi na milya main dhoondh thaki jaira gian num or liaunda ee"

(Heer Says, O Monk you are telling lies as no one can re-unite the separated lovers)

Next day, Heer plans to elope with Ranjha and pretends that she has been stung by a serpant. The husband of Heer brings Ranjha, the only available monk in the vicinity for her treatment as in those days the monks and hermits where considered to deal with such cases. Ranjha makes one night stay in the room of the patient (Heer) and at midnight they elope together. This can be taken as the second last situation given by Propp which is

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'Solution' in which the task is resolved. It can also be treated as, 'Punishment of the villain'. Both Heer and Ranjha go to the court of the king (Raja Addli) who was famous for his justice. The couple tells the whole story to the king and Heer says that her parents has got her married forcefully whereas she wanted to marry Ranjha whom she is in love with. The king issues a decree of their marriage and sends for the parents of Heer. The parents arrive in the court and takes Heer with them with the promise that they will obey the order of the king and arrange the marriage of Heer with Ranjha. The king asks Ranjha to bring his family members and the wedding procession according to the convention. Ranjha goes to bring his family. Meanwhile, the parents of Heer who had evil designs, kill Heer by poisoning her. Ranjha returns, get informed about Heer's death and himself dies at once. Their love was true, pure and eternal, so, their souls unite in heaven. Their eternal union can be taken as 'Wedding' the last situation of the tale given by Vladimir Propp. See the lines:

> "Ranjhay wang Farhad de ah kadhi, jan ho su gai hawa mian
>
> Dowain dar fana thi gaiy sabit, ja rupay ne dar baqa mian
>
> Dowain rah majaz de rahay qaim, nal sidq de gaiy wiha mian
>
> Waris Shah is khawab saraiy andar kai wajray gaiy waja mian"

<div align="right">(Warsi, 2007: 336)</div>

(Ranjha lamented like Farhad and died. Both Heer and Ranjha remained steadfast in love in this world so they are united in the eternal world. They were true to each other but being mortal had to die. Waris Shah, this world is like an inn where so many beat their trumpets and leave after all.)

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Conclusion

This paper clearly supports the claim that Heer Waris Shah, if

judged according to narrative frame work, is second to none. This is the great epic of love

which speaks volumes for beauty of style and diction. "Very fine characterization,

colloquial speech of all types, great wealth of knowledge, idioms, figures of speech,

imagery in abundance and variety of linguistic usages all over the text. These and many

other things, such as, the dramatic way in which the story is narrated, the succession of

scene after scene that builds the story and storms of unique poetry that occur from place

to place everywhere, have made this classic of the 18th century, the most popular book of

the language for persons of all ranks and faiths of the Punjab." (Serebryakov, 1975:55)

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End Notes

Choori: A sweet dish of rural Punjab made by mixing bread, butter and sugar.

Punj Peer: the five great sufi sages or spiritual guides i.e. Hazrat Baba Farid, Hazrat Lal

 Shahbaz Qalander, Hazrat Jalal-u-Din Surkh Bukhari, Harat Bahau din Zikrya

 Multani and Khawaja Khizar.

Adli Raja: the ruler of Kot Qaboola, near Pakpatan. His name was Muhammad

 Adil(1553-1557). He was the nephew of Sher Shah Suri. In his court Heer

 and Ranjha were taken.

Baila: River bank. In rural Punjab it mostly serves as a place to walk and play

Takht Hazara: A small town in Punjab, the native town of Ranjha.

Jhang Sial: Now a city in Punjab, at the time of Heer it was a small village. Native

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village of Heer.

Balnath: Guru Balnath Jogi is a prominent, legendary figure in the mystic tradition

of Punjabi literature. Like an earlier Guru Gorakhnath, he is

considered to be linked with Tilla Jogian, near Jhelam in Northern

Punjab. It was here that Ranjha went to take spiritual guidance.

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Utilization of Secondary Health Care Services among Urban Population in Dindigul District, Tamil Nadu

R. Kumaresan and Dr. K. Ramu, Ph.D.

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Abstract

Health and socio-economic developments are so closely interconnected that it is impossible to achieve one without the help of the other. The economic development in India has been gaining momentum over the last decade. Our health system is at crossroads today. Even though Government initiatives in public health have recorded some noteworthy successes over time, the Indian health system is ranked 118 among 191 WHO member countries on overall health performance. Building Health Systems that are responsive to community needs, particularly of the poor, is a must. Health sector is complex with multiple goals, multiple products and different beneficiaries. India is well placed now to develop a uniquely Indian set of health sector reforms to enable the health system to meet the increasing expectations of its users and staff.

Secondary health care is a basic health service which provides an integrated promotive, preventive and curative health care to the urban and rural population. The National Health Plan (1983) proposed reorganization of secondary health centers based

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on one Government Hospital for every 50,000 population. In this paper, an assessment is made of the secondary health care services and the efficiency of health care services provided in urban health centers.

Introduction

India has one of the lowest health budgets in the world. It is held that even after 64 years of Independence, the health sector has not received necessary allocation of funds from the planners. According to National Health Policy (NHP), 55 per cent of the outlay would be for the primary sector and 35 per cent and 10 per cent for the secondary and tertiary sectors respectively. The NHP report indicates that the attainment of health indices has been very uneven across the rural-urban divide. The statistics brings out the wide differences between the realization of health goals in the better-performing states as compared to the low-performing states. Given a situation in which national averages in respect of most indices are themselves at unacceptably low levels, the interstate disparity implies that for vulnerable sections of society in several states, access to public health services is nominal and health standards are grossly inadequate.

It has been already several years since the media published reports on the proposed National Urban Health Mission (NUHM) (*The Hindu*, 25 February 2008). A high-profile National Rural Health Mission (NRHM) was proposed as a five-year mission. The then Union Minister for Health and Family Welfare was quoted as saying, "This is the second largest health programme that will fill the lacunae created after the implementation of the NRHM and take care of the unmet needs in the fast urbanization process". Specifically, it sought to address the health of the urban poor and other disadvantaged sections and facilitate their access to the health service system. Slated to benefit 22 crore people with special emphasis on five crore slum-dwellers, the Rs. 9,159 crore mission was to be implemented in 429 cities including 100 cities that would be taken up in the first phase. The Minister on two grounds expressed optimism: (i) the NRHM would provide a template for guidelines of "administration and operationalisation" and (ii) it would have a faster "take-off" because of "awareness, presence of non-governmental organizations and better accessibility in the cities.

Public Health System in Tamil Nadu

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The health care sector in Tamil Nadu as in the other states of India consists of both private and public providers. Recent studies (NSSO 2006) have shown that public institutions in Tamil Nadu cater to 29 per cent of all outpatients (ambulatory) care (rural and women) compared to the all India average of 19 per cent. In rural Tamil Nadu, they account for 32 per cent as compared to the Indian average of 18.3 per cent. In addition, it is worth noting that public institutions account for 52 per cent of the total inpatient days for childbirth (rural and urban) while they account for about 35 per cent of the total institutional deliveries in the state.

The public health system in the state of Tamilnadu as in the other states of India is structured as follows: at the lowest level, there are health sub-centers (HSCs) covering a population of about 5,000 each. Above this level, there are primary health centers (PHCs) offering primary (ambulatory) care, delivery and minor surgical and public health services for a population of about 30000. At the higher levels, there are community health centers roughly for a population of about 1,00,000 and district hospitals offering services up to the level of secondary health care. The CHCs are designed to accommodate about 30 beds. While the size of district hospitals is not governed by any norms and so their sizes vary from 66 beds to 608 beds. There are a few public hospitals located in the state capital and other larger towns offering tertiary health care, besides catering to the primary and secondary care needs of the population. Typically, there is no referral system in practice within the Government health system.

Secondary Health Care

Secondary health care is a basic health service which provides health care to the urban and rural population in an integrated promotive, preventive and curative manner. The National Health Plan (1983) proposed reorganization of secondary health centers on the basis of one GH for every 50,000 population.

Though urban health centers provide free treatment for urban population, sometimes people visit private hospitals for treatment. The inpatients and outpatients of urban health centers also face problems in using health care facilities. As such, a research study on 'Extent of use of urban health care services among urban population' was undertaken with the following objectives:

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Objectives

- To study the organization and management of selected urban health centre.

- To study the beneficiary assessment of people utilizing urban health care services.

- To study the efficiency of health care services provided by urban health centre.

Methodology and Database

The research study was confined to an urban health centre in Dindigul Municipality, Dindigul district in Tamil Nadu. Dindigul district is one of the most backward districts' in the state of Tamilnadu. The PCI of the district is (below Rs. 10,000) which is less than the state and national PCI. The macro health indicators such as, CBR, CDR, IMR, MMR, LEB are relatively lower than the other districts of the state. The Human Development Index of the district is 0.641, and the HDI rank is 17 when compared with other districts (HDR 2003). Thus the macro health indicators reveal that Dindigul has poor performance in health and human development. Therefore, it implies that the district is under-developed in all sectors. With this backdrop the district has been selected for the present study.

For the study purpose, 50 beneficiaries were selected by random sampling method. The study had used both secondary and primary source of data. For studying the organization of urban health centre, the information about the patients treated, number of doctors and nurses, facilities and equipments available for the period 2005-2010 was collected. The data were collected during December 2010.   For analyzing the data collected, the study used the quantitative tools – coefficient of variation, growth rate, Chi-square analysis, simple regression and multiple regression analysis.

Healthcare Services in Dindigul District

Dindigul district has 49 primary health centres (PHC) and 311 health sub-centres (HSC) which extend primary health care services to the rural population (table 3.9). There are 12 government hospitals (GH) which provide secondary health care services to rural and urban population. The total bed strength of the district is 1252; the number of doctors of the district is 257. There are 753 nurses in rural and urban health sectors. The

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crude birth rate (CBR) of the district is 17.19 per 1000 population. The crude death rate (CDR) of the district is 7.5 per 1000 population in 2008-09. The infant mortality rate (IMR) is 22.39 /1000 live births and the still birth rate (SBR) is 16.03 per 1000 population. The life expectancy at birth (LEB) is 66 years, which is lower than India's life expectancy at birth (67 years). The total number patients treated in the district from PHC and GH is 2, 10,321 in 2008–09. Health facilities of the district are given in table 3.7. And the targets and achievements of family welfare programmes are presented in table 3.8. The tables explain that targets are achieved fully by the district health department during the study period. It is important to observe that this achievement is a good sign for population control and human development in the district.

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3.6   Health facilities of Dindigul District

Classification	Modern Medicine	Indian Medicine					Homoeopathy	Grand Total
		Ayurvedic	Siddha	Unani	combined	Total		
Hospitals	12	1	12	1	1	27	1	28
Dispensaries	8	--	--	--	-	8	-	8
PHC	49	1	13	--	--	63	1	64
HSC	311	-	--	--	--	311	--	311
Bed Strength	1227	--	--	--	25	1252	--	1252
Number of Doctors	229	2	25	1	--	256	1	257
Number of Nurses	750	--	--	--	3	753	--	753

Source: 1. Joint Director of Health Services, Dindigul, 2. D.D Health Services, Dindigul and Palani

Findings of the Study

The major findings of the study are as follows:

A) *Analysis about the Organization and Administration of the Selected Urban Health Centre*: In the selected urban health centre, number of inpatients treated increased from 15,000 to 31,776 representing 111.84 per cent increase during 2005-2010. Among the inpatients, more females availed the treatment. On an average, in a year, the selected urban health centre provides outpatient treatment for 219 males, 132 females and 156 childrenIn the reference period, the number of doctors, nurses, laboratory technicians and the pharmacists remained constant. There existed demand supply gap in the provision of health care facilities, since the doctor patient ratio increased from 1,875 to 2,130 during 2005-2010. The selected urban health centre is equipped with essential infrastructure – laboratory room, casualty room, office room, review meeting hall, furniture, ambulance

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and equipments like generator, electric autoclave, oxygen cylinder, DC electricity generator set.

B) *Beneficiary Assessment of People Utilizing Urban Health Care Service*: The study found that 48 per cent of the selected respondents were using the service of primary health centre alone and 52 per cent were using both urban health centre and private hospitals for treatment. Further, 64 per cent were getting the treatment regularly and 36 per cent were getting the treatment occasionally.

As compared to joint families, more nuclear families were using the services of urban health care services. The analysis of chi-square indicated that there was association between the type of family and the use of urban health care services since the calculated $\chi^2 = 1.03 < \chi^2_{.05} = 3.84$. However, there was no association between the size of the family and the use of urban health care services as revealed by the calculated figure $\chi^2 = 6.98 > \chi^2_{.05} = 3.84$. The study also noted that low income people made use of urban health care more as compared to high-income group, since with the improvements in income, people shift their health care to private hospitals. The reasons stated by the respondent for the use of urban health centre were free treatment, free accessibility of doctors and nearness to the place of residence. In order to find out the differences in the use of health services by different income groups, the study fitted the following multiple regression equation.

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

Where

Y = Total expenditure of the household

X_1 = Expenditure on food

X_2 = Expenditure on health

X_3 = Expenditure on housing, clothing and education and

e = Error term

The estimated equation for the high-income group was

$$Y = 0.141 + .900 X_1 + .0670 X_2 - .148 X_3 \qquad \ldots (1)$$

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$(.231) (8.511)^{**} (1.081) (2.071)^*$

$R^2 = .89, F = 51.03, N = 23$

The estimated equation for the low-income group was

$$Y = 1.055 + .610 X_1 + .116 X_2 - .278 X_3 \qquad \dots (2)$$

$(3.064) (10.754) ** (3.561) ** (5.053) **$

$R^2 = .93, F = 105.68, N = 27$

To find out the beneficiary assessment by education, the multiple regression equation was fitted. For the literary sample, the estimated equation was

$$Y = .428 + .740 X, + .103 X_2 + .257 X_3 \qquad \dots (3)$$

$(1.139) (9.348)** (3.323)** (5.674)**$

$R^2 = .99, F = 191.89, N = 12$

For the illiterate group, the estimated equation was

$$Y = .674 + .794 X_1 + .107 X_2 + .137 X_3 \qquad \dots (4)$$

$(1.573)(11.478)* (2.466)** (1.840)*$

$R^2 = .88, F = 82.96, N = 38$

Equation (1) implies that for high-income group people, an increase in health expenditure by one per cent brings out an increase in total expenditure by 6 per cent. But from equation (2) it is evident that for low income group, the impact of health expenditure on total expenditure was to the extent of 11 per cent. However, equations (3) and (4) make it obvious that the impact of health expenditure on total expenditure was equal (10 per cent) for the literate and illiterate sample.

The major problems stated by the respondents in using the service of primary health centre were waiting in long queue. There was non-availability of cesarean facilities. For patients taken to primary health centre in case of emergency, only the first aid has given To improve the operational efficiency of urban health centre, the respondents recommended that there is need for arranging for the visit of a specialist once in a week, construction of an operation theatre, providing better medicines and

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provision of super specialty beds.

IV. Conclusion

The Urban health systems are highly complex entities involving "sub-actions" across many institutions with numerous goals. Despite recognizing the urgency for revitalizing urban health services, the National Urban Health Mission is yet to be rolled out. The efforts at improving urban health have suffered from truncated visions. The range of participatory process that marked the formulation of the NRHM has been lacking for NUHM.

Urban health needs serious debate and academic introspection. That ought to be the starting point for renewal of urban health systems which undoubtedly need to be reformed, much beyond the conventional. From the research study, it is seen that the health care sector should be accorded the status of a core sector. To reduce the demand and supply gap with regard to secondary health care, it is necessary to increase the number of doctors, nurses and health assistants in the urban health care unit.

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The Relationship between Iranian Undergraduate Learners' Blood Type and Their Personality

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Abstract

The main aim behind the current study was to investigate the relationship between blood and personality type in undergraduate students of Shahid Madani. The idea that personality differences are related to biological characteristics like blood type is conflicting. The present study evaluated hypotheses that personality characteristic based on the Five-Factor Model (NEO-PI) differ on blood type. 140 Iranian university students completed five subscales of NEO personality inventory. Analysis using multivariate analysis of variance (Wilks' Lambda) for unrelated measures revealed a significant effect of the manipulation blood type at an alpha of .01, Wilks' Lambda = .52, F (5, 115) = 4.72, p = .001. This means that Conscientiousness and Openness are significant in blood type. The lower than O+, in

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Conscientiousness and A+ is higher than B+, B+ lower than AB+ and O-. A measure of effect size, $\eta^2 = .17$, indicated a relatively large effect.

Key words: blood type, personality, NEO

1. Introduction

The Big Five model of personality has steadily emerged over the past twenty-five years as a comprehensive taxonomy of individual differences in human personality (John, & Srivastava, 1999). And thus it provides a standard framework within which many other specific personality constructs can be better understood (Boland & Cappeliez, 1997). The five-factor model (FFM) or Big Five is a widely researched model of personality trait structure (John, Naumann & Soto, 2008).

According to the Five-Factor Model of Personality (FFM), most human personality differences can be summarized in five dimensions as follows: Extraversion, Neuroticism, Conscientiousness, Agreeableness, and Openness to experience. An impressive body of empirical work has demonstrated the usefulness and scope of the FFM, as it can be used to organize a large variety of personality psychological constructs (including abnormal personality; Markon, Krueger & Watson, 2005). The Five-Factor Model dimensions are related to a variety of important life outcomes (Ozer, & Benet-Martinez, 2006). For example, high conscientiousness predicts good work performance and good health while low agreeableness and high neuroticism are associated with poor health; high agreeableness is related to helping others; high extraversion predicts leadership; high neuroticism is associated with depression; and high openness is related to creativity. According to Malouff, Thorsteinsson & Schutte (2005), the lack-of-self-control cluster of high neuroticism, low agreeableness and low conscientiousness has been found to be associated with various types of psychopathology including alcohol involvement (Malouff, Thorsteinsson, Rooke, & Schutte, 2007) and smoking (Malouff, Thorsteinsson, Rooke, & Schutte, 2006).

The idea that personality differences are related to biological characteristics like blood type is not new but because of complex interactions, classifying which genes are involved or the extent of their involvement in determining a human trait the exact is difficult though Studies have shown that approximately 40% of the variation in personality can be explained by genes (Jang, Livesley& Vernon1996). However, blood type is genetically predetermined and can be easily identified. Popular books have been supplemented by scientific studies on a possible connection between blood type and personality in normal populations. (E.g. Constantine, 1997; D'Adamo & Whitney, 2001; Nomi & Besher, 1983). And blood type used as a biological marker to assess the influence of genetic factors on personality in Australia

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(Rogers & Glendon, 2003), Canada (Cramer&Imaike,2002), Greece (Rinieris, Christodoulou, & Stefanis,1980), Italy (Cattell, Boutourline & Hundleby,1964) and the United States (Lester& Gatto, 1987).

Medical science has investigated the relationship between blood group and different diseases, while clinical studies have identified associations between blood type and psychological disorders. For the first time in 1930, Furukawa observed that participants with certain temperamental characteristics seemed to have a specific blood type, and then concluded that temperament and blood type were correlated (Furukawa, 1930). With the development of tools assess personality traits, such as the Eysenck Personality Inventory (Eysenck & Eysenck, 1964), and the Sixteen Personality Factors Inventory (Cattell, Eber& Tatsuoka, 1970), psychologists have studied personality characteristics extensively in relation to blood types. Using the 16 PF, Cattell, found some significant relationships between blood type and personality among 323 Australian residents, although with only 12 ABs in the sample. Blood Type A was significantly lower than Type O on self-sentient integration, but not compared with other blood types (Cattell,Brackenridge, Case, Propert, and Sheehy 1980). Eysenck (1982) reviewed studies in over 20 countries and suggested that the level of neuroticism in a country seemed to vary consistently with the proportion of persons in that country who had Type B blood. (He also suggested that Type AB was related to Psychoticism).

Research evaluating the relation between personality and blood type has yielded mixed results. A number of researchers proposed personality and blood type were correlated in contrast found no relationship between blood type and personality (Thompson, 1936). Gupta (1990) observed that Neuroticism scores were significantly higher for participants with Type B blood. Maurer-Groeli (1974) found that blood Type as were more emotionally vulnerable and that blood Type AB were more aggressive, open and extraverted than were individuals with other blood types. Individuals with Type O or AB had significantly higher Extraversion scores than those with Type A or Type B did (Lester & Gatto, 1987). Gupta, (1990), Marutham & Prakash, (1990) reported no significant difference on Extraversion scores among A, B or O blood types.

2. Methods

Participants, measure, and procedure

There were 75 male and 45 female undergraduate students at the University of Shahidmadani who completed the study for partial course credit. After giving informed

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consent, participants indicated their blood type (A+, A-, AB+, o-, o+), and then completed the 60-item NEO-PI (Costa & McCrae, 1985; McCrae & Costa, 1987), considered a reliable and valid assessment of the five dimensions of personality. Participants responded to each item using a five-point Likert scale, from 0=''Strongly Disagree'' to 4=''Strongly Agree. Upon completion, participants were debriefed as to the purpose of the study and expected results.

3. Result

A MANOVA was used to compare the blood group (A+, A-, AB+, o-, o+) means of students for the five subscales of NEO Personality Inventory (NEO-PI): Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness. Analysis using multivariate analysis of variance (Wilks' Lambda) for unrelated measures revealed a significant main effect of the manipulation of blood type at an alpha of .01, Wilks' Lambda = .52, F (5, 115) = 4.72, p = .001. This means that Conscientiousness and Openness are significant in blood type. Table (1) show the LSD Post Hoc Test: The multiple comparison between group indicate that in openness difference between A+ and B+, B+ and AB+, B+ and O+, B+ and O- are significant. Also in Conscientiousness the difference between A+ and B+, A+ and AB+, A- and B+, B+ and O+, B+ and O+, B+ and O-, AB+, O+ is significant. A measure of effect size, η^2= .25, indicated a relatively large effect.

Table (1): The multiple comparison of blood type in personality subscale

Dependent variable	Blood type(I)	Blood type(j)	Mean difference	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Openness	A+	B+	4.95	0.001	2.11	7.79
	B+	AB+	-5.87	0.001	-9.28	-2.67
		O+	-3.79	0.012	-6.74	-0.83
		O-	-6.40	0.001	-10.03	-2/76
Conscientiousness	A+	B+	5.73	0.005	1.79	9.66
		AB+	3.64	0.023	0.50	6.78
	A-	B+	7.36	0.013	1.55	13.18
	B+	O+	-7.32	0.001	-11.42	-3.23

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	O-	-5.20	0.043	-10.23	-0.16
AB+	O+	-5.24	0.002	-8.52	-1.90

4. Discussion

Results indicate that that Conscientiousness and Openness are significant in blood type. Eysenck (1982) found that Type AB was related to lower scores on Conscientiousness but Rogers, & Glendon (2003) reported that Type AB scored higher on Conscientiousness compared to other respondents. Newly Cramer and Imaike (2002) and Rogers and Glendon (2003) investigated the relationship between blood type and personality using measures based on the five-factor model. Neither study showed any significant relationship between blood type and the five factors of personality. That blood Type B individuals would score higher on neuroticism than would individuals with blood types A, O, and AB was not supported (Rinieris et al.,1980).That blood Type O individuals would score higher on extraversion than would individuals with blood types A, B and AB was not supported. No significant relationship was found between blood type and extraversion for this sample (Cramer and Imaike, 2002). That blood Type AB individuals would score higher on conscientiousness than would individuals with blood types A, B and O was not supported. Although not a significant relationship, blood Type AB respondents did score higher on conscientiousness than did respondents with other blood types (Nomi and Besher, 1983). That blood Type O individuals would have higher optimism scores than would individuals with other blood types was not supported. No significant relationship was found between blood type and optimism, contradicting Furukawa (1927, 1930) and Nomi and Besher (1983). Lester and Gatto (1987) reported that individuals with Type O or AB had significantly higher Extraversion scores than those with Type A or Type B did. Marutham and Prakash (1990) reported no significant difference on Extraversion scores among A, B or O blood types. Individuals with Type AB were less extraverted than those having Type A or Type O were, according to Gupta (1990).

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The Status of English Language in Uttar Pradesh and Its Impact on Technical Communication Teaching

Asha Choubey
Meenakshi Harraw Verma

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Abstract

Technical Communication or Professional Communication is a compulsory subject in the first year of professional courses. It is being taught with an objective to enhance the level of communication skills of students pursuing these courses. But, practically the teaching of technical communication/professional communication has taken the place of a theoretical subject. Students merely go to few books to learn questions on effective communication skills, speaking skills, listening skills, presentation skills or business correspondence while its purpose would have been to enhance the verbal and non-verbal communication skills to efficiently carry out the duties in a professional set up. An attempt is being made to study the teaching-learning environment of English to find out its impact on the teaching of technical communication.

Introduction

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The ability to speak and write clearly is not only important to the communication of technical concepts; it is an essential part of the innovation process itself. Translating an idea into the written word is one of the better ways of validating the soundness of one's thinking.

<div align="right">Ian M. Ross, President. AT&T Bell Laboratories,</div>
<div align="right">Holmdel, NewJersey</div>

The above statement shows the importance of communication in professional life. In view of the above statement, it can be said that teaching of Technical Communication has become an inevitable part of professional education. As it covers business and scientific writing in English, it is treated as a sub-field of English Language Teaching. Good communication skills in writing and speech both have become a key to success in the present time. All professionals are required to have effective communication skills. The time has gone when the matter was dictated to the secretary and it used to be the secretary's duty to look for all technical features while preparing the final script. With the increasing role of Information Technology, today all managers, engineers and other professionals are supposed to key their writing into the computers on their own. Therefore, they are supposed to acquire not only the knowledge of the content to be produced but also the knowledge of the document to be framed. They are also required to be familiar with the use of computers. They have to carry out routine correspondence, telephonic communication, video conferencing, facsimile messages. Therefore, it becomes their prime need to develop efficiency in technical communication, and to have this efficiency, they need to know the language. Language works as a tool in their hands to prove their skill. Those who fail in expressing themselves, fail to achieve success too.

Today, in Uttar Pradesh, we come across a new generation of students in technical institutions who lack language competency and lack the confidence to express either in writing or in speech. There are several reasons responsible for their lack of proficiency in communication skills. To see why a great number of these students lack competency in language, some important factors need to be discussed here.

The Status of English in the State

i)   Uttar Pradesh is basically a Hindi dominated state. Hindi is the official and most widely spoken language in Uttar Pradesh [1].

ii)   In government offices it is mandatory to use Hindi.

iii)   English is used in the central government offices and offices of private companies only.

iv)   Newspapers in Hindi are more popular than English newspapers.

v)   At Railway booking offices, banks and Post Offices all official work is done in English but verbal communication is mostly done in Hindi or regional dialect.

vi)   Advertisements and hoardings are majorly in Hindi, however they are alsoin English at times. This includes the hoardings of famous brands displayed in big cities and the signboards of local shops in small towns and villages also.

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vii)   Shopkeepers, auto rickshaw drivers, tonga-man, grocers, porters, conductors in buses and hospital staff etc. speak and understand Hindi only.

viii) Hindi channels are popular in comparison to English channels.

U.P. Government Policy on ELT

1.   In U.P. government schools English is taught from class I onwards.
2.   According to 'three languages formula' English is taught with Hindi and Sanskrit up to class VIII.
3.   Class IX onwards English becomes an optional subject.
4.   ITIs and GTIs offer vocational courses in various trades. No provisions are made to teach English in these institutions. Hence, the students of these institutions face difficulty in moving to other states or abroad where they can grow faster.

English in Convents and Private English Medium Schools

1.   These schools provide education of English from primary to secondary level as a compulsory subject.
2.   These schools are affiliated to CBSE or ICSE Board and follow their syllabi. They prescribe English books for all subjects, except languages like Sanskrit and Hindi.
3.   They appoint qualified English speaking staff to provide and maintain English speaking environment, consequently the learning of language is better. Students of these schools develop fluency in speech and writing. Though they make mistakes, yet their English is intelligible.
4.   They are trained in writing for business and science through correspondence/projects etc..

English in Mushroom like English Medium Schools

Today, we see English Medium schools in every nook and corner of in the urban areas. . They have grown like mushrooms and their purpose is only to earn money. They fail to provide quality education and a good learning environment. Even the worst of these schools prescribe books in English as other good English Medium Schools do, but they do not comply with the rules of the government regarding appointment of teachers. They pay a consolidated salary that ranges from Rs. 800 to Rs. 1500. Qualification of teachers is no bar for these schools. Even class XII pass convent educated candidates are selected to teach English and Social Sciences.

English in Higher Education and Professional Colleges

University colleges offer English Literature as a subject for graduate and post graduate classes.

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In MBA, MCA, B.Tech, BBA, BCA and B. Pharma courses Technical/Business Communication is taught, which includes communication skills, business correspondence, scientific articles, abstracts, report writing and presentation strategies etc.

In degree colleges, the medium of instruction is majorly Hindi as a great number of students (from Hindi Medium and pseudo- English Medium schools) fail to understand English.

For subjects other than English, students write their examinations in Hindi. In professional colleges too, a great number of students want the teacher to deliver lectures in Hindi, along with English, though the medium for examinations is only English.

Parents' Attitude

Parents are crazy to send their wards to English medium schools. Even a low income group family   aspires to be able to send their children to English medium school.
Parents send their wards to English Medium Schools for two reasons –

i) English medium schools have become status symbols. So parents want to remain distinguished by dint of their financial status and choose schools accordingly.
ii) They are aware of the importance of English, so, they send their wards to English medium schools to train them to meet the job requirements in future.
iii) A large community of parents does not want to send their wards to government run Primary Hindi Medium Schools due to the latter's pathetic conditions in terms of infrastructure and human resource.

Teachers' Attitude

Today, the meaning of teaching has changed. Teaching is not considered a social service. Most people adopt teaching profession for their living, so is true with English teachers also. There are only a few teachers, who are working for the noble cause of the welfare of the society. Such exceptional teachers pay attention to the development of the learner. A large number of teachers remain indifferent from the teaching-learning situation, which in turn results in the weaker performance of students. These teachers quote various reasons, ranging from their involvement in duties outside the school, e.g. duty in election, pulse polio campaign, in-service training programs, lack of infrastructure and lack of manpower [2], for not devoting their time and skill for the development of students' skills. . They are given a two room building to accommodate students from 1st std. to 5th std. with as little as two teachers. To make situations worse, these two teachers might have additional duties of principal or clerk to carry out. Also, most students in these schools come from financially weaker section so the parents may engage their wards in vocational jobs taken up by the family instead of sending them to school. Therefore, such children may be absent from classes for a long period ranging from one month to three months.

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Learners' Attitude

Students at the primary level just imitate what their teachers say. They are not aware about learning for growth.

Students of Hindi medium secondary schools study English as a subject in which they have to pass an examination. Students of good English medium schools also have the same attitude, but their language output is better due to the exposure to the language.

Students of university and professional colleges are interested in **need based language items** and activities.

Most of the students, weak in language proficiency want instant knowledge to master English and communication skills, and enhance their confidence level.

Teaching of Technical Communication & ELT

In Professional Colleges of the state, Technical Communication/Business Communication is prescribed as a subject. The syllabus of this course consists of language items to improve the communication skills of learners in writing and oral presentation. The aim of this course is to develop the linguistic as well as communicative competence of learners.

Present situation

- The present situation is bleak as the government sector has failed to spread proficient learning of English language. "To bring the students of government run schools at par with those studying in private convents, the government had decided to introduce English as a subject from class one" [3].
- The private sector English Medium Schools have also failed in achieving the same. Every day, we come across students who cannot write a leave application correctly. Senior managers often complain that a large percentage of newly recruited professionals are unable to express themselves clearly and convincingly in written reports, letters or discussions.
- Not only students but teachers of Hindi Medium schools lack fluency and proper pronunciation.
- Students of a few reputed convents, Central Schools and public schools are exceptions.
- Code-switching is very common. English words are so combined with Hindi that they seem to be a part.
  - E.g.   *Reservation* kara liya hai. *Morning* mei *Delhi* Jaunga.
    - *Sunday* ko milte hai *lunch* par.

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- **TV switch on** kar do.
- **Vegetable soup order** kar do.
- Now Hindi words are also being used in English speech.

Problems Faced in the Classroom

1. Students in professional colleges come from different backgrounds (culture, area, school and boards), and form heterogeneous groups so their requirements vary from one another.
2. Students from Hindi Medium Schools, rural background, so called English Medium Schools face problems in understanding lecture in English.
3. Such students are weak in structure formation. Many of them cannot write even a single correct sentence, e.g. **Viewing the view outside the window was very good.** (Explaining the situation when the narrator, in 'Eyes Are Not Here' by Ruskin Bond, pretends to look outside the window of the train).
4. Their vocabulary and spellings are very poor. E.g. Menes (means).
5. Students from English Medium background, who attain fluency in speech, tend to make mistakes in writing. They write as they speak and overlook punctuation. They habitually write sms language in notebooks and later in answer-sheets as well.

Factors contributing to the learning of English

1. Motivation – at the professional level, it is instrumental, i.e.
   i) To earn a living.
   ii) For social standing.
   iii) To extend their awareness.

2. The extent of availability of the language around learners –
   i) Children of English speaking parents learn English faster.
   ii) Students of English Medium Schools have greater excess to English in comparison to those of Hindi Medium schools.
   iii) Children of urban areas have better exposure to English due to television and other media.

Factors responsible for the lack of Effective Language Learning

- State Government policy to teach English from Class I to Class VIII.
- Lack of standard model in the form of teachers to be imitated by learners.
- Emphasis on completing the syllabus by the teacher and the learner both.
- Teaching/learning of English as a subject, not as a language.

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- Availability of text books/guide books with Hindi version/translation. Preparing for examination through these books prevents individual thought building and the students later on, find it difficult to explain the underlying meaning of the text.
- Probability to pass the examination of any subject including English in spite of writing wrong/unintelligible English at UG/PG level.
- Classes remain to be teacher-centered instead of being learner-centered which has become a prime need for effective language teaching.
- Large number of students in a class affects the quality of teaching in an activity based class.
- Communicative method of teaching English is not being adopted by and large.
- Teachers remain away from classes due to their duties outside the school or due to personal reasons [2].

Measures to Be Taken for Better Language Output

- English should reach learners from economically disadvantaged families right from the primary level, as they form a large group.
- In school, teacher-student absenteeism needs to be minimized to ascertain more hours of interaction. Teachers at the primary, pre-primary and upper primary level need to be trained and treated as specialized teachers as they are dealing with innocent children who need training for life. Therefore, they should be exempted from duties other than teaching. Their focus should remain the ultimate development of children.
- Teaching of Technical Communication to business executives should equip them with sound knowledge of language to be put in practice.
- Teaching of Phonetics should be introduced in junior classes and teachers to teach them should be well equipped to teach this technical subject.
- Methods, materials and approach to English Language Teaching as well as to the teaching of Technical Communication should be well defined and teachers should be trained to learn and put these into practice in classrooms.
- ELT should be closely related to English for Specific Purposes (ESP) to stimulate learners' interest in language learning. We have already noted above that their motivation is instrumental so, the curriculum should be so designed as to meet the requirements of learners. It will enhance their interest in language learning, thereby, bringing proficiency in language.
- At present, the syllabus for Technical Communication is more theoretical than practical. It should cover the practical aspect of language use.

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Sociocultural and Ethical Concerns about SMS Discourse in Pakistan

Malik Naseer Hussain, Ph.D. Scholar

Abstract

The paper examines the sociocultural and ethical concerns of society about the negative and obnoxious SMS discourse in Pakistan. Parents, teachers, elderly people, the government, and media critics are worried about the unchecked negative uses of SMS discourse. Therefore, this study analyses the actual interpersonal SMS data of Pakistani youth.

The study uses both qualitative and quantitative methods and data. For qualitative analysis, the study takes 30 examples of SMS in the negative category from the 5000 SMS-Corpus of Pakistani texters. The qualitative results show that text messages transmitted by the young texters contain the socioculturally and ethically inappropriate material like sexual, filthy, and cheating SMS. The quantitative analysis is based on the opinions of 500 texters about the negative sociocultural and ethical impacts of SMS discourse. The results of this analysis also correspond with the qualitative data as 63% texters agree that some text messages conflict with sociocultural and ethical norms and values of Pakistan.

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In conclusion, the study relates that Pakistani texters are not the only youth on the globe who have been accused of obnoxious discourses. Under the universal impact of the globalized world, this is a universal complaint against the youth over the world that they use obnoxious and immoral discourses during their electronic communication. Therefore, to be good at character is not only the Islamic or Pakistani culture, rather this is the human culture as human beings are the crown of creatures, and the most intelligent beings on the globe. So we as educated, cultured, and intelligent beings should abstain from debasing our discourses through the immoral, sexual, dirty, deceitful and obnoxious talk.

Keywords: *SMS, text messages, discourse, communication, ethics, culture, Pakistan, youth*

Introduction

Short Message Service (SMS) of mobile phones has become a common tool of communication over the world. This service is universally used for relationship building and social interactions. Therefore, there is a common observation of the SMS discourse analysts that SMS discourse covers a wide range of communicative themes, and the themes are both positive and negative in nature.

In this regard, Hoflich and Gebhardt (2005) state that cell phone and SMS are flirt-machines. They state that these modes of communication are used for bullying, harassment, trapping opposite sex, teasing, spam, and invitation for friendship. Byrne & Findlay (2004) also maintain that cell phones and SMS are used for initiating romantic relationships and dating. While comparing the preference for SMS and telephone calls in males and females in initiating romantic relationships, they state that females are more likely to initiate the first move in romantic relationships using text messaging.

Concerning the various themes covered in SMS discourse, David Crystal (2008), in his seminal work on text messages titled "*Txtng: The Gr8 Db8*" wraps up the issue in a nutshell that relationships can be fostered as well as disturbed by using this service. According to him, where SMS discourse encompasses positive category messages at large, by no means all social messages are positive. He asserts that the "system is just as able to send insults, put-downs, accusations, and libels, and a great deal of concern has been expressed about the way texting has been used as a mechanism of bullying among young people" (p. 106).

Regarding the sociocultural and ethical concerns about SMS discourse in Pakistan, there is a general perception in the Pakistani society and especially among the elderly people

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that SMS communication is negatively affecting the social, cultural, ethical and religious values of Pakistani society. This perception is so strong in Pakistan that the researcher of this study was advised during his PhD study by the Board of Advanced Studies and Research of his parent university that *"while making linguistic analysis of SMS in Pakistan the researcher should correlate the same with the ethical and cultural values"*. This concern about SMS discourse is found in many sections of the society in Pakistan.

In this perspective, Javid, Malik, and Gujjar (2011) assert in their research paper that mobile phone culture has affected almost every field of life and its effects are deep, multidimensional and multifarious. They claim that this magical device has completely mesmerized and hypnotized our young generation, and it has become an essential part of modern life by decreasing distances and increasing communication. They further claim that this device has done the work which was not even accomplished by great leaders and has caused the close relations of people. Comparing the positive and negative impacts of mobile phone on the learning of university level students, they conclude that this device has both positive and negative impacts on students. Therefore, they suggest and advise the university students to be sensible and careful in its use, so that with its wise use they may improve their education and construct a better future for themselves.

Javed Chauhdry, a renowned columnist and journalist in Pakistan, in a newspaper article titled "*is se pehle keh*" (The Daily Express, November 22, 2011) narrates a pathetic and heart touching story of the harmful impacts of mobile phone and internet on the young generation. He emphasizes that the pornographic sites on the internet, and the spread of the dirty material through mobile phone, is a big social issue of Pakistan. He commends the decision of Pakistan Telecommunication Authority to block those SMS which contain unethical words commonly used in SMS. He claims that he himself receives hundreds and thousands of such dirty and unethical SMS on daily bases. The numbers of obnoxious SMS given by him are an alarm for the deteriorating sociocultural and ethical trends of the society, in the backdrop of the speedy increase of modern communication technologies.

Some other Pakistani journalists and media critics have also shown their concerns about the hazards of the modern technological electronic modes of communication. Orya Maqbool Jan, another prominent columnist, in his newspaper article titled "*aik dharna – nafrat, ta'sab k khilaaf*" (The Daily Express, April 14, 2012) expresses his grief over the

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violence spread in society through mobile phones, SMS messages, and social websites on the internet. Ali Moeen Nawasih, a young and fresh journalist, in his newspaper article titled "*SMS malumaat ka mo'sar zaria—magar*" (The Daily Jang, February 2, 2012) states that SMS is a big source of information and communication but it is being used negatively in many ways. He laments on the negative uses of this mode of communication and emphasizes on the need to create awareness among masses to use this communicative tool sensibly.

In the context of the harmful impacts of mobile phone on the youth, the Provincial Assembly of the Punjab also passed a resolution, banning the use of mobile phones in all the schools and colleges of the province. The resolution was moved on January 3, 2012 by Raheela Khadim Hussain, an MPA (member provincial assembly) from Lahore, and was passed unanimously in the House. The said MPA maintained in the favour of the resolution that students keep themselves busy in texting during classes and hence they do not concentrate on their studies. Commenting on this decision, Sabir Shah (The Daily Jang, January 6, 2012) presented a very comprehensive and compact report on the harmful uses of mobile phones in schools in many countries of the world, and consequently the decisions of various governments over the globe to ban this service in educational institutes.

In short, the sociocultural and ethical aspects of the use of mobile phones, SMS, and internet have got attention of the masses. Parents, teachers, researchers, media critics, and governments are worried about the unchecked negative uses of these modern means of communication by the youth. SMS, being the most available, common, and economical source of communication in Pakistan, is creating unbelievable hazards for the sociocultural and ethical norms of the society. Therefore, the sociocultural and ethical aspects of SMS have been analyzed and highlighted in this paper.

Method

The present study involves both qualitative and quantitative approaches. Therefore both qualitative and quantitative data have been analysed. The first part of the study is the qualitative analysis. In this part, the qualitative analysis is made on the actual text messages collected from Pakistani texters. The focused analysis has been made on 30 SMS purposely selected from the SMS-Corpus of 5000 text messages (see Table 1). The said corpus of 5000 SMS was primarily prepared by the researcher for his PhD research, and is based on the actual interpersonal SMS communication of Pakistani youth, as more than 90% SMS were

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collected from the youth aged between 11 to 30 years. This corpus of 5000 text messages provides the SMS source for this study.

The second part of the study is the quantitative analysis. In this part, the analysis is mainly based on the opinions of young texters themselves about SMS discourse from the sociocultural and ethical perspectives. The quantitative data for this part has been collected from 500 texters through a questionnaire. Out of 500 respondents of this questionnaire, 92.6% were aged between 11 to 30 years, and 88% of the total 500 were students. Hence, these responses may be well claimed to be representative of the Pakistani youth. The actual detailed questionnaire was designed for the PhD research of the researcher. In that questionnaire, a question was purposely included for the data collection of this paper. The said question is close-ended and deals with the sociocultural and ethical negative impacts of text messages (see Table 2). The question has been analysed in the quantitative analysis.

Results

As the study uses two types of data, and two approaches of data analysis, so the results are sub-divided into two parts. The first part presents the analysis of qualitative data whereas the second part presents the quantitative data analysis. Now in the next two sections, the results of both qualitative and quantitative analyses are separately presented.

Qualitative Analysis

Firstly, the study analyses the qualitative data of actual text messages taken from SMS-Corpus of 5000 text messages, originally compiled by the researcher for his PhD study. In the following table 30 examples of socioculturally and ethically negative SMS from SMS-Corpus have been presented to give a glimpse of the socioculturally and ethically negative uses of SMS in Pakistan. The researcher removed four extremely obnoxious SMS form the next table (examples 9, 25, 27, and 28). Even then, some SMS in the table may be offending to readers, but to support the argument with data it was needed to quote them.

Table 1
Examples of Socioculturally and Ethically Negative SMS from SMS-Corpus

Example No.	SMS No. in Corpus	Actual SMS from SMS-Corpus	Category of SMS
1.	146	Hey! I saw you in uni.. can we talk??	Sexual discourse
2.	154	I love u too anyways whoz this???	Sexual discourse

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3.	160	aik assignment meray liye bhe chaap do yar	Cheating SMS
4.	165	Yr proxy laga dena	Cheating SMS
5.	167	GIRL FRIEND MSNG u.	Sexual discourse
6.	199	LPC, kamine.	Foul discourse
7.	253	O bhai, kdhr ha. Jaldi B.B.A point ponch. pundi hai. Hurry up.	Sexual discourse
8.	295	I mean ypu with *NAME*. How could steal my bf?	Sexual discourse
9.	369	*[extremely obnoxious SMS]*	Foul discourse
10.	617	Jaldi aa idhar, bachi ki jan chord y….	Sexual discourse
11.	626	Haha….. Yara sir ki portable hard drive sy sir k samny nikala or sir ko pata hi nai chala :))	Cheating SMS
12.	642	M srry 4 disturbing 4 2 times ap k number pe galti se cl chali gai wase ak bt kaho?	Sexual discourse
13.	661	Oh acha..itna asan nai khana mjhe;-)	Sexual discourse
14.	721	Larki; Jan mujhe aise propose kro jaise aaj tak kisi ne nah kia ho Larka: Kamini kuti zaleel I love u, muj se shadi kar ke muje tabah kar de manhoos maari!	Foul discourse
15.	1228	Apjo koi bhi ho plz mere is num pe 20rps send kr do	Cheating/ begging SMS
16.	1354	Cme gjr LPC.	Foul discourse
17.	1391	Kuttey fone kyn nahin utha tah??	Foul discourse
18.	1402	Oye dallay tu kab tak aye ga??	Foul discourse
19.	1406	You son of a bitch just go to hell I really don't need you. You girls are like trains one goes and after a while another come.	Foul discourse
20.	1412	Oye harami sun meri baat….mai ney aik bchi pasahe hai kasmay!!!	Foul/sexual discourse
21.	1417	kal bunk krna hai. *NAME* ka period nhe atnd krna.	Cheating SMS
22.	1451	Yaar I was on phutta whole day. Any test for 2morrow. Aur ajj vo ai thi?	Cheating SMS
23.	1625	A Shazia@love jan *1*1**PHONE-NUMBER**50#	Cheating SMS
24.	1705	Gadhi kidr mar gai hai? ☺	Foul discourse
25.	1724	*[extremely obnoxious SMS]*	Foul discourse
26.	2098	O! harami khan hai. Ya nein reply fast.	Foul discourse
27.	2100	*[extremely obnoxious SMS]*	Foul discourse
28.	4563	*[extremely obnoxious SMS]*	Foul discourse
29.	4826	Kuttay kia hall hey!!! Sorry Dog!	Foul discourse
30.	4855	Us bhen chod ko samjaha do warna mujhe samjhana aata hey	Foul discourse

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Table 1 shows the negative and obnoxious uses of SMS by youth in Pakistan. Text messages in both Urdu and English languages have been given in the table. The given SMS have not been romanized, translated into English, and normalized in Standard English or Urdu since a person knowing Urdu and English languages can well understand them in their actual form. Moreover, there are some very hideous messages that their further elaboration, normalization, or translation may be disgusting for readers. Even some SMS in the category of "foul discourse" may still be abhorring and repulsive to the readers in sociocultural and ethical perspective.

The text messages in the table have been categorized into three broader categories that are "sexual discourse", "cheating SMS", and "foul discourse". The sexual text messages are those where texters are discussing some sexual or romantic issue. In the cheating category there are text messages which involve some kind of cheating. In the category of foul discourse there are text messages where the obnoxious and dirty language has been used.

The text messages in the positive categories have not been given in the table as this study is about the negative aspects of SMS in Pakistan. No doubt, in SMS-Corpus of 5000 text messages compiled by the researcher, SMS in the positive categories were much more in comparison but those messages are not the goal of the study. On the whole, if any SMS corpus of Pakistani texters is analysed for various themes, most of the text messages will fall under the positive categories, but the present data exposes that the negative category SMS are like a black spot on the total body of SMS data of Pakistani youth.

Quantitative Analysis

The second part of the study is to analyze the quantitative data regarding the sociocultural and ethical concerns about SMS discourse in Pakistan. For this purpose the opinions of 500 texters were obtained through a questionnaire. The results of the analysis are given as under.

The analysis in this section has been made to determine from the opinions of young texters themselves whether SMS discourse in Pakistan is negatively affecting the social, cultural, ethical and religious values of Pakistani society. The question regarding this aspect of the awareness of the texters was a close-ended question with three options i.e. YES, NO and UNCERTAIN. The results of the responses are offered as under.

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Table 2
Socioculturally and Ethically Negative Impacts of Text Messages

Response	Number of Respondents	Percentage
Yes	315	63.00%
No	93	18.60%
Uncertain	83	16.60%
Response not given	9	1.80%
TOTAL	500	100.00%

Table 2 shows that a major portion of respondents, that is 315 (63.00%) out of 500, reflects that SMS communication has negative impacts on the sociocultural and ethical values of Pakistani society. The responses opposing the majority opinion were only 93 (18.60%). These results correspond to the general opinion of the people of Pakistan about the negative sociocultural and ethical impacts of SMS mode of communication. The results are more significant because they are based on the data provided by the young texters themselves. This data shows that Pakistani texters themselves feel and admit that SMS discourse is violating the sociocultural and ethical norms of the society.

Discussion

Every nation, every country, and every religion proclaims and keeps a specific culture, and that culture becomes their identification. Pakistan is a Muslim country by its name (Islamic Republic of Pakistan) and character. It has preserved the Muslim culture for decades. For this reason, the free transmission of sexual, unethical, immoral, and filthy material on the mobile networks does not suit the culture of a Muslim country.

Pakistani culture, if seen in its ideological spirit, is indeed the Islamic culture and the nation needs to preserve it for the coming generations. About the distinctive culture of Pakistan as a Muslim state, the father of the nation, Quaid-e-Azam Muhammad Ali Jihhah once said to Mahatama Gandhi:

> We maintain that Muslims and Hindus are two major nations by any definition or test
> as a nation. We are a nation of a hundred million, and what is more, we are a nation
> with our own distinctive culture and civilization, language and literature, art and
> architecture, names and nomenclature, sense of values and proportion, legal laws and
> moral codes, customs and calendar, history and traditions, aptitudes and ambitions: in
> short, we have our own distinctive outlook on life and of life. (Bolitho, 1954, p.149)

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As seen by Jinnah, Pakistan was carved out of Indian sub-continent as a laboratory for Islam. This was proclaimed by Jinnah in his 1946 speech to the students of Islamia College Peshawar. He had then said that we do not demand Pakistan simply to have a piece of land but we want a laboratory where we could experiment on Islamic principles. But, in reality, the present Pakistani generation is incessantly drifting away from this marked standpoint of the Quaid, and is losing its stranglehold from the religion, its culture, and ethics.

If we study the Islamic culture, it is based on the teachings of the Holy Quran and the Sunnah of the Holy Prophet. It is against all kind of meanness, sexual perversity, and use of indecent and foul language. Moreover, these ethics are not only the part of Islamic culture; on a broader canvas, no civilized society does allow its citizens to be mean and vulgar. According to C. S. Lewis (1952), the decency in behaviour is not just the law of any religion or nation; rather it is the law of nature. But the problem with the human beings is that they do not stick to this law of nature. This failure to stick with the law of nature has taken humans away from the sense of real right and wrong, and in turn they devise their our own personal and individual rights and wrong which only suit them. Ultimately, this phenomenon is disturbing the very fabric of human societies, and Pakistan is no exception to it.

This phenomenon of the personal right and wrong in the presence of modern communication technologies has got a multifold significance, as the new communication technologies like SMS are the entry and exit gates for such behaviours. In the case of SMS, on the one hand there is very positive use of this gadget in the form of verses from the Holy Quran, Hadith, good quotes, and pieces of advice, but on the other hand SMS discourse is filled with dirty jokes and immoral and unethical text messages. Here, all the people of Pakistan must remember that the Islamic culture does not allow any such material and it is the decline of the national as well as human image.

The analysis of the data presented in this study shows that the modern communication technologies like mobile phone text messages are violating the norms of sociocultural and ethical values of this country. Free-sex activities, flirts, cheating, teasing, trapping opposite sex, and foul talk through electronic modes of communication does not suit the image of Pakistan as an Islamic country. To the one hand side Pakistani youth are so religious that they burst in aggression and get inflamed when any blasphemous remarks about the Holy Prophet Muhammad (PBUH) are seen on the electronic media, but on the other hand they themselves

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use the same media for their foul and filthy discourse. Is that not against the Sunnah, traditions and teachings of Prophet (PBUH)?

As a Muslim country, Pakistan should not be a country where free-sex activities, flirts, and foul discourses are commonly transmitted by youth through the electronic modes of communication. Our youth has to be considerate that their communication on the electronic mediums is the reflection of their culture and value system. The text messages related to romance, sex, cheating, and foul discourse as found in SMS-Corpus and shown in this study, are proofs that the sociocultural and ethical concerns of parents, teachers, researchers, and media critics about SMS discourse are justified.

Moreover, the discourse of any nation is representative of the value system of the nation. If the interpersonal communication of the youth of Pakistan contains the material related to free-sex and romance, cheating, and foul and filthy talk, it means that the value system of the educated youth of Pakistan at the social, cultural and ethical levels is at fault. There is no second opinion on the theory that the language and discourse of any nation present the culture and norms of the society. If the discourse is filthy and obnoxious, there is no doubt that the people who produce and transmit that discourse have filth in their hearts and minds.

In the end, it is also needed to state that Pakistani texters are not the only youth on the globe who have been accused of such obnoxious discourses. Under the universal impact of the globalized world, this is a universal complaint against the youth over the world that they use obnoxious and immoral discourses during their online or electronic communication. To be good at character is not only the Muslim or Islamic culture; this is actually the human culture which should be promoted by the youth anywhere in the world.

Finally, the present study is not just confined to analyzing the sociocultural and ethical aspects of SMS discourse. This study claims that human discourses represent the human cultures. SMS as well as other modes of modern online-electronic communication are the representative of the cultures of the people who produce these discourses, so we as educated and cultured human beings should abstain from corrupting and debasing our discourses through the immoral, sexual, foul, dirty, deceitful and obnoxious talk.

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Note: *The data in the paper is based on the author's PhD dissertation submitted to International Islamic University Islamabad, Pakistan*

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Translation: An Inevitable Creative Transformation

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Some Aspects of Translation

Translation is the act of rendering a text from the source language as a text of the target language. Good translation is a creative transformation.   Translation is a continuing process of approximation and will never be a completed project. That is why we always get a good number of translations of many classics.

People have various needs, interests and attractions in this world. So their interest and their knowledge have impacted all fields like literature, music, painting, science, technologies, history, economics, politics, philosophy, mathematics, computer, etc. New ideas and discoveries spring up, and people search for these ideas in works that are translated.

Importance of Translation

The importance of translation lies in the fact that it brings the readers, writers and critics of one nation into contact with those of others not only in the field of literature alone but also in

all areas of development such as science, medicine, philosophy, religion, political science, medicine and law, and so on. The translator helps in the cause of nation building. As the translators have to make their translation readable and convey appropriate meaning from the original texts, many translators say that translation is not reproduction but recreation.

Translation as Literary Mode of Communication

Translation is an important mode of literary communication. But translation is not merely an imitation of a text. It is a creative process in itself. Though creativity is an essential criterion of translation, it is necessary to follow certain general rules to convey knowledge.

Some Celebrated Definitions

As Mohit K. Ray points out in *Studies in Translation (*edited by Mohit K Ray, Atlantic Publishers, 2008, Second Revised and Enlarged Edition), ISBN : 8126909223), Theodore Savory (1968) in his celebrated book *Art of Translation* defines translation as an art. Eric Jacobson (*Translation a Traditional Craft* 1958) defines it as a craft. Eugene Nida (*The Theory and Practice of Translation* - Brill, 1969, with C.R. Taber) defines it as science. Horst Frenz goes a step ahead declares that translation is neither a creative art nor an imitative art but it stands somewhere between the two (Horst Frenz, "The Art of Translation" in N.P. Stallknecht and H. Frenz (eds.) *Comparative Literature: Method and Perspective,* Carbondale: South Illinois University Press, 1961).

Literary versus Non-Literary Translation

Some translation theorists divide translation into two types: literary and non-literary. In literary translation (i.e., translation of literature), the rhetoric of the source language (SL) should be faithfully carried over to the Target language (TL).

Translation is transfer of meaning from the source language to the Target language. But what matters is not a translation of words from the source language into the target language, but

conveying the spirit of the meaning in the original becomes more important. Exact equivalence of words is hard to achieve.

Translation is both linguistic and cultural and it is concerned with communication of meaning. A translator faces many problems while rendering a text from the source language into the target language. The problem of translating poetry from one language into another is not easy to overcome. Lyrical quality is difficult to transfer. Likewise other elements of poetry such metaphor and simile are also difficult to transfer from one language to the other.

Translation of Poetry

Translation of poetry is the most difficult work of translation. This is because it abounds in figures of speech such as similes, metaphors, irony, paradox etc. Poetry also employs specific language-derived features, which are hard to translate. Finding equivalence for the phonological, syntactic and semantic patterns such as rhyming alliteration, versification, morphological parallelism, syntactic parallelism and above all systematic and paradigmatic relations between words is very difficult. It is doubtful whether a translator of poetry will ever be able to translate a piece of poetry satisfactorily. Kamban, celebrated author of Ramayanam in Tamil, provides us excellent examples of modification and re-interpretation.

The translation of poetry comes under literary translation. More problems arise while translating poetry. English translators employed various methods. The first method is Phonemic translation. In this style the translator tries to reproduce the source language (SL) sound into the Target language (TL) keeping in mind the acceptable paraphrase sense. The second type is literal translation (translation word by word). In this type of translation affects the Syntax (word order). The third type is metrical translation where the dominant criteria are the reproduction of the source languages meter. In this type of translation the meter in source language is given importance. The next type of translation is rhymed translation this type of translation enters into a double bondage of meter and rhyme. Therefore this type of translation is defective. Blank Verse is the next type. This type is also defective because restrictions are imposed on the

translation. The last type is interpretation. This type of translation gives importance to subject quality, which cannot be accepted by all. Therefore translating poetry is an exercise in deficiency (Sugeng Hariyanto, http://www.translationdirectory.com/article638.htm). Therefore one is tempted to say that translating poetry is a difficult task and that poetry is untranslatable.

Etienne Dolet (1509-1546), the French Humanist, published a short outline of the principles of translation and how to translate well from one language to another. The following are the principles he laid down (Jeremy Munday, 2001, *Introducing Translation Studies: Theories and Applications*, Routledge).

Dolet's Recommendations

1. The translator must fully understand the sense and meaning of the original author, although he is at liberty to clarify obscurities.

2. The translator should have a perfect knowledge of both Source language (SL) and Target language (TL).

3. The translator should avoid word-for-word renderings.

4. The translator should use the form of speech in common use.

5. The translator should choose and order words appropriately to produce the correct tone.

These are excellent guidelines and we will benefit by Dolet's insights if we follow his guidelines.

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The Value Question: Informal Language Learning in Pakistan

Dr. Mariam Saeed

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Abstract

The requirement to learn English language for socio-economic progress is undeniable. Educational institutions have incorporated language learning courses within curriculum. However, Language is also being learned through peripheral aids which include: non-standard printed and produced materials. There is sublime indoctrination of western values with language learning.

Culture is embedded within language. Hence, with these peripheral learning aids the receivers are unconsciously exposed to foreign culture. The goal of this paper is to sensitize and empower the receivers and stakeholders. This can help create awareness of desirable and undesirable influences of Western values. To understand the shift in trends and value-system of Pakistan, this researcher conducted observational-studies and interviews for data-elicitation. Presently, the students of urban, private institutions are exposed to this mass-media explosion and formation of the counter-sub-cultures is limited. Nevertheless, foreign cultural ingress needs to be restricted to acceptable social norms of Pakistan.

Key words: Peripheral learning aids: Non-standard printed and produced material, music and magazines, influences: Linguistic, psycholinguistic, sociolinguistic, values and culture.

Introduction

A young language learner wants to understand a word "sun-bathing" he/ she comes across in the book and the teacher instructs the child to watch a TV serial Baywatch in order to understand what it means. Is there anything wrong with a child watching such a program or being exposed to a vocabulary which is alien to our culture? Will his/ her mother expose the child to such TV? These are basic questions triggering the debate on value-system of Pakistan and issue of language acquisition via peripheral methods - their psychological, sociological and linguistic impact on the young learners. Therefore, it is not an isolated aspect of Second Language (English language) learning but is also an inquiry into acceptance and adoption of its inbuilt value-system. As an example, in Urdu "aap" is an expression of respect to elders; "tum" for friends or age-fellows and "tu" for close associates, similar to the French honorifics representing a social value-system within language. In English however, "you" is the umbrella- word for all formal, informal modes of address. Nevertheless, English is the lingua franca, thus the necessity of English language learning to keep pace with the developed world. However, is it as simple as it appears or is there more to it? The sensitivity of this aspect is also indirectly explored by Anjum Riyaz-ul-Haq in her article <u>The Position and Status of English in Pakistan</u> where she narrates:

At the time of independence in 1947, the linguistic picture in Pakistan was complex...of the five provinces that then formed Pakistan, more could boast of a monolithic linguistic structure... the other provinces (except Bengal and N.W.F.P) had a variety of languages... the British used their funds to promote their Language with the aim of producing a class of persons, Indian in blood and colour, but English in taste and character, in morals and in intellect...A class to which many of us South Asians now belong... (1993, p.41)

The validity of this statement cannot be challenged as we experience this delicate distinction every day in any social situation and setting.

Despite this subtle realization, new language learning approach has incited new tendencies. These days social dictates emphasis learning of English language. This has stimulated a new trend in the educational and cultural environment of the country, making use of peripheral means and AV-Aids as teaching techniques, in almost all the elite institutions, in vogue. Apart from text-books; Non-Standard English Literature, cheap paper-back thrillers, English fashion magazines and comics, along with English music and films have become a parallel source for learners of English language under the cover of entertainment and pleasure. Tariq Rehman in an informal lecture on Teaching of English Language in Pakistan (2005) said, *"English cannot be taught. It is learnt through various channels e.g., through peers, exposure to non-serious extra-academic writings such as comics, and by watching English movies."*

However, the question whether language learning also superimposes the native speaker's culture remains unanswered. Should language learning mean accepting the foreign cultures' ingress into our socio-cultural system or should the Target Language be de-culturalized to fulfill a student's learning needs? It may sound xenophobic. But does not a counter-culture threaten the value-system of Pakistan? Is the recent unfortunate incident of a school girl shot by extremists, a manifestation of similar phobia?

Malala's predicament and closed-societies' reaction makes it pertinent to prudently address these issues. Keeping in mind all these questions, this paper is an attempt to answer as many questions as possible.

Informal Channels of Language Learning

English is learned both formally and informally, consciously and unconsciously. Whether acknowledged or not, younger readers particularly, irrespective of motivation or purpose, read popular and trashy Literature more than standard texts in School books. Likewise, English movies, films and music are very popular with our younger generation. Evaluation of these sources of language learning, and the influence or impact created psychologically, sociologically and linguistically, is crucial. It is however, important to have a brief overview of what these peripheral mediums are. Broadly, they are printed and produced materials. It is also important to identify the trashy from standard material.

Martin Gray in Dictionary of Literary Terms (1994) discusses the written discourses as:

A. PRINTED MATERIAL

Printed material is written literature of any kind and is the "product of creative abilities of the human mind, seeking to communicate" with its readers.

Literary works can be roughly categorized into the following sub-divisions based on the ideas of Dr. Tariq Rehman and Martin Gray:

1)   STANDARD LITERATURE is written work which has "certain linguistic features like tone, and exhibits style". Moreover, it should "arouse positive and timeless criticism" for its evaluation. In fact, it withstands the test of time, proving its universality and appeal to readers of all ages.

2) NON-STANDARD LITERATURE in contrast to Standard Literature does not have much to offer. Nevertheless, one cannot deny its existence and acceptance by the readers. Non-Standard Literature can be classified into the following types:

(a) Popular Literature can be termed as "contemporary literature", that is, literature written for the readers of a specific age-group and class. It is commonly read for the purpose of entertainment. This kind of literature has been defined in The Chamber's 21st Century Dictionary, (1999, rev.ed.) "(Perceived) as having little or no artistic, critical or creative merit."

This type of literature, in contrast to Standard Literature, lacks originality, creativity and innovation, generally based on similar themes. Nevertheless, this form of literature is quite popular among its readers as it can easily lead to the world of fantasy and escapism. Such a world of glamour and artifice is portrayed in the romance series of Mills and Boon or in the novels written by Danielle Steel and the likes. The language has not much to offer other than day to day functional language with the addition, perhaps, of crude words. An example can be quoted from Jeffrey Archer's First Among Equals:

Charles was about to protest. 'I'm not complaining, you've done damn well so far. Just keep working on the fifty waverers. Threaten, Cajole, bully, bribe. Try anything, but get them in the right lobby, come the might, Pumpkin included. 'How about sex?' Asked Charles. 'You've been seeing too many American films,' said the Chief Whip, laughing. 'In any case I don't think we've got anything other than Miss Norse to offer them'

After reading this excerpt, one can not expect any of the finer linguistic features. However, depending upon the variety of themes they are at times a source of information on contemporary scientific and other disciplines like Hailey's novels <u>Wheels and Hotel</u>.

b. Trashy Literature is third-rate written material which according to <u>The Chambers 21st Century Dictionary</u> is, "Poor in quality."

Generally speaking this kind of literature encompasses all the inferior characteristics of Popular Literature. The distinction between Popular and Trashy Literature is only a difference of degree in vulgarity, rather than anything else. Its quality is questioned by this writer on two counts:-

i. Stylistically it is not well written.

ii. Ethically it is inappropriate.

This trashy written material lacks all the finer aspects of standard literature, yet is being read by countless members of a specific age group or class. The Hollywood recipe, sex and violence are both the essence and the main theme. Such novels and other written material do not impart any knowledge or contain any linguistic features for functional language learning. In fact some scholars and ELT specialists of Pakistan are of the view that such type of literature is a cause of deterioration of language. These cheap paper-back novels by Jackie Collins and others, with Hollywood stories of sex and violence, are considered trash. These stories generally revolve around the icons of Hollywood and their affairs. An excerpt from <u>The Lonely Lady</u> by Harold Robbins can be taken as example;

'Jesus Christ!' A voice broke the sudden hush in the control room. 'She's got nothing but tits and pussy under her dress. ' ... Up on the stage the woman clutched the Oscar to her and moved towards the microphone.... She paused for a moment until the applause died away. 'Still there is within me a lingering doubt and a feeling of sadness. Did I earn this award as writer, or as a woman?... 1 do not intend to ignore the custom of thanking all the people who made it possible for me to win this award. So my first thanks go to my agent, who told me the only thing that mattered with getting the picture made..... All I had to do was climb on the producer's...., lick the star's ass and My thanks to all of them'.... 'Holy shit!' The director whispered. 'Do you think we got on the air? ' Someone asked. 'Fuck yes. I hope so', he answered. 'It would be a shame if truth did'nt get as much of a chance to be heard as bullshit'.

This excerpt probably reflects the social values of Hollywood society. This may be the functional language of TV in United States of America; however, it does not fit the linguistic or the cultural set-up of Pakistan. The question remains however, that with pragmatic and colloquial language learning, such cultural values of west are also acceptable to the east?

3) COMICS AND MAGAZINES:

Comics were very popular with Pakistani readers, fifteen to twenty years ago. This illustrated colorful reading material is still bought and sold on a limited scale as it is the print form of a film. Presently, because of economic reasons like inflation, and enhanced prices of such material, the readership of this type of literature has declined.

Magazines are "what is happening this week or month." They deal with issues like world politics, sports, cookery, fashion etc. They attract readers by being brief, spicy and multihued. However, there are a lot of magazines which are meant only for entertainment. Vulgarity and pornography are the main themes in such magazines. These magazines have become the major source of erotic pleasures of the readers. Though considered unethical, they are read discreetly by the majority of teen-aged people in Pakistan. This category includes magazines like Play Boy, Play Girl, Cosmopolitan and Punch to name a few.

B. PRODUCED MATERIAL

Produced Films and Songs are entertainment material and can be classified as under:

1. FILMS

Drama never depicts real life, but always the exaggerated versions of human experiences - be they good or bad. In present times, a film is produced with a complete story for the viewers. The viewer prefer to watch a film on a weekend, as it takes less time and has more entertainment value, than picking up a book or novel from a bookshop and going through it. Like literature, these films can also be categorized into the following sub-divisions:-

(a) Standard Films: Movies based on classics or classical themes like The First Knight, Excalibur, Brave-Heart, Frankenstein, and the plays of Shakespeare for example, or the plays on works of Bernard Shaw, Jane Austen, Emily Bronte etc. are grouped into this category.

Some animated movies like The Lion King, A Bug's Tale, The Toy Story and Walt Disney productions like Mary Poppins, 101 Dalmatians are also regarded as standard films. These have a tendency either towards teaching of language or towards presenting a moral for the general public. These movies, films and cartoons are equally popular with young and old. They are not only a source of entertainment but also contribute positively towards personality development of children and learning of a foreign/second language.

(b) Popular Films are based on Popular Literature with temporary appeal for the audience focusing on contemporary issues for example, motion pictures made on the novels of Sydney Sheldon-If Tomorrow Comes, Windmills of The Gods and John Grisham's - The Client And The Rain Maker; and so on. Usually people prefer to watch these movies than reading the novel. Romantic dramas Titanic, romantic comedies like My Best Friend's Wedding, action thrillers e.g. Jurassic Park, musical features like Centre Stage, science fiction movies like E.T., Inner Space, Masters of Universe or movies based on issues related to social sciences like Instinct (Psychological issue); PSI Factor, X-Files and so on, though do not impart knowledge or seek to contribute to linguistic aspects of learning; yet they do carry some interesting information for the audience and leave their impact upon the minds of people.

(c) Trashy Films have nothing to show except violence and pornographic scenes. So-called horror movies like Blood-Lust, and Scream (Sequels) all tend to degrade humanity. Such films, whether exhibiting violence or pornography, are considered harmful both psychologically and emotionally by psychologists and sociologists. Nevertheless, such material is not only being produced but is also being watched by millions around the globe.

2. SONGS AND MUSIC

Songs and Music are far more popular than films can ever be. Irrespective of age or class, people are generally fond of Music. Modern means of satellite communication has brought western music virtually to every home. Moreover, being economical and accessible, music is enjoyed by most people and does not require the concentration of any sense other than that of listening. One can listen and enjoy music while doing any other activity.

English songs, in the present era, are especially popular with the younger people of almost all civilized nations, It is categorized as Hard-Rock, Slow-Rock, Jazz, Pop, Classical, Reggae and Heavy Metal, etc. whereas lyrics of songs can be categorized into good songs or bad songs. Songs which express subtle feelings like Celine Dion's THAT'S THE WAY IT IS:

And I'm feeling sorry but I know it will come to you
Don't surrender coz you can win this thing called love
If you want it the most, there's no easy way out,
When you're ready to go and your heart's left in doubt,
Don't give-up on your faith
Love comes to those who believe it,
and that's the way it is

Or songs through which singers try to spread awareness about vital issues for humanity. Like Modern Talking's, 'GIVE ME PEACE ON EARTH' or 'ANIMALS' by Michael Learns To Rock,

Animals, wild rivers and water falls,
I hear the planet call, show a little respect,
Beautiful, to everything
That's beautiful and if you want to save it,

Show a little respect

are good songs considering linguistic features and lyrics purposeful. On the other hand, Heavy Metal groups which usually emphasize upon music rather than lyrics show the growing frustration of the youth. Thus, only a specific group of young listeners listens to this kind of music and songs. These songs are usually rebel's complaints like song ATTITUDE by Metallica,

Suppose I say, I a'm never satisfied
Just let me kill you for a smile
Ooh! I hunger! I hunger!
I eat! born into attitude!
I eat! when you pull me into fire,
It burns like hell.....
and satisfaction this way comes
and satisfaction gone again!
Ooh! I hunger, ooh! I hunger

While there are songs which seem to be an outlet of aggression and anger in a vulgar expression, like Metallica's, SO WHAT

So what, so what
I say so fuckin' what
Who cares???
Who cares???
Metallica is a proponent of rebellion and sings of even "putting bullets in you" or killing you out of sheer boredom. Is the constant suggestibility of such violence not infiltrating the minds of the listeners? Perhaps the juvenile delinquency and recent episodes of killings in the schools in USA is a reaction to violence induced entertainment.

Methodology

Qualitative method for linguistic variables and data-elicitation was used to evaluate the influence of the various types of literature, English film and Music on the users. There was a need to conduct a large scale survey to obtain the views of the younger generation particularly students, to confirm and quantify the impact. An attempt was made to conduct a broad-based research at the national-level despite limitations, like shortage of available time and resources, and the vastness of the educational environment at the country-level.

The educational environment of Pakistan was divided into two segments conforming to the socio-economic conditions of our society. Thus, a division of the country into urban and rural environments was considered natural and logical.

The study revealed that apart from the Television, the reading of Popular English Literature and listening to English music had an almost negligible impact upon the rural population due to economic conditions, non-availability of such facilities, and an indifferent and non-intellectual attitude of rural people, where English is taught as a subject from class five onwards. Consequently, the research and survey was then restricted to the urban environment and streams of educational systems i.e. English-medium private schools, English-medium Government schools, Urdu-medium government schools, etc.

Islamabad being the Federal Capital was taken as an index of the urban environment representing big cities like Karachi, Lahore etc, which have an affluent, fashionable and trendy population of all classes with all the resources available and an adequate level of intellect, representing the urban section of the country. The selection of Abbottabad, Haripur, Mansera, Jamshooro, Quetta and the smaller towns, was done to give due consideration to the segment of middle and lower middle-class of our population – a less affluent section but one with an equal level of intellect.

However, no fruitful conclusions could be drawn from groups of government schools and colleges because of low income backgrounds (purchasing-power related issues and availability of cheap internet browsing in the mushrooming net-cafes) and poor educational standards, further restricting the collection of data from elite/ private English-medium schools and colleges only.

Research Method

Two different types of interviews were conducted to assess actual effects/influence of these materials on students' learning and attitudes. In the first set of interviews, a group of ten intermediate and advance level students was chosen from each educational stream of Pakistan. For co-variation students were grouped on the basis of age, socio-economic backgrounds, level of educations, stream of education, gender and were engaged in a candid conversation. Interview questions revolved around the research question to form a conversation, while they were closely monitored to assess the actual level of this subconscious learning; with respect to pronunciation, orthography, use of slang words, sentence structure and their influence on the behavior of students. These group discussions also verified the veracity of their answers.

A second set of interviews was conducted to obtain the views of ELT teachers, linguists and psychologists. The purpose of this data was to reach a viable conclusion through their viewpoints. The varied teaching experiences and similar observations regarding use of AV- Aids contributed immensely for this research. Some of the leading booksellers were also questioned about the reading habits of people and popularity of type of written materials.

Findings

The data collected from two sets of data verified the undeniable fact that these peripheral language learning aids - Non-Standard Literature, films and music; are a source of language learning for the youth of urban society. Moreover, these are also influencing the attitudes of young learners, resulting in creation of sub-cultures and popular-cultures within larger social set-up of Pakistan.

Finding 1: Language learning & Linguistic Influences

The surveys suggest that a lot of language learning is taking place consciously or unconsciously, for example a young learner is forced to open up the dictionary for a new word which a popular character or singer uses.

Language acquisition and learning are mental activities and such leisure time activities become peripheral learning aid as Prof. Rukhsana S. Javed (during interview) answered this issue, "*these materials are a great source of concept development of young minds, enhancement of imaginative skills and an indirect means of communication with the natives*"

(i)   Spoken English

In the multilingual society of Pakistan, the regional and local languages hinder the proper pronunciation of English; it is due to the difference in basic sounds and phonemes of the languages, because vowels and consonants are different in Urdu, Punjabi and some other local languages. English has the basic phonemes divided into two categories of vowels and consonants - it becomes difficult for Pakistani students to learn the language and Received Pronunciation (R.P). Similarly there is assimilation and elision, a tendency to diphthongize vowels, fluency devices and absence of many sounds in the phonological system of some of our regional languages. Common sounds heard in English, /3/, dark /1/, aspiration, etc add to difficulties for our students. Listening to native speakers - in songs or dialogues in the movies, one is introduced to this phonological system of English. Repetition of songs and imitation of the singers not only help in the development of vocal organs; but students are also introduced to the absent sounds, short forms and fluency devices. It is also observed that people who listen to and repeat English songs adopt and adapt the same pronunciation. Thus listening to English music and dialogues of movies, one's accent and pronunciation, whether acknowledged or not, go through the process of metamorphosis.

(ii)   Written English

(a) Orthography: Comics and Magazines use onomatopoeic words in illustrated stories to add variety of sensational spellings like KooI, Luv, Coz etc.

(b) Vocabulary: Non-Standard entertainment materials have a positive influence on the learner's vocabulary it contains vocabulary of everyday use.

(c) Sentence Structures: Most students believe that they learn new, exciting phrases and structures from these materials and, use them in their writing as the basic structures of English are the same.

It is considered that slang words and colloquial expressions devalue the language. However, contrary to this belief, slang words are accepted part of language. According to Tariq Rehman, (responding to interview questions) "*slang, colloquial expressions etc. are part of natural,*

spontaneously used, living English. As such, knowing them increases the repertoire of a user". There is no harm in knowing or learning slang and colloquial expressions, "*as long as one knows when and where to use such informal linguistic repertoire*," he further comments. Nevertheless, abusive words learnt, do result in the deterioration of language to some extent often resulting in bad sentence structures. According to Prof. Muzaffar Qureshi (during interview),*"Trashy literature influences language, imagery, style-mostly in a negative way, but can also popularize some phrases that may otherwise never be learnt. They do up-date the language but Western films develop not only attitudes but also linguistic patterns that represent these tensions."*

(d) Semantics & Comprehension: A constant exposure to language helps students to achieve a certain understanding of language. What at the initial stage does not make any sense (sounds gibberish perhaps) gradually becomes comprehensible.

(e) Prosodic Features: English is a syllable-timed language, where variations in tone and intonation can change the meaning of words altogether. Prosodic features are variations in pitch, loudness and rhythm which relate the meaning. Prof. Shelia (interview) is of the opinion that, "*As songs are rhythmic, we can use them with our students to use correct tone and stress by reciting and singing songs*".

(f) Paralinguistic Features

Other than tone and intonation, facial expressions and gestures give the final meaning to language. John McGovern in Video Applications in English Teaching writes:

"Video aids are effective in teaching paralinguistic features of language, where facial expressions convey additional information". (1983, p.68)

Maley and Alan Duff also believe that watching movies reinforces language learning. In their book Drama Techniques in Language Learning, they write:

"Watching a drama or movie provide the authority of expression to language, it can become a study of language". (1988, p.134)

During the interviews it was found that such influences are adequately recognized both by students as well as teachers. The major negative linguistic influence of these materials is the excessive use of abusive language. Slang words make a major portion of functional language and do not harm language at all. In fact they are a part of Pragmatics. However, such vocabulary definitely prevents students from using correct structures and does not allow accurate construction of sentence and has an enormous impact over those who are passing through an impressionable age. Though reading habits are inculcated, quality reading is amiss. Young readers are not able to differentiate one from another, comprehension skills have increased due to more exposure to language, but appreciation of the finer aspects has not been developed.

Finding 1 a: Psycholinguistic Influences

Psycholinguistic influences are those that affect individuals' psychologically. There are two psycholinguistic influences:

a.   A person whose Mortido instincts are dominant will not only like to watch violent movies, but will also read such literature and will learn words and phrases portraying cruelty and violence and vice versa.

b.   Other than vocabulary, by imitating the style of favourite actors/ actresses or singers' one is likely to develop an idiolect.

Finding 1 b: Sociolinguistic Influences

Where individuals are affected, society also gets influenced by these materials. Ten to fifteen years ago, slang words and colloquial expressions formed the idiolect of a very few of our society. However, with the popularity of these materials, slang words and colloquial expressions are used by almost every person. These words and expressions are now generally, accepted and are used by society. Thus, using colloquial language is no more a style of the elite but the source of fluent communication of the majority of young people.

Finding 1 c: Development of Skills

Linguistic-competence requires a person to be able to use contemporary language as used in its native culture, to be able to read the literature of the target language, write the learnt language and be able to comprehend and speak it. In our case, the target language is English. Command over language requires the development of four language skills i.e. speaking, listening, reading and writing. Non-serious literary works provide up-dated language to its readers, while songs and films add fluency in speaking skills. Listening to different accents and 'Englishes' of the world, one develops listening skills. Hence through these basic skills, one can also develop cognitive and imaginative skills.

Finding 2: The Value Question and Other Socio-cultural Influences

Reading Non-Standard Literature, and enjoying films and music one gets maximum exposure to living or functional English. Many linguists believe that the more one is exposed to written and spoken English, the more he/she is likely to internalize the rules of Language.

These materials can be an indirect source of habit formation. They motivate a student to develop reading habits. Trashy Literature motivates the reader to read till the end comes – quality vs. quantity is though debatable!

Finding 2 a: The Concept Formation

Learning can be fun when you are enjoying it. But what about the concepts attached to undesirable words that the young learners are developing? It is a known fact that concepts concretize with vocabulary. With bad language, one is exposed to bad perhaps vulgar concepts which may affect a person's behavior and attitude or make him/ her immune to undesirable practices in surroundings. It can be argued that languages like Punjabi have a vulgar vocabulary so children are already exposed to these concepts. Nevertheless, not being a virgin at the age of 14 is a matter of great cultural shock to the Eastern societies when opposite is true for the West etc. Hence the word "boy-friend", is not just a word, it is a concept – not very appreciated in upper-middle, middle and lower classes of Pakistan.

Finding 2 b: Psychological Influences

These relate to the emotional and psychological state of readers and viewers. Hence, such Non-Standard entertainment material is a source of one's emotional satisfaction and feelings. The individual tries to identify the emotions that he/she is experiencing in his/her environment. Watching a film or a drama or reading such literature becomes a natural outlet in such a state.

To further elaborate, these emotions deal with two instincts working on the mind and personality of a person. Josh.R. Gerow in the book Essentials of Psychology, quoting Sigmund Freud says,

"According to Freud, behaviors, thoughts and feelings are largely governed by biological drives or instincts. These are inborn impulses or forces that rule our personalities. These can he grouped into have categories: On one hand are 'life instincts (eras), impulses for survival. In particular, that motivates sex, hunger and thirst. Each has its own action. Freud, called file energy through which sexual instincts operate LIBIDO. Opposed to life instincts are 'death instincts'(thanatos). These are largely the impulses of destruction. Directed inwards, they lead to depression or suicide: directed outward they result in aggression. According to Freud, life is an attempt to resolve conflicts between, these two natural but diametrically opposed instincts". (1996, p.353)

It can be assessed, however, that these drives or instincts make Non-Standard Literature and films and songs more popular, attractive and appealing to young people. Eric Berne M.D. in his book A Layman's Guide to Psychiatry and Psychoanalysis further elaborates the idea of young people's inclination towards watching films, listening to music and reading Non-Standard Literature. He writes,

The creative urge gives rise to generous love and giving ardent procreation and joyful building up. The tensions which drive man towards these constructive goals may be called LIBIDO..... The destructive urge activates hostility and hate, blind anger and the uncanny pleasures of cruelty and decay (as teenage boys watching action movies or violent ones). The tension which leads to such feelings may be called MORTIDO. While bodily contact provides the most direct satisfaction of LIBIDO anything which gives the feeling of "approach", whether, it be physical, mental or emotional approach, may help to relieve LIBIDO tensions. (1971, p.77)

Mentally, LIBIDO is relieved by reading popular/ trashy literature, watching movies or listening to such agents which give a feeling of approach or indirect relieving of LIBIDO tensions as in seeing or reading trash magazines since the direct satisfaction in our society is neither appreciable, nor easily accessible. While controlling LIBIDO and MORTIDO physically, people try to satisfy it mentally. Prof. Riaz Hassan (during the interview) also believes, "*This kind of literature provides a ready catharsis for the tensions built-up between the true nature of the individual and the heavy social pressures put on him to conform in a certain artificial way. People who read this sort of literature do not normally rush out and start gunning down their neighbors. Literally hundreds of millions of people, some in very high places, read trashy novels and formula fiction. Boys especially need some sort of outlet for their propensity for violence, which is why those wrestling shows are so popular with them.*"

In other words, it can be said that Non-Standard Literature, Movies and Music are the lesser of the evils prevailing in our society. They are certainly better than drugs and guns. Yet Western academia is rethinking the impact of violent video games, movies and music on the minds of users, as such suggestibility can turn into brainwashing and inculcation of extreme tendencies, if exposed to for a longer duration.

Moreover, language acquisition and language learning are mental tendencies and activities, but so is attitude-formation. Recognizing the fact that these materials are basically self-access teaching aids, they influence the tendency of learning and acquiring a language naturally. But is this all? Albert Bandura in Applied and General Psychology elaborates:

> Imitative behaviour is a key to language learning, attitude formation and personality development. Imitation and modeling are a result of innate capacity....
> A model in front stimulates learning. (1968, p.171)

It is a fact, that people do imitate what they find more appealing and impact making on their minds and personalities. Bandura, studying observational learning and imitating, conducted an experiment on young children watching a movie of an adult wildly hitting a tall inflatable punching toy. Later, when they were provided the opportunity to play with a toy, they displayed the same kind of behavior (language and choice of words show ones attitude, behavior and personality). (ibid)

Finding 2 c: Sociological Influences

The results of the interviews point out that there is an undeniable impact of these sources on the mindset and behavior of those exposed to it. Erotic works, music and films are considered a source of enhanced vulgarity which renders it against the social and moral values and are not appreciated. Think prom-nights and teen-sex in Pakistani cities like Karachi, Lahore and Islamabad.

Dr. Tariq Rehman (during the interview) suggests that, "*some violent or erotic works may be psychologically harmful. As such there are grounds for avoiding the more extreme books, especially of a violent nature. They do not however, harm one's language but they may make a person insecure, anxiety-prone or callous.*"

Conclusion

In sum, it is understood that this exposure is irremediable. Consequent to mass communication and awareness, English in Pakistan has become the craze of every ambitious mind. The medium of instruction in quality schools and colleges is English. These peripheral sources are opening up a gateway of indirect communication between East and West. Further, command on English language equates better job, status and salary.

The trend is so vigorous that it can safely be called irreversible. English has snatched all the benefits away from Urdu and from local regional languages; be it education, seeking a job or working successfully in an office! The net result, therefore, is not just drastic changes in regional languages through code-switching and code-mixing and the apparent disregard for Urdu, but also a shift in the attitudes of the young generation leading to counter sub-cultures in conflict with the values of Pakistani society.

With availability of internet there is a decline in the readership of printed material, yet it is being read at a level where minds are easy to take imprints for a long time. An American teen can call his/ her father by name and may walk out to ascertain his/ her wishes and views, but in our society it is neither acceptable nor tolerable. However, the tendency of anomie can be observed in the youth where virtues like respect for adults, decency, manners, honesty, hard work etc. are fading. Western influenced counter sub-culture is dominating the true cultural ideals of Pakistan. The youth is imitating the West in all possible ways. Therefore, the awareness of what to accept and what to reject with the language is very essential. Our own values need to be inculcated and the cultural divide between generations must be resolved for constructing productive fractions of the society, rather than two cultures (east and west) in contrast and conflict creating disharmony within the social order. This new attitudinal change in the value- system is inherited with English Language through internet and television, acting as catalyst in creating a state of frenzy, in every young mind to excel and out-shine others. Our youth is trying to be as fluent as possible and at the same time to acquire liberalism and glamour as his counter-parts in the West, which in our context may not be very advisable.

These non-standard printed and produced materials comprise of abusive words and vulgar phrases, embedded in ordinary sentence structures and lack any stylistic features. Thus other than improper words, a Pakistani reader does not come across good literary items, and does not have much to learn except tawdry colloquial expressions. It is the responsibility of the parents and teachers alike to ensure that the exposure to such materials and medium is not counterproductive to our national traditions, under the guise of maximum exposure of target language to learners.

Although, the word decency is mostly valued by the middle and lower middle classes of the world, yet a vulgar and crude expression is contrary to our social values and is not considered appropriate in any segment of society. At best new classes and popular-cultures are being introduced which create visible divides into an already segmented society of Pakistan.

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Jayanta Mahapatra: A Poet of Social-Cultural Concerns

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http://literarism.blogspot.in/2011/12/jayanta-mahapatra.html

Abstract

Jayanta Mahaptra has made a significant contribution in enriching the Indian Poetry in English with an innovative use of Indian themes and contemporary idiom in his poetry. Originally hailing from Orissa and spending his whole life in and around a typically rich mythological background of Cuttack, he steps beyond the physical confines of regions in his treatment of people's pleasure and pain in his poetry which is deeply tinged with an unusual awareness of the surrounding social and cultural realities. This portrayal of human situation forms an integral part of his poetry thus taking into account almost all the prevailing grievances of humans in general- and of Indians in particular- such as poverty, corruption, crime, lack of communal harmony, social unrest, grass-roots level realities of common man along with his symbolic competence. The present paper attempts to throw light on Mahapatra as a poet of universal socio-cultural concerns.

Jayanta Mahapatra's Works

Jayanta Mahapatra took up writing poetry in 1971 when the publication of his first book of verse, *Close the Sky, Ten by Ten* followed by other volumes in quick succession. His poetic oeuvre includes *Swayamvara and Other Poems* (1971), *A Father's Hours* (1976), *A Rain of Rites* (1976), *Waiting* (1976), *The False Start* (1980), *Relationship* (1980), *Life Signs* (1983), *Dispossessed Nests* (1986), *Selected Poems* (1987), *Burden of Waves and Fruit* (1988), *Temple* (1989), *A Whiteness of Bone* (1992), *Shadow Space* (1997), *Bare Face* (2000), *Random Descent* (2005) and the more recent one *The Lie of Dawns* (2009). This enumeration and nomenclature suggests a development of his sensibility as well as his thematic concerns along with indicating a major shift in his poetry.

Odisha Relationship

Jayant Mahapatra matures himself by strengthening his understanding of lived reality as well as a felt historical and mythical past reverberating to one what Mahapatra said while receiving the Sahitya Akademi Award in the year 1981:

"To Orissa, to this land in which my roots lie and lies my past, and in which lies my beginning and my end, where the wind keens over the great grief of the River Daya and where the waves of the Bay of Bangal fail to reach out today to the twilight soul of Konarka, I acknowledge my relationship."[1]

Sense of Rootedness

Mahapatra's awareness of his sense of rootedness is visible in the poem "Living in Orissa" (the poem with which his *Shadow Space* begins):

> Something here, perhaps fatal spirit.
>
> Something that recalls the centuries of defeat.
>
> To live here.
>
> Antlered in sickness and disease.
>
> In the past of uncomprehended totems.
>
> And the spirit blood of ancestors
>
> one would wear like an amulet.

Today, the darkness of our own shadows slips over the uncared for cemeteries by the river.

> Someone keeps walking down still
>
> across the ravenous dust
>
> between the graves.
>
> Waiting like an ancient debt.
>
> Someone goes on dancing
>
> at the door of indifferent temples.
>
> Carrying pain in an eyeless face.
>
> Only shadows shift now.
>
> They have the eyes of defeated spirits.
>
> The old old eyes.   [*Shadow Space.* pp. 11]

In the above extract, such phrases as "uncomprehended totems", "uncared-for cemeteries", "indifferent temples" show Mahapatra's spirit becoming damp along with showing a supreme expression of dejection.

Individual Self and History

In the poem "1992", Mahapatra concerns to relate the individual self to its history, to the burden of history and to the fleeting nature of time. The poet is never open up to his relationship with the world; it seems that the poet himself, who has to negotiate that, has to show interest in the world.

The poet has to generate interest in knowing the dead and the living, the past and the present of the world:

> Hear the rain tapping against the door
>
> So persistently and you think
>
> The dead themselves are trying to come in.   [pp. 14]

Pain of Bearing Witness

The depravity of our country and countrymen, the tales of failures, defeat, poverty etc. have their piquant references in the poems like "Trying to Keep Still", "The Shadow of Day", "Saving Ourselves" and "Bazar Scene". He painfully writes: "It is painful still to bear witness to what we are."[2] "Possessions" is a yet another poem in which one easily discerns a self-reflexivity that assumes a sharpness to unleash the poet's bitterness about the world he lives in and about himself, about the meaningless of poetry in "a land of fluctuating shadow and sunlight". (pp. 23)

A Bleak Present and a Bleaker Future

Throughout his poetry Mahapatra shows a bleak present and a bleaker future. And, on moving from *Shadow Space* to *Bare Face*, one discovers the reiteration of the scenes and cries of grief, misery and pain, with a tone of voice that has acquired only irritating salt of bitterness of

the world outside and the bitterness of the world within propelled by the increasing awareness of futility of writing poetry. Here, it is noticed that the images in the poem do not show any ray of hope, for instance, the poem "Watching Tribal Dances in an Orissa Village" and "Requiem" in the volume *Bare Face*, intensify and multiply the grief.

In "The Lines of My Poem", Mahapatra shows how poetry has become a faint shadow of its former self. He has succeeded in trying to critique what the contemporary poetry has rendered for he feels that it has lost its touch with the quality of universality and how it has become devoid of any sublimity of raising human questions. His poems have been stumbling over, again and again, the human misery and poverty as the depressingly sad lines of Mahapatra lose no chance of showing the poverty and hunger of people around:

> Perhaps the lines of my poems will be lane for a long time losing their fight go against the pain of the screaming, frightened girl; In Kosovo, or Kicking vainly at the anger of a boy on the West Bank.   (pp. 43)

Women in Different Characters

Women come as different figures like wife, whore, daughter, beloved and keep coming through suggestive forms in Mahapatra's poetry. John Oliver Perry traces the transformations she undergoes in the early volumes:

> "The image of his unobtainable beloved in time took its place in a series of females who figures more or less frequently in his poetry, still with some feeling of guilt and ultimate frustration. The title *Swayamvara* (1971) of his second volume – again with many love poems "for R.M." (his wife RunuMahapatra) – refers to the rare form of Hindu marriage in which woman has a choice. Throughout his mature 1980 volume, *The False Start*, she appears deeply transformed as a "You" who is neither self nor other, neither actual nor merely imaginary – a darkly disappearing, persistently female phantasm who takes symbolic and suggestive forms from passing prostitutes or absent and silent divinities."[3]

Woman is rather mythicized as abstraction in Mahapatra's poems as she is more spoken to than she speaks, more questioned by the poet/narrator than she answers. She is often silent, distant, tortured, enigmatic and deceptive and is approached in the traditional Indian way unlike many of Mahapatra's contemporary English poets of India do.

The poet asks in "Woman in Love" in the context of pain, separation and silence:

Woman, what things

you would make me remember,

what would you make me do?

And, the poet declares conclusively in the same poem:

"And if on the endless blue waves of your

someone leaves a boat, a touch

In the darkened room

a woman

cannot find her reflection in the mirror

waiting as usual

at the edge of sleep

in her hands she holds

the oil lamp

whose drunken yellow flames

know where her lovely body hides."

Her body is drunk with the flames of desires and she waits. The oil lamp aflame is the mirror image of her inner passion that consumes herself in the absence of any sharing. She emerges in the darkened room as a ghostly figure, a guilty thing.

Focus on Socio-Cultural Deterioration

The socio-cultural deterioration of the present generation has been a constant theme in many of Mahapatra's poems. He is in a state of fix and dives deep into the problem along with being concerned about the present state of India:

"What is wrong with my country?

The jungles have become gentle,

The women restless.

And history reposes between the college

girl's breasts…

… there stands

only a lonely girl, beaten in battle, all mine,

sadly licking the blood from my crazed smile"   [From *Slum*]

Jr. Martin C. Caroll has claimed that the chief function of any genre of literature is "to reflect with meaning the totality of contemporary human condition".[4]

Contemporary Social and Political Process

Jayanta Mahapatra's poetry is reflection of social process, for example, Naxalism, which is an Indian socio-political issue during 1970s. Let us examine Asif Currimbhoy's words on the socio-political conditions of Calcutta during the Naxal Period:

"The proximity of blood-thirsty violence rent the air, and before you knew it, it had pervaded the countryside, the classroom, the revolutionary, the intellectual, and the deprived… the fear crept over the entire city… Indiscriminate killing followed, terrorist appeared under the guise of Maoist reform, and law and learning lay shattered…"[5]

The violent young generation opts for the nefarious path of Naxalite violence. They feel that "the established order becomes obstruct to progress."[6]

In *India* (1979), Jayanta Mahapatra gives a vivid account of the Naxal Movement:

Why am I hurt still by the look in the hand of the

Graceful Naxal girl who appeared out of nowhere

that winter holding a knife as old as history.

In a mono-logical voice, the poet compares his 'reason' with "a prejudiced sorrow like Naxalism". Along with taking a straightforward stand, he considers Naxalism as a mass hysteria.

In *Judgement*, a vital social aspect gets reflected and that is within the scope of nature, "mountains burning with sky".

… too timid

to embrace the woman of his choice.

No One Can Choose the Manner of His or Her Living – Fatalism?

"Sleep comes and goes" but "no one can choose himself/ the manner of his living". Possibly, Jayanta Mahapatra wants to highlight the basic pattern of life in Orissa where one has very little freedom "to embrace the woman of his choice" and asks for judgment to play a great role. "Time whispers like an old man" but nothing changes the old system/ value continues.

In *The Abondoned British Cemetry at Balasore, India*, JayantaMahapatra is concerned about the "vanished empire":

This is history

I would not disturb it.

The ruins of stone and marble,

The crumbling wall of brick,

The coma of alienated decay.

How exactly should the archaic dead

Made me behave?

He remembers the 'forgotten dead' and he goes back to 'a hundred and fifty years ago':

I walked around them; thirty nine graves, their legends floating in twilight of baleful littoral the flaking history my intrusion does not animate.

But, Jayanta Mahapatra's love and care for India does not stop here, it goes deeper and deeper showing a sense of being an Indian is an internal and abstract value:

"It is that mental unity where

differences melt.

It is in the author's blood and

Mind."[7]

Starvation and Hunger – Result of Social Discrimination

Mahapatra believes that starvation and hunger are the issues of social discrimination and inequality by whichthe Asian countries are haunted most and the human suffering is at its apex. The country and its politicians respond to this grave situation in a stronger like way and hence, deaths and diseases are in full progress on the earth and in the country like India. They are the all-time evils of the universe and hence, 'hyenas are aware of the dying countryside around them.' Mahapatra is conscious of the diseased and disfigured world around him. He has much to say about the world of lepers. They are generally seen squatting on stone steps of *ghats* and the temples. They are social outcasts, hence the sad plight. And, this is the world, a part of the social world which Mahapatra fails to know even in the bright sun:

> "the mangled lepers will shuffle along
>
> going home
>
> their helpless looks." [pp. 39]

The politics of the country is responsible for the tragic realities that encircle the common man. Mahapatra finds that we are living in highly politicized era today. He records the political treat in-

> "The day stands like a mature Prime Minister." [pp. 41]

High Sounding Speeches of Nehtas

Mahapatra thinks that the country insults itself through the high sounding speeches of its representatives. Corruption, pretense, deception, infidelity, lawlessness, superstitions all means a share in which a country is mercilessly drawn. This awareness ingenerates silence in the poet:

> "I pick up the morning newspaper and see
>
> how a nation goes on Insulting itself
>
> with its own web of rhetoric." [pp. 42]

Symbolism of Whore House

When he records his observation about a whore house that unmistakably appears in the poem "Morning Signs", he comments on the beast-like male sensuality there in it. The poem also records other signs of the morning which aim at defining the disordered, disjoined social atmosphere. The morning signs are not pleasant ones; they are painful, nasty, disgusting. The poem "In the Fields of Desolate Rice" depicts ruinous aspects of social life. It describes the 'desolate rice field' as well as 'desolate social field'. It is a comment on the sad plight of the people and the country groping in unabated darkness of uncertainty. When Mahapatra talks about Cuttack, his tone is bitter and painful. This is an attempt to understand social dilemma of the land and the place of common man in it. This land of Cuttack is contaminated by twentieth (20th) century diseases like corruption, dishonesty and disintegration.

Prophetic and Visionary

Bijay Kumar Das's question to Mahapatra that his poetry seems to be prophetic at times, in an interview suggests that Mahapatra's poetry has a touch of life with a visionary angle. Mahapatra's answer to that question is worth quoting here. He says:

"Take the human mind, for example, it is packed with feelings we know nothing about, besides other unknowns: like images of people we have never seen, sounds of voices we have never heard, and places we have never ever visited. So, it is extremely difficult to give a precise or absolute meaning to many of our thoughts or actions. Can I say that poetry is the end all in my life? It is not in mathematics that I would insist: This only is what matters to me in life. I would like to believe life is something else besides the statements I make at times in my poems. And this is true. The workings of the brain are so complex that it is hard to make generations and order is not easy to achieve."[8]

Mahapatra is right in his assertion for what he writes here or there in different poems is all what a common man and his poetry filled with. But, still after having a deeper glance over his major works it is seen that speculation is his most ambitious production and the poem "Relationship" is an extreme case in this category. It is not free of narrative element. It does reveal some autobiographical details but it is completely dominated by the philosophic, somber voice of the poet.

"The style of Mahapatra belongs to the Indian tradition of speculative poetry which silences the reader more than it excites him. A style of this kind easily admits abstractions, almost as if they were a matter of concrete experience. It ignores the time space specifics of the subject, the logic and progression

of perceptions and works through evocative sound patterns. Besides, it moves away from the life and language of everyday experiences. It has a generality about it, though not necessarily any universality; and yet it hints at a knowledge which has emerged from deep thinking and profound suffering. It is, in the complimentary sense of the term, a romantic style. It shows the poet's constant and serious engagement with the mystery of existence, with his Oriyan landscape and the mythology surrounds it."[9]

It is precisely this painful transformation, a withdrawal of the will, the power of visionary consciousness filling up the place the will had bent to its own purposes that we see in Mahapatra's poetry. Even the human body vanishes, giving up the centrality of location it had maintained. But, what happens next? The mind is gently consumed, from the edges, inwards:

> "With his body, he loses body
>
> pales into a place.
>
> Nothing matters,
>
> the river grows,
>
> the hill takes a high face."

"Mahapatra confronts the issue of identity that arises for each and every writer in India, the anguished need to define a self, out of the bottomless flow of time; to cut identity out of the sky's eternal vault."[10]

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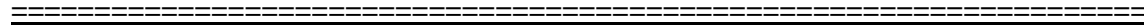
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A Literary Study of the Bible and its Implications for Church Leadership and Social Transformation in Nigeria

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Abstract

Beyond the doctrinal and theological construct of the Bible, lies its literary, aesthetic and sociological value. It is also not in dispute that the devotion to the sacredness of the biblical text has placed great restraint on the much needed attention to a proper socio-literary critique of the narrative. In contextualising the Nigerian church, and by implication, assessing and re-assessing the state and practice of leadership in the country, from the traditional to the modern, this study attempts a foregrounding of the literariness of the Bible within the conceptual framework of post modernism, and submits that the Bible, in its truest socio-literary realization, and indeed the

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church in Nigeria, have a lot to offer in terms of leadership re-engineering and social transformation.

Keywords: Literature, Bible, Leadership and Church

Introduction

As a way of creating a prefatory base for this study, there is need for some clarifications and definition of terms. Literature in this context is appreciated principally as an aesthetic tool of social engineering. Our concern therefore, is to see how the literary features of the Bible have implications for leadership and social revival. The argument is that the Bible has artistic and sacred characteristics that are transformational in nature. In addition, the Church in used interchangeably with the following concepts; The body of Christ, which is the church universal, Christianity, which is the religion of the church, the pulpit, which is the creative platform of influence of the church, the Bible, which is the symbolic instrument of the religion of the church and the individual that makes up the church. Social change is viewed as the several transformations and reforms that are operational in a social setting. The focus is on the contemporary Nigerian setting. Issues and posers that are addressed in this study include the following: How have literature, the Bible and the Church fared in Nigeria? To what extent have they been able to shape leadership and social transformation in the country? What are the challenges of the Church in Nigeria? Of what socio-literary relevance is the observation of Edgington (1982:85) that the churches in the third world countries are merely growing rapidly? In the midst of changes and social decay, what is the progress chart of the church? Beyond the literary or performed Bible, as reflected in the pulpit, has the Church been relevant in Nigeria? How has the Christian been living in a non-Christian world? Bolarinwa (2008:3) while wondering whether the value of the knowledge of God has actually added to the transformation of our society poses: "can we really say that Christian religion is alive to its responsibilities or should we be talking about the death of religion in the contemporary society?"

Conceptualising Literature, the Bible and the Church

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While it is crucial to acknowledge that literature has several definitions and functions such as strategic education and the dynamics of correction through satire, the fact still remains that its primary essence and purpose is in the aesthetic and creative organization of words. Olusegun Oladipo (1993:5), while giving literature a sociological outlook, observes that there exists a working "relationship between literature and philosophy from the perspective of 'worldview' and critical discourse". He argues that philosophy and literature are both social phenomena and forms of social consciousness. They are social, not just in the sense that they are produced by people who are "beings– in – society", but perhaps more importantly in two respects. First, even when philosophy and literature spring from the experience of an individual or treat very abstract matters, they still constitute a reflection in the phenomena of life (Here it should be noted that personal experience, the experience of the individual, is still human experience and human experience is essentially social – a product of our interaction, not just with nature but also with ourselves). Second, philosophy and literature are products of the intellectual and practical needs of society and the individuals and classes compromising it. Whichever tool of analysis we use in describing or assessing literature, its relevance cannot be a work for its own sake. It either tries to present an experience of human relevance or attempts to repackage or remodel the personality of the individual in society. In performing any of these roles, it is not out of place to observe that literature operates within certain context of ideas which provide an anchor point for the web of descriptions, facts, constructions and evaluations that it contains.

Eagleton (1976) has also argued that literature is nothing but ideology in a certain artistic form. In other words, the works of literature are essentially expressions of the ideologies of their time. Continuing the contextualization of literature within ideological framework, Literature, Finnegan (2005:164-166) observes, has gone beyond its conventional perception of being a written text .Its significance extends to the domain of performance. And just as literature exists in performance, so does performance have a lot to say about literature and literary theory. To argue therefore, that literature exists only in text or that it "signifies textual manifestation of writing" is misrepresentative. Sam Asein (1995, 7) draws the message closer to the context of the present discourse by examining literature within a social-ideological context and submits that whether a product of an individual's creative imagination, critical intelligence or as the shared

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collective product of a state, literature manifests observable traits and relates in terms of its themes, total landscape and tendencies to the social, political, cultural and physical environment characteristic of its enabling state. By nature, literature is generally a highly manoeuvrable art form. It creates and posits possibilities for social order without necessarily fragmenting entities. Literature is an exportable commodity and has a trans-territorial status that lends its universal applicability. However, as Asein also observes, even in that trans-contextual state, literature maintains a distinctiveness which it does not, and cannot, negotiate or compromise. It creates its own myths and mytho-poetic hegemonies. It recognizes its own geography and negotiates its own space. Bamidele (2000:4) advances this argument by observing that literature shares basically the same sociological concerns. According to him, studies have revealed that literature, like sociology, is a discipline preeminently concerned with man's social world, his adaptation to it, and his desire to change it. The literary forms in prose, poetry or drama, attempt to recreate the social world of man's relation with his family, with politics, with the state in its economic or religious constructs. Literature delineates the role of man in the environment, as well as the conflicts and tension within groups and social classes. Literature and Sociology are therefore, technically speaking, best of friends, no matter the operational differences in their method of talking about society. Literature in its aesthetic form creates a fictional universe where there is a possible verification of reality at the experiential level of man living in a society. It is arguable that imaginative literature is a re-construction of the world seen from a particular point of view which we may refer to as the abstract idealism of the author or the hero. While the writer may be aware of the literary tradition, it is the unconscious re-working of experience fused with his definition of a situation and his own values that produce the fictional universe which the sociology of literature may be concerned to explore.

Mbiti (1959) gives credence to the cultural value of literature when he submits that to know the literature of a people is to know them well and that it is the precipitation of their mentality, their custom, their habit, their hopes and ideas about life itself. It is therefore, amazing how much one gets to know, as Ogunba (2006: 11) also observes, about the Igbo by reading Achebe's *Thing Fall Apart* or *Arrow of God,* about the Indians by going through R. K Narayam's *Waiting for the Mahatina* or about the now seemingly insoluble India Pakistani conflict by

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reading Khushwant Singh's *Train to Pakistan* or about the ordinary life of Trinadians by going through Naipaul's The *Mystic Masseur*. In each case, the details of the life and thought of the people are laid out in a clear-cut, digestible manner. No philosophical, sociological or political treatise can teach one as well as a good creative piece. In the same vein, scholars are in agreement that the Bible is enmeshed in the society in which it is located. The politicians use it, the lawyers quote from it. Barrett (1991:10) notes that it is extremely difficult to state where the Bible or the Christian religion begins and where it ends. Fatokun (1995: 80) tries to see ways African traditional culture in chieftaincy titles has influenced attempts at indigenizing the Bible or Christianity in Africa. What this amounts to is the fact that the African experience is crucial to an understanding of biblical texts. W. Heerden (2006) strongly believes that "the perceived gap between African culture and the western packaging of the Christian gospel necessitate reflection on the possibility of meaningful and enriching dialogue between facets of African culture and biblical texts. In interpreting the Bible across cultural lines therefore, it is important to ask some questions: is culture a thing created by God? Or is it entirely a human device? Is there anything in a people's culture which can be said to be biblical or sacred? What is the role of the Bible or religion in social and cultural realisation? (Etuk U 2002:13).

The concept of the Church has also progressed over the years. While some scholars see the Church as a building, others have opted for the root implications of the word. Bolarinwa (2010) explain that the word "church" was derived from a Greek word *ekklesia* indicating "assembly' in English. Not satisfied with merely seen as an assembly of people, the early Christians went to their basics, Hebrew language, to locate a suitable word to describe their company, and they found a word *qahal* meaning "the called out". It is also important to put in context the Greek root word of church, *kyriakon,* meaning "things belonging to the Lord". When *ekklesia* and *qahad* are juxtaposed, it is possible to appreciate the church as "the assembly of the called out" and when *ekklesia* is considered together with *kyriakom,* we can say the church implies "the assembly of the Lord". . It is also the responsibility of the Church to encourage Christians to make spiritual progress and to demonstrate faith in their behavior- through their ethics and their good works. These responsibilities include correction in love and drive towards adherence to godly principles. The Church has a duty to discipline Christians whose lives are

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inconsistent with the teachings of Christ. It is however, worrisome to observe that the Church today is not careful about carrying out this function and this surely is one of the areas that need urgent attention in the body of Christ. In carrying out this function however, the Church should not slide into self righteousness and intolerance.

Mueller (1984: 20) states that the Church is expected to take a deep interest in the physical and spiritual welfare of not only the Christians but all mankind. In the face of social changes, the Church can certainly not remain indifferent. She must exhort, inspire and if need be, look for practical remedies. While it must be stated that the immediate and principal essence of the Church remains the sanctification of men through the teaching of the truth and the perfection of the saints, the redemptive function of the Church however extends to the society – that is the institutional social reform and the advancement of the material standard of living of the generality of the people. In other words, the mission of the Church is by no means restricted to the salvation of individual souls, it is, technically speaking, the vital principle of society. Bolarinwa (2010: 34-35) gives an expository approach to the functionality of the institution. According to him, the divine purpose of the Church, as a community, include the teaching of biblical doctrine. In other words, building a people for the purpose of living for God, the provision of a place of fellowship for believers, which in itself implies that the Church as an organization has the responsibility of working for the peace and pleasant co-existence of her members, the paying of tithes, offerings and generous donations to be able to achieve the above and the observation of the ordinances of the community, since every community has its constitution-written or unwritten and the Church is not exception.

Theoretical Framework

Gabel et al (2005: 385) have noted that the term "postmodernism" arose in debates over theories of architecture soon after the Second World War., and influenced by thinkers like Jacques Derrida, Jacques Lacan, Michel Foucault, Julia Kristeva and Roland Barthes, spread rapidly through the social sciences, humanities, art and beyond. While the approaches of postmodernist criticism vary widely, nearly all have emphasized the difficulty inherent in language and symbols, and have attempted to move the critical focus from a determinable and unchanging text to the actual reader (or to some place between text and reader) and to the social, cultural, historical and linguistic situation in which the reader finds himself. In essence, the

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process of reading becomes the means by which meaning is made – if indeed it can be made at all. Due to the indeterminacy of any text, beyond the emphasis that post modern criticism places on close and careful reading, these theories have had less influence on readers of the Bible than on readers of general literature.

In his advocacy for the sustainability and continued relevance of the Church in the face of social changes and global evolution, Hevea (2007), in using the concept of postmodernism and the Bible, argues that Christianity can remain significant in our modern world. While drawing attention to the seeming diabolical implications of post modernity to spiritual development posits that post modernity actually draws one close to God. Situating the Bible in post modernist discourse is instructive for many reasons. First, it is a metaphorical tool to represent Christianity. Second, the Bible has actually weathered the currents of social change and can therefore stand the test of time. The Bible, in being positioned on the currents of postmodernism is encouraged to cross its literary and cultural boundaries. Post modernity gives readers the opportunity to weave biblical narratives with other narratives and thereby locate Christian values in every social setting. The Bible is not just a mat but that which is capable of being woven with multiple stories and applications. In fact, the Scripture is for all ages.

Literary Forms and Genres in the Bible

The Bible is a mixture of genres, many of which are literary in nature. The major literary genres in the Bible are narrative or story, poetry and proverbs. The Bible is also profound in figurative language and rhetorical or artistic patterning. Other literary genres of note in the Bible include epic, tragedy, satire, pastoral, wedding poems of love and elegy (funeral poems). The focus of this work is the application of different literary tools in the interpretation of the Bible. A study of genres is crucial to any literary approach to the Bible because every genre has its own conventions, expectations and corresponding rules of interpretation. Conner and Malmin (1983, 10) argue that if the Bible must be understood and placed in its proper perspective, its literary genres must first be determined. It is this literary task of determining genre(s) that sets the mood from which the entire work can be seen. In his location of the literary genres and figures of speech within the core spectrum of Biblical interpretation, Lawson (1992:20) observes that whole texts or passages can be written in a figurative sense, stressing that a good understanding

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of the linguistic possibilities of the Bible is critical to the appreciation of its aesthetics. Lawson explains further that a biblical story for instance, is a sequence of events, not a series of ideas. It is structured around a plot conflict, not a logical argument. It communicates by means of setting, character and events and not by propositions. Literary genres of the Bible require us to approach them in terms of the convention or procedure they possess. Literature uses distinctive resources of language. This is most evident in poetry. Poets for instance think in images and figures of speech. God is a shepherd, people are sheep, the tongue is a fire. It is fascinating how much of the Bible is poetic, especially books obviously dominated by literary qualities and materials such as Job, Psalms, Proverbs, Ecclesiastes, Songs of Solomon and some of the prophets. The entire spectrum of figurative language is central to the consideration of the Bible as literature. Figurative language in the Bible includes metaphor, simile, symbolism, hyperbole, apostrophe, personification, paradox, pun and irony, to mention just a few. These resources of language, though not limited to poetry, pervade the entire Bible.

The importance of genre to biblical interpretation is that genres have their own methods of procedure and rules of interpretation. An awareness of genre should program our encounter with a text, alerting us to what we can expect to find. For example, the most prevalent of all literary forms is narrative or story. To make adequate sense of a story, we need to know that it consists of plot or action, setting, and characters. These, in turn, constitute the basic grid through which we assimilate the story and talk about it. In view of how many literary genres are present in the Bible, it is obvious that the overall literary form of the Bible is the anthology. As an anthology, the Bible possesses the same kinds of unity that other anthologies exhibit: multiple authorship (approximately three dozen authors); diverse genres; a rationale for the assembling of this particular collection of materials (a unifying religious viewpoint and story of salvation history, as well as the fact that all the books except Luke and Acts were written by Jews); comprehensiveness; and an identifiable strategy of organization (a combination of historical chronology and groupings by genre). With belief in the inspiration of the Bible as a foundational premise, we can say that the Holy Spirit is the ultimate editor of the anthology that we know as the Bible. Literature is identifiable by its subject matter. It is differentiated from expository (informational) writing by the way in which it presents concrete human experience. Instead of

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stating abstract propositions, logical arguments, or bare facts, literature embodies what literary authors often call "the stuff of real life." We can profitably think of biblical writing as existing on a continuum, with abstract propositional discourse on one end and concrete presentation of human experience on the other. The more thoroughly a piece of writing falls on the experiential end of the spectrum, the more literary it is. To illustrate, the command "you shall not murder" is an example of expository discourse. The story of Cain and Abel embodies the same truth in the form of characters in concrete settings performing physical and mental actions. Expository writing gives us the precept; literature gives us the example. "God's provision extends to all of our life" is a thematic summary of Psalm 23; the psalm, however, eschews such abstraction and incarnates the truth about providence in a pastoral poem that images the daily routine of a shepherd and his sheep.

The subject of literature is human experience rendered as concretely as possible. The result is that it possesses a universal quality. Whereas history and the daily news tell us what *happened*, literature tells us what *happens*—what is true for all people in all places and times. A text can be both, but the literary dimension of a text resides in its embodiment of recognizable human experience. While we rightly think of the Bible as revelatory (God's supernatural revelation of truth), the literary parts of the Bible are at the same time the human race's testimony to its own experience. The goal of literature is to prompt a reader to share or relive an experience. The truth that literature imparts is not simply ideas that are true but *truthfulness to human experience*. The implication for interpretation is that Bible readers, teachers, and expositors need to be active in re-creating experiences in their imagination, identifying the recognizable human experiences in a text (thereby building bridges to life in the modern world), and resisting the impulse immediately to reduce a biblical passage to a set of theological ideas.

Also central to the literary form and genres are archetypes and motifs. An archetype is a plot motif (such as initiation or quest), character type (such as the villain or trickster), or image (such as light or water) that recurs throughout literature and life. The presence of archetypes in a text signals a literary quality. When we read literature, we are continuously aware of such archetypes as the temptation motif, the dangerous valley, or the hero, whereas with other types of writing we are rarely aware of archetypes. Archetypes are the building blocks of literature.

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Writers could not avoid them even if they tried. The Bible is the most complete repository of archetypes in the Western world, and this makes the Bible a universal and primeval book (reaching down to bedrock human experience). Awareness of archetypes helps us see the unity of the Bible (since we keep relating one instance of an archetype to other instances), the connections between the Bible and other literature, and the connections between the Bible and life.

Literature uses distinctive resources of language that set it apart from ordinary expository discourse. The most obvious example is poetry. Poets speak a language of their own, consisting of images and figures of speech. The most important of the special resources of language that push a text into the category of literature include the following: imagery, metaphor, simile, symbol, allusion, irony, wordplay, hyperbole, apostrophe (direct address to someone or something absent as though present), personification, paradox, and pun. The most concentrated repository of such language in the Bible is the books that are poetic in their basic format — the prophetic books, Job, Psalms, Proverbs, Ecclesiastes (a book of prose poems), Song of Solomon, Revelation. But literary resources of language are not limited to the obviously poetic books of the Bible. They appear on virtually every page of the Bible beyond the poetic books—most obviously in the discourses of Jesus and in the Epistles, but also, though less pervasively, in the narratives of the Bible. A related literary phenomenon is rhetoric — arrangement of content in patterned ways and employment of conventional literary techniques or formulas. Parallelism of sentence elements, for example, is an instance of stylized rhetoric. Patterns of repetition — of words, phrases, or content units — are a distinguishing feature of the Bible. So are the aphoristic conciseness that continuously raise the Bible to a literary realm of eloquence far above everyday discourse. A specimen page from a New Testament epistle might include the presence of rhetorical questions, question-and-answer constructions, direct addresses to real or imaginary respondents, and repeated words or phrases within a passage, and we can depend on it that famous aphorisms will appear in abundance. Literature is an art form in which beauty of expression; craftsmanship and verbal virtuosity are valued as rewarding and as an enhancement of effective communication.. The standard elements of artistic form include unity, theme-and-variation, pattern, design, progression, contrast, balance, recurrence, coherence, and symmetry.

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Authors cultivate artistry like this because it is important to their effect and intention. The Bible is an aesthetic as well as a utilitarian book, and we need to experience it as such, both for or understanding and for our enjoyment

Social Transformation and Church Leadership in Nigeria

Social change or transformation is essentially a sociological term for alterations in basic structures of a social group or society. Transformation is an ever present phenomenon in social life. It has always constituted a striking force in the personal and collective experience of mankind. It should be noted that it is not all the time that change is a welcome phenomenon. Sometimes it is embraced, at other times, it is resisted. All over the world, changes have been evolving in different forms and shapes – ranging from the economic and political to the moral and spiritual. While some of these transformations have had their injurious implications, others have not been totally negative. Some of these changes have brought many socio-political advantages. The technological explosion and increase in knowledge, the progressively liberal mindset on hitherto sensitive issues such as politics, ethnicity, and the dignity of womanhood are indices of this positive occurrence. Within the overriding atmosphere of the social transformation and chaos exists the Church. The Church discovers sooner than later that in spite of its tendencies to stay aloof and afloat, it cannot totally evade the societal incursions and influences. White (1984:214) in his description of the post-Reformation and Renaissance world of Western Europe which is also applicable to us today observes that:

> The world has changed almost beyond recognition
> with the coming of industrialization, scientific
> inventiveness, materialist, humanist, and secularist
> fashions of thought, and social revolution. New
> problems constantly challenged old principles, and
> found scripture inadequate…

Moreover, another subject that is becoming a matter of anxiety is how the Church ought to cope with the increasingly complex societal disequilibrium. How can the Church change in

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outlook and practice and still continue to be relevant, while remaining the same essentially? In other words, how can the Church uphold the fundamental doctrines and practices of the faith and sustain its significance in a changing world? In the face of globalization, high tensioned corruption, national decay and rot, how has the Church been coping in Nigeria? Has the Church lost its relevance? Has the Church remained the light of the world or has it gone into a shadow of its ancient self? Has the preoccupation of the Church with personal gain and wealth created a materialistic group with itching ears, heaping on itself leaders who would blend their greed with imbalance teaching, concentrating on what the congregation would want to hear rather than what they need to hear? Where are the ancient landmarks of honesty and integrity, of selfless service, of righteousness and holiness, of godly values and true leadership? Adefarasin (2010:5) has traced the root cause of the nation's moral lazity and decay to the catastrophic loss of values. He observes that life itself has become worthless in our present day society. No wonder "we strive to gain mastery over each other in the work place, we have neglected the training of our children, and family life is not what it used to be. Corruption is endemic and the list is endless".

This dilemma brings to light the need to situate a dynamic and pragmatic relationship between what are true or enduring ideals and changing situations. It may also not been out of place to locate the dual nature of the Christian who, though is in the world but is not of the world. Situating the dual possibility in a sense, the dual nature of the Church within the conservative and liberal thought, Morberg (1965:94) notes that:

> The Christian ideally is both a conservative
> who tries to conserve all that is true, honest,
> just, pure, lovely, and gracious in society
> and a liberal who tries to liberate mankind
> by changing the conditions of society that
> violate those criteria of excellence.

This perspective takes into cognizance the doctrinal and ethical development which occurred within the Apostolic Church and since the Apostolic period, even while it holds on tenaciously to the inherited faith "once for all delivered to the saints." The dilemma raises a lot

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of issues. For instance, how did the early Church respond to the social change? How has the response been through the centuries? What roles has biblical hermeneutics played in the evolving social order? What is, and should be, the relationship between Christians and non-Christians in the society? How can a proper understanding of the dynamics of the Church help in social restructuring and leadership orientation?

Ighile (2007) has argued that the Church-based pulpit, or the performed Bible, while it shares some structural features with the conventional theatre, is a potent instrument of leadership development and social transformation. Just as the traditional theatre functions as a form of communication, mirrors life and society, educates, entertains, and gives employment to people,

so does the pulpit; in a special way. The pulpit is an elevated platform for dramatizing the beauty of good and the ugliness of evil. It is not exactly a designer's construct for entertainment; rather, it is a developed structure for training, enlightenment and instructions. While using biblical standards in analyzing contemporary issues, it proffers solutions to the challenges in the society. The pulpit is particularly not symbolic of a money-generating venture; it is not a business enterprise. However, when the lead -actor plays well his part, the empowered audience rises up to its responsibility of ensuring that the performer does not die on stage, that the light does not fade out and that the play goes on. It is sad to admit however that the pulpit is fast becoming more materialistic than the conventional secular theatre. This is both unfortunate and a monumental crisis.

The pulpit can best be appreciated in its strategic and symbolic nature. It is positioned in a vantage area, and in most cases, on a raised stage-like platform. The reason for this theatrical structure of the pulpit is not far to seek. The pulpit is expected to be at an angle, not only of easy view to the audience, but also capable of commanding attention. There is also the symbolic dimension to the phenomenon of pulpit. It is not just a tool of communication, it is also indicative of empowerment. Whoever is on stage is assumed to have been called by God and approved to speak. His speech, persuasion and conviction are therefore, not seen as mere intelligence, but appreciated in the context of a supernatural engineering. This assumption constitutes modes of influence on the people. Whatever comes from the pulpit is taken seriously.

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The pulpit has a magnetic force of attraction. When it is used appropriately to explore the dynamics of leadership and social transformation, it generates a pulling effect. There is a way in which the platform of the pulpit can be used to cause Christian to do what is scripturally acceptable. Leadership in practice simply means the art of getting someone else to do something that you want done because he wants to do it. And the pulpit provides the forum for this subtle exploitation. The pulpit symbolizes popularity. Leaders who may not have been known or respected by the people in the first instance are impressed on them by the force of the pulpit. The pulpit gives authority, identification and fame to its users. People tend to listen to the pulpiter, follow what he says and even want to be like him.

Leadership is all about influence and the pulpit is a sensitive instrument of realizing this function. Maxwell and Dornan1984) identify four ways in which this leadership influence can be effected. These include modeling, motivating, mentoring and multiplying. From the pulpit it is possible to build an image for people to model. The pulpit is a platform for motivating people to be the best that they can. It is a stage of mentoring and multiplication of value. The pulpit-man moves to the platform with a number of questions in his mind: How do I bring out the best in the people who have value for me and my words? What are their challenges and how do I make them turn these into stepping stones to their greatness? How do I stir up the giants in them? How do I make them accountable for the decisions and choices they make? Am I a good example to follow? Is my relevance noticeable beyond the pulpit?

Implications for Contemporary Nigerian Society

There is the need for the Church to stand focused and distinct. The practitioners of the church must stand out in character, appearance, speech and action. The reason for the display of quality lifestyle is not far to seek: those who must lead and transform the society must be a light in literal and symbolic forms. As the light of the world, they are to give direction with their lifestyle and as the salt of the earth; they are to add flavour to the world. However, if the Church is to make meaningful progress in effective mentoring, there must be a strategic blend of Christians and non Christians whose daily experience of specific problems can help in understanding them better. In other words, there must be a functional use of the Bible for the

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world of men. The creative and productive exposition of the Bible must have a contemporary packaging for effectiveness. In addition, there is the need to carefully study the process of interpreting and applying scriptural texts to actual social situations and issues. The Bible can indeed be relevant to the society.

Adefarasin (2010:7) has also suggested the need for exemplary leadership, accountability and a return to fatherhood. The Church, according to him, must lead by example. The leaders must show the world how best to do things. The restoration of fatherhood is a precondition for revival. God would want the men to demonstrate the true heart of the father. This would break the chains of bondage and oppression and facilitate the emergence of God-fearing and God-serving generation.

There is also the need for the Church to avoid the error of allowing the world's own agenda to skew biblical truth. Scott (1984:14) draws attention to the need to address this dilemma observes that:

> Some Church advocates, anxious above all to be
> faithful to the revelation of God, without
> compromise, ignore the challenges of the
> modern world and live in the past. Others
> anxious to respond to the world around trim
> and twist God revelation in their search for
> relevance. I have struggled to avoid both traps.
> For the Church is at liberty to surrender neither
> to antiquity nor to modernity. Instead I have sought
> with integrity. Yet, this is our calling to
> submit to the revelation of yesterday within the realities
> of today. It is not easy to combine loyalty to the past
> with sensitivity to the present. Yet, this is your
> calling; to live under the world in the world.

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Conclusion

This paper, in applying the socio-literary analysis within the theoretical framework of post-modernism, has attempted to juxtapose the Church with the phenomenon of social change and thereby promote an appreciation of the dynamic functions and responsibilities of the Church and its contextualization within social stratification and transformation. While drawing attention to the possible challenges that social phenomena can pose to the Church, it argues for a workable strategy that would make the Church relevant for all ages.

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Early Intervention of a Child with Multiple Disabilities - A Case Study

Navnit Kumar

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Abstract

The study aims at obtaining adequate and early intervention services for infants with multiple disabilities. A 5 month old male child was referred to for audiological evaluation at AYJNIHH (ERC). His mother noticed his problem at 2.5 months of age. A systematic approach was chosen for early intervention for the children with multiple disabilities.

For complete diagnosis of a child with multiple disabilities, the assessment at AYJNIHH includes (1) Audiological evaluation (2) Speech and language evaluation, (3) Hearing aid trial and fitting and (4) Psychological evaluation. After 10 sessions of speech and language therapy, progress was observed in cognitive and linguistic domains as assessed with Communication DEALL developmental check lists. Simultaneously the child had received occupational therapy.

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In India, the field of multiple disabilities is a new emerging field. To promote early intervention vigorously for the children with multiple disabilities further studies are needed to identify high risk factors associated with multiple disabilities. There is also the need to develop skills in gathering information regarding infants' hearing, vision, motor, cognitive, linguistic, social and emotional skills.

Key words: Multiple disabilities, Deaf blindness.

INTRODUCTION

Disability has been defined as any restriction or lack of ability (resulting from impairment) to perform an activity in the manner or within the range considered normal for human being, generally taken to be at the level of the individual (Sharma, 2005). A child with more than one condition of disability that affects learning is "multiply disabled." As per the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999, multiple disability means a combination of two or more disabilities as defined in clause (I) of Section (2) of the Persons with Disabilities Act, 1995, which include blindness, low vision, leprosy-cured, hearing impairment, locomotor disability, mental retardation and mental illness.

In India, about 2 % of the total population is disabled. Among the total disabled population, 10 % of the population is multiply disabled. The percentage distributions by the type of disabilities are shown in Figure 1.
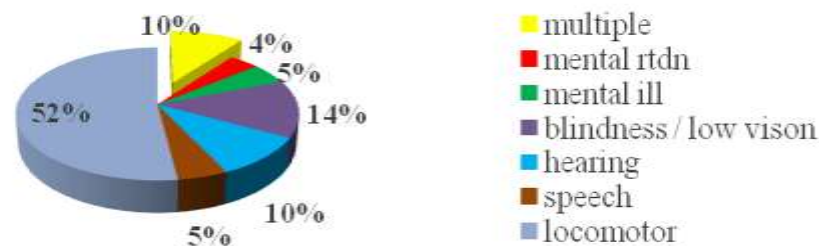

Figure 1: The percentage distributions by the type of disabilities

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In India, about 7 % of persons with hearing disability are born with it (NSSO, 2002). Additional disabilities are reported frequently with this disability, because the cause of hearing disability sometimes leads to additional disabilities. The incidence of additional disability in children with hearing disability ranges from 25 % to 34 % (Moores, 2001). Only 51.1 % of the population of hearing disabled has hearing loss as their sole disability, remaining have other additional disability. Among them 4.9 % has low-vision and 4% is associated with other ophthalmological problems (GRI, 2006). The incidence of these vision-problems is greater in population with hearing disabled or developmental-delay or cerebral palsy or Down syndrome than in the general population (Wesson & Maino, 1995). 0.08 % of the general school age population has vision problem, whereas deaf students with school age population have incidence of 8 % (Wolff & Harkins, 1986).

The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 includes the person with deafblindness as multiply disabled. Since 1980, the Nordic countries have defined deafblindness as a distinct disability. Recently, EU Parliament has also declared deafblindness as a separate and distinct disability (Danermark & Moller, 2008). ICF (International Classification of Functioning, Disability and Health) states that "deafblindness is a combined vision and hearing disability. It limits activities of a person and restricts full participation in society to such a degree that society is required to facilitate specific services, environmental alterations, and/or technology". The definition includes five comments, which further clarify the definition of deafblindness:

1. Vision and hearing are central in getting information. Therefore a decrease in the function of these two senses that can receive relatively distant information increases dependency on senses that receive information more within reach (tactile, kinesthetic, haptic, smell, and taste), as well as increasing the need to rely on memory and deduction.
2. The need for specific alterations regarding environment and services depends on the time of onset in relation to communicative development and language acquisition, and the degree of the hearing and vision disability, whether it is combined with other disabilities and whether it is stable or progressive.

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3. A person with deaf blindness may be more disabled in one activity and less disabled in another activity. Therefore each activity and participation in it needs to be assessed separately. Variation in functioning within each activity, and participation in it, may also be caused by environmental conditions and by internal personal factors.

4. Deafblindness causes varying needs for co-creating alterations in all activities and especially in all kinds of information, social interactions and communications, spatial orientation and moving around freely.

5. Activities of daily life and efforts demanding near activities, including reading and writing. Co-creating means that the person with deafblindness and those rearranging the environment are equally involved. The responsibility for making the appropriate rearrangements and compensations and making possible empowering situations lies with society.

6. An interdisciplinary approach that includes specific knowhow related to deafblindness is needed in service delivery and environmental alterations.

The cause of deafblindness or multiple disabilities can be either congenital or acquired, which affects the development and needs of person with multiple disabilities differently. Premature birth, Rubella or German measles in pregnant mothers, lack of proper medical care at the time of birth and Usher's syndromes are some of the major reasons for deafblindness in our country. Rubella is best known, whereas anoxia (lack of oxygen to the brain) is a very common cause of multiple disabilities and visual impairment, either during delivery or as a result of an accident later in childhood. In over 70 syndromes, hearing and visual impairment are likely to occur together (Regenbogen & Coscas, 1985). Mental retardation is a common condition that occurs with deafblindness. During communication 90 % of the information is perceived through vision and 10 % through hearing that is important for mental development (Griefhann, 2003). Mental retardation is not caused by deafblindness, although either condition can increase the delays normally caused by any one condition.

NEED OF THE STUDY

Child with multiple disabilities or deafblindness is unique. They are multisensory deprived, have distorted perception of world, appear to be withdrawn and isolated, do not

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communicate with the environment in a meaningful way which leads to serious developmental delay, defensive to touch, difficulty in establishing and maintaining interpersonal relationships, lack the ability to anticipate further events or results of their action, feeding difficulties and /or unusual sleep patterns, exhibit frustration, delay in social emotional and cognitive development and develop unique learning styles.

Therefore the need of the study is to obtain an adequate and early intervention services for infants with multiple disability.

METHOD

Participants

A 5 month old male child was referred for audiological evaluation at AYJNIHH (ERC). The demographic information of the child was taken up. His mother noticed at 2.5 months of age that the child did not startle to loud sound, unable to grasp any objects, did not make any intentional vocalization and did not shift in eye gaze during movement of object, when placed in front of eye at 1-feet of distance. Searching behaviors were observed, only when light in the room was turned on/off.

Prenatal and birth history: Mother had bleeding during first trimester of pregnancy. At full term of gestation, the child was delivered by caesarean section. Birthweight was 1 Kg and 500 gms. and birth cry was present. The child had a single instance of meningitis and septicemia (probable cause) at 3 days of birth.

Developmental history: The developmental milestones were delayed for both physical and communicative behaviors. Mother reported that his head control was yet to develop. He expresses his needs through cry and vocalization.

Medical history: At 3 months of age, he underwent otoacoustic emission (OAE) screening; the result was "refer" for both the ears. Opthalmological examintion at 4 months of age, suspected Glucoma and avascular retina in temporal retinal periphery in right eye. As reported, the diagnosis will be completed after 2.5 years of age, thus follow up after every 6 month. The Electro Encephalography (EEG) suggests paroxysmal cerebral dysrrhythmia. On magnetic resonance imaging (MRI), he had cystic encephalomalacic lesion in bilateral occipitoparietal region, suspected sequel to hypoxic ischemic encephalopathy. Abnormal

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visual evoked potential (VEP) were observed in both the eyes. Otorhinolaryngologist did not observe any abnormality regarding the child's speech and hearing difficulty.

Family and social history: The child stays in a joint family. None of the family members had history for speech-language and hearing problem. Mother is housewife and father is a serviceman. His grandmother and family members usually takes care of the child.

Measure

Test plan: "Systematic approach" (Chen, 1998) was chosen for early intervention for the children with multiple disability. It is functional assessment that includes (a) review of the infant's medical reports, (b) gathering information from parents, (c) conducting structured observations of the infant's response to sound and reactions to visual stimuli, (d) assisting parents in obtaining a referral and (e) providing educational services as needed.

Test: For complete diagnosis of a child with multiple disabilities, the assessment at AYJNIHH includes (1) Audiological evaluation, (2) Speech and language evaluation, (3) Hearing aid trial and fitting and (4) Psychological evaluation

Procedure

Audiological evaluation: To assess child's hearing ability a complete audiological examination were administered. Subjective test like behavioral observation audiometry (BOA) and free field audiometry were administered in a sound treated room to obtain minimum response level using MAICO MA 53. Objective tests were also administered to obtain estimated auditory threshold. Immitance test battery (Tympanometry, reflexometry) was done using GSI-38 instrument. OAE screening was done for both DPOAE and TEOAE with GSI audio screener. Auditory brainstem response (ABR) was also obtained.

Hearing aid trial and fitting: On the basis of audiological examination results, he was tried with body worn strong class (A_1) and extra strong class (A_2) hearing aid with V cord.

Speech and language evaluation: An orofacial examination was conducted to evaluate the structural and functional integrity of the orofacial mechanism. Infant scale of nonverbal interaction was used to assess the child's mode of communication. The level of expression was assessed to child's expression. Develpmental schedule were assessed using

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Communication DEALL. The cognitive development milestones were also used to assess the cognition. The reflex examination was administered to estimate child development.

Psychological evaluation: Vineland social maturity scale (VSMS) was used to obtain social age. To judge early motor and mental development, a Bayley scale of infant development was used.

RESULTS

The BOA and free field audiometry results are shown in table 1 and 2 respectively. It shows child had very poor hearing ability. He did not respond at any stimuli presented at loud. In free field audiometry responses were not obtained at audiometric limit.

Table 1: Behavioral observation audiometry results

Stimulus (at 2 -3 feet)	Loudness	Response
Drum	loud	Eye blinking
Jhankara	loud	No response
Tumbler	loud	No response
Hand clapping	loud	No response
Name calling	loud	No response
Stear drum	loud	No response

Table 2: Free field audiometry results

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The immitance test revealed bilateral A type tympanogram, where as reflexes could not be tested due to head shaking. In ABR the wave V[th] peak was obtained at 105dB pe SPL and 115 dB pe SPL in left and right ear respectively. Thus audiometric thresholds were judged at 80 dB HL and 90dB HL in left and right ear respectively. This revealed bilateral severe-to-profound sensorineural hearing loss and was recommended for appropriate hearing aid trial and fitting. Hearing aids were tried with strong class (A_1) and extra strong class (A_2) hearing aid with V cord, the child was fitted A_1 hearing aid with ear mould, PP 180 receiver, and tone control at N, volume control at 3-5.

The orofacial examination revealed normal appearance of oral structures. Sucking was deemed adequate for normal speech production. His nonverbal mode of

Frequency	Intensity	Responses
500 Hz	70 dB HL	No response
1000 Hz	75 dB HL	No response
2000 Hz	80 dB HL	No response
4000 Hz	85 dB HL	No response

communication on "infant scale of nonverbal interaction" was judged at level-1 (1-3 months) i.e., behaviors are usually in reaction to the adult's action or the general environment, and the "level of expression" at pre-intentional behaviour (cry). The Communication DEALL development schedule suggests gross motor, fine motor, receptive language, expressive language, social skill, cognitive skill of the child was not at the initial level as described in item no 1. Only activities of daily living, emotional skills had emerged (within 0-6 months).

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The child's "cognitive development milestone" was infancy (0-6 months) i.e., sensorimotor reflexive stage (total absence of control over movement). The clinical reflex examination results were shown table 3.

Table 3: The clinical reflex examination result

Reflex	Results
Babinski	Positive
Grasping	Yet to develop
Rooting	Integrated
Sucking	Integrated
Startle	Absent

Psychological evaluation showed moderate developmental delay, and had inadequate gross and fine motor skills. He was judged moderate deficits in social skills.

The child was provisionally diagnosed as delayed speech and language development with bilateral severe to profound hearing loss with moderate developmental delay and visual impairment. He was recommended for speech-language stimulation and therapy, regular use of amplification, aural hygiene, special education guidance, physiotherapeutic consultation, and counselling.

After the assessment procedures were completed child attended speech- language stimulation therapy at the AYJNIHH speech and hearing department once a week in session lasting for 45 minutes. His parents accompanied him and participated in treatment session. Multisensory approaches were selected for the child. The long term goal was chosen as to achieve communication up to child level of participation. The following short term goals were chosen for 10 sessions.

1. **To facilitate development of social skills:** Communication is primarily a social behaviour that links people with the world around us. It begins with daily interaction between child and care givers or parent that enables the child to express their needs, feelings, observations and ideas. A multiple disable child totally depends on the

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environment as compare to single disabled child. Thus in the absence of communication a child became isolated and unable to control the environment.

2. **To facilitate development of cognitive skills:** A cognitive skill helps to process the stimuli around us. It enables the child to understand the close relationship offers by the parent or caregiver and made the child a sense of security. This bonding between parents or care givers and child helps the overall development of the child including the development of communication. The children with multiple disabilities especially with deafblindness may have difficulty in establishing appropriate bonding with parents or care giver in course because eye contact could not be established due to the visual impairment. Additional motor problem may cause difficult for parent or caregiver to hold or handle the child. The additional health problem sometime leads to the unique way of communication, which made difficult to interpret by the parents.

3. **To facilitate development of receptive communication:** The receptive skill enables the child to develop anticipation. Anticipation means the knowledge of what comes next. The children with multiple disability have lake in the ability to anticipate that's why they feel threatened when someone approach to them. When the child understands what will come to next, he will better prepare for the next events.

4. **To facilitate development of intentional communication skills (vocal: fuss, Moto Gestural: reaching, pushing):** When the people around the child's environment understand their needs and take steps in satisfying needs it will make the child 's environment responsive. If the children with multiple disability or deafblindness get the responsive environment since beginning, he will starts trusting others and feels motivated.

5. **To improve auditory skills:** Auditory skills are important for child's mental development. Speech is auditorly processed that helps to recognize own name. An auditory skill enables the child to draw attention to sound in the environments that make the child to explore the environment in much better way.

The activities selected for the above short term goals are shown in the table 4.

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Table 4: The short term goals and activities

Short term goals	Activities
To facilitate social skills	• Keep the child in lap and gently move, catch, dance, jump, swing along him, singing song or talk in pleasant tone (mothereese). • Touch and feels adult facial features (hairs, nose, moustache,)
To facilitate development of cognitive skills	• Hold, touch, cuddle and gently stroke the child frequently even if no visible response from him. • Yours mouth will be close to the cheeks while speaking and Help the child to feel your mouth, face, bangles while you talk. • Child will feel toys, objects around the household, functional object that he uses (bottle, spoon, clothes, and comb) with your hand touching him.
To facilitate Receptive communication	• Use touch and object cues immediately before an activity / action (e.g., use of neckerchief means food is being given
To improve auditory skills	• Child will be called by name in simple, relevant, context based and child's daily routine (bathing, feeding) in different intonation. • Play with environmental sounds; sound made by toys, body and making sound with your mouth on his hand.
To facilitate development of intentional communication skills	• Help the child to reach and grasp toys • Start vocal play by imitating the child's vocalization pattern (e.g., when child say /a/ you will also /a/ by giving tactile feedback)

After 10 sessions he progress was assessed with Communication DEALL developmental check lists as shown in figure 2.

Simultaneously the child had received occupational therapy, thrice a week in sessions lasting for 30-45 minutes to achieve initiation of head control, neck flexion the child underwent supine neck flexion, rolling, supine to side lying, therapy ball activites. The prognosis for

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improved language is good if hearing aid is used consistently, activities are incorporated with activities of daily living, ample parental and care givers participation .
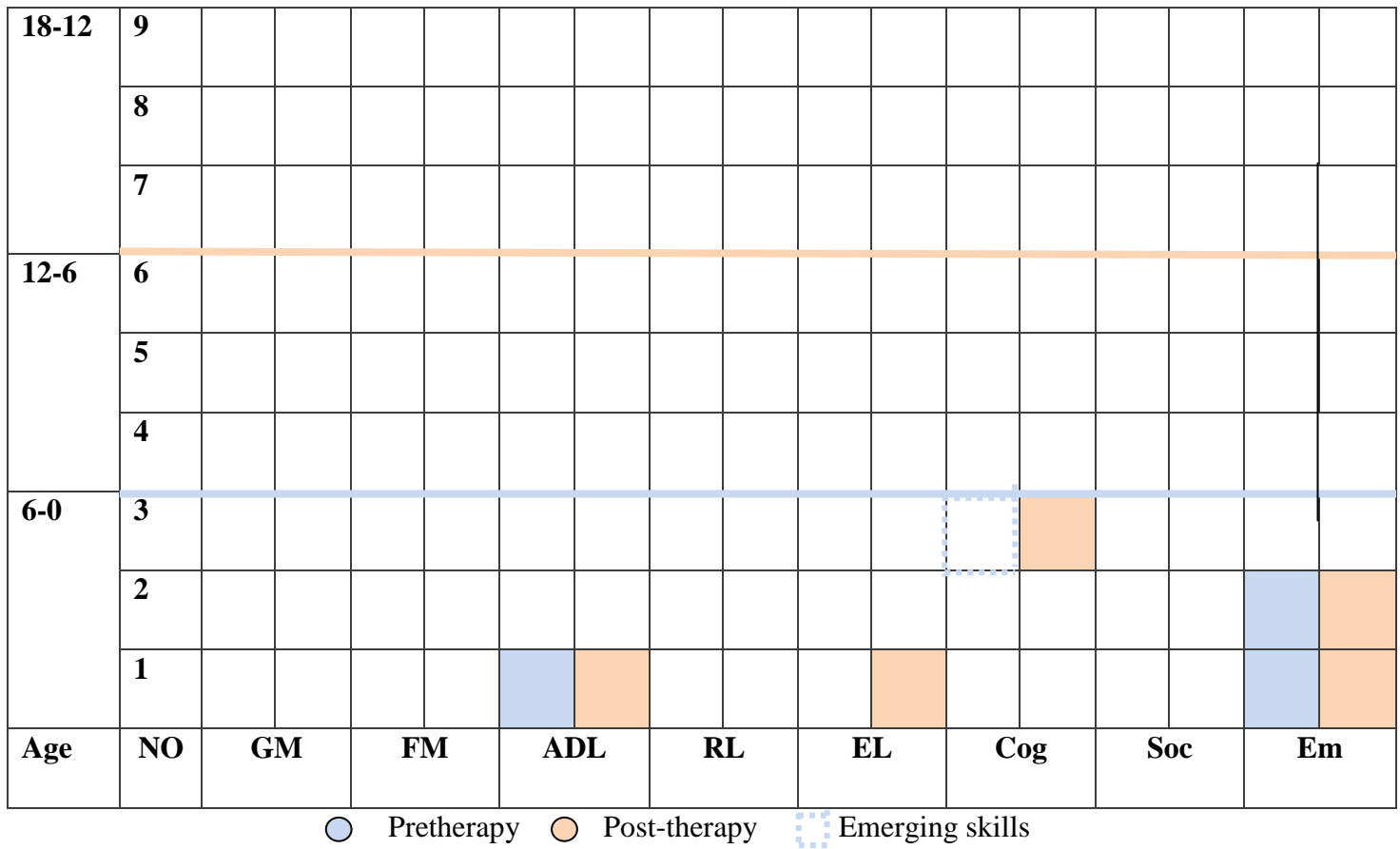
Age	NO	GM	FM	ADL	RL	EL	Cog	Soc	Em
18-12	9								
	8								
	7								
12-6	6								
	5								
	4								
6-0	3						[Emerging] [Post-therapy]		
	2								[Pretherapy] [Post-therapy]
	1				[Pretherapy] [Post-therapy]		[Post-therapy]			[Pretherapy] [Post-therapy]

◯ Pretherapy ◯ Post-therapy ⬚ Emerging skills

Figure 2: Progress after 10 session as shown on Communication DEALL developmental checklists.GM- gross motor; FM- fine motor; ADL- activity of daily living; RL- receptive language; EL- expressive language; Cog- cognitive skill; Soc- social skill; Em- emotional skill.

The communication DEALL checklist includes 8 domains. Except expressive language and cognitive skills remaining other domains didn't had improvement after 10 sessions of therapy as shown in table 5.

Table 5: Expressive language and cognitive skills after 10 session of therapy.

Domain	Pre-therapy	After 10 session		
Expressive	Show random	• Random vocalization of the child

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language	vocalization other than crying.	increases, especially when parents/ family members near around him. • cry when room becomes dark
Cognitive skills	Doesn't recognize mother.	• Child stops crying when mother takes up.

DISCUSSION

The child with multiple disability especially with deafblindness and additional disabilities represents an extremely diverse group. The term visual impairment includes range of vision loss from low vision to light perception or to the total blindness. Their effects may be blurred vision, field loss and decreased in visual acuity. Similarly hearing loss can range from ability to hear partial to total deafness. Additional disabilities of these children may include mental retardation, cerebral palsy, autism or behaviour disorders. For these children difficulties are not added but multiplied, creating a unique disability by itself. Loss of two important senses i.e., hearing and vision results in severe difficulties in interpersonal relationship, communication and mobility that's lag behind the child in all domains of development.

The first 6 months of life auditory perceptual learning is vital for acquiring oral language and speech (Pratt, 2005). Speech development is a nonlinear process that reflects environmental influences and development interaction among emerging skills for cognition, language, affect, and motor control (Smith & Goffman, 2004). A cognitive and linguistic skill acts as catalyst for the speech development (Nip, Green & Marx, 2009). The child with multiple disabilities especially with deafblindness lags in cognitive and linguistic skills that act as constraints in early motor skills. They have limited abilities to coordinate the movements of oral structures that restrict early speech development and phonetic inventories. Thus infants with multiple disabilities are likely to require early intervention to facilitate their learning and development. The first four to five years of life are very important for the development of speech and language skills, delay in early detection and intervention of hearing problem has its irreversible negative impact on auditory processing skills, academics and behavioral repertoire (Hall & Muller, 1997; Kumar & D'Mello, 2006). Early intervention

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services during the first three years of life can have significant positive effects on the cognitive development and social adjustment of low birth weight, premature children and on the overall development of young children with disabilities (CARE, 2006).

To achieve early intervention for children with multiple disabilities the functional assessment is more suitable than formal assessment (NIMH, 2003). Functional assessment is not norm based but provides information regarding children at present using abilities and things in the environment that support their use. These information can be directly applied to make appropriate intervention strategies for the child with multiple disability. Formal tests are norm based which may not be appropriate for the population of multiple disabilities, because the item used are rely on vision and hearing. It provides information about the potential capacity of the child that is not useful for education planning.

Early intervention of the child with multiple disabilities must focus on child specific appropriate therapeutic strategies in the view of critical age for speech and language development. It must look for total communication. They lag in most of domains so the goal should be planned in such a way to cover all the domains. The deaf blindness is a separate disability, whose treatment require a special kind of understanding, enduring patience and workable mean of communication (Rathna, 2008)

CONCLUSION

The Joint committee on infant hearing (JCIH), 2007 and American academy of ophthalmology (AAO) recommendation play major role in early intervention.Every infant with confirmed hearing loss have at least 1 ophthalmological examination to assess visual acuity (JCIH, 2007) whereas AAO have recommended every infant at least 1 ophthalmological examination to assess visual acuity. JCIH also recommends regular developmental assessment at 6 months, till 3 years of age. An early interventionist is any professional who provides direct services to infants with disabilities and their families. These professionals may include physical therapists, occupational therapists, nurses, speech and language therapists, audiologists, orientation and mobility specialists, psychologists, social workers, and teachers certified in the areas of early child hood special education.

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Even in the developed countries the infants with multiple disabilities may not have easy access to educational professionals who know how to screen infant's vision and hearing. Further, socioeconomic and other conditions may restrict family's access to such medical services (Halpern, 1993) as audiology, ophthalmology, or optometry.

In India the fields of multiple disabilities are new and emerging field (Paul, 2007). This field is far behind to develop quality service for such population. There are many aspects which have to be taken up on priority to provide quality services to such individuals in making them self reliant. These are Early Identification and intervention, Incidence and Prevalence of deaf blinness or multiple disabilities, Assessment and Evaluation, Professional Development, Social Communication, Networking of Deafblind individuals and their family members, and advocacy.

Though multiple disabilities pose a serious challenge but this by no means is insurmountable. Modern technology can made them independent to enjoy the quality of life of their choice. They can contribute to the community development through their active participation. Considering above lacunas, to promote early intervention vigoursly for the children with multiple disabilities further studies needed to identify high risk factors associated with multiple disabilities, skilled in gathering information regarding infants hearing, vision, motor, cognitive, linguistic, social and emotional skills

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The Dynamic Forces which Help the Spread of English in Pakistan

Sajid Hussain Turi, M.Phil, Abdul Saeed, M.Phil, and Kaleem Raza Khan, Ph.D.

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Abstract

English as an international language is deemed to be the most effective language for communication in many respects. It is the reason that in many countries, English is taught and learned either as an EN, ESL or EFL. Those countries, which had remained colonies under the British Empire have adopted English as an ESL. Pakistan being a part of united India is also among those countries where English is taught as a compulsory subject. English influenced the local languages from day one when British occupied the land. Its influence is increasing day by day due to the increased education, economic needs and the modern technologies. In this study, we have examined some of the dynamic forces which characterize the spread of English in Pakistan. The data were collected through online sources, documents and articles. The thematic analysis of the study highlights some of the important factors responsible for speeding up the spread of English in Pakistan.

Keywords: Dynamic forces, Spread of English, Pakistan, ESL and EFL.

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1. Introduction

The emergence of English as a Lingua Franca has speedily changed the linguistic map of the world (Matsuda, 2006). Research has shown that there are many dynamic forces which have speeded up the spread of English particularly in the Subcontinent. This study examines those dynamic forces which have caused the spread of English in the context of South Asia particularly in Pakistan. For this purpose, this study takes into account a range of dimensions such as the present status of English in the world, particularly English in Pakistan: colonial and post colonial periods. Finally, the study examines the forces which gear up the spread of English in Pakistan.

1.1. Significance and Objective of the study

This study will develop the insight of the readers about the English contact with the indigenous languages and the influence of English over the local languages. The readers will also be able to understand the spread of English by studying the factors and elements responsible for this spread. Furthermore, it may open the door for further research on this topic to investigate the forces in more detail. The study may be helpful and beneficial for further research in the field of World Englishes, particularly in the context of English contact with individual indigenous languages.

The main and sole objective of the study is:

1. to identify the forces and mediums that accelerate the spread of English in Pakistan.

1.2. Research question

English language has become a part of the repertoire of the people of every south Asian country (Kachru 1969). It may be said that the outstanding sociolinguistic feature of South Asia is the peculiar role that English plays in this area. The question of the study is;

What are the dynamic forces which characterize the spread of English in Pakistan?

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2. Literature Review

In this section, we concentrate on previous research studies to portray a brief sketch of how English did spread across the world and particularly in Pakistan.

2.1. Spread of English across the world

English has spread all over the world rapidly. The previous research literature has shown the spread of English as very unique and significant in the sense that neither such progress had been shown by any languages in the past nor it may be shown in the future. This spread of English is estimated as four million in 1500, six million in 1600, eight and half million in 1700 and between twenty to forty millions in 1800 (Jaspersen, 1938, P. 68). This, according to him, reached between 116 and 123 millions in 1900. Pennycook asserts that there has been ten-fold increase in the number of the speakers of English in 1900. It is worth mentioning that these are not only the native speakers but also those who use English either as a second or foreign language.

According to Kachru (1986), the speakers of English fall into the three circles; inner circle (where English is used as a mother tongue), outer circle (where English is used as a second language) and the expanding circle (where English is used as a foreign language).

Talking about the spread of English, Crystal (1987, p: 358) asserts;

> "English is used as an official or semi-official language in over sixty countries and has a prominent place in a further twenty. It is dominant or well established in all six continents. It is the main language of books, newspapers, airports, international business, academic conferences, science and technology, medicine, diplomacy, sports, international competitions, pop music and advertising. Over two thirds of the scientists write in English. Three quarters of the mail is written in English. Of all the information in world's

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electronic systems, eighty percent is stored in English. English radio programs are received by over one hundred and fifty million in 120 countries. Over fifty millions children study English as their additional language at primary level; over eighty millions students study it at secondary level. In one year, the British council helps a quarter of a million foreign students to learn English, in various parts of the world. In the US alone, 337000 foreign students were registered in 1983.

Besides, Ferguson (1983) considered the spread of English as significant as the use of computer in this modern age. Computer transforms even that information which is beyond the human capabilities. Similarly in the communication context, English is used to convey those messages across the world which other languages may not convey to the full extent in international communication situation.

The role and functions of English across culture in this era are of great significance. English is not only spoken across the globe, it is also widely employed by writers in scientific, anthropological, religious and political writing as well as in literature in various countries and societies. In other words, English has been nativised in many countries. The degree of nativisation of English is more particularly pronounced in those countries which were colonies of the Britain Empire (Kachru, 1983).

2.2. Spread of English in Pakistan in colonial and post-colonial periods

Pakistan was a colony of British Empire for about two hundred years. After colonising the Subcontinent, the British had brought English language with thems to the Subcontinent. So, a language contact between English (the language of rulers) and the local languages (the languages of subjugated people) was established. This contact between these two sets of languages affected the local languages including Urdu and Hindi. English, from then onward, got high prestige and status in south Asia including that part of the subcontinent which is now called Pakistan. As a language of rulers, English became essential for establishing relations with the rulers and getting jobs. All the court proceedings were done in English language since the judges were English speakers. In addition to it, English was introduced at schools and colleges and

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at the university level. Keeping the high prestige and status of the language in mind, local people started learning English because it had become the need of the day. This effect of English was so great that the burden of colonial yoke has not yet freed these countries even after the independence of the subcontinent.

3. Methodology

Under qualitative research methodology, the first author collected the required information through online information, reviewing articles, and other documents in this issue to find out the maximum possible forces accelerating the spread of English in this region. The data collected were analyzed and consequently some major themes were identified such as economic, social, political, and education forces, media, internet and the role of British Council, etc. These themes have been discussed in detail in the following lines.

4. Discussions

4.1. Social forces

In today's world generally and South Asia particularly, English has gained prestige in social set up because it is considered a language of the elite: a pedestal for prestigious social-cultural footing (Ferguson, 1992). Pennycook (1994), in this regard, asserts;

> "In many countries particularly former colonies of Britain, small English speaking elites have continued the same policies of the former colonizers, using access to English language education as a crucial distributor of social prestige and wealth" (p: 14).

Furthermore, the strength of English in the social set up of the south Asian countries can be judged from the notion that exists there. In these countries, English is considered a measurement tool through which students' progress, talent and intelligence are measured. A student who can speak English is observantly respected, s/he is considered the cream of the society, no matter how stupid s/he may be. On the other hand, a student who can't speak English is considered dull and s/he cannot continue their education to higher level, no matter how strong and skillful s/he may be

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in his/her respective fields. Here, we can apply the Ngugi's statement (1985) as cited by Pennycock (1994) in the context of Pakistan where it is English that determines the progress of a child in education.

One of the results of the prestige of English, which in return becomes a source for the spread of English, is the phenomenon of code switching and code mixing. Since English provides the pass to a better and prestigious position in a society, its mixing with the 'imposed languages' as a marker of prestige has become a fashion of the day in Pakistan. Here, "even those, who can't speak but know a bit of English, do mix the local code with English in their daily lives" (Kachru, 1986, p. 19).

4.2. Language policy

The impact of English on Urdu and other local languages started before the direct colonial period and remained continued till today. This impact of English increases gradually for many reasons and, in its consequence, levels a path for English to spread over the linguistic boundaries of the region.

One of the forces which provide opportunity to the spread of English is the language policy of Pakistan. Though Urdu has been declared a national language since independence, it could not occupy the position of an official language. All the government policies and official documents are codified in English. Abdullah (1977) in this regard states that English is used in all sectors of civil administration and armed forces. It is evident even in the field of law. The Constitution of Pakistan, and the body of law are also codified in English as a consequence, judgments, and precedents rules and regulations, standing procedures and the major policy documents of the federal and provincial governments are documented in English. This policy influences people particularly the educated young generation to the extent that have now great fascination for English even at the cost of their native languages. They often switch the code with English that reflects the esteem attached to English. Based on the above discussion, it can easily be stated that language policy of Pakistan works as a catalyst in the spread of English.

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4.2.1. Education policy

Another important catalyst which characterizes the spread of English is the education policy of the country. In Pakistan, English has been accepted as a second language. This is the reason that it is taught at school and college levels as a compulsory subject. In higher education, the medium of instruction is either Urdu or English or both. However, there are some public universities like Peshawar, Qaid e Azam, Kohat and KIU where only English is the medium of instruction (KIU, QUI, KUT and PU Official Documents). Furthermore, the Higher Education of Pakistan has initiated a policy to make proficiency in speaking English compulsory for the recruitment of university lecturer. In the present education policy of Pakistan, English has been given first place status in the whole education system, starting from primary to higher education. This inclination of policy towards English paves ways for its spread. Now the question is why such inclination is towards English, why not to national language? It is a matter for long discussion and investigation which can't be handled in the present study. But it could be said that English has been developed to the extent that it meets the requirements of all sectors, to the extent which can't be done by any other language including our national language, Urdu. For achieving this status, our national language has to enrich itself with the linguistic potentials required for every field of life, which seems nearly impossible in near future.

4.3. Language of knowledge and research

English has also occupied the field of science and technology. A major portion of research is written in English even by those whose first language is not English. In addition, it has been observed that most of the research journals (including international and local) are in English covering almost all the fields of sciences and technologies. Some of them are: (1) Language Testing, (2) American Journal of Semiotics, (3) American Philological Association Newsletter, (4) American Speech, (e) Applied Linguistics, (5) Canadian Journal of Linguistics, (6) Classical Philology, (7) Discourse Processes: A Multidisciplinary Journal, (i) English for Specific Purposes, (8) Botany Science Journal, (9), Physics Journals, (10) Chemistry Knowledge, (11) Journal of Higher Education and so on. Besides, almost all the

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famous books whether they are originally composed in any other language have been translated into English in order to meet the requirements of those who understand English. It is a fact that no body can learn all the languages but one can learn and understand one language (English) to get benefit from all the materials even not originally were composed in the said language. So, it may be said that fulfilling requirements of science and technology by English is another force speeding up the spread of English in South Asian countries particularly in Pakistan (www.google.com).

4.4. A source of improving economic status

Like in other South Asian countries, English is considered necessary for upward economic and social mobility as a symbol of progress and modernization in Pakistan. It may be said that people are psychologically obsessed (Kachru, 2004) by the significance of English as a source of employment. And it is to great extent the right obsession because it is our common observation that people who are proficient in English get attractive jobs (in government and private sectors) with handsome salaries and in this way improve their economic status and living standard. In order to improve economic status, people prefer and try to learn English. So, it may be argued that the belief of English as a source of economic stability and improvement also makes the way smooth for spreading English in Pakistan. In my discussion with students, I heard from about ninety five percent students that they want to learn English for instrumental purposes.

4.5. Media

Media (print and electronic media) can be considered another stakeholder in promoting the culture of English in Pakistan. There are many English newspapers, journals and magazines of English in Pakistan published on daily, weekly and monthly basis. Some of them are (1) The Daily News, (2) The Dawn, (3) The Daily Frontier Post, (4) The Nation, and (5) the weekly Mountains, etc. Through these newspapers, English language has got success in reaching far-flung areas. Even the uneducated people living in small towns and the rural areas got familiarity at least

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with some of the lexis of English. Though they don't know English, they are aware of the importance of English. So, they desire for their children to learn English if possible. Besides, the emerging electronic media has further accelerated the spread of English in Pakistan through launching varieties of programs in English like broadcasting English news, interviews, programs and various advertisements in addition to national and other indigenous languages, thus, exposing the students to the influences of English. So, it may be said that media has played a vital role in propagating English language in Pakistan (Rahila, 2008).

4.6. Role of International Tests

The role of international tests can not be ignored in this respect. It is compulsory for the students, who want go abroad for higher education to qualify the tests like IELTS, TOFL, and NTS. Such types of tests also force the students to learn English in order to go abroad particularly to the English speaking countries for higher studies (Dawn, 24 October 2009)------editorial.

4.7. Role of International Graduates

International graduates also contribute to the spread of English. Those who get education abroad particularly in the English speaking countries often return to Pakistan as educators, politicians, and businessmen with the potential to influence the spread of English, both directly and indirectly. They join different public and private sectors and propagate the importance of English through writing, speaking in public meetings, debates discussion, dealings bearing great impacts on common man. In consequence, common people inspiring by these personalities change their attitudes towards English and start desiring for learning English. The contributions of international graduates to the spread of English have been investigated by Munro (1995) in following words;

> …….. the functions and varieties of English, the worldwide role of English, and attitudes and changes in attitudes toward English. …… that students tend to emphasize the instrumental role of English, to support English as a world

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language largely because of inertia, and to hold more positive attitudes toward English over time.

4.8. Role of Internet

The importance of Internet grows rapidly in all fields of human life, including research, education, marketing and trade as well as entertainment and hobbies. This implies that it becomes more and more important to know how to use Internet services and, as a part of this, to read and write English. The use of the Internet grows and often replaces traditional methods of communication.

Same is the situation in Pakistan. Being an emerging source of communication, in Pakistan, the spread of English has been increased by the use of computer and internet. Since English is the universal language on the Internet, the users of internet need to learn English for using various internet services. To communicate with people especially to foreigners through internet, one needs to be proficient in English. A man will find oneself isolated on the Internet if one is not familiar with English. Research has shown that English is essential for learning how to use internet and then to communicate with other users. So, to be proficient users of internet, people in Pakistan strive first for learning English.

4.9. Role of British Council

The role of British Council can't be ignored in spreading English in Pakistan. British Council preaches English by launching different language programs in Pakistan in order to make Pakistani students proficient in English language. Besides, it offers scholarship, conducts workshops, seminars and conferences in different parts of the country and in this way try to spread English even in the rural areas.

5. Conclusion

We may conclude saying that the above described processes may be considered responsible for the spread of English in the region. However, there may be many other factors like tourism, multinational companies and international NGOs, etc. which also

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contribute to the cause equally. In this regard, an extensive research needs to be conducted in determining the other factors in Pakistan.

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TEACHING WRITING USING PICTURE STORIES AS TOOLS AT THE HIGH SCHOOL LEVEL: THE MOVEMENT FROM OTHER REGULATION TO SELF REGULATION

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Dedicated to:

Amma, Nana and Chinni

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CHAPTER ONE

INTRODUCTION

1.0 Statement of the Problem

The purpose of this study is to help ESL learners at the High School level in regional medium schools of Andhra Pradesh to improve their writing skill in English through strategic use of picture stories. The poor proficiency level of these learners in English in general and in writing skill in particular poses a serious problem for their educational advancement, career choices and employment opportunities. Given the importance of English in the contemporary world, proficiency in English has become almost a prerequisite for a successful career. But, what has been noticed in rural Andhra Pradesh both at the school and college level, where the medium of instruction is mother tongue (L1), is that the basic standard of learners in English is not upto the expected level. On an average, their achievement level is a matter of concern, more so in terms of writing skill. The present study , therefore, is an attempt at assessing the learners' ESL writing skill at the class IX level and then to apply picture story writing as an innovative teaching strategy to find out if there is expected improvement in their writing performance or otherwise. The decision to use picture story writing as a tool is a deliberate choice because there has been sufficient argument that ESL teachers of writing can find a valuable resource in pictures to improve the learners' writing skill (L.A. Hill:

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1982; Andrew Wright: 1989; Melinda Y. Small, Suzanne B. Lovett, and Martha S.Scher: 1993).

This chapter begins by discussing the importance of English in global context, followed by the importance and status of English in India. The ELT situation at the school level in rural India is briefly discussed. This chapter also contains the research hypothesis, the assumptions on which the study is based, the significance and scope of the study. Finally, a brief outline of the dissertation is also presented in the form of chapterization.

1.1 Importance of English in the Global Context

According to David Crystal, English is the language 'on which the sun never sets' (1997: 67). The demographic spread of English is indeed phenomenal today as English is being used in most of the countries in the world. It is performing a variety of functions in different parts of the world ranging from mother tongue to link language. The fields of science and technology, industry and commerce, travel, entertainment and globalization in different walks of human life have accelerated the spread and use of English. If the twenty first century is dominated by technology, it is equally dominated by the English language. "The numbers of South Asian users of English now exceed the combined population of the inner Circle of English – the United States, the United Kingdom, Canada, Australia and New Zealand. The Asian continent, particularly South Asia and

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China, have altered the international profile of world Englishes" (Kachru et al 2008: 7). The people all over the world have come to depend on English for their economic and social well-being. Accordingly, English Language Teaching and Learning has got more attention than any other language learning. In this regard, Kachru mentions:

> Just a few centuries ago, English was spoken by just five to seven million people on one, relatively small island, and the language consisted of dialects spoken by monolinguals. Today there are more non-native users of English, and English has become the linguistic key used for opening borders: it is a global medium with local identities and messages (1996: 11).

The most important reason for the success of English, according to Kachru is naturally the historical role of England as a colonial power. He also lists some other reasons for the dominance of English around the world:

> it's propensity for acquiring new identities, it's power of assimilation, it's adaptability to "decolonization" as a language, and it's provision of a flexible medium for literary and other types of creativity across languages and cultures (1987:122).

In the contemporary computer age, English is a passport for better career. It plays a very significant role in international domains such as politics, media and communication, education, business, advertising, broadcasting, motion pictures and transport. It is the dominant world language of science and technology. No otherworld language – Spanish, Chinese, French, Russian can be compared to the position occupied by English as an international language.

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English is important because it has become the 'linguistic tool' permeating into every walk of human life. People all over the world depend on English for their well-being. English is learnt everywhere because people have found out that it is the entry card for better career, better pay package, advanced knowledge and for communication with the entire world.

With the growing impact of globalization and privatization, English has become a window to the world, as it is creating more and more opportunities in every field of life. English is the global lingua franca as it is connecting different people from all over the world, different cultures, languages and political and economic issues in our day-to-day lives.

In this age of information and technology, as we are constantly bombarded by information, English as the major medium gives access to update information. It is playing a 'working role' in all parts of the world, as its necessity is being felt by all people in their lives. Therefore, there is a massive burgeoning in the number of people learning English. According to Graddol (2006), the number of people learning English is likely to reach a peak of around two billion in the next 10-15 years. As the internet is growing explosively, English is instrumental in keeping us on par with it. It is emerging as a first rank language as it has affected all aspects of human society

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1.2 Importance and Status of English in India

Keeping in view the worldwide recognition being given to English, the Indian Government has been formulating various policies to promote the use and spread of English. Though Hindi is the national language of India, English remains as a national lingua franca to a greater degree.

India has had a longer exposure to English than any other country in the world. English has a definite place in the curriculum of Indian schools, colleges and universities. In fact, the teaching of English in India as a second / third language has been accepted widely. English serves as a linguistic tool for administrative cohesiveness in the country, causing people who speak different languages to become united and thus it serves as a language of wider communication. The English language is a tie that helps to bind the many segments of the society together. It is also a linguistic bridge between the major countries of the world and India.

English has a special national status in India, because it has a place in the parliament, judiciary, broadcasting, journalism and in the education system. In the field of education, English functions as a language for dissemination of knowledge. Information in every field, be it humanities, science, commerce or technology, is readily

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available in English. Therefore, English language learning has become necessary for all Indian rural learners.

The importance of speaking and writing in English has recently increased significantly because English has become popular for business, commerce and cultural transaction and especially for internet communications throughout the world. With the growing technology and outsourcing, proficiency in English has indeed become the essential criterion for acquiring a job. The prevailing view in India seems to be that unless students learn English, they can only work in limited job sectors. Those who do not have basic knowledge of English cannot obtain good fetching jobs. Men and women, who cannot comprehend and interpret English, are unemployed even if they are well educated. It cannot be denied the fact that for those who realize that learning English is the necessity have plenty of job opportunities today.

Considering all these factors, ELT in India is becoming a thriving and lucrative business where private expensive English medium schools exist side by side with almost free regional medium schools maintained by the Government or local bodies. If the British taught English for administrative convenience to a minority, ELT is taught today in India as the language for social and economic upliftment towards global modernization. Ironically, though Hindi is the national language there are more English schools than Hindi medium schools. The English medium schools may opt for the

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regional language as the second language in place of Hindi but in the Hindi medium schools, English is at least taught as a subject.

So, the relevance of ELT to the Indian educational scenario cannot be ignored. Since English is the most important language for education, many schools and institutions have developed various ELT programmes with many new institutions of ELT cropping up every year. With its importance being realized, research in ELT is expanding. ELT has thus become a powerful tool that can lead the country towards a highly developed state.

The Indian society is developing multi-dimensionally; so it is important for every Indian to have some proficiency in English. The impact of English is not only continuing but also increasing, because in the English speaking world, India has a unique position. A decade ago, the United States of America was the country with the largest English speaking population. Today, India has over taken it. Therefore, definitely, a change will be remarkable in the future. Thus, a positive attitude to English as a national language is essential for the Indian society.

Due to this quantum increase in the number of schools and colleges and the enrollment of students, the number of students learning English has increased multifold. This has resulted in the problem of having incompetent teachers of English, which lowers the standard of learners.

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1.3 The ELT Situation in Rural India

English has been introduced as a compulsory second language from primary level onwards for students of regional medium schools, which has contributed to Bilingual education.

English medium education being costly is not within the reach of the most of the learners studying in Government schools in rural India and as a result, only the private educational institutions offer English medium education. So, learners from the lower strata of the society are forced to go to Government schools, where regional medium education with English as a second or third language is the only option.

Learners who come from regional medium schools lack required exposure to English language. These learners do not have a motivating and supporting environment to learn English. For these learners, the only opportunity to learn English is the classroom atmosphere. Various other factors such as poor economic background, illiterate parents, lack of resources, etc. contribute to the learners' poor ESL environment in rural areas.

With the various policies of the government, the situation seems improving, but still a lot has to be done to facilitate the English learning environment in the regional

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medium schools of India. In order to become proficient in English, the four language skills (LSRW) are very important, so adequate help and guidance is inevitable to improve the language skills of learners of English as a second language.

1.4 Background

Teaching language as an activity is important especially where learners lack the expected writing proficiency. In Andhra Pradesh, it has been observed that many ESL learners at class IX level, especially those from regional medium schools do not have the required writing proficiency. This could be because of several factors such as inadequate writing practice in the classroom, poor vocabulary, examination oriented writing, teacher-dictated writing, lack of exposure to English, lack of a homogenous English speaking community, limited reading habits and so on.

In spite of learning English for about four to five years and still being unable to write a paragraph correctly and coherently calls for an investigation. It has been noticed that a large percentage of failures from regional medium schools in class X public examination occurs especially due to poor performance in English.

Though English is the second language for these learners, they do not get enough help to improve their proficiency in English. It is not surprising to see English lessons are

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being taught in Telugu. In addition to this, learning English is rote-based and does not focus on real knowledge of the language. It was understood by informal chats with the students that they think English is the most difficult subject than other subjects like mathematics and science.

Poor proficiency in English does not only affect the performance and grades of these learners in class X public examination, but also affects their career and further education. After class X, learners are in confusion and under a dilemma about making plans for higher education as they lack proficiency in English. Sometimes they are forced to opt for vocational courses like ITI, Polytechnic etc, which lowers the self-esteem and confidence levels of these learners. Therefore, there is an extreme need to help these learners improve their academic writing skill in English language.

1.5 Hypothesis/ Assumptions of the Study

The following are the hypothesis and assumptions of the study:

- There would be basic problems with writing.

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- Learners may be used to teacher dictated writing and may not perform well in the pre-test, (picture story task).

- Pictures would stimulate learners to write.

- Since L1 is at the learners' disposal, L1 tasks may be easier than L2 tasks.

- Learners may have cohesion and coherence problems in writing.

- Writing practice in the form of picture story tasks would improve the learners' writing skill.

1.6 The Research Problem

The need for the present research, 'Teaching Writing Using Picture Stories as Tools at the High School Level: The Movement from Other Regulation to Self Regulation', emerges from the researcher's B. Ed Project in which it was noticed that learners in regional medium schools struggle to write in English. It was observed that the only kind of writing these learners are used to is copying notes from the blackboard or guide books or taking down teacher dictated notes with numerous errors.

The researcher's objective is to identify the learners' areas of difficulty in writing and help them to improve. In order to help these learners, the researcher used picture stories to teach writing and observe if it improved their performance level.

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1.7 Relevance of the Study

Considering the vital importance of writing skill in ESL studies, it is highly desirable that learners of English in our schools and colleges have the required level of proficiency in this field. However, the glaring truth is that majority of students at High School level in vernacular medium schools through out the country have a very poor proficiency level in writing. This has been studied and recorded by many research scholars from various parts of the country. With respect to Andhra Pradesh, this is a known fact that the learners of regional medium schools are in a pathetic condition in terms of writing in English. The researcher has first hand experience of the existing situation, from a project undertaken and completed as a part of her B.Ed practical assignment. The findings of the said study brought to the fore the fact that in spite of good syllabus and learning materials, the students are deplorably deficient in English in general and writing skill in particular. Therefore, this study aims at improving the writing skill of learners in vernacular medium schools through some strategic teaching procedure. The strategy will be in the form of using pictures as tools to stimulate the creative and imaginative faculties of the learners thereby activating their language use potential. Such a study is justified in the sense that innovative pedagogical practice for teaching writing will increase the interest and motivation level of the learners and maximize the rate of learning which will ultimately lead them to self-directed learning.

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1.8 Scope of the Study

The study attempts to teach writing in L2 at class IX level in order to help learners improve their overall proficiency in English in general and writing in particular for academic progress. The High School level is the most important stage for students because this is like the foundational stage of their future, when their overall academic ability is strengthened.

Picture stories will be selected and used as tools to stimulate the learners' thinking faculty and provide a context for writing. Picture stories, reading cards, story books, and picture cards will be used as learning material in the course of the study. Vocabulary, tenses, linkers, paragraph writing will also be taught in the process of teaching writing. Nevertheless, the study will limit itself to use only one kind of strategy to improve writing, the strategy being 'picture story writing'. Other aspects of writing will be taught through picture story writing. For this purpose classroom tasks, activities, language games will be selected, all in the form of picture stories. Suitable teaching techniques with extensive use of the blackboard will be done to meet the learners' requirements. The study will adopt the qualitative methodology to analyze the obtained data. The study will be restricted to the learners of one particular school, who are predominantly from rural background.

1.9 Chapterization

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The findings of the study will be presented in the form of following chapters:

Chapter-I --- Introduction

Chapter-II --- Writing as a skill and its various aspects

Chapter-III --- Review of related literature and the theoretical framework of the study

Chapter-IV --- Research design

Chapter-V --- Data analysis and interpretation

Chapter- VI --- Conclusion

This will be followed by a Bibliography and Appendices.

1.10 Overview of the Chapter

In this chapter, the importance of English in the global and Indian context and the ELT situation in rural India is discussed. The background to the study, the research problem, the hypothesis/ assumptions of the study, the research problem, the relevance and scope of the study are also discussed followed by chapterization.

In the following chapter, writing as a skill, its characteristics, importance, and different approaches to writing, kinds and forms of writing will be described. A note on picture writing and the uses of pictures in the ESL classroom will be listed.

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CHAPTER TWO

WRITING

2.0 Introduction

This chapter begins with a note on writing followed by the importance of writing. Then, writing as a complex skill and its characteristics are stated followed by a discussion on different approaches to writing and different kinds of writing. A brief note on picture writing and its importance is also discussed.

2.1 Writing

Like speaking, writing is a productive skill. It involves producing language rather than receiving it. Writing involves communicating a message. In order to write, we need to form letters and words, join these together to make words, sentences or a series of sentences that link together to communicate a message.

Learning to write in a second language is not merely learning to put down on paper the conventional symbols of the writing system that represents the utterances one has in mind, but it is also purposeful selection and organization of ideas, facts and experiences. In other words, writing is a thinking process and is much more than just

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copying. Writing aims at compactness and precision in expression as well as grammatical, idiomatic and orthographic accuracy. Therefore, learning to write involves learning to use grammar with ease and present facts in a sequential order.

Writing is required to communicate with other people, to understand them, talk to them, read what others have written and to write to them. The sub skills of writing are planning, forming letters, punctuating correctly, linking, using the appropriate layout, paragraphing and so on.

Writing involves going through a number of stages, some of which are given below:

- brainstorming (thinking of everything we can about the topic).

- making notes.

- planning (organizing our ideas).

- writing a draft (a piece of writing that is not yet finished, and may be changed).

- editing (correcting and improving the text).

- producing another draft.

- proof reading (checking for mistakes).

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It is important to have a message and the ability to communicate it successfully to other people, in writing. In order to do this, one should have enough ideas, ability to organize them well and express them in an appropriate style.

2.2 Defining Writing

Writing is a skill, and like other skills, it has to be acquired. Writing is important to convey ideas, give instructions, share and preserve knowledge and so on. Although writing is very important, in most cases, it is never considered as an important skill. Writing is not just about using correct spelling, organizing words and ideas and following grammar, it is much more than that.Widdowson (1978) describes writing as the use of the visual medium to manifest the graphological and grammatical system of the language. Flower (1985) in an interesting comment on the skills of reading and writing describes 'reading' as the transferring of 'symbol' into 'thought' and 'writing' as the transferring of 'thought' into 'symbol'.

Lindemann (1987) calls writing an economic power because it creates impressions, adverse or otherwise, in one's professional field. In addition, it is a social necessity because it is an established form of communication. No transaction is considered official until it is done in writing. According to Irmscher (1979), writing is important for personal development because it requires concentration, focus and

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discipline to represent thoughts in a graphic form. Sommer (1989) says, "Writing is a way of learning other subjects; it can be used in every discipline as a strategy for teaching and learning".

In the words of Byrne (1979), writing comprises the use of graphic symbols or letters to form words which are arranged in a particular order and linked together to form sentences. It is essentially a reflective activity that requires enough time to think about the topic area and to organize background knowledge. So, writing practice is extremely important.

Murray (1973) says that writing is a skill which is important (in college and after college) in a complex and changing society. More people are needed who can write, who can order, communicate information and experience. Writing for many students is the skill which can unlock the language arts.

In Peacock's (1986) view, writing is a struggle to compose ideas in the head and construct a visible and tangible form out of the models and images that are stored and organized in the mind. In this regard, Raimes (1984) opines that teaching writing helps to reinforce the grammatical structures, idioms, vocabulary, etc., which are taught to learners. Teaching writing also helps the learners to be adventurous and creative.

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Hedge (1988) feels that writing is not just the act of planning everything ahead of time and then putting it on paper, but a means for thinking, a method of developing ideas and fleshing them out on paper. Writing is not just communicating a message by putting it on paper, but it is a means to think effectively, use words, improve ideas etc.

2.3 The Importance of Writing

Bacon (1989) rightly said, "Reading makes a full man, conference a ready man, and writing an exact man". Writing is an important medium and it is used for different purposes. Writing performs many functions in a person's day to day life in different areas like academic, official, media, social, cultural and personal settings.

Communication to a major extent is carried on through the medium of writing – personal correspondence, telegrams, circulars, reports, memos, minutes of meetings, instructions, email messages, assessment reports, project reports etc. Knowing writing is important to access journals, magazines, books, bills, letters, etc.

With the growing importance of English, the need to learn to write in English for academic and occupational purposes is increasing. In the field of education, writing plays a dominant role for writing projects, assignments, examinations etc. In the Indian educational system, assessing academic abilities is closely linked with proficiency in writing. In fact, writing is the only medium through which learners are assessed formally

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in schools, colleges and universities. Written tests are administered, even for job placements. Writing virtually has become the tool for survival today. Certain jobs related to writing (content writing, technical writing, editing, etc) are the highly paid jobs in India today.

Writing also involves the reinforcement of other language skills like reading, grammar, vocabulary as they are employed in the act of writing. Reading for additional information strengthens writing skills. Reading for specific purposes strengthens vocabulary. Focusing on teaching writing is important to facilitate all the needs of the learners inside the classroom as well as in their day-to-day life. Hence, writing is an important linguistic skill.

2.4 Writing as a Complex Skill

Writing requires a complex mental effort, since writers have to concentrate both on the meaning and on the production of ideas. It is a complex act because it is a solitary act. Harold Rosen (1972) in Tricia Hedge (1988: 5) says, "The writer is a lonely figure cut off from the stimulus and corrections of listeners. He must be a predictor of reactions and act on his predictions. He writes with one hand tied behind his back, being robbed of gesture. He is robbed too off the tone, of his voice and the aid of clues the environment provides. He is condemned to monologue, there is no one to help out, to fill the silences,

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put word in his mouth or make encouraging noises". Hence, we can see how a writer

suffers when he cannot avail all the devices, a speaker has access to.

Learning to write is not just a natural extension of learning to speak a language.

Therefore, the two processes, speaking and writing are not identical, though they are

productive skills. The diagram on the next page shows the process involved in order to

produce an effective piece of writing.

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Figure: 1 Producing a Piece of Writing

SYNTAX
sentence structure,
sentence boundaries,
Stylistic choices, etc.

CONTENT
relevance, clarity,
originality, logic, etc.

**THE WRITER'S
PROCESS**
getting ideas,
getting started,
writing drafts,
revising

GRAMMAR
rules for verbs,
agreement, articles,
pronouns, etc.

**Clear, fluent, and
effective
communication
of ideas**

AUDIENCE
the readers

MECHANICS
handwriting,
spelling,
punctuation, etc.

ORGANIZATION
paragraph, topic and
support, cohesion and
unity

WORD CHOICE
vocabulary
idiom, tone

PURPOSE
the reason for writing

- Raimes (1983: 6)

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2.4.1 Characteristics of Writing

The following are the characteristics of writing according to Robert Barrass (2005).

Table: 1 Characteristics of Writing

Characteristics of your writing	Impression created
(a) Desirable	*Favourable*
Clearly expressed	Clear thinking
Spelling correct	Well educated
Punctuation and grammar good	Competent
Well presented	Well organized
Helpful	Considerate
(b) Undesirable	*Unfavourable*
Badly expressed	Inconsiderate
Spelling poor	Lazy
Punctuation and grammar poor	Careless
Badly presented	Incompetent
Handwriting illegible	Inconsiderate

- Robert Barrass (2005).

The following are the essential characteristics of a good piece of writing:

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Explanation: The purpose of writing should be made clear. The title should be explained clearly. So writing should be informative.

Order: A good piece of writing should be broken into separate steps, with each step distinct and arranged in the right order. Ideas should flow in an order to help the reader to comprehend the text.

Clarity: Each stage of writing should be complete and carefully constructed. Unambiguous sentences lead to confusion and misunderstanding. So, clarity is essential.

Relevance: Only the information needed to complete the task should be provided. Material relevant to the title or question should be included.

Simplicity: Unnecessary words and bombastic language could be confusing. Therefore, simplicity in writing is essential.

Completeness: If an essential idea is omitted, meaning-making becomes difficult. Careful attention is necessary to produce a clear and complete piece of writing.

Accuracy: A good piece of writing should help the reader by conveying information and ideas clearly and pleasurably, without mistakes. Sufficient explanation, the orderly presentation, simplicity and completeness contribute to accuracy in writing.

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The table below shows the characteristics of a good piece of writing:

Table: 2 Characteristics of Scholarly Writing

Characteristic	Explanation
accuracy*	
appropriateness	to the subject, to the reader, and to the occasion
balance	showing an awareness of all sides of a question; maintaining a sense of proportion
clarity*	
completeness*	
consistency	in the use of numbers, names, abbreviations, spelling, punctuation, etc.
control	paying careful attention to arrangement, presentation and timing – so as to affect the reader in a chosen way
explanation*	
impartiality	unbiased by preconceived ideas
interest	holding the reader's attention
objectivity	with all conclusions based on evidence, not on unsupported opinion
order*	
originality*	
persuasiveness	convincing the reader by evidence and argument
precision	exact definition supported, as appropriate, by counting or by accurate measurement
relevance*	with no irrelevant material
simplicity*	
sincerity	the quality of frankness, honesty
unity	the quality of wholeness, coherence

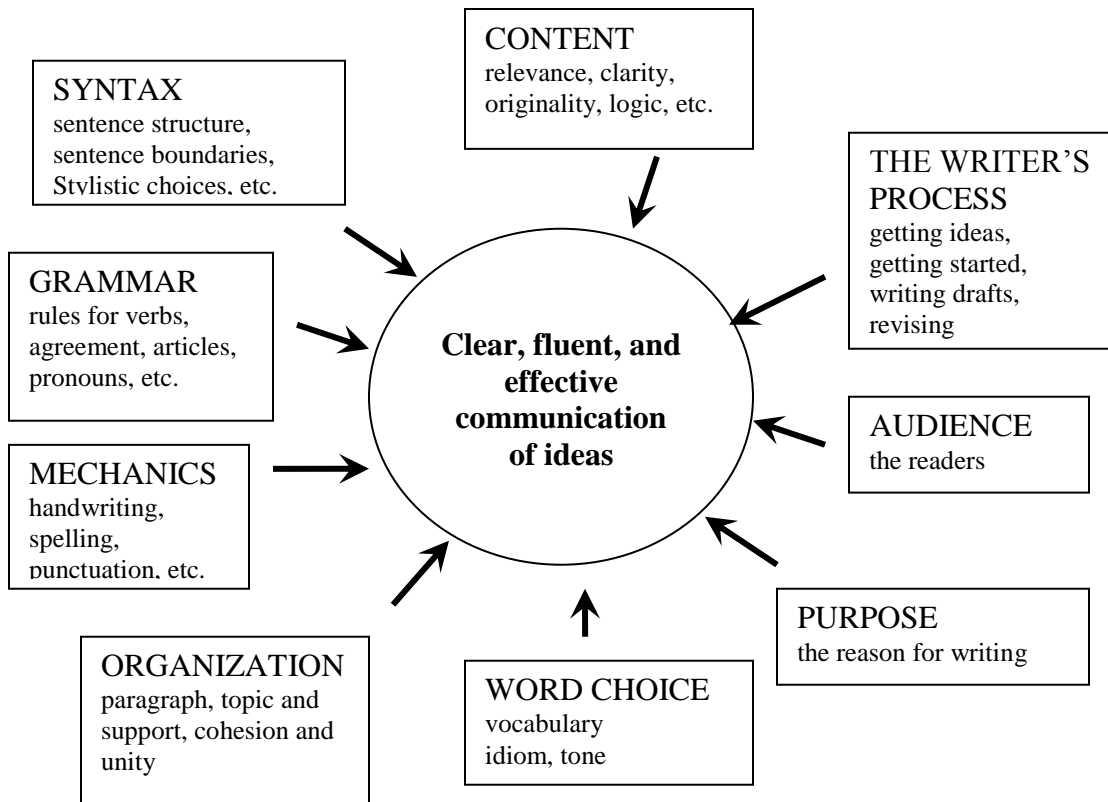Language in India www.languageinindia.com
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- Robert Barrass (2005)

2.5 Approaches to Teaching Writing – an Overview

Writing is a motor mechanical skill. It is similar to the skill of learning to hold a pencil, but requires a conscious effort. In the mid 1970's various approaches to teaching writing were developed. They are the control-to-free approach, the free writing approach, the paragraph pattern approach, the grammar-syntax-organization approach, the communicative approach, the product approach and the process approach. They are discussed in detail below.

2.5.1 The Control - to - Free Approach

The Control - to - Free Approach to writing is sequential. In this approach, learners are first given sentence exercises, then paragraphs to copy. Learners work on the given material and perform strictly prescribed operations. So learners' writing is controlled to a great extent in this approach leading to limited opportunity to make mistakes. High intermediate or advanced levels of proficiency learners are given free compositions, where they express their own ideas. This approach stresses three features of the diagram in 2.4 – grammar, syntax and mechanics. Therefore, this approach gives importance to accuracy rather than fluency or originality.

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2.5.2 The Free Writing Approach

This approach emphasizes learners to put fluency and content first, rather than worrying about form. According to this approach, once ideas are down on the page, grammatical accuracy, organization and the rest will gradually follow. This approach is useful to emphasize fluency in the ESL classroom.

2.5.3 The Paragraph Pattern Approach

Instead of accuracy of grammar or fluency of content, the Paragraph Pattern Approach stresses on organization. In this approach learners are given tasks like putting scrambled sentences into paragraph order, identifying general and specific statements, choosing an appropriate topic sentence etc. This approach is based on the principle that in different cultures people construct and organize their communication with each other in different ways.

2.5.4 The Grammar – Syntax – Organization Approach

This approach stresses the need to work simultaneously on more than one of the features in the diagram in 2.4. This approach believes that writing is not composed of separate skills which are learned one by one. So, this approach focuses on devising

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writing tasks that lead students to pay attention to organization, while they also work on the necessary grammar and syntax. Hence, in this approach the purpose of a piece of writing is linked to the forms that are needed to convey the message.

2.5.5 The Communicative Approach

This approach stresses the purpose of a piece of writing and the audience for it. This approach is a vast improvement on the previous methods. According to this approach writing should be taught as a real communicative act with the writer purportedly writing for a real audience. This approach involves the setting of purposeful, meaningful tasks. Activities in this approach include information gap exercises through language games, role play, group work, pair work, etc.

2.5.6 The Product Approach

The Product Approach gives importance to writing as a finished product. According to this approach, the ends have to be laid out with great care because this approach believes that ends have a great bearing on the means. Objectives are realized in the form of content in this approach. The end product is given more importance rather than the number of stages involved in the thinking process of producing the text.

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2.5.7 The Process Approach

This approach gives emphasis to the process of writing. According to this approach, learners explore a topic through writing, showing the teacher and each other their drafts and using what they write to read over, think about and move them on to new ideas. This approach believes that good education should be open-ended and experimental as each classroom is a laboratory. It encourages teachers to try out different approaches and find what works best. The cognitive act involved in the process of writing is emphasized in this approach.

2.6 Kinds of Writing

The different kinds or types of writing are as follows:

a) Descriptive	-	of objects, people, events, processes, institutions, arguments, etc.
b) Narrative	-	sequencing of events and happenings
c) Expository	-	giving an expose of a subject, setting it out for view - with definition, classification, examples etc.
d) Argumentative	-	taking a point of view and supporting it

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e) Reflective	-	looking back on issues, events, activities and people and seeing how your opinions change.
f) Persuasive	-	getting readers to change their views
g) Interpretative	-	giving the writer's perspective on an issue.

Descriptive, narrative and expository kinds of writing are easier than argumentative and persuasive writing.

2.7 Forms of Writing

The different forms of writing are letter writing, essay writing, summary writing, paragraph writing, journal writing, story writing, picture writing, etc.

2.7.1 Summary Writing

A summary is a brief account that contains the main points of a text. In a summary, first, the most important ideas are put, and then all the main ideas come in a logical order.

2.7.2 Essay Writing

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An essay is a short literary composition on a particular theme or subject usually in prose and generally analytic.

2.7.3 Paragraph Writing

A paragraph is a write up on a short subject. It is a group of sentences that tell you about one idea. A good paragraph includes a topic sentence and detail sentences in a logical order.

2.7.4 Journal Writing

Journal writing involves keeping a record of things that happened in your life. A journal can also have poems and stories that are collected or written.

2.7.5 Poetry Writing

Poetry is formed by sounds and syllables combined in distinctive and sometimes rhythmic ways.

2.7.6 Letter Writing

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Letter writing is an art. A well written letter is clear, simple and short. Letters are directly addressed to readers.

2.7.7 Story Writing

Story writing is a narration of an incident, a place, an imaginary character etc.A good story has a clear theme, characters, short time span, word count, a narrow subject line etc.

2.7.8 Picture Writing

Pictures are valuable resources in the ESL classroom. Drawings, photographs, posters, slides, cartoons, magazine advertisements, diagrams, graphs, tables, charts and maps contribute a lot to learning, specially writing in the ESL classroom. Pictures are valuable as they help to generate common vocabulary and common language forms. In addition, a single picture can be used for a range of activities like controlled compositions, sentence combining exercises, writing of dialogues, letters, reports, stories, essays etc. According to Ann Raimes (1984), a whole series of connected activities can be generated from the source of one picture.

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The Communicative Approach to language teaching demands the learners' use of language in the classroom meaningfully. In order to increase learner's motivation and use of language, and their involvement in learning, activities like group work, pair work, language games, information gap activities etc, can be organized based on picture writing.

Humanistic approaches to learning stress on the centrality and independence of the learner. Maslow's theory (1943) states that unless you enjoy what you are doing, you cannot succeed. Therefore, in order to involve learners in the process of learning and to give them hands on experience of learning, materials / resources like pictures, charts, maps etc should be used in the classroom. Hence, pictures are of great use in the language learning classroom. The uses of pictures are discussed in detail in the next section.

2.7.9 The Use of Pictures in the ESL Classroom

All ESL writing teachers can find a valuable resource in pictures. The following are the uses of pictures in the ESL classroom:

- Pictures provide a shared experience for students in the class.
- As everybody likes to look at pictures, their use in the classroom provides a stimulating focus for students' attention.

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- Pictures bring the outside world into the classroom in a vivid and concrete way.

- Pictures generate interest for students in the classroom.

- Many types of pictures can generate whole class discussion, leading to writing.

- Group work with pictures provides a real communicative task to learners.

- Pictures broaden the imagination to visualize and be creative.

- Pictures stimulate learners to make inferences, predictions and suppositions about the world beyond the picture and the classroom.

- Sequences of pictures help learners to organize the text, where cohesion and coherence are easily learnt.

- Pictures are useful to generate vocabulary and a number of ideas.

- Pictures reduce the cognitive burden by providing a context, thereby giving many opportunities for the use of linguistic ability.

- Pictures serve as a major source of motivation in the classroom.

According to Ms.Alka Macwan, the following are the simple ways of using pictures for English language teaching:

- Pictures of people to describe their physical features and appearance.

- Pictures of rooms for prepositions.

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- Pictures of different places to teach vocabulary.

- Pictures of actions to practice verb tenses.

Interestingly, Ms.Alka Macwan states that with little more imagination, pictures can be used in many more teaching situations. Some tasks, exercises, activities can be designed. Creativity, thinking ability of the students can be encouraged and maximum involvement of the students can be ensured. Therefore, writing is an important skill, which requires attention in the ESL classroom. Teaching writing can be made interesting with the use of pictures.

2.8 Conclusion

In this chapter, the importance of writing is described followed by a discussion about writing as a complex skill. Further, the characteristics of writing, approaches to writing and kinds of writing are detailed. A brief discussion of picture writing and its uses is also offered.

In the next chapter, reviews the research carried out in the area of teaching writing will be presented. Further, a suitable theoretical frame will be drawn for the study followed by a discussion about its implications and significance for ESL teaching and learning.

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CHAPTER THREE

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

3.0 Introduction

This chapter attempts to present the review of related literature available in the form of unpublished and published work in the field of writing and its implications for the present study. It also presents a suitable theoretical framework for the study followed by a discussion about its implications and significance for ESL teaching and learning.

3.1 Review of Related Literature

This section is divided into two parts. The first part deals with the review of related literature in the form of unpublished theses. In the second part, the published work related to the present study is presented from various journals, books and published papers.

a). Developing Writing Skills through Process Approach at the Tertiary Level – an Empirical Study. Innyasamma Gade, M.Phil (2005).

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The study attempts to focus on writing as an important skill, underline the specific needs of learners, and identify the specific problems faced by learners to improve their writing skill.

The study while focusing on the prevalent teaching methodology of writing skill in the L2 classroom attempts:

- to investigate the problems in students' writing at the tertiary level by collecting samples of writing of L2 learners at various levels and analyze them.

- to get an idea of the opportunities given to the learners in terms of writing.

- to study the current methodology used for teaching writing where the assumption is that the current teaching practice could be one of the main reasons for the problems students' have in writing.

- and lastly, to suggest a methodology which is more learner friendly , and will take into account the process that most successful writers go through while producing a piece of writing.

The data was collected from the teachers of Andhra Loyola College and the students and teachers of Maris Stella College, Vijayawada, Andhra Pradesh. The research tools used were questionnaires, interviews, samples of writing before and after carrying out a course in writing.

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The study comprises of a preliminary study and a main study. The preliminary study was conducted by collecting the samples of writing and analyzing them in order to get a general idea of the teaching / learning conditions of writing and identify the problems faced by the students in writing. Based on this observation, separate questionnaires for the students and the teachers were prepared and administered for the main study.

It was evident from the analysis of questionnaires and the teachers' interviews that both the teachers and the students were not aware of the process methodology of teaching and learning of writing. While the teachers found it difficult to teach writing as a skill, it was also found that other factors such as poor economic background of the students, their limited exposure to the language, etc. hindered the systematic teaching and learning of writing.

In the main study, a course in writing was conducted introducing the learners to the process methodology of writing systematically. The findings of the study were as follows:

- It was noted that the students were not aware of the writing process. In the writing skill class, the students generally imitated the models given by the teacher without understanding the meaning or the process involved in it.

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Moreover, the teacher's usual response to the students' mistakes was to correct them and dictate the right form.

- Most teachers just gave the tasks to the learners to do within the stipulated time without any help or guidance, but with information relating to correct forms of spelling and punctuation. There was no constructive feedback. Thus, teaching writing at the tertiary level turned out to be very much product oriented.

- The students' questionnaires and their samples of writing revealed that it was an awareness raising course which helped them to be conscious of their abilities in acquiring language skills especially in writing.

Therefore, the study proved that the process methodology helped learners to improve their writing skill and they were able to monitor their pace and progress in acquiring the writing skill through a systematic process approach.

b). Exploring Issues in the Teaching of Expository Writing at the Undergraduate Level at Addis Ababa University, Ethiopia. Assefa Zeru Tedla, Ph.D. (2007)

The study attempts to investigate, analyze and understand the issues involved in following C.L.T (Communicative Language Teaching) approach with specific reference to the teaching of expository writing at the under graduate, first year level in the

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department of English Language Education, College of Education, Addis Ababa University, Ethiopia.

The study investigates what happens to teaching and learning of expository writing to the first year teacher trainees, using C.L.T approach at the Addis Ababa University, Ethiopia. It examines the teaching/ learning of writing at the freshman level in order to suggest ways of tackling the problems and improving the situation.

It was understood that the writing instructors at the undergraduate level were not able to make their classes as communicative as they should have been. Therefore, the study tried to explore the issues and problems involved in the teaching of expository writing. The study was based on the following hypotheses:

- Genuine implementation of C.L.T syllabus, teaching materials, tasks and methodology would help learners to write better and impart the writing skill to their own students later.
- A process-product approach to writing would lead to improved and purposeful learning.
- Systematic training in the use of language would promote academic writing.

In specific terms, the research focused attention on the adequacy of the syllabus, the nature of the teaching materials in use, the effectiveness of the writing tasks and the

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nature of problems encountered in implementing C.L.T methodology in the writing course – 'Intermediate Writing Skills'. It also explored student and teacher related factors that had a bearing on the teaching/learning of expository writing with a view to suggest ways and means by which the trainees and instructors would become more receptive to C.L.T techniques.

Specific Objectives:

The objectives of this research were to:

- examine the adequacy of the syllabus and materials for the writing course – 'Intermediate writing skills' in the teaching of expository writing through C.L.T.

- investigate problems encountered in implementing C.L.T methodology in Ethiopian Universities.

- study student and teacher related factors that hinder the teaching/learning of expository writing.

- suggest effective strategies to develop the ability to write expository texts.

Significance of the Study:

The significance of this study was that it attempted to identify strategies for the improvement of academic writing at the UG (Under Graduate) level. The problem here

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was poor writing skills of students. Some of these students had their mother tongue (L1) as the medium of instruction till grade VIII with English being studied only as a subject. They had little proficiency in English and when they joined universities, they had difficulty in coping with academic writing.

Research Design:

The study was designed in two parts. Part I aimed at describing the existing course for teaching expository writing. Part II aimed at exploring and finding out ways and means by which the shortcomings in the present system could be addressed.

The study was conducted over a period of four months (Feb – June 2005) in three phases. During the first phase, classroom observations were conducted. These observations helped in understanding the actual implementation of the teaching / learning of expository writing. The second phase of the data collection was conducted using questionnaires'. These were used to get insights into trainees' and writing instructors' views regarding the syllabus, materials, tasks and methodology used in the writing course – 'Intermediate Writing Skills'. The third phase of the data collection comprised interviews. Firstly, with the teacher-trainees and secondly, with writing instructors. Opinions of the respondents were compared with the views expressed in the questionnaires.

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The second part of the study was a close analysis of expository texts in order to understand their discourse organization on the basis of which a detailed plan for the instruction of expository writing could be devised. Ten expository texts were studied in detail in order to arrive at a conceptual framework for designing instructional input for the teaching of expository writing. A detailed qualitative and quantitative analysis helped to arrive at significant conclusion.

The main Findings of the Study were as Follows:

- It emerged that students were weak in writing and they lacked the requisite skills and practice. A variety of factors – poor background knowledge in writing using the target language, inappropriate syllabus, poor teaching materials, poorly designed writing tasks and unsuitable teaching methods were to blame for poor learning by students.

- Students felt handicapped by L1 interference.

- Had little or no exposure to training in writing – whether letter writing, paragraph writing or essay writing.

- Found essay writing particularly difficult and rated themselves low in proficiency and accuracy.

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Overall, the background of the students contributed largely to their poor performance in writing. The data revealed that most of the students were from regional medium schools where they had little or no exposure to English. Students were taught in Amharic (the official and national language of Ethiopia) most of the time. The majority of the learners said that they were products of Government schools, where little learning took place. This was in sharp contrast to private schools where students acquired good education and enjoyed several facilities denied to students from Government schools. Besides, it emerged that students from Government schools had parents who were poorly educated and thus not in a position to give their children the help they needed in their education.

c). Teaching L2 Writing in Regional Medium Schools of Andhra Pradesh – A Study. Madhavi Kesari, M.Phil. (2002)

Of all the language skills, learning to write in the second language is considered the most difficult one. Learning to write well is a difficult and lengthy process, as writing seems to require more effort in terms of language and thought. Therefore, this study focuses on the teaching methodology of writing skill in classroom in order to;

- examine the kind of writing activities employed by the teacher in relation to second language.

- get an idea of the opportunities given to the learners in terms of writing.

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- examine the relevance and usefulness of the presently used writing tasks and find out how they would help to develop writing skill in L2.

- suggest ways and means to employ writing activities apart from those used in the classroom, in order to enhance writing skill.

The data was collected from five schools situated in Andhra Pradesh, where a total number of thirty classes, six teachers and approximately four hundred and fifty learners were examined.

The study comprised of the following stages:

- Preliminary Study

- Main Study

The preliminary study was conducted in order to get a general idea of the teaching and learning conditions of L2 and identify the problems faced by the students in writing.

The main study was conducted in four stages – a) observation of teaching procedures in the classroom; b) identification of activities that could lead to improved writing skills; c) developing a checklist to identify the relevance and significance of these activities to improve the writing skill and d) analyzing the recorded data.

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The student – teacher interviews recorded that the teachers found it difficult to teach writing for various reasons such as poor economic background of the students, limited exposure to the target language, lack of awareness on the part of the teachers to teach writing as a skill.

The findings of the study revealed that:

- the present approaches to the teaching of writing were not systematic, as the teachers did not have an awareness of teaching writing as a language skill through an integrated method.

- though some of the writing tasks identified in the classroom could lead to the development of writing skill, most of the tasks were not handled properly in terms of preparation and organization.

- while teaching writing and other related activities, emphasis was on the end product. Learners were not provided ample opportunities to interact in the classroom, though an attempt was made by the teacher to involve them in classroom activities, attention was not paid to learner's contribution in the classroom in terms of language learning.

d). L1 as a Scaffolding Device in the Learning of the L2 Academic Skills: An Experimental Study. Lina Mukhopadhyay, M.Phil. (2003)

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The study makes an experimental attempt to examine the role of the first language (L1) as a resource that can provide cognitive support and enable second language learning. The study employs prior knowledge of the first language (L1) as a scaffold to cognitively support the learning of a second language (L2).

The aim of this study is to establish that learning an L2 in a bilingual context is never insular and isolated from the L1. The study examines how appropriate is Cummins's claim that CALP (Cognitive Academic Language Proficiency) transfer is associated with threshold level proficiency in both languages. The study also attempts to find out whether CALP transfer takes place only in case of learners who are good in L1 and L2 or it applies to other cases, where proficiency in one language is better than the other. The study also attempts to establish an interaction between the already learnt L1 and the L2, which is being learnt, that often goes unrecognized in an L2 classroom and where such interaction is discouraged.

In order to examine the above possibilities, bilingual learners were given two writing tasks in the form of picture description in the first language and the second language. The nature and type of "Scaffold", the role of the first language was measured by comparing performance on a task done only in the second language.

The written scripts were scored according to the criteria used by Hunt (1965), Lanauze and Snow (1989: 326). The scripts were scored on three broad categories:

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- Language Complexity

- Linguistic Variety

- Semantic Content

The improvements in task performances were measured with the help of specific linguistic and semantic categories like nature of verbs, nature of colour terms used etc.

The findings of the study indicate that a first language can serve as a scaffold and can augment learning in a second language within an academic context.

In terms of the overall performance of the four groups of subjects in Task1 and Task2, the findings show that the hypothesis is confirmed with reference to certain language categories for all the four groups.

e). A Study of Learners' Difficulties in the Process of Writing at the + two Level. Veena, Bhambhani. M.Phil. (1998)

This study attempts at a thorough understanding of the difficulties faced by the students in the process of writing. It hypothesizes that there might be a mismatch between the teacher's perspective and the students' perspective about the difficulties faced in writing. If there is a mismatch and if this mismatch could be understood well, it might help in making changes in the instructional strategies. As a result, the students might be helped to write better.

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The study projects three objectives:

- First, it attempts to get a clear picture of the teacher's perception of the learners' difficulties in writing.

- The second objective of the study is to obtain the learners' perception on difficulties in their writing.

- The third objective is to compare the teacher's and the learners' perspectives in order to find out any incompatibility between the two.

The data was collected from one teacher (i.e. the researcher herself) and five of her students from class XI. Questionnaires, observation of students, retrospective interviews after students wrote draft one and two of the four assignments were selected for the study. Student journals were written after composing draft one and two, which yielded the data on the learner's attitude towards writing, their writing behaviour, difficulties they felt while writing and the strategies they used to tackle those difficulties. The writing tasks assigned, the methodology followed in the class, the comments given on student's work or the follow-up work were taken up. The teacher's journal was the source of data on the teacher's perception of the writing process and the difficulties she perceived in the student's process of writing.

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The study compares the three perceptions of the teacher, of the students and of the cognitive process theorists on the writing process and the difficulties felt by the students in this process. Since only the cognitivists have tried to capture the cognitive processes involved in the writing process, the study adopts, Flower and Hayes (1981), Cognitive Process Model of writing as a framework to study the teacher's and the learners' views.

The analysis and interpretation of the data was done from three points of view – content related difficulties, language related difficulties and difficulties related to organization. An analysis and interpretation of the collected data set the stage for a comparison of the interpretations of the teacher's and the students' views. This comparison confirmed the presumption that the teacher and students viewed writing and the students' difficulties differently and therefore indicated a need to bring about a change in the instructional methodology. The study suggested that there is a need to assess and analyze students' felt needs from their point of view and provide for that need in the instructional methodology to reduce students' anxiety and provide them a sense of security. Making research methodology a part of instructional methodology was suggested, not only to assess students' needs and heighten their awareness about the writing process and their difficulties but also to enrich and empower the teacher.

f). Proposals for a Classroom Strategy to Improve the Students' Written Production in English at the High School Level. A. Regina. M.Phil. (1994)

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This study attempts to make proposals towards the outlining of a strategy, which would enable the learners at the high school level with poor proficiency to acquire the readiness for written production in English.

The study assumes that the problems related to the teaching of writing can be fully understood only if they are studied in relation to the process of second language acquisition in a classroom. The study attributes the failure of the learners to communicate through writing to inadequacies in the second language instruction. The study believes that learners fail to communicate in writing because they are not helped systematically in their language production, compared to the particular order of instruction spontaneously given to the first language acquiring child.

- The first language learning child receives a lot of stimuli for production of the language. On the contrary, in a second language classroom, the learners are forced to produce language without being supplied with enough stimuli. As a result, they do not have readiness for free production.
- The failure of our learners is due to non-availability of opportunities to repeat, internalize and reproduce meaningful chunks of language in the same way as an L1 learning child does. Only such an exercise will give them the readiness for free production.

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The study advises that –

- Learners be helped to become proficient users of the language.

- It believes that there is a particular way of teaching a language in order to help the learners become proficient.

- It also believes that properly planned instruction makes a great deal of difference to acquiring second language proficiency.

The study illustrates how parts of a lesson from the prescribed textbook can be used for classroom activities, which help the learners to acquire the linguistic items required to perform the writing task given at the end of the lesson. It also gives illustrations to show how other passages, apart from the textbook passages, can be used to give a variety of activities in a classroom to enrich the students' language store.

The study concludes that illustrative tasks as shown in the said study is a feasible way of achieving the desired result in ESL classrooms, where time and resources are limited and conditions are far from satisfactory.

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3.2 Implications for the Present Study

The review of research work presented above (see 2.1) has important implications for the present study. The review offers a picture of ongoing research in the area of language teaching and learning in general and writing in particular. The reviews help the present study to trace the relevant issues related to the area of writing and place them in a proper perspective, by throwing light on the various aspects of second language writing.

The first review has attempted to develop writing skill of learners at the tertiary level through the process approach. The study investigates the problems of the learners and suggests a, methodology, which is more learner friendly and helpful to improve writing skill. In the process of implementing the process methodology, the study also makes use of two picture story tasks to improve writing skill. It also uses picture story tasks and believes in the efficacy of picture story tasks along with the process approach to improve writing skill.

The review also takes into consideration factors, like poor learning environment, limited exposure and poor economic background of the learners that hinder the systematic learning and teaching of writing.

The second review attempts to investigate the issues involved in the teaching and learning of expository writing using C.L.T (Communicative Language Teaching) to first

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year teacher trainees in a writing course. The research tries to study the various factors like adequacy of syllabus, materials, problems in the implementation of C.L.T, poor proficiency in English, lack of facilities, poor economic background, teaching/learning methods, difficulties in writing etc, that hinder the teaching/learning of expository writing and suggests strategies which would help the trainees and instructors to tackle the problems in L2 and improve the situation by developing the expository writing skills of the students. It must be mentioned here that the present study is closely related to this research because the present research also makes an effort to improve the writing skill of the learners and also tries to understand the various factors like poor economic background, limited exposure to language, difficulties in writing, poor educational background, teaching/learning methods etc. that hinder learning of writing in L2.

The third study attempts to understand the teaching methodology of writing skill used in the L2 classroom. This study tries to examine the problems in writing tasks, their relevance, and opportunities given to learners to write in the regional medium schools of Andhra Pradesh. In addition to this, the study suggests various ways and means to employ and use alternative writing tasks to enhance the writing skill of the learners. This study is closely connected to the present research as it also focuses on the problems faced by learners of regional medium schools in the process of writing. Like this study, the present study also tries to examine and understand the teaching methodology, kinds of writing tasks and their relevance before suggesting picture story writing as an alternative and an interesting method to improve the writing skill of the learners.

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The fourth study examines the role of L1 as a resource and cognitive support in the learning of L2. This study also tries to confirm that L2 learning is not isolated and insular from L1 in a bilingual context. To confirm and qualify this hypothesis, the study makes use of two picture description tasks in L1 and L2. The study confirms that L1 acts as a scaffold in the learning of L2. The present research is related to this study because it also uses picture description tasks in L1 and L2 to improve L2 writing skill. Like this, the present research also believes in Cummins's (1979) theoretical principle that – CALP (Cognitive Academic Language Proficiency) transfer is possible in case of learners who are good at L1.

The fifth study is an attempt to understand the difficulties faced by + two level learners in the process of writing. To understand the situation, the study tries to make a thorough examination of the learners' difficulties and teachers' difficulties in the process of writing and then compares both to find out if there is a mismatch. This study analyses the difficulties in terms of context, language and organization, which is similar in the case of the present study. Just like this research, the present study also gives importance to content and context, along with language. In addition, the study tries to understand the difficulties faced by L2 learners' in the process of writing.

The sixth research attempts to make proposals for a strategy, which would improve the writing skill of learners' with poor proficiency, at the high school level.

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Similar to the present research, this study claims that learners fail to have adequate proficiency in writing because they are not helped systematically in the process of L2 writing and not given ample opportunities to practice and improve their writing. The study presents illustrative tasks to show how the passages from the English textbook can be used to improve the writing skill of the learners. In addition to this, the study states that illustrative tasks shown in the study is a useful technique/method to improve the written production of learners in ESL classrooms where time, resources and conditions are limited. The present research also makes use of illustrative tasks in the form of picture stories to improve the writing skill of ESL learners.

3.3 THEORETICAL UNDERPINNINGS OF THE STUDY

3.3.1 Some Perspectives

L. S. Vygotsky (1987) states that writing is a self-regulatory activity, which has to do primarily with knowing and secondarily with communicating. From this, it can be understood that teaching of writing should be done with a lot of guidance, support and care, in order to help learners become independent or self regulated. Therefore, the teacher has to play a crucial role to help learners write on their own. However, thinking, gathering ideas, organizing, drafting etc, play an important role and so they have to be

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inculcated /developed primarily in our learners in the process of helping them to emerge as independent writers.

At this point we can recollect the UNESCO Report (1972) which states that the fundamental goal of all school education is to help learners become effective learners by 'learning to think' and 'learning to learn.' Also according to Vygotsky (1962), learning contributes as much to development of thinking as thinking contributes as much to the development of learning. Hence, our thoughts are put down in the form of writing, and it again reflects our mental process. Therefore, thinking and writing are closely related to each other.

Figure 1: The Relationship between Writing and Thinking

| THOUGHTS | → | WRITING | → | REFLECTION OF THOUGHTS |

According to Bereiter and Scardamalia (1986), we do not truly own our thoughts or experiences until we have negotiated them with ourselves and for this writing is the prime medium. Murray (1985) conveys similar view that writing is a significant kind of thinking in which the symbols of language assume a purpose of their own and instruct the writer during the composing process. Thus, the dynamic interaction between thinking and

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writing helps in two ways – writing helps in shaping and crystallizing ideas and in turn, thinking makes writing finer helping the writer communicate his ideas in a clear and effective manner.

Since writing helps in enhancing analytic thinking and communicating skills, developing the writing skill of the learners assumes a great role in language teaching. But, unfortunately, this great role of developing writing skill is not practiced sufficiently in our ESL context of teaching/learning. Even if C.L.T, Task Based Teaching / Learning and so on are in vogue, the actual process of writing is not given importance and taught in our classrooms in a useful manner because of which the writing skill of our learners especially in the regional medium schools is handicapped. One of the main reasons assumed by the present study for this kind of a gap and the deplorable situation is examination oriented writing. The dictated notes by the teacher and guidebooks serve as a major source to pass in the examinations. The actual writing abilities of the learners are neither tested nor developed. Nevertheless, it is quintessential to realize that the actual writing ability of the learners matter a lot when it comes to higher education, better career, better jobs etc. In the present teaching / learning scenario, and in the examination system, thinking and writing on their (learners') own plays a very little role. Mugging up and reproducing is the only practice to pass in the examinations. Various reasons like teacher dictated notes, guide books, lack of practice in writing, limited exposure to writing activities, outdated pedagogical practices, rote-learning etc. contribute to the poor writing skill of the learners in regional medium schools.

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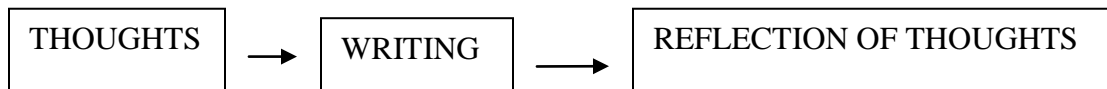13 : 2 February 2013
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It is necessary for the second language (L2) teacher to understand that the learner is not always a passive recipient, but an active constructor of knowledge. Therefore, learners should be given the opportunity to actively participate and learn in the language classroom.

The present research tries to improve the writing skill of the learners' by giving them the necessary support in the form of multiple tasks, feedbacks, innovative instructional strategies and providing opportunities for learners' participation through picture stories. In order to help learners improve their writing skill, this research focuses on the following dimensions, represented in the figure below.

Figure 2: The Dimensions of the Study

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Assessing

Problems of
ESL Learners

Teaching
Writing
Providing Other
Regulation
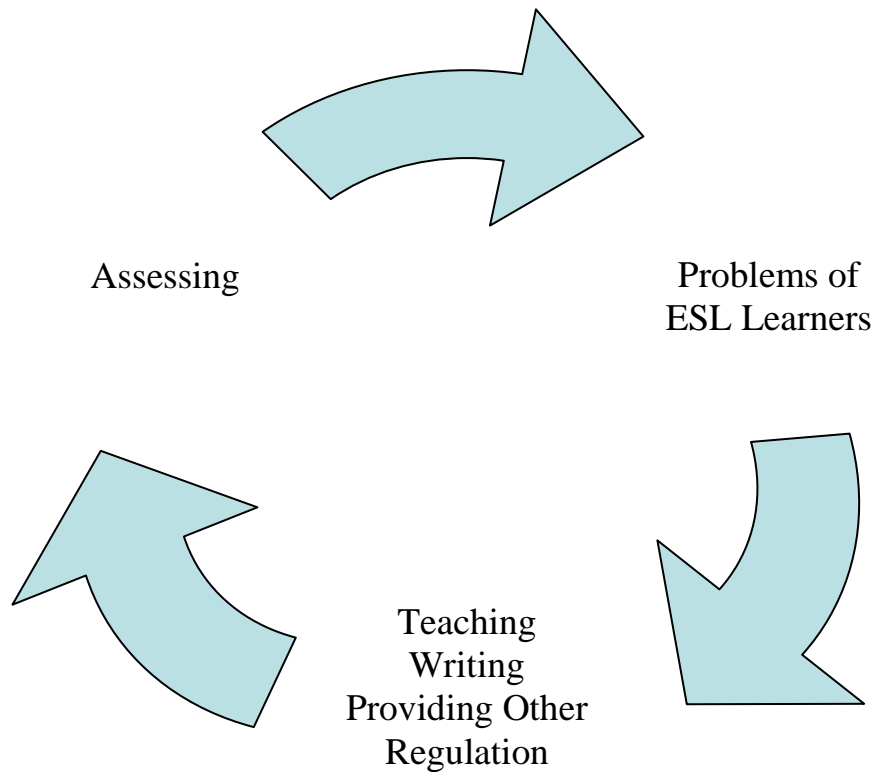
3.3.2 Problems of ESL learners

ESL students often feel great sense of frustration when asked to compose a piece of writing on their own, because they know quite a bit of grammar and vocabulary and are able to formulate complex thoughts in English, yet have difficulty in transferring those thoughts into written information on a page. At this point, it is necessary to understand that the ability to write well is not a naturally acquired skill; writing is usually learned because it is a complex skill, which requires a conscious effort, and more practice in composing, developing, analyzing and connecting ideas. Therefore, ESL (English as

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Second Language) writers are under constant pressure, as they have to concentrate on both the meaning and the production of ideas. According to Bereiter and Scardamilia, (1987: 12), the writer engages in "a two-way interaction between continuously developing knowledge and continuously developing text." From this, it can be perceived that ESL learners do not have the necessary linguistic ability, to exhibit better writing skills on par with the learners of English medium schools. Therefore, it can be argued that focus on the writing process, as a pedagogical tool is appropriate for second language learners with attention given to the linguistic development along with sufficient and effective feedback regarding their errors in writing.

Stevick (1976) rightly points out that learners' succeed when they actively participate in their own learning. Hence, L2 learners should be motivated and integrated into L2 learning situations in the classroom in order to develop their level of proficiency and to inculcate a positive attitude to L2, which can have a positive effect on their writing. If this attention is not paid to L2 learners in the second language classroom, they may continue to exhibit errors in their writing, show negative attitude towards L2, resulting in a continued lack of progress in L2 leading to the lack of integrative and instrumental motivation for learning L2.

In a study conducted by Barkhuizen (1995), writing is viewed as a spontaneous activity, which should take place in a non-threatening and non-structured manner. In this kind of writing, the learners' are not conscious of the use of grammar, spelling or

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conversational formats of letter writing and are free to exercise their choice of writing. The ideas occur spontaneously and the task not only enhances writing skill but also satisfies the learners as the choice of topic is left to them.

In the present context of teaching and learning of writing in L2, most of the times the teachers fail to create opportunities for genuine interaction, which involves students in the activities.

Another important aspect is that, most of the activities in our L2 classroom tend to be unrealistic and make students' perform unnatural roles. Therefore, Widdowson (1978) emphasizes the need for authenticity of the writing tasks, which should be interesting, realistic, and relevant to the real life situations.

Only when language learning is close to real life situations, L2 learners can be motivated and involved in the process of language learning. Krashen (1981; 1982) argues that second language acquisition is a more powerful and a central process than second language learning. According to Krashen (1981), acquisition facilitates the ability of the learner to use language in both production and comprehension, while conscious learning on the other hand serves only as an editor and monitor making changes in the form of output under certain limited conditions. However, this study does not make a distinction between acquisition and learning as the two terms are considered interrelated and interdependent.

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One of the main goals of L2 teaching is to help learners understand the language and improve on their own, with the help of the knowledge of new words, new structures and clues provided to them through exposure in the L2 classroom. The second language classroom is a good place for beginning second language acquisition and learning. The L2 classroom should help learners acquire the second language learning conditions that are conducive for learning through instruction. Not only the favourable conditions, the input given to the learners also play a major role in second language learning and acquisition. According to Krashen (1984), 'comprehensible input' is necessary for second language acquisition, which according to him takes place in a low anxiety situation. The L2 teacher has to keep in view the three domains of learning (cognitive, affective and psychomotor) in the process of teaching English to L2 learners. There is a great need for a good understanding between the teacher and the learner in the L2 classroom. The teacher has to attempt to understand the needs of the L2 learner to help him/ her in learning language successfully. According to Salmon (1988: 22), "Teachers and learners are just as much involved in learning about each other and trying to achieve some kind of shared understanding of what is happening in their classrooms". Moreover, "the teaching-learning encounter is, essentially a meeting between the personal constructions, the subjective realities of teacher and pupil".

In some cases of L2, learning / teaching input is provided and understood, but does not result in learning / acquisition as the learner suffers a mental block which

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prevents him from learning effectively. Keeping this in view, Krashen (1984) has formulated the 'affective filter hypothesis' which claims that, when the learner is not motivated, when he/she is overanxious about his / her performance, then there is a mental block, called the 'affective filter', that prevents the input from reaching those parts of the brain responsible for language learning / acquiring and as a result the second language acquired turns out to be minimal. This theory suggests that second language classes be filled with 'comprehensible input' presented in a low-anxiety situation. Language classes, which expose the learners to comprehensible input, are considered to facilitate second language acquisition. The present study also strongly believes in providing comprehensible input in a low anxiety situation in order to polish the writing skill of L2 learners.

In order to facilitate / provide, 'comprehensible input' to L2 learners, instruction / teaching is useful and essential. Stern (1983) posited that 'instruction would be more useful and facilitate second language learning when learners are given ample opportunities to listen, read and write in the classroom. This kind of exposure to the language skills in the classroom enables the learners to refine their own language and also makes them understand the day-to-day language heard in different situations. Similar to Stern's view, the present study also believes in providing many opportunities to learners to listen, tell, read and write stories in the classroom.

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Feedback is also of utmost importance in the L2 learning / teaching process. Without individual attention and sufficient feedback on errors, improvement will not take place. It is a fact that L2 writing contains errors, but it is the responsibility of the teacher to help the learners develop strategies for self-correction and improvement. L2 writers require feedback from teachers not only on content, but also on the form and structure of writing. If feedback is not provided to them, they will be disadvantaged in improving both their writing and other language skills. In our context of teaching / learning especially in most ESL classrooms, feedback and errors are not given importance. The learners' writing is corrected with red pen with all the errors marked. Instead of individual feedback, imposition, repetitions, and rote learning /writing are practiced.

However, L2 teachers have to understand that this kind of a practice does not help L2 learners to improve, on their own. They should understand the significance of learners' errors, tolerate and encourage learners. Errors not only indicate the learners' level of competence in L2 but they also project the strategies that the learner develops to cope with and to learn the new language. Therefore, errors are nothing but linguistic deviations, which occur because of the differences in L1 & L2 structures. Robert Lado (1957), rightly points out that "if language structures are similar, then it is easy to learn L2 and if language structures are dissimilar to L1, then L2 learning is difficult."

Hence, L2 teachers should realize not to view errors as annoying distractions but as dynamic byproducts in the process of learning a new language i.e. L2. According to

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Pit Corder (1973: 122), "In L2 acquisition, the learner's performance keeps changing progressively in order to achieve stability in L2 like the native speaker. Therefore, in this process, learners make ill-formed sentences, deviate forms, rules and use erroneous, incorrect language". However, it is necessary for the L2 teacher to determine areas where learners need more attention and provide help, because errors are products of the L2 learner's effort to learn Jain (1974: 189) rightly points that 'Errors are absolutely essential to modify and re-examine the teaching techniques'.

The present study throws light on learners' errors with a positive attitude and attempts to provide effective and constructive individual feedback for the improvement of learners' writing skill in L2.

Thus, language input, pedagogical practices, tasks, instruction, feedback, classroom environment, the teacher's role, the teaching / learning material etc. have a bearing on the L2 learners' learning. Therefore, it is essential for L2 teachers to keep these in mind in the process of teaching L2. Lack of any of the above can lead to problems in ESL classes in general, particularly in writing. Hence, there is a need to understand the existing level of L2 learners' competence, the linguistic problems of L2 learners in order to provide support or 'Other Regulation' to improve their writing skill.

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3.3.3 Teaching Writing – A Movement from Other Regulation to Self-Regulation

It has been mentioned earlier that the present ESL teaching practices promote rote learning to get marks and pass in examinations, without giving any importance to the development of knowledge and problem solving skills, general critical thinking, language skills in general and writing in particular. Despite the changing needs in the present job market, which requires skills to communicate effectively and understand English instead of scoring marks, the present ESL pedagogy largely remains the same i.e. it focuses on mindless rote learning to pass in examinations. It is high time to realize that it is the need of the hour to enable large number of our learners to use English effectively to serve in a phase of industrial, scientific and commercial expansion. Kumar (2001) states that 'Any educational project can become unrealizable because of pedagogic inefficiency'.

Dewey (1938/63: 28) points out the importance of the "methods of instruction" and the "Social organization of the School" without which "educational efforts are reduced to a form of words which may be emotionally stirring but for which any other set of words might equally be substituted unless they indicate operations to be initiated & executed." From this it can be understood that the emerging trends in the educational policy such as child-centered pedagogy, multicultural sensitive language education (e.g.: NCF, NCERT, 2005), rights based approach (e.g.: The Constitution [93rd] Amendment

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Bill, India Together 2001) seek to reform traditional education which is based on rote learning rather than focusing on the development of problem solving skills and critical thinking. Therefore, the concern to reform education has to be considered with attention. Importantly, the reform in education has to give due importance to the role of instruction. How is instruction linked to reform? Does instruction make a difference to learning? The answer is direct – whatever the learning material, the syllabus, the curriculum document, teaching objectives and so on, it is the teacher in the classroom who transmits all this to the learners through his / her instruction. In the teaching/learning process, the teacher makes the first impact on the learner in the classroom through his/her methods of instruction. However, the important argument here is, "do the way the present ESL teachers teach have an impact on the way ESL learners develop knowledge and language?". To a large extent, the kind of impact that ESL teaching today has is only on acquisition of concepts through rote – learning to pass in the exams. Therefore, there is a need for a change from the existing 'transmissive model' to a 'mediational model' (Kozulin, 2003), which recognizes the crucial role played by the teacher as an intermediary between learners and what is to be learned by defining the nature of interaction occurring between them, which is conducive for active and meaningful learning. Vygotsky's (1987), Mediational Model helps learners develop the ability to apply knowledge and language as pliable tools.

Vygotsky attempts to explicate the relationship between individual cognitive processes and the historical, cultural and social settings in which it occurs. It sees

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psychological processes as culturally mediated, historically developed and socially engendered (Cole, 1990: 98). Central to Vygotsky's Socio-cultural theory of development are the key concepts of Internalization, Scaffolding, Mediation, Zone of proximal development (ZPD) and Regulation. In this study, the focus is on the mediated process of development and regulation.

a. Mediation

"Mediation is the introduction of an auxiliary device into an activity that then links humans to the world of objects or to the world of mental behaviour" (Lantolf 1994a: 418).

The fundamental theoretical insight of Vygotsky is that "higher forms of human mental activity are always and everywhere mediated by symbolic means …..." Lantolf (1994a: 418) Vygotsky stresses that, just as 'Physical tools' (e.g. hammers, bulldozers, computers etc.) allow humans to organize and alter their physical world, 'Symbolic tools' empower humans to organize and control mental processes such as voluntary attention, logical problem solving, planning and evaluation, voluntary memory and voluntary learning. "Symbolic tools are the means through which humans are able to organize and maintain control over the self and its mental, and even physical activity" (Lantolf 1994a: 418).

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From a Vygotskian perspective, the 'prime symbolic tool' available for the mediation of mental activity is 'language' because language helps us to direct our attention to the significant features in the environment, formulate a plan, or articulate the steps to be taken in solving a problem.

Symbolic tools include 'mnemonic devices, algebraic symbols, diagrams, graphs and most importantly, language' Lantolf (1994: 418).

According to Vygtosky, if the child begins to integrate 'symbols' as auxiliary means of 'mediation' into his/her physical and mental activity, this activity will slowly help him/her to develop into a 'markedly different and culturally influenced character'. In order to show the difference between mediated and non-mediated mental functioning, Lantolf (1994: 419) illustrates the example of a person trying to remember the items to be purchased from a grocery shop. Lantolf argues that there are two ways to 'remember' in order to do the above task; one is, the person can remember the items through repeated rehearsal until the items are memorized.

Second is, the person can remember the items by writing them down on a piece of paper. Here, though language is used as a mediational tool in both cases, in the first instance, the person establishes a direct link between the items and his memory, while in the second case, the person creates a more powerful 'auxiliary link' by generating a shopping list, which reduces the mental strain of trying to imprint the items into one's memory. At this juncture, it is necessary to understand the importance of 'tools' in

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language learning. Nevertheless, present practices of C.L.T and Task Based Teaching stress on the use of 'tools' (pictures, charts, graphs, tables, objects and so on.) in language learning and teaching but when it comes to their implementation in the classroom, the main thrust is on laboured rote-learning like the first instance above rather than the second instance which involves the learner in the use of an auxiliary device to learn language.

For Vygotsky, children appropriate symbolically mediated mental functions as they carry out tasks under the guidance of the able 'Other' (E.g. parents, older siblings, teachers etc.) who initially assumes most of the responsibility to carry out the tasks. Over time, children observe and learn from others and they assume increased responsibility for 'organizing and deploying' their own mental functions to ultimately function independently without other's guidance. Therefore, according to Vygotsky, 'conscious mental activity' is distributed and jointly constructed from the interactions that arise between children and the 'representatives of culture'. Hence, what is initially socially mediated mental processing evolves slowly into self-mediated processing and this principle has a significant implication to the ESL classroom – the teacher has to be the mediator to impart language skills and not just be a person to transfer the information from books, to help learners' become self-directed and independent. Therefore, it is essential for the ESL teacher to play the role of the 'Other' in the ESL classroom to make ESL learners confident, proficient and self regulated.

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b. Regulation

Vygotsky believed that thought has a social, external origin and language functions as a tool in the development of individual cognition from the external origin.

Wertsch (1980a), as referred to by Rivers (1984: 197) states that there are two types of metacognition present in human mental activity – those concerned with conscious reflection of one's cognitive abilities and those concerned with 'Self Regulatory' mechanisms, during ongoing attempts to learn how to solve problems.

According to Rivers (1984: 197), 'the fundamental aim of discourse is not the transfer of information, but Self Regulation by the individual'. Rivers (1984: 197) states that "there are three strategies for sustaining self-order in a task situation: Object Regulation, Other Regulation and Self Regulation." As quoted by Rivers (1984: 197), Wertsch (1979a) posits that the three strategies of regulation (Object Regulation, Other Regulation, and Self Regulation) are developmental because "children are first Object Regulated and then Other Regulated and subsequently become Self Regulated." Not only children, all normal adults also have continuous access to the three kinds of regulation. Wertsch (1979a) quotes that for Vygotsky, adult cognition does not simply remain unchanged forever after the age of twelve because in a difficult task, adults can always resort to prior knowing strategies.

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c. Object Regulation

Object Regulation refers to the phase where the child's mental functioning is controlled by the task because of the lack of direction and help. At this stage, the child is clueless and distracted by other objects because of the lack of guidance. According to the Vygotskian paradigm, Object Regulation precedes the other two types of regulation, Wertsch (1979b: 89) quotes that "learners are not able to pursue independent action whenever a particular goal is not 'directly-suggested by the environment'. The child can only engage in actions directed towards 'decontextualized goals' if he/she receives mediation from an adult or a peer who is capable to help with the required metacognitive processes. If this necessary other regulatory function is not provided, "the child will be distracted and drawn off by the irrelevant environmental stimuli" (Wertsch 1979b: 89). Thus, the child is said to be object regulated if he/she is not given proper support / direction.

d. Other Regulation

Other Regulation is referred to as the function where the child's metacognition is controlled by a 'Surrogate' or 'Other' who has the ability to perform the task strategically. Children being able to complete a task with the guidance of the 'Other' (mothers, peers, elders) are referred as 'Other Regulated'. According to the Vygotskian

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perspective, children must necessarily participate in social interaction in order to complete a task, and the primary means of carrying out other regulatory functions is through speech, specifically 'dialogic speech'. In Vygotskian theory, 'any function in a child's development appears twice: first on the social plane and then on the psychological plane' (Wertsch, 1980a).

The transition from interpsychological to intrapsychological functioning through mediation is a process in which the adult undertakes to direct the child through a task, and then the child provides feedback to the adult, who then makes the necessary adjustments in the kind of direction offered to the child. Here, the adult's purposes in directing the child is not simply to have the child complete the task, but to instruct the child and guide him / her to solve the task strategically. In other words, the adult attempts to guide the child towards a situation, which is parallel to the adult. In addition to this, if the strategic mode used by the adult fails consistently, then adults have to continue to return to Other Regulation and provide the required guidance until the child acquires the ability to function and do a task on his own. "'Good Learning' is that which is in advance of development" (Vygotsky, 1978) and 'development occurs as a result of mediation, which is fundamentally a semiotic process' (Wertsch, 1980a). Wertsch 1980a calls the above process as 'strategic activity', which can be carried out by the individual alone or with the help of other individuals.

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Therefore, Wertsch (1980a) calls this strategic activity as 'distributed responsibility'. Vygotsky (1978: 85) states that 'independent problem solving and the higher level of potential development are determined through problem solving under adult guidance or in collaboration with more capable peers'. Thus, Other Regulation can be referred to the role and guidance of the teacher in the classroom environment.

Other Regulation is an important developmental stage as it slowly leads the child to function on his/her own or become independent and 'self-regulated'.

e. Self Regulation

The ability to engage successfully as an individual in any given task is referred to as Self Regulation. During the Other Regulation phase, the child eventually begins to take over a larger portion of the responsibility for strategic functions to gain independent strategic functioning or Self-Regulation. Vygotskian theory posits that Self Regulation is attained through social interaction and it evolves from the guidance of the capable 'Other'; because the child becomes independent / self regulated / self directed only after receiving enough practice through the 'other's' guidance and support. Rivers (1984: 195) states "a good L1 or L2 writer is one who can achieve and sustain Self Regulation by using his language to control the writing task, rather than be controlled by the task itself".

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However, Vygotskian theory stresses that attaining Self Regulation is not an absolute. That is if a child gains Self Regulation in a specific kind of a task, he / she does not necessarily have Self Regulation in all tasks, because Self Regulation is a relative phenomenon. A child may be self regulated in a particular task and other regulated in another task. In a task given to four children, one child may be self regulated and the rest three may be other regulated or object regulated depending on the child's ability and the difficulty level of the task for each child. Thus, Vygotsky (1987) argued that the two activities (Other Regulation and Self Regulation) are 'dialectically and therefore necessarily' connected to each other. That is to say the activity of self direction is derived from the activity of other direction and in the first case, the interlocutors are 'I' and 'You' and in the second, 'I' and 'Me'. Hence, Self Regulation is a significant stage, because the child is independent, self-directed, and responsible for his own learning at this stage.

The following experiment conducted by Wertsch (1979 a) helps to understand the above said stages (Object Regulation, Other Regulation and Self Regulation) in a vivid manner.

Wertsch (1979) conducted an experiment where mothers of young children were asked to teach the children, how to assemble a jigsaw puzzle.

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Firstly, the mothers completed the puzzle in the presence of the children, keeping a steady flow of strategic comments such as 'now look at the model to see what comes next'. Then the children were asked to complete the puzzle. At first, the task was too difficult for some of the children to complete without the help of their mothers. These children were object regulated because in the real sense they were controlled by the puzzle and were distracted by the other objects in the experimental setting. In order to complete the task, these children required direct intervention by their mothers, who were able to succeed in directing their children using 'referential speech' for example 'pick up the red piece and put it here'. These children were able to complete the task with some guidance from their mothers and the guidance was strategic, for example: 'Look at the mode', 'see what piece is missing here' etc. These children were thus other regulated. Some of the children were able to complete the puzzle without any information from their mothers, but in doing so, they used 'dialogic speech' (similar speech used by their mothers while giving guidance) as a kind of a self-directing strategy. These children were self regulated. The children in the last case were able to complete the puzzle without any external speech and this was a sign that these children were self regulated.

3.3.4 Discussion

The following are the issues that have emerged in the process of understanding the above stated concepts of Vygotsky's Socio-cultural theory. They are:

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(a) the relationship between individuals, sociocultural environment, and its impact on individual cognitive development,

(b) the process by which individuals profit form social interaction,

(c) the role of the competent 'Other' in facilitating development.

The discussion below will highlight on how each of these points relate to the present study, such as the role of the teacher in facilitating learner development.

a) Vygotsky's Sociocultural theory is built on the premise that individual cognitive development cannot be understood without reference to the social, cultural and historical settings in which the individual thinks and acts. The individual's development is dependent on social interaction and it is in this interaction that 'cultural tools' which are society's resource become accessible to individuals as psychological tools. This point implies that ESL teachers have to understand what kind of intellectual tools are available to them and how relevant are they in using them for learner development.

b) The mediational role of the social 'Other' in cognitive development makes individual development an interdependent process. "The path from object to child and from child to object passes through another person". (Vygotsky 1978: 30) "Tools remain useless, unless their significance as cognitive tools are mediated to the learner" (Karpov, 2003; Kozulin, 2003). Cognitive development depends largely on the type of mediation provided by the 'competent other' (teacher,

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parents, older siblings etc.) Scribner and Cole (1981) have established that forms of literacy acquired in formal educational contexts and those acquired outside school with different purpose and styles of mediation have different cognitive impacts. Therefore, what is important for the development of language and thought is, to create conditions that emphasize the meaning of symbolic mediators as cognitive tools.

Therefore this insistence on meaning as important for development provides a critical understanding of the instructional practices that are currently followed in most ESL classes which seem to be based on the assumption that knowledge delivered by the teacher (in a one-way transmission) is taken by the learner. Vygotsky finds such transmissive pedagogy 'fruitless' as it provides no support for the development of meaning in the learner.

> "The teacher who attempts to use this approach achieves nothing but a mindless learning of words, an empty verbalism that stimulates or imitates the presence of concepts in the child. Under these conditions, the child learns not the concept but the word, and this is taken over by the child through memory rather than thought. Such knowledge turns out to be inadequate in any meaningful application. This mode of instruction… substitutes the learning of dead words and empty verbal schemes for the mastery of living language" (Vygotsky, 1987: 170).

In Vygotsky's analysis, we can find an explanation for the general complaint among teachers, parents and administrators that students are unable to apply their ESL learning in meaningful contexts. The problem seems to lie not so much in learners'

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abilities, but as Vygotsky points out, the problem seems to lie with the teacher who believes that teaching is 'telling' and who provides no meaningful contexts where zones are created for the development of meaning. In the absence of meaningful environment, both the learner and teacher, development will be constrained.

According to Vygotsky's theory, the teacher's facilitative role involves both the teacher and the learner in a dialectical process of development. This is articulated in Bakhtin's notion of the dialogical relationship between the 'Self' and the 'Other', where consciousness begins to operate in social interaction, so this joint activity is thus an opportunity for both ESL teachers' and learners' to develop greater skill and understanding.

Therefore, the importance of instruction in Vygotskian theory does not mean that development is a process of transmission from the teacher to the learner, but is instruction taking different forms of mediation including self-direction and external support to assist learners to take control of their own learning. Hence, in Vygotskian theory, "the child as an independent learner is considered to be a result rather than a premise of the learning process" (Kozulin 1995: 121). The independence or development of consciousness that enables application of knowledge flexibly according to the situation in a given task is according to Vygotsky the result of learning mediated by the teacher.

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c) Vygotsky's theory provides a new understanding of the practices used in the present context of teaching / learning. Teachers' of ESL usually adopt practices such as rote-drill and practice which they assume best fits the 'inability' of disadvantaged learners to help them read, write and understand English as a second language. However, teaching "towards yesterday's development" (Vygotsky 1978: 89) fails to help students overcome their inability, because it fails to stretch their current understanding and more importantly fails to mediate the purpose of ESL as the ability to use it as a cognitive tool. Vygotsky, therefore, insisted that teaching should aim at making every effort to push learners toward abstract thinking because if left to themselves, students will never achieve "well elaborated forms of abstract thought". This point is particularly true in the case of disadvantaged learners for whom school is the only opportunity available to develop ESL as well as conceptual thinking, both of which go together.

d) Several studies support Vygosky's point that by focusing on the level learners' can reach, they are led to levels of success, which is not previously envisaged either by learners or the teacher (e.g. Brown and Ferrara, 1985; Donato, 2000; Panofsky et al., 1998; Swain, 2000).

Hence, it can be understood that Vygotsky's Sociocultural theory of development focuses on pedagogy at the centre of development in general and the dialectical process of development of both the teacher and learner as they interact in joint activities in particular.

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Further Humanistic Approaches to learning are also related to the Vygotskian concept of Other Regulation and Self Regulation because according to the Humanistic Approach the teacher is a facilitator, helper, partner, promoter of knowledge, who sets the mood for learning , guides learning through experiences that are educative and also acts as a flexible resource for the learners.

According to the Humanistic Approach to learning, the learner is a 'highly motivated, self-directed person who assumes the responsibility for learning and self-development. Here, it can be inferred that the 'dialogic relationship' between the learner and teacher as stressed by the Vygotskian theory is quite similar to the role of the teacher and learner in Humanistic Approaches to learning.

The methods of teaching according to the Humanistic Approaches are related to the concept of mediation as Humanistic Approaches also give importance to experiential learning, group tasks, group discussion, team-teaching, self-directed learning where the role of the 'other' is required for successful learning etc.

Humanist Psychologists like Maslow and Rogers stress on the importance of the self and its relation to learning which is closely related to the concept of Self-Regulation in Vygotskian theory.

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According to the humanist psychologist, Carl Rogers, 'student centered teaching' is the best approach to teaching. Rogers states that teachers are facilitators who create the environment for the 'engagement' of the learner.

Further, Rogers argues that a teacher cannot teach another person directly; she/he can only facilitate learning.

Rogers's theory of education states that, the structure and organization of the self becomes more rigid under threat; therefore, it is important to relax its (self) boundaries and make it free from threat to facilitate learning.

According to Rogers's educational theory, an educational situation most effectively promotes significant learning. when

a) threat to the self of the learner is reduced to the minimum

b) perception of the field of experiment is facilitated.

Rogers also defined two categories of learning – 'meaningless learning or cognitive learning' (e.g. memorizing multiplication tables) and 'significant or experiential learning' where importance is given to applied knowledge, which addresses the needs and wants of the learner (e.g. performing first aid on a peer, when injured).

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At this point, we can conclude that Vygotskian theory and Rogers's theory of education both give importance to the self of the learner and the role of the teacher. Since the Vygotskian theory gives importance to the development of the individual through the facilitative role of the teacher, it has a great significance for the present C.L.T based ESL classroom in general and developing learners' writing skill in particular. Similar to Vygotsky's Sociocultural theory, the present study makes use of picture stories as 'symbolic tools' to provide 'Mediation' and 'Other Regulation' in order to develop the writing skill of ESL learners. As stated in Vygotsky's Sociocultural theory, learning becomes fruitful, when the learner is involved in learning, this study also believes in this principle and therefore attempts to involve the learners actively in the learning process through the use of pictures as effective 'tools'.

In addition to the above said learner-centered-approach, many emerging fields like emotional intelligence, learning styles and so on are also closely related to the Vygotskian approach. One immediate implication for the ESL classroom is that it is necessary for every ESL teacher to know his / her learners' as each one is unique in his/her own way. Robert Sylwester (1995), (as cited in Gregory and Chapman, 2002: 19) a cognitive researcher noted that students have "designer brains", as their cognitive capability differs from one to another. So also the teacher has to keep in mind that learners learn in different ways, process information differently and have distinct preferences about where, when and how they learn. It is necessary for the teacher to be aware of different learning styles of the learners'. As classified by Rita Dunn and Ken

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Dunn (1987), (as cited in Gregory and Chapman, 2002: 20) there are four types of learners – Auditory Learners, Visual Learners, Tactile Learners and Kinesthetic Learners. Significantly, the more the teacher can involve all learning styles and modalities, the more opportunities she/he gets to engage learners in using their whole brains.

Bernice McCarthy (1990), (as cited in Gregory and Chapman, 2002: 24) identifies four learning styles – the imaginative learning (experiencing), the analytical learning (conceptualizing), the common-sense learning (applying), and dynamic learning (creating). According to McCarthy (1990: 24), learners are capable of working in all the above said four areas some of the time; so teachers have to be clever and provide learning experiences in the four areas to accommodate all learners and to increase their range of learning styles. Even in the film 'Taare Zameen Par' directed and produced by actor Ameer Khan and edited by Deepa Bhatia (2008), the learner's learning style and learning problems are not recognized and identified by the teacher and parents for a long time because of which the child's learning is affected terribly till it is recognized and corrected by another teacher later. Emotional intelligence refers to the ability to recognize, employ, comprehend and manage emotions of one's own and others emotions to empathize and get along with other people. Emotional Intelligence is a key human skill, which helps to motivate oneself, learn how to persist, how to resist temptation and stay fixed on a goal, and how to work together towards a common goal. Emotional Intelligence and Communicative Language Teaching go hand in hand in the classroom as they help to build confidence, create a positive classroom atmosphere and encourage co-operation.

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Therefore, the ESL teacher has the responsibility of keeping these aspects in mind in the process of teaching and learning. Close to Vygotsky's Sociocultural theory, the Emotional Intelligence theory also stresses on the role of the teacher as the facilitating 'Other'.

Therefore, it is necessary for the teacher to know the learner , understand his/her emotions and learning style before teaching and when this is taken care of, then learning and teaching becomes interesting, enjoyable and fruitful. Hence, Vygotsky's Sociocultural theory has multiple implications for teaching and learning of language.

3.4 Conclusion

In this chapter, firstly the review of related literature is presented. Secondly, the theoretical frame of the study followed by its implications and significance for ESL teaching and learning.

In the following chapter, the research design of the study is presented. The teacher's profile, the learners' profile, teaching / learning practices, attitudes to teaching and learning English are discussed. It also describes the tools and methodology adopted for data collection.

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CHAPTER FOUR

RESEARCH DESIGN

4.0 Introduction

As mentioned in Chapter one, the aim of this study is to help learners improve their writing skill through picture stories. This Chapter explains the nature and mode of data collection related to the aim and hypothesis of the study. A detailed description of the learners' profile, teachers' profile, classroom observation, teaching-learning practices, the research procedure and attitudes to learning and teaching are also presented in this chapter.

4.1 The Research Design

This research is designed to help learners improve their writing skill, with the help of picture stories. It was hypothesized that pictures would stimulate learners to write the stories in the given sequence. They would help them to imagine, provide the context and reduce their cognitive burden thereby giving more time to concentrate on language use. The learners were involved in the writing activity in twenty sessions, during a period of twenty-five days, where they were provided with the necessary vocabulary, linkers, phrases, sentences and picture stories. Discussions and language games were part of the

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teaching process. Discussions on the pictures in the picture stories were carried out in the classroom in a relaxed manner through the question - answer mode that encouraged the learners to participate in the discussion. Their responses in the form of ideas, observations and relevant linguistic inputs such as words, phrases, sentences etc. were noted on the blackboard. The researcher's list of linguistic inputs was then added. After elaborate discussion, generation of required ideas and sufficient linguistic inputs, the learners were asked to write the story in the picture, in their own words. This procedure of teaching writing followed, often with slight changes in the technique here and there, during the succeeding days. The researcher observed an overall improvement in the learners' motivation, attitude, and confidence level towards writing in English, and some improvement in their L2 performance. It was understood that if a little more support, guidance and encouragement was provided to the learners, as was the case with the group under study, there could be noticeable change in their language performance.

The study brought to the fore the extent to which the learners are successful in improving their writing skill with the help of picture stories.

4.2 The Pictures

The picture stories selected for the study were from the book *"The Picture Composition"* by L. A. Hill (1985). The following ideas were kept in mind while selecting the pictures:

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- Pictures stimulate thinking, ideas and provide a context for learners to write.

- Similar types of picture stories were given to familiarize learners with the genre of picture story writing and to avoid confusion.

- Complete picture stories were given to learners as they would provide mental links, save time, and help for continuity in writing.

4.3 The Subjects

The learners, who constituted the subjects of the study, are students of class IX, section C, Government Boys High School, Kuppam, who have been studying through regional language medium of instruction for about four to five years with English as the second language. The language proficiency level of these learners in English is supposed to be on par with the expected level of the English textbooks prescribed for them. These learners were introduced to learning English from class VI onwards.

It was assumed that these learners had a considerable exposure to the story genre and some knowledge in writing as their English textbooks from upper primary level onwards have some stories as learning materials. It was also assumed that they were familiar with writing answers to questions, short paragraphs, letters, essays etc. The learners were selected from class IX with the assumption that their cognitive maturity would help them to comprehend picture stories in a better manner and would write about them.

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The learners were forty-five in number, within the age group of 13-15 years. Some of them are first generation learners, and all of them are from socially and economically disadvantaged backgrounds. The learners of class IX, section C were chosen for the study according to the suggestions given by their English teacher and the Head Master of the school, as these learners are low achievers when compared to the learners of sections A and B. Also the pre-test showed that section C learners have had poor proficiency in writing. The following table illustrates the constitution of Section C boys of class IX, Government Boys High School, Kuppam

Table: 1 Classroom Constitution: Section 'C'

Students	Number
Boys	45
Present daily	30 – 35
Absent daily	10 – 15

Section C consists of forty-five students, who belong to different communities, religions and villages. Some of the learners are from different L1 (Telugu, Tamil, Kannada) backgrounds. Of these boys 10-15 of them are regularly absent at school. It is found that not all the learners of class IX, sections A, B, C prefer to communicate with each other as they sit in different classrooms and come from different villages. Though learners of section C communicate with each other, they use only their L1 (Telugu) to

communicate and not L2 (English). Also, students who belong to the same community

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and same village prefer to sit together. This clearly reflects the attitudes and the traditional background of the learners.

Based on these assumptions, a Pre- test was administered to all the learners of Class IX, Section C, both in L1 and L2. The Pre-test constituted the writing of a picture story, first in L2 and then in L1 and this was deliberately done in order to avoid practice or rehearsal effect. The test revealed that these learners were better in L1 and poor in L2.

The learners were given a questionnaire to fill up. This was done in order to collect data about their socio-economic and educational background. This has helped the researcher to compile learners' profile.

4.3.1 The Learners' Profile

Before conducting the teaching programme of writing through picture stories, a questionnaire was administered to the subjects. The examination of the questionnaires revealed that although all these learners have had four to five years of exposure to English, none of them were in the habit of reading English books, other than the prescribed textbooks. Almost all of them have hardly any access to storybooks, comic books, children's fiction etc. Very few of them watch English channels on television such as Tinkle, Chandamama, Amar Chitra Katha and Jack-Pot etc. Most of the parents of

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these learners are either illiterate or have very little education. From this data, it was well understood that these learners do not get enough exposure to the use of English at home.

4.3.2 Attitude to Learning English

From the interaction with the students and analysis of the students' questionnaires, it was found that the learners of Class IX, Section C of Government Boys High School, Kuppam, have a positive attitude to learning English as a second language. Most of them are not aware of the importance of English in the current world and the benefits of learning this language. They showed sufficient willingness and interest to learn the language. It appeared that these learners would be more willing to learn if innovative and interesting teaching strategies and techniques are used in the day to day teaching of English in the classroom. Further, it was felt that the provision of more facilities like supplementary reading materials in the form of interesting story books, abridged fictions, short biographies etc. and other learning aids would motivate these learners to a greater extent to achieve proficiency in English.

4.4 The Teachers

A majority of the teachers in the Government Boys High School, Kuppam were well experienced. All the teachers are Post Graduate Trained teachers (PGT's) with M.A and B.Ed. degrees. Though these teachers are aware of the latest pedagogical practices,

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they do not use them. Lack of training in the recent modes of teaching on the part of these teachers is responsible for this problem. Most of teachers follow the traditional methods of teaching, like explaining the contents, dictating notes and answers to questions.

4.4.1 Teachers' Profile

The profile of the two English teachers who teach the Class IX, Section C students is given below in the table:

Table: 2 Teachers' Profile

Name	Mother tongue	Teaching experience	Subject	Educational qualifications
Mrs. Sumathi	Telugu	30 years	English	M.A, B.ed
Mr.Eswara Chary	Telugu	10 years	English	M.A, B.ed

As is evident from the table, both the teachers have Telugu as their L1 and have between ten to thirty years of teaching experience. Both of them have done M. A. in English and B. Ed. (Bachelor of Education) training.

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4.4.2 Attitude to Teaching English

It was observed that the English teachers, who teach the subjects of this study, do not have a positive attitude towards teaching of English. They have a very low opinion of the learners. These teachers do not seem to use interesting activities and teaching methods in the teaching of English. Teaching English for them is to read and explain the lessons from the textbook and then make learners to mug up answers for questions from guidebooks. Moreover, their main motto of teaching English is to prepare learners to pass in the examinations, and so all their teaching is examination oriented. From this, it can be understood that these teachers do not show any interest to impart language skills to their learners, which are essential for achieving basic proficiency in English. In addition, it was noticed that these teachers rarely teach in English. The English lessons are taught in the mother tongue (L1) to a great extent.

4.5 Location and Environment of the School

The school is situated in Kuppam, Chitoor district, of Andhra Pradesh. The medium of instruction at the school is Telugu. The school is under the management of the State Government. Though the school is not well-furnished in terms of seating arrangements, furniture and other facilities like teaching aids, access to computers by the students, well developed library etc, it is located in an open environment having lot of space around. Majority of the learners who come to the school are from nearby villages.

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The school caters to the needs of the lower-middle class and lower class students. The total strength of the school is above three hundred. The strength of the class selected for the study is forty five. The management of the school is quite impressive.

4.6 Classroom Observation

The classrooms are spacious enough to accommodate as many as forty-five students, and there is enough space for the teacher to move around, to go from learner to learner and to know what is happening in the classroom. There are no benches or seating arrangement for the learners. The learners sit on the floor. Only the teacher is provided with a chair and has no table. There is a blackboard for the teacher. Normally, the teacher addresses students positioning herself near the blackboard. The text is read out and explained by the teacher. In other words, the same age old teacher dominated teaching practice is prevalent in the said classroom.

Though the classroom is large, and well ventilated, the room is very hot with a lot of disturbance from outside because of the construction work going in front of the classroom, noise of the traffic sweeping in from the nearby road, and the noise of the learners from the adjacent classes. So, we can understand that there are a number of distractions for the learners to be inattentive and for the teacher to strain her voice to keep the learners attentive.

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4.7 Techniques Used in the Teaching - Learning Process

From the classroom observation and informal talk with the learners as well as teachers, it was understood that the Structural Approach is in vogue in the process of teaching English as a second language. The classes are teacher dominated, because the teacher always explains and gives more and more practice in what is taught. The only way of learning is by 'rote-learning' and no creative activity is organized in the class. Learners are always forced and advised to mug up answers to questions. So, we can understand that these learners do not get any opportunity for the natural use of the target language. Their knowledge of L2 is only theoretical and hardly practical. Activities to develop their language skills are rarely done. Their usage is restricted only to the learning of questions and answers, grammatical rules and rule restrictions. Language games, problem solving tasks, project assignments are not a part of the teaching procedure. Hence, we can conclude that the teaching learning environment is not very conducive for the learners to develop proficiency in English. The learners depend mostly on their teachers and expect spoon feeding in the form of notes, readymade answers and where these are not available, they turn to bazaar notes in order to get through the examination. Under such circumstances the teacher is satisfied with completing the syllabus in time, and all that she does is paraphrasing the lessons, explaining the contents and dictating notes, which are quite often taken down incorrectly by the learners. Their performance in the language is then evaluated in terms of how well or ill they can

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reproduce these notes in the examination. Thus the basic objectives of teaching English as a second language – developing learners' proficiency in the language - is largely ignored. As a result, except those who are intelligent and cognitively sharp, the majority of the learners have very low proficiency level in English. As Widdowson (1972) has said, the students " who have received several years of formal English teaching, frequently remain deficient in the ability to actually use the language, and to understand its use in normal communication, whether in the spoken or the written mode".

4.8 Curriculum and Syllabus

The state syllabus prescribed by the Government of Andhra Pradesh for Secondary School Education is followed in the school. The syllabus is learner-friendly and communicative in nature. But unfortunately, the communicative language syllabus is taught in a structural manner, resulting in the loss of the efficacy of the prescribed syllabus. All the four language skills (LSRW), along with grammar and vocabulary are incorporated in the syllabus. However, during teaching in classroom they are neither given equal importance by the teachers nor taught in an appropriate manner.

Coming to the English textbook of class IX in particular, the textbook demands for the basic knowledge of all the four language skills and elements by focusing on a variety of communicative tasks. However, the learners are not given much practice in these tasks. If analyzed from the examination point of view, sufficient rote learning or mugging up of

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questions and answers is highly in practice, which is more than sufficient to get above fifty percent of marks in the examination and get promoted to the higher class. Adequate practice in terms of reading, writing, listening and speaking is rarely done which would help them to develop language proficiency in English. Only one task based question is incorporated in the final examination that demands for proficiency and creative imagination in writing. [The task requires the students to develop a story with the help of the hints given]. It is necessary to keep in mind that these learners would face serious problems when in class X and above if their writing proficiency is not up to mark.

Though the English textbook is not visually appealing, the lessons and tasks are learner friendly. Because of the lack of guidance, support and proper direction, the learners find certain activities in the textbook difficult. However, the learning material renders itself to the level of the learners though they feel that certain tasks in the textbook are beyond their level. At this juncture, it is necessary to remember that challenging tasks also make learning interesting. Also the National Curriculum Framework for School Education 2001, Chapter II and page. 50 states that "Language Education must aim at encouraging independent thinking, free and effective expression of opinions and logical interpretation of present and past events. It must motivate learners to say things their way, nurture their natural creativity and imagination and thus make them realize the basic difference between their verbal language and the language of mathematics. These are the reasons why language learning ought to find a central place in total educational processes".

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Though 'writing' is the only criterion in assessing the academic achievement of the learners in the Indian context, it is not given much importance. Writing of different kinds like essay writing, letter writing, story writing, paragraph writing is given to our learners at various levels as part of classroom activities, homework, examinations, etc but teaching of writing is completely neglected. This may be one of the reasons as to why our learners struggle to write when given a writing task. The general opinion of the teachers as well as the learners is that writing is a complex skill. But, it is important to realize that proficiency in writing is very essential for success in higher studies, for better career opportunities and so on because almost all national level tests for recruitment are conducted in form of a written test. Only when one qualifies in the written examination is called for oral test or Viva Voce examination officially. All important messages, official orders, reports, letters, posters, pamphlets, advertisements etc. are done in the form of writing. Today's fastest modes of communication like telegram, e-mail, chatting etc. also require writing proficiency.

Writing is very important for higher-level professions (jobs in print media, presentation of business proposals, projects, paper presentations at international conferences and seminars, creative writing etc.), for better performance in the classroom tests, end examinations, and even in the entrance examinations to pursue higher education. For these reasons, the need for teaching writing in L2 is essential.

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4.9 Research Procedure

The study will be carried out in three parts.

Figure: 1 Research Procedure

Part I: Understanding the Problem

During this phase, the researcher will attempt to understand the problems that the ESL learners face in the process of writing, when in examinations, classroom tests or in doing any writing activities. In order to have an idea of the learners' present writing skill, a pre-test consisting of a picture story-writing task will be administered. A questionnaire will also be administered to learners to understand their socio-economic background, the

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exposure to English, and their views and opinions about the teaching and learning of English. Informal interviews with teachers and learners will be conducted along with the analysis of classroom teaching tasks; the learners' answer scripts will be examined to have an idea of the learners' level of proficiency in L2 writing. Picture stories, picture cards, reading cards, story books will be used as part of the language games and activities. Twenty five sessions (one hour each) of classroom teaching using various strategic techniques will be done to help learners improve their writing.

Part II Teaching Writing

This part is divided into three stages. a) Object Regulation; b) Other Regulation; c) Self Regulation.

Stage One: Object Regulation

During this stage the learners will be exposed to the genre of picture stories. Based on the pre-test, in a period of five sessions, picture stories will be discussed, with particular focus on the learners' problems in L2. In addition to this, required vocabulary and grammar will be provided to the learners on the blackboard. The learners will be given practice in story telling. Story telling will be done in L1 as well as in L2 by the

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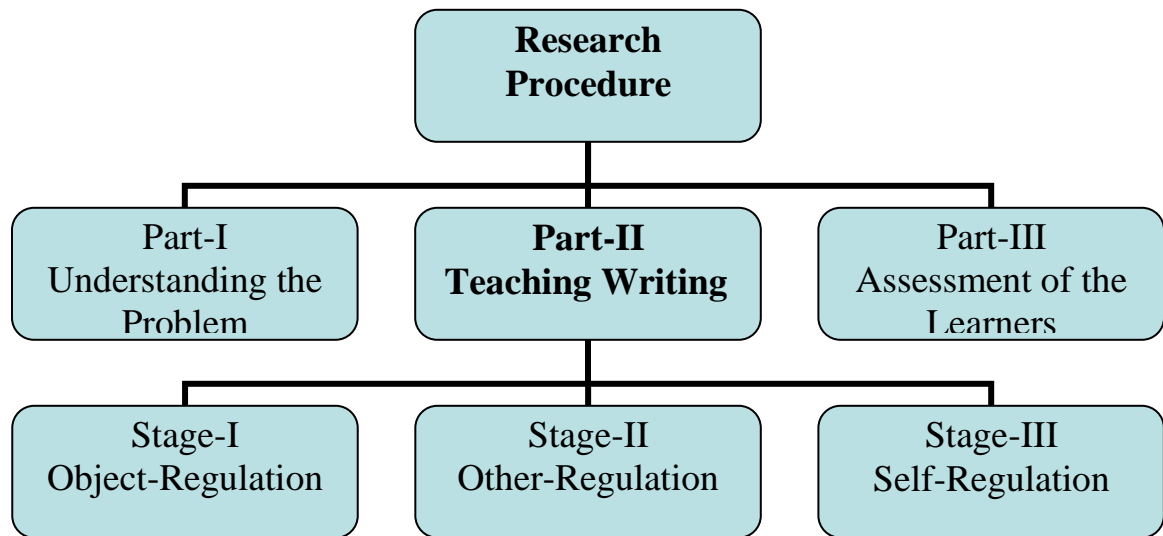13 : 2 February 2013
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learners. Besides story telling, jumbled picture story tasks will be given to the subjects to understand their cognitive ability.

In the Object Regulation stage a lot of linguistic help and support will be provided to the learners to familiarize them with picture story writing. The researcher will play a major role during this stage by telling stories, discussing words and their meanings, grammar and its usage etc with the learners. In order to motivate and encourage learners to use L2, picture cards, storybooks and reading cards will be provided to create an interest in the learners.

Stage Two: Other Regulation

This stage will consist of actual classroom teaching and writing. In this stage, picture stories will be given to learners; the required vocabulary, linkers, phrases and a small sentence for each picture will be put up on the blackboard under different sections. Added to this, the blackboard work will be done and the story will be discussed in L1 as well as in L2, following which the learners will be asked to write the story with the help of the given linguistic support.

Different picture stories will be used in a period of thirteen sessions. A number of picture stories will be used for story telling, discussing and writing during this period. Further, every day's writing task will be analyzed and feedback will be provided to the

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learners on the following day. Common language problems will be discussed for the benefit of the whole group. Particular errors will be discussed individually and helped out. Besides this, reading cards and story books like Akbar and Birbal, Chandamama etc, will be circulated among the learners to provide exposure to English. In order to ensure the reading of the given story books and reading cards, learners will be encouraged to tell the story to their friends in between the teaching sessions. After a period of teaching, a task will be administered to check if there is any improvement in the L2 writing proficiency of these learners.

Stage Three: Self Regulation

During this stage, the linguistic support will be slowly withdrawn and L2 will be used to a large extent. In a period of three sessions, learners will be given picture story tasks and will be encouraged to tell stories without any linguistic help. After this, a post test will be conducted to check the improvement in the writing proficiency of these learners.

Part III Assessment of the Learners

The learners writing will be assessed in terms of grammar, vocabulary and organization of the text. According to the level of the learners, few aspects of the above

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said fields of language will be taken into consideration in assessing the L2 writing of the learners in the study.

4.10 Conclusion

In this chapter, an attempt is made to introduce the research design of the study. The subjects of the study are discussed with learners' profile, teachers' profile, their attitudes to the teaching and learning of English. A brief note on the classroom observation, location and environment of the school, techniques used in the teaching learning process, the curriculum and syllabus is given. Further, the research procedure adopted for the study is detailed.

The next chapter deals with the presentation and interpretation of data. It furnishes the information about the analysis of students' questionnaires, classroom-teaching tasks, teaching / learning conditions and other aspects of the study. The chapter also offers details of three major components of the present research.

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CHAPTER FIVE

DATA ANALYSIS AND INTERPRETATION

5.0 Introduction

This chapter begins with a discussion on the procedure for data analysis and interpretation. The tools used for data interpretation are thick description and field observation. A discussion of the learners' questionnaire is presented. Analysis of classroom teaching tasks along with a discussion on the course book followed by a critical appreciation of the tasks and activities incorporated in it are detailed. Subsequently the gap between the present level and the expected level of proficiency of the learners and the challenges offered by the prescribed textbook is made evident. Other general factors like teaching / learning conditions, informal interviews with teachers and learners, discussion of the English question paper, learners' answer scripts and mark lists are also elaborated followed by the analysis of the pre test scripts. Then a detailed description of the three phases used in the teaching of writing is offered. This is followed by a discussion and analysis of the improvement task and the end test administered to the learners.

5.1 Procedure for Data Analysis

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In the present study, a qualitative approach to data analysis is employed. The questionnaire, the pre-test, informal interviews with the teachers and learners, classroom observations, blackboard, picture stories, reading cards, and the prescribed English textbook were used as tools to collect the data. Thick description and reflective thinking were the two most important elements used in analyzing and interpreting the data. The researcher has recorded every day activities and experiences of the field observation in the form of writing a diary. The researcher also assumes a prominent role in this study as her experiences with regional medium students and their beliefs are taken into account while interpreting the data.

5.2 Questionnaire

The questionnaire was designed to elicit information on the learners' background, the present teaching/learning methodology, and the kinds of writing tasks used in the classroom and so on. (See appendix). Care was taken to make the questionnaire simple and clear for the learners. The learners were given sufficient guidance to provide the information to all the queries of the questionnaire, because they are not aware of and not used to this kind of experience. The questionnaire was administered to 45 learners of section C, class IX; Government Boys High School, Kuppam. From the questionnaire, it was learnt that:

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- learners come from socially disadvantaged and economically poor backgrounds.

- most of the learners' parents have very minimum education.

- 90% of the learners revealed that writing and speaking in English are difficult for them.

- 92% of the learners said that they need help to improve their writing skill in English.

- 95% of the learners never get the required exposure to English.

- 100% of the learners established that they are not taught writing in English

- 90% of the learners said that authentic materials such as pictures, charts and objects are never used in the English class.

- 100% of the learners accept that learning to write better helps them pass with good marks in the examinations.

5.3 Analysis of Classroom Teaching Tasks

Classroom observation helped to understand how teachers teach and learners learn English. It was observed that Structural Approach and traditional methods of teaching are usually followed in teaching English. Rote learning and copying notes from blackboard, writing teacher dictated notes, mugging up answers from guidebooks are followed largely.

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In addition, it was found that the English lessons are taught in L1 (Telugu). The English teacher in the classroom uses very little English. To the researcher's question – 'Why are English lessons taught in Telugu?' the English teacher replied – 'Learners cannot understand the lesson if it is taught completely in English'. All the difficult words and phrases in English are explained and dictated by the teacher in their mother tongue equivalents. From this, it can be understood that these learners are not given the required exposure to English even in the English classroom. They are neither given the opportunity to guess the meanings of difficult words, nor are they encouraged and taught to use the dictionary.

Further, the teaching of English is completely examination oriented. Learners are given questions and answers to mug up and reproduce them in the exam. Hence, no importance is given to the teaching and learning of language skills, which are quintessential to achieve proficiency in English.

5.4 Analysis of the Answer Scripts of the Recently Conducted Examinations

Permission was obtained from the school Head Master to examine the learners' answer scripts of the recently conducted examinations in order to have an idea of the

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learners' existing proficiency in L2 writing. The answer scripts gave a good picture of the learners' existing level of proficiency in L2 writing. In addition, the scripts helped the researcher in giving a greater insight on how to plan, design and proceed with teaching the various aspects of the English language like tenses, spellings, prepositions, subject-verb agreement and so on. From the scripts, it was found that the learners lack skills in comprehending the text, writing, spelling, punctuation, sentence structures and grammar. In addition, learners do not know how to write grammatically correct sentences. The scripts revealed that the proficiency of the learners is below the average level. Most of the learners scored less than 50% of marks in English. The following are a few samples taken from the learners' answer scripts.

Some spelling errors committed by the learners in writing examinations are shown in bold in brackets (Quarterly examinations, September 2007). Given below are samples from the answer scripts.

Bisatus, Bisicot (biscuits); **telles** (tales); **storys** (stories); **condison** (condition); **pod** (pond); **corown** (crown); **yourer** (your); **snek** (snake); **smok** (smoke); **afrad** (afraid); **agin** (again); **brillant** (brilliant); **pusnised** (punished); **garls** (girls); **sutday** (Saturday); **heppy** (happy); **peper** (paper); **plees** (please); **weter** (water); **whrite** (write); **aliphant** (elephant); **singa pore** (Singapore); **ndustry** (industry); **caued** (could); **componots** (components); **traveled** (travelled); **drivar** (driver); **sentr** (centre); **sed** (said);

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It was understood from the scripts that these learners have major problems with reading comprehension. Learners are not able to read and understand a simple ten-line paragraph to answer simple one-mark questions. It suggests that these learners have poor reading habits. In addition, these learners have very limited knowledge of grammar and sentence because most of the learners could not match the sentences under A with the sentences under B correctly in order to make complete sentences.

Match the parts of sentences under A with those in B.Write the letter of the sentences in B against the sentences in A

1. They were too late	a) When the door bell rang
2. She went to market	b) I will not send you home
3. I was watching TV	c) to catch the train
4. Unless you complete the work	d) he could not wear fine clothes
5. Since he was poor	e) to buy some vegetables

A few answers given by the learners for the above task are shown below:

1. They were too late when the door bell rang.

    They were too late to buy some vegetables.

    They were too late I will not send you.

2. She went to market he could not wear fine clothes.

    She went to market I will not send you home.

    She went to market to catch the train.

Given below are a few samples from the students answer scripts, which show their lack of knowledge in punctuation and usage of correct tense:

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- the writer was the summer holliday is trip and lorry driver phy thon is childhood.
- Who is the whrite coatedman.
- The English man wanted to see in a holiday trip
- But lincoln was very kind asked scott about his some the school. he went to and his friend at school
- People side answer mouth the coundry of the big answer the right coatedman
- The young solder felt afraid when he saw the president.

From the answer scripts, it was understood that the writing skill of most of the learners is below the expected level of proficiency. The sample below shows the learners lack of knowledge to organize and write a coherent paragraph.

All animals in forest onE animals very bad and snek dicided to sEE who bEautiful monkey, pEkac, is and tiger, and lion, all happy snakE sed. Because shE was ugly snEk give snake his cronn.ugly snak meet a cook kind snEk a large pod and happy drops crown kar looks for the your snEk could no find and.snEk no for is kak very bEcas in a snak very afrd to tell roda cook wants of snake cok in a call again and again any cal snake never comes.

5.5 Discussion of the Course Book

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The main Objectives of teaching English at this level, as stated by the author in the book are:

- ☞ *to help learners enjoy learning English,*

- ☞ *to help learners listen to English spoken by their teachers and classmates and understand it,*

- ☞ *to help learners to speak English with their teachers and classmates,*

- ☞ *to train learners to read and understand the given reading materials,*

- ☞ *to help learners to read, recite, understand, and enjoy simple poems in English, and,*

- ☞ *to help learners to learn elements of language, such as sounds, words, spellings, phrases, sentences and their structuring, etc.*

Skills that are focused at this level, as stated by the author in the textbook, are:

1. *Listening: read the passages aloud to the students and let them just listen. Do not use the passages for reading, writing, or testing.*

2. *Reading: develop right silent reading habits and train pupils in reading aloud.*

3. *Writing: focuses on giving practice in different kinds of writing: expository, descriptive, narrative, and imaginative. Giving regular practice in writing.*

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Learning Words

Section 3 of each unit contains a story with some words that are new to the learners. The most important of these words are taught under the section '*Learning Words*'. Words to be taught to the learners through tasks concentrate on: word families, collocations, phrasal verbs and adverbs through techniques such as semantic grouping, word puzzles etc.

5.5.1 Writing

Almost every lesson in the reader and workbook contains a separate section for writing. According to the author, the focus of this section is on giving pupils practice in different kinds of writing – expository, descriptive, narrative and imaginative. Varieties of interesting and meaningful written exercises have been suggested in the workbook. The topic suggested in each exercise is closely linked to the main theme of the reading passage. Also, the English reader indicates at which point in the unit the exercises in the workbook are to be done. The author gives a note to the teacher to maintain good writing habits like good posture, correct pen hold, right direction, number of strokes, correct proportion of letters, consistent slant and so on throughout the course. In addition, the author suggests the teacher to never hurry the pupils in their writing.

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Talking about the writing activities in the reader and workbook, a number of writing activites like letter writing, composition writing, story writing, paragraph writing, and so on, are incorporated in the class IX course book. Considerable importance is given to all the four language skills (LSRW), Grammar and Vocabulary in the book. Therefore, it can be understood that the textbook is learner-centered and follows the C.L.T approach to the teaching and learning of English as a second language.

5.5.2 Analysis

A lot of planning and preparation have gone into the present syllabus designing and material preparation. However, learners find it difficult to cope with the language in general and with the writing tasks in particular. The root of these difficulties lies in the lack of opportunities for learning L2 for these learners. In addition, the present teaching and learning practices are purely examination oriented and so they fail to impart the necessary skills, which are essential to achieve proficiency in L2. The section titled 'a note to the teacher' which describes in detail the objectives, principles of teaching, the abilities and skills to be imparted to the learners and the activities planned in the book are ignored by the teachers. Some of the important activities in the book like 'teacher demonstration' which is a part of every lesson, pair work tasks, speaking tasks, listening tasks, role plays, silent reading activities and so on, are also neglected by the teachers. As a result, the efforts put into syllabus designing and material preparation to teaching

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English effectively are thwarted. When the learners were tested on a few sample tasks from the textbook, it was understood that these tasks offer a high level of challenge to the learners. Though the learners may be able to cope with the cognitive demands, they will not be able to cope with the linguistic demands these tasks make on them unless and until they are equipped with basic linguistic proficiency and problem solving skills. So, with all these pitfalls, the efficacy of the material is lost.

5.6 Gap between the Expected Level and the Present Level

It has been observed that there is a huge gap between the expected level and the present level of proficiency, which is required to be filled in order to meet the demands of the textbook. Various reasons are responsible for this gap:

- These learners did not have the opportunity for learning L2 at the lower level of their schooling as English is introduced only from class VI onwards. Also from class VI, the objectives of the textbook are never met and fulfilled.

- Structural Approach and outdated practices to teaching of English are followed even today in regional medium schools.

- The Government norms to promote every learner with 80% of attendance to the next level, is counter productive and leads to low academic achievement.

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- Lack of practice in the classroom and the learner's orientation towards learning L2 as a requirement for writing examinations and passing, rather than being able to function well in real life situations.

- Either lack of exposure to L2 at home or at school are some of the reasons that are responsible for the gap between the expected level and the present level of proficiency of these learners.

5.7 Discussion on the English Question Papers

The Government of Andhra Pradesh prepares the class IX English Question Paper. The Question paper is divided into two parts – Part A and Part B, for 20 and 30 marks respectively. The English paper is divided into two papers. Paper one consists of questions from the reader and grammar in general. Paper two consists of questions from the non - detailed book; also reading comprehension, letter writing, paragraph writing and story writing are included in paper two. From this, it can be understood that reading, writing, grammar and vocabulary are given due importance, in the English paper. The test paper is well set, in order to test the learners' abilities. The test is a diagnostic and achievement test, as it aims to check what has been taught and achieved by the learners.

The test is simple and according to the level of the learners. The reading comprehension passages are simple, ten to twelve line passages. The questions from the reading passages are simple which carry one mark and test comprehension. The

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vocabulary items in the paper are simple, at the same time challenging for the learners. Certain tasks in the question paper test the learners' actual proficiency in writing. For example: The task of writing a story with the help of hints given and letter writing demand learners to be imaginative and proficient in L2 writing.

However, from the answer scripts, it is understood that the question paper is quite difficult for the learners to answer. This may be due to various reasons like lack of practice in the classroom and lack of help from parents at home and so on. In addition, certain sections in the question paper are confusing and difficult for the learners to understand. Discussions on some types of questions and areas that can be confusing for the learners, in the question paper are highlighted below.

1. Questions twelve and thirteen in Paper one are difficult, because the instruction reads 'Read the following passage' but only a single line from the text is given and two to three questions are asked, based on the line. This question forces the learners to remember the exact context in order to answer the question, which is confusing when a number of lessons are prescribed.

A three to five line passage with the name of the lesson may help the learners to answer the questions in a better way. A sample from the question paper is given below:

Samples from the question paper

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Read the following passage.

"A good wife", she said, "would be a great help to progress".

3 x 1 = 3

Now answer the following questions.

a) Who is 'she' in the passage?

b) Who was in need of a good wife?

c) How would a good wife be helpful?

2. Question twenty-nine in paper one contains a long instruction which can be confusing for the learners. The instruction is as follows:

"Look at the two sets of words given below. In each set, the letters underlined in two words are pronounced in the same way. Find the words and copy them out." (2x1/2=1)

    a. chair, chorus, chemistry, machine

    b. rain, trail, fiat, diary

In the above tasks, the sounds are indicated by underlining all four words in each set. So, may be the instruction should be more clear/explicit stating that 'of the four

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words underlined the learners have to pick two words in which the underlined letters are pronounced in a similar way' in order to avoid confusion.

Coming to the discussion on the questions in English paper two, certain words used in the reading comprehension passages like *jester, thumbnail, spades, flats, captivated, 'Might is Right', matted hair etc* may hamper the reading speed and comprehension in the examination for these learners because their proficiency level is low. In addition spelling mistakes like (*borken* for broken; *decided* for decide) may confuse learners.

Hence, it can be understood that it is important to pay attention in preparing the question paper and on deciding the test items in order to avoid confusion and difficulty for the learners.

5.8 Teaching /Learning Methods

It has been observed that the teaching and learning methods of the classroom, in Government schools are still old fashioned and outdated in spite of the availability of modern teaching and learning equipment provided by the Government. English is taught through traditional methods of Grammar Translation, Structural Approach and Rote Learning etc. However, the school is provided with modern equipment like computers, tape recorder, a television set, a radio, a set of graded reading cards and others. They are

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not made use of by the teachers. The equipment is confined to the Head Master's office. Even the teachers do not have the technical knowledge to use the provided equipment nor do they have the inclination to integrate it with language teaching. Also, the teachers are not very enthusiastic about teaching language skills to the learners; their motto is to complete the syllabus on time. Because of all these reasons, the classrooms become entirely teacher centered, consequently learning English appears to be a boring and routine process for the learners.

The School also has a library with more than 800 books, but the fact is that it always remains closed. To the shock of the researcher, it was found that the library is dusty and full of cobwebs. All the books are safely stored in cupboards and trunks, which are locked always. To the researcher's question to the Head Master, "why are the learners not given the opportunity to use library books?" – The answer was "we do not have a librarian for our school and also these children are too small to handle library books, they can spoil and loose them". From all these, it can be understood that the teaching / learning conditions are not congenial and are not favourable for learning English.

5.9 Poor Proficiency in Skills in General and Writing in Particular

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It has been observed that the proficiency of these learners is below the average level in all the four language skills (LSRW), Grammar and Vocabulary. For these learners, English is a subject among other content subjects rather than a language, which is useful in real life situations. These learners view English as a difficult subject of all the other content subjects because all the other subjects are taught and learnt in L1 where as English is mostly taught in L1 but needs to be written in English. The only way of learning English known to these learners is by mugging up questions and answers and reproducing them to pass in the examinations. In addition, these learners are never given practice in language skills; therefore, they are not aware of skills in English resulting in poor proficiency. Similarly, because of the lack of practice, proficiency in writing is also poor.

5.10 Reasons for Poor Performance of the Learners

There are several reasons for the poor performance of the learners. They are:

- unwillingness to learn because of the rural atmosphere and lack of awareness about English as a Global language.

- physical and organizational problems in the learning of English.

- insufficient time for learning and teaching of English.

- imbalance and difference between the teaching and the materials.

- inadequate preparation by the teachers.

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- two most important causes responsible for low academic achievement of the learners in rural settings are lack of interest and lack of exposure.

5.10.1 Lack of Interest

The learners do not show any interest in learning L2. It is due to the lack of awareness of the importance of English language on the part of both the parents as well as the learners. This lack of interest can also be due to the lack of support from teachers, peers and parents. Another reason can be the learner's orientation towards learning L2 being guided by the requirement of writing examinations rather than to be able to function well in real life situations. Most of the learners have inhibitions to speak in L2. Due to these reasons, the learners do not care to go back to their books and study what has been taught in the school.

5.10.2 Lack of Exposure

Because these learners are from rural backgrounds, they lack the opportunity for learning L2. These learners do not have exposure to the spoken language either at home or at school. In addition, the school does not subscribe to any English newspaper or magazine. Though a few of the learners have access to television, many cannot afford cable and those who can afford are not allowed to watch English channels because

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parents consider that it would spoil their children. In addition, the learner's socio-economic background is also responsible for their low academic achievement and lack of intrinsic motivation.

5.11 Informal Interviews with Teachers

The school Head Master and the English teachers were co-operative and considerate to accept and support the researcher's work at their school. The school has two English teachers. Both the teachers are from Andhra Pradesh and their mother tongue is Telugu. They are trained Post Graduate Teachers. These teachers were not able to give satisfactory answers to the questions asked during interviews.

The teachers seem to have a very low opinion about their learners and therefore, they do not expect much from them. When asked, the English teacher told that these learners are from very poor and rural backgrounds because of which their level is very low. The teachers do not seem to understand the reality, besides this, they compare the level of these learners with the level of English medium students. Such a comparison makes these disadvantaged learners feel ashamed of themselves, which can lead to developing a negative attitude towards language learning.

Moreover, the class IX, Section 'C', English teacher complained that the parents of these learners do not pay any attention to their children's studies. This suggests that

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the teachers do not seem to realize the fact that the parents of these learners are illiterate, daily wage workers and labourers.

However, most of the teachers are also not aware of the aims and objectives of the textbook they are teaching. Very few teachers work towards achieving the objectives. Teaching for them is simply discharging their duty. They do not use the Teacher's Handbook, which provides guidance on how to use the reader, the workbook and the supplementary reader effectively. They simply go on teaching using outdated methods. From this, it can be understood that the teachers and the teaching methodology also do not support the L2 learning of these learners.

5.12 Informal Interviews with Learners

Learners were happy to answer the researcher's questions in L1 but were reluctant to answer them in L2. Learners revealed that English is the difficult subject for them. When asked 'why is English difficult?' they came up with a number of answers like "we do not know good words in English, we cannot write in English, do not know Grammar, do not know how to speak English, it is a foreign language and so on". Most of the learners revealed that they study only during the time of examinations. Some said that they do not have access to English storybooks, magazines and newspapers and therefore they do not read.

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In addition, the learners reported that if L1 is used in teaching L2, they can understand the English lesson properly. 95% of the learners come from villages whose parents are stonecutters, carpenters, tailors, labourers, housemaids and so on. None of the learners attend tuition classes because they cannot afford the fee and stay back in the town till late night.

After school, these learners are obliged to do certain household chores like taking the cattle to the field, collecting fodder for the cattle and firewood for the house, cleaning the cattle shed, assisting their fathers in the agricultural fields and so on. These children cannot refuse work.

The entire families of these learners live in a small hut or thatched houses. A few live in congested concrete houses. Thus, it can be understood that these learners do not have conducive environment at home to study. Surprisingly, when the researcher asked a boy why he was absent at school the previous day, the immediate answer was, 'my father beat up my mother last night and in the morning there was no one with the mother, so I remained at home'. From this it can be understood that a number of factors impede on the education of these learners.

5.13 Pre-test (L 2 test and L 1 test)

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A diagnostic test was administered to the students in order to understand their existing level of proficiency in writing. A group of forty boys took the pre- test, which was conducted in L1 and L2. The purpose of the tests was to check whether the learners have cognitive maturity, imaginative capacity and comprehending skills. The test consisted of a picture story task, which was close to the learners' everyday life situation. Necessary care was taken to select a relevant and culture friendly picture story. The duration of each test was one hour, for which the instruction was given and written on the blackboard. In order to avoid rehearsal/ practice effects, first, the L2 test was administered for which the instruction was given and written on the blackboard in L1 and L2. After a period of two days, the L1 test was administered for which the instructions were given/written in L1. The affective factors of the learners were taken into consideration and so the test was administered in the morning hour (2nd period). In addition, care was taken to ensure that all the learners had the required material like paper, pen, the picture story, writing pad and other necessary things to do the test. The main aim of the test was to understand the learners' existing level of proficiency in L1 and L2 writing through a picture story.

5.13.1 The L2 Task (Pre- test)

The task given in the L2 test was a picture story from the book '*Picture Composition'* by L.A. Hill (1978:8, 9). The story consisted of eight pictures arranged in a sequence. It suggests the story of two schoolchildren who attempt to steal fruits from the

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garden of a house on their way back home after school. One of the boys gets into the compound of the house, climbs the tree to pluck the fruits while the other one waits outside, and keeps watch. Unfortunately, when the owner of the house comes out shouting and catches the boy on the tree, the boy outside gets scared and escapes from the scene. Meanwhile, the worried mother of the boy on the tree comes in search of him and to her surprise, she finds her son being warned by the house owner.

Interestingly, the story is very close to the learners' experience because these learners are boys who come to school from different villages. Most of them come on foot and on bicycle. Therefore, there might have been such opportunities for these learners also to resort to the same kind of mischief sometimes. In order to stimulate ideas, create interest and relate the task to their real life, this particular story was selected, for writing. The background in the story like ordinary small school in rural setting, children going home walking through a narrow road which is next to a big house and so on are similar/common to the learners' living environment.

5.13.2 Task Demands

Learners were expected to write the story suggested by the pictures in L1 (Telugu) and L2 (English) within a period of one hour for each test. They were also asked to give a suitable title for the story. The task demanded the learners to comprehend the story suggested by the pictures and then write the story in L1 (Telugu) and L2 (English).

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5.13.3 The Pre-test (L2 Task): Discussion and Analysis

The L2 task was conducted in order to understand the learners' existing level of proficiency in L2 writing. The duration of the task was one hour; learners were supposed to write the story suggested by the pictures in L2 and give a suitable title for the story.

From the researcher's observation and the learners' writing of the story in L2, it was understood that learners could comprehend the story very well; interestingly none of the learners took more than five to eight minutes to understand the story.

Coming to the discussion on the proficiency of these learners in L2, almost all the learners are below the expected level of proficiency. Learners have major problems with punctuation, spelling, tenses, prepositions, cohesion, coherence and such other aspects of English. From the scripts, it is understood that these learners are aware of certain rules, words, spellings and so on in the language, but because of the lack of practice, errors are existent.

ESL students may be better at idea generation and revision, but still their writing may contain excessive grammatical and lexical inaccuracies because L2 acquisition and learning is a process, which takes time. Therefore, expectation of perfect L2 writing is unrealistic for L2 teachers. Zamel (1982: 207) points out that "if, however, students learn that writing is a process through which they can explore and discover their thoughts and

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ideas, then the product is likely to improve as well". Therefore, ESL learners have to be encouraged and supported to explore, discover and reflect their thoughts in their writing.

Ferris (1997: 201) found that "'the vast majority of the teachers' verbal comments on grammar (i.e. in the margins or in an end note, as opposed to corrections) lead to substantive and effective revisions in the participants' later drafts".

Lightbown and Spada (1994: 323) conclude, "Accuracy, fluency and overall communication skills are probably best developed through instruction that is primarily meaning-based but in which guidance and correction is in context". Like the above-discussed argument, form-focused feedback is effective when it is contextualized. So also in the present study, feedback is provided to the learners in the context of picture story writing.

From the above discussion, it can be concluded that the ESL teacher has to play a significant role in providing feedback to ESL learners. The section below presents a detailed picture of the learners' problems in L2 writing, under three broad categories – grammar, vocabulary and organization of the text. Based on the analysis of the learners' quarterly examination scripts, the English teacher's opinion and the pre - test scripts, the following aspects of grammar and vocabulary were selected for analysis.

5.13.3.1 Grammar

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Grammar is the rules in a language for changing the form of words and joining them into sentences. Grammar is the core of communication for both conveying and creating meaning. Grammar, which is essential in meaning-making consists of various aspects like nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, punctuation, tenses, articles and so on. However, in the present study five important aspects of grammar – punctuation, tenses, prepositions, subject-verb agreement and linkers – are analyzed with samples from the learners writing. They are presented below:

a. Punctuation

Punctuation is a set of symbols used in writing to indicate the structure of sentences. However, if punctuation marks are not used properly, a piece of writing can be very confusing for the reader. Therefore, punctuation is an important aspect in writing. From the written scripts of the learners in the present study, it is understood that they have major problems with punctuation. Few of the learners have not used even a single punctuation mark in their writing where as some students used a full stop after every two/ three words. Other than full stop, most of the learners do not seem to be aware of the other punctuation marks in English like semicolon, question mark, colon and so on. The table below gives a picture of the learners' problems in punctuation.

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Learners' Errors in Punctuation	The correct form
1. One five minute before come to the Mr. Rama Rao. Catch the Sam. 2. Road out side have a Beuatiful House. 3. That is a one school. School is a wover. studentes are go to home. Two boys are. Walk on the road. Go to walk walking, on the road outside. 4. How do you work. 5. Sir. Sir. Please. 6. One day evening school boys go to the mango trees one day evening school without two boys go to the mango tress up the mango…	1. After five minutes, Mr. Rama Rao came to catch Sam. 2. On the other side of the road, there was a beautiful house. 3. There was a school. One day after the school, two boys were walking on the road to go home. 4. How do you work? 5. Sir, sir, Please … 6. One evening, two boys walked to a mango tree. One boy climbed the mango tree.

b. Tenses

Tenses are forms of a word, which show the time (past, present and future) at which an action takes place. Tenses help to understand the correspondence between the form of the verb and our concept of time. Therefore, it is necessary to be familiar with the verb forms and their aspects to use tenses properly. In the present study, it was found that the learners have a major problem with tenses. Given below are some of the examples of the learners' use of tenses in L2 writing.

Learners' use of Tenses	The correct form
1. This is a school. One day evening let	1. There was a school. One evening,

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to the long bell. All the children come out the school.	after the long bell, all the children came out of the school.
2. The ninth class students are the Ram and Sam.	2. The ninth class students were Ram and Sam.
3. one boy tell, I go and get the some mangoes	3. One boy told, I would go and get some mangoes.
4. First boy is go to that tree.	4. First boy went to the tree.
5. The school head master see that.	5. The school head master saw that.
6. The school head master is scolded and completed the he's parents.	6. The school head master scolded the boy and complained to his parents.
7. The boy was climbed the tree.	7. The boy climbed the tree.
8. He keep the mangoes in pocket.	8. He kept the mangoes in his pocket.
9. Two pupils come to together.	9. The pupils came together.
10. Owener and is dog is running to come to trity.	10. The owner and his dog came running to the tree.

C. Prepositions

A preposition is a word or a part of speech used before a noun or a pronoun to show place, position, time and so on. The best way of learning the use of prepositions is through careful reading and noticing their usage in the context. In the present study, one of the major problems in the learners writing is usage of prepositions. They do not seem to know to use the right preposition in the right place. This is due to poor reading habits, poor exposure to L2 and lack of practice. The following are examples of the learners' usage of prepositions.

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- **It** house owner.

- Down **of** you **up.**

- This boy coming **for** my house.

- **Into** the mango tree.

- Looking **to** his friend.

- Look **in** the first boy.

- Lifting **to** the gate.

- Please release **by** my boy.

- Boy **is** go **to** the tree

- The children get **up in** the mango tree

d. Subject – Verb Agreement

Subject - verb agreement plays a crucial role in English. The subject in a sentence and the verb it takes have to agree in order to make meaning. If there is no subject-verb agreement, then sentences become meaningless. The following sentences show that these learners lack grammatical knowledge when writing on any topic. These sentences particularly show that the learners are not aware of subject and verb agreement. A few examples are given below:

- **Two boys are** walk on the road.

- **One boys are** going.

- **I am go to** mango tree.

- The first **boy was climbed** a mango tree.

- The house owner **was came out.**

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- The second **boy was ran away**.

- Sam told Ram **I going to** cut the fruits.

- **What are this boy** coming for my house.

- One day **this two boy are** go to the mango tree.

- **They teaching is** very well.

- **One boy see** the tasty mango tree.

e. Linkers

Linkers are devices (certain words and phrases) that help to bring out the logical connection between one sentence or idea and the next, and similarly, between the topics of the paragraphs that follow one another. Sometimes we fail to do this because, while the connection of thought exists in our minds, we are not conscious of the need to make it explicit to the reader. But in a good piece of writing the thoughts, the ideas, the arguments, need to be coherently set and their logical relationship established. The following are the linkers used by the learners in the present study. They are able to use linkers correctly at some places but not always. The asterisk mark indicates the incorrect sentences.

- I go **and** get some mangoes.
- **Since**, that positions the boy was do not went to bad habits and bad works.
- **After sometime**, the owner of the house came.
- **So** you climb the tree.
- **Instantly** he came and called the boy.

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- **But** the house owner was very angry.

- **Then onwards** they never did like that.

- **On the way**, they saw a mango tree.

- **Another** boy got up.

- **Suddenly** Ram was going to the house.

- Afraid **and** to come.*

- Ram was **suddenly** to the going for our house.*

- **And** climbed to tree taken to mango **so.***

5.13.3.2 Vocabulary

Vocabulary means all the words in a language. However, it is difficult to master all the words of a particular language. Therefore, in the context of the present study, keeping in mind the immediate needs of the learners, their level and the context in which they are placed, the term vocabulary is used in a limited sense, i.e. only spelling and use of relevant meaning making words in the provided context. The section below presents the learners' use of spelling and words.

a. Spelling

Spelling is the ability to form words correctly from individual letters. So spelling is very important to understand a word. The following are the spelling errors, which are

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found in learners' L2 writing. It shows that learners do not have a good sense of writing correct spellings of most of the basic or most frequently used words in L2.

Fruite, fruti (fruit), **eting** (eating), **owaner, owmener, wonar, onear, oner** (owner), **childrens** (children), **studentes** (students), **wover** (over), **climbd** (climbed), **toomarrow** (tomorrow), **reiched** (reached), **habbits** (habits), **prises** (praises), **caurage** (courage), **hose, hous, hovese,** (house), **gete, geet** (gate), **mago, mangeo** (mango), **ranning, runing** (running), **com** (come), **gals** (girls), **out side** (outside), **beutiful** (beautiful), **comepound** (compound), **cuting** (cutting), **minite** (minute), **sudenly** (suddenly), **doughter** (daughter), **mammy** (mummy), **extion** (action), **dificult** (difficult), **shool** (school), **verry** (very), **studing** (studying), **ather, outher** (other), **baksithe** (backside), **doun** (down), **anther** (another), **geting** (getting), **oupin** (open), **sloli** (slowly), **care fully** (carefully), **farents** (parents), **arang** (orange), **plase** (place), **agree** (angry), **belive** (believe), **theri** (their), **tagether** (together), **papils** (pupils), **on words** (onwards), **runed** (ran), **watiching** (watching), **teaken** (taken), **catched** (caught), **thiefe** (thief), **pleese** (please), **religed** (released), **completed (**complained**).**

b. Use of Relevant Words

Some learners in the present study are aware of and able to use relevant, meaning making words in the context of the given picture story. The following words, which are used by the learners, show that these learners are relatively better in their vocabulary for their level of proficiency. Given below are a list of words which were relevant to the context of the story and which some of them had written correctly.

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> *Excused, picked up, scolded, instantly, frightened, throw it down, went in,*
> *Proud, Courage, praise, terrified, carefully, positions, watching, climbed up,*
> *session,…etc.*

5.13.3.3 Organization

Organization is an important aspect of writing which helps to arrange ideas in a chronological order. A good piece of writing has unity of ideas and paragraphs. Clarity in writing can be established through proper organization. However, it has been noticed that the learners in this study are not aware of organization. Some of the learners have written the story in the form of short points and some have written it like a long paragraph. The following are examples, which show the learners lack of knowledge in organizing a piece of writing.

Sample-1 (story written in the form of points)

- *One big school in a city. Many pupils studies in the school. Good teachers in the school they teaching is very well.*
- *One day evening in time, few pupils are going to their house. Two pupils come to together. One boy see the beauty mango tree in that two members.*

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- *Two boys like the mangoes. One boy tell. I go and get the some mangoes. Second boy so you climb tree. Carefully.*
- *First boy is go to that trees side in their school ground…*

Sample-2 (story written like a long paragraph)

Once their lived a two boys they were very good friends. They went to school every day. one day after living from school they went to home. on the way they saw a mango tree in the house. Then they told to each other some thing. then one of the boy climbed the gate and went in and climbed the Mango tree and picked up the mangoes and throw it down. After sometime the woner of the house came out and saw the boy on the mango tree. then he runed to words the mango tree and catch the boy….

5.13.3.4 L1 influence

L1 plays a crucial in the initial stages of L2 learning. Even after four to five years of L2 learning, learners in this study have L1 influence. The following expressions used by the learners show that these learners take literal translation (from L1, Telugu) of some phrases such as:

- **Sir, sir, please…** (sir, sir, please)
- **One one step slowly…**(okkoka adugu mellaga)
- **Man go go …** (po,po vayya)
- **Your book take and go go …**(nee pustakam teesukoni vellu vellu)

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5.14 L1 Test (Pre – test)

As a part of the pre test, the L1 test was administered to the learners. It was administered two days after the L2 test. The instruction for the L1 test was given and written on the blackboard in L1. The affective factors of the learners were taken into consideration and so the test was conducted in the morning hour (1st period). Attention was paid in order to ensure that all the learners had the required material like pen, paper, the picture story, writing pad and other necessary items to do the test. The aim of the test was to understand the learners' existing level of proficiency in L1 writing and their cognitive ability in comprehending picture stories.

5.14.1 The L 1 Task

The task given for the L1 test was a picture story from the book, *'Picture Composition'* by L.A. Hill (1978: 8, 9). The story consisted of eight pictures arranged in a sequence. The picture story of 'Two School Boys' (Picture story no:1) which was given for the L2 test was given for the L1 test also in order to compare the learners' writing skill in L1 and L2. All (group of 40 boys) the learners who took the L2 test, took the L1 test also.

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5.14.2 Task Demands

Learners were expected to write the story suggested by the pictures in L1 (Telugu) within a period of one hour. They were also asked to give a suitable title for the story. The task demanded the learners to comprehend the story suggested by the pictures and then write the story in L1 (Telugu).

5.14.3 L1 Task: Discussion and Analysis

The L1 task was conducted to understand the learners' existing level of proficiency in L1 writing. The duration of the task was one hour. Learners were expected to comprehend and write the story suggested by the pictures in L1 and to give their story a title.

From the researcher's observation and the learners' writing, it was understood that the learners could comprehend the story very well. None of them took more than five to eight minutes to understand the story.

Coming to the discussion on the proficiency of these learners in L1, some of them are above the average level. Many of the learners do not have problems with spelling, punctuation, tenses and coherence. From the scripts, it is understood that these learners have the capacity to write coherent stories in their L1 (Telugu). It was noticed that

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learners have the ability to reflect their ideas in their writing. However, few lexical and grammatical inaccuracies were noted in the L1 writing of most of these learners. Also, the overall accuracy, fluency and communication skills of almost all of the learners are comparatively far better than their L2 performance

After understanding and analyzing the problems of the learners in L2 in general and writing in particular, their teaching / learning conditions, answer scripts, question papers, tasks used in the classroom and other aspects related to the teaching and learning of English, it was decided to teach writing for a period of time through the following phases with the help of picture stories.

5.15 Procedure used for teaching writing: the three phases

Teaching of writing through pictures was done over a period of twenty-five sessions from 10th March 2008 to 19th April 2008. The study was divided into three phases – Object Regulation, Other Regulation and Self Regulation. In the first three sessions, the pre test, the questionnaire and a general interactive introduction to the importance of English in general and the importance of writing as a skill in particular were organized. The analysis of the pre-test scripts, the questionnaire and an informal chat with the English teacher helped to design the teaching methodology for the learners.

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Teaching writing: the three phases

Phase-I: Object Regulation

The Object Regulation stage was organized for a period of six sessions, during which learners were involved in story telling to a major extent. Learners were encouraged to tell the story suggested by the pictures in L1 and L2. The researcher involved herself with the learners by telling stories in L2 and checking comprehension through short questions. Sometimes L1 was also used to ensure comprehension and to clarify the learners' doubts. Learners were asked to give all the words related to the story before telling the story. It was observed that they were enthusiastic and relaxed to tell and listen to stories in between their regular class hours. Day by day, the number rose for story telling in L1 and not in L2. Learners were encouraged by giving an option of using L1 only when they felt the difficulty to express in L2 when telling the story in L2. This option again made the learners relaxed and supportive. So, more number of boys started to tell stories except two/ three of them.

In addition to story telling, reading cards and storybooks were distributed and exchanged among learners for exposure to English at home. Learners were encouraged to tell stories from the reading cards and story books. Some learners came forward and shared the stories they read, while some did not read at home. Nevertheless, all of them

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paid attention when the stories were told to the class. Sometimes they were encouraged to share their favourite lesson/story from their Class IX non-detailed reader. Very few learners shared the stories from it. After three sessions, the learners became confident to come forward and tell the story to their classmates. Everyday towards the end of the class, the researcher repeated the story in L2 in order to make sure that all the learners understood the story and were familiar with it. The picture stories, reading cards and storybooks used during the Object Regulation stage are given in the appendix. After six sessions, the learners were slowly taken into the Other Regulation stage, which is discussed in the next section.

Phase II: Other Regulation

The Other Regulation phase was continued for a period of thirteen sessions. Learners were motivated and encouraged to listen, to read, tell, and write stories during this stage. In the Other Regulation stage, the researcher played a crucial role of the 'Other' by providing 'Mediation' in a number of ways. Vocabulary was elicited from the learners with the help of picture stories, questions and answers. In addition to the elicited words, the researcher also put up a list of new words on the blackboard everyday, the meanings of which were explained and discussed. A sentence for each picture was generated from the learners through the question and answer mode by the researcher. The generated sentences were noted on the blackboard. A number of sentences given by the learners for each picture were put up on the blackboard and then erroneous sentences were deleted after discussions, explanations and justification. The correct sentences were

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retained on the board. In addition, learners were asked to come up with suitable titles for the stories. A list of titles given by the learners was noted on the blackboard. After this, with the help of the generated words and sentences, the story was discussed and then told to the learners. After three sessions of discussion and story telling the researcher wrote the story on the blackboard using all the words and sentences provided by the learners. Dialogic speech was used in the writing of the story on the board. Later, the learners were asked to write the story using the words, sentences and the discussion provided. After the class, the learners' written scripts were analyzed for discussion and explanation at the beginning of the next class. Example: if it was found that learners have problems with tenses, then on the next day, tenses were taught within the context of the picture story. After three sessions of writing, it was understood that learners have major problems with subject and verb agreement, tenses, spellings, prepositions, punctuation and cohesion. So in the context of the picture story, the above stated aspects of grammar were taught. Various exercises like dictations, subject and verb agreement tasks were used for practice in the classroom. Picture cards (pictures of famous personalities), debates on cricket (as it was the time of the world-cup series) learners used to come to class with cricket news everyday and jigsaw puzzle games were organized for learning exposure during Other Regulation stage.

5.16 Feedback

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Feedback is extremely important and helpful in L2 writing as it helps learners to understand their problems in language. Feedback helps to avoid fossilization, and continue developing the second language proficiency (Doughty and Varela, 1998; Doughty and Williams, 1998; Ellis, 1998; James, 1998; Lightbown, 1998; Lyster and Ranta, 1997; Tomasello and Herron, 1989). Feedback has to be encouraging, constructive and not offending. Therefore, attention has to be paid in providing feedback. In the present study, feedback was provided to the learners through explanations and discussions. Care was taken to help each learner improve on their errors. Everyday's scripts were analyzed and the common problems in the learners' writing were discussed in the next class. Some learners, who were very poor in English, were helped individually by giving wordlists, explaining in L1, dictating simple sentences and so on.

After the practice for four to five sessions, slowly the linguistic help given to the learners was reduced day-by-day. For example: only words and sentences were given on the board without help of grammar; sometimes only linkers were given on the board and so on. On the twelfth day, a task was administered to check the improvement of the learners. Little improvement was noticed in the learners' written language. The task administered to check improvement is discussed in detail below.

5.17 The Improvement Task

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The task was given in L2 in order to check the learners' improvement after the Other Regulation stage. The task consisted of a picture story from the book '*Picture Composition*' by L.A. Hill (1978: 22, 23). The picture story consisted of eight pictures arranged in a sequence, which suggested the story of a clever fisherman who saves the lives of many people by avoiding a train accident. One day, behind the angler's hut, a dead tree falls across the railway track. On hearing the sound of a train coming, the fisherman runs to the other side of the tunnel and stops the train to avoid the accident. The railway authorities praise and reward the angler for the kind act.

5.17.1 The Task

The task given to check the learners improved level of proficiency in L2 writing was a picture story from the book, *'Picture Composition'* by L.A. Hill (1978: 22, 23). The story consisted of eight pictures arranged in a sequence. The picture story of 'The Clever Fisherman' (Picture story no: 10) was given to the learners to understand and write the story in L2.

5.17.2 Task Demands

Learners were expected to write the story suggested by the pictures in L2. The duration of the task was one hour. They were also asked to give a suitable title for the

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story. The task demanded the learners to comprehend the story suggested by the pictures and then write the story in L2 (English).

5.17.3 Task Discussion and Analysis

This L2 task was conducted after the Other Regulation phase in order to check if there is any improvement in the L2 writing proficiency of these learners.

Interestingly, the theme of the story was simple to comprehend for the learners. Also, the setting of the story (a small hut, poor fisherman living next to railway line and so on) is close to most of the learners' living environment.

In this task, the proficiency of the learners in L2 seems to have improved to some extent, but linguistic errors are existent to a large extent because of various factors like poor reading habits, lack of English exposure, lack of more practice, L1 influence, fossilization and so on. The following section attempts to track the improvement, which is evident in the L2 writing of these learners

5.17.4 Grammar

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There has been little improvement in the written performance of these learners when compared to their level during the pre-test stage. The following aspects of language presented below attempt to show the learners performance in L2 after the Other Regulation stage.

a. Punctuation

Learners Errors in Punctuation	The Correct Form
1) One day a fisherman was going to his hat after fishing	One day a fisherman was going to his hut after fishing.
2) He was go to railway line and he is try	He was going to the railway line and he was trying…
3) He get stop. the train. And he was explained the fallen dead-tree.	He stopped the train and explained about the fallen dead-tree.
4) The fisherman seeing the train.	The fisherman saw the train.
5) He carrying some fishs.	He was carrying some fishes,
6) One day Goods train going on the Railway line.	One day a goods train was passing on the railway line.

However, learners are able to write some sentences with correct use of punctuation. Some of them are shown below:

- The fisherman stopped the train.

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- Once there lived a fisherman near the mountains and near to the railway line.
- After sometime, he came to the other side of the mountain.
- He explained to the guard.
- One day a fisherman was going to his hut.

From the above examples, it can be understood that the learners are able to write simple and complete sentences. In most cases, the capital letter is used at the beginning of a sentence and a full stop used at the end of a sentence. This little improvement is a leading step for these learners from the previous stage.

b.Tenses

Learners use of tenses	The correct forms
1) The fisherman was stop the train and railway guard.	The fisherman stopped the train and the railway guard.
2) The people were come out of the train and saw what happened.	The people came out of the train and saw what happened.
3) Because he saving the lives of many people.	Because he saved the lives of many people.
4) The people were praised to him.	The people praised him.
5) When he walking towards his hut.	When he was walking towards his hut.
6) The fisherman was climbed of the mountain.	The fisherman climbed the mountain.
7) One day fisherman going to fishing and over the fishing.	One day a fisherman went fishing and was returning.

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8) Her going to climbed the mountain upside.	He climbed up the mountain.
9) He carrying some fishs.	He carried some fishes.
10) There at a dead-tree.	There was a dead-tree.

However, tenses are difficult to master within a short period of time for learners. Little change in the use of tenses is evident in the writing of some learners. Many learners could write at least two to three correct sentences in a given story. The learners as shown below use a few correct sentences with the correct use of tenses:

- So, the fisherman was applauded by the official of a railway company.
- He explained the train-driver about the fallen-dead-tree.
- Then he saw the train coming, so he ran fast.
- The fisherman went to the front of the mountain.
- He lives next to the railway line.
- Then the passengers an driver and guard came out and asked the fisherman why had he wanted to stop the train.

C. Prepositions

Though the ability to use the correct preposition in the correct place is difficult, a few learners were able to use the right preposition in the right place. A few examples of the learners' use of prepositions are presented below. The marked sentences indicate the correct use of prepositions.

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- He completed **to** another train.
- **To** stop the train.*
- **On** the railway line.*
- Didn't **go** that side.*
- The mountain **upside.**
- The lives **of** many people.*
- Explained **about** the fallen dead-tree.*
- **To** see the other train.*
- One dead tree **is** planted.
- He **is** try.
- His hut was **behind** the railway line.*

d. Subject - Verb Agreement

Though little practice was given, few of the learners could use correct subject - verb agreement in their writing. This shows that some learning, which is beneficial, has happened when compared to the initial stage. The examples show the learners use of subject- verb agreement. The marked ones indicate the correct use.

- **we were** didn't go that side.
- **The people were** shocked.*
- the **train went** after that.*
- **he like this explained.**

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- **one day fisherman going** to fishing.

- **he was explained** the fallen tree.

- **this is the see the fisherman.**

- **he got axedent (accident).**

- **A dead tree fell** on the railway line.*****

e) Linkers

Learners could not use all the linkers that were taught, but some of them used linkers in their writing. The sentences below show that these learners are aware of and are able to use linkers correctly in their writing. Linkers used by the learners are written in bold and presented below.

- **so** the fisherman was applauded.

- **and** many people were saved.

- **another day,** a dead tree fell on the railway line.

- **then** they thanked the fisherman.

- **after sometime**, he came to the other side.

- **instantly,** he climbed up the mountain.

- **because** he saved the lives of many people.

5.17.5 Vocabulary

a. Spelling

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Compared to previous stages, the learners have improved in spelling. The number of spelling errors are low than before. Given below is a list of erroneous words used by the learners. Here, it is necessary to understand that these learners study all their content subjects in their L1 and have very limited exposure to English. Therefore, errors are prevalent in their L2 writing and a sudden change cannot be brought immediately. The errors are shown in bold:

Comeing, comming (coming); **applouded, approud** (applaud); **happly** (happily); **fellen** (fallen); **behing, behined** (behind); **fishs** (fishes); **axedent** (accident); **shoud** (should); **stoped** (stopped); **warried** (worried); **mountion** (mountain); **signeled** (signaled); **towoards** (towards).

b. Use of Relevant Words

It was understood that the number of relevant words used by the learners increased from the previous stage. Little help, guidance and motivation brought about change and improvement in the writing skill of these learners. Given below is a list of correct words used by them:

Tunnel, dead-tree, official, railway company, applaud, praised, signaled, thanked, passengers, fishing oar, passing through, railway line, fell down, climbed up, shake-hand, frighten

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5.17.6 Organization

It has been observed that there is a noticeable improvement in terms of organization from the Object Regulation to the Other Regulation stage. Few learners who wrote the story in points were able to write the story coherently. The order of the story and the organizing of ideas were coherent. Most of the learners wrote the whole story as one long paragraph. However, there has been little improvement. An example of a learners writing which has changed from writing in the form of points after the Other Regulation stage is presented below.

Sample One

One day a fisherman was going to his hut. he carrying some fishs and oar with his hands. His hut was behind the Railway line and dead tree, beside like this is a tunnel. One day a goods train coming out of the tunnel. he was seeing, the train was went after the dead tree fell down on the Railway line. The fisherman was frighten instantly he was climbed on the mountain with fear. the fisherman went to front of the mountain. Because the dead tree was ...

5.17.7 L1 Influence

L1 influence is an inevitable factor in the writing of ESL learners. It is necessary to understand that it is through L1 that these learners try to write in L2. Nevertheless, the

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learners are able to express their ideas in L2.Given below are examples of L1 influence in the L2 writing of the learners in the present study.

He like this explained.   (Atanu ila cheppadu)
He ran fast on railway line quickly   (Tvaraga veganga parugettadu)
He carrying some fishs (Konni chepalu Pattukoni)

Phase III: Self Regulation

The Self Regulation phase was continued for a period of three sessions. In the first two sessions, story telling was conducted, and in the third session, the end-test was conducted.   During this stage, learners were not provided any linguistic support, to tell the stories. Pictures were given and the learners were encouraged to be confident to tell the stories in L2. It was observed, that the learners have improved to a certain extent in L2 because they could use L2 words confidently when compared to the Object Regulation and Other Regulation stages, where more number of L1 words were used. So, there was a noticeable change in the L2 use of these learners. After this, the End-test was conducted to check the improvement of the learners in L2 writing.

5.18 End Test

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An end test was administered to the students in the last session in order to understand their improved level of proficiency in L2 writing. A group of twenty boys who had attended all the twenty five teaching sessions were selected for the end test, which was conducted in L2. The purpose of the test was to check whether the learners had improved after the teaching and practice sessions. The test consisted of a picture story task, which was close to the learners' everyday life situation. Like the pretest, necessary care was taken to select a relevant and culture friendly picture story. The duration of the test was one hour, for which the instruction was given and written on the blackboard. The affective factors of the learners were taken into consideration and so the test was administered in the morning hour (3rd period). In addition, care was taken to ensure that all the learners had the required material like paper, pen, the picture story, writing pad and other essential things required to do the test.

5.18.1 The Task

The task given in the end test was a picture story from the book *'Picture Composition'* by L.A. Hill (1978:18, 19). The story consisted of eight pictures arranged in a sequence. It is the story of a schoolboy who tries to ride the bicycle without holding the handles in spite of the mothers warning. He drives rash and misses a dreadful accident because of a kind van driver who applies a sudden break to save the boy. The boy who falls on the road from his cycle is helped by the van driver, who handovers him to his mother. Finally, the mother safely takes the boy home.

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Interestingly, the story is very close to the learners' situation because these learners are boys who come to school from different villages. Most of them come on foot and on bicycle. Therefore, there are possibilities for these learners also to resort to the same kind of mischief. In order to stimulate ideas, create interest and relate the task to their real life, this particular story was selected, for writing. The settings in the story like boy riding bicycle, mother's warning, trying to ride without holding the handles and so on are similar to the learners' living environment.

5.18.2 Task Demands

Learners were expected to write the story suggested by the pictures in L2 (English) within a period of one hour. They were also asked to give a suitable title for the story. The task demanded the learners to comprehend the story suggested by the pictures and then write the story in L2 (English).

5.18.3 End Test: Discussion and Analysis

The L2 task was conducted in order to check the learners' improved level of proficiency in L2 writing. The duration of the task was one hour, learners were supposed to write the story suggested by the pictures in L2 and suggest a suitable title for the story.

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From the learners' writing of the story in L2, it was understood that they could comprehend the story very well, within a few minutes

A detailed discussion of the learners' performance and the improvement level is discussed in the section below with examples. The analysis is similar to the analysis of the pre test in order to compare and get a better picture of the learners' performance from the Object Regulation and Other Regulation stages to the Self Regulation stage.

5.18.4 Grammar

a. punctuation

Most of the learners could use correct punctuation in their writing in the end test. Some of the learners had problems, but compared to the Object Regulation and Other Regulation stages, the number of errors in the use of punctuation is low. A few learners are able to begin a sentence with a capital letter and end it with a full stop. Therefore, some awareness has been created among these learners about the use of the puntucation marks in L2. Learners' use of punctuation is presented below:

- One day a small boy going to shop.
- She warned to the boy.
- The boy saw the mother going into the house.
- The van driver came out of the van.

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- The two boys are seeing. What happened the boy?
- They boy was fallen down because the boy was afraid.

b. Tenses

Though there are a few errors, most of the learners used correct tense to a certain extent in writing the story. Compared to the previous stages, where learners could write only simple sentences, the improvement is far better for their level of proficiency. Few of the learners could write long and complex sentences in the story. The sentences with correct usage of tense are marked with asterisks and shown below.

- The boy was riding bicycle without hands.*
- The van was coming behind.*
- The mother going to the home door locked
- When the mother saw this, standing in the compound she came to the boy and told the boy to follow traffic rules and don't ride the bicycle without holding handle and scold the boy.
- When the mother went into the house, the boy again rides the bicycle without holding the handles.*
- The driver came out and helped the boy. Seeing this mother came there, thanked the driver, and took the boy to their home. *
- After the mother going to return the house, the boy saw the mother go or not.

C. Prepositions

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From the end test scripts, it was understood that the number of sentences with the correct use of prepositions increased comparatively. Here are a few examples of the learners' use of prepositions. The marked sentences show the correct use of prepositions by the learners.

- The mother came **to** the boy.*
- The mother is go **into** the house.
- The boy fell down **on** the road.*
- Mother **is** seeing the boy.*
- Back came **to** the one van.
- Seeing the boy falling **on** the road with his bicycle.*
- Came out **of** the house.*
- Was go **into** the house.
- Going or not **into** the house.*
- Trembled **at** the van.*

D. Subject-verb agreement

Little improvement has been noticed in the subject and verb agreement use of the learners. There were few sentences, which were correct. The following examples illustrate the learners use of subject verb agreement. The asterisk mark indicates the correct sentences.

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- The **ride a bicycle** near his house.
- So**, he afraid.**
- **Two children seeing**.
- **She was comes** out of home.
- **A boy and a girl was.**
- Van **was went out.**
- The van **driver applied** a break.*
- His **mother came out** of the house.*
- **She took the boy**.*
- **She is going to his house**.*

E. Linkers

Most of the learners used a number of linkers in the end test. From this, it can be understood that these learners are aware of the use of the linkers and are able to use them appropriately in the context. The learners' use of linkers is shown below:

- **On the backside** of the road.
- **Again** the boy started.
- **Because** the boy was afraid.
- **After** the driver helped the boy, he went home.
- **Instantly,** his mother came.
- **Suddenly,** a big van

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- **So**, he was afraid.
- The mother **and** the boy.

5.18.5 Vocabulary

a. Spelling

The number spelling errors are comparatively low than in the initial stages. Though there are erroneous words, the learners could convey the message in their writing. This improvement is a great start for the level of these learners. Given below are the erroneous words used by the learners.

Carefuly, (carefully); **harn**, (horn); **biside,** (beside); **warred,** (warned); **feldown,** (fell down); **breck**, (break);**scald,**(scold); **bickle,**(bicycle); **afried,**(afraid); **cloced,** (closed);**drivar**,(driver);**compound**, (compound); **handil**, (handle).

b. Use of the Relevant Words

Learners could use more number of relevant and correct words in the end test than in the previous stages. The following are the correct words used by them.

> *Style, scolded, instantly, careless, trembled, riding, warned, rescue, handle, stand up, fell down, control, thanked, holding, compound, bicycle, traffic rules, van driver, sudden break, horn, applied.*

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5.18.6 Organization

In terms of organization, these learners have improved to a certain extent. Very few learners were able to divide the story into paragraphs, but most of the learners wrote the story as one long paragraph. Some learners who wrote the story in the from of points in the initial stages could write the story coherently in paragraphs in the end test and this is a great change in the writing of these learners. However, repetition of ideas have occurred in the writing of some learners. Given below is a sample of the learners improved level of writing.

Sample

One day morning took his cycle and came out of the house and began to ride bicycle without holding hands. When the mother saw this standing in the compond. she came to the boy and told the boy to follow traffic rules and don't ride the bicycle without holding handle and scold the boy. Then she is going to his house. The boy was looking when the mother went into the house…

5.18.7 L1 Influence

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Though there is L1 influence in the writing of these learners, their efforts to express their ideas in L2 is appreciable. The following sentences show the L1 influence in the writing of these learners.

- She afraid (Ame bhayapadindi)
- The boy was fall down (Abbai padipoyadu)

5.19 Comparison between the Pre test and the Post test

It is noticed that there has been substantial improvement in the learners' proficiency in writing from the pre test to the post test. In the pre test stage, many learners had problems in writing simple sentences where as in the post test, they could write complete and meaningful sentences. Day by day, improvement was seen in the learners' level of confidence in using L2. The same learners who refused to converse in L2 in the beginning started to talk in L2 with the researcher even if in broken sentences towards the end. Two to three learners improved to a large extent, because they always read the stories and reading cards given to them. Most the learners could express their views in English towards the end. In the Self Regulation stage, a student used the words like 'biked', 'offered help', 'saved from danger' and such other words in telling the story to the class. From this it was understood that a few of them were imitating the researcher in using L2 because on the previous day when a story was told by the researcher to the class, she used words like 'cycled', 'offered help' etc. Towards the end of the Other

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Regulation stage, it was observed that the learners came up with more number of words for the given story, when compared to the previous stages. What has been understood is that these learners need guidance, help and motivation to perform to their best. So, when this encouragement was provided to the learners with teaching, interesting activities and tasks along with linguistic help, they could improve. On the whole, there was improvement in terms of not only language, there was improvement in their confidence levels, participation and conversation.

5.20 Discussion

It has been observed that though these learners are not proficient in L2, their critical faculties, thinking capabilities and creative abilities are well developed. In spite of their linguistic inaccuracies, in some way or the other, these learners are able to convey their ideas in English. They are able to show their understanding of the stories in English. Even the sequence of the story is followed in the writing of these learners. However, there are problems like sentence construction, spelling errors, problems in the usage of tenses and so on in the writing of these learners, but it is necessary to remember the fact that these learners are from rural background with hardly four to five years of exposure to English. Therefore, there is a possibility of the learners falling back or depending on their already known system (mother tongue) to perform in English. What is important is to recognize and appreciate is the effort they put in, to use a new language (English) in

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order to express themselves. Even if, there has not been substantial improvement in the L2 writing proficiency of these learners, the little language knowledge and awareness the present study gave and created in these learners is a great start and an achievement for the improvement of their L2 proficiency. The following list of titles given by the learners for the picture story given in the end test is an evidence of the creativity and the thinking abilities of these learners.

- The boy and the mother.
- Follow traffic rules always.
- The funny boy.
- The notty (naughty) child.
- The boy and the cycle.
- Be careful in traffic.
- Be carefuly (careful) always.
- Don't be speed.
- Avoid axedents (accidents)
- The careless boy.

5.21 Conclusion

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This chapter has presented, analyzed and interpreted the data. The main aim of this chapter was to provide information about the data collected during the fieldwork. The outcomes of administering the questionnaire, the diagnostic test and the final test were discussed. Detailed information has been provided on classroom observations, teaching and learning conditions, informal interviews conducted with the parents and the learners. Also, the reasons for low academic achievement of these learners are pointed out. Thus, the chapter has provided an overall picture of the personal, academic and socio-economic conditions of the subjects.

In the following chapter, the findings of the study and their implications for teachers, learners, parents and the institution will be discussed.

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CHAPTER SIX

CONCLUSION

6.0 Introduction

The chapter begins with an overview of the study, which refreshes our understanding of the research problem stated. The chapter offers some practical and useful hints to the learners on how to improve their proficiency in writing. It also recommends for certain changes to be brought about in teaching English (e.g. the need for extra classes to bridge the gap). The findings of the study and its implications are discussed in detail. The limitations of the study are stated. Possibilities for further research in the area are indicated.

6.1 Overview of the Study

The present study titled, "Teaching Writing Using Picture Stories as Tools at the High School Level: the Movement from Other Regulation to Self Regulation" aims to improve the writing skill of ESL learners at the High School Level.

The inspiration to take up this study emerged from the researcher's experience with ESL learners when she carried out a project in a High School during her B.Ed (English) Course. The poor teaching/learning conditions, the overall school environment, the learners' problems in learning English, lack of guidance and support to improve their performance and proficiency in English made the researcher to undertake this study. What she observed was that in many cases, in spite of the presence of advanced

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technology in the form of computer, television, tape recorder, there has been very little improvement in the ESL learners' achievement of proficiency in English.

This study diagnosed the problems, which the learners face at the school level in learning English as a second language.

- difficulty in learning English.

- poor performance in examinations leading to failure.

- poor proficiency in the four skills (LSRW).

Therefore it was assumed that there could be a number of reasons like poor reading habits, poor socio-economic backgrounds, lack of exposure and so on that are responsible for poor proficiency in English. The problem of poor proficiency in writing among ESL learners from rural settings is the focus of the study. Hence, learners from Government Boys High School, Kuppam, Andhra Pradesh are chosen as the subjects of the study.

The first chapter has discussed the problem and the importance of English in general and writing in particular. The second chapter has presented information on writing as a skill and its various aspects. The third chapter has reviewed the related literature and outlined the theoretical framework for the study. The fourth chapter has sketched the research design and the methodology proposed to carry out the study. The fifth chapter has analyzed and interpreted the collected data.

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6.2 Findings of the Study

The following are the findings of the study. They have been classified under the following headings:

6.2.1 Learners' Proficiency

1. The learners in the present study are not able to write simple and complete sentences in English. Also, they do not have the knowledge of language skills, grammar and vocabulary.

2. Students are not aware of rules in L2 writing.

3. They have major problems with punctuation, tenses, spellings, prepositions and other aspects of language.

4. They are not aware of organization, cohesion, coherence and such other concepts of writing.

5. Learners are cognitively matured but linguistically poor.

6. They seem to forget, whatever is learnt in the class very quickly, may be due to lack of exposure and disinterest.

7. Learners have major problems with handwriting.

8. They are motivated to learn when interesting teaching aids like pictures, charts, stories are used in the classroom.

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9. Learners show interest in learning, when stimulating tasks and activities are used in the teaching /learning process.

10. They do not practice writing on their own in order to improve their handwriting and proficiency.

11. They do not make use of the limited available opportunities like (talking to peers in L2, talking to teachers in L2 and so on) to improve their proficiency in L2.

12. They are used to rote learning and mugging up from guides and therefore they are not aware of learning strategies.

13. Learners have problems with basic words in L2, like spelling, pronunciation and meaning.

14. Students do not have a habit of reading in L2.

15. Some of the students are not regular in their attendance. They remain absent from time to time.

16. Most of the learners cannot dream of higher education and this is one of the reasons why they do not show interest in learning L2.

17. Students do not study at home except during the examinations.

18. Learners are good at listening skill but only when teacher talk is accompanied by gestures and actions.

19. It was observed that learners are good imitators of L2. They used to imitate phrases and sentences after me.

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20. It was observed that though sentences used by learners were grammatically incorrect, the learners could express the overall meaning of the story through their broken sentences, little phrases and words.

6.2.2 Learning Environment

21. Learner's poor socio-economic background has a lot of negative impact on their academics.

22. There is no student friendly environment in the villages.

23. Sometimes students are forced to do small chores for their teachers like buying prepaid recharge phone coupons, paying electricity bills, posting letters etc.

24. Students are segregated by dividing them into different sections.

25. Lack of knowledge and opportunities to use the library and the other available resources like tape recorder, computer, television etc. limits their learning opportunity.

26. Students have little exposure to English outside the classroom.

6.2.3 Family Background

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27. Parents of most of the learners are from below poverty line category; so they cannot afford to provide extra learning material for their children.

28. Learners are obliged to do small chores at home like cleaning the cattle shed, helping the father with the agricultural works and such other things.

29. Being illiterate, parents lack motivation and seriousness in their children's academics.

30. Parents leave their children's academic success or failure to the teachers.

31. Most of the students come from broken homes, families with incessant squabbles and misunderstandings which adversely affect their academic growth/performance.

32. Neither students nor parents are aware of the importance of English as a second and global language.

6.2.4 Teacher's Attitude

33. Teachers have a very low opinion of the learners and therefore ignore their background realities.

34. Teachers expect these learners to be on par with English medium students, which is beyond reality.

35. Teachers put in very little or no effort to improve students' learning or achievement.

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6.3 Implications of the Findings

The findings of the study presented above have implications for the following people.

6.3.1 Implications for the Learners

The learners:

- Need to understand that writing is an important skill, which is essential for success in higher studies. So they have to take initiative to practice L2 writing in order to achieve proficiency.

- They should make use of the available facilities like talking to peers, teachers, reading their English textbook, attempting to perform the writing tasks given in the workbook on their own, or with help from others.

- Learners may seek the help of the teachers to get feedback on their writing.

- They need to discuss the given topic with peers and teacher before writing, so that they can get more ideas.

- Learners have to prioritize language skills according to their requirements. They may understand that writing, reading, listening are as important at this stage than speaking.

- They have to realize that writing is an important activity, which helps to succeed in later life.

6.3.2 Implications for the Teachers

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- Teachers have to pay attention to teaching and giving practice to students in writing.

- Teachers need to plan their timetable in such a way that it includes as many sessions for the writing skill as possible.

- Teachers should give importance to all the four language skills (LSRW) and teach them in an interesting way.

- Teachers should follow activity based teaching by using pictures, stories, magazine strips and so on, for teaching writing.

- Teachers should bring awareness among learners about the importance of English and its uses.

- They should provide opportunities for learners to use L2 in the classroom.

- Teachers should help and teach learners to do all the writing exercises prescribed in the workbook and main textbook.

- Teachers should conduct discussions, debates and role-plays in the classroom to build confidence and to help learners use L2 without fear.

- Teachers can conduct study hours and extra classes to help learners.

- Teachers can ask learners to learn dairy writing.

6.3.3 Implications for the Parents

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- Parents can monitor their children and make sure that they study everyday.

- Parents should realize the importance of learning English and encourage their children to learn it with interest, focus of mind and concentration.

6.3.4 Implications for the Institution

- The institution should ask teachers to use latest teaching methods with the help of the technology available in the school.

- It should instruct teachers to focus on improving the learners' proficiency in L2.

- It may conduct essay writing, story-writing competitions to encourage learners to practice L2 writing.

- It may conduct study tours to nearest places in order to bring awareness and provide exposure to the learners.

6.4 Recommendations for Pedagogical Action

The findings of the present study establish the fact that picture story writing as a pedagogical strategy improves the writing skill of learners at the school level. This will also apply to the students studying at other levels such as primary, upper primary, tertiary and undergraduate levels. The only difference is that the teachers' will have to choose the

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picture stories depending on their level of proficiency, interest, experience, and need. For example, a story, which is suitable for High School Level, may not be relevant for the undergraduate students, because the latter will certainly need a higher level of language and greater cognitive stimulation. Similarly, stories, which are not within the social and cultural experience of the learners, may not interest them.

Further, the teacher can choose a picture which most of the learners in the class can interpret and understand. For example, the picture of a village scene in the early morning where people are engaged in different activities or that of a play ground in the afternoon where different groups of children are playing different games, such as cricket. These kinds of pictures the children will like to describe with inputs from the teacher.

The teacher may divide the class into different groups and pairs and give them the task of choosing a story that they like. Then, they may be asked to discuss and write the story in their own English. If possible, they may be given the task of preparing a series of pictures of that story by collecting materials in the form of pictures from other sources.

The following suggestions have emerged from the field observation:

6.4.1 Pedagogical Measures

These measures will help to focus on the classroom methods to be employed, tasks, and activities to be carried out in a second language classroom.

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- Teachers may bear in mind the fact that L2 proficiency is required not only for examinations but also to be able to perform well in real life situations.

- Teachers need to be aware of and implement the guidelines given by the Teacher Resource Books while teaching second language.

6.4.2 Remedial Measures

Remedial measures aim at supporting the learners by extending additional help in a number of ways such as:

- a compulsory writing session can be organized by the teachers in order to improve the writing skill of the learners.

- separate sessions may be conducted to provide feedback to the learners and improve on their writing Picture story writing sessions would be more useful.

6.4.3 Motivational Measures

Motivational measures help to bring awareness among the learners about the importance of English in every day life:

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- Learners always have a tendency to follow their teachers. Therefore, if the teachers act as role models by using good English in the classroom, it can motivate learners also to use English.

- Peer talk and peer evaluation, drama techniques, screening of interesting English movies, cartoons, action songs can motivate learners to develop a liking towards learning English and writing in the language.

- Teachers may ask learners to refer to encyclopedia, magazines, newspapers, comic books and so on to do a writing task, which will provide exposure to different genres of writing.

- Teachers may ask learners to do mini projects, which involve collecting authentic materials for language learning such as train tickets, advertisements, brochures, etc. They may be asked to exhibit them. These are some of the ways for creating plenty of opportunities for helping learners to acquire language.

6.5 Limitations of the Study

The following are the limitations of the study.

- The study has attempted to teach writing through similar type of picture stories and picture cards. The study has concentrated on only some aspects of writing like tense, spelling, punctuation, prepositions and so on. As a result,

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much attention was not paid to the other aspects of L2 writing like cohesion, use of adjectives, structure, editing, drafting and other aspects.

- This study takes into consideration only the ESL learners and the under achievers in rural settings.

- The study is based on one locality and was restricted to only one school.

- Only the procedure of thick description for data analysis and interpretation has been adopted in the study.

- Most of the learners' errors were fossilized, so it was difficult to bring about a rapid and substantial change in the learners.

- Though the handwriting of some of the learners was illegible, the study did not focus on improving handwriting.

6.6 Suggestions for Further Research

The following are indicated as possible areas of further research in the field of L2 writing:

- Research can be taken up with a focus on strengthening the other aspects of L2 writing that have not been focused in the present study such as the use of vocabulary, sequencing, drafting etc, followed in L2 writing.

- A study can be undertaken to teach only the rules followed in L2 writing.

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- A comparative study of the teaching methodology employed in teaching L2 writing in Government schools vis-à-vis the private schools can be undertaken.

- A similar study can be taken up for rural ESL learners at the college or university level to check their proficiency in L2 writing and provide the required help for improvement.

- The other aspects of Vygotsky's Socio-cultural theory like Mediation, Zone of Proximal Development, Scaffolding may be used to teach writing and other language skills

- A study can be taken up to compare and contrast the writing skill of low achievers and high achievers among ESL learners.

- Case studies can be done with disadvantaged ESL learners in order to understand how their socio-economic and cultural environment affects L2 learning in general and writing in particular.

- A study can be taken up by using authentic materials to teach writing to rural ESL learners

- Integrating other language skills to improve the writing skill of rural ESL learners can be undertaken.

- The writing tasks prescribed in the textbook may be exploited in teaching and improving the writing skill of ESL learners.

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6.7 Conclusion

The study has attempted to teach L2 writing to rural ESL learners through picture stories. Writing is an important and difficult skill for these learners. It is essential for them to pass in the examinations and pursue higher studies. Poor L2 writing skill poses multiple problems for these learners, the major ones being failure and scoring low percentage in the examinations. So this study tries to help learners to find solutions for this problem, by improving their L2 writing to a certain extent. This study also tries to address the problems affecting the learners' academic success such as lack of exposure, poor reading habits, lack of a conducive learning environment and so on, which affect their performance and confidence. Therefore, in a way this study is an attempt by the researcher to look into the issues that hinder the academic achievement of rural L2 learners. This study has been taken up with the aim to contribute to the academic success of the under achievers and disadvantaged learners.

The study achieved success in improving the writing skill of these learners to a certain extent. The learners became familiar with the genre of story writing, use of punctuation, usage of tenses, prepositions and so on. This was the result of a short-term teaching session. If such teaching would be imparted for a longer period, undoubtedly their writing skill will improve substantially.

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Nevertheless, the study has achieved success in building confidence among rural L2 learners to a certain extent. Further, the study has also inspired and motivated not only the learners but also the language teachers in the school. It has brought a positive change in the attitude of the teachers. The awareness among the learners and teachers about the factors that contribute to the learners' overall academic success was evident to the researcher at the end of the study.

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APPENDICES

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CENTRAL INSTITUTE OF ENGLISH AND FOREIGN LANGUAGES, HYDERABAD—500 007.

QUESTIONNAIRE

This questionnaire is for research purpose to help you improve your writing skill. The data will not be used for any other purposes. Please give correct information.

Non-academic information

1. Name   : M - Jagan
2. Age : 15 yrs
3. Name of the School: Government Boys High School Kuppam.
4. Mother tongue / Language at home: Tamil
5. What is your medium of instruction at school?

   Telugu medium (✓) English medium (   ) Urdu medium (   ) any other (   )

6. Mother's education:

   Below class X (✓) Class X (   ) Intermediate (   ) Graduation (°   )

   Post graduation and above (°   )

7. Father's education:

   Below class X (✓) Class X (   ) Intermediate (   ) Graduation (   )

   Post graduation and above.(   )

Academic information

1. How many English periods do you have a week?

   1(   ) 2(   ) 3(   ) 4(   ) 5(   ) 6(✓)

2. Which of the following is difficult for you?

   Listening (✓) Speaking (✓) Reading (   ) Writing (   )

3. Are you are able to write what you want to say in English?

   Yes (   )   No (✓)

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4. Do you think you need to improve your writing skill in English?

Yes (✓)   No (   )

5. Answer the following questions by ticking the suitable column for each of the following to indicate the frequency of your use of English.

QUESTIONS	Very Often	Often	Some times	never
Do you read English news papers / magazines?		✓		
Do you watch English movies, serials, cartoons and news programmes on T.V?	✓			
Do you read English books / novels / stories etc at home other than your text books?	✓			
How often do you talk in English with the following people?				
• Family members -----------------------------	( )	( )	( )	(✓)
• Friends-------------------------------------	( )	(✓)	( )	( )
• Teachers------------------------------------	( )	( )	(✓)	( )
• Others--------------------------------------	( )	( )	( )	(✓)

6(a).Do you like your English textbook?

Yes (✓)   No (   )

(b).If yes, which of the following you find more interesting?

Reader (✓) work book (✓) Non detail (   )

7. Are you given practice in writing in your English class?

Yes (✓)   No (   )

8. What kind of writing activities are normally done in your classroom?
[You can tick more than one]

Story writing (✓) Essay writing (   ) Letter writing (✓)

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Paragraph writing (✓) Report writing ( ) any other ( )

9. Do you have any specific class for learning writing?

Yes ( ) No (✓)

10. Does any type of discussion on the topic take place in your writing class?

Before writing (✓) during the process of writing ( ) after writing ( )

11. Does your English teacher clear your doubts while writing if asked for?

Yes (✓) No ( )

12. How do you get ideas for writing?

By thinking ( ) Group discussion (✓) Discussion with parents / teachers ( )

Any others (✓)

13. Does your English teacher use pictures, charts and objects in your writing class?

Yes ( ) No (✓)

14. If no, would you like the following to be used in your writing class?

Pictures (✓) charts (✓) stories (✓) cartoons ( )

Comic books (✓) any other (✓)

15. Do you think 'learning to write better' will help you to pass in your exams with good marks?

Yes (✓) No ( )

16. Do you think writing better will also help you to speak better?

Yes (✓) No ( )

THANK YOU

CENTRAL INSTITUTE OF ENGLISH AND FOREIGN LANGUAGES, HYDERABAD—500 007.

QUESTIONNAIRE

This questionnaire is for research purpose to help you improve your writing skill. The data will not be used for any other purposes. Please give correct information.

Non-academic information

1. Name : T. GUNALAN
2. Age : 15
3. Name of the School: Government boy's High School
4. Mother tongue / Language at home: TAMIL
5. What is your medium of instruction at school?

   Telugu medium (✓) English medium (   ) Urdu medium (   ) any other (   )

6. Mother's education: o

Below class X (✓) Class X (   ) Intermediate (   ) Graduation (   )

Post graduation and above (   )

7. Father's education:

Below class X (✓) Class X (   ) Intermediate (   ) Graduation (   )

Post graduation and above (   )

Academic information

1. How many English periods do you have a week?

1(   ) 2(   ) 3(   ) 4(   ) 5(   ) 6 (✓)

2. Which of the following is difficult for you?

Listening (   ) Speaking (✓) Reading (   ) Writing (   )

3. Are you are able to write what you want to say in English?

Yes (✓)   No (   )

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4. Do you think you need to improve your writing skill in English?

Yes (✓)   No (   )

5. Answer the following questions by ticking the suitable column for each of the following to indicate the frequency of your use of English.

QUESTIONS	Very Often	Often	Some times	never
Do you read English news papers / magazines?		✓		
Do you watch English movies, serials, cartoons and news programmes on T.V?		✓		
Do you read English books / novels / stories etc at home other than your text books?			✓	
How often do you talk in English with the following people?				
• Family members ----------------------------	( )	( )	( )	(✓)
• Friends-------------------------------------	( )	( )	(✓)	( )
• Teachers------------------------------------	( )	( )	(✓)	( )
• Others--------------------------------------	( )	( )	( )	(✓)

6(a). Do you like your English textbook?

Yes (✓)   No (   )

(b). If yes, which of the following you find more interesting?

Reader (   ) work book (   ) Non detail (✓)

7. Are you given practice in writing in your English class?

Yes (✓)   No (   )

8. What kind of writing activities are normally done in your classroom?
[You can tick more than one]

Story writing (✓) Essay writing (✓) Letter writing (✓)

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4. Do you think you need to improve your writing skill in English?

Yes (✓)   No (   )

5. Answer the following questions by ticking the suitable column for each of the following to indicate the frequency of your use of English.

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Do you watch English movies, serials, cartoons and news programmes on T.V?			✓	
Do you read English books / novels / stories etc at home other than your text books?	✓			
How often do you talk in English with the following people?				
• Family members ----------------------------	( )	(✓)	( )	( )
• Friends---	( )	(✓)	( )	( )
• Teachers--------------------------------------	(✓)	( )	( )	( )
• Others--	( )	(✓)	( )	( )

6(a).Do you like your English textbook?

Yes (✓)   No (   )

(b).If yes, which of the following you find more interesting?

Reader (✓) work book (   ) Non detail (✓)

7. Are you given practice in writing in your English class?

Yes (✓)   No (   )

8. What kind of writing activities are normally done in your   classroom?
[You can tick more than one]

Story writing (✓) Essay writing (✓) Letter writing (✓)

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Paragraph writing (✓) Report writing ( ) any other (✓)

9. Do you have any specific class for learning writing?

Yes ( )   No (✓)

10. Does any type of discussion on the topic take place in your writing class?

Before writing (✓) during the process of writing ( ) after writing ( )

11. Does your English teacher clear your doubts while writing if asked for?

Yes (✓)   No ( )

12. How do you get ideas for writing?

By thinking ( ) Group discussion (✓) Discussion with parents / teachers (✓)

Any others ( )

13. Does your English teacher use pictures, charts and objects in your writing class?

Yes ( )   No (✓)

14. If no, would you like the following to be used in your writing class?

Pictures (✓)   charts (✓) stories ( ) cartoons ( )

Comic books (✓) any other ( )

15. Do you think 'learning to write better' will help you to pass in your exams with good marks?

Yes (✓)   Nc ( )

16. Do you think writing better will also help you to speak better?

Yes (✓)   No ( )

THANK YOU

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CENTRAL INSTITUTE OF ENGLISH AND FOREIGN LANGUAGES, HYDERABAD—500 007.

QUESTIONNAIRE

This questionnaire is for research purpose to help you improve your writing skill. The data will not be used for any other purposes. Please give correct information.

Non-academic information

1. Name : M. Fasreedh .
2. Age : 13 yrs.
3. Name of the School: B.M.S. Govt Boys High School
4. Mother tongue / Language at home: Thamil .
5. What is your medium of instruction at school?

Telugu medium (✓) English medium (   ) Urdu medium (   ) any other (   )

6. Mother's education:

Below class X (✓) Class X (   ) Intermediate (   ) Graduation (   )

Post graduation and above (   )

7. Father's education:

Below class X (   ) Class X (   ) Intermediate (✓) Graduation (   )

Post graduation and above (   )

Academic information

1. How many English periods do you have a week?

1(   ) 2(   ) 3(   ) 4(   ) 5(   ) 6 (✓)

2. Which of the following is difficult for you?

Listening (   ) Speaking (✓) Reading (   ) Writing (✓)

3. Are you are able to write what you want to say in English?

Yes (   )   No (✓)

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4. Do you think you need to improve your writing skill in English?

Yes (✓)   No (   )

5. Answer the following questions by ticking the suitable column for each of the following to indicate the frequency of your use of English.

QUESTIONS	Very Often	Often	Some times	never
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Do you watch English movies, serials, cartoons and news programmes on T.V?	✓			
Do you read English books / novels / stories etc at home other than your text books?		✓		
How often do you talk in English with the following people?				
• Family members ----------------------------	( )	( )	(✓)	( )
• Friends-----------------------------------	( )	(✓)	( )	( )
• Teachers---------------------------------	( )	(✓)	( )	( )
• Others-----------------------------------	( )	( )	(✓)	( )

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Yes (✓)   No (   )

(b).If yes, which of the following you find more interesting?

Reader (✓) work book (✓) Non detail (✓)

7. Are you given practice in writing in your English class?

Yes (✓)   No (   )

8. What kind of writing activities are normally done in your classroom?
[You can tick more than one]

Story writing (✓) Essay writing (   ) Letter writing (✓)

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Paragraph writing (✓) Report writing ( ) any other (✓)

9. Do you have any specific class for learning writing?

Yes ( )   No (✓)

10. Does any type of discussion on the topic take place in your writing class?

Before writing (✓) during the process of writing (✓) after writing (   )

11. Does your English teacher clear your doubts while writing if asked for?

Yes (✓)   No ( )

12. How do you get ideas for writing?

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Any others (✓)

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14. If no, would you like the following to be used in your writing class?

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Comic books (✓) any other (✓)

15. Do you think 'learning to write better' will help you to pass in your exams with good marks?

Yes (✓)   No ( )

16. Do you think writing better will also help you to speak better?

Yes (✓)   No ( )

THANK YOU

<327-587>

CENTRAL INSTITUTE OF ENGLISH AND FOREIGN LANGUAGES, HYDERABAD—500 007.

QUESTIONNAIRE

This questionnaire is for research purpose to help you improve your writing skill. The data will not be used for any other purposes. Please give correct information.

Non-academic information

1. Name   : B. Murali
2. Age :   15 Years
3. Name of the School: Govl Boys High school Kuppam.
4. Mother tongue / Language at home: Tamil
5. What is your medium of instruction at school? : Tamil

Telugu medium (✓) English medium (   ) Urdu medium (   ) any other (   )

6. Mother's education:

Below class X (✓) Class X (   ) Intermediate (   ) Graduation (   )

Post graduation and above (   )

7. Father's education:

Below class X (✓) Class X (   ) Intermediate (   ) Graduation (   )

Post graduation and above (   )

Academic information

1. How many English periods do you have a week?

1(   ) 2(   ) 3(   ) 4(   ) 5(   ) 6 (✓)

2. Which of the following is difficult for you?

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3. Are you are able to write what you want to say in English?

Yes (   )   No (✓)

<327-587>

4. Do you think you need to improve your writing skill in English?

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Do you watch English movies, serials, cartoons and news programmes on T.V?		✓		
Do you read English books / novels / stories etc at home other than your text books?			✓	
How often do you talk in English with the following people? • Family members ---------------------------	( )	( )	(✓)	( )
• Friends-------------------------------------	(✓)	( )	( )	( )
• Teachers-----------------------------------	( )	(✓)	( )	( )
• Others--------------------------------------	( )	( )	( )	(✓)

6(a).Do you like your English textbook?

Yes (✓)   No (   )

(b).If yes, which of the following you find more interesting?

Reader (✓) work book (   ) Non detail (✓)

7. Are you given practice in writing in your English class?

Yes (✓)   No (   )

8. What kind of writing activities are normally done in your classroom? [You can tick more than one]

Story writing (   ) Essay writing (   ) Letter writing (✓)

<327-587>

Paragraph writing (✓) Report writing ( ) any other (✓)

9. Do you have any specific class for learning writing?

Yes ( ) No (✓)

10. Does any type of discussion on the topic take place in your writing class?

Before writing (✓) during the process of writing ( ) after writing ( )

11. Does your English teacher clear your doubts while writing if asked for?

Yes (✓) No ( )

12. How do you get ideas for writing?

By thinking ( ) Group discussion ( ) Discussion with parents / teachers (✓)

Any others (✓)

13. Does your English teacher use pictures, charts and objects in your writing class?

Yes (✓) No ( )

14. If no, would you like the following to be used in your writing class?

Pictures (✓) charts (✓) stories (✓) cartoons ( )

Comic books ( ) any other ( )

15. Do you think 'learning to write better' will help you to pass in your exams with good marks?

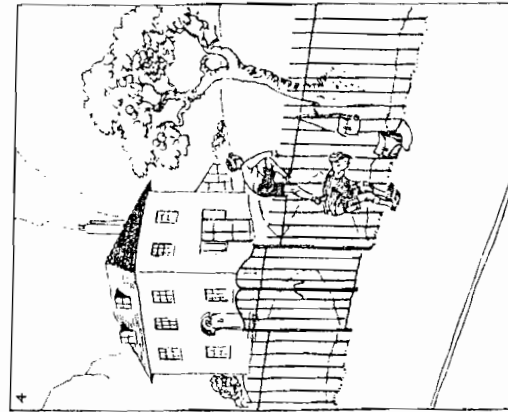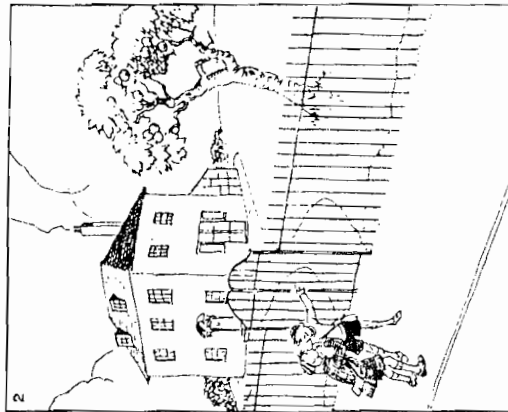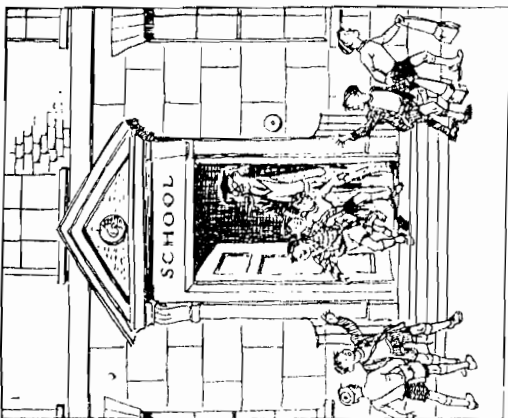Yes (✓) - No ( )

16. Do you think writing better will also help you to speak better?

Yes (✓) No ( )

THANK YOU

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SAMPLE PRE-TEST SCRIPTS

PICTURE STORY 3
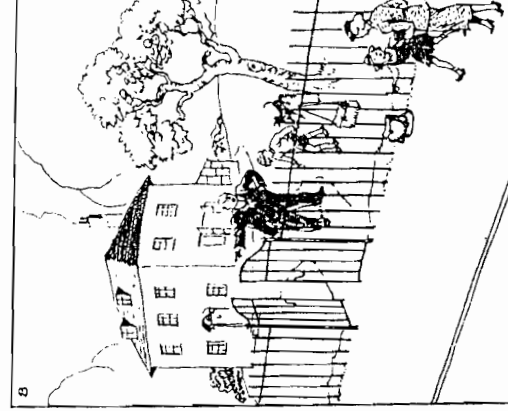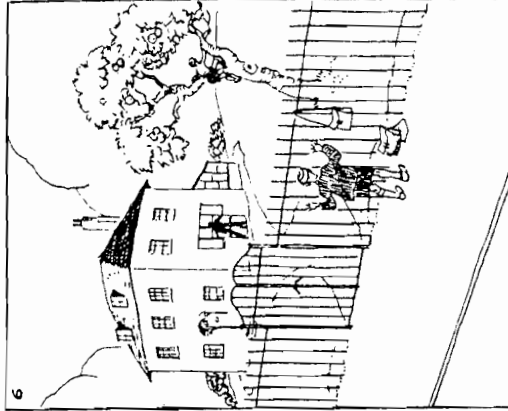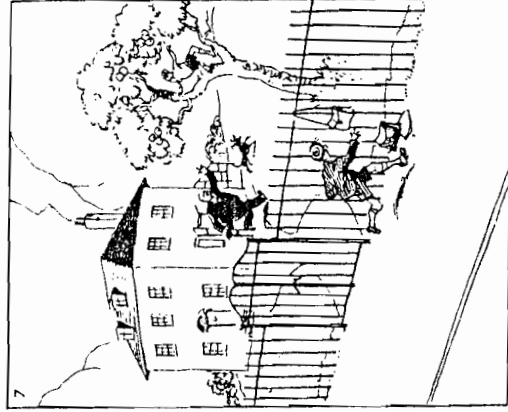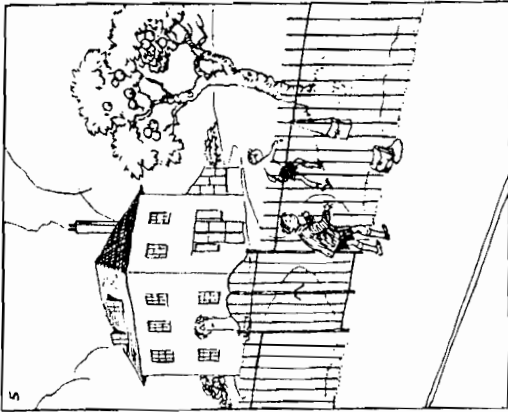
1. One a big school in a city. Many pupils studies in the school. Good teachers in the school. they teaching is very well.

2. One day in evening time few pupils are going to their house. Two pupils come to together. One boy see the tasty mango tree in that two members.

3. Two boys like the mangoes, one boy tell, I go and get the some mangoes. second boy ok you climb tree carefully.

4. First boy is go to that tree's side in their school ground.

5. The boy was climbed the tree and some mangoes get from the tree. he keep the mangoes in pocket.

6. The school Head master see that sessions. Instantly he came and scolded the boy. second boy terrified and went away.

7. The school Head master is scolded and comple -ted the he's parents. the boy was very sad. so, since that positions the boy was do not went to bad habit and bad works.

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ఒకానొక పట్టణాయులొ ఒక పెద్ద సూ్మెత్ ఉండేది. ఈ
సూ్మల్లొ పిల్లలందరూ బాగా చదివేవారు. ఈ సూ్మల్లొ పిల్లలు
ఏకుక్క్తెగా ఉన్నారు. ఉపాధ్యాయులు కూడా మంచి కైవర్వ్యగా
ఉండేవారు.

ఒక రోజు సాయంత్రం సమయంలోన సూ్మెత్ సమయం ముగిసాయి
సూ్మెత్ చెత్ కొల్ల్తారు. పిల్లందరు తమ తమ ఇంటికి పోసాగా
-రు. చివరిగా ఆ సూ్మల్లొ చదివో ఇద్దరు పిల్లలు మొరల్లాడుకొంటూ
వచ్చారు. వారి సూ్మెత్ వెనుకాల పెద్ద గొండ ఉండేది. ఆ గొండలొన
ఒక మామిడి చెట్టు ఉంది. ఇద్దరు పిల్లల్లొ ఒకడు ఆ మామిడి
చెట్టు పైద పున్న మామిడిని చూసి ఆశపడ్డాడు. ఈ ఆశను
తెలుసుకొన్న రెండవ వాడు అది నాకు కావాలనా అని అన్నాడు.
మొదటి వాడు అవ్వను కావాలి, ఆ చెట్టు నొవ్వు ఎక్కగలవా అన్నాడు
రెండవ వాడు ఎక్కగలను అది చెప్పాడు. వెంటనే రెండవవాడు
ఆ చెట్టు పై ఎక్కి పండ్లను తీసుకొన్నప్పుడు, ఆ సూ్మెత్
పారా మార్టర్ ఆ వారగ్ని, పరిగెడుతూ వచ్చారు. మొదటి వాడు
బయ్యంతో పరిగెత్తారు. రెండవ వాడు 'సార్' చేతిలొ చిక్కార్లు.
ఆ సార్ తిట్లు, కొట్లు తికింారు. అప్పటి నుంచి ఆ పిల్లవాడు
అయ్యంటి పని చేయలేదు.

The Two Boys

Once their lived a two boys they were very good friends. They went to school every day. one day after living from school they went to home. on the way they saw a mango tree. in the house. Then they told to each other same thing. then one of the boy climbed the gate and went in and climbed the mango tree and picked up the mangoes and throw it down. After some time the women of the house came out and saw the boy on the mango tree. Then he runed to words the mango tree and catch the boy. and excused the boy and told goto your house. then on words they never done like that work.

moral :- we never stole other's things.

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ఒక ఊర్లో ఇద్దరు స్నేహితులు ఉండేవారు. వారు రోజు బళ్ళికి
వెళ్ళే వారు. వారు ఇద్దరు ఒక రోజు బడి నడిచిన వెనువెంట ఇంటికి బయలు
దేరారు. ఇంటికి వెళుతుంగా వారు ఒ రోడ్డు దగ్గర ఒక ఇంటి చూశారు.
ఆ ఇంట్లో ఒక మామిడి చెట్టు ఉండేటటుం కనిపించారి. ఆ చెట్టికి మంచి
పండు కనిపించ కొట్టి వెళ్ళింది వారు ఇద్దరు ఇంట్లో ఎప్పుడు తీసి కావలని
దొంగ ఒకడు తోటల గేట్లో మధ్య ఎక్కి ఆ కంపొంద ఎనిష్టి రాశాడు.
ఆ ఊర పెంటన మామిడి పండు చెట్టు పైకి ఎక్కి మామిడిపండ్లు కోశారం
మధూల వెళ్ళారు. ఇంటల్ల తోటను ఎనారి బయటకు వెళ్ళి ఇద్దరు పిల్ల
ఉన్న చెట్టు తీసి ఎక్కు గా దొంగతనం చేసి అని వెళ్ళి ఇంటికి పంపారు.
అక్కడ నుంచి వారు నవ్వింపుడు పిల్లి వెళ్ళాడు.

నీతి :- ఇతరుల పత్రాలు దొంగతనం కరు.

~ Hnu Kumar
IX class

"THE TWO FRIENDS"

This is a school. One day evening let to the long bell. All the children come at the school. The ninth class students are the Sam and Ram. His two student Best friends. Two Boys House have for once Colony. Ram and Sam come to the Road [B] for walk. Road out side have a [BO] Beautiful House. It house owner Mr. Ramarao. Sam told "Ram look at the tree!! tree up to the very sweet fruits." Sam told Ram I going to eat the fruits. you please down. if you up for going to the Komepaund laygide." Ram was down. Sam leg Of the take the Ram [B] back side. Sam going to the tree up. cutting the Sam fruits. Ram look the Road left side and Right side and other side.

One five minute before come to the Mr. Ramarao. Catch the Sam. Ram was suklenly to the going for our house. [Ram] Sam was very hudle. Mr. Rama rao told "What is this. What are you say" Rama rao was told for angry. Mrs. Ramarao and He doughter for come ing. Ramarao doughter told "mammy who is child? what are this boy coming for my house. Sam was very sad. Rama rao said the go. g to your house. next time you come for I treat by very big extion." Sam going to the our house.

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రామం పరీక్షా సౌభవం

ఒక రోజు మా ఇంట నుంట కార్యక్రమ. ఉల్లిలంటు తనింతి ఇంటిని వచ్చురా యను కలిగి మా ఉల్లిగను. రాక్షకర్ చెరుకన పట్టుకపోఁలన అని ఉకలాగలను వచ్చిరి. అంత మీఖ్శంలన. వాళ్ళ కి ఇంత్తు అని చేకులు లేక. రాళ్లను పెఖను కొంరు తఱ్లి అందు పంతక్ కళ్లంగా మంత్ర్యంత్రు లన ఇంత ఉంట్లాగ్ గురాల నత్తా వ కలంగ ఉంతనాన ఉమరం నెలు బక్ చట్టలు చూతా. వ చట్లను గులంఉక్ర నా ఉకయాగ నెలు యుమంంత్రురనది గ్నూల, రామం లో "ఇవను. రామం అదరుఉ గురంఉ తంల యంఉ పను అంత్రవిర్ంచితుంటర. గ్నూల ఉఅ్ఱ రామం నెలు ఎఖ్ఖ రంయను రాుంఉ కతుంఉ, నిఖ్ ఫ్రు్లె తంఉ అనంత. రాము పంలక ఉఉతలఉంత్రంంఉఉ ఇంఉనంత నాఉఉ రామ కుంరు ఉఱ్లంత రా ఉఖ్ఖ, ఉఱ్లరక ఉఖ్ఖ ఉఖ్ఖ ఉను, రాలుఉ పఁ ఉ ఉఉ ఉఱ్లు ఉంఉఉ—

ఉఉ ఉఅఉఖను ఉఉగ్ రాఉఅఖ్ఖ ఉఉ నుంఉ ఉఉ్రఉఉ. రాు గఉఉ ఉఉ గ్నఉఖఉఉ. గ్నూల ఉఉంఉ ఉ ఖుఖఉంఉ. గ్నూల ఉఉఉ గఉఉ ఉ ఖ్రూఉ గ్నఉన ,రాఉఉఉంఉ్ఉఉ్రు ఉంఉగా రాఉ ఉఖ్ఖ గ్నూల ఉఖ్, ఉ ఉ ఉ ఖంఉఉ్ఉఉ ఉ్ఖఉ. రామంఉ్ఖ , రాఉన అంఉఉను , మ్ఖంఉఖఉ ఉఖ్ఖ గ్నఉ.

Two Boys

one school without time. Two Boys go to home. They Boys see a asang Tree and picked out. one boy Thron other housse and tree. they go to climbing. at all. two boys They Bays. Doops and one boy go his picked on a asange. One boy was climbing in a tree. but The house onean. come on to boy without the house plase.

Two Boys.

one school without time. They two boys. ase the see a asang tree. But The tree was without school place. But Boys was an asang picked out. But Tree house onea was very agsee man. They Bay go to nean a school place.

The boy one one steep picked slowly. a boy grown climbing a tree. The house onea. was see that. and afoasd to come. to nean. The boy weasing. The house onea and dog catch that boy. and throw again. othea boy was outhea women to come nean.. the onea was agsee to boy. and door opened and go up again.

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ఇద్దరు బాలురు.

ఒక దినం పాఠశాల నుండి తిరియంగ ఇద్దరు బాలురు కలిసి ఇంటికి బయలు దేరిరి. ఆ పాఠశాల నొద్దకు ప్రక్కన ఒక కొరడు చెట్టు ఉన్నది. దానిలోని పండ్లను బాలురకు తినాలనిపించింది. కాని ఆ చెట్టు ఇంకొక్కరి వారి ఇంటిలో ఉన్నది. దానిని తెలిసి కూడా ఆ బాలుర ఆటలెపై ఆస ఉన్నది.

ఆ పాఠశాలకు ఆ ఇంటికి మధ్యన ఒక పొదరి గోడ ఉన్నది. ఆటలెపై వారి పుస్తకాలను ఉంచి ఈ ఒక బాలుడు భరించు. ఈ ఆయమ యొక్క పళ్ళాలను కాని ఎరిగి ఆ పొదరి ద్వారం దూరారు. మెల్లగా నడిచి వెళ్ళి ఆ చెట్టు దగ్గరకి వెళ్ళి నిలుచిరారు.

ఎక్కడానికి ప్రారంభించిన తిరియంగ కొంత దూరం ఎక్కారు. కాని దూరం నుండి ఆ ఇంటి యజమాని ఆ బాలుని చూచి తన కుక్క అలరను పంపిస్తి వచ్చారు ఆ బాలురు కింతకు దిగడానికి ప్రయత్నించారు. కాని ఆయన ఆ కుక్క పంపిస్తి వచ్చారు.

వారి యొక్క ఆ పళ్ళయారు పంపిస్తి వెళ్ళి ఒక ఆయనను పంపును కాని పట్టారు. ఆయన పట్టి ఆ పళ్ళయారికి భాగ ఇట్టి క్షమాపణ అడిగి బయటకు తిరియొచ్చారు.

కాని ద్వారం ఇతరుల పట్టున పెద ఆ ఉంచకుండాను తెలిసింది.

B. Murli

IX class moral:- **Rama And Laskma**

one day eveing two friend
school from House to going. going any
ones mongo tree in thir. The boys This
trees watiching ane boy name's Rama And
ane's Boy Name Laskma. Rama was told to
Lakshea These mongo telken to him. so.
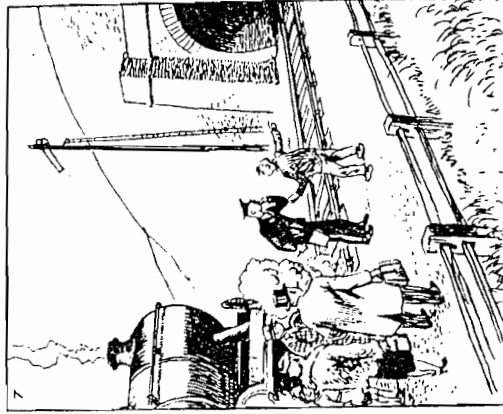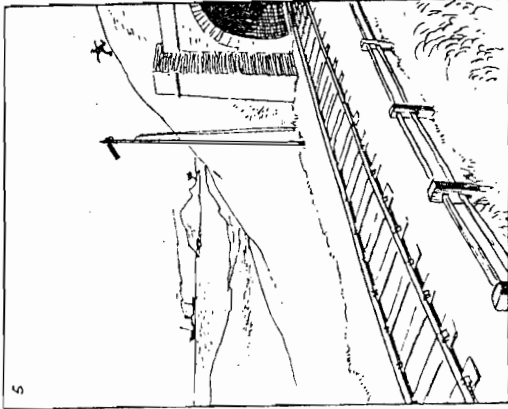Rama was going to in These Garden.
when He climbed tree teaken mango.
The watch man came near to tree.
Suddenly Rama tree from dying. He is
Runing but The watch man catched the
boy Laskman was This wating He going to
Rama's mother told. me. when Ramos mother
came the near the watch men. so The mother
talk to catch man why did catched my son.
his told. The watch man This boys is Theefe,
He came to my Garden And clomed to
tree teaken to mango so. I am seeing This
boy catched. Rama mother told the
watch man Rama to like very much mango.
so He taken This ane mango. so. please
religed by my Boy. sorry He's mother
told to catchman. The watch man religed
The boy. The mother told Thanky you sir.
Rama And Lakshea And his mothe going to
House House.

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B. Murali
IX class

కష్టపడి రాముడు - లక్ష్మణుడు

ఒక రోజు సాయంత్రం రాముడు
లక్ష్మణుడు ఒకరింటి అంటికి బయలుదేరారు.
వాళ్ళు ... రాకలు కాసాలని ... . రోజు
రాముడు లక్ష్మణుడు ... పనికాల వెంబడి
... . రాముడు ... చూసాడు.
... . ఆ ... నెళ్ళి ఎట్లా ... నెళ్ళి
... . కాయలు పని ... ...
లక్ష్మణుడు రేపు రేపు వంటన్న చెప్పడు. కాయలు
... ... ఒకళ్ళ కాసుకుంటూ
... వుంటారు. అప్పుడు రాముడు వంట నెళ్ళి
... ... కాయలు
... ... నెళ్ళ దిన్నడు. అప్పుడు ...
... లక్ష్మణుడు ... వంట ... ...
... ... తల్లి దండ్రుల దగ్గర నెళ్ళాడు. ...
... ... ఈ వెళ్ళడు. అప్పుడు
... రాముడు లక్ష్మణుడు ఇద్దరు. కా రాజా కాలుని ...
నెళ్ళారు. తల్లిగారు. కా ... ... మా ...
నెళ్ళ ... ఇ ... . రాముడు ... ...
... ... అబ్బాయి ... ...
కాయలు కోసారు. ఇ వెళ్ళడు. ... మా ...
కాయలంటే బాగా ఇష్టం ... ఈ ... ...
నెళ్ళరు. కా రాముడు ... ...
తల్లిగారు ... ... రాముడు ... ...
నెళ్ళారు.

SAMPLE IMPLEMENT TASKS

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<327-587>

The kind Fisherman

Name:- M-Jagan.
class :- 9th class.

One day a fisherman was going to his hut. He carrying some fishs and oar with his hands. His hut was behind the Railway-line and dead tree, beside like is a tunnel. One day a goods train coming out of the tunnel, he was seeing. The train was went after the deadtree fell down on the Railway-line. The fisherman was frighten instantly he was claimbed on the mountain with fear. The fisherman went to front of the mountain. Because the dead tree was fell down on the Railway line. He completed ~~another~~ to another train. When the train is coming back side of tunnel. The fisherman was stop the train and Railway guard. The people were come point of the train and saw what happened. The fisherman was told to guard that the dead tree was fell down ~~that~~ that side. So, We were did'nt go that side. He like this explained to guard. The Fisherman was applanded by the official of a Railway company. Becaus. he saving the lives of many people, The People were praised to him.

<327-587>

J. GUNVALAN
IX class.

A clever fisher man ✡

Once their lived a fisher man near the mountains and near the to the railway line. One day after fishing he tied the boat to the rock and took fishes in one hand and oar on the other hand he took to his hut. when he walking towards his hut. A goods was passing through the tunnel on the railway-line. another day a dead tree fell on the railway line. The fisher man saw this and started to climb the mountain. when the dead tree was fell on the railway line. The fisher man was climbed half of the mountain. After some time he came to the other side of the mountain. Then he saw the train was comming so he ran fast on the railway line quickly and signeled to the Engine driver to stop the train. Seeing this the engine driver stopped the train. then the Passengers and driver and guard came out and asked the fisherman why had he wanted to stop the train. then the fisher man told about the dead tree fell on the track to the guard. Then they tanked the fisherman. The fisher man was Apploud by the officeer of the railway company. for saving many lives.

<327-587>

The Clever Fisherman

S. Anilkumar
IX class

One day Fisherman going to fishing and over the fighing. He came to return the hut. He lived the hut near one dead tree, one railway line, one tunnel. He watching the one goods train going to the under the tunnel the goods train got for the dead tree fell down on the railway-line Fisherman Seeing and warried. He going to climbed the mountion up-side and He came to another side and after another one train came to the railway line and He stoped to the train And he explained the railway Guard. And many people saved the railway company. And the fisherman Applauded by the railway company. the fisher man was very very happly.

<327-587>

Helpful Fisherman.

M. Fasneean.
9th class.

one day a Fisherman was going to his hat after Fishing. He is carrying Fishes and oor. He lives next to the railway line. The Goods train passing on the railway lin Behing the railway line one dad tree is planted. The Goods is the passing The tree was fell down. This is the see the fisher man. and he was go climbs the mountain. To see the other train was comeiorg. The Fisher man was went to the other side of mountain. To stop the train. The Fisher man was trey to stop the train. He was go to rail- way line. and he is try. He get stop. the train. and he was explained the fallen dead - tree to the guard. cannat move the train. He shoud move the train He gat axedent. He is saving lives of mary people. So, the fisher man. was applouded by the official of a railway company.

<327-587>

The clever fisherman

B. murli
IX class

one day a fisherman was going to his hut. He carring some fishs. And oar wilth his head. His hut was ~~behining~~ behined The Railauy line. one day a goods train going an The Railauy line. There al a Dead tree. one day The Dead tree feldown on the Railauy line. The fisher man seeing. when The fisher man Climbed The mountain He went to The olker siath of The mountain to see any train comeing. The fisherman stopped The train. He explained The train driver abcil The fallen dead. tree to the Guand. The fisher man was applau--ated The offical of a Railay company for ~~etc~~. Sewing The lives of many people. The Railauy master shaue. haud to the fisher man.

= The end =

<327-587>

PICTURE STORY 8

<327-587>
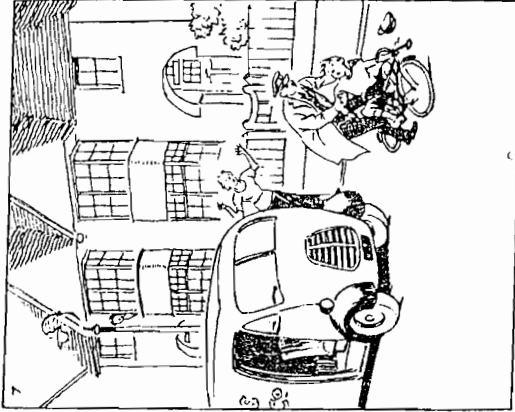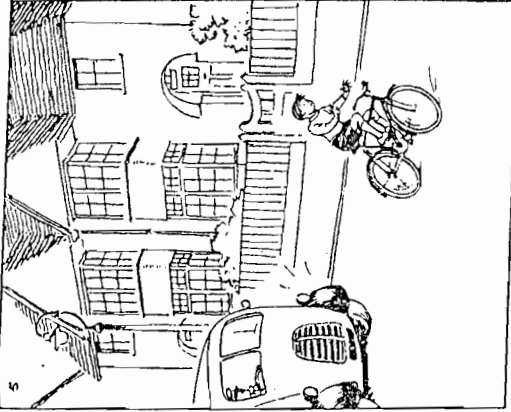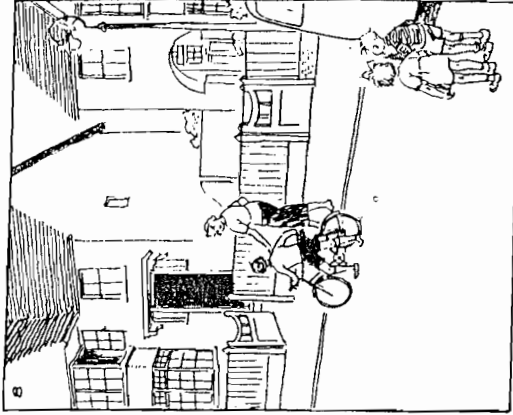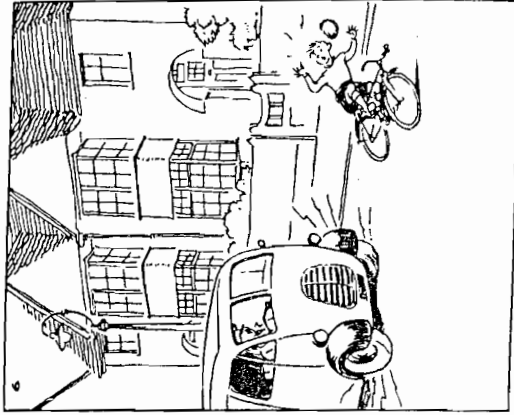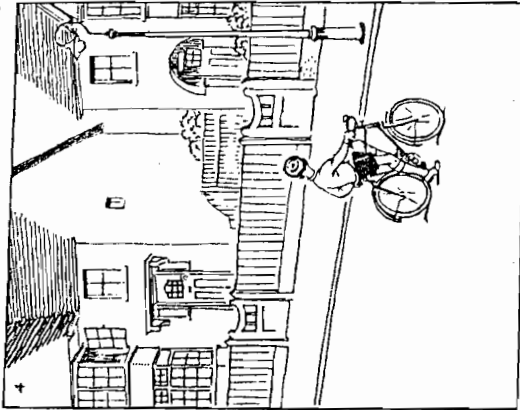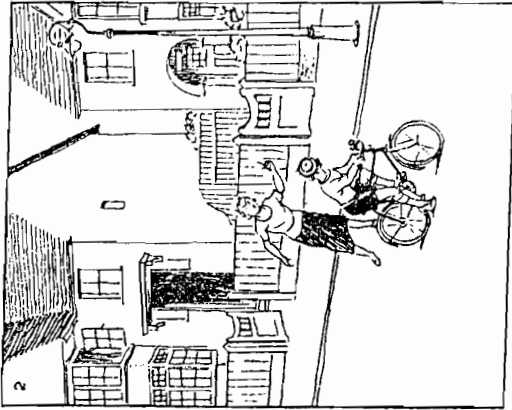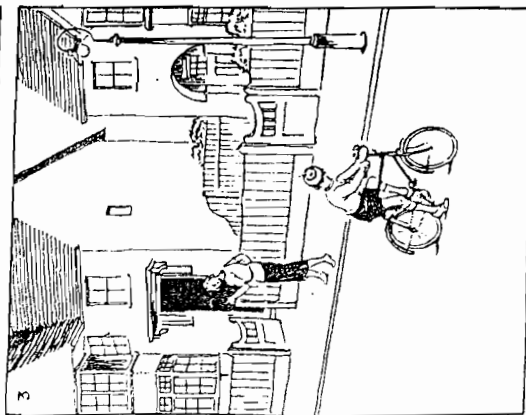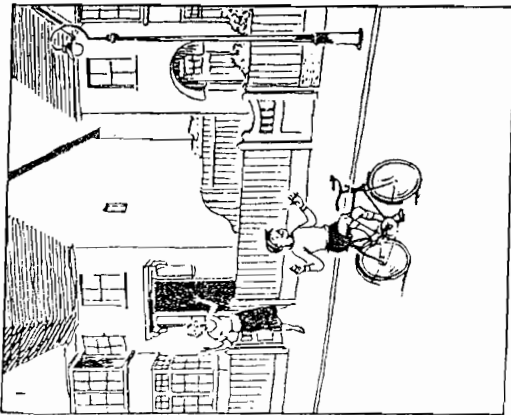
The funny boy

Name :- M-Jagan.
class :- 9th class

One day a small boy going to shop. he ride a bicycle without hold to hands. he riding bicycle with style. The ride a bicycle near his house. His mother was came out of house. She afraid. Because her boy was riding a bicycle careless. She come to biside the boy and told you ride be carefull. she warned to the boy. The mother is go into the house. The boy saw the mother going on not into the house The boy was again riding a bicycle without held the hands. Suddenly a big van come on the road. The boy's hand trembled and at the van. The boy was fall down on the road. Because van is came to near the boy and van's hasin loud. so, he afraid and fall down. The after the van driver come out of the road alsrom the van. The van drive come to the boy and help to the boy. Instantly his mother who fell down and saw. The mother came to the boy and scolded. The mother took her boy and

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Follow traffic Rules Always

One day morning took his cycle and came out of the house and begain to ride bicycle with out holding hands. when the mother saw this standing in the compond. she came to the boy and told the boy to follow traffic soules and dont ride the ~~bicycle~~ bicycle with out holding hand le and scold the boy. Then she ~~was~~ is going to his house. The boy was looking. when the mother went into the house. The boy again rides the byicycle with out holding the hardili. when he done Like this he missed his ~~countrole~~ and lost his control. On the back side of the road a van was coming. He ~~how~~ put sudden brack Seeing the boy falling on the road with his bicycle. The driver came cut and helped the boy seeing this the mother came ~~their~~ their and thanked the driver and took the boy to their home. A boy and a girl was seeing this. The ~~was~~ van was went out.

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The boy and mother

M. Fareedh.
9th class.

oneday, a boy was riding a baickcle with out hold hands. The mother was see the boy and she was afried. she was comes out of home and The mother, who saw the boy was afried. she told him to be careful and cannot riding with out hands The mother was going near home and the boy was see the mother and she was. goindg The boy was riding bickicle with out hands. The mother was go into the home and the door was cloced the boy. riding the bickcle with out hands. The boy was riding The van was comes behind and The drivas call the osam. The boy was lost the cantool and the van driver applied a break. The boy was fall down. becase the boy was afried. The van driver come to the help the boy's rescue. This is the see the mothe and comes out of the home and she took the boy and home.

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the Notty child

S. Anil Kumar,
Ⅸ class.

One day One boy riding a bycycle with out hands. The mather saw so came to near the boy. she told the boy cycle care fully. after the mother going to return the home - the boy saw the mother goor not the mothe going to the home door locked.

After the boy riding a bicycle with out hands. and back came to the one van. the boy fell down the van driver likey for break the boy lost control. After the driver help the boy is stand up. the mothe saw came to the boy near and the mother and boy going to the home and two children seeing what is the problem

<327-587>

The boy And mother

B. murali
IX class

One day a boy was Riding with out a bicycle on the Road. The his mother is seeing the boy. The mother fell warred to the boy. The boy seeing his mother going to House retun. when his mother coming going to House ofter the boy's Rideing without a bicycle with out hand. when a van come back side. The boy lost contool The boy was feldown on Road. The van driver saddenly Breek. The driver come out of the van. help to the boy rescue. The boy his mother coming. The mother steand to the boy. the mother fake of the boy go to the Home. The two boys are. seeing what happend the boy.

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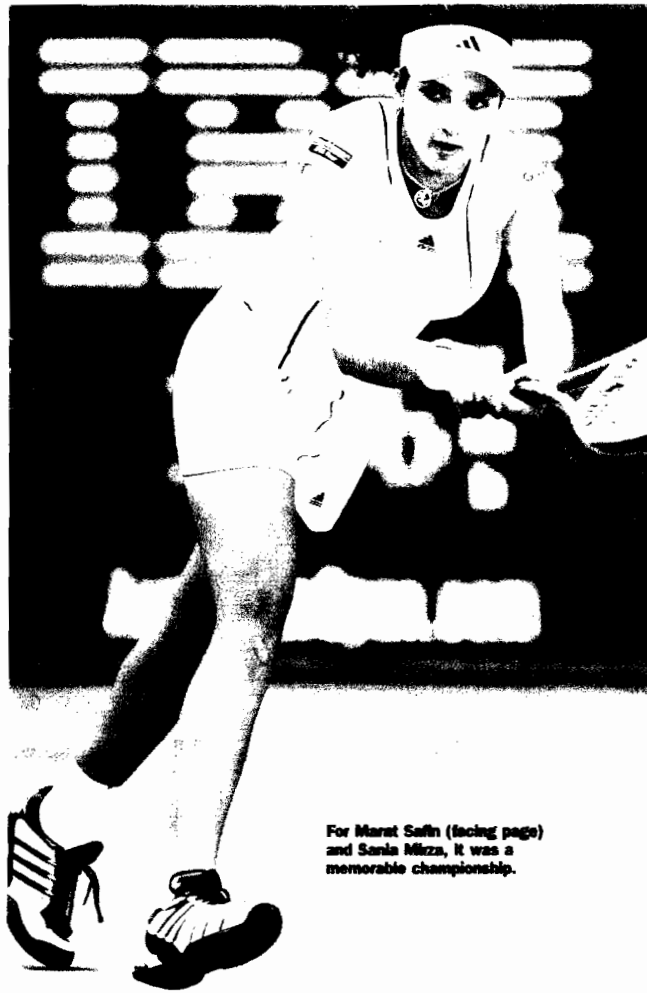
For Marat Safin (facing page)
and Sania Mirza, it was a
memorable championship.

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SAMPLE PICTURE STORIES

PICTURE STORY 22

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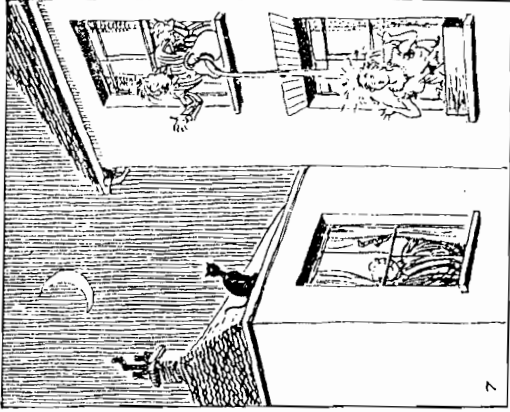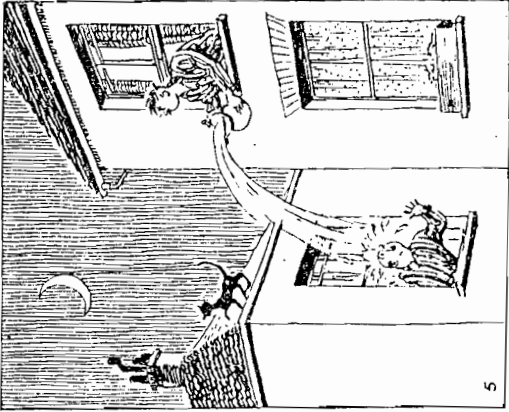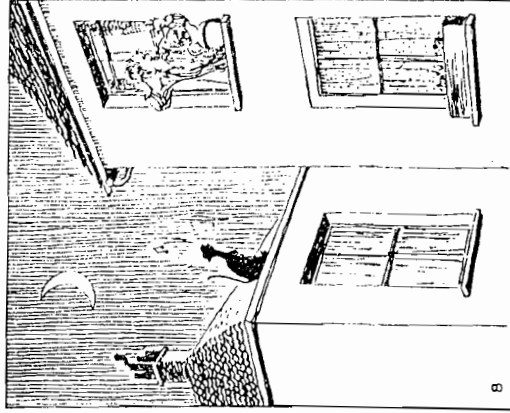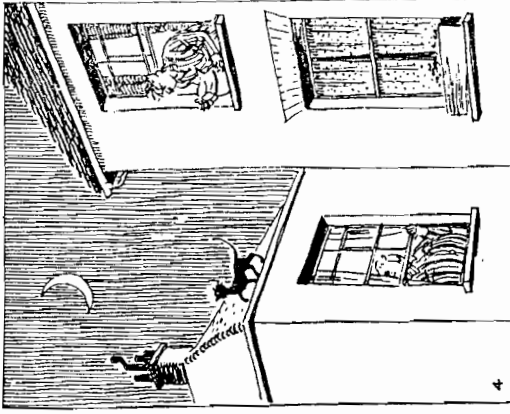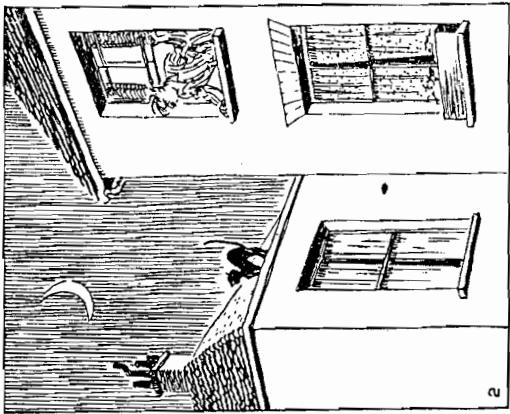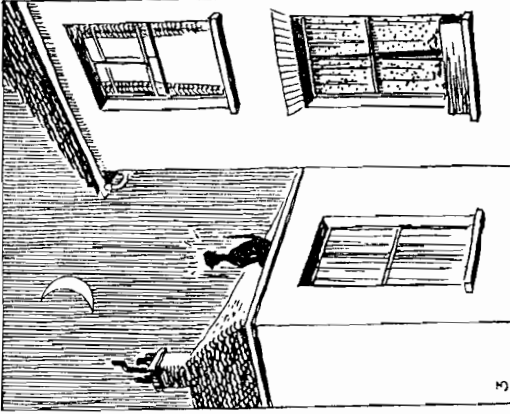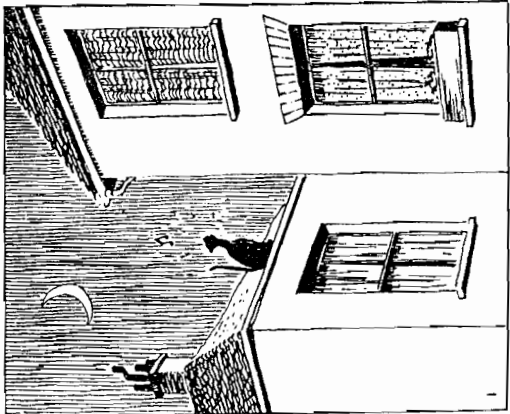
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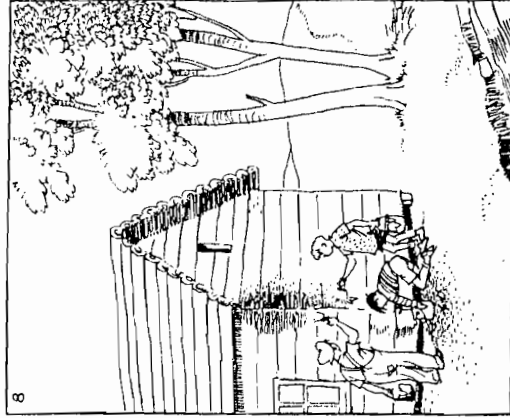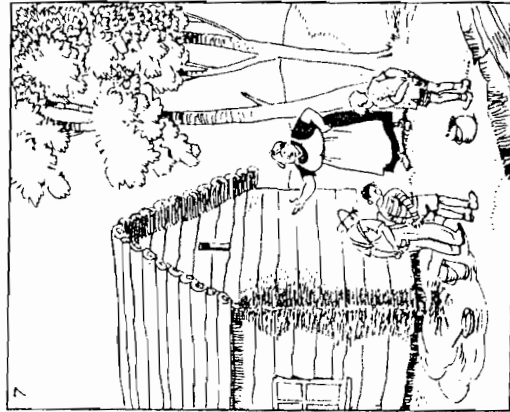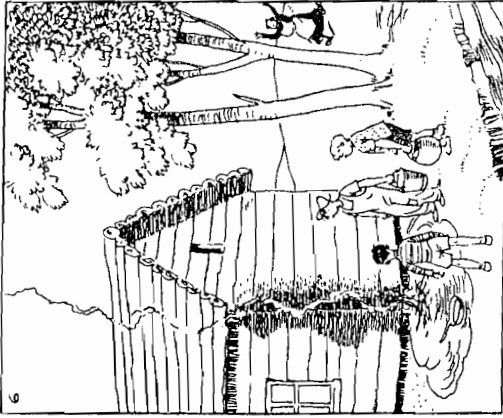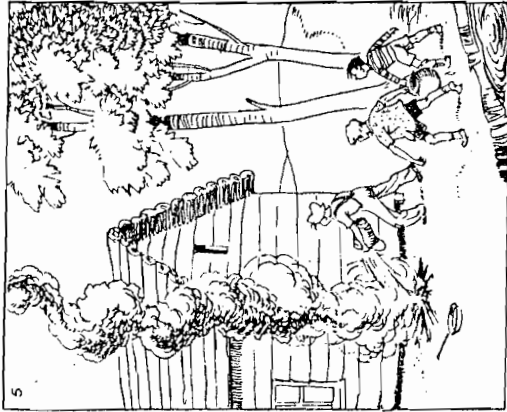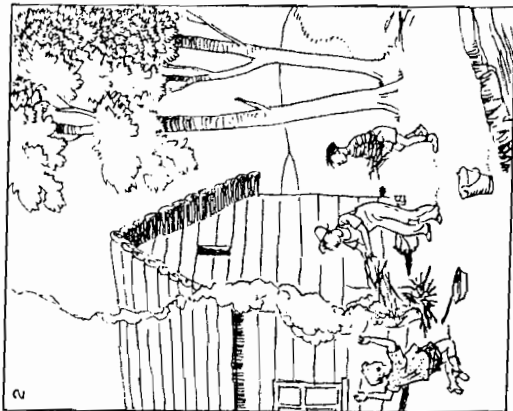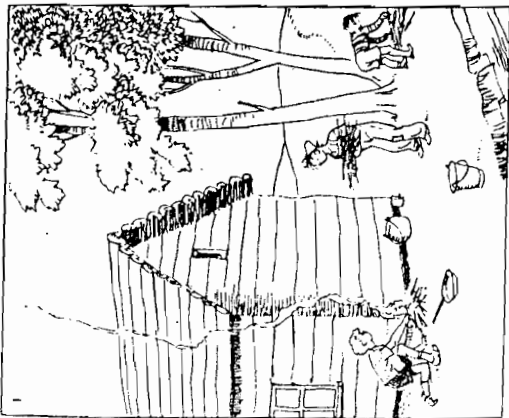
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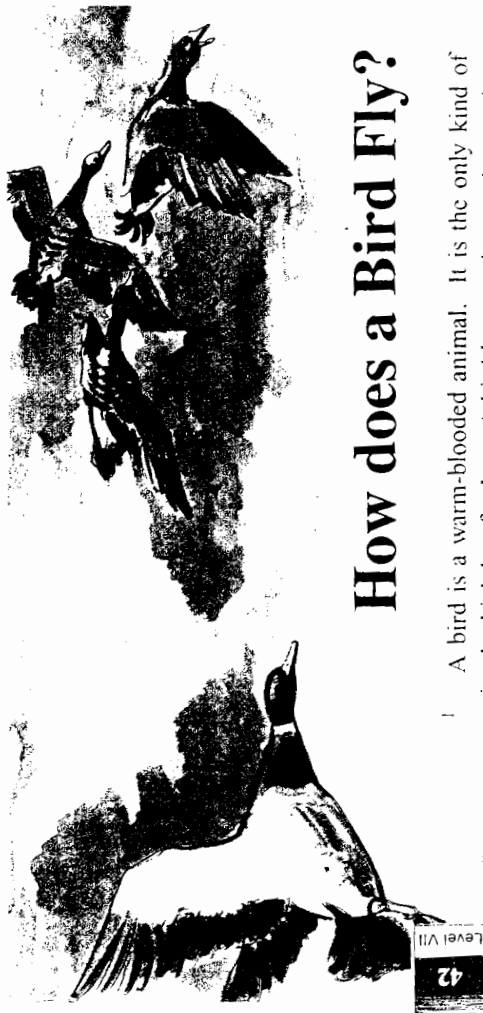
How does a Bird Fly?

1. A bird is a warm-blooded animal. It is the only kind of animal which has feathers. A bird has two legs and two wings and instead of a nose and a mouth it has a hard beak. A bird has no ears that show. Most birds can fly.

2. All these statements are true, but they do not explain what a delicate and beautiful creature a bird is. Birds really seem to enjoy life. They do everything at top speed. They even breathe more quickly than other animals and their blood is hotter. The world would be very dull without their bright colours and cheerful songs.

3. What makes a bird a bird? Is it the wings? Other flying animals have four limbs in addition to wings or flaps for flying. Even a bat's wings are made only of large flaps of skin fixed to their forelimbs. But birds have two of their limbs specially made for flying.

4. The bones of a bird's forelimbs (which would be the hand and arm in a human being) are made to support the feathers. They fold into a kind of Z when the wings are resting. When the bird flies they straighten out into one long line.

5. Many of the bones are filled with air to make them lighter, but there is a big, solid breastbone on which the bird rests when it is flying. The legs tuck back under the tail, and there is the perfect streamlined shape for flying!

6. A bird has more muscles for its size than any other animal. It needs them for flying. Enormous amounts of oxygen are used to make the muscles work, so the heart pumps blood to the body very fast indeed.

7. The lungs are fixed to the breastbone for a special reason. When you breathe in, your lungs expand and push your ribs outwards. For a bird, it is the other way round. When the wings are flapped the breastbone is pushed in and out. In turn, the breastbone presses on the lungs, squeezing them in and out.

8. There are several air sacs connected to the lungs. These stop the bird from getting out of breath when it is flying by acting as reservoirs for extra air. Unless a human being is a trained athlete, the faster he runs the more out of breath he gets. A bird can actually breathe better when it is flying fast because each wing-beat forces more air in and out.

First, the fresh air goes into the lungs, then through the air sacs and out through the lungs again. It is this quick stream of air which keeps the bird light and able to float in the air.

9. Feathers are a perfect covering for warm-blooded animals which have to fly. They are light, tough, waterproof and strong. Each one is tailored to fit over the next, yet they are made so that air can be trapped between them.

In addition to flight-feathers every bird has several other kinds of feathers. Some are for warmth. Some are for nest-lining. Some are for camouflage and others are for display.

10. Most birds can fly and some go very high. But there are some, like the Kiwis, which have simply forgotten how to fly.

SAMPLE READING CARDS

<327-587>

How does it Rain?

1 You must have often looked at the clouds and wondered if it was going to be a rainy day. Perhaps you have wondered, too, how water drops down from the sky. How does it get there, and what makes it fall?

2 To understand this we must think about the clouds. If we flew through the clouds in an aeroplane we should see them rolling round us like mist or fog. And that is just what they are. Clouds are big collections of water vapour: cold and wet like the mist that comes rolling up over the fields at night.

3 The sun makes the clouds for us. When it shines, it draws up moisture from the seas, rivers and lakes. We look at water collected on the ground and say, "See how the sun is drying it up!" We cannot see the tiny little drops that the sun is drying and sending into the sky, but on a sunny day millions and millions of them rise slowly; this is called evaporation, which means that the water is changing into water vapour.

4 Have you seen steam coming from a hot container? What would happen if you held a plate on top of it? The plate would soon be covered with drops of water. The steam or water vapour has changed back into water again, because the cold plate made the vapour run together into little drops.

5 That is just how rain is made, up in the sky. The water vapour drawn up by the sun floats about in big clouds until it comes against something cold – a mountain or a cool wind – and then the clouds condense or turn into drops of water, just as the steam from the container did. When the drops are big and heavy, they fall as rain.

6 Rain does a lot of good. It cleans the air for us, and washes the roads. In spring, the rain softens the earth and helps the young, growing plants to grow roots and branches. It gives them the moisture they need and wets the dry seeds lying under the ground, making them grow into plants.

7 It fills the lakes for the ducks and the rivers for the boats. It fills the wells and the ponds in the countryside.

8 When the sun comes out once more, the water on the ground begins to dry again. The water in the ponds shrinks again little by little, and clouds begin to collect, waiting for the moment when the moisture can come down as rain.

9 When no rain falls for a long time, we say there is a drought, and we are worried. We look at the sky for rain-clouds. Plants die, for their roots do not get enough moisture, and their leaves are covered with dust and cannot breathe. As you know, a plant breathes through tiny holes in its leaves, and if the rain does not wash them clean now and then, they cannot get the air they need.

10 Crops fail, wells dry up, ponds become muddy and rivers get shallow in a long drought. We cannot live without rain, and when the drought is at an end and the rain drops fall down in millions, we are full of joy – men, animals, and plants. "The wonderful rain has come at last!" we say.

Level VII

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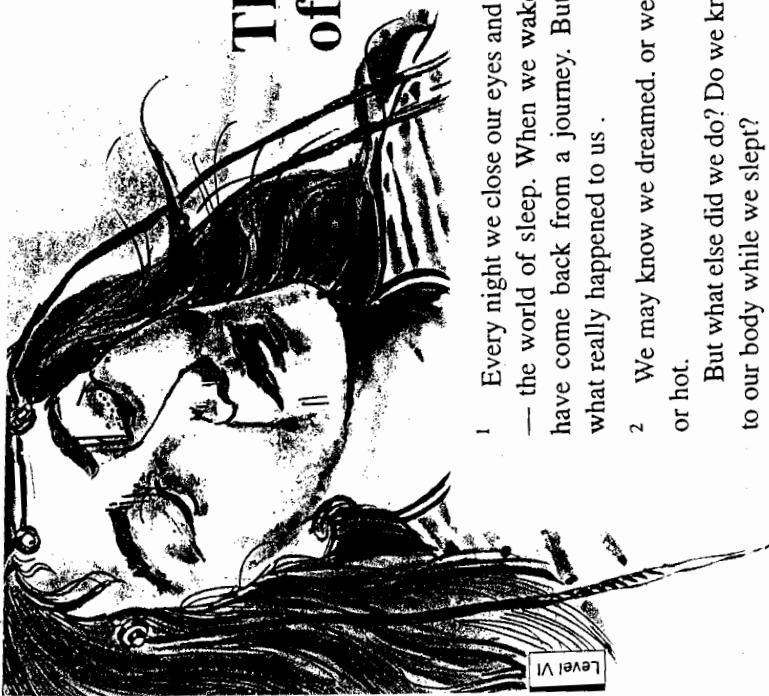
The World of Sleep

1   Every night we close our eyes and go off to another world — the world of sleep. When we wake up, it seems as if we have come back from a journey. But we do not remember what really happened to us .

2   We may know we dreamed. or we may know we felt cold or hot.

But what else did we do? Do we know what was happening to our body while we slept?

3   One important thing that happened, of course, was that the muscles of our body relaxed. If someone were to raise our arm gently while we slept, it would be quite relaxed and we would not be disturbed. One of the reasons we lie down when we go to sleep is to allow this muscle relaxation. But we have a set of muscles that do not relax during sleep. These are the muscles around the eyes and the eyelids. These muscles contract so that we can keep our eyes closed.

4   During a night's sleep, our body goes through a lot of motion. We may move just one part of the body or another, or sometimes we turn over completely to change our position. Some people move more some less. The amount of body movement while we are asleep, depends on many things. It may depend on how tired we are. It may depend on the temperature. It may even depend on what we ate before we went to bed. The average person moves about 20 to 40 times when asleep at night. But the movement lasts only about 30 seconds in each hour — that is, for a few minutes in a whole night.

5   When we are awake, each one of us reacts differently to the things we hear, see, feel or smell. But when we are asleep, we all react in almost the same way to the messages that our sense organs, like the ears, eyes, and nose, receive. Noise, light, heat, smells — all these produce almost the same kind of behaviour in all sleeping persons!

6   What happens inside our body while we are asleep? The blood continues to circulate, of course, but the heartbeat gets slower. We breathe more slowly, too, and not as deeply as when we are awake. Digestion goes on at its usual rate. The liver and kidneys continue working, but at a slightly slower rate. Our body temperature drops by as much as one degree. We may perspire more when we sleep. But we perspire less in the palms of the hands and soles of the feet during sleep than when we are awake.

7   It is not true, as some people think, that we sleep more deeply at certain times during the night. In any one night, we may go from shallow sleep to deep sleep over and over again!

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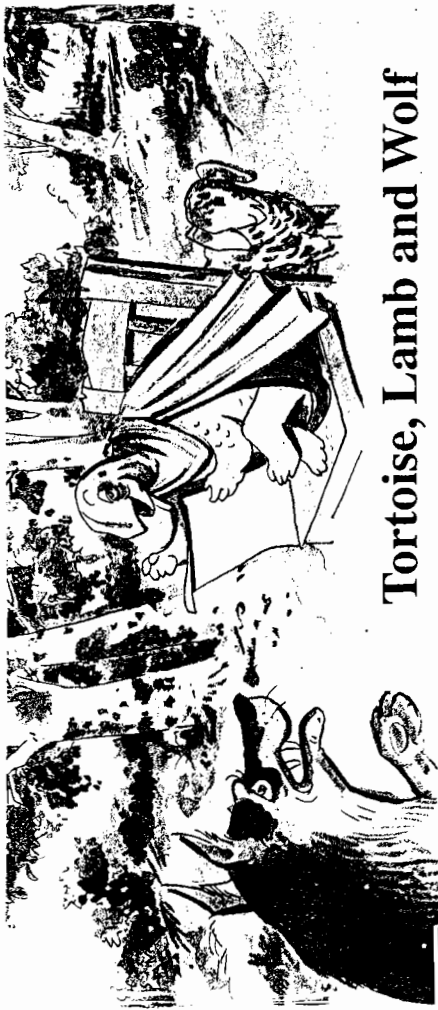
Tortoise, Lamb and Wolf

1. Once upon a time there was a man who owned a great flock of sheep. When he died, the sheep were left wandering by themselves. Then came a pack of wolves who ate all the sheep, except one little lamb who hid himself in a hole, and only came out to eat after dark.

2. Early one morning, just as the little lamb was thinking of creeping into his hole again, Tortoise came walking along.
"Why Lamb," said Tortoise, "what are you doing here?"
Then Lamb told Tortoise the whole sad story, and Tortoise said, "Certainly a lamb should not be living all by itself. You come with me. I'll take you to a place where there is a big flock of sheep."

3. But Lamb answered, "Oh, no, I'd better stay where I am! If we should meet a wolf on our way, that would be the end of me! Better to lead a lonely life than not live at all!"
Tortoise said, "Am I not clever? And are not wolves foolish? I'll take care of you."
"Well, if you think you can," said Lamb.
"Of course I can," said Tortoise.

4. So Lamb and Tortoise set out together. And on their way they saw an old chair that someone had thrown away.
"Pick up that chair," said Tortoise to Lamb. "It may come in useful."
So Lamb picked up the chair. And Tortoise and Lamb walked on together.

5. Well, they hadn't gone much farther when they saw a large piece of yellow silky-looking cloth, hanging on a bush. And Tortoise said, "We'll take that piece of yellow cloth with us, for it may come in useful."
So Lamb took the yellow cloth off the bush, and carried it with him.
And Tortoise and Lamb walked on together.

6. Now there was a gentle wind blowing; and the wind was blowing a piece of white paper all over the ground. And when Tortoise saw the paper she said to Lamb, "Catch it, Lamb, catch it! And bring it to me."
So Lamb caught the paper and Tortoise took it and put it into a corner of her shell.
And Tortoise and Lamb walked on together.

7. Suddenly Lamb gave a shout. "Oh, oh, oh! See who's coming! A wolf! A wolf!"
And sure enough there was a wolf. He was some way off, but he was coming nearer and nearer.

8. Then Tortoise said, "Set my throne here upon the ground."
"Your – your throne?" whispered Lamb.
"The chair, silly!" said Tortoise.

9. So Lamb took the broken chair from his back and set it on the ground.
And Wolf was coming nearer and nearer.

10. "Help me to sit on my throne," said Tortoise to Lamb.
Lamb helped Tortoise up on to the chair.
Wolf was coming nearer and nearer.

11. Tortoise said, "Now spread over me my royal golden cloak."
"Your – your golden cloak?" whispered Lamb.
"The yellow cloth we took off the bush, silly!" said Tortoise.

12. So Lamb spread the yellow cloth over Tortoise, and it covered all but her face. But Lamb was frightened, because Wolf was coming nearer and nearer.
Then Tortoise took the piece of paper out of the corner of her shell, and said "Now we are ready for Wolf!"

13. Wolf was now quite close. But he was stepping carefully. "For," thought he, "these must be very extraordinary people! They are neither running away, nor screaming at the sight of me. Shall I pounce, or shall I not pounce? Better make some enquiries first!"
So, looking as fierce as he knew how to, he said, "Who are you?"

14. Then Tortoise spread out the paper. And making as if to read from it, she said in a loud voice, "This is the command of the God Churmuster unto the most noble and honourable Tortoise. On the same Tortoise I lay this charge – that she do bring me before the fifteenth day of the next moon, the skins of a thousand flock-eating wolves."

15. "And now," said Tortoise, folding up the paper and looking very fierce, "having given the God Churmuster nine hundred and ninety-nine wolf skins, we will get down from our throne and begin to skin the thousandth. Lambkin, hand me my knife!"

16. But Wolf didn't stop to see whether Lamb had a knife or not. He turned and ran away.

17. So when Wolf had gone, Tortoise laughed, removed her golden cloak, and got down from her throne.

18. Then Tortoise and Lamb set off on their journey again, and came at sunset into a lane where a shepherd was driving a large flock of sheep and lambs home from the fields.

19. "Quick, in among the flock with you, Lambkin," said Tortoise, "No, don't stop to thank me!"

So Lamb slipped in among the flock.

Level IX

7

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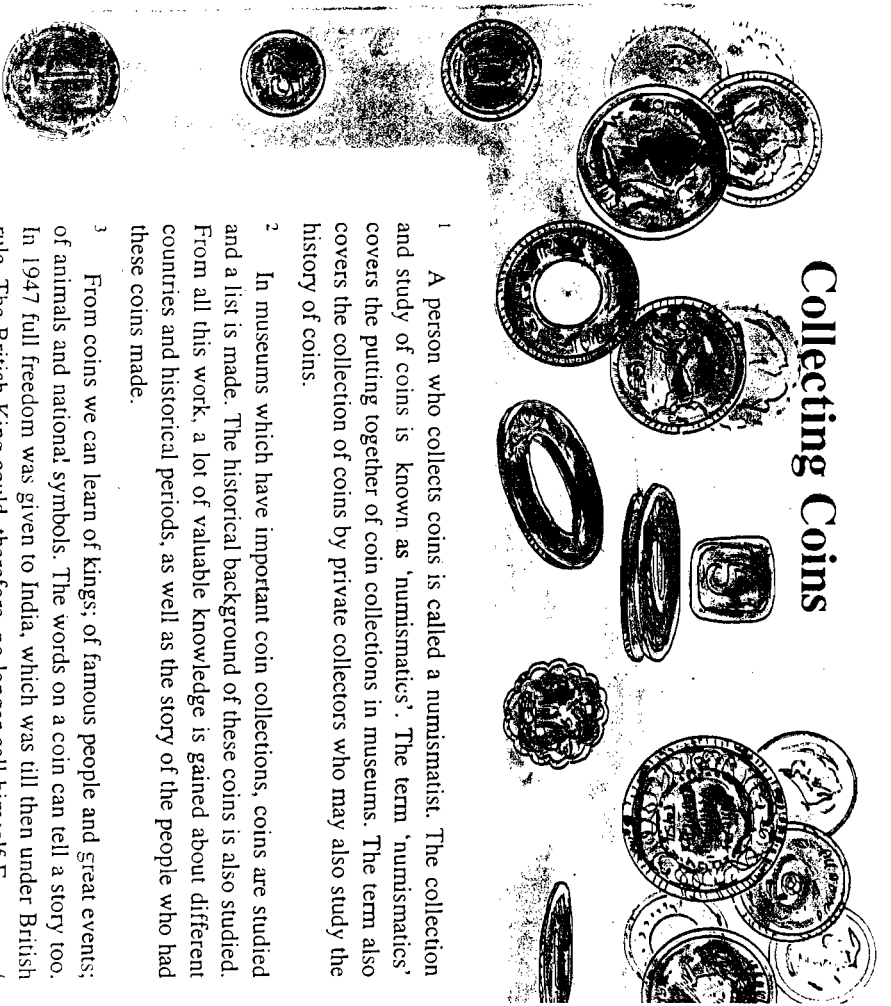
Collecting Coins

1 A person who collects coins is called a numismatist. The collection and study of coins is known as 'numismatics'. The term 'numismatics' covers the putting together of coin collections in museums. The term also covers the collection of coins by private collectors who may also study the history of coins.

2 In museums which have important coin collections, coins are studied and a list is made. The historical background of these coins is also studied. From all this work, a lot of valuable knowledge is gained about different countries and historical periods, as well as the story of the people who had these coins made.

3 From coins we can learn of kings; of famous people and great events; of animals and national symbols. The words on a coin can tell a story too. In 1947 full freedom was given to India, which was till then under British rule. The British King could, therefore, no longer call himself Emperor of India. So, after 1948, British coins lost the letters IND.IMP.

4 Private collectors may collect coins for a number of reasons — something may lead to an interest in coins of a particular country or type; in coins made from a particular metal; in coins having a particular pattern such as coats of arms, animals or ships; or in coins made during a particular period in world history.

5 Because of these reasons, any coin which interests a collector and gives him pleasure and knowledge is a collector's item. What is important — what gives a coin its value — is its rarity in any particular series, and its condition.

6 While many old coins may be rare, it is a mistake to think that all old coins are rare. Much also depends on how many coins of any particular denomination were made in a particular year. It may be that in a certain year hardly any coins of a particular denomination were made. A coin of that denomination made during that year would then become extremely rare and valuable.

7 The value of a coin also depends on its condition. A coin in poor condition is not good enough for collecting unless it is very uncommon. It should also be almost impossible to find another specimen of that coin which is in good condition.

8 Since damaged coins have very little value or appeal it is important to treat coins gently and with care. Keep them clean and dry. Hold them only by the edges. If coins are dirty, they should be cleaned with a little mild soap and warm water. All the soap should be washed off and the coin should be wiped gently with a soft cloth. Coins should never be rubbed harshly with a brush or any kind of polish. Coins should never be dropped on the floor, knocked together, wrapped in damp paper or allowed to become scratched. Such treatment may damage the coin, worsen its condition and lessen its value. Coins may be kept in specially built coin cabinets or in little plastic bags which keep the coins separate and dry, and prevent them from becoming discoloured and dull. Coins can also be stored in small tubes which will hold coins of the same kind. Coins can also be put into plastic pages with pockets (like tea bags), which fit into albums of different sizes.

9 There is a world of interest and knowledge to be had from coin-collecting. The usual way of getting coins for collection is by buying or exchanging. Some coins you need may appear in your change. Friends may give you some. There are clubs you may join where you can buy, sell and exchange coins. Some shops sell only coins. It is a good idea to find one you like and get to know the dealer. A good dealer is your best friend when it comes to deciding the condition of a coin. Coin books and magazines, friends and club members may all be helpful and give valuable advice — but it is the dealer's opinion that matters most.

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Storytelling and Reading Comprehension: A Case Study

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Abstract

The current study aimed at investigating the effect of storytelling on the development of Iranian EFL learners' reading comprehension. Accordingly, sixty out of one hundred and thirty EFL learners based on their scores in the proficiency test were selected as the subject of this study and randomly classified into experimental and control group. Each group in each level consisted of thirty learners. All the conditions especially teaching materials were kept equal and fixed at each level, except for the EG the subjects reading was thought through story telling. At the end of the experiment both groups, experimental and control, were given a reading comprehension posttest. The post scores of both groups in were compared using a t-test to discover if there was any significant difference in reading comprehension between two groups. The results of the study showed that due to story telling a significant difference was found in reading comprehension development between the experimental and control groups at the level of .05.

Introduction

One of the major problems of Iranian learners in learning a foreign language is their low reading comprehension. The main reason behind this shortcoming is that they have not been taught how they should read. When they are required to read a text they kill the time and stick to the word by word translation and they miss the comprehension of the whole text. Mostly, they focus on structure and the meaning of the words. When they are asked to answer comprehension question they have to return to the text, read it again and then answer the question. In paraphrasing the text, they just memorize a text or are unable to do the task. Story telling is one of the most studied formats for increasing reading comprehension ability among learners.. When a story is read, the primary reference for the communication event is the text, as fixed upon the page. In a storytelling event, the words are not memorized, but are recreated through spontaneous, energetic performance, assisted by audience participation and interaction. In the oral tradition, storytelling includes the teller and the audience. The storyteller creates the experience, while the audience perceives the message and creates personal mental images from the words heard and the gestures seen. Storytelling is increasingly recognized as having important theoretical and practical implications (Kim, 1999). Storytelling serves many purposes including increased vocabulary and concentration. Malo and Bullard (2000) said that storytelling might be more powerful than other mediums at developing skills that prepare children for reading.

It promotes reading comprehension in ways that build the capacity of all learners to academically succeed. This teaching approach promotes a vision of diversity as a resource, by encouraging learners to make selections of narrative form based on the anticipated audience, rather than reducing all experiences to the school-story format that educators so often use. Engaging in storytelling activities is a way to motivate even the most reluctant reader or writer. Storytelling is defined as, "relating a tale to one or more listeners through voice and gesture" (National Council of Teachers of English, 1992). Because storytelling relies on both the listener and the teller, this strategy utilizes the social element of language. Researchers have found that literacy instruction is most effective when developed through social interaction and collaboration with others (Dugan, 1997). This pedagogical strategy capitalizes on students' desire to talk and interact with others. In fact, some researchers have found that the weakest readers and writers are often the most adept at storytelling (NCTE, 1992).

Review of Literature

Story telling is a process in which the teller using vocalization, narrative structure, and mental imagery communicates with the audience who also uses mental imagery and, in turn, communicates back to the teller primarily via body language and facial expression. The communication cycle is ongoing, and in the process, a "story" is created (Roney, 1996). Nessel (1985) states there is nothing quite like hearing a captivating story, told simply and effectively, without a book in evidence. Stories capture the imagination, engaging the emotions and opening the minds of listeners. According to Sawyer (1962), storytelling began to emerge as a conscious literary form. Storytellers gave attention to the effects of presentations upon the listener. Sawyer (1962) notes that storytelling is currently at the exact spot where it was at its inception--every man his own storyteller. Nessel (1985) notes that during storytelling, students are more attentive and relaxed, yet highly focused. Eye contact between the students and teller is a constant when there is no text to read. Gere (2002) notes that storytelling involves imagination combined with the use of language and gestures to create scenes in the listener's mind. Through visualization, the teller and the listener come together to create the scenes of the tale. Storytelling can be used as an effective means to increase early literacy and promote reading comprehension skills (Haven & Ducey, 2007). Through active engagement, storytelling as a pedagogical strategy can strengthen reading comprehension by helping students develop of a sense of story (Phillips, 1999). Students learn the social aspects of language through observation and participation in storytelling (Craig et al, 2001). Eder (2007) describes using the oral tradition of storytelling as a powerful strategy for setting patterns of meaning. She found that events which tend to be most memorable and engaging are those associated with heightened emotion. Through participation in storytelling experiences, students learn to build a sense of story by anticipating features of the genre, including how a story may begin and end (Craig et al, 2001).

Methodology

 Subject

A sample of 60 students from different majors including chemistry, computer engineering, power engineering and accounting who had taken English as a general course at Sama Technical and Vocational Training College, Islamic Azad University, Mahshahr Branch, Mahshahr, Iran was selected as the participant of this study. They were chosen among from

130 students. They were studying in the second year of their undergraduate program in academic year 2011. Farhady's TOEFL test (Farhady, 2006) was administered to them. Then, they were assigned into two groups: experimental and control. Each of which was comprised of 30 students.

Instruments

The first instrument was is a TOEFL test as an EFL proficiency test developed and validated by Farhady (2006). The aim behind this test was to recognize the homogeneity of learners. The second was a posttest. A pretest and a post test were administered to identify the impact of storytelling model on learners' reading comprehension. The third material for the current study was five texts taken from an English book tilted as : *General English* **through Reading** (2010).

Procedure

The procedure of this study was as follow: at the first step students were asked to take the TOEFL test. The goal was to examine the proficiency level of the learners and confirm the homogeneity of them. After that, 60 students with same proficiency level were selected and randomly divided into two experimental and control groups. Then, a pretest was administered and the entire of subjects participated in it. With commence of the experiment, instructor talked about the story telling model for the experimental groups while the control group was taught in a traditional way. To this end; he stood in front of class and addressed the students about the merits of this model and its impact of reading comprehension progress. He talked about five 'wh questions' that contribute learners to remind the information of the texts. To make this task easier, the clue cards which was contained 'wh question' was given to learners. It was in the following format:

1. Who is the main character of the text?
2. Where did the story happen?
3. What did the main character do? And,
4. How did the main character feel?

This was a short term study and students were not from English major, so the researcher preferred to start with this question. These can be expanded as the students reading

comprehension develops. After this, the instructor talked about these questions and said that the character can be a person or animal and he is the main person who is involved in the most of actions. In addition, he explained the other questions. Then, he started to model this strategy by reading one of the texts. After finishing the text, the instructor began to ask students if they know the main character of the story, its setting, what the main character do, and the character feeling. Learners began to answer the question. According to their statements, by the use of this strategy reading became interesting for them. They went through the other texts in other sessions. This is while control group received no instruction regarding the story telling model. After nine sessions of treatment, students in the experimental group remembered the five 'wh questions'. At the termination of the study, a reading comprehension posttest was administered for both experimental and control groups to see if there was any difference between these two groups' scores after utilizing this model. To determine the effect of storytelling strategy instruction on the learners' reading comprehension, the researcher used a statistical t-test to identify differences in the performance of the control and experimental groups in pre and post-tests.

Result and discussion

In order to investigate the effect of storytelling model on reading comprehension regarding the treatment, the means of the two experimental and control groups were compared and this had been done through t-test. The aim was to assess the null hypothesis to see if there is any difference between the reading comprehension ability of the experimental group who received the story telling instruction and the control group who received no treatment. Then, the scores obtain from post and pretests were compared to see if there was any significant improvement in learners' reading comprehension in the experimental group. Therefore, the result of the study is shown and discussed in following tables:

Table 1: The Results of t-test between the Experimental and Control Groups' Pretest Scores

Groups	Stage	N	Mean	SD	SEM	df	t- value	p
Experimental	Pretest	30	14.93	2.959	.54	58	1.97	.054

Groups								
Control		30	13.50	3.069	.56			

*nonsignificance   p=0.01   t-critical=2.390

As Table 1 demonstrates, the result was promising since the difference between the experimental and control group scores was insignificant at the pre-test stage. In other words, the t-value was found insignificant, meaning that in terms of their reading comprehension, the two groups were homogeneous at the start. The reason is that the t-critical is higher than the t-value at the level of 0.01.

Table 2: The Results of t-test between the Experimental and Control Groups' Posttest Scores

Groups	Stage	N	Mean	SD	SEM	df	t- value	P
Experimental	posttest	30	15.57	2.345	.428	58	2.709	.009
Control		30	13.67	2.783	.508			

*P=0.009<.01   t-critical=2.390

At the termination of the study, as it is shown in Table 2, to support or reject the null hypothesis, another t-test was conducted on the post test scores of both experimental and control groups and it was found that the t-value (2.709) in this stage, exceeds critical t-value (2.390), at the significance level of p = 0.01. The difference of mean scores of two groups in the post test administration is 1.90 and it indicates that the experimental group performed better than the control group. It can be concluded that story telling model had impact on the improvement of experimental group's reading comprehension. Thus, it is quite safe to reject the null hypothesis that assumes "there is no significant difference between experimental and control groups' reading comprehension ability even after instruction of storytelling model to the experimental group" and to conclude that the difference between the two mean scores reflects that the experimental improvement is due to storytelling model. Hence, it can be claimed that subjects' reading comprehension improved through story telling model.

Conclusion

Story telling is an effective way to enlarge learners' reading comprehension. In addition to improving the academic performance of students in the areas of reading and writing, it also has the ability to enhance learners' motivation to connect with their learning. The story telling group also performed better in providing a setting and remembering characters in the story. Based on the results of the study, it was determined that the story telling group, experimental group, performed better when compared to the control group.

The inclusion of storytelling would help learners to enhance their comprehension and recognize the elements of a story. Combining this approach into language teaching could provide powerful way to influence the comprehension of learners.

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The Tragic Element in Hardy's
The Mayor of Casterbridge

D. Prasad, M.A. M.Phil. Ph.D.

Thomas Hardy 1840-1928
Courtesy: http://en.wikipedia.org/wiki/Thomas_Hardy

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Introduction

Hardy takes the foremost place among the tragic novelists of England. His novels depict clearly that he has a tragic view of life. According to him, life is the struggle of individual human will against some mysterious powers that rule the world. In *The Mayor of Casterbridge*, he presents a world of sorrow and tragic experiences.

> His characters, rather than showing psychological development,
> are made of simple elements and experience a variety of emotions,
> as plot and situation act upon them.

> (*History of English Literature*: 302)

Darker Side of Human Nature
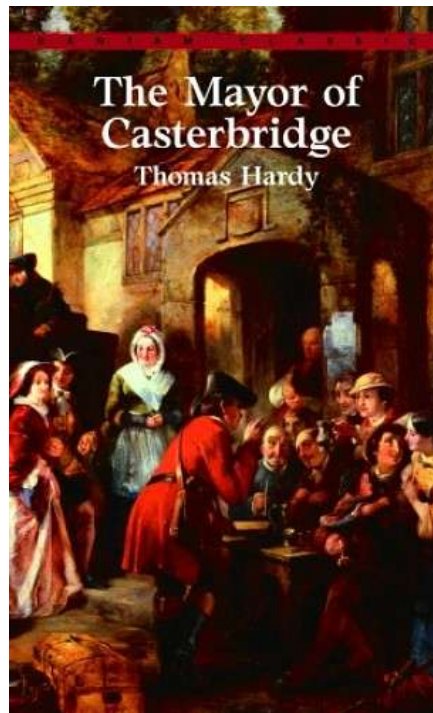
Hardy's novels project the darker side of human nature. His men and women are neither rewarded for their virtue, nor punished for their vices. In his novels, he shows that there is some

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power beyond human control that decides things. This power may be named 'fate' or 'destiny'. *The Mayor of Casterbridge* is one of the greatest novels expressing his attitude to life, depicting the struggle between man and man and between man and his fate.

The present study aims at analyzing the tragic element in *The Mayor of Casterbridge*. Hardy very artistically presents Henchard as a tragic hero. He becomes a man of high estate and the novel ends with his fall.

The Tragic Element in *The Mayor of Casterbridge*

Michael Henchard, the hero of the novel, begins his life as a hay-trusser. Henchard's family reaches Weydon-Priors and by chance enters the furmity shop. Henchard is drunk and sells his wife and daughter to Newson. When he returns to his senses, he realizes his mistake and swears never to touch wine. By his hard work and honesty, he rises as the Mayor of Casterbridge.

After eighteen years, his wife returns to him for Newson has been falsely reported dead. They are reunited. Soon his wife dies. Henchard again gets into the habit of drinking. Elizabeth, his step-daughter is his only comfort but she too is taken away by her father Newson who suddenly reappears. Henchard is left friendless and all alone and dies wretchedly in a hut. So, in this way, Henchard suffers very much through out his life and at last dies without any one as his relation. He is punished for his immoral act of selling his wife in a drunken state.

The Beginning of Suffering and Interim Redemption

The foremost cause of his suffering is the selling of his wife Susan. The main action is presented in the first chapter itself and the remaining chapters are the consequence of it. Henchard succumbs to his own weakness and later pays for it.

After selling his wife in a drunken state, the next morning, he realizes his mistake. He is haunted by a sense of guilt. He makes an oath in a nearby church.

He says:

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I, Michael Henchard, on this morning of the sixteenth of September, do take an oath before God here in this solemn place that I will avoid all strong liquors for the space of twenty-one years to come being a year for every year that I have lived. And this I swear upon the book before me; and may I be strook dumb, blind and helpless, if I break my oath!

(*The Mayor of Casterbridge*: 49)

The oath shows Henchard's good soul in him.

Fate Dominates

When he makes a sincere attempt to find out his wife, he is not able to trace her. From there on, fate takes his life in its hand. It makes the action of fate, which brings Susan back into the life of Henchard. Chance joins hands with fate which brings Susan and her daughter near to the King's Arms, where they come to know about Henchard, the Mayor of Casterbridge.

Irving Howe says about the return of Susan as,

The spring of Henchard's decline is personal in nature – the return of his wife Susan and her daughter Elizabeth Jane to Casterbridge, which makes impossible any further evasion of his youthful sin.

(Thomas Hardy: 89)

Consequence of Impulsive Nature

Henchard is impulsive in nature. He does things in his impulsiveness and later repents for it. There are many such incidents in the novel. The first is the selling of his wife in a fair. The second can be the belief towards Farfrae, and accepting him as his manager at the first sight itself. He reveals his secrets to Farfrae for which Hardy says:

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He was plainly under that influence which sometimes prompts men

to confide to the New-found friend what they will not tell to the

old.

(*The Mayor of Casterbridge*: 81)

Henchard is hospitable to Farfrae. He treats him as though he were his equal. He even confides in him matters that are strictly personal like his intention to marry Lucetta and the advent of Susan and seeks his advice. Henchard grows in his business with the help of Farfrae as his manager.

Sudden Developments

Meanwhile, he is engaged to Lucetta, now his lost wife and daughter return and he does not know what to do. With the help of Farfrae, he writes a letter to Lucetta about his present situation and asks her to forgive him.

Henchard lodges his wife and daughter in a hired cottage. He visits Susan's cottage frequently. Then he marries Susan for the second time in a church. He feels happy as he marries Susan which is a compromise for his sin. Susan and Elizabeth Jane start a new life in the house of Henchard. Farfrae and Elizabeth Jane start liking each other.

The friendship between Henchard and Farfrae diminishes and one day Farfrae makes an elaborate arrangement for a public rejoicing to celebrate a national event. Henchard, on the other hand, makes arrangements for a rival celebration. On this occasion, bad weather destroys all the plans of Henchard whereas Farfrae succeeds in his show. Here, Nature also plays a part as villain to Henchard's plans. Nature creates some problems to Henchard here and there in the novel.

The failure of his own show shakes the confidence of Henchard.

Elizabeth Jane is worried about the departure of Donald Farfrae. Henchard forbids Elizabeth to have any association with Farfrae. The dismissal of Farfrae from his duty by Henchard is an action through which he induces him to start a separate trade same as his. Thus

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he develops a rival for himself. Fate acts against him. Susan becomes sick and writes a confidential letter and gives it to Henchard. The letter contains a request on the cover that:

> Mr. Michael Henchard, Not to be opened till Elizabeth Jane's
> wedding day

(*The Mayor of Casterbridge*: 124)

Susan dies after some days. Henchard reveals to Elizabeth Jane, some of the secrets of his past life and also that of his wife. Though she believes him to be her real father, she could not at all at once regard him in that light. Henchard once comes across the letter of Susan. He opens it and finds to his dismay that his own daughter died and the present one is actually the daughter of Newson. This is a fatal blow to him.

Fate and Chance

Fate and chance play with Henchard's life whenever they get an opportunity. This blow can be considered the greatest punishment for Henchard's sin. Henchard is in the hands of fate and he is unable to reveal the real truth to Elizabeth Jane. He no longer has the real affection for her. But Elizabeth regards Henchard as her real father.

Henchard's happiness ends when he understands that Elizabeth Jane is actually the daughter of Newson. He utters lies to Newson and Elizabeth Jane for fear of losing her love. But his actions end in Elizabeth Jane going away from him. More than the loss of his property, the loss of her affection shatters Henchard. His fall is complete when the furmity woman reveals his past. As a magistrate, Henchard conducts the trial of the woman when she narrates the sale of Susan and says that Henchard who sold his wife has no right to judge her. He decides to bear the shame of the past.

Henchard leaves Casterbridge as a hay-trusser. Later Elizabeth Jane comes to know about Newson and hates Henchard very much.

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After leaving Casterbridge, Henchard goes eastward and continues his journey on foot until he feels tired. He works there as a hay-trusser. He hears that the marriage of Elizabeth and Farfrae is going to takeplace on St. Martin's Day. He plans to attend the marriage. He buys a gold flinch in a cage as a wedding gift and goes there. But when Elizabeth comes to meet him, she receives him coldly and does not want to talk to him. Henchard wants to explain everything but keeps mum. He leaves the place with a heavy heart.

After some days, Elizabeth finds the bird dead in the cage. She feels sorry. Elizabeth asks Farfrae to search for Henchard. They come to know about the death of Henchard. They also see a piece of paper, pinned upon the head of Henchard's bed. It contains the will of Henchard.

Michael Henchard's will;

> that I be not bury'd in consecrated ground.
>
> that no sexton be asked to toll the bell.
>
> that nobody is wished to see my dead body.
>
> that no mourners walk behind me at my funeral.
>
> that no flowers be planted on my grave.
>
> that no man remember me.
>
> to this I put my name. (Michael Henchard)

(*The Mayor of Casterbridge*: 353)

On hearing this Elizabeth weeps for him. She decides to respect his will, thinking that it is a piece of the same stuff with which his whole life is made.

Conclusion

The Mayor of Casterbridge shows Hardy's belief that man is nothing but the sport of an indifferent destiny. He contrives to achieve happiness but in vain. This novel shows that Hardy

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was influenced by the desire to have a striking episode. Hardy believes that nobody is spared from the sin that he commits. When a man commits any mistake or sin, he very well knows that he will receive punishment for it. Though he will not get it immediately, he will receive it in his lifetime. In this novel, Henchard commits an immoral mistake or sin, so, in his inner mind, he knows very well that one day or other he will receive punishment.

The tragic element in the novel is the downfall of Henchard which is due to his own mistake. The suffering he endures is the result of his actions. *The Mayor of Casterbridge* is a tragedy and Henchard is the tragic hero but not to the extent of Shakespearean tragic heroes. The tragic flaw in him causes his downfall. His jealousy and impulsive nature contribute to it. The novel is a real tragedy which teaches that a man of pride and impulsiveness ought to have a fall. Henchard's life and death teach Elizabeth many lessons. She realizes the life towards the end of the novel.

The tragic element in the novel is the downfall of Henchard which is due to his mistake. From a hay trusser, he rises to the position of Mayor and again he becomes a labourer. He dies after realizing his mistake.

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Analysis of the Utilization and Effectiveness of IT in Education at the Secondary Level in Pakistan

Tehseen Tahir, Ph.D.
Sadia Batool, Ph.D.

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Abstract

Information Technology (IT), while an important area of study in its own right, is having a major impact across all curriculum areas. Easy worldwide communication provides instant access to a vast array of data, challenging assimilation and assessment skills. So, there is no doubt that technical devices have greater impact on education. This study is designed to *analyze the utilization and effectiveness of IT in education at the secondary level in Pakistan.* To achieve this purpose, a questionnaire was developed to collect data from the students. The intended target population was all the students of secondary level. Out of the whole population, 100 students were selected through simple random sampling technique. The data was analyzed by calculating mean score. It was recommended that the educational institution may pay attention and allocate funds for the instructional technology to make teaching and learning interesting and enjoyable.

Key words: *Analysis. Utilization. Effectiveness. Education. Secondary*

INTRODUCTION

Information Technology has been used in schools since the first Apple Computers were

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introduced. However their impact was limited. As technology has advanced, educational software has become a major influence at all the levels from elementary schools to universities. The ability to connect students together over a network such as the Internet opens up fantastic educational opportunities.

Elementary schools and secondary schools are using computers to play multimedia educational programs to teach the kids.

Effects of the Continuing Developments in Information Technology (IT) on Education

The pace of change brought about by new technologies has had a significant effect on the way people live, work, and play worldwide. New and emerging technologies challenge the traditional process of teaching and learning, and the way education is managed. Information technology, while an important area of study in its own right, is having a major impact across all curriculum areas. Easy worldwide communication provides instant access to a vast array of data, challenging assimilation and assessment skills. Rapid communication plus increased access to IT in the home, at work, and in educational establishments, could mean that learning becomes a truly lifelong activity—an activity in which the pace of technological change forces constant evaluation of the learning process itself.

Significance of IT in Education

▪ Access To Variety Of Learning Resources

In the era of technology, IT aids plenty of resources to enhance the teaching skills and learning ability. With the help of IT, it is now easy to provide audio visual education. The learning resources are being widened. Now with this vivid and vast technique as part of the IT curriculum, learners are encouraged to regard computers as tools to be used in all aspects of their studies. In particular, they need to make use of the new multimedia technologies to communicate ideas, describe projects, and order information in their work.

▪ Immediacy To Information

IT has provided immediacy to education. Now in the year of computers and web networks the pace of imparting knowledge is very fast and one can be educated anywhere at any time. New IT has often been introduced into well-established patterns of working and living without radically altering them. For example, the traditional office, with secretaries working at keyboards and notes being written on paper and manually exchanged, has remained remarkably stable, even if personal computers have replaced typewriters.

▪ Any Time Learning

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Now in the year of computers and web networks the pace of imparting knowledge is very fast and one can be educated. One can study whenever he wills irrespective of whether it is day or night and irrespective of being in India or in US because of the boom in IT.

▪ **Collaborative Learning**

Now IT has made it easy to study as well as teach in groups or in clusters. With online we can be united together to do the desired task. Efficient postal systems, the telephone (fixed and mobile), and various recording and playback systems based on computer technology all have a part to play in educational broadcasting in the new millennium. The Internet and its Web sites are now familiar to many children in developed countries and among educational elites everywhere, but it remains of little significance to very many more, who lack the most basic means for subsistence.

▪ **Multimedia Approach To Education**

Audio-Visual Education involves planning, preparation, and use of devices and materials that involve sight, sound, or both, for educational purposes. Among the devices used are still and motion pictures, filmstrips, television, transparencies, audiotapes, records, teaching machines, computers, and videodiscs. The growth of audio-visual education has reflected developments in both technology and learning theory. (http)

Audio- Visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and interesting. Materials like charts, maps, models, film strip, projectors radio, television etc., are called instructional aides. (Rather, 2004)
Audio visual aids are effective tool that "invest the past with an air of reality." AV aids provide the learners with realistic experience, which capture their attention and help in the understanding of the historical phenomena. They appeal to the mind through the visual auditory senses (Jain, 2004). There is a famous Chinese proverb "one seeing is worth a hundred words." It is a fact that we receive knowledge through our senses. There is another proverb that "if we hear we forget, if we see we remember, and if we do something we know it." So it means that use of AV aids makes teaching-learning process more effective. As Kishore (2003) said "AV aids stimulate thinking and understanding." The use of AV aids in teaching-learning process has many values.

Objectives of the Study

Following were the major objectives of the study:

1. To know the interest of students in Audio visual aids at secondary level.
2. To analyze the utilization and effectiveness of Audio visual aids in teaching learning process at secondary level.
3. To identify the problems in using instructional technology at secondary level.

Method and Procedure

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The study was of descriptive research in nature. A questionnaire was developed to collect the data from the students. The intended target population was all the students of secondary level. Out of the whole population, 100 students were selected through simple random sampling technique.

Analysis of Data

The data was analyzed by calculating mean score.

Sr.No	Statements	Means Score (Student)
1.	Students understand more effectively with the use of instructional technology	4.47
2.	It develops students in learning	4.30
3.	Teacher use AV aids in the classroom	2.30
4.	AV aids play important role in teaching process	3.87
5.	Students understand more effectively with the use of instructional technology	4.47
6.	It develops students in learning	4.30
7.	Teacher use AV aids in the classroom	
8.	Special training for using AV aids is necessary	3.41
9.	Teachers are trained to use AV aids	2.63
10.	Use of AV aids help a teacher during teaching process	3.80
11.	Uses of AV aids provide easy way to teach difficult concepts.	3.41
12.	AV aids save teacher's time	3.40
13.	AV aids provide more information	3.30
14.	AV aids make teaching process more meaningful	4.50
15.	Use of AV aids bring change in classroom	4.50

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	environment	
16.	Students participate actively as compare to simple teaching	3.34
17.	AV aids make teaching process more meaningful	4.30
18.	Students participate actively as compare to simple teaching	4.00
19.	Teacher use AV aids according to his needs	3.37

Mean Of Means=3.56

The above Table shows that mean score is more than 3.00 (norm) which indicates that most of the students agreed that use of AV aids are more effective in learning process at secondary level. And it also enhances the teaching and learning process.

RECOMMENDATIONS

1. Majority of the respondents agreed that instructional technology play a vital role in the effectiveness of teaching and learning process. So it is recommended that the educational institutions may give importance to the availability and utilization of the instructional technology at secondary level.
2. Majority of the respondents agreed that the teachers are not trained in using AV aids so it was recommended that the teacher training institutions may provide special training in the area of instructional technology.
3. Majority of the respondents agreed that the institutions are not equipped with the latest techniques of AV aids so it is recommended that the educational institution may pay attention and allocate funds for the instructional technology to make teaching and learning interesting and enjoy able.

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Consonant Correspondences in the Six Dialects of Manipuri

Nongmaithem Pritamkumar Singh, Ph. D. Scholar
P. Madhubala, Ph.D.

Abstract

Manipuri (Meeteilon) is one of the important Tibeto-Burman languages of India and has a number of dialects. This paper tries to give the consonant correspondences of the six dialects of Manipuri. These six dialects (Kumbi, Thanga, Wangoo, Chairel, Heirok and Imphal) have similarities and dissimilarities regarding some aspects. But the paper focuses mainly on consonants correspondences of these six dialects. The correspondences can be analysed as identical and non-identical correspondences.

Introduction

Manipuri is Tibeto-Burman language spoken mainly in Manipur, a north eastern state of India. It is also known as Meeteilon. According to Grierson-Konow (1903), the Manipuri belongs to Kuki-Chin groups of Sino Tibetan family of languages. Manipuri is not only the name of the people of Manipur but also the language which is spoken by Meetei community.

There are varieties of Manipuri language. These varieties of language are known as dialects. 'A regionally or socially distinctive variety of language, identified by a particular set of words and grammatical structures is known as dialect' (David Crystal, 136). There are

more than 15 (fifteen) dialects of Manipuri, namely, Andro, Sekmai, Khurkhul, Kakching, Leimaram, Kumbi, Thanga, Wangoo, Chairel, Heirok, etc. Among these dialects, Imphal dialect is treated as standard dialect. Manipuri language is a tone language, but, in this paper, tone is not marked. Mainly the words having identical tones are selected for discussion.

Consonant Correspondences

There are twenty four consonants viz. /p b t d k g c ɟ pʰ bʰ tʰ kʰ gʰ dʰ ɟʰ m n ŋ s h l j w r/ in Manipuri. All the twenty four consonants can occur in the initial position of the word. But only fifteen consonants i.e. /p t k c pʰ tʰ kʰ m n ŋ s h l j w/ can occur in the initial position of the native words whereas the remaining nine consonants i.e. / b d g ɟ bʰ dʰ gʰ ɟʰ r/can occur only in the initial position of the loan words. The consonants like /p t k m n l r ŋ/ can occur at the final position of the native words but /r/ can occur only in the loan words.

Consonant correspondences, in these six dialects, can broadly be analysed into two categories. They are-

1.   Identical correspondences
2.   Non identical correspondences

1. Identical correspondences

Identical correspondence means the exact correspondences i.e. p:p, pʰ:pʰ, k:k etc. and the position of the phoneme may be in the initial, medial or final position of a word. In order to find out the identical correspondences, it can be divided into three categories.

1.1. Identical correspondences in the initial position
1.2. Identical correspondences in the medial position
1.3. Identical correspondences in the final position

1.1. Identical correspondences in the initial position

All the six dialects have identical correspondences in the initial position of a word. All the twenty four (24) consonants can correspond identically in the initial position. Some selected examples are given as- p:p, pʰ:pʰ, b:b, k:k, kʰ:kʰ, m:m, etc.

Kumbi   Thanga   Wangoo   Chairel   Heirok   Imphal   Gloss

pi	pi	pi	pi	pi	pi	'tears'
pʰəu	pʰəu	pʰəu	pʰəu	pʰəu	pʰəu	'paddy'
ka	ka	ka	ka	ka	ka	'room'
kʰaŋ	kʰaŋ	kʰaŋ	kʰaŋ	kʰaŋ	kʰaŋ	'pan'
ta	ta	ta	ta	ta	ta	'spear'
tʰa	tʰa	tʰa	tʰa	tʰa	tʰa	'moon'
mit	mit	mit	mit	mit	mit	'eye'
na	na	na	na	na	na	'ear'
la	la	la	la	la	la	'plantain leave'
ŋa	ŋa	ŋa	ŋa	ŋa	ŋa	'fish'
cin	cin	cin	cin	cin	cin	'mouth'

1.2. Identical correspondences in the medial position

All the consonants except / gʰ ɟʰ / can correspond identically in the medial position of a word. Some examples are-

Kumbi	Thanga	Wangoo	Chairel	Heirok	Imphal	Gloss
latpa	latpa	latpa	latpa	latpa	latpa	'to worship'
kəkceŋ	kəkceŋ	kəkceŋ	kəkceŋ	kəkceŋ	kəkceŋ	'ant'
məton	məton	məton	məton	məton	məton	'tip'
mətʰa	mətʰa	mətʰa	mətʰa	mətʰa	mətʰa	'fleshy part of cow's neck'

1.3. Identical correspondences in the final position

Like above correspondences, it is also found that only seven consonants /p t k m n l ŋ/ of Manipuri can correspond in the final position of a word. Even though, if the consonant /n/ and /l/ occur in the final position of a word, they show free variation. Examples are-

Kumbi	Thanga	Wangoo	Chairel	Heirok	Imphal	Gloss

kap	kap	kap	kap	kap	kap	'hand span'
tat	tat	tat	tat	tat	tat	'pretend'
kok	kok	kok	kok	kok	kok	'head'
tʰum	tʰum	tʰum	tʰum	tʰum	tʰum	'salt'
tʰun	tʰun	tʰun	tʰun	tʰun	tʰun	'buttock'
sel	sel	sel	sel	sel	sel	'money'
kaŋ	kaŋ	kaŋ	kaŋ	kaŋ	kaŋ	'mosquito'

2. Non-identical correspondences

Non-identical correspondences can be observed when compare the lexical items of these six dialects, i.e., Kumbi, Thanga, Wangoo, Chairel, Heirok and Imphal. These correspondences can further be analysed into three categories.

2.1. Word initial non identical correspondences

2.2. Word medial non identical correspondences

2.3. Word final non identical correspondences

2.1. Word initial non-identical correspondences

Some examples are given below from the Kumbi, Thanga, Wangoo, Chairel, Heirok and Imphal in order to show non-identical correspondences in the word initial of these six dialects.

The /l/ in the word initial of Chairel and Heirok correspond to /n/ in Kumbi, Thanga, Wangoo and Imphal dialects.

Chairel	Heirok	Kumbi	Thanga	Wangoo	Imphal	Gloss
ləmaŋkʰa	ləmaŋkha	noŋmaŋkha	noŋmaŋkʰa	noŋmaŋkʰa	noŋmaŋkʰa	' Adhatoda'

The /t/ in the word initial of Kumbi, Wangoo, Heirok and Imphal correspond to /k/ in Thanga and Chairel.

Kumbi	Wangoo	Heirok	Imphal	Thanga	Chairel	Gloss
tebi	tekpi	tegədek	tebi	kebi	kebi	'sword bean'

The /tʰ/ in the word initial of Kumbi, Wangoo, Chairel, Heirok and Imphal correspond to /dʰ/ in Thanga.

Kumbi	Wangoo	Chairel	Heirok	Imphal	Thanga	Gloss
tʰukki	tʰupki	tʰukki	tʰupki	tʰokki	dʰukki	'a knot'

The /m/ in the word initial of Kumbi and Thanga correspond to /l/ in Wangoo, Chairel, Heirok and Imphal.

Kumbi	Thanga	Wangoo	Chairel	Heirok	Imphal	Gloss
mərak	mərak	ləurak	ləurak	ləurak	ləurak	'a unit for measuring land'

The /k/ in the word initial of Kumbi, Thanga and Chairel correspond to /t/ in Wangoo, Heirok and Imphal.

Kumbi	Thanga	Chairel	Wangoo	Heirok	Imphal	Gloss
kali	kali	kali	teŋgali	teŋgali	teŋgali	'soot'

The /c/ in the word initial of Kumbi, Thanga Wangoo, Chairel and Imphal correspond to /ɟ/ in Heirok.

Kumbi	Thanga	Wangoo	Chairel	Imphal	Heirok	Gloss
curi	curi	curi	curi	curi	ɟuri	'gutter'

The /h/ in word initial of Kumbi, Chairel, Heirok and Imphal correspond to /kʰ/ in Thanga and Wangoo.

Kumbi	Chairel	Heirok	Imphal	Thanga	Wangoo	Gloss
higətpə	higətpə	higətpə	higətpə	kʰigətpə	kʰigətpə	'to grin'

The /j/ in word initial of Kumbi, Thanga, Wangoo, Chairel and Imphal correspond to /ɟ/ in Heirok.

Kumbi	Thanga	Wangoo	Chairel	Imphal	Heirok	Gloss
jatʰi	jatʰi	jatʰi	jatʰi	jatʰi	ɟatʰi	'scale'

2.2. Word medial non-identical correspondences

Some selected word medial non-identical consonant correspondences are given in order to analyse this correspondences in Kumbi, Thanga, Wangoo, Chairel, Heirok and Imphal.

The /p/ in the word medial of Wangoo corresponds to /b/ in Kumbi, Thanga, Chairel, Heirok and Imphal.

Wangoo	Kumbi	Thanga	Chairel	Heirok	Imphal	Gloss
laipək	laibək	laibək	laibək	laibək	laibək	'fate'

The /t/ in the word medial of Kumbi, Thanga, Heirok and Imphal correspond to /d/ in Wangoo and Chairel.

Kumbi	Thanga	Heirok	Imphal	Wangoo	Chairel	Gloss
kʰuttum	kʰuttum	kʰuttum	kʰuttum	kʰudum	kʰudum	'fist'

The /c/ in word medial of Kumbi, Thanga, Wangoo, Heirok and Imphal correspond to /ɟ/ in Chairel.

Kumbi	Thanga	Wangoo	Heirok	Imphal	Chairel	Gloss
kʰoŋcep	kʰoŋcep	kʰoŋcep	kʰoŋcep	kʰoŋcep	kʰoŋɟep	'side of leg'

The /kʰ/ in the word medial of Kumbi, Chairel and Heirok correspond to /g/ in Thanga and /gʰ/ in Wangoo and Imphal.

Kumbi	Chairel	Heirok	Thanga	Wangoo	Imphal	Gloss
məsiŋkʰa	məsiŋkʰa	məsiŋkʰa	məsiŋga	məsiŋgʰa	məsiŋgʰa	'gall bladder'

The /k/ in the word medial of Thanga, Wangoo, and Chairel correspond to /g/ in Kumbi, Heirok and Imphal.

Thanga	Wangoo	Chairel	Kumbi	Heirok	Imphal	Gloss
pʰəikən	pʰəikən	pʰəikən	pʰəigən	pʰəigən	pʰəigən	'thigh'

The /t/ in word medial of Thanga and Imphal correspond to /tʰ/ in Kumbi, Wangoo, Chairel and Heirok.

Thanga	Imphal	Kumbi	Wangoo	Chairel	Heirok	Gloss
həitroi	həitroi	həitʰroi	həitʰroi	həitʰroi	həitʰroi	'puneala plum'

The /m/ in word medial of Kumbi, Thanga, Wangoo, Chairel correspond to/p/ in Heirok and Imphal.

Kumbi	Thanga	Wangoo	Chairel	Heirok	Imphal	Gloss
kəmlak	kəmlak	kəmlak	kəmlak	kəplak	kəplak	'politeal fossa'

The /k/ in word medial of Kumbi, Thanga, Chairel, and Imphal correspond to /p/ in Wangoo and Heirok.

Kumbi	Thanga	Chairel	Imphal	Wangoo	Heirok	Gloss
tʰukki	dʰukki	tʰukki	tʰokki	tʰupki	tʰupki	'a knot'

The /ŋ/ in word medial of Kumbi, Wangoo, Chairel and Imphal correspond to /g/ in Thanga and Heirok.

Kumbi	Wangoo	Chairel	Imphal	Thanga	Heirok	Gloss
səŋəm	səŋəm	səŋəm	səŋəm	səŋgəm	səŋgəm	'a kind of unit'

The /l/ in word medial of Heirok and Imphal correspond to /r/ in Kumbi, Wangoo, Chairel, and /n/ in Thanga.

Heirok	Imphal	Kumbi	Wangoo	Chairel	Thanga	Gloss
sələiba	sələiban	sərəiban	sərəiban	səriban	sənəiban	'dirt of heel'

The /tʰ/ in word medial of Kumbi, Wangoo, Chairel, Heirok and Imphal correspond to/dʰ/ in Thanga.

Kumbi	Wangoo	Chairel	Heirok	Imphal	Thanga	Gloss
tiŋtʰəu	tiŋtʰəu	tiŋtʰəu	tiŋtʰəu	tiŋtʰəu	tiŋdʰəu	'cynodon'

The /j/ in word medial of Kumbi, Thanga, Chairel and Imphal correspond to /ɟ/ in Wangoo and Heirok.

Kumbi	Thanga	Chairel	Imphal	Wangoo	Heirok	Gloss
naojom	naojom	naojom	naojom	naoɟom	naoɟom	'amnion'

2.3. Word final non-identical consonant correspondences

In the comparison of lexical items of these six dialects, i.e., Kumbi, Thanga, Wangoo, Chairel, Heirok and Imphal, word final non-identical correspondences are found and are analysed:

The /k/ in the word final of Thanga, Wangoo, Chairel, Heirok and Imphal correspond to /ŋ/ in Kumbi.

Thanga	Wangoo	Chairel	Heirok	Imphal	Kumbi	Gloss
kʰərek	kʰərek	kʰərek	kʰərek	kʰərek	kʰəreŋ	'dirt on the mouth'

The /n/ in the word final of Kumbi, Thanga, Wangoo, Chairel and Imphal correspond to /ŋ/ in Heirok.

Kumbi	Thanga	Wangoo	Chairel	Imphal	Heirok	Gloss
pʰəuman	pʰəuman	pʰəuman	pʰəuman	pʰəuman	pʰəumaŋ	'chaff'

The /ŋ/ in the word final of Thanga, Wangoo, Chairel, Heirok and Imphal correspond to /m/ in Kumbi.

Thanga	Wangoo	Chairel	Heirok	Imphal	Kumbi	Gloss
wahoŋ	wahoŋ	wahoŋ	wahoŋ	wahoŋ	wahom	'peacock'

The /p/ in the word final of Kumbi, Thanga, Wangoo, Chairel and Imphal correspond to /k/ in Heirok.

Kumbi	Thanga	Wangoo	Chairel	Imphal	Heirok	Gloss
pʰəuintop	pʰəuintop	pʰəuintop	pʰəuintop	pʰəuintop	pʰəuintʰok	'a device used in winnowing'

The /m/ in the word final of Kumbi, Wangoo, Chairel and Heirok correspond to /p/ in Thanga and /ŋ/ in Imphal.

Kumbi	Wangoo	Chairel	Heirok	Thanga	Imphal	Gloss
pʰəuɟum	pʰəuɟum	pʰəuɟum	pʰəuɟum	pʰəukup	pʰəugriŋ	'small pieces of chaff'

The /k/ in the word final of Kumbi, Wangoo, and Chairel correspond to /ŋ/ in Thanga and /m/ in Heirok and Imphal.

Kumbi	Wangoo	Chairel	Thanga	Heirok	Imphal	Gloss
pʰəuhik	pʰəurik	pʰəurik	pʰəugriŋ	pʰəuɟum	pʰəuɟum	'olivier'

3. Consonant Clusters

Consonant cluster correspondences in these six dialects can be analysed as following categories.

3.1. Word initial consonant cluster

3.2. Word medial consonant cluster

3.3. Word final consonant cluster

Here, only 3.1. and 3.2. types of clusters will be discussed because the third (3.3) types of cluster is not found in the native words of these six dialects.

3.1. Word initial consonant cluster

Limited numbers of word initial consonant clusters are found in these six dialects. In this type of cluster, first members are /k, kʰ, s, g/ and second member is /w/. This initial consonant cluster is formed by deleting /ə/ and /i/ in between the first and second member. Examples are-

1. k+w kəwa>kwa   'betel nut'

         kəwak>kwak   'crow'

2. kʰ+w kʰəwaŋ> khwaŋ   'waist'

3. s+w   səwaidə>swaidə   'here'

4. k+y   kiyamgəi>kyamgəi   'name of a place'

kiyamləi>kyamləi   'a kind of flower'

All these consonant clusters are found in the six dialects i.e. Kumbi, Thanga, Wangoo, Chairel, Heirok and Imphal except the word /kʰwaŋ/. This word is pronounced as /kʰəwaŋ/ in Kumbi, Wangoo and Chairel.

Initial consonant cluster is also found in some sound like words of these six dialects. Such clusters are formed by deleting the vowels in which it is present in that sound like words. Examples are-

p+r	porok>prok	'a kind of sound'
pʰ+r	pʰerek>phrek	'a sound of firing'
k+r	karak>krak	'a kind of sound' etc.

4.2. Word medial consonant clusters

There are some Word medial consonant clusters which are found in the syllable initial position of a word in these six dialects. The first member of the cluster is mainly /p b t d k g pʰ tʰ kʰ/ etc. and the second member is /r/. By deleting /ə/ vowel in between the first and second members, the cluster is formed. Examples are-

Kumbi	Thanga	Wangoo	Chairel	Heirok	Imphal	Gloss
nəptroŋ	nəptroŋ	nəptroŋ	nəptroŋ	nəptroŋ	nəptroŋ/nəptoŋ	'mucus'
sendraŋ	sendraŋ	sendraŋ	sendraŋ	sendraŋ	sendraŋ/sendaŋ	'sparrow'
ŋəkra	ŋəkra	ŋəkra	ŋəkra	ŋəkra	ŋəkra	'a kind of fish' etc.

Sometimes there are some variations among the dialects regarding some clusters. In this, cluster is formed as insertion of sound. Examples are-

The /b/ of Kumbi, Thanga, Chairel, Heirok and Imphal correspond to /br/ in Wangoo.

Kumbi	Thanga	Chairel	Heirok	Imphal	Wangoo	Gloss
seŋbaŋ	sembaŋ	sembaŋ	sembaŋ	sembaŋ	sembraŋ	'a kind of bird'

The /ɟ/ of Thanga, Wangoo, Chairel, Heirok and Imphal correspond to /ɟr/ in Kumbi.

Thanga	Wangoo	Chairel	Heirok	Imphal	Kumbi	Gloss

səiɟak   səiɟak   səiɟak   səiɟak   səiɟak   səiɟrak   'a kind of tree'

4.3. Word final consonant cluster

In all the six dialects of Manipuri, there is no final consonant cluster whereas in some borrowed word final consonant clusters are found. But in this paper that borrowed words are not discussed.

Conclusion

From the above analysis it is clear that these six dialects of Manipuri have variations regarding the consonant correspondences. Such variations may lead unintelligible amongst the dialects. This paper will contribute some knowledge to the readers about the variation of consonants in these six dialects of Manipuri and it will also give an idea in order to reconstruct the proto form of Manipuri.

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Interpersonal Approach in Second Language Teaching Large Class Rooms

Roseline Nirmala Jesudas, Ph.D.
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General Goal

A generally accepted objective of teaching in engineering colleges in Tamilnadu is to teach the syllabus not only from the textbooks but also to go beyond the restricted syllabus materials and make learning related to the student's real life. Particularly Engineering college students are expected to speak the language effectively and competently. This is an important pre-requisite for getting their placement in job recruitment camps. In order to enhance their communication skills the only possible method is to create an Interpersonal language learning environment.

Inter Personal Approach

Finocchiaro, M. & Brumft.C.(1983) have placed the following suggestion about Functional Notional Approach of language teaching .

This methodology is categorized along with others under the rubric of a communicative approach. The method stresses a means of organizing a language syllabus.

The emphasis is on breaking down the global concept of language into units of analysis in terms of communicative situations in which they are used.

According to *Finocchiaro, M.& Brumft. C.(1983),* Notions are meaning elements that may be expressed through Parts of Speech and the use of particular notions depends on three major factors:

- ✓ the functions
- ✓ the elements in the situation, and
- ✓ the topic being discussed.

Also he placed the functional categories under five headings

- ✓ Personal,
- ✓ Interpersonal,
- ✓ Directive,
- ✓ Referential, and
- ✓ Imaginative.

Of these five components Inter Personal Approach is one of the main components of the Functional Notional Approach. This approach enables the teachers to establish and maintain desirable social and working relationships. The Inter Personal Approach focuses on what the learner wants to communicate as its starting point. This method is possible and easy to apply in a big college classroom with 60-65 students.

Exam-oriented Approach to Learning

Students who were with us had an exposure with teacher-centered teaching. The language course is one of the important subjects to pass their public exam. Also language is the subject they can score maximum marks. This score will help them to boost up their total to obtain a better grade for their degree.

In Indian schools scoring marks and passing the exam is highly important than effective communication. This exam-oriented approach demands the school students to memorize an English vocabulary words, structures of letter writing, report writing, essay writing and acquired a certain reading level.

When students enter college, unfortunately, they are not able to cope with the syllabus. The teaching methodology remains the same just as what they were exposed to in their schools. Compared to their school syllabus, engineering college syllabus is quite comfortable for the students, particularly for the English Medium Students. Most of the college students still think English learning is all about memorizing vocabulary and reading for academic purposes.

What We Want To Do

As language teachers we want to enhance the students' vocabulary and reading capabilities and help them to explore the English Language by using what they already know.

Focus of This Article

This article offers a methodology to teach Second Language and tries to explore an application of the Interpersonal approach in Second Language Teaching Large Class Rooms.

Faced with Heterogeneous Groups

Every language teacher faces a difficult situation at the beginning of every semester. It is very hard for all the language teachers to understand the level of heterogeneous group of students. It is also tough for them to discover their interest and from where to start. They have find answers to the question "how to develop the students' interest and to stimulate the imagination of the students".

To make their class to develop interest in what is going to be taught in the class room:

- Teachers should forget the syllabus for first few days and create an interest and awareness in students about what they may be taught and what they may be learning.
- Spend the time making them to understand: What is Language Learning?
- Encourage the students to bring their (Academically & administratively permissible) interesting topic or information for the classroom discussion.
- Guiding carefully and allowing the students to interact or discuss freely in the classroom. The role of teacher during this discussion is to facilitate them to make the discussion lively in following
- Focusing on accurate pronunciation
- Selection of Vocabulary
- Accurate Use of vocabulary in context
- Body Language

Designing Interpersonal Classrooms - Practical Demonstration

Objective to design interpersonal classrooms: To build vocabulary in context, improve grammar and to develop reading and listening skills associated with a particular topic and to develop assertiveness technique.

Instructions to the Teacher

   A. Explain to the students the following

1. Reason to choose the topic
2. Materials/ Resources used to choose the topic
3. Showing how to read the topic /Explaining the reading skill (Scanning & Skimming)
4. If new words are there in the article, how to find out the meaning with the dictionary and how to memorize them in context.
5. If in need to find the meaning for many words, marking them and finally checking the meaning from the dictionary.

A. Example Article

Major Causes of Global Warming

Global warming is a result of increasing temperature of earth's atmosphere due to several factors that can be natural or manmade. Whatever may be the factors the effect of global warming is not in favour of mankind and hence need to be controlled.

The main reason behind global warming is the increase in the concentration of greenhouse gases in the atmosphere due to greenhouse effect. Greenhouse effect leads to increase in the temperature of earth by trapping the sun's heat and light in the earth's atmosphere. In this phenomenon the heat and light of sun enters the atmosphere but cannot go out as they are trapped in earth's atmosphere by the greenhouse gases and thus resulting in temperature rise. The greenhouse gases like carbon dioxide, methane, and nitrous oxide plays the major role in greenhouse effect and excessive emission of these gases through various means is a major cause of global warming.

Another important reason for global warming is large amounts of carbon dioxide produced from burning of fossil fuels for the different purposes especially for power generation in various power plants. Due to burning of large amount of coal in power plant excessive amount of carbon dioxide is emitted in different forms in the atmosphere. In addition to that, countless number of vehicles running in the road today is one of the major source of emission of a large amount of carbon dioxide in the atmosphere leading to increase in the temperature of earth's atmosphere.

Methane is another greenhouse gas that results in global warming to a large extent. Methane can be easily obtained from rice paddies, bovine flatulence, bacteria in bogs and fossil fuel manufacture and hence easily available in abundance. Moreover, it is 20 times as effective as Carbon dioxide at entrapping heat in the atmosphere and is a leading cause of global warming. Similarly, another greenhouse gas called nitrous oxide and chlorofluorocarbons or CFCs is also responsible for the global warming. Nitrous oxide has 300 times more capacity of trapping heat than carbon dioxide while chlorofluorocarbons have heat-trapping potential thousands of times greater than carbon dioxide.

Another major cause of global warming is continuous cutting of a large number of trees across the world that is also referred as deforestation. It is projected that, 34 million acres of trees are cut and burned each ear resulting in 25% of all carbon dioxide release entering the atmosphere.

Increasing population is another cause of global warming that cannot be neglected. As human being is known to exhale carbon dioxide means more population will lead to more emission of carbon dioxide in the atmosphere resulting in increase in the level of carbon dioxide in the atmosphere and thus resulting in global warming. (Source from http://www.newstrackindia.com/newsdetails/2012/3/15/19-Major-Causes-of-Global-Warming.html).

B. Elicitation

Teacher can bring some interesting topics or create a situation to create a lively context and to attract the attention of the students. Teacher can mime, prompt words, gestures, use pictures and ask questions or use videos, pictures/cartoons and even songs.

C. Substitution Drilling

Teacher can use cue words to get individual students to mix the examples of new patterns.

D. Choosing Articles to Read

In order to improve the language skills of students, the teacher give students freedom to choose articles they prefer and also ask them to find out the particular topic individually. For example

- ❖ Does modern technology make life more convenient, or was life better when technology was simple?
- ❖ Is animal testing necessary?
- ❖ The mass media, including TV, radio and newspapers, have great influence on Students /Students education
- ❖ Describe the things that bring you greatest happiness.
- ❖ Describe three things you would like to change about the world and explain why you would change them. (Free TOFEL Essay Topic Samples http://www.testmagic.com/test/viewtopicsofessays6.asp)

  Definitely each one will bring their own article related to specific topic; in this activity, they can find a wide variety of titles about a particular topic. Ask them to read, and share the information with the class.

E. Questions to Ask

During this activity the teacher should ask

- ✓ Why did you choose this article to read?
- ✓ How do you read?
- ✓ What do you do when encountering unknown words?

The teacher should adjust the timings accordingly in order for the students to share with others, and then ask the students if anyone would like to go in front of the classroom to share with other students of the class their learning process. If there are no volunteers, the teacher should randomly select students to share their assignments with the class. This is a good way to indirectly get students to do their task. They know they have to be prepared.

F. Five Questions

There are five questions asked about how they prepared their assignments.

1. Why do they choose the articles?
2. What is the article about?
3. How do they read? Questions related to cognitive and meta-cognitive strategies are asked.
4. What do you learn from doing this assignment? How is the process of doing this assignment different from their past English learning experiences?
5. What do they do when they encounter unknown vocabulary words?

Give guidelines that they can check a dictionary not more than three times.

1. What are the words they wanted to check with the dictionary?
2. Why do they choose these words to check?
3. Could they list the words on the blackboard?

Brief and Mini Dialogue Using Cartoons /Pictures

This is another task to motivate the learners. This task will promote probable community experience and a discussion of the function and situation-people, roles, topic and the informality or formality of the language which the function and situation demand.

Example
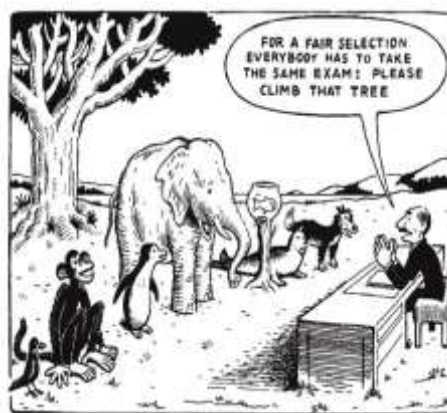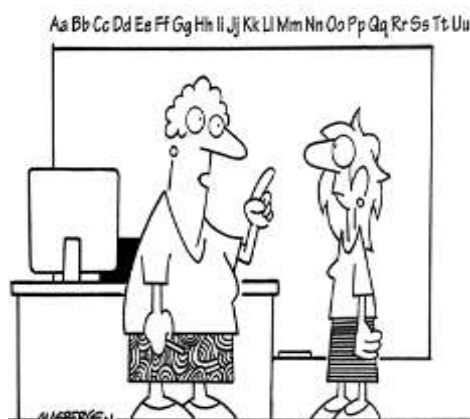
Cartoon by Randy Glasberge (**sources from** *www.glassbergen.com* **eftybegone.wordpress.com/2012/05/27/standardized-tests-are-only-fair/)**

Pre Listening Activities

Look at the pictures above and guess what these people are talking about?

Post Listening Activities
   a. Questions and answers based on the dialogue and on the Students' own imagination
   b. Oral Practice of the dialogue

In addition to the above, using the same materials the teachers can teach the following items. Also students can be asked to do the exercises as a follow up activity.

- ✓ Parts of Speech
- ✓ Word Formation
- ✓ Prefixes & Suffixes
- ✓ Synonyms & Antonyms
- ✓ Hyponyms
- ✓ Sequential Expressions
- ✓ Cause and Effect Expressions
- ✓ Reported Speech
- ✓ If Clause
- ✓ Gerunds
- ✓ Instructions
- ✓ Recommendation

Examples of Teaching Syllabus Content in Interpersonal Context

INTERPERSONAL CONTEXT	SYLLABUS /POINTS OF GRAMMAR
Asking the students to give a recipes Example : how to make any kind of fruit juice ,Coffee etc., Asking the students to give procedures Example : How to Draw a money from ATM, How to drive a car	Imperative Verb form, Sequential Expressions,
Discussions on " Individual Students' Future"	Tenses and Conditional Clause
Discussion about some social issues and giving suggestions	Use of Modal Verbs
Explaining the rules and regulations of the college or any activity	Modal verbs ,Adverbs of time & frequency
Narrating own experiences	Tenses
Discussion on any topic related to expository, persuasive, analytical, argumentative	All transitional devices
Using Pictures	Synonyms, Antonyms & Hyponyms
Role Plays	Question formation, collective nouns and quantifiers, Direct & indirect Object Body Language
Preparing Compeering Note	Phrasal Verbs & Idiomatic Expressions

This method helps the students to choose their own topics to work with. At the beginning of the semester, if the language teacher tries to guide and create interest among the students through a new way of learning English, the teacher may have the control over the class. At the end of the semester, students feel more comfortable about the novel way of learning English.

Students studied in regional medium may not perform the task and many of them may complain about the approach. On the other hand, students who had studied in English medium at the school level may not like this kind of assignments because they were

used only to read the text book or follow the text book and perform the exam. This is a real practical setback for the teachers they may normally face in language teaching.

Language Teachers should make the students understand the following:

- ✓ Textbook focuses more on passing the semester exam and does not offer the use of language in real context.
- ✓ The material is not enough to develop their language competency, so they need to learn and perform beyond the prescribed textbook.

Conclusion

It is necessary to motivate the students by saying "Challenge yourself by reading real English". Discover your own interests and research them. Some students may find it very difficult to adjust this way of thinking and learning. Sometimes the students may have frustration with this task because they don't know how to discover the topics they were interested in. They concentrate only on passing the exam and scoring the marks and getting an excellent GPA. They desire to get job offers, but they may not recognize the need to do well in English. Students just do not understand what these issues have to do with learning English. But a language teacher should have the determination to implement the effective methodology.

Teachers should always encourage the students to continue reading in English about topics of their interest even while they are not at school. When they find the joy of reading and learning, learning will never be a task.

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Satiric Strain in Manoj Das's *Sharma and Wonderful Lump*: A Postmodernist Analysis

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Manoj Das
Courtesy: www.destinationodisha.com

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Abstract

Any enquiry into the place of satire in contemporary literary canon encounters a notable absence. In fact, satire remains as one of the museum genres of the past – despite the obvious evidence that it has become one of the most practiced modes in today's fictional writings. Casting aside the stringent rules advocated by Swift, Fielding, Dryden and Pope, Postmodern satire is marked by exuberant excess and a fine interplay between fantasy and realism. The present paper strives to study Manoj Das's *Sharma and the Wonderful Lump* – an outstanding satire of postmodern Indian writing in English. The story shares that delight in the works of the great masters of the genre. Although the narrative is dotted with more direct critiques of the socio-political sanctity of both Indian and USA, the movement is towards abandoning the mundane materialism for sacrosanct spiritual living.

Key Words: satire, postmodernism, individual, social, spiritual

In the postmodern narrative Hutcheon says that "satire is extramural (social, moral) in its ameliorative aim to hold up to ridicule the vices and follies of mankind, with an eye to their correction" (43). Manoj Das's satire is aimed more at the individual than at the society. He emphasizes more on the follies and vices of the individuals than directly on the improvement of society. Exposition and attack are the dual systems in the domain of satire. Das exposes more than he attacks and comments more than he criticizes. His aim is to expose good-humouredly the pretence, hypocrisy, vainglory, pomposity, spiritual sterility, sexuality and the like depravity of people of present era. He ridicules the failing in the individual and limits his ridicule to corrigible faults. The satire *Sharma and the Wonderful Lump* employs fantasy to stress human limitation and to ridicule those who believe they are exempted from those limitations by creating embellished characters to mock real ones. Satire is similar to fantasy in that it is a method of extremes, like Sharma with the wonderful lump and the ridiculous proportions to which it is inflated so as to mock the frivolities made common by everyday appearance. Thus in this satire the writer employs fantastic characters to achieve its critical purposes and fulfills the characteristics of fantasy by taking readers away from physical reality while simultaneously raising fundamental questions and insights into how that reality works, more specifically about society's intellectual and moral shortcomings.

Das's longest story *Sharma and the Wonderful Lump* (45 pages) is a gentle satire on vulgarity, pervasion and false values of modern civilization. It is the story of one Mr Sharma, who is a simple and dutiful clerk in Rooplal Textiles. He has an *aboo* (an Odia word representing the tumour) on his head. He has gone to America for the operation of that lump. The giant lump is considered as "one of the medical wonders of the world" (21). He is applauded as the pride of India. This wonderful lump makes him an international figure. There was a time when Sharma kept himself aloof from people and thought of committing suicide for the *aboo*. But now he is proud for the gigantic lump. The media people run after him. Dr Hardstone instead of

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advising to liquidate the lump tempts him to sell it for material gain. The way Sharma expresses his pleasure makes him a ludicrous figure:

`   Doctor, have not I placed my '*aboo*' at your disposal? You can do with it what you think best. I brought it up with so many attention and care. If it has now grown up enough to earn me a few chips, why should I grudge it? (13).

The doctor by that way too wants his own popularity and material benefit. Sharma's greed and Dr. Hardstone's creed become the instruments of ridicule. After appearing in TV Sharma becomes an international celebrity overnight. The media makes him from a zero to a hero. Money comes profusely. Charmed by the power of money and popularity, Sharma forgets the motto for which he arrives in America. He starts commercial transactions with American TV, "The Holocast" magazine by giving an interview snapped against the abominable background of a bare-breasted woman and further campaigns for Mr Baldbreast in American election. He is invited to give an exclusive interview in "The Holocast". Sharma does not miss the opportunity to blow his own trumpet:

> The Tulsi exudes its fragrance from its budding … for your information, that I was destined to be great was obvious to the folks around me no long after I appeared. People saw a Cobra attending on me raising its awful hood on my head when I was barely a week old (12).

Das by using typical Indian sayings, folklore and exaggeration satirizes the ego and self pomposity and brings humorous effect. After the interview while he sets to pose for the snap, he finds Miss Chichi stands at the background without any garments on the upper part of her body. The storyteller satirically exposes the nudity and vulgarity of modern life through Miss Chichi. Sharma shows his reluctance. Mrs Young Husband, the assistant of "The Holocast" manages to convince him with the valour of her tongue:

> Look Mr. Sharma, I mean, please look literally. There is nothing abominable about Miss Chichi. She is fine Arts incarnate. Our editor has framed a wonderful caption for the pleasure as he visualized it. 'The top against the topless', isn't that fantastic? Going to be the scoop of the year, I bet (15).

Excess is one of the marks of the postmodern satire. In Das it is the way in which it breaks the bounds of the realist narrative. Here, an excess of language becomes part of the aesthetics. The storyteller exposes the stupidity of media people and their ways to exploit the sentiment of the mass through eye-catching nude photographs and catchy captions.

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Das comes to the politicians and shows how the *aboo* becomes a means to beguiling the voters. His *aboo* is booked with a huge sum and he is invited to campaign for Mr. Baldbreast, the presidential candidate of America. Sharma's response brings humour when he says,

> I Know, my participation in the campaign would ensure Mr. Baldbreast's victory. Mr Spider- - - there is no harm in telling you that while a student of tenth class, I stood first in school in the debate on 'Male versus Female' defeating even a pair of speakers belonging to the eleventh class. My aboo was then in its greening stage. There is no reason why I should fail to impress the Americans in favour of Mr. Baldbreast now. Ha! Ha! (17)

Mr. Spider, the Asst. Secretary of Mr. Baldbreast laughs at Sharma's foolish and fantastic idea and in a satirical mode says:

> Thank you, Mr. Sharma but you will be spared the bother of speech making. We have a thousand tested speakers better acquainted with the peculiarities of the American situation. Besides, yours is what the British call the King's English - rather a remarkable variation of that which the voters of the United States I am afraid, are not qualified enough to follow. When you pronounce Baldbreast, to them it might sound Domdeniel. But you should by all means laugh - just as you did now. That is a universal language as they say (18).

Das comically ridicules the formality and tactful manner of exploitation of modern elites. The storyteller highlights the particularity of representation and interpretation, stating the peculiarity of each character as a construct. The aspects of representation and interpretation form what we may call one of the major postmodernist constituents of satire.

When Sharma is kidnapped by the agents of Domdaniel and threatened to destroy his *aboo* as it helps Baldbreast's ugly plan to ridicule their candidate and affect the election, he finds himself alone in an alien world. The highly afraid Sharma returns India within twenty four hours carrying the load of the giant lump on his head. In India Rooplal makes use of him again for political gain. Finally Sharma is elected to his state assembly as an independent MLA. But before joining to any party the ministry gets collapsed and a by-election is announced. His supporters confide him that the *aboo* may not cast the same spell as it does in the previous election. Hopelessly Sharma wishes his *aboo* to become twice its size in order to draw attention from the public. The writer's mild satire is on democratic system, where the *aboo* symbolically represents a persuading item for beguiling the voters. The pervasive element of social satire in the story presents Das's serious concern at the debasing of moral standards and materialistic outlook which has taken hold of society.

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The storyteller combines situations and characters to produce the best humourous effect. He uses humour purposefully to bring satiric effect. His projection of the follies and vices of the individuals is largely with a purpose to build a sanctified social set-up. It is worthwhile to mention here that "Manoj Das is a social reformer of first order" (Pradhan 1) and an Aurobindonianite who believes in the corrective measures of individuality. His attitude is clearly reflected in his statement:

> When I see a lotus blossoming out as filthy a stuff as mud, with the intervention of sunlight, I don't see why a godly race can't emerge out of the present muddy humanity (cited by Pradhan *The Statesman Festival* 2003:27).

Imbued with Sri Aurobindonean vision Das presents in the satiric design the futuristic vision of a better society. His kinship as a satirist is however not Dryden or Pope or Swift but with Fielding. Anand Lall remarks:

> Das style is primarily satiric, but not of the vitriolic variety. He exposes the ridiculous side of his characters with a comic flavour that betrays affection rather than the misanthropy that satirists sometimes cultivate. Frequently therefore, one finds a note of sorrow creeping in about what might have been, or an evanescent air of romance" (27).

At the end of the narrative Sharma's mother pleads near his Guru for the good health of his son. The Guru, who through his yogic power makes the *aboo* vanish instantly. The *aboo* is symbolically projected to show the moral degradation and distraction of individuals from the path of social sanctity. Das makes Sharma the butt of the satire. The abominable *aboo* on Sharma's head is an allegory representing incurable materialism of the West. At last when this *aboo* becomes longer than its size, which Sharma cannot bear on his head, Das operates it by giving it a spiritual healing. Thus through the veneer of *aboo* Das brings out the reality of the incurable greed in human beings represented by Sharma himself, Mr Baldbreast, Dr Hardstone, Chichi, and Rooplal. A perfect synthesis is thus established between diseased human condition and its possible cure through spiritualism. With the disappearance of the *aboo* by the grace of his mother's Guru, Sharma is not happy. However his mother is delighted. In the disappearance of the *aboo* she dreams of a future that will give a new lease of life to Sharma without the gigantic *aboo* of darkness and arrogance. Prof. P. Raja comments:

> From a natural plane the writer suddenly takes us – without giving us any jolt – to a supernatural plane when the *aboo* disappears through the intervention of a mystic power. The allegory lies perhaps in the author's vision of a transition to a better future that a spiritual awakening alone can bring (92).

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Realism descends at the end of the story through the framework of an inbuilt allegory that points towards a spiritual regeneration of Sharma. While Sharma's *aboo* vanishes by the wonder of Almighty, the readers experience a spiritual catharsis shedding their abominable *aboos*.

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'Lovers of Nature' in Willa Sibert Cather's *O Pioneers!* and *My Antonia* – An Ecocritical Analysis

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Willa Cather (1873-1947)
Courtesy: http://www.nebraskahistory.org/sites/cather/

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Abstract

Nature has always been an evergreen source for Willa Sibert Cather, the American Novelist. Being a lover of nature, Cather has presented characters longing to live with nature. In the novels, *O Pioneers!* (1913) and *My Antonia* (1918), we have characters loving the ecosystem and protecting it; we also see characters loving the ecosystem but unable to protect it due to unfortunate reasons.

In *O Pioneers!* (1913), Alexandra loves and yearns for the wild lands. She approaches the land in a gentle manner and in turn the land showers her with wealth. The same gentle approach towards nature is also found in Antonia, in *My Antonia* (1918). Antonia has the pioneer spirit at its best.   Being a lover of the landscape, having undaunted cheerfulness and resiliency, Antonia climbs up the ladder of fortune and becomes a successful owner of a larger and fertile farm.

Male characters also equally love nature. Ivar, in *O Pioneers!* (1913), is the only character of Willa Cather practicing species egalitarianism. He relates easily to animals and takes care of them. Jim Burden in *My Antonia* (1918) adores nature and finds himself overjoyed when he is in nature's bosom. In *O Pioneers!* (1913), Alexandra's father, John Bergson, loves the land and faces many trials to withstand the onslaught of ruin, but his perseverance is all in vain.

Key Words: Eco-consciousness, eco-criticism, lover of nature, tamer, natural resource is trustworthy.

Growing Interest in Eco-friendly Life

These days, almost all people have turned their attention towards the planet of life, the earth. The ecosystem which accommodates human beings acts reflexively. A sudden attraction towards the ecosystem came about when scientists found a hole in the ozone layer. Then people

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began probing the planet more and more. They became more conscious of the environment in which they live.

When people began slowly understanding what is happening to the ecosystem within which they live, they started intensive ecological study which focused on the ecological problems like pollution, global warming, etc. Their concern and love for Nature began getting reflected in creative literature and literary criticism. There has emerged a new field of study over the last three decades. The literary people named it "Eco-criticism" or "Environmental Literary Criticism". This study addresses how humans relate to non-human nature.

Relationship between Man and Nature

The relationship between man and nature is indistinguishable. It is a universally acknowledged fact that man has to depend on nature. Literary eco-scholars started writing about nature and the environment around. Nature is represented in literature as "virgin land, Eden, Arcadia, howling wilderness" (Glotfelty xv). One can understand Willa Sibert Cather as a lover of nature. Willa Cather talks about joy, mirth, defeat, failure and success through her novels. She uses her characters as mouthpiece for expressing her feelings for nature. This is transparent in her novels. Probing through her works, undoubtedly one can put her writings under the literary field of eco-criticism.

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Willa Cathers novels *O Pioneers!* (1913) and *My Antonia* (1918) are being analyzed eco-critically in this article.

Alexandra in *O Pioneers!*

Alexandra, the protagonist in *O Pioneers!*, loves and yearns for the wild land in spite of its adversity. Even though she knows well how fragile the plight of the pioneers was, she respects and adores the land. The Land was "still a wild thing that had its ugly moods, and no one knew when they were likely to come, or why. Its Genius was unfriendly to man." (20) Unlike her brothers and neighbours, Alexandra believes in the natural world and relishes the enjoyment of the world. It is not a wonder that she "buys up" (59) the lands of her bankrupt neighbours and plows for profit and prosperity. Alexandra approaches the land in a gentle manner and in return the land showers her with wealth.

Faith in the Land

Alexandra believes that having faith in the land will never deprive her in anyway. The land and she are inseparable. She revels in collaborating with the land rather than imposing her will upon it. These features of the story put forth deep ecological thinking. The same gentle approach towards nature is also found in the protagonist, Antonia, in *My Antonia* (1918). Antonia, the main character around whom the story rotates, has the pioneer spirit at its best. She loves the landscape with undaunted cheerfulness, and resiliency. The Shimerdas were the first Bohemian family to immigrate to the Nebraska. They "live on a wild place [Nebraska] where there was no garden or chicken house, and very little broken land" (Cather *My Antonia* 19).

Love and Ethical and Aesthetic Considerations

The land usage cannot be based on economic expediency alone, but must involve ethical and aesthetic considerations. Cather's intention is to point out that love and ethical responsibility towards the land are the prerequisites for a reciprocal and sustainable relationship. Antonia and Alexandra Bergson love the land and have ethical responsibility towards it. This idea of the

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usage of land is later advocated in Aldo Leopold's "The Land Ethic" published posthumously as the last part of *A Sand Country Almanac* (1949).

Willa Cather asserts the importance of conserving natural sites. Her nature-loving characters seem to follow both land ethics and deep ecology. The wild life refuge of Ivar is an eccentric place in *O Pioneers!* (1913). That is the symptomatic representation of modern violent America, considering nature a disposable resource. Both Ivar and Alexandra Bergson stand as sure testimony to different degrees of eco-conscious living in *O Pioneers!* (1913).

Eco-Friendly Ivar, a Dwarflike Man

Ivar is a powerful dwarflike man, saintly simple Old Norwegian and eco-friendly. People named him "Crazy Ivar" which Cather likes to pun on. Ivar doctors sick animals. When he is at home he makes hammocks out of twine and commits chapters of the Bible to memory. Ivar seems to be an eccentric hermit finding contentment in solitude, which he has sought out for himself. He serves as a veterinarian and maintains a wild life refuge on the Divide. When others are busy plowing the land around, he is communing with the animals. Ivar has a close relationship with animals and heals them. One could find Ivar sensing the pains of the animals as if he has the pain himself. Through the words of Alexandra, one finds how Ivar "understands animals" (33) and how the animals cooperate with him in the treatment.

Banning Guns in Gun Culture

Ivar protects life by banning guns and caring for animals. Matthias Schubnell finds Ivar to be one of the central tenets of Deep Ecology in his essay "Willa Cather: An Eco-critical Approach" (2001). Stephan Bodian claims in the essay "Simple in means, Rich in Ends: An Interview with Arne Naess" about Arne Naess' view:

> Every life form has in principle a right to live and blossom. As the world is made of course, we have to kill in order to eat, but there is a basic intuition in deep

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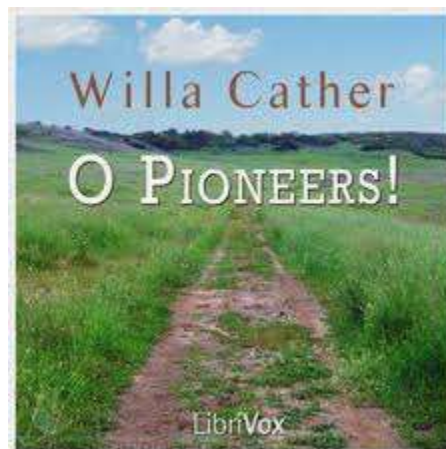V. Shoba, M.A., M. Phil., Ph.D. Scholar and P. Nagaraj, Ph.D.
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ecology that we have no right to destroy other living beings without sufficient reason. (Bodian 28-29)

This is one of the basic norms of deep ecology. Ivar cries "no guns, no guns!"(*O Pioneers!* 39), which indicates a prophetic plea for non-violence among the human beings and other forms of life.

God Speaks through Nature

The nature loving characters like Ivar and Alexandra in *O Pioneers!* (1913) and Antonia in *My Antonia* (1918), can be brought under the followers of the Natural theology of the Greek. The Natural theory of the Greek advocates that nature is a symbolic system through which God speaks to man. Cather too seems to advocate this theory through her characters.

My Antonia
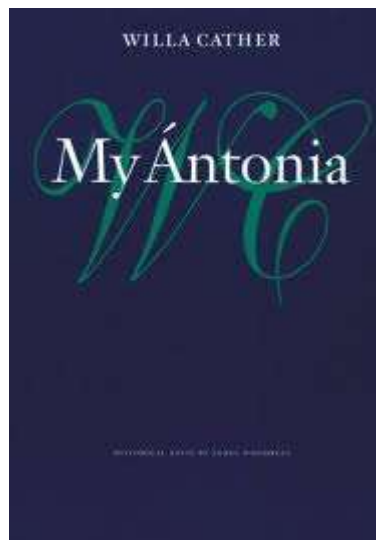
My Antonia (1918) is often considered to be the best of Cather's twelve novels. In this novel, Cather has given a transcendent vision of the remote folk of the western farmlands. These farm lands are very real. This is Cather's most ardently remembered and best loved novel with her outstanding prose style. Cather's critics have identified *My Antonia* as a classic work of

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American Literature. *O Pioneers!* (1913), the other novel, is a "two-part Pastoral" developed from two stories with the earlier one titled "Alexandra" and the latter "The White Mulberry Tree".

The idea of precariousness is found in Carl Linstrum, the neighbour of Alexandra in *O Pioneers!*. Carl's father too, later, gives up the struggle with the inhospitable environment and returns to his old factory job in St. Louis. John Bergson, Alexandra's father also is pessimistic about the land. He dies at an early age of forty six before his farm could have any chance in proving it a success. Land and nature had been unfavourable and unfriendly to the Bergsons. The Bergsons are Swedish immigrants in the farm country near Hanover, Nebraska, of the 20th century.

The Shimerdas in *My Antonia* (1918) undergo struggle like the Bergsons. The struggle is too severe for them on the stubborn, hostile and indifferent foreign soil to recreate and assert one's existence. The Shimerdas had migrated from the East, from Czechoslovakia and their neighbor, Jim Burden, from Virginia. Czechoslovakia and Virginia, both lands are highly cultured. The people from these two countries are comparatively sophisticated, compelled to live under primitive shelters, while battling with the land. Immense strength is being used by the newly arrived pioneers on the prairie's stubborn soil.

Prairie's Stubborn Soil

Agriculture is the Number One industry of the state of Nebraska. Nebraska was once a "vast, nearly treeless expanse of grass. … Nebraska was once known as the Great American Desert". The first pioneers who traveled west for new land … came to carve a new way of life, just as their plows carved up the thick sod for their shelter and crops" (http://www.agr.state.ne.us/publications/ne_ag_facts_brochure.pdf)

The Nebraskan soil had caused some pioneers lose their lives, spirit and the memories of the gentle civilization which they brought from the East. Mr. Shimerda, Antonia's father,

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commits suicide in retrospect and "sad for the old country" (89). The land is undesirable to John Bergson in *O Pioneers!* (1913). John Bergson had toiled on it for eleven long years trying to tame the land, but in vain. He dies in defeat.

Antonia and Alexandra

Antonia and Alexandra, in the novels *My Antonia* (1918) and *O Pioneers!* (1913) are more molded to the Nebraskan soil. Antonia loves "to be like a man."(*My Antonia* 1918 138) For Alexandra, "the land in itself, is desirable" (Cather *O Pioneers!* 21). A few of the Nebraskan pioneers experienced sensations as Jim Burden experienced in *My Antonia* (1918) "between that earth and that sky I felt erased, blotted out"(*My Antonia* 8).

The characters lose the influences of their softening civilization in their desire to live with and tame the land.

In *My Antonia*, Antonia is an eager and Bohemian girl of fourteen. The narrator of the novel Jim Burden describes Antonia as a girl with eyes "big and warm and full of light, like the sun shining on brown pools in the wood" (23) in her first arrival at Nebraska. "Her skin was brown, too and in her cheeks she had a glow of rich dark colour. Her brown hair was curly and wild-looking"(23). After her father's death, she is totally changed. She works "like mans now" (123). She loses "all her nice ways and get rough ones" (25) and she becomes coarse and crude like her brother Ambrosch. "Antonia ate so noisily now, like a man, and she yawned often at the table and kept stretching her arms over her head, as if they ached" (125). Jim's grandmother says "Heavy field work'll spoil that girl" (125).

Alexandra Bergson is introduced in the first chapter of *O Pioneers!* (1913) as "a tall, strong girl" (6) walking "rapidly and resolutely", wearing "a man's long ulster (not as if it were an affliction, but as if it were very comfortable and belonged to her; carried it like a young soldier)". She had "a serious thoughtful face" and "clear, deep blue eyes" (6), having "a glance

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of Amazonian fierceness – most unnecessary severity." (8). She inherits the family farmland when her father dies. When other immigrant families are giving up and leaving the prairie, Alexandra devotes her life to making the farm a viable and prosperous enterprise. Alexandra becomes a strong-willed, "sunnier and more vigorous than she did as a young girl" (87) splendid, intelligent and dauntless Amazon daughter who struggles and dedicates her strength, youth and beauty to hopeless drudgery of carrying the task of her father. She has to take the responsibility of bringing up her stolid, incompetent and unimaginative brothers Oscar and Lou. Her brothers "neither of them had the patience to grow an orchard of their own" (140) and find their farm a place for making their livelihood.

The Land

The land in "*O Pioneers!*" is sometimes "an enigma" (22). Patrick K. Dooley in his critical essay "Biocentric, Homocentric, and Theocentric Environmentalism in *O Pioneers!, My Antonia* and *Death Comes for the Archbishop*" states "once the key is found and the puzzle solved, the land submits to the human hand that develops, tames, subdues, orders, masters, controls, and improves (all Cather's terms) it" (Dooley 71).

Seasons and Climatic Changes - The Shimerdas

Seasons and climatic changes have a great impact on humans. In "The Shimerdas" the first book of *My Antonia* (1918), Cather introduces the shifting of seasons and vivid changes which happen to the prairie. This book tells the story of one year on the Nebraskan land. Autumn indicates arrival of the Shimerdas and the Burdens on the Nebraskan prairie. Winter portrays terrible struggle for mere existence in the plains. Return of life is indicated with the arrival of the spring and ending of the year promising rich harvest in the summer heat of the prairies. In *O Pioneers!* (1913), Alexandra expresses to Carl how pioneers have to depend on the climatic conditions, labour and nature through the lines: "Our lives are like the years, all made up of weather and crops and cows" (131).

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Seasons in *My Antonia* (1918) have symbolic representations on human life. The arrival of "glorious autumn" (28) on the treeless prairie shows that "the world was left behind" (7) and that they "had got over the edge of it" (7). Vast autumn indicates approach of death and descent of winter snows. Beauty of the undisturbed plains is described as "the sky was brilliantly blue, and the sunlight on the glittering white stretches of prairie was almost blinding" (63). The whiteness not only blinds but brings despair and death. After the first primitive struggle, Antonia cries out to Jim in the midst of summer, "I wish no winter ever come again" (140).

Nebraska agriculture

Malleable Nature

Nature stands malleable to humans. It tolerates and welcomes the human touch. Willam James puts the same idea in his *Pragmatism: A New Name for some Old Ways of Thinking* (1907). In *O Pioneers!* (1913), Cather calls the prairie "wild land" (20), "dark country" (18)

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"wild soil" (47) and "raw place" (59). After trials and struggles, the prairie readily seems to tune up with humanity. The land does not hesitate to yield for the one who sowed. It favours mankind once humanized. Sixteen years after the death of John Bergson, Alexandra, her brothers and her mother have turned a homestead into an estate.

One has to feel sorry for the wasteful and abusive farming. Once nature is not cared for and allowed to be vigorous and resilient, it becomes a wilderness. But a little effort could make it recover soon from that. For example, the narrator in *O Pioneers!*, explains that in "summer the rains had been so many and opportune that it was almost more and Shabata and his man could do to keep up with the corn; [so] the orchard…[became] a neglected wilderness" (151).

Cather's Characters and the Land

Cather's characters are depicted as they actually are. The good ones are the characters loving and protecting nature. They yield to the land's spell. The Shimerdas and the Burdens in *My Antonia* (1918) live with nature and are part of the scenic beauty. Alexandra, in *O Pioneers!*, describes herself to be a part of nature. She says practically, "if you take even a vine and cut it back again and again, it grows hard, like a tree" (171).

The land tutors Alexandra, in many ways, in the novel *O Pioneers!* (1913). Alexandra considers the land a personality arousing in her all the feelings which another human being could arouse. She does not sell but buys more instead. The land is tamed out of her love and hard work. Nature responds to true love and Cather declares that "the history of every country begins in the heart of a man or a woman" (65).

Jim Burden, in *My Antonia* (1918), adores nature. He finds himself overjoyed and rejoices with "the goodness of planting and tending and harvestings" (353). Lying in his grandmother's garden under a warm autumn sun, Jim listens to the wind, feels the warm earth under him and watches the insects. Jim surrenders to nature. With ripe pumpkins in his garden, he has a feeling of immersion and appreciation for the prairie in a personal way. The seasons in

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the prairie are described as: "All the years that have passed have not dimmed my memory of that first glorious autumn."(28) Jim celebrates the prairie's splendor in the late afternoon hour.

Jim is all praise for the prairie. Sunlight ripens the prairie. The spring season with its light delights Jim: "if I had been tossed down blindfold on that red prairie, I should have known that it was spring" (120). July brings the "breathless, brilliant heat which makes the prairies of Kansas and Nebraska the best corn country in the world. It seemed as if we could hear the corn growing in the night; under the stars one caught a faint crackling in the dewy, heavy-odored cornfields where the feathered stalk stood so juicy and green"(137). Antonia tells Jim about her love for the trees. Jim finds Antonia proud of her orchard planted painstakingly. Antonia waters every tree after the toil in the fields and has apple crop every year. Alexandra, in *O Pioneers!* (1913), has mystic faith in the land like Antonia. Her prophecy comes true. The wild land has been made fertile and nature has been tamed to order by the human hand.

Deriving Strength from the Land – Physical, Psychological, Moral and Economic

The characters like Alexandra Bergson and Antonia derive strength from the land. In *O Pioneers!* (1913), when Alexandra becomes tired, she feels some spiritual force "carried by a strong being who took from her all her bodily weariness." (207) This kind of feeling is also experienced by Willa Cather, who identifies herself with her carefully and skillfully created character, Alexandra. Thirteen years later, Alexandra, being a willful and resourceful woman having faith in land, derives spiritual support. Alexandra has the most prosperous farm in the area. She experiments with new farming methods. Having the first silo on the Divide, she is seated at the head of a long table, having dinner with her men. Being industrious, Alexandra becomes a boss lady, a successful business woman settling into the ample physical proportions of middle age.

In *My Antonia* (1918), Antonia obtains financial support from the farm and fields. She has become the mistress of a larger and fertile farm. Having a happy family by marrying Cuzak, a farmer, and then with a dozen delightful children, Antonia has transformed the barren Nebraska

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prairie into a rich and fruitful one. The farm is big and fertile. It is adorned with orchards, hedges and a grape arbor. Antonia had worked hard, worn herself out to accomplish her goal. She is "battered" but not "let down". When Antonia makes her last appearance, as a middle aged woman, she is "still there in the full vigour of her personality" showing this is how one should have lived. Antonia recognizes in her the quality of persistence, which she had, when Jim Burden and she roamed the prairie as boy and girl. In the end of the novel she is "battered but not diminished" (332). Antonia has "not lost the fire of life" (336), and Jim even though he has "kept so young" (335), he is less battered but more diminished.

Equating Nature and Land to Our Lives

A Wild Prairie Dog in Nebraska

Antonia could have a happy life in the end involving herself in farming and maintaining good family relationships. When there are characters who do not want any natural resources to be destroyed, they go one step higher, and they are rare characters, like Ivar, in *O Pioneers!*

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(1913), practicing species egalitarianism with the animals. Being a vegetarian, Ivar never allows guns near his big pond saying, "I have many strange birds stop with me here. They come from very far away and are great company. I hope you boys never shoot wild birds?" (40) Ivar says to Alexandra's youngest brother Emil about the migrations of birds: "They have their roads up there, as we have down here… Never any confusion; just like soldiers who have been drilled." (43) He is solicitous about the shooting of birds and warns the boys that "these wild things are God's birds. He watches over them and counts them…" (41) Representing the Bible character Noah, Ivar protects "all wild animals on earth" and "all birds of heaven" at the time of flood by God. (*The New English Bible with the Apocrypha* Genesis 8-9) A covenant with God is to the effect that there will be no eating of meat. Ivar, in *O Pioneers!*, also follows the same and he "never ate meat, fish or salt" (43).

Alexandra and Ivar, in *O Pioneers!* (1913) trust the land and nature equating them to their own lives. She could transform wilderness in which "the wind answered…like an echo" (18) and the entire town found vanishing "as if it had never been" (15) into a prosperous and fertile prairie. Alexandra says to Emil, "Down there they have a little certainty, but up with us there is a big chance. We must have faith in the highland, Emil" (64). Alexandra has more lands through her visits to the prosperous river farms. She tells Emil, "I want to hold on harder than ever, and when you're a man you'll thank me."(64) Alexandra tames the wilderness and reconfigures nature, but Ivar, is being tamed by nature. Ivar finally seeks refuge with Alexandra.

Another woman character, placed next to Alexandra, in *O Pioneers!,* is Marie Shabata. She is the wife of Frank, a shrewd farmer, who, towards the end of the novel, shoots Marie and kills her, when he sees her relationship with Emil, Alexandra's brother. Marie loves the plants and the trees. With nurture and care, she grows a garden of flowering plants.

Some Fail to Protect Nature

There are Willa Cather's characters loving the eco-system, but failing to protect it due to unfortunate reasons. Through the words of Carl, in *O Pioneers!* (1913), Willa Cather presents

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the restlessness of the pioneers in search of quick wealth. Carl says to Alexandra, "engraving's a very interesting profession, but a man never makes any money at it. So I'm going to try the gold fields" (108-109). Carl apprentices as an engraver, failing in that field goes to Alaska fruitlessly in search of gold. Later realizes how he had lost his identity. He confesses, "I've enjoyed a great many things, but I've got nothing to show for it all" (122) and adds "here you are an individual, you have a background of your own, you would be missed. But off there in the cities there are thousands of rolling stones like me" (123) not depending on land, which is more fruit-bearing than anything else. The line towards the end states "there are always dreamers on the frontier" (301) is apt for Carl's life. Carl is not good enough to be a painter. He finds his art work a false imitation in contrast to the work of Alexandra on the wilderness. Having faith in natural resource is more trustworthy than in material resources. Carl compares his work with Alexandra's: "I've been always engraving other men's pictures, and you've stayed at home and made your own" (116).

The character Carl represents the modern Americans. Lou and Oscar, Alexandra's brothers can also be categorized with Carl's notions. They do not have "the patience to grow an orchard of their own" (104), but are ready to take any risk in a foreign land. They could not commit the wrong deed of selling the land and leaving in search of city jobs by the strict instructions of Alexandra.

From Wild Land to Virgin Prairie to a Farm

Willa Cather in her article "Nebraska: The End of the First Cycle" puts forth the view that "the wild land" is being subdued and "the virgin prairie" is made into "a farm". This statement proves that both happiness and curse are interrelated. "Too much prosperity" has resulted in "the ugly crest of materialism" (238). This line of Alexandra echoes the conclusion of Whitman's great poem "Song of Myself" in the collection of *Leaves of Grass* (1855):

"I bequeath myself to the dirt to grow from the grass I love,

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If you want me again look for me under your boot-soles"

<div align="right">(Whitman 1339-40)</div>

Willa Cather, being an "ecological" writer, represents the interconnection between humans and nature. She opines that human relationships have a great impact on nature. Nature has thus a crucial influence on human beings and in the end, the country has become as stated in *O Pioneers!* (1913), a "Fortunate country…to receive hearts like Alexandra's into its bosom, to give them out again in the yellow wheat in the rustling corn, in the shining eyes of youth" (309).

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A Study on Effectiveness of Teachers Imparting Communication Skills to Students of Engineering Colleges

Dr. Harish Shukla

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Abstract

This research article is an attempt to study the effectiveness of teachers in imparting communication skills to students of engineering colleges of Indore District to enhance communication skills of future engineers. The object of the research article is to know the perception of students about how effective teachers are and also the facilities such as language laboratory, software, computers, audio-visual aids, teaching-learning environment, and opportunities for oral and written communication used by teachers in teaching of communication skills.

Introduction

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In the Indian context, an engineering students' success in the on-campus as well as in the off-campus is based on their demonstration of communication skills. According to NASCOM former President, Karnik only 25% of technical graduates are suitable for employment in the organisation in India because they lack abilities to speak or write well in English. Most students are not 'industry ready' (Infosys 2008). It is very essential for the engineering students who want to join the industry that they enrich their communication skills and soft skills and develop an ability to learn on their own and learn to work in a team.

Oral presentations are an integral part of an engineer's career. He has to take part in meeting, seminar, and conferences. As an effective public speaker, he can not only enhance his own reputation but also the reputation of the organisation where he works.(Bhatia and Sheikh, 2001)

In the era of globalisation, we can not meet the international standards without ensuring quality teaching to the students in the institutes particularly technical institutes. Since technical education plays a very crucial role in the overall development of a nation, the researcher got inspired to choose the topic for study related to engineering institutes. The present status of higher education in India is a matter of discussion. It still needs a lot of improvement. The quality of higher education depends primarily on quality manpower in these colleges particularly teachers who teach and make students practice communication skills. There are large numbers of engineering colleges in Indore. The topic has been taken for the research purpose because a little work has been done. The results of the present study can be helpful directly or indirectly to the persons and bodies concerned. Top management of these colleges can ensure better facilities to improve communication skills of students of their colleges. Results can also be helpful to revise curriculum by the universities and also they can be helpful for teachers to know the feedback of their performance.

Review of Related Literature

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Albert P'Rayan and Ramakrishna T. Shetty (2008) worked to measure the communication apprehension of 120 students at Jeppiar Engineering College and also speaking tests were administered to the same students to assess their public speaking skills. The results revealed that majority of the students have high communication apprehension and around 60% students lack communication skills.

David H. Culpepper, Jess D, Beeler and K.G.Burke (2006) in their study examine a model for improving the oral communication skills of business students.

Stivers, Campbell and Hermanson (2000) found that employers identified oral communication skills as very important.

Rubin and Jordan (1997) report a semester-long communication course significantly improves the performance on communication assignments and lowers the fear of public speaking or writing for an audience.

Du-Babcock (2006) stated that teaching business communication theory and models without associated application materials is inadequate and will lead to students not being capable of applying communication skills in the future.

According to **Fraser et al,** (2005) Enhancement of teaching and learning has been an important objective of business schools for many years. There are a number of ways to achieve this objective, but assessing the impact of teaching by measuring outcomes remains a major feedback method. "Outcome-based evaluation, as it is commonly called, has been increasingly invoked as a way of assessing… teaching effectiveness".

Bottom, (2005) concluded that Business schools should "practice the same kind of silo-busting research and teaching that we long ago advocated to managers with great success". Surely it becomes easier for students to put the pieces together and approach issues with a multi-disciplinary perspective when those behaviours have been modelled by their business faculty.

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Objectives

1. To study the adequacy of the facilities available in the institutes to improve communication skills of students.

2. To study effective use of language lab software by teachers.

3. To know the satisfaction of students about performance of teachers.

4. To know the awareness of teachers related to latest development about contents of the subject.

5. To study the effectiveness with which teacher deliver contents of syllabus of communication skills to students.

6. To know the opportunities provided by teachers to students for oral presentation.

7. To know the effectiveness of teaching learning environment in the institutes.

Limitations

One of the limitations of the study is area of research. In the present study selected colleges from Indore Districts have been taken for collection of data. Filled up questionnaires in all the respects were collected from 178 students of different classes of various engineering colleges.

Research Methodology

The present study is exploratory in nature. The total number of samples collected from different respondents of engineering colleges through survey is 178. Samples are collected from selected colleges of Indore District. The Simple Random Sampling Method is used for the collection of data. A self developed questionnaire is used with yes and no types of responses for collecting data. Questionnaires that were incomplete, unrealistic, full of biasness were rejected at a glance so that error could not occur in the

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sample colleted and it might not affect findings of the study. The method of percentage analysis is used for the analysis and interpretation of data.

Results and Discussion

The analysis of the data collected from the respondents reveal that the only 50% students feel satisfied with overall effectiveness of measures taken by Engineering Colleges to enhance their communication skills. 62% students feel that they do not get proper opportunities for oral presentation in the class/lab. 54% students feel that teachers need to remain updated with the latest knowledge of their subjects. Most of the students feel lack of motivation by teachers and they also feel that frequency of group discussions is not enough. A-V aids are not adequately used by teachers. 63% students feel that they do not get adequate chances for public speaking. 67% students are not satisfied with the internet facility available in their colleges. Most of the students feel that teachers need to improve delivery of content of syllabus and also they feel that they do not get feedback for their performance regularly. One very interesting finding is that 56% students find that the teaching-learning environment is not satisfactory in their institutes.

Conclusion

It can be concluded that overall effectiveness of teachers imparting communication skills to the the engineering students is not satisfactory. Since the job prospects for the students are dependent on their demonstrating good communication skills, students can not grab the opportunities of job. Colleges are still lacking important facilities that are essential for the students. This can hamper the chances of growth of colleges as well as students in this world of cut throat competitions. Teachers have to be very effective so that objective of technical education in India can be achieved successfully.

Suggestions

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On the basis of the findings of the study, following suggestions are proposed to improve the effectiveness of teachers of engineering colleges imparting communication skills to their students.

Teachers should provide adequate chances to students for oral presentations. They should be aware of the latest developments taking place in their subject. They should continually motivate students for better communication. A-V aids should be used effectively and regularly. Colleges should provide better internet facility. Public speaking should be promoted. Reading facilities in the libraries of the institutes should be enriched. Teachers should go in the class and laboratory with very good preparation. The most important suggestion is that the overall teaching learning environment should be healthy so that students learn well and fast and command over their communication skills to achieve success in interviews.

Scope for Future Studies

The area of research can be extended from District level to State level. It can rather be extended to National level by other researchers. Significance can be added to the results by some researcher by taking larger sample of employees from larger number of colleges.

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Appendix

Instruction: Please tick in the suitable box

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S.No.	Item	Yes	No
1	Are the facilities to improve communication skills of students adequate?	Yes	No
2	Do you have a language lab software?	Yes	No
3	Is the software effective?	Yes	No
4	Are you satisfied with performance of teachers?	Yes	No
5	Do the teachers provide you proper opportunities for oral presentation?	Yes	No
6	Do the teachers provide you proper opportunities for written communication?	Yes	No
7	Are the teachers aware of latest developments related to communication skills?	Yes	No
8	Are you motivated by teachers to improve communication skills?	Yes	No
9	Group discussions are often held by the teachers.	Yes	No
10	Do the teachers use innovative methods of teaching?	Yes	No
11	Do teachers deliver contents of subject effectively?	Yes	No
12	Audio visual aids are used sufficiently by the teacher.	Yes	No
13	Is public speaking promoted in the class/lab?	Yes	No
14	Are you satisfied with internet facility?	Yes	No
15	Do you get feedback for your performance by the teachers?	Yes	No
16	Are you satisfied with teaching learning environment?	Yes	No

===

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Woman on Left; Woman on Rights:
Poetic Sensibilities of Parveen Shakir

K. Tejaswani, Ph.D.

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Parveen Shakir (1952-1994)

Courtesy: http://parveenpoetry.blogspot.com/

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Abstract

The article discusses the poetic sensibilities of Parveen Shakir, a woman poet from Pakistan, with the intention to accommodate various voices from Asian countries in the backdrop of writings of women on women's rights. Parveen Shakir is a woman poet who veered left to the path generally taken by traditional women Urdu poets. She wrote not only on love but her sensibilities towards the commoners and her country's status are also reflected majorly in her poems. Her ghazals are exclusively on love, man's infidelity, unrequited love and the manifestation of love by men and women.

Shakir's poetry was on love and socially relevant issues whereas her ghazals were completely dedicated to love and the effects of love on men and women. In her poetry, Shakir also voices her feelings for her country and her countrymen. Her poetry is a testimony to her fight for women's rights at home and abroad.

Though Shakir was divorced within two years of marriage and lost the custody of her only child to the father of the child due to the country's patriarchal laws, she did not allow these incidents to become setbacks to her chosen career as a poet. Her personal impediments only proved to be stepping stones in her rise as a poet.

She did not confine her poetry to the traditional modes but included various innovations and creativity in her poetry. Her poetic verses are known for originality and modernity in Urdu literature. There is a steady growth in the popularity and reputation of Shakir's modern poetic sensibilities.

Keywords: Poetic sensibilities, Urdu literature, Urdu women writers, Urdu romantic poetry and Urdu ghazals.

Parveen Shakir (1952 - 1994)

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Introduction to Parveen Shakir

Parveen Shakir (Nov. 24, 1952 – Dec., 26, 1994) was born in Karachi, Sind in Pakistan. Her poetic anthologies include Khushbu (1976) - Fragrance, Sad e barg (1980) – Marsh Marigold, Khud-kalaami (1990) – Talking to Self, Inkaar (1990) – Refusal, Maah-e-Tamaam (1994) – Full Moon, and Kaf-e-Aaina – The Edge of the Mirror. Shakir's collection of newspaper columns was published as Gosha-eh-Chashm – The Sight Corner. Though originally in Urdu, her poems and ghazals have been translated into English and other languages. Dr. Sabrina Lei, an Italian scholar, is working on translating Shakir's poems into Italian language.

Parveen Shakir is a poet who defied traditions and expressed her experiences and beliefs in the form of poetry. The poet chose to disregard her life circumstances and set her sights on higher grounds in spite of the personal issues in her life and the fact that she comes from a very orthodox and conventional country.

Shakir conveyed the inner voice of women through her poems which confronted traditions and ripped the hypocritical male bastions. Parveen Shakir is known for her originality and creativity in thoughts and expression. She did not allow the bitterness of her life circumstances seep into her soul as evidenced by her social work. It is rightly pointed out in the article "The Guarded Tongue" that a censorship against a woman's writing "becomes one woman's misfortune rather than a cultural bias that is deeply gendered" (4). Shakir's political and personal ideals were oriented towards left and her verses portrayed her struggle for rights for women.

Shakir wrote her poems mostly in ghazal and free verse. Ghazals are a very difficult form of poetry as they follow exact criterion. They should have a minimum of five couplets that rhyme. The poet has the freedom to express more than one thought or topic in the ghazal. Some of her couplets are legendary. She uses metaphors and similes in a highly creative manner to bring out thought-provoking notions. She also is famous for using free verse which is frowned upon by traditional Urdu poets. Moreover, she is a pioneer in experimenting with and juxtaposing English words with Urdu words in Urdu poetry. Her poetry could reach many readers as they were translated by Alamgir Hashmi, a well-known English poet of Pakistan, into English.

Shakir's *Wasteland* was inspired by T. S. Elliot's *The Wasteland*, and *Benasab Wirsay Ka Bojh* (The Burden of Illegitimate Inheritance) was a translation of W. B. Yeats's *Leda and the Swan*.

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Shakir got married in 1976 when she was 24 but the marriage did not last long. Shakir had only one son, Syed Murad Ali whose custody was given to the father of the child according to her country's laws. Shakir's car met with a fatal accident while on her way to work on 26th Dec., 1994. Her untimely death shocked the entire literary world, both in Pakistan and abroad.

Parveen Shakir's ghazals are based on love, women power, restrictions on women, social atrocities, etc. The poet's verses talked about her cynical beliefs on eternal love and restraints placed on women in the name of gender, religion and law. Her poems urge women to reach out for the world beyond the man-made barriers.

Aim of This Article

The alternate voices of various women writers from assorted countries should be heard as it is indispensable to pay attention to various voices in literature to get a complete picture of our society and to make amends where required.

The Most Beautiful Songs are Those of Pain: Themes of Parveen Shakir

Questioning the Fleeting Passion of Men

Shakir seems to question the fleeting passion of a man in several of her poems. The poem, "Where Am I" is an excellent example. She raises the question "Where am I in your life?" and suggests that she is (the woman) is nothing but "casual tunes," or simply an exciting part of "a weekend's interval on a beach." The poem translated by acclaimed poet, Alamgir Hashmi, lists also several momentary and fleeting notions, and suggests transitory and pleasure seeking focus of man's love.

> Where am I in your life?
> In the morning breeze or the evening star,
> . . . .
> or a moment's leave, anonymous, between the breaking of one dream of love and another's beginning?
> Where am I in your life? [5]

Verses filled with passion and pathos emanate from a lot of sadness. These poignant verses speak about the place of a woman in a man's life. She seems to express her scepticism regarding steadfastness of love in men. Her poems could be a reflection on her divorce. This feeling seems to be a constant theme in many of her poems and ghazals as we can see in similar poems such as "Hot Line."

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> How he used to complain to me!
> So many people come between us we cannot talk.
> . . . .
> It is not hard for me to call upon him,
> but the truth is the voices and the accents do not have the same tones.
> The tune is the same but the hearts are not close enough. (5)

In the poem "Hot Line," Shakir accepts the slow death of love and voices the feelings of a neglected woman. In the last few lines ("The tune is the same but the hearts are not close enough") she also acknowledges the fact that not time alone but neglect on the part of the man could be a strong reason for the death of feelings in a woman. Through this poem, we understand that reciprocity is essential for the perseverance of love.

Compassion for Workers

In "Steel Mills Worker," she talks about the dangers the mill workers face in eking out their livelihood. It conveys the compassion she feels for a common man who is the backbone of the society but whose services are not appreciated.

In "Steel Mills Worker," the verses question the apathy of society and government. Shakir seems to be wondering whether we protect our people whose hard work is the backbone of all our civilization. She opines that the worker has "signed a suicidal pact."

> Black ghost born of sperm of coal at hellish temperatures.
> . . . .
>
> Perhaps he does not know that he has signed a suicide pact in full knowledge.
> He is the fuel for this furnace. (5)

Reading between the lines in this poem, we feel her anger at the apathy of society and government.   Her poetry focuses on the negligence of the country and its failure to recognize and support the workers' sacrifice.

Selling Self-respect for the Growth of a Hypocritical Society

In yet another poem, "We are all Dr Faustus," she talks about people selling their self-respect for various reasons in their struggle to live in a hypocritical society:

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> In a way we are all Dr Faustus.
> One from his craze and another
> helpless from blackmail barters away his soul.
> . . . .
> So a survey of life's Wall Street says that
> among those with the buying power these days self-respect is very popular. (5)

The above poem talks about the atrocities of the people in power. Some powerful people indulge in buying self-respect from people, i.e., they do not have any qualms about subjugating people to meet their ends. These people are unscrupulous and intimidate weak people and impose their will upon them. And weak people, like Dr. Faustus, keep selling their souls to realize their ambitions.

Love That Blossoms

The poem "A Message" reflects the picturesque rainy season and the thoughts of love that blossom on experiencing this wonderful season: "The moment of moon-rise is waiting for us."

> It's the same weather.
> The rain's laughter rings in the trees, echoes.
> . . . .
> The path to the garden that knows us is looking for us.
> The moment of moon-rise is waiting for us. (5)

In "Pink Flowers," she talks about the return of an unfaithful lover. Unfortunately, the return of the lover does not herald the return of the previous pristine love:

> Pink flowers blossomed in the season I met you.
> With your attentions they are opening again,
> . . . .
> The body was still hotfoot with its infatuations,
> the feet bruised on the way. (5)

Time has healed the vagaries of an unfaithful lover, but Shakir questions whether holding on to lost love with hurt memories can bring back the passion and enthusiasm back into the relationship.

In yet another poem "Vanity / Vanity Thy Name Is"

> He is so simple.
> His world is so different from mine.
> . . . .
> But I wish
> —whatever he says—
> I could believe it a while. (5)

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The verses reflect a woman's incredulity as she comprehends the deceptiveness of a man and yet yearns to believe in him. If she can believe in him even for a short span of time she can stay happy for a while. But she knows it is just a pipedream.

Beautiful Poetry Emanates from Sadness

Beautiful poetry emanates from a lot of sadness. Shakir's poems prove that the most beautiful songs are those of pain.

Innovations

Parveen Shakir's innovations and creativity can be seen in the poem "Departmental Store" quoted below. The entire poem in original and the English translation by the author of the article is given below that so as to bring out the variations in Urdu and English languages and justify the poet's skills.

> Pearl Ka Natural Pink
> Revlon Ka Hand Lotion
> Elizabeth Arden Ka Bullish Oh Bhi
> Medora Main Phir Nail Polish Ka Koee Naya Shade Aaya?
> Mere Banafshi Dopatay Say Milti Hoee
> Rimmel Main Lipstick Milay Gi ?
> Haan Wo Tulips Ka Shampoo Bhi Dijiye Ga
>
> Yaad Aaya!!
> Kuch Roz Pehlay Jo Tuzor Liya Tha, Wo Bilkul He BeKaar Nikla
> Dosra Dijiye Ga..
>
> Zara Bill Bana Dain …
>
> Aray ! Wo Konay Main Ak Scent Rakha Huwa Hai
> Dikhaye Zara Usay Test Kar Kay Dekhon
>
> (Khudaya , Khudya, Yeh tu us ke Pasandeda khushboo rahi hai.
> Sada us kay Malboos say phootti thi.)
>
> Zara Is Ki Qeemat Bata Dain.
> Is Qadar !!
>
> Acha Yoon Kijiye
> Baki Chezain Kabhi Or Lay Jaun Gi
> Aaj Tou Sirf Is Scent Ko Pack Kar Dijiye... (6)

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English translation (translated by the author of the article)

        Pearl's Natural pink,
        Revlon's Hand lotion,
        Elizabeth Arden's blush, that too,
        Do you have any new nail polish shades in Medora?
        Do you have any shades of lipstick in Rimmel
        that go with my Benarasi dupatta?
        Yes, Please pack that Tulips shampoo too.

        I remember!!!
        The tweezer I took a few days back is completely useless,
        give me another one.

        Please prepare the bill.

        Oh! The perfume in that corner,
        Let me check it

        (Oh god, Oh god, this is his favourite fragrance,
        It always emanates from him.)

        Could you please tell me the price?
        Is it so valuable?

        Okay, please pack this perfume alone for now,
        I will take the rest of the items some other time.

The poem is basically a one-sided dialogue of a woman in a departmental store. But we can understand the response and actually the response is really unimportant here. In the above lines, Shakir reveals the pathetic extent to which a woman is willing to go to impress her lover. All the items the woman in the poem is purchasing are related to trends in fashions and makeup which must be essential to her in her daily life. Yet, we see that she is more interested in buying a perfume which is priced exorbitantly just to please her partner.

Actually, the line which says that the perfume always emanates from him is interesting as it suggests that the man could be having other women in his life. It is possible that the fragrance rubs on him from another woman who uses this perfume. Yet, the woman is so intent on pleasing her man that she is willing to forego all other items that she likes to have so that she can purchase the highly priced perfume.

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The technique is innovative and the theme of a 'woman's undying love for a man' is used creatively in this technique. This poem alone stands as an evidence of the expertise and adeptness of Parveen Shakir's perception, observation and poetic skills.

Ghazals

Apart from free verse, ghazal was another forte in which Shakir excelled. The themes in ghazals are also about love, women power, restrictions for women, social atrocities, etc. The poet often talked about her cynical beliefs on eternal love and restraints placed on women in the name of gender, religion and law. Her poems urge women to reach out for the world beyond the man-made barriers. Couplets of her ghazals are often quoted for their wit, wisdom and message.

One of her famous couplets from the ghazal "Wo tho khushbu hai" which is often quoted is as follows:

"Wo tho khushbu hai, hawaon main bikhar jaye ga/ Masla phool ka hai, phool kidher jayega?"

He is fragrance and would waft in the air/ the problem lies with the flower - where shall the flower go? (wikepedia)

In this couplet, Shakir associates an unfaithful man to 'fragrance' which is simply carried on by the breeze in diverse directions. Breeze, here, is the essence of the other women he is interested in. Flower is the innocent woman, who relentlessly pines away for her lover's undivided attentions. Shakir uses many such metaphors like 'titli' which means butterfly to symbolize the unfaithful lover, 'badal' (cloud) for love, 'barish' (rain) for affection and 'andhi' (storm) for difficulties.

Another famous couplet of Shakir is as follows:

"Jugnuu ko din kay wakt parakhne ki zid karain/ Bachchay hamaray ehed kay chalaak ho gaye"

They insist upon evaluating the firefly in daylight/ The children of our age, have grown clever (wikipedia).

In this couplet, Shakir expresses her amazement at the surprising knowledge the 21st generation has and her admiration for the present generation's ingenuity.

In another ghazal, 'Terii Khushbuu kaa pataa karatii hai'

masalaa jab bhii uThaa chiraaGo.n kaa
faisalaa sirf havaa karatii hai

Whenever there is a disturbance in flame, the decision is made by the breeze. (translated by the author of the article)

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The meaning of the above couplet is the fidelity of a lover is determined by his distraction when he meets other women.

In her ghazal, 'Dil kaa kyaa hai vo to chaahegaa musal_sal milanaa' she expresses:

"Woh bachpaney ki neend ki to ab khawb ho gayi,
Kya umar thi ke raat huyi aur so gaye."

Childhood sleep has just become a dream.
What an age is it that made one sleep as soon as it is night! (translated by the author of the article)

Shakir is talking about the innocence of childhood and the troubles of grownups which do not allow them to sleep peacefully.

In another ghazal, Ghar ka darwaaza khulaa rakha hai

"Ghar ka darwaaza khulaa rakha hai,
Waqt mil jaye to zehmat karnaa."

The door of the home is kept open
If it is not much of a trouble to you, please come whenever you have time to spare.
(translated by the author of the article)

Here, she is talking about a woman who is waiting for her lover to return to her. 'Ghar ka darwaza' is a metaphor for 'way to heart' and she is implying that the wait is eternal and unconditional.

The implication of unrequited love haunts throughout Shakir's ghazals. A man's infidelity, unwillingness to commit to a single woman and fleeting feelings of love reverberate in these ghazals as seen above.

Either in the form of free verse or ghazal, Parveen Shakir's verses wonder about a woman's abject surrender just to see her love reflected in the eyes of her lover.

Conclusion

For many women writers, writing comes from isolation and alienation, when they do not have a support group to fall back on. Writing for these women is a tool for survival. Women write under the censorship of self, society and religion. These constraints dictate the range of topics a woman is allowed to write about. Women have to fight individually and in isolation for their rights. Women writers have to combat two strong male bastions, one is bureaucratic form of suppression and the other which has far more consequences, societal and religious and in most of the cases they work hand in glove.

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Writing is a manifold process for Urdu women writers as they not only write to satisfy their creative urge but also help in the progress of their nation and address the problems of women in their countries.

It is very difficult for a woman writer in a restrained society to voice her inner feelings. However, Shakir, in spite of her personal setbacks, made a mark in Urdu literature as a romantic woman poet. Further, it should be noted that, Shakir's themes were not restricted to love poetry but we see the free will of an intellectual woman questioning on socially relevant issues like the status of labourers in her country, the place of a woman in a man's life, the lost childhood that culminates into grownup life which is full of problems.

Shakir is not a woman with a subdued voice; she let her inner feelings be known through her poetry without any restrictions. Through her poetry, Shakir's contention that women are under pressure of preconceived notions of society comes out in a remarkable manner.

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Deconstructing the Nation – Transnationalism in Ondaatje's *The English Patient*

V. Vijayalayan and Dr. Claramma Jose

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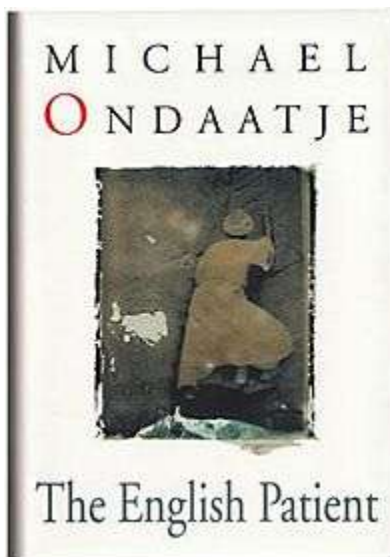
Transnationalism and Literature

Transnationalism today is a pervasive global phenomenon. Demographic ties spanning nation-states have become a compulsive feature of the world in the present

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context. Transnational linkages have emerged as the essential lifeline that animate and sustain the current global order. This emergence to prominence of trans-nationalism has resulted in diverse repercussions. But perhaps its most telling impact is the radical refashioning of the concept of nation. Traditionally conceived as holistic entities, nations are being increasingly viewed as volatile structures. There is a growing consensus against exclusivist notions of the nation-state model. Ideas of jurisdiction and sovereignty are being widely redefined in fundamentally flexible and malleable terms. The conventional emphasis on reinforcing nationalist affiliations is being supplanted by an overwhelming inclination to affirm global or transnational allegiances. Literature, among many disciplines, has come to be significantly influenced by this paradigm shift (Vertovec 1-5).

Transnationalism and its subset anti-nationalism have become major concern of contemporary world literature. The emergence to prominence of diaspora literature as a specialized and distinct field of study in recent times bears ample testimony to the point. On account of being authored by subjects with torn or divided loyalties, diaspora texts exemplify a strong case for upholding trans-nationalist and antinationalist implications.

The Transnational Orientation of the Author of *English Patient*

Michael Ondaatje
Courtesy:
http://www.bestofneworleans.com/blogofneworleans/archives/2010/10/25/michael-ondaatje-reads-at-tulane

The Booker prize winning work of the Sri Lankan diaspora writer Michael Ondaatje, *The English Patient*, presents a good case in point. The basic aim of this paper is to illustrate how this work through its many aspects, manifests and promotes a deconstructionist view of nationhood and a positive response to transnationalism.

The transnational orientation of this text essentially derives its impetus from its author's personal background. Michael Ondaatje was born in Sri Lanka, which was then Ceylon, still under British rule. At nine he migrated to England from where at nineteen he

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followed his brother to Canada. Though he formally settled as a Canadian citizen, Ondaatje continued his globetrotting by holding visiting professorship in such varied places as Paris, Rome and Rhode Island. Diaspora writers for the most part have personal histories spanning two locations. Consequently, they tend to either engage in self recovery, tracing the roots back to their native land and tradition, or self preservation, adapting to the culture of their settler nation. But Ondaatje's history involving migration across more than two locations avoids any such straight forward possibilities. His sensibility, therefore, is most ideally suited to depicting the antinational and transnational stance without any unilateralist predilections (Spinks 1-10).

The English Patient

The English Patient depicts a situation involving a group of embattled and war weary exiles. The plot is set during the final days of the Second World War and takes place in a dilapidated villa situated at the south of Italy. Against this overwhelming backdrop of ruin and violence, the characters engage in a process of physical and emotional healing through forging an indelible bond of harmony and love. The point that all the characters involved are of different nationalities and belong to rival camps in the war makes this kinship unique and exemplary. If the war fought beyond the architectural ruins represents mindless violence and destruction wrought in the name of nation and nationality, the bond epitomizes a transnational phenomenon that urges the renunciation of nationalist prejudices. In this regard, it not only represents a perfect antidote to the hostilities of the war, but also a progressive and constructive way of moving into the future. Ondaatje presents many powerful symbols and images in the work that foreground and bolster the transnationalist theme exemplified in the relationship of the characters. What follows is a critical scrutiny of some of those portrayals recognized as most representative and forceful among the lot.

Consistent Enigma

Anonymous and unreadable, the English patient remains a consistent enigma throughout the text. The enigmatic feature of the patient's persona basically stems from his completely disfigured body. Owing to a plane crash, the body of the patient was utterly burnt beyond any recognition. He is "**A man with no face. An ebony pool. All identification consumed in a fire… There was nothing to recognize in him.**"**(EP 50**).

This charred and blackened image of the patient constitutes the core symbol of the novel. It is paradoxical in that it constantly remains a "hermeneutic lure" (Spinks 178) posing a powerful and persistent temptation to decode it in terms of a definite and fixed identity, while simultaneously remaining tantalizingly irresolvable, a perplexing riddle. The unidentifiable figure of the patient becomes a blank canvas for projecting many shifting identities. The patient is variously identified in the course of the novel as a lover, cartographer, desert explorer, spy, invalid etc. Ironically, however, his true identity is never definitely discovered.

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A Metaphor for Fleeting and Fluid Identities

Ondaatje presents the English patient as a metaphor for fleeting and fluid identities. By doing so he attempts to dismantle popular notions of nation and nationality. The many accounts about his past life the English patient recounts are for the most part unconvincing and self contradictory. However, there is one thing about which the patient remains unswerving, his hatred for nations. **"I came to hate nations. We are deformed by nation-states."(EP 147)** for the patient nations engender and promote strong feelings of conflict and enmity. They limit and subjugate individual freedom and experience to constraints of rooted affiliation and ideology. The tendency to possess or belong is the one thing the patient dislikes the most. "What do you hate most? He asks. **"A lie. And you?" "Ownership", he says."(EP 162).**

True Meaning of Life

As far as the patient is concerned the true meaning of life lies in transcending the demands of external relations. By subjecting oneself to the claims of extrinsic forces, the individual robs life of its intrinsic value. To the patient, it is the existence of nations that constitutes the greatest threat in this regard. Hence, they should be dismantled. His very life of constant movement is a reaction against the idea of belonging or fixity that nations epitomize. By proclaiming himself to be an **"international bastard" (EP 267),** the patient celebrates the freedom of being rootless, the freedom of disowning national ties. Thus, the patient's disfigured image becomes a "black hole" (Spinks 177) in which the demarcation of nations dissolves into essentially fluid formations.

The Desert Image

Intimately bound up with the portrayal of the patient in the story is the desert image. The desert's close affinity with the patient is not merely owing to him being a desert explorer seeking the location of a lost oasis. The connection between the two is conceptual in essence. Like the patient whose disfigured body staunchly resists being deciphered in precise terms, the shimmering surface of the desert remains immune to all modes of inscription or demarcation. By its very nature, the desert transcends all efforts of acquisition, much in the same way the patient's expressionless countenance exceeds fixed identities**. "The desert could not be claimed or owned. It was a piece of cloth carried by winds," (EP 147).** If the patient is **"pure carbon" (EP 115),** the desert represents an untrammeled or **"pure zone" (EP 261**), and both lie outside the range of any physical or ideological appropriation. In fact, it is the desert that installs the antinationalist zeal in the patient. **"Erase the family name! Erase nations! I was taught such things by the desert" (EP 148).** The patient comes to develop an ardent hatred for nations fundamentally because he perceives the desert as an ideal space of dwelling. For him, nations represent the negation of all those features and virtues that make the desert utopian in his view. Nations are rigorously regulated social zones, which operate in

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keeping with the logic of formal acquisition and administration. They epitomize the most powerful and pervasive form of ownership, the thing the patient most dislikes.

The Contrast between Desert and Nations

The conceptual contrast between the desert and nations become evident by the point that the glorious era of desert expeditions come to an end with the outbreak of the Second World War. The war is an ample manifestation of the destructive element in-built within the framework of the nation. Conversely, the desert experience that precedes the war is one of amity. Though set against the backdrop of the war, interestingly it is this pre-war phase that the patient's imagination is obsessed with. Almost the whole of the patient's recollections talk about his days in the desert. The war with its nationalist reverberations mean very little to the patient, compared to the liminal experience the desert offered him. The desert is thus, projected as the exemplary model for fashioning human experience. This is a telling witness to the novel's commitment to promote a transnational ideal. The desert is the scene of the expedition work, which brings together researchers from different nations. Subsequently, the desert compels these members into shedding their individual nationalities and merge themselves with its vast un-demarcated expanse.

> **All of us, even those with European homes and children in the distance, wished to remove the clothing of our countries. It was a place of faith. We disappeared into landscape. Fire and sand (EP 148).**

Furthermore, the desert is also the site of the patient's romantic liaison with Katharine, and both of them are of different nationalities. Thus, the desert becomes a space of transnational convergence, a place where boundaries are blurred and relationships are divested of parochial national interests.

The Dilapidated Villa – Passing Identities

Closely paralleling the desert and its transnational significance in the novel is the dilapidated villa. The war has reduced the place to an irredeemable state of decay and disrepair.

> **The limbs of most of the statues were blown off during the first days of shelling. There seemed little demarcation between house and landscape, the damaged building and the burned and shelled remnants of the earth. (EP 45).**

The location of the villa within a short distance of Florence, the treasure house of renaissance art, makes the crumbling architecture of the place "a grim reminder of the fragility of European cultural humanism in the face of political barbarism" (Spinks 173).

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However, it also exemplifies an explicit annihilation of the idea of wholeness. The overwhelming antinationalist resonance of the text naturally means that this annihilation fundamentally comes down to an undermining of the popular holistic notions of the nation-state. Seen in this regard, San Girolamo becomes a material incarnation of the conception of the nation as a porous and volatile entity which trans-nationalism foregrounds and promulgates. **They were protected by the simple fact that the villa seemed a ruin. But she felt safe here""" (EP 15).** This makes its ruined and mined feature its most redeeming and utopian quality, the one thing that makes it a safe haven from the insanities happening outside its premises.

Very much in keeping with the patient's portrayal, the villa also represents a phenomenon of passing identities. From being a nunnery it becomes a lodging camp for the German troops, subsequently converted into a hospital when captured by the allied soldiers. It is noteworthy that with every new occupation increasingly substantial damages are inflicted on the villa's architecture.

> **As the hill town began to be torn apart like a battleship at sea**
> **by fire shells, the troops moved from the barrack tents in the**
> **orchard into the now crowded bedrooms of the old nunnery.**
> **Sections of the chapel were blown up. Parts of the top storey of**
> **the villa crumbled under the explosion. (EP 13-14).**

Thus, the ideal state of ruin in which the villa is left, is reached not through a linear but a turbulent progression of its history. Crucially, it is this tumultuous past that imparts to the villa's persona its essential make-shift feature in the novel's present. This in turn emphasizes its transnational foregrounding through facilitating an uninhibited freedom of movement within its crumbling space.

> **There were few beds left. She herself preferred to be nomadic**
> **in the house with her pallet or hammock, sleeping sometimes in**
> **the English patient's room, sometimes in the hall, depending**
> **on temperature or wind or light (EP 14).**

The villa also constitutes the scene of one of the most succinct and penetrating metaphors of this idea of emancipation. The recreational activity of hop scotch that Hana engages in, involves hopping across rectangular boxes drawn out on the floor in a pyramidal structure. This hopping from one formally enclosed space into another has a profound and enduring metaphorical implication in the story. Perceived in the light of the idea of mapping, a recurrent motif in the work, the pyramid of rectangles assumes a cartographic significance. They come to symbolize the neat assemblage of nations as represented on a map. The hopping across the boxes therefore signifies a blatant and deliberate violation of the normative barriers separating nations, foregrounding the idea of trans-nationalism.

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Inter-textuality

Epitomizing a reinforcement of this transnationalist theme affirmed by the ruined villa is the element of inter-textuality in the novel. Ondaatje incorporates into the plot of his work a series of allusions to several texts. These range from the Russian classic 'Anna Karenina' to Cooper's 'The Last of the Mohicans', Kipling's 'Kim', Stendhal's 'The Charterhouse of Parma', Milton's 'Paradise Lost', 'Histories' by Herodotus and Ondaatje's own 'In the Skin of a Lion'. All these works are fashioned together into a complex weaving of inter-textual references in the fabric of The English Patient's narrative.

It is noteworthy that this inter-textual webbing constitutes an intrinsic design of the work and not just a surface feature. For instance, the transformation of Kirpal Singh into Kip closely resembles the rendition of Kimball O'Hara into Kim. Strengthening this connection is the point that both these men essentially lead a vagabond existence working for the British undertaking high risk missions. Similarly Catherine's romance with Almasay derives its basic inspiration from the relationship of Anna and Vronsky in Tolstoy's magnum opus. In fact, the clandestine affair itself is essentially triggered off by a textual stimulus, Katharine's reading of the tale of Candules and his queen, the first of the many stories in Herodotus' Histories.

Notably all these texts alluded to in the plot constitute masterpieces or famous works in literatures spanning diverse nations across the world. By fashioning an intricate interweaving between them and making it an indispensable characteristic of the work, Ondaatje symbolically reiterates the idea of forging linkages across nations in literary terms. Thus, the aspect of inter-textuality becomes a powerful propellant of the work's ideological commitment to trans-nationalism.

The Concept of History

Intertwined with and complimentary to the feature of inter-textuality is the portrayal of the concept of history in the novel.

Contrary to the popular notion of history as a linear and complete phenomenon, Ondaatje's text envisages a radical view of history as plural and continuous. This fluid idea of history is fore-grounded fundamentally through the Histories of Herodotus, arguably the most significant of the many textual allusions in the novel. Herodotus' text is ground-breaking in that it presents a model of writing, which presents history as essentially a type of narrative. It also adopts the literary mode of story-telling rather than the historical mode of factual narration as its chief form of composition. It is precisely for these reasons that Herodotus proclaimed as the father of history, is also dubiously dubbed the father of lies.

Pluralist Notion of History

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Despite the controversies surrounding it, for the patient, the Histories represent the "ne plus ultra of writing in general" (Spinks 181). Furthermore, it constitutes an extension of himself, a work forming an integral part of his personality. Just like his body that is burnt beyond recognition, his copy of Herodotus' work is also disfigured by the many interpolations inserted into it. Besides, it is the sole relic from his past life that survives the flight accident.

> **It is the book he brought with him through the fire, a copy of the Histories by Herodotus that he has added to, cutting and gluing in pages from other books or writing in his own observation, so they all are cradled within the text of Herodotus (EP 17).**

By promulgating a pluralist notion of history, the work of Herodotus undermines unilateral conceptions of historical tradition and cultural lineage. This feature of the work is further augmented by the many additions by the patient, which renders it, if possible, even more ambivalent. The enduring character of unity and stability attributed to nations is invariably founded on the presence of a linear top-down model of nationalist history. By deconstructing any such encapsulated views of history, the text of Herodotus, like the image of the patient, endorses an essentially fluid conception of the nation-state.

Portrayal of Love

Integrally linked with the work's feature of inter-textuality is the portrayal of love in the story. In fact, the delineation of the idea of love in the text is inextricably tied up with every element in the work that foregrounds its transnational framework. *The English Patient* reinforces the point that it is only through love, a selfless and untainted form of affectionate compassion, that national barriers can be truly breached and transnational affinities consolidated. This faith in the far-reaching and indispensable power of love persists throughout the text. Hannah risks her life and stays back in the villa to nurse the patient, principally because she loves him. Caravaggio arrives in the villa seeking Hannah and decides to stay, chiefly because he loves her. The patient puts his life in jeopardy in going back to the cave to salvage Catherine's body, though she's laid there dead for many years, because of his sincere love for her. In all these manifestations of love there is absolutely no prospect of material profit or any form of gain involved.

The acts of kindness displayed by each of the characters is purely done out of selfless love for each other. It is this altruistic feature that enables each of the characters to transcend the formal constraints enforced on them by the world at large. Ultimately, all forms of temporal and spatial demarcation dissolve into oblivion in the wake of the characters' love for each other. Though the news of the atomic bombing of Hiroshima and Nagasaki, breaks up this bond physically it nevertheless endures emotionally. The final imagery of the novel entails an incisive and memorable illustration of this point.

Enduring Ties

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Projecting fifteen years into the future after they left the villa, the novel depicts Kip as a doctor in his native state of Punjab, while simultaneously portraying Hannah in her Canadian residence. They have not seen or written to each other for over a decade. Yet the relationship they forged in the villa is mysteriously retained in their minds. Transnationalism or the sustained linkages between people across nations cannot have a more concrete or explicit representation than this enduring tie between the former sapper and the nurse. Ondaatje captures this amalgamation rightly through the deconstructionist mode of splicing together two separate images into one.

And so Hannah moves and her face turns and in regret she lowers her hair. Her shoulder touches the edge of a cupboard and a glass dislodges. Kirpal's left hand swoops down and catches the dropped fork an inch from the floor and gently passes it into the fingers of his daughter, a wrinkle at the edge of his eyes behind his spectacles"(EP 321).

By delineating Kip as completing the action initiated by Hannah, Ondaatje portrays both their gestures as incomplete in themselves. They become a whole only when synchronized. The creation and sustenance of linkages across nation-states will be possible and effective only by an integration forged on the lines of spatial, cultural and temporal hybridity. Thus, transnationalism is a disjunctive phenomenon that freely cuts across all pre-set or pre-given categories rendering them fluid and amorphous in the process.

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Zou Phonology

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Abstract

Zou language is spoken in the Churachandpur and Chandel Districts, about 65 km. away from Imphal, towards the south west of Manipur and the Chin State and Sagaing Division of Myanmar (Burma). The data is collected from Zou Veng of Churachandpur District, India. It is geographically not too far from Imphal.

This paper makes an attempt to discuss the phonological systems of Zou. Seven vowel phonemes i.e. /i, e, ɔ, o, u, a, and ə/, and eight diphthongs have identified. Twenty-two consonant phonemes are identified. All the consonant phonemes except /w/ and /y/ can occur the initial position. All the vowels and consonants are established on the basis of minimal pairs (contrast). Consonant clusters can occur in initial, position.

Introduction

Zou is spoken in Churachandpur and Chandel Districts of Manipur. This paper makes an attempt to discuss the phonological systems of Zou. Seven vowel phonemes i.e. /i, e, o, u, a, and ə/, and eight diphthongs have identified. Twenty-two consonant phonemes are identified. All the consonant phonemes except /w/ and /y/ can occur in the initial position. The consonant phoneme /tʃ/ is unique. All the vowels and consonants are established on the basis of minimal pairs (contrast). Consonant clusters can occur in initial. Zou has six syllabic patterns i.e. V, VC, CV, CVC, CCV, and CVCC.

Minimal Pairs of Vowels

Zou has 7 vowels, i.e. /i, e, a, ɔ, o, u, and ə/. They are established on the basis of minimal pair (contrast).

Examples:

1.	i/e	pi	"big or leader"	pe	"kick"
		ni	"sun"	ne	"lip"
2.	i/a	si	"blood"	sa	"meat"
		ni	"two"	na	"ill"
3.	i/o	li	"four"	lo	"basket"
		vik	"launch"	vok	"pig"
4.	i/u	gil	"belly"	gul	"snake"
		hi	"disease"	hu	"steam"
5.	i/ə	kil	"corner"	kəl	"kidney"
		kʰi	"necklace"	kʰə	"bitter"
6.	ɔ/o	ɔm	"exist"	om	"chest"
		ɔl	"easy"	om	"unengage"

More Vowel Contrasts:

More phonemic contrasts of vowels are shown in all possible environments based on minimal and sub-minimal pairs:

1. /e/ contrasts with /u/ and /ə/ contrasts with 1. /a/ and 2. /u/ as in the following:

/e : u/	1.	be`	"bean"	2.	bu	"cooked rice"
/ə : a /	1.	əy	"we" (exl.)	2.	ay	"crab"
/ə : u/	1.	jəŋ	"penis"	2.	joŋ	"monkey"

2. /a/ contrasts with /o/ like   1. ay   "crab"   2.   oy   "belly"

3. /o/ contrasts with /u/ like   1. oy   "belly"   2.   uy   "dog"

Vowel Distributions (Occurrence):

All the 7 vowels can occur initially, medially and finally. But initial occurrence of /e/ and /a/ are rare in comparison with the other remaining vowels. Front unrounded vowel /i/ can occur in all positions i.e. initially, medially and finally as in the following:

Initial Occurrences:

1.	/i/	:	1. in	"house"	2. ikim	"surrounding"
2.	/e/	:	1. e	"dung"	2. en	"look"
3.	/a/	:	1. a	"hen"	2. ay	"crab"
4.	/ɔ/	:	1. ɔm	"exist"	2. ɔp	"brood"
5.	/o/	:	1. op	"chest"	2. oy	"belly"
6.	/u/	:	1. u	"sister"	2. ule	"crocodile"
7.	/ə/	:	1. əki	"horn"	2. ən	"food"

Medial Occurrences:

1.	/i/	:	1. bil	"ear"	2. mi`t	"eye"
2.	/e/	:	1. ken	"wheel"	2. gen	"say"
3.	/a/	:	1. baŋ	"wall"	2. ba`n	"arm"
4.	/ɔ/	:	1. bɔl	"blunt"	2. bɔw	"swell'
5.	/o/	:	1. boŋ	"cow"	2. puoˊn	"cloth"
6.	/u/	:	1. bun	"skin"	2. vun	"skin"
7.	/ə/	:	1. vən	"thing"	2. mət	"bug"

Final Occurrences:

1.	/i/	:	1. asi	"star"	2. mi`	"man"
2.	/e/	:	1. be	"bean"	2. ne	"eat"
3.	/a/	:	1. asa	"hope"	2. na	"ill"

| 4. | /o/ | : | 1. so | "lock" | 2. lo | "basket" |

| 5. | /u/ | : | 1. bu | "cottage" | 2. lu | "head" |

| 6. | /ə/ | : | 1. əbanə | "between" |

In Zou language, /ɔ/ is absent and /ə/ is rare in the final occurrence.

Vowel Allophones (Allophonic Features and Distribution of Zou Vowels)

The vowel phonemes have a range of allophones due to their occurrence in different influencing environments like 1.Quality of the adjoining consonants, 2. Quality of the adjoining vowels, and 3. Tone.

Moreover the close vowels /i/ and /u/ become higher and sometimes lower and open in certain environments especially affected by properties of the adjoining segment quality and tone.

1. /a/ **The Open Back Unrounded Vowel** has the following allophones

1.1. /a./ **Open Back Unrounded Half-long Vowel**: It occurs in the areas where the adjoining consonants are voiced, diphthonged vowels and rising tone in open syllables. E.g. 1. [ba.ŋ] "wall" 2. [pʰa.] "good".

1.2 /a/ **Open Back Unrounded Lower Vowel**: It occurs elsewhere 1. [ba.] "bat", 2. [pat.] "pond".

2. o/ Close-mid Back Rounded Vowel has allophones like the following:

2.1 /o̞/ **Close-mid Back Rounded Non-syllabic Vowel**: It occurs with vowel cluster in an open syllable while preceded by /a/. E.g. 1. [khao̞] "rope", 2. [pao̞] "language".

2.2 /o./ **Close-mid Back Rounded Half-Long Vowel**: Occurs in the midst of voiced consonants, diphthong vowels. E.g. 1. [ho.u] "to worship", 2. [ho.i] "pretty".

2.3 o/ **Close-mid Back Rounded Lower Vowel**: It occurs elsewhere as 1.[jon] "monkey", 2. [laboi] "exercise book".

3.1 /ə/ **Mid Back Unrounded Vowel** has two allophones as:

3.2 /ə·/ **Mid Back Unrounded Lower Vowel**: It occurs in the initial position and vowel clusters. E.g. 1. [ə·n] "rice or food", 2. [kə·i] "to lead".

3.3 /ə/ **The Mid Back Unrounded Vowel**: It occurs everywhere as 1. [də] "health", 2.[səm] "hair".

Phonetic feature of the 6(six) vowels of Zou is shown in the **Table 2** :

	i	e	a	ɔ	o	u	ə
Syllabic	+	+	+	+	+	+	+
Non-syllabic	+	-	-	-	+	+	-
Sonorant	+	+	+	+	+	+	+
Consonantal	-	-	-	-	-	-	-
Round	-	-	-	-	+	+	-
Un-rounded	+	+	+	+	-	-	+

High	+	-	-	-	-	+	-
Back	-	-	-	+	+	+	-

Table: Phonetic Features of the Pure Vowel Phonemes.

The Consonant System

The consonant system makes use of the distinction between aspirate and unaspirate, voiced (**v.d** hence after) and voiceless (**v.l** hence after) only in the case of stops not in other consonants makes use of the distinction of **stop, nasal, lateral, fricative,** and **semi-vowel** show consonants primarily in four positions: **bilabial, palatal, velar glottal**. Zou consonant system is given in **Table 3**:

Table 3: The Consonant Phonemes

Places of Articulation: **Bilabial Labio-Dental Alveolar Palatal Velar   Glottal**

Voicing   : v.l v.d   v.l   v.d   v.l v.d   v.d v.l v.l v.d   v.l

1. *Plosives(Stops)*

          Unaspirated : p   b   t   d   c   j   k   g   ?

          Aspirated : p^h t^h k^h

2. *Fricatives*   :   v   s   h

3. *Affricate*   :   tʃ*

4. *Nasals*   :   m   n   ŋ

5. *L. approximant*   :   l

6. *Approximants*   :   w   y

Note: *represents Interdental Affricate, reference is given with the Photo Plate 1.

The set of 22 Zou consonantal phonemes can be established on the basis of the following minimal pairs or overlapping words. Besides these 22 Phonemes, 1 consonant is a borrowed phoneme i.e. /r/. /r/ is found only in loan words, in very rare cases e.g. /r/ in /rəŋ/ "colour".

Consonant Phonemic Contrasts: Relatively Near-Articulated (Place & Manner) Phoneme Contrasts

1a. Plosives (or Stops): The phonemic items are presented as pairs representing like voiceless/voiceless.

p/b	1.	pa	"any cousin"	2.	ba	"to owe"
t/d	1.	ta	"hard"	2.	dah	"bell"
c/j	1.	ciŋ	"claw"	2.	jiŋəkal	"morsel"
c/tʃi	1.	ci	"seed"	2.	tʃi	"salt"
k/g	1.	kal	"increase"	2.	gal	"war"

/p/ is taken as the main item to be compared with in the following

p/t	1.	pa	"any cousin"	2.	tan	"joints"
p/k	1.	pam(me)	"swelling"	2.	kam(kəy)	"tiger"
p/c	1.	pi	"thatch"	2.	ciŋ	"backbone"
p/b	1.	pa	"any cousin"	2.	ba`	"bat"
p/d	1.	pah	"lily"	2.	dah	"bell"
p/g	1.	pu	"mother's brother"	2.	puw(on)	"cloth"
p/g	1.	gu	"bone"	2.	guw(a)	"bamboo"
p/m	1.	pay	"go"	2.	maye	"face"
p/n	1.	pu	"mother's brother"	2.	nu	"mother"
p/ŋ	1.	pa	"any cousin"	2.	ŋa	"fish / five"
p/v	1.	ponsil	"pot"	2.	vot	"breeze"
p/z	1.	pan	"thin"	2.	zan	"down"
p/tʃ	1.	pi	"thatch"	2.	tʃi	"salt"

1b. Stops: unspirated/aspirated

p/pʰ	1.	pun(tʰom)	"combine"	2.	pʰuŋ	"surname"
t/tʰ	1.	tʰəw	"gun"	2.	tewkoh	"kingfisher"
k/kʰ	1.	ken	"leg"	2.	kʰi`	"necklace"

c. Contrast between palatal voiceless stop and palatal voiceless fricative

c/s	1.	ciŋ	"claw"	2.	siŋ	"ginger"

3. Nasals:

m	1.	mal	"thigh"	2.	may	"face/pumpkin"
n	1.	na	"ill"			
ŋ	1.	ŋa	"fish"			

4. Lateral and Trill:

l	1.	ləŋ	"pigeon"	2.	man.ləŋ	"hurry"
r	1.	rəŋ	"colour"			

5. Approximants (or Semi-Vowels)

w	1.	dipkuwa	"nausea"	2.	tʰəw	"gun"
y	1.	hamtʰəyləw	"dumb"	2.	may	"fruit/pumpkin"

Relatively Distant-Articulated (Place & Manner) Phoneme Contrasts:

As noted above, /n/ and /l/ are already established as different phonemes as present in the initial positions. However, in the final occurrence especially they became free variants. It is found that /n/ is more appropriate in sound sequence, thus written like n/l not l/n/.

The phonemic contrasts have worked out in the syllable initial, medial, and final positions, using minimal and sub-minimal pairs.

/p/ can contrasts with /pʰ/, /b/, /m/, /v/ as in the following

/p : pʰ/	1. əpa	"his/her father"	2. əpʰa	"good"
/p : b/	1. pil	"clever"	2. bil	"ear"
/p : m/	1. pəi	"go"	2. mə`i	"fire"
/p : v/	1. pa	"father"	2. va`	"bird"
/pʰ : b/	1. pʰi	"hole mouth"	2. bi	"thatch"
/b : m/	1. bu	"cooked rice"	2. mu	"see"
/b : v/	1. ban	"arm"	2. van	"sky"

/t/ contrasts with /tʰ/ and /d/

| /t : tʰ/ | 1. təu | "dig" | 2. tʰəu | "house fly" |
| /t : d/ | 1. tai | "run" | 2. dai | "fence" |

/k/ contrasts with /kʰ/, /g/ and /c/

/k : kʰ/	1. ke`l	"goat"	2. kʰel	"borrow"
/k : g/	1. kəm	"mouth"	2. gəm	"land"
/k : tʃ/	1. ki`	"horn"	2. tʃi	"salt"
/kʰ : g/	1. kʰel	"borrow"	2. ge`l	"write"

/g/ contrasts with /c/, /j/ and /h/

/g : tʃ/	1. gi`	"heavy"	2. tʃi	"salt"
/g : j/	1. gu`	"poison"	2. ju`	"rat"
/g : h/	1. goŋ	"thin"	2. hoŋ	"open"
/tʃ : j/	1. tʃi	"salt"	2. ji	"spouse"
/j : h/	1. ja	"hear"	2. ha	"tooth"

All nasals /m/, /n/, /ŋ/ can contrast with one other.

/m : n/	1. mi "human being"	2. ni	"two"
/m : ŋ/	1. kəm "mouth"	2. kəŋ	"fry"
/n : ŋ/	1. na	"nose"	2. ŋa	"five"
/n : l/	1. ne	"lip"	2. le	"and"

/tʃ/ can contrasts with /j/ and /s/

/tʃ : j/	1. tʃi	"salt"	2. ji	"spouse"
/tʃ : s/	1. tʃi	"salt"	2. si	"die"
/j : s/	1. ja	"hear"	2. sa	"meat"

Distribution (Occurrences): The phonemic distribution has been worked out with the syllable initial and final positions. The medial distribution has been worked out only at the morpheme boundary, i.e. free or bound morpheme. Voiceless aspirated stops, affricates, and fricatives cannot occur in final positions. Only p, t, k m, n, ŋ, l can occur in final positions.

Initial Occurrence: Occurrences in the initial positions (naturally in a monosyllabic word) are given below:

/p-/	1. pon	"cloth"	2. pa	"grand father"
/t-/	1. tu`i	"water"	2. tət	"publish"
/k-/	1. kən	"fry"	2. ku`m	"year"
/pʰ-/	1. pʰim	"needle"	2. pʰe`	"mat"
/tʰ-/	1. tʰəl	"bow"	2. tʰen	"maggot"
/kʰ-/	1. kʰət	"one"	2. kʰup	"knee"
/b-/	1. be`	"bean"	2. ban	"arm"
/d-/	1. don	"drink"	2. di`l	"lake"
/g-/	1. gul	"snake"	2. gu`k	"six"
/m-/	1. me	"curry"	2. mi`t	"eye"
/n-/	1. na	"nose"	2. nəŋ	"you"
/ŋ-/	1. ŋa	"five"	2. ŋan	"request"
/l-/	1. lut	"enter"	2. lo`	"basket"
/tʃ-/	1. tʃi`	"salt"	2. cil	"saliva"
/j-/	1. ja`	"hear"	2. jun	"urine"
/s-/	1. som	"ten"	2. səm	"hair"
/h-/	1. ha	"tooth"	2. hoŋ	"open"
/v-/	1. vo`k	"pig"	2. vun	"skin"

Medial Occurrence: Occurrences in the medial (naturally in a disyllabic and single meaning word) positions are given below:

/-p-/	1. əpa	"his/her father"	2. ləmpi	"road"
/-t-/	1. pota	"basket"	2. boŋtəl	"bull"
/-k-/	1. toka	"paint"	2. səkol	"horse"
/-pʰ-/	1. upʰo	"toad"	2. lupʰa	"bed"
/-tʰ-/	1. ŋatʰu	"fermented fish"	2. mitʰət "killer"

/-kʰ-/	1. lukʰu	"cap"	2. tu`kʰu	"swell"
/-b-/	1. cibon	"mole"	2. əbom	"bunch"
/-d-/	1. tʰəda	"idle"	2. pindən	"room"
/-g-/	1. səgi	"seven"	2. əngai	"digest"
/-m-/	1. əma	"he/she"	2. gəmən	"forest"
/-n-/	1. pona	"shirt"	2. manlən	"hurry"
/-ŋ-/	1. ənŋol	"fast(adj.)"	2. niɲani	"Thursday"
/-l-/	1. məlta	"chilly"	2. galmi	"warrior"
/-c-/	1. piciŋ	"mature"	2. jiŋcen	"tomorrow"
/-j-/	1. əjan	"light(weight)"	2. jutjol	"smooth"
/-s-/	1. pəsem	"god"	2. siən	"red blood"
/-h-/	1. məihol	"charcoal"	2. tʰəihon	"orchard"
/-v-/	1. pilvaŋ	"care"	2. əvam	"ash"

Final Occurrence: Final occurrences in a monosyllabic word positions are given as:

/-p/	1. so`p	"wash"	2. nəp	"mucus"
/-t/	1. tʰət	"kill"	2. kot	"door"
/-k/	1. gu`k	"six"	2. vo`k	"pig"
/-ʔ/	1. aʔ	"fowl"	2. baʔ	"bet"
/-m/	1. sim	"south"	2. pəm	"embrace"
/-n/	1. en	"look"	2. tʰə`n	"maggot"
/-ŋ/	1. nəŋ	"you"	2. kəŋ	"fry"
/-l/	1. bil	"ear"	2. gal	"war"

Thus, distributionaly all the consonant phonemes cannot occur in the initial, medial, and final positions.

Consonant allophones: Bilabial voiceless stops have two allophones each:

1. The principal member or norm and 2. Subsidiary member.

 1. The principal member or norm is the most frequent sound of the phoneme and is usually the sound which would be given if a person with unstudied pronunciation were asked "to say the sound by itself." (Jones, Daniel).
  In Zou all the voiceless plosives /p, t, c, k/ are in this category. They occur elsewhere, usually at the onset or intervocalic positions.

 2. Subsidiary member is the marked sound of the same phoneme conditioned by its environment.

In Zou all the voiceless plosives stops /p, t, k/ and sonorous fricative /s/ and velar fricative /kʰ/ are all unreleased in the coda and inter vowel positions. Moreover /k/ is advanced with slight aspiration or fricative in nature. /c/ is a less advanced, leaning towards alveolar, sometimes interdentally and affricative in nature. /kʰ/ is more fricative than stop or plosive in nature. /s/ has two realizations but is found to be diaphonic in nature. They are justifiable to call them as stops like the following

/p˺/	1.	[tuap˺]	"lung"	2.	[tep˺]	"compressed"
/t˺/	1.	[tʰalit˺]	"moonlit"	2.	[kit˺op]	"kiss"
/k¯/	1.	[ku¯]	"very old"	2.	[ko¯]	"fist"
/˜c/	1.	[˜cəup]	"lung"	2.	[˜ca]	"to shut"
/˜kʰ/	1.	[˜kʰəp]	"hump-back insect"	2.	[˜kʰo]	"to travel"

Phonotactics

According to Lass (1984) phonotactics deals with the description of clusters, sequences, distributional restrictions, and admissible syllable types. In other words, phonotactics deal with restrictions in a language on the permissible combinations of phonemes and define permissible syllable structure, vowel sequences, and consonant clusters.

Diphthongs

Zou has eight diphthongs and five ends in a high vowel and two in close-mid. Examples:

/ai/	1.	ai	"crab"	2.	hai	"mango"
/əi/	1.	kəi	"I"	2.	pəi	"go"
/oi/	1.	noi	"breast"	2.	loi	"buffalo"
/ui/	1.	ui	"dog"	2.	tu`i	"water"
/əu/	1.	kəu	"we (excl.)"	2.	təu	"dig"
/ao/	1.	kʰao	"rope"	2.	vao	"thread"
/uo/	1.	ku´o	"nine"	2.	guo	"rain"
/ua/	1.	jua`	"sell"	2.	kua"	"betel nut"

Vowel Sequences: Vowel Sequences and Clusters

Vowel sequences are frequent and are found in the word initial, medial or final position in mono- and di- syllabic words.

/i/ as the first member

ii	i-in	"our(incl.) house"
io	i-om	"we(incl.) live"
iu	i-u	"our(incl.) brother or sister
ie	i-en	"we(incl.) look"
iə	i-ən	"our(incl.) rice"
ia	i-ak	"our(incl.) fowl"

/e/ as the first member

eo	ne-o	"eat(polite imperative)"

ei	ne-in	"eat(simple imperative)"
eu	ne-u	"eat(plural)"
ee	ne-e	"eat(definitive)"

/ə/ as the first member

əə	nə-əm	"you(sg.) feel giddy"
əa	ə-ak	"his/her fowl"
əi	ə-in	"his/her home"
əe	ə-ek	"his/her stool(dung)"
əu	ə-u	"his/her brother/sister"
əo	ə-o	"his/her voice"

/a/ as the first member

aa	ləmka-a	"at Lamka"
ai	sa-in	"sing(simple imperative0
ae	əla-e	"their song"
ao	a-om	"(s/he) lives"

/u/ as the first member

ua	bu-a	"of the nest"
ui	tu-in	"sin(simple imperative)"
ue	tu-e	"sits(definitive)"
uu	tu-un	"sit(simple imperative)"
uo	tu-o	"sit (polite imperative)"

/o/ as the first member

oi	jo-iŋ	"(I) get paralyzed"
oe	jo-e	"(s/he) gets paralyzed"
ou	ko-ul	"sweat"
oo	jo-o	"get paralyzed (polite imperative)"

With approximants (or semi-vowels: w and y), the vowels precedes and can occur in initial, medial positions, except the ones which are not presented below as:

ə	əy	Initial :	əygel	"we"		
		Medial :	bəyta	"end"		
		Final :	dəy	"like"		
ə	əw	Final :	bətəw	"peacock"	boŋnəw	"calf"
a	ay	Initial :	ay	"crab"		
		Final :	hay	"mango"		
a	aw	Medial :	hawsa	"king or rice"		
o	oy	Medial :	hoyləw	"bad"		
		Final :	boŋnoy	"milk		
o	ow	Medial :	cowpʰe	"grasshopper"		
u	uy	Final :	atuy	"egg"		
u	uw	Medial :	huwan	"cook"	huwot	"brain"

Consonant Cluster: Consonant cluster is, unlike many other Tibeto-Burman languages, not rich in initial and medial. Cluster formation is very limited in the final positions. The second phonemes in the clusters are /w, y, r, and l/.

Some linguists argue that consonant clusters should be restricted to consonants that occur next to one another in the same syllable without the intervention of any vowel or syllable boundary. Hyman (1975) points out the following,

'The basic assumption in phonological approaches to the syllable is that there is an intimate relationship between word structure and syllable structure. Thus, ideally, the same sequential constraints which operate at the beginning of a word should be operative at the beginning of a syllable, even if this syllable is word-internal. Similarly, the same sequential constraints which operate at the end of a word should be operative at the end of a syllable.' [1]

In the light of this discussion, we will treat the consonant clusters in Zou as those consonant sequences, which may be a sequence of two or more phonemes of the same class, occurring together without the intervention of any other phoneme of different class or any syllable boundary.

Initial Clusters

Zou has a consonant clusters at the syllable initial position. The possible initial consonant clusters are presented in the following:

1. Initial Cluster: It is formed by combination of stops like /p, t, k, k^h, d/ with semivowels as:
a. Stops + semivowels or l/r

k+w	>	kw	:	siŋkwaŋ	"almirah"
p+w	>	pw	:	pwuanpha	"bedsheet"

b. Fricative with semivowels

s+w	>	sw	:	swuaŋ "stone"

Consonant Sequence: It is already mentioned that sequence is different from cluster. Sequence is that occurrence of two or more consonants beyond the syllable while cluster is within the syllable. A number of consonants can have immediate occurrence as given in the following examples.

Medial two-consonant sequence: occurrences of p, t, k, p^h, t^h, k^h, m, n, l, s, h are as.

p+	/p+p/	seppətni	"Monday"
	/p+t/	su`ptum	"pestle"
	p+k	dipkuwa	"nausea"
	/p+k^h/	təpk^{h}u	"furnace"
	/p+s/	topsa	"finish"
	/p+l/	ŋapləw	"idle"
	/p+m/	vokmai	"tail of a pig"
	/p+n/	lupna	"bed"
	/t+p/	khutpi	"thumb"
t+	/t+p^h/	k^{h}utp^{h}aŋ	"palm"

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[1] [1] Larry M. Hyman, 1975. *op. cit.,* p. 189.

	/t+t/	mitto	"blind"
	/t+tʰ/	mittʰa	"butterfly"
	/t+b/	kotbeŋ	"bar of door"
	/t+kʰ/	jatkʰat	"one hundred"
	/t+s/	thotsa	"to send"
	/t+c/	kʰuciŋ	"nail"
	/t+m/	mitmul	"eyelid"
	/t+n/	kʰətna	"first"
	/t+l/	bə`tla	"hire"
k+	/k+p/	vokpi	"female pig"
	/k+t/	su`tu`m	"pestle"
	/k+s/	boksa	"pork"
	/kʰ+l/	lekʰleŋ	"kite"
	/k+n/	gu`kna	"sixth"
b+	/m+b/	tembo	"ship"
	/m+t/	təmtahnəw	"dagger"
	/m+tʰ/	əkamtʰəw	"mustard oil"
	/m+tʰ/	hamtʰəyləw	"dumb"
	/m+p/	hampa	"grass"
	/m+d/	dəmdotəŋ	"tablets"
	/m+k/	kamkəy	"tiger"
	/m+kʰ/	kimkʰit	"half"
	/m+g/	gəmgo`	"draught"
	/m+h/	luŋsimhoy	"honest"
	/m+m/	ənkəmmu	"seed of mustard"
	/m+n/	ənkəmnu	"seed of mustard"
	/m+ŋ/	somŋa	"fifty"
	/m+l/	komla	"orange"
	/m+v/	səmvom	"black hair"
	/m+s/	luŋsimsia	"cruel"
	/m+c/	səmci	"comb`"
	/m+h/	jumhoime	"shameful"
	/m+w/	jaumwat	"a kind of fruit, apple sized"
n+	/n+p/	pənpina	"help"
	/n+b/	ənbu	"granary store"
	/n+t/	intuŋ/intusəŋ	"roof"
	/n+k/	po`nkil	"button"
	/n+kʰ/	hinkʰu	"life"

	/n+h/	ganhiŋ	"insect"
	/n+j/	ənjəlui	"feast"
	/n+s/	insa	"domestic animal"
	/n+m/	inmay	"courtyard"
	/n+n/	kiginni	"Saturday"
	/n+l/	mənlaŋ	"early"
	/ŋ+p/	huəŋpəyo	"come"
	/n+ŋ/	ənŋol	"fast"
	/n+l/	linləm	"looking glass"
	/ŋ+v/	tuŋvay	"mad"
	/nvs/	insuŋ	"room"
	/n+tʰ/	puntʰom	"combine"
	/ŋ+pʰ/	əŋpʰuan	"foam"
	/ŋ+b/	maŋbu	"wheat"
	/ŋ+t/	ne`ŋtu`i	"tea"
	/ŋ+tʰ/	səyteŋtʰum	"we"
	/ŋ+k/	tʰəŋkip	"lizard"
	/ŋ+kʰ/	joŋkʰal	"weak"
	/ŋ+g/	pʰuŋgui	"clan"
	/ŋ+d/	baŋdiŋ	"why"
	/ŋ+s/	boŋsa	"beef"
	/ŋ+g/	pʰuŋgui	"clan"
	/ŋ+m/	pʰuŋmin	"surname"
	/ŋ+n/	boŋnəw	"calf"
	/ŋ+ŋ/	bəŋŋe	"what"
	/ŋ+l/	kəŋlo	"shoes"
	/ŋ+s/	buŋsiŋ	"banyan"
	/ŋ+c/	luŋcin	"oral"
	/ŋ+h/	əhuŋhi	"become"
l+	/l+p/	gilpi	"stomach"
	/l+t/	məlta doŋ	"green chili"
	/l+tʰ/	koltʰəi	"guava"
	/l+k/	gilkiya	"appetite"
	/l+k/	delkop	"turban"
	/l+b/	kolbutʰəy	"pomegranate"
	/l+v/	pilvaŋ	"care"
	/l+c/	bolce	"made"
	/l+j/	gilja	"hip"

	/l+m/	galmi	"worrier"
	/l+l/	məlləm	"north"
w+	/w+h/	lawhuway	"danger"
	/w+k/	ləwkay	"courage"
	/w+l/	kʰəwla	"cockroach"
	/w+p/	kʰowpʰe	"grasshopper"
	/w+s/	hawsa	"king or rice"
	/w+t/	nəwtəŋ	"you"

2.4 Syllable (Structures, Kinds, Patterns, Numbers, Divisions)

Zou syllable does not have all the possible components; rather its syllable structure is a minimal one like the following:

Zou syllable

Onset   Peak   Coda

Initial(C) Post-Initial(c)   Nucleus (V)   Satellite(v)   Pre-final(c) Final(C)
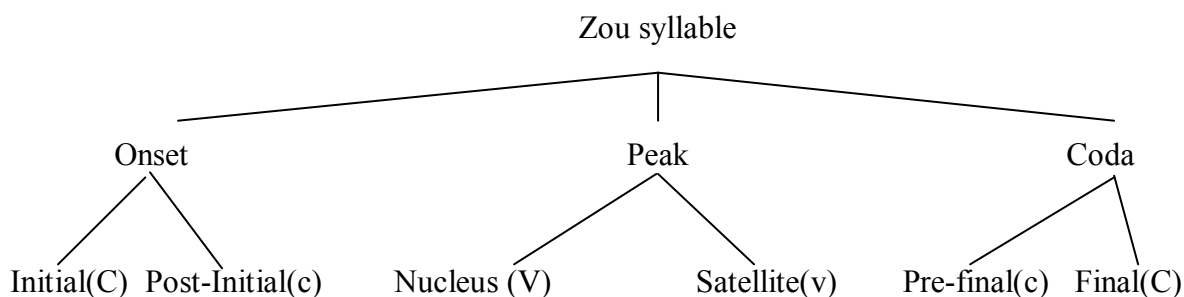
Thus, the basic syllable structure of Zou is (Cc)Vv(cC)

Kinds of syllable: Zou syllable are classed as A. **Open** and B. **Close.**

A. Open Syllables: Open syllable ends in a vowel. It may be further divided into i. Front Open (zero onset), ii. Back Open (zero coda), and iii. Both sides Open (zero onset and coda).

i. In **Front Open**, peak is preceded by a blurred peak like semi-vowel/diphthong like sounds/glides and it should be taken as satellite peak.

1. uy   "dog"   2. əy   "we(excl.)

ii. In **Back Open**, the onset is followed by a peak and ends by vowel.

1. me   "curry"   2. be`   "curry"

iii. In **Both Sides Open**, peak is freely open

1. o   "vocative, call someone"   2. e`   "dung"

B. Close Syllable: In closed syllable, peak is the most prominent part between onset and coda. In closed syllable, the final position ends by consonant sound.

1. mət   "bug"   2. kʰət   "one"

Syllabic Structure: In this language there can be one to four phonemic units in a syllable which can occur in their permissible order. There are six monosyllabic patterns and all the six monosyllabic patterns given below can also constitute a syllabic unit of a disyllabic or a polysyllabic word in it. (here "V" represents a syllabic peak nucleus and the satellite "v" and "C" a syllabic margin (consonants) like the Initial of onset and final of coda, "c" represents post-initial and pre-final of onsets and codas; including an aspirated phonemic unit).

Monosyllabic Word Structure:

1.	V	1.	u	"brother"	2.	a	"brother"
2.	Vv	1.	uy	"dog"	2.	əy	"we(excl.)
3.	VC	1.	ən	"meal"			
4.	CV	1.	pa	"any cousin or father"			
4a.	CcV	1.	kʰa	"close"	2.	pʰo	"shield"
5.	CVv	1.	tuy	"water"	2.	vo.e	"pig dung"
6.	CcVv	1.	swuaŋ	"stone"			
7.	CVC	1.	pat	"cotton"			
8.	CcVvC	1.	pwuanpʰa	"bed sheet"			
9.	CcVvcC	1.	tʰuowlbuŋ	"bottle (usually dry, cleaned bitter gourd)"			

Syllabification

1. **Monosyllabic:** having sound unit, it may be a morpheme or a word.

   1. jun   "urine"   2.   e   "dung"

2. **Disyllabic:** two different monosyllables may also combine to form a word.

   1. boŋ-təl   "bull"   2.   ki-mol "play"

3. **Trisyllabic:** three different monosyllabic words combine to form a word.

   1.kol-tu-tu "sugar cane juice" 2.   na-təŋ-na "banana leaf"

4. **Tretrasyllabic:** four different monosyllables combined to form a word.

   1.je-nəi-ta-in "regularly"   2. som-tʰum-le-kʰat "thirty one"

5. **Pentasyllabic:**   five different monosyllables combined to form a word.

   1.som-tʰum-le-sə-gi "thirty seven" 2.   som-sə-gi-le-li   "seventy two"

6. **Hexasyllabic:** six different monosyllables to form a hexa-syllabic word

   som-sə-gi-le-sə-gi   "seventy seven"

7. **Heptasyllabic:**   seven different monosyllables combined a word.

   1.   kʰət-to- se- tʰum- suo- se- kʰət   "one whole and one

        one with part three from part one   part of three arts"

   2.   kʰət- to- se- li- suo- se- kʰət   "one whole and a

        one with part four from part one   quarter or 1¼"

Syllabic Division

   As in other Tibeto-Burman languages, Zou syllabic division depends primarily, on preceding and the following environments of the syllable peak.

   1.   V-CV   əpa   "his father"

2.	V-CVC		əkop		"pair"
3.	VC-CV		ahsi		"star"
4.	VC-CVC		intuŋ		"roof"
5.	CV-V		kiu		"elbow"
6.	CV-VC		ci-al		"request"
7.	CV-CVC		hi-taŋ		"common cold"
8.	CVC-CV		gəm-la		"distance"
9.	CV-CV		to-ka		"trouser"
10.	CVC-CVC		han-mun		"grave"

Suprasegments

Tone: Zou language has three contrastive tones. They are: 1. Level, 2. Low-rising, and 3. Falling. Level tone is unmarked, others are marked in ´, ` respectively as in the following:

1.	1	Level	:	hai	"mango"
	2.	Low-rising	:	ha´i	"chew, masticate/skim off"
	3.	Falling	:	ha`i	"cup/forget"
2.	1.	Level	:	sa	"hot"
	2.	Low-rising	:	sa´	"meat"
	3.	Falling	:	sa`	"dense, thick"
3.	1.	Level	:	i	"yes"
	2.	Low-rising	:	i´	"sense of refusal"
	3.	Falling	:	i`	"no"
4.	1.	Level	:	ləi	"tongue"
	2.	Low-rising	:	lə´i	"buy, ground, land, soil, earth"
	3	Falling	:	lə`i	"bridge"
5.	1.	Level	:	ŋa	"five"
	2.	Low-rising	:	ŋa´	"fish"
	3.	Falling	:	ŋa`	"receive, wait"
6.	1.	Level	:	keŋ	"bring (literal)"
	2.	Low-rising	:	ke´ŋ	"leg"
	3.	Falling	:	ke`ŋ	"naked"
7.	1.	Level	:	bu	"hide"
	2.	Low-rising	:	bu´	"nest/hut"

	3.	Falling	:	buˋ	"rice(cooked)"
8.	1.	Level	:	doŋ	"solicit, intercept"
	2.	Low-rising	:	doŋˊ	"hinder"
	3.	Falling	:	doŋˋ	"ask"
9.	1.	Level	:	dai	"dew"
	2.	Low-rising	:	daiˊ	"hinder"
	3.	Falling	:	daiˋ	"fence, hedge"
10.	1.	Level	:	kai	"rise, hang, ascend, go up"
	2.	Low-rising	:	kaiˊ	"askew, low"
	3.	Falling	:	kaiˋ	"pull, drag, draw"
11.	1.	Level	:	ki	"horn"
	2.	Low-rising	:	kiˊ	"parrot"
	3.	Falling	:	kiˋ	"scare, disgusted"
12.	1.	Level	:	low	"weed"
	2.	Low-rising	:	lowˊ	"field (rice), farm"
	3.	Falling	:	lowˋ	"pick (flowers/fruit)"

Conclusion: This paper briefly shows some phonological features of Zou language. Zou has seven vowels where the final occurrence of /ɔ/ is absent and /ə/ is rare. It has twenty-two consonants with one which is borrowed and rare i.e. /r/ and eight diphthongs; out of which the phoneme /tʃ/ is the unique one. Final occurrences of phonemes like /b, d, g/ are very rare and phonemes like /ʔ/ and consonant clusters are rare and present only in the initial positions. It is a tonal language having three degree of tones: level, low-rising, and falling.

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Photo No. 1.   Muscle preparation (onset stage) for producing Interdental Affricate phoneme /tsh/ in the unique Zou way freezed in burst captured closeup photo.

Photo No. 2.   Released stage (teeth are still unseparated), with the air in lateral pathways

Stages in production 3.1   3.2   3.3

3.4   3.5   3.6

Photo Plate 1: Photo 1 & 2 Closeups, 3.1 to 3.6 shows the stages of production of /tʃ/.

Linguistic Anxieties: Impact of English on Politics, Mother Tongue and Creative Writing in India

Anita Manuel, Ph.D.

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Abstract

The perception of English as the key to economic success creates an ideological ambivalence that makes itself felt in all spheres, whether political or social. The paper analyses the political, social and cultural dimensions of the conflict between regional languages and English in India. It is increasingly clear that the English language is here to stay in spite of the periodic trumpet calls issued against the spread and use of English in the name of patriotism. The continuing dominance of English in independent India is a matter of concern for many who see in it a fundamental contradiction. However, others believe in rejecting the political and cultural hegemony of the west without rejecting the language of the colonial powers. The paper shows how pragmatic compulsions tilt political and educational policies of the country in favour of the English language, bringing together seemingly incompatible postulates. This however raises fears that the mother tongue will soon be confined to the domestic sphere, placing at risk the rich linguistic diversity of India. The paper concludes by exploring the indigenization of English and the exponential growth of creative writing in English by Indian authors which posits the proposition that for many in India, English has become an Indian language.

Key words: politics, educational policies, mother tongue, creative writing

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Introduction

The paper seeks to analyse the political, social and cultural dimensions of the continued dominance of the English language in India at a time when there is renewed vehement opposition to the English language by politicians and intelligentsia. The paper looks objectively at the basis of this opposition, some of the very real fears that give rise to linguistic cold wars, as well as why this opposition has so far failed to make any real head way. The perception of English as creating an elite group with a colonial hangover and as the instrument of monocultural domination is juxtaposed against pragmatic considerations of economic advancement especially for disfranchised groups as well as an emotional appropriation of a hitherto foreign language. This study is of special interest at a time when India is flexing its muscle in the global arena and thus in the process of simultaneously constructing and dismantling national and cultural differences. The question then is why, when India has so many indigenous languages, each with its distinct vocabulary, grammar, script and literature, there is a need to appropriate the colonizers discursive forms.

The paper is divided into three sections. The first section looks at the political actions and compulsions that shape the debate on language in India. The next section looks at the conflict between regional languages and English, as well as the pragmatic considerations that overcome the emotional umbilical cord of the mother tongue. The final section studies the implications of the exponential growth of creative writing in English by Indian writers.

Political and ideological ambivalence

The India that we know of today is the result of long drawn out emotionally charged linguistic battles. In 1937, Jawaharlal Nehru wrote, "our great provincial languages are no dialects or vernaculars, as the ignorant sometimes call them. They are ancient languages with a rich inheritance, each spoken by many millions of people, each tied up inextricably with the life and culture and ideas of the masses as well as the upper classes. It is axiomatic that the masses can grow only educationally and culturally through the medium of their own language" (Lall, p.128). The first salvo was fired at the very beginning when controversy erupted over what language the constitution should be written in. The native intellectual in India had followed Fanon's path, moving from assimilation to resistance to rejection (p. 176,177). At the verge of winning independence, the leaders of the freedom struggle strongly felt that the language of administration must be an Indian language. Similarly, national pride demanded that the constitution be written in an Indian script. The problem was which language. Most parts of northern India spoke Hindustani, a mixture of Hindi and Urdu. Both Gandhi and Nehru felt that Hindustani with its shared cultural heritage could bring together the Hindi speaking Hindu and the Urdu speaking Muslim. However neither Hindustani, nor its parent languages Hindi and Urdu was spoken in eastern and southern India. The southern languages like Tamil and

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Malayalam, the eastern languages like Bengali and Assamese brought with them a rich literary heritage and to tell the speakers of these languages to eschew their mother tongue for another "national" language was a red flag. The temporary compromise was that though the official language would be Hindi in the Devanagiri script, for the first fifteen years the English language would continue to be used for all official purposes. This compromise satisfied no one but brought the beleaguered leaders of the nation some breathing time.

The language of the constitution continued to attract vehement arguments. For many to adopt as the Constitution of independent India, a document written in English was an insult to all those who shed their blood to attain that independence. However, the drafting committee of the Constitution, chaired by Dr. Ambedkar, strongly favoured English as the language better placed to incorporate the technical legal terms of the document (Guha, p.118). For Dr. Ambedkar, among the many dangers that faced the newly formed nation, the retention of English as an Indian language was not problematic. For him the far greater issue was that though the constitution which ensured political equality, it was valueless if it did not pave the way for social and economic equality[1]. Soon after independence campaigns were under way to facilitate the formation of Samyukta Karnataka, uniting Kannada speakers, Samayukta Maharashtra uniting Marathi speakers, Mahagujarat uniting Guajarati speakers. The Telugu speakers wanted a separate state, so did the Malayalis. As Guha points out, "The movements for linguistic states revealed an extraordinary depth of popular feeling. For Kanadigas and for Andhra, for Oriyas as for Maharashtrians, language proved a more powerful marker of identity than caste or religion….one sign of this was official patronage of the arts. Thus great effort and cash, went into funding books, plays and films written or performed in the official language of the state" (p.199). Towards the end of the fifteen years that allowed English and Hindi to be used as the language of administration, fresh agitation started. The leaders from the south were determined not to accept the hegemony of Hindi. Everywhere there were strikes and processions. Bonfires were held burning Hindi books and Hindi signs, reminiscent of the bonfires burning western clothes during the nationalist campaign. The intensity of the anti-Hindi protests forced the then Prime Minister Lal Bahadur Shastri to officially pronounce that every state would have complete and unfettered freedom to transact its affairs in the language of its own choice. He also assured that all transactions between the States and the Centre or from one State to another would be in English or accompanied by an English translation. It was clear to all that the English language was here to stay.

In India too, many were afraid that the creation of linguistic states would stoke the fires of secession. India however has survived. This survival maybe contrasted to the civil war that raged in Sri Lanka when Sinhalese was made the only language, disregarding the presence of a large Tamil community, as well as the formation of Bangladesh when Pakistan insisted that Urdu alone was the official language disregarding the sentiments of the Bengali speakers. In India,

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linguistic states have coexisted for sixty three years. There is now a more enlightened awareness that linguistic friction and violence occur not where language rights are protected but where they have been suppressed (Guha, p.180). Yet if some speakers of the various languages of India have one common fear, it is the distrust of the English language. The reason is simple. Each language represents a distinct culture, a distinct way of thinking, a distinct mode of life. If it is important to preserve biological diversity, it is equally important to preserve linguistic diversity, for language is the repository of history and knowledge. When a language dies, the history and knowledge coded in that language may die with it, leaving humanity impoverished.

Educational policies and the mother tongue

Political leaders often try to prove their patriotism by demanding that English medium schools be banned. It does not garner mass support, because for all their emotional connection to the mother tongue, the public perceives English as giving them a greater chance of material success. Most states hence adopt an educational policy of bilingualism and even trilingualism where the child learns the dominant language of the state, along with English and Hindi. The complexity of the issue was brought out by a paper on multilingual education released by UNESCO in 2003, which observed that questions of identity, nationhood and power are closely linked to the use of specific languages in the classroom (www.**unesco**.org/**education**/**education**). The National Curriculum Framework 2005, which lays down broad guidelines for teaching and learning, sums up the views of experts when it says: "In language, a renewed attempt to implement the three-language formula is suggested, along with an emphasis on the recognition of children's mother tongues, including tribal languages, as the best medium of education. The multilingual character of Indian society should be seen as a resource to promote multilingual proficiency in every child, which includes proficiency in English" (Executive Summary, 1x). Thus, the framework recommends that English should find a place with other Indian languages. According to the National Curriculum Framework, the three-language formula helps in fostering bilingualism and multilingualism, traits that improve cognitive growth, social tolerance, divergent thinking and scholastic achievement. The fate of Kashmiri demonstrates graphically what happens to a language without such educational policies. Kashmiri is not taught in the local schools, though various dialects as well as written scripts like Sharda exist. (I lived in Kashmir for a year and this is something the locals pointed out.) The result is that little creative writing in Kashmiri is happening today, while the Sharda script appears to have disappeared. The Kashmiri Muslims have adopted the Urdu script while the Hindu Kashmiri pundits have adopted the Devanagiri script. In January 2010, the Bo language died with the demise of its last native speaker (infochangeindia.org/media/...of.../the-**case-for-a-linguistic**-**survey**.ht). Many languages are becoming extinct on a massive unprecedented scale (Crystal, p. 336).

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Proponents of the mother tongue are often seen as parochial and regressive (Srinivasaraju, p 10, 226). There is a tendency for the educated elite to treat such advocates with exasperated contempt. (The actual words in both the two sentences are mine but similar ideas are expressed by Srinivasaraju whom I have introduced below. Actually these thoughts are expressed whenever there is a public debate on the issue.) Yet an articulate group of intellectuals oppose the English language with equal vehemence. For them the concept of a global village dominated by the English language endangers cultural pluralism. Sugata Srinivasaraju, a Kannadiga writer and journalist of repute, writes, "It is popular, stereotypical understanding that homogenizing and globalizing would harmonize the world. But then we need to ask as to how neutral are the globalizing tools, be it the English language or the free-market economy or a twisted variety of democracy? If assertion of identity is perceived as violent and the concern to preserve it is seen as regressive, then homogenizing and globalizing is equally violent as it functions on the cruel ideology of indifference towards plurality" (p. 17). The other equally serious charge is that it creates elitist groups that use the English language precisely as the colonial masters did, as a symbol of superiority (It's a charge often made including my students; I have no particular source). The English language is accused of facilitating the creation of power structures and widening the urban/rural divide. Those who are well versed in the English language are the affluent and the upper castes and they too often speak "for" the subaltern. Sometimes it furthers the problem, the civilizing mission of benevolence occludes the question of audibility of the subaltern (Miles, p 93). However, as Amartya Sen pointed out the post-colonial critique should be constructive and dialectically engaged rather than defensively withdrawn and barriered (p.85).

In this antagonism towards English language, it is necessary to separate the two strands of separate thought that shapes this hostility. The first is the association of the language with colonial rule and the second the desire to protect one's own language and cultural identity. In this context it is important to note certain historical facts. The first periodical published in an Indian language was a Bengali monthly and weekly by the Baptist Missionaries of Serampore. Serious writing before the advent of the British had increasingly become confined to Sanskrit and Persian and the dominating role of these two classical languages prevented the growth of the popular regional languages. It was the advent of the printing press that broke the hold of the classics and facilitated the growth of prose literature in other Indian languages (Nehru, p.346). A further fillip was given by the missionaries who studied even minor and undeveloped languages giving them shape and form, compiling grammars and dictionaries for them. They even labored at the dialects of the primitive hill and forest tribes and reduced them to writing (Nehru, p. 346). The impact of the East India Company was of course not so benign. They followed a deliberate policy of undermining traditional education. For instance, in Bengal there existed a large number of tax-free grants of land that were given as endowments for educational institutions. Many schools as well as institutions for higher education subsisted on them. In order to confiscate these lands the East India Company demanded proof of the original grant. The old 'sanads' and papers had long

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been lost or eaten up, so the land was annexed and the educational institutions fatally destitute because the Indian system did not collect fees from students were forced to shut down (Nehru, p.347).

In the conflict between mother tongue and English, an area that the politician and educationists gloss over, is the marginalization of dialects. For instance, the language spoken in Travancore, Central Kerala, Trissur, South Malabar and North Malabar are regional dialects of the standard Malayalam taught in the local schools. The standardization is necessitated by practical concerns. Again, many Dravidian languages such as Irula and Kurumba do not have a written script. These dialects are repositories of culture and knowledge which are lost by the imposition of a standard language established through the modern educational system. Similar concerns are raised in other parts of India as well. In Karnataka Srinivasaraju points out "the people who are expected to save the language have had to forego the features of their local tongues and the rich dialectical variants of Kannada for the sake of using a standard Kannada tongue" (p.50). As a result North Karnataka, which has a rich dialectical form of Kannada, (harnessed by the poet D R Bendre), has raised the banner of revolt complaining of 'step-motherly' treatment (Srinivasaraju, p.50). Similarly, the script of the Tulu language considered by many linguists as one of the oldest languages in the Dravidian family and still spoken by more than three million people has been replaced by the Kannada script.

The vernacular advocates are also concerned that the regional languages will be reduced to the kitchen i.e. the domestic sphere, while the arena of technology, science and business is taken over by English (Srinivasaraju, p.35). They are also greatly exercised about retaining the purity of the language and agonize over the entry of simple English words in vernacular utterances. One point they do not realize is that the great strength of the English language is precisely its "impurity". Ghosh points out that the words he uses in *Sea of Poppies* can be found in every seaman's journal, and in an interview observed, "English is an incredibly rich language, in what it has and in what it has forgotten….Nineteenth century English was much more open, much more varied, it had many more influences. It's exciting to reclaim those influences" (www.sfgate.com/.../Amitav-Ghosh-author-of-Sea-of-Poppies-318991). The English language has nonchalantly absorbed words from practically every European language and now is busy absorbing them from Asian and African languages. A number of Indian words find their way into the English dictionary every year. Similarly simple English words like *bus* and *car, light* and *fan* have replaced the vernacular synonym in almost every regional language. There are certain oddities in this method of absorption. For instance, while the English word *bucket* has become part of the vernacular vocabulary, the word for 'broom' still differs from language to language. In an attempt to stem the English language tide, politicians have resorted to interesting strategies. In Tamil Nadu, commercial films are a strong cultural bastion and the government recently announced that movies with Tamil names will be exempt from entertainment tax. Subsequently

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the blockbuster movie of the South Indian superstar Rajnikanth titled "Robots" was changed to "Endhiran" with much fanfare. Though the decision created controversy, it is a comparatively painless piece of protectionism. In Karnataka, the government has decreed that pubs must henceforth play songs in the local language. How far measures like these help to protect regional culture remains to be seen.

The reason that the movement for the vernacular does not gain support is because English is perceived as the means of escaping the trap of poverty. Besides, in the urban schools, students from various linguistic backgrounds sit in the same classroom. The adoption of the local language as a medium of instruction will not give the advantage of learning in the mother tongue uniformly to all children for the average classroom has children from different linguistic backgrounds.   Yet the necessity to learn a foreign language imposes a heavy burden on the youngsters from the rural areas for the English language is not easy to master because good teachers are scarce, the grammatical rules often confusing, and pronunciation a quagmire. Eliza Doolittle learnt it long ago when she spoke the right words with the right accent to find herself still a social misfit. All of these subtleties can be mastered. The reality of the globalisation of the market place has made mastery of the English language a necessity as English has become the lingua franca of the business world.

However many nations including the United States have come to realize the disadvantages of monolingual education and now encourage foreign languages. The concept that a common language was a binding force necessary for the survival of a nation is advocated by almost every country in the world. In Russia, learning Russian is obligatory. Speaking a single language has come to reflect patriotism. Even in the United States, minority language speakers were encouraged to abandon their native tongues and become monolingual in English. In the celebrated Meyer vs Nebraska case (en.wikipedia.org/wiki/Meyer_v._Nebraska), Meyer was convicted for breaking the law that prohibits the teaching of any foreign language before the completion of the eighth grade. Within the European continent, some nations are officially bilingual. Switzerland has four national languages: German, French, Italian and Romansh. In the current scenario, the immigrant has the advantage of possessing cultural knowledge which was earlier regarded as valueless if not undesirable.

Discourse of resistance and creative writing

Raja Rao argued in 1938, in the preface to his novel *Kanthapura,* that Indians cannot and should not write like the English, even though they may use their language. He went on to say that the tempo of Indian life must be infused into our English expression. This Indian cultural substratum breaks into the English language text as words and phrases from the regional

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languages or more subtly as a different underlying rhythm of speech. Both methods may be observed in the Booker Prize winning novel *The God of Small Things* by Arundhati Roy. In 1975, R. Parthasarathy lamented that there was no special English idiom in his anthology *Ten Twentieth Century Indian Poets* (p.3). Yet he praised A. K Ramanujan for conveying in English what at its subtlest and most incantational is locked up in another language. Ramananujan himself observed "English and my disciplines (linguistics, anthropology) give me my outer forms – linguistic, metrical, logical …my personal and professional preoccupations with Kannada, Tamil, the classics and folklore give me my substance, my "inner" forms, images and symbols. They are continuous with each other, and I no longer can tell what comes from where." (ibid. p.96). Nissim Ezekiel's "Goodbye Party for Miss Pushpa T S" is probably the most well-known recording of the ideolectal features of Indian English such as the use of present continuous tense for simple present tense, un-English collocation of lexical items and literal translation of phrases and idioms. However, Salman Rushdie's *Midnight's Children* was probably the seminal work that gave Indian English its authoritative place in the canon of Englishes. Its self- referential narrative and magic realism celebrated the "chutnification" and advent of an unapologetic Indian English that entwined indigenous and non-indigenous cultures.

In Amitav Ghosh's novel '*Sea of Poppies'* the dialects of the lascars, mingling nautical terminology with Arabic, Mandarin, Portuguese, Hindi; Bhojpuri of the villagers, Bengali of the boatmen; the slang of the Englishmen; the pidgin of the domestics, all dance on the pages. Language is shown as forming and defining an individual's identity and even his destiny. When Zachary could not understand the pilot Mr. Doughty's words "The kubber is that his cuzzanah is running out", an exasperated Doughty tells to stop behaving like a right gudda. He says, "If he, Zachary, wasn't to be diddled and taken for a flat, he would have to learn to gubbrow the natives with a word or two of the zubben." When asked again what zubben was, the pilot explains "The zubben dear boy is the flash lingo of the East. It's easy enough to jin if you put your head to it. Just a little peppering of nigger talk mixed with a few girleys. But mind your Ordoo and Hindee doesn't sound too good: don't want the world to think you've gone native. And don't mince your words either. Mustn't be taken for a chee-chee." (p. 49) Language is clearly identity.

English language has become a contact zone where the discourse of power used by the colonial masters is subverted to form a discourse of resistance, forming what Homi K Bhabha called the third space of enunciation which ensures that the meaning and symbols of culture have no primordial unity or fixity. As he states, "the disruptive temporality of enunciation displaces the narrative of the Western nation" and the same signs are "appropriated, rehistoricized and read anew" (p.37). The emergence of writers like Chinua Achebe and Chimamanda Ngozi Adichie in Africa, as well as Salman Rushdie and Mohammed Hanif in Asia ratify Bhabha's articulation of a different model for resistance located in the colonialist discourse itself through subversive

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counter discursive practices. The interpenetration of the two languages challenges the separation and division imposed by the imperialist culture often through violence, questioning not only its claim to superiority but also to its claim of authenticity (Young, p.23). The various forms of resistance such enunciation can create, are underlined in '*Sea of Poppies*' when Neel, the local ruler, is reduced to a common felon. At the moment of his greatest abasement, as he is prodded and probed physically as if an animal, Neel asserts his humanity by speaking in the language of the ruler. To quote, "The man's eyes flared and Neel saw that he had nettled him by virtue of simply addressing him in his own tongue- a thing that was evidently counted as an act of intolerable insolence in an Indian convict, a defilement of that language. The knowledge of this – that even in his present state, stripped to his skin, powerless to defend himself from the hands taking an inventory of his body – he still possessed the ability to affront a man whose authority over his person was absolute: the awareness made Neel giddy, exultant, eager to explore this new realm of power" (p 289). The knowledge of English becomes a weapon at a moment when he is treated as subhuman for it emphasizes their shared humanity; the power to speak asserts his human nature and demands the right to be treated as one.

Creative writing by Indian writers in English has been growing exponentially. Srinivasaraju has drawn a parallel between this and the fate of writing in Irish language. While some of the greatest writers in English including four Nobel laureates have hailed from Ireland, there is very little writing in Irish language *per se*. He wonders what would have happened if Joyce, Yeats, Beckett and others had written in the Irish language. The choice they made to write about their Irish experiences in English and during a self-imposed exile has interesting parallels with many of the Indian writers in English like Rushdie and Anita Desai. But the differences are too huge to be ignored. In the first place any visit to the local bookshop will reveal the large number of titles being released in the vernacular languages. Writers like Premchand (Hindi), Visnu Prabhakar (Hindi), Basheer (Malayalam), O Nambisan (Malayalam) are well known names. It is the English language that makes the works of these great writers accessible to Indians who cannot read them in the original language, thanks to a thriving translation industry. The Sahitya Akademi and the prestigious Jnanpith Award honour vernacular writers every year. The writers are naturally highly revered by the common man, for Indian culture has traditionally revered learning.

The question then remains as to why many writers are opting to write in English and if their facility with the language has alienated them from their culture, for it cannot be denied that language shapes one's perception and sensibility. Jose Lourenco, a Goan Christian, writes in both Konkani (the language of Goa) and in English. He observes, "Being born into a Christian family in Goa has not handicapped me as a writer. I speak English, Hindi, Konkani and can understand a bit of Marathi, Portuguese and French. I write in English as well as Konkani, the tongue of Goa. My stories are largely based in Goa and so I find that Konkani expresses the local

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idiom and character better. But I cannot call myself only a Konkani writer or only an English writer. Like many others, I am a bilingual writer, made so by education and circumstance! I have many identities. I am a Goan, a Christian, an Indian, an Asian, a writer, an engineer, but above all I am a human being. I have come to believe that all the human quirks and quackeries happening around me are my 'culture' (Personal Communication, May 31, 2009)." Jahnavi Barua, a well-known writer from Assam who is passionate about her distinctive culture and land, writes in English. She talks about another young Asomiya poet who is actually a physicist with TIFR, but whose passions are poetry and film. "He also told me how many younger Asomiya writers are no longer bothered about this distinction between vernacular writers and writers in English - as long as the artist/writer represents their ideas/ideals with integrity it is all the same. In fact, he told me of some poets who began writing in Asomiya and then switched to English and now shuttle between both. I think that is such an encouraging thing!" (Personal Communication, July 12, 2009). What such observations reveal is that for many English has become another Indian language, and no longer carries colonial baggage. They are equally comfortable in the skins of both languages

Conclusion

At the heart of the linguistic debate is whether the English language once used as a tool of repression and ideological domination can be separated from the perceptions and attitudes of the original culture from which it sprang or shaped. In the current socio-cultural context, English has become an Indian language; in the hands of the Indian users, it is infused with a cultural substratum that is unique to India. This is a reality that antagonists of the language must accept. For Indian political leaders there can be no better example than Rabindranath Tagore who wrote in Bengali and English, whose love for the English language and literature did not hinder his implacable opposition to the English political rule. As the poet Kamala Das wrote, the English language, "voices my joys, my longings, my/ Hopes, and it is as useful to me as cawing/ Is to crows or roaring to the lions". Indians with knowledge of both the vernacular and English are in an exceptional position to help India take its place in the global arena, as well as facilitate cross-cultural communication.

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Semantic Implications of Authors' Names in Creativity: A Study of Wole Soyinka's Name as Reflected in His Selected Works

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ABSTRACT

Names deal in a process of identification. They constitute language which could be individually, socio culturally, psychologically or group influenced. Often metaphorically used, names could reveal the thought of its users. This paper studies the impact of authors' names on their creative use of language. We focus on the name of Africa's world acclaimed author; Wole Soyinka, deriving the utmost import of meaning(s) embedded in his name and the inseparable presence of these meaning significations in his works. We conclude that generic names absorb the creative faculty of an individual and ultimately find expression in his or her perceptions.

KEYWORDS: Ake, Aptronym, Idea initiation, Pract, Soyinka, Worldview, Yoruba,

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INTRODUCTION

This study is presented in two broad perspectives; the semantic as well as the pragmatic dimensions by which Wole Soyinka's name not only generates ideas that transform into character types and traits in his play texts, but also becomes noticeable in the general thematic preoccupation of his poems. We study the meaning of Soyinka's name and what it is used to mean in that the ideas, philosophies and phenomena that generate from his name, have onomastic implications. These implications can be tagged, and the tag by which a certain 'thing' is called is a name which justifies its functioning.

Recognizing this, Odebode (2010:25) records that onomasts have identified the various ways in which naming occur. Of these typologies, our work is centered on Aptronym; a generic name that is aptly suited to its owner. These names are ultimately impacting because they are pivotal to the bearer's psycho-social realities.

From the Yoruba perspective, names are usually words encoded in the Yoruba lexicon, and they have cultural implications. It is viewed that the unique organization of the universe of the Yoruba people is embodied in the Yoruba language. This acts as a determining factor in the Yoruba man's habits of perception and of thought, thus forming and maintaining particular tendencies in the associated nonlinguistic culture. There is therefore a link between the personality of the author, his work, world and personality which cannot be separated from the name he bears.

The question, however, is this: Is a writer's name so powerful as to determine his psycho-social reality which is in turn pivotal to his input in his works? Hall (2007: 76) asserts that meanings arise from language and that there are relationships that can exist between language and the various *images and objects* with which it may interact. Yoruba names could reveal the totality of an individual's thought pattern; the names are given from particular social backgrounds and the values inherent in these backgrounds affect the culture of an individual. However, what is left for assertion is the reality behind the raw and culturally intended meaning of a name and how it affects an author's thinking so holistically such that he places his creative characters, fictional or not, in his train of thoughts.

In the bid to respond to this inquisition, Sowande (1966: 42) proposes and we adopt, a process termed **Derivation by Amplification** which appears in his article on 'Yoruba Names and Their Meanings'. Sowande views the significance of Yoruba name(s) to the bearer by stating that Yoruba names are much more than identification tags or mere luggage labels. They embody circumstances of birth, history, family, religion, or some other equally pertinent facts relevant to that particular individual bearing the name (Sowande, 1966: 39).

Unlike some English names where for instance, a girl named Joan might not necessarily be linked with the famous Joan of Arc, Yoruba names do not enjoy anonymity. They are usually always historical and linked with a predecessor, related with a family, the society or the pantheon. These names furthermore, are contractions of whole sentences.

In a connected speech situation, the analytical and synthetic nature of the Yoruba language (using inflections to express syntax) becomes evident. The language synthesizes grammatical units; contracting different morphemes into single words whereas, the interpretation and translation of such words into the English language expands into sentences or groups. For example, the name *Bánjí* is the contracted form of *Bámijí* (wake with me). This is one of several other possibilities including *Oyèébámijí; Oyètibámijí* (honour has woken up with me), or *Ọlátibámijí* (wealth has arisen with me). Another instance is in the name *Bólá; Abímbólá* but actually a contracted sentence; *Abí mi bí ọlá* (Wealth is born with me).

There is thus a high level of semantic expansion in Yoruba names. Soyinka reiterates the dynamism and significance of names in *King Baabu*; '*Moriya! Moriya!... never I want to hear that name again (sic)*' (6). Beyond the surface level, and the monosyllabic and tone-base on which the Yoruba language rests (Sowande, 1966: 41), compounded words and whole sentences are actually derivable. It becomes worthwhile to therefore consider the summation of the individual components of a name in other to derive the meaning of the name.

PREVIOUS STUDIES

Scholars have practically illustrated that names play a very important role in the perception of an individual's worldview. Ginet (2008) examines the significance of words and their meanings, and how words influence social practice. Her findings create a link between language and culture and the existence of a global linguistically–mediated communication

which has cognitive, social and historical dimensions. This communication cannot be established without words because words go beyond mere semantic representations. They indicate extra linguistic references and concepts depending on their use in varying socio-cultural milieu.

Therefore, lexical significance and denotations experience a shift as they journey through the complexities of customs, institutions and ideologies. She discovers further, that though words are said to be arbitrary, there is an existence of a mental dictionary which can incorporate multiple entries and evolve a unified sense of them. The study has promoted our understanding of the relations between words (used as names in the Yoruba context) and their meanings. Nevertheless, it over generalizes and is fundamentally theoretical. The present study addresses this by adopting a more practical approach via its focus on a particular culture (Yoruba) as it is reflected through one author in his selected works.

Olaosun (2005) considers the general assumption that Soyinka's literary works are complex to understand. Adopting a stylostatistical and componential analysis in *Kongi's Harvest,* he submits that this complexity can be made clearer if Soyinka's choice of words is shown to relate to themes, key concepts, ideas and motives in his texts. He also discovers that Soyinka uses names intentionally for projecting the meanings and ideas of the text. He believes that Soyinka does this to signify meanings and for communicating intentions in most of his literary texts. The study is beneficial in that it helps critics undertake their criticisms of Soyinka's texts with more clarity. However, the study does not delve closely into Soyinka's naming strategy with influences from his own name.

Ajileye and Ajileye (1997) debunk the assertion of scholars such as Ruth Kempson who is quoted as saying 'it is obvious that proper names do not have any meaning at all' (1994: 14). This statement is faulted via the instrumentality of a pragmasociolinguistic model to establish that names and nicknames have layers of meaning (primary, secondary and tertiary). To further buttress this, Ajileye and Ajileye (ibid) quote Hornby as saying a nickname is a 'name given in addition to or altered from or used instead of the real name' (Hornby 1974). They also quote Quarcopome (1987: 11) and Webster dictionary (1976), all submitting that there is a semantic implication in names and nicknames.

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This study, therefore, stylistically analyzes the names of (25) Yoruba speakers, identifying the significant characteristic manner of their construction, expression and perception. The respondents are shown to affirm the semantic and pragmatic relevance of their nicknames. The study also discovers that nicknames demonstrate a systematic strategy of naming and this is derived via a classification of the meaning of names into the ironic, descriptive, kinship, historical and virtuous category. Ultimately, Yoruba names are shown to be semantically distinguishable in their forms and functions. The study focuses on nicknames, their extra textual relevance and taxonomic classifications. This renders the work subjective. The present study focuses instead, on the proper names used in a particular text; rendering the work more objective.

Odebode (2005) discredits the views of scholars such as Latimer (1989), Bamisaye (1997) and others who claim that names and nicknames signify nothing and have no relevance semantically. This school of thought holds that proper names denote nothing and have no senses though they can be connotative. The researcher takes a different stance and proves this by deploying a pragmasociolinguistic approach in his analysis of character names in Soyinka's *Death and the King's Horseman*. The study is related in several ways to the present study because it uses one of the contact literatures used in the present study, and also analyzes basically, the character names used in the literary text. However, the two studies differ in their theoretical approaches and methodology. While the former uses the pragmasociolinguistic approach, the later employs the ideational and pragmatic acts theories of meaning.

METHODOLOGY

We select and study the thematic roles of the characters in seven of Soyinka's play texts namely*; Kongi's Harvest (henceforth KH), Madmen and Specialists (henceforth MAS), Death and The King's Horseman (henceforth DKH), King Baabu (henceforth KB), The Road (henceforth TR), The strong Breed (henceforth TSB)*, *The Lion and the Jewel (henceforth TL J)* two of his novels; *Isara* and *Ake* as well as six poems from his poetry collections namely; 'Last Turning', 'Purgatory', 'Journey', 'A Cobweb's Touch in the Dark', 'Conversation at

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Night with a Cockroach', and 'To the Madmen over the Wall'. Our selection is limited because we hypothesize that based on the purpose of this research the conclusions derived from the selection of a few samples could be representative of all his works. Only the names of major characters are analyzed in the play texts because they embody the thematic preoccupation of the texts and on the theme lay the central message conveyed by the author. It is important to note also that not all lexical items in the source language (Yoruba) have their direct equivalence in the target language (English). Thus, translation is done freely; not in a restricted or partial forms. Lexical, phonological and grammatical items cannot be translated alone without negatively affecting meaning realization.

THEORETICAL BACKGROUND

The Pragmatic Acts and Ideational theories of meaning are used in our analysis. The former is 'a theory of context which considers the verbal behavior of an individual within the affordances of the context' (Odebunmi 2011) while the latter is a conceptual theory which assumes that the meaning of an utterance or expression is the image which it conjures. Mey's (2001) Pragmatic Acts theory recognizes Pragmeme, Allopract and Pract. A pragmeme is an abstract concept which means every possible pract while a pract is the specific pract in every situation. Meanwhile, 'every pract is at the same time an allopract…' (Mey, 2001: 221).

An expression is a Pract which demonstrates a synthesis of the Activity Part (constituting Speech Acts, Indirect Speech Acts, Conversational Dialogue Acts, Psychological Acts, Prosody and Physical Acts) and Textual Part (constituting Inference, Reference, Relevance, Voice, Shared Situation Knowledge, Metaphor and Metapragmatic Joker). Capone (2005: 1357) states that the goal of pragmeme as speech act is to ensure 'effects that modify a situation and change the role of participants within it or bring about other types of effects such as exchanging/assessing information, producing social gratification or otherwise, rights and obligations and social bonds'. In the light of this, Soyinka's name is seen as a Pract Unveiling, a pronouncement at birth; being the effect that influences the thematic role(s) and discourses of various characters within his play texts, as well as the themes in his poems. However, since the discourse situations in the selected texts are not considered, we focus primary on the textual part of the pragmeme though not all its features are infused in the analysis.

The ideational theory has as its chief proponent, the highly revered empiricisit John Locke in his work: *An Essay Concerning Human Understanding (1960).* He held that linguistic meaning is mental: words are used to encode and convey thoughts, or ideas. Ogden and Richards (1923), Kess (1992), Akmajian (2006) and Saeed (2003) among others, also emphasize the mentalist-linguistic nature of the theory. The strength of the Ideational theory is that it embodies the insight, that language is an instrument for the communication of thought. Three stages of change in meaning are differentiated by the ideational theorists: In the first stage a word is used in certain contexts, where a certain idea becomes connected to the word. In the second stage, the idea is called up in the mind even outside the original specific continuous use, so that the additional idea is called up in the mind even outside the original specific context. In the last stage, the new idea becomes the central idea which again admits new combinations of ideas. Thus, a secondary idea which is originally only associated to the word in certain specific contexts gains strength and becomes the primary idea (Stocklein, 1898: 14f). This notion of concepts, ideas and meaning change can be diagrammatically represented using our self-designed model of a concentric as below:
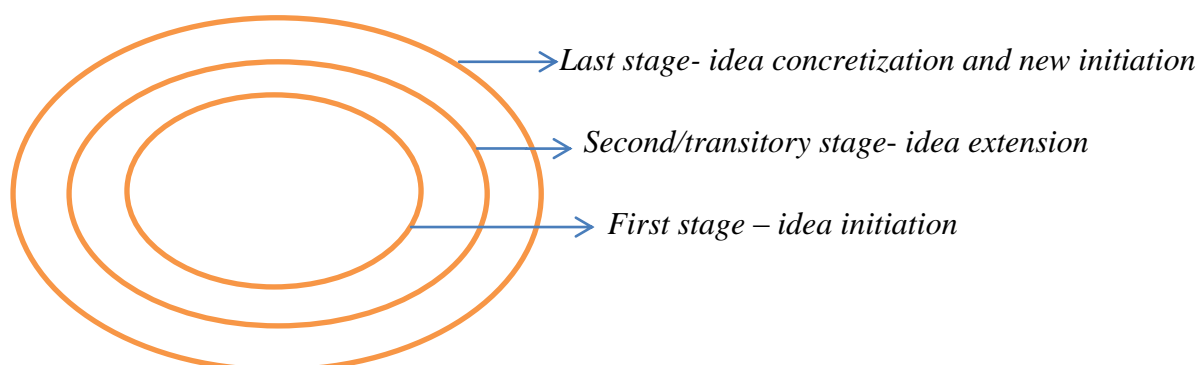

Last stage- idea concretization and new initiation

Second/transitory stage- idea extension

First stage – idea initiation

Figure 1: Concentric; Indicating stages of idea-development in meaning change

The model above reveals the spirals of idea generation, formation of new ideas and the extension of new ideas in the concretization of initial ones. Soyinka's name is seen as a Pract Unveiling, informing the *first stage* of the concentric. The author's name actually inveils his intended personality make-up according to the Yoruba cultral believe. The name seems to stand aloof from his corpus but actually, central to it. In the *transitory stage*, we locate the psychological extension of the impact of the first stage i.e., meaning of his name, in his

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personality as shown in his autobiography, *Aké*. The Yoruba adage; *Orúkọ ọmọ ní ń ro ọmọ (a child's name affetcts his psychological make-up)*, confirms this.

Another Yoruba adage states; '*Ilé là ń wò ká tó sọmọ lórúko'* *(the family or lineage determines the nature of name(s) given to a child),* also confirms our assertions in the transitory stage because Yoruba names are seen as an embodiment of culture, history and lineage which ultimately have a psychological impact on the child.

In the last stage, the first two stages are concretized through one of Soyinka's psychological expressions (writing). There is thus, a literal and idealist connection between his name and significations from his works. This literal reality is what engineers and fosters his deep connotative tendencies. In this vein, if an expression is a direct link from the meaning of his name, the meaning of his name in turn affects how the writer explains the expression whether from a denotative or connotative perspective. This is a rather interestingly complex structure, diagrammatically represented below:
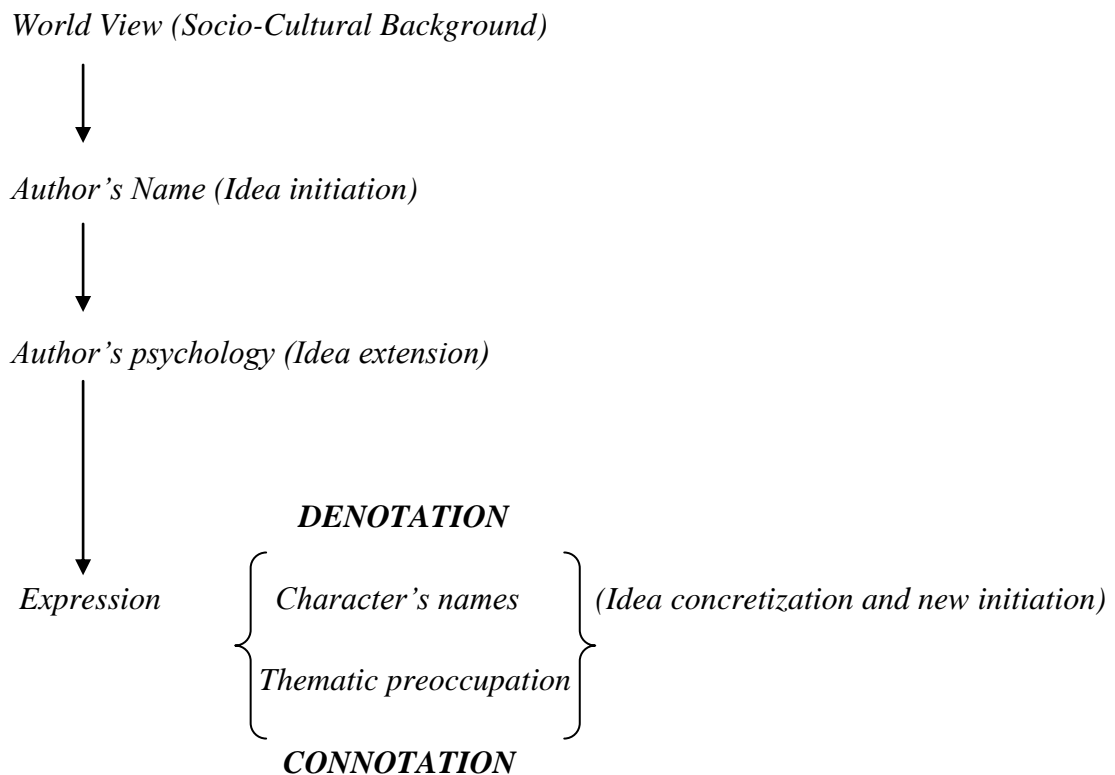
World View (Socio-Cultural Background)

↓

Author's Name (Idea initiation)

↓

Author's psychology (Idea extension)

↓

DENOTATION

Expression   { *Character's names*   *(Idea concretization and new initiation)*

   Thematic preoccupation }

CONNOTATION

Figure 2; Soyinka's name as a pract; impacting on expressions/ideas

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Essentially, the author's name has a literal meaning that is generally accepted by the Yoruba people. Such meanings are codified by Adeboye & Alaba (2003) in *Dictionary of Yoruba Personal Names* and other texts such as *Oruko Amutorunwa* Sowande et al (1969) and *Oruko Yoruba* Adeoye's (1982), among others.

However, the point here is that the extent of the conventionality of such interpretations is subject to the ACTS that the names perform. For instance, Soyinka's first name; *Akiíwándé* conventionally means *bravery comes visiting* but when accessed in the context of his writings, several acts are derived which are extensions and sometimes, deviations from the semantic implication of the name.

An example is located in *DKH* where an instance of bravery is parodied in the major character, *Elésinọba* because his nature of bravery is a mockery of what bravery epitomizes. For the first time in the lineage if the King's Horsemen, Elésin 'bravely' deviates from his beliefs, custom and tradition while true bravery is located in his son, Olúndé. This is a parody of intentions and roles which can only be contextually realized.

If, therefore, the conventional ideas conjured in our minds when we hear the word or name 'Akin' includes strength or bravery, such strength is validated in the environment of pragmatic acts and shared situational occurrence in the play text.

On the basis of conventional or semantic meaning, we clearly interpret Soyinka's name as the first level if idea generation, and situate them in the contexts of his writings, testing their possibility to retain such conventionality in various contexts. This means ultimately, that the dynamic nature of author's name, when studied in the light of his creative works, can both be conventionally and contextually realized. Hence, there is the need for us to create an intersection between the impacts of convention and context in meaning extension(s).

The ideational theory is not without its criticisms (Alston, 1964:10-31; Fodor, Bever, & Garrett, 1974:141-170; Lyons, 1968:400-442), one of the major being that it renders meaning subjective. However, we have hinged our work on this theory and our justification lies in the fact that creativity requires subjectivity. Since the central message of a creative literary work might not be realized if a writer's intentions are not delineated, this necessitates an attempt at

understanding his psychological make-up which is informed by his cultural perspective as reflected through his name.

DATA ANALYSIS

Adeboye & Alaba (2003) state the writer's name in full as Sóyínká Olúwọlé Akínwándé. The names, though in full are still contracted. Sowande (ibid) terms this phenomenon as *Àsúnkìorúkọ* (abridgements of names), where lexemes are taken out of their full forms and made to stand out of the context of their meanings. A Yoruba speaker might therefore say; Wọlé for (**xx**wọlé or **xx**wọlé**xx**), Yínká for (**xx**yínká), Akin for (**xx**akin or Akin **xx**), Wándé for (**xx**wándé), Olú for (Olú**xx**or **xx**olú); where **(xx)** refers to any name form provided it is properly morphologically set and coherent.

The point to note here is that if we say Wọlé (come in), we tend to ask the questions; who or what is coming in -is it victory (Ìségunwọlé; victory comes in)? Also, if we say Yínká (surround me), we ask what or who surrounds me? Is it money; Owóyínká (riches surround me), wealth; Ọláyínká (wealth surrounds me), the glory of God; Ogoolúwayínká (the glory of God surrounds me), children; Ọmóyínká (children surround me) and many other possibilities? Sowande gives the fullness of the names as a Yoruba man would articulate them.

OSÓYÌNKÁ OLÚWỌLÉ AKÍNWÁNDÉ - DERIVATION OF MEANING BY AMPLIFICATION

Osóyínká (mystery surrounds me) Olúwọlé (the peak of the bunch comes in; leader) Akínwándé (bravery comes visiting) are statements that situate instances of pract unveiling, demonstrating a synthesis of direct speech acts and (con)textual features (reference, inference, voice and shared situation knowledge). Usually, a Yoruba child is named during a naming ceremony, by an elder in the family or clergy, where there is an audience. Hence, the child's name is pronounced in a speech situation. Reference is made to the child, who is considered to be brave in an environment of the belief in mystery; the Yoruba religion is animistic.

Possible inferences can be derived in the namer's goal to state that in Soyinka's immediate family, he is the first male child or just a male child whose circumstances of birth is a pointer to his character as a brave individual. Relevance occurs in the truth of Soyinka's sex; *Akin* is a typical male-dominated name, and also in the truth of the reasons why the name is given. The voice inherent in the statements is socio-cultural as it represents the Nigerian or Yoruba society's beliefs in circumstantial naming, while knowledge of the selection of the name and the connection with the situation is shared between the namer and the audience.

The middle name; Akínwándé **/akīwande/** in the Yoruba morphology is actually Akín wá mi dé' meaning 'bravery, valor or strength comes visiting'. This is a noun clause which denotes vibrant alacrity in the essence of the individual who bears the name. However, this is still a contracted form of Akín ti wá mi dé; Akin (*the man of valor)* ti (*has)* wá mi dé (*come visiting).* Hence the apt meaning of the name Akínwándé is *the man of valor has come visiting.* This suggests that Akin, who is the man of valor, has come to visit. The statement is an assertive one and is in the present perfect tense. Its assertiveness and immediacy suggest that 'Akin' *Valor* will constantly and always epitomize the bearer. In all his dealings, valor is exhibited.

In the novel *Isara*, Soyinka states clearly that the essence of a thing is in its name (4) and his is a lineage of Akins, his father bearing also, Akínyọdé (bravery has appeared). Little wonder that the former loved the world of books (80) just like his father, the headmaster of the personage school, who teaches him to exert his brain (85). Soyinka's paternal grandfather also declares his true expectation of his sons and grandsons:

> *Wole, you did well – strong. You acted like a true Akin. And now, listen to me. Listen very carefully, and this inspite of anyone, ANYONE tells you… If they tell you the contrary, tell them I said it… (2007: 147).*

The title, 'The+Strong+Breed' combines a definite article 'the' with adjective 'strong' and noun 'breed', connoting the definiteness of the strength located in the name 'Akin'. We also notice this signification in *TSB* where the major character; 'Eman' embodies the ideas behind the strength embedded in the author's name. As an epitome of strength, he is to ward off the evil of the old year by being sacrificed for the good of the new year. Eman bravely takes on this responsibility just as Olúndé does in *DKH*. Olundes' is a family of strong men and it runs

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through their lineage in comparison with Soyinka's grandfather, professing that their family is a lineage of the Akins and that Soyinka happens to be a true *Akin*.

The author creates a very clear distinction between bravery and cowardice in *TSB* and *DKH*. While Elesin cowardly shies away from his duties in *DKH*, Ifada also does the same in *TSB*. Recognising his weighty responsibility, Eman searches for the shrine of secret strength in (TSB: 36). The name *Akin*, therefore semantically divulges ideas of bravery and courage in the face of deep commitment to the call of culture and tradition. Poems which highlight the poet's strength of mind, character and will, evidenced in his theme include: 'Journey', 'Purgatory' and 'To the Madmen over the wall'.

In 'Journey', Soyinka attributes his suffering in prison during the Biafra war in Nigeria, to his act of bravery as his name denotes. The idea generated from *Akin* is seen in his bold attempt to help his fellow Nigerians. Soyinka compares his suffering in the prison, to that suffered by Jesus Christ as recorded in Mathew (26: 27). He alludes to the last supper and compares the body and blood of Christ to his own body and blood. So, by extension, his act of bravery is justified from the extra-textual material; the Holy Bible.

Words used in the poem are placed within the ambience of the Biblical context. For instance, because the poet has survived his ordeal, he has 'passed the sharing with death and dearth on his way' and has returned home. Consequently, the readers of the poem are made to picture Soyinka as the *Biafran Christ* who 'layed down' his life for the benefit of all Nigerians.

In 'Purgatory', Soyinka employs satire to distance himself from the scenes he describes in other to demonstrate his fierce will to see a change in the mysteriously unpleasant stance that the Nigerian Judicial system has gained. Such disposition is also noticed in *The Madmen and specialists* and 'To the Madmen Over the Wall'. In both writings, Soyinka ventilates his anger over the insanity of man's thinking and his unjust imprisonment respectively.

The persona (Soyinka) in the poem literally cries for help but then, this negates the attribute of the persona Akin (Bravery). Why then, does he 'cry?' we can suffice it to say that his tears, as sign of protest, are still boldly harnessed through his writings. As handicapped as he was about the state of the nation, his pen did not cease to wield the internal strength needed to fight against the prevalent occurences in the nation.

Soyinka's first name Olúwọlé **/ɔʊluwɔle/** is a contracted form of Olúawótiwolé. Olú is short for Olúwo, which is in turn a contracted form of Olúawo (*The Adept of adepts).* In similar situations, Olúọrun is fully pronounced as Olúawoòrun (*the adept of adepts* or *the chief of chiefs of heaven.* Olú signifies the crown, the apex, the peak of the bunch while awo signifies mysteries. Hence, we can interpret Olúwọlé to mean Olúwatiwọlé (*the adept of adepts of the sacred mysteries has come in* or *the leader has come in).* This is also an assertive statement in the present perfect tense. It denotes that the apex of mysteries has come in, has emerged and has been established. The underlying words here are *apex* and *mysteries* (sacred); mysteries surround and engulf the bearer. He is to perpetually emit mysteries and leadership in all his dealings. This individual is intended for the top, the peak in all endeavors. Little wonder that the writer is the first African recipient of the Nobel Laureate in literature. The name also points to the fact that there is a clan, a group of people who are superseded by the leader Olúàwa (Our head or leader), the important lexeme here being *Olú*.

In *KH,* we have a replica of the carriers of pain as it is in DKH *and TSB.* Here however, there is meaning extension because unlike the sacrificial nature of the carriage in the *DKH and TSB,* Kongi merely 'carries' capitalism, acting as a demonic messiah. The idea of conquest is sustained, however satirically. Just as the Marxian ideology creates a divide between capitalism and communism, through 'Kongi', Soyinka leads or heads the notion that modernism is seen as evil when compared with traditionalism by making reference to the capitalist nature of Nigeria and how the government suppresses the individual by it.

The last name Sóyínká /ʃəʊjĩka/ in full is pronounced Osó yí mi ká (*Oso surrounds me).* The prefix 'Osó' indicates the worshippers of Òrìsàńlà, also known as Obàtálá in Yoruba mythology. Obatala is an ancient god who was entrusted with modeling the physical man with the solid mass he was given. He shaped the head, ears, nose and all the physical characteristics of man. He is the only Òrìsà that has a specific colour which is white. The Yoruba word for white is 'àlà' which is derived from Obàtálá the Òrìsà's other name and cooperatively, the symbol of this Òrìsà is white chalk which in Yoruba is called 'efun'. 'Osó' also refers to Òrìsàńlá. This is a Yoruba word for wizard in its original sense – it stands for one who is wise in the knowledge of spiritual things and not in the distorted and super imposed incorrect sense of *sorcerer.*

The words to note here are *Wizard*; wisdom in spiritual matters, Obàtálá *(god of creation)* and *Efun/* Àlà *(white)*. Osó comes in two forms here; Osó' as a worshipper of Òrìsà / Obàtálá the god of creation whose symbol of recognition is white chalk, and Osó*,* the one who is knowledgeable in spiritual matters.

It is possible to inquisitively wonder if it is a coincidence that Soyinka's physical features especially the hair and moustache, is predominantly white*,* age notwithstanding*.* As religion presupposes, the one whom you worship encapsulates your person, features and thought. Osó can also translate to ritualism. When it is said; *mo sésó*, it means 'I have participated in an occulted ritual for the purpose of gathering wealth'. Osó is equally considered as a deity who is known to travel through the sky, at the speed of light. If it is seen at all, it would be only once in an individual's life time. This description fits well with the *comet;* an astronomical object that is composed of a mass of ice and dust and has a long luminous tail produced by vaporization when its orbit passes close to the sun. In an interview conducted for a few people from the southwest Nigeria and its sub regions, we gathered that when peoples from Ondo state Nigeria, see the *Osó* in the market place, virtually every trader believes that the *Osó* has taken away all the profit. The *Osó's* equation with the *comet* reveals that our experiences could naturally form our beliefs and our beliefs in turn form our opinion and productivity. Soyinka's experiences while growing with his parents, informed some of the thrusts of his writing.

For instance, his interests in activism were formed in his growing up years during the nationalist movement of the 60's and the women uprising in Egbaland, Nigeria, who fought over increment in taxes. Despite restrictions, Wọlé, at the age of three, located the scene of protest and joined in, to the amazement of his aunt who uttered; '*l'oógun, otiyáadébí*' (Man of strife, you are here already). Some of his other environmental influences are recorded in his memoir, *Ake,* where Soyinka is seen to be constantly in a world of his own, always reading (102), always brooding and deeply engrossed in thought (69, 101). His mother, Wild Christian remained constantly perturbed and surprised at Wole's attitude (52, 53, 104).

Wild Christian noticed the mystery that surrounds her son and wondered why he acted the way he did; habitually separating himself from others. In (105), the author himself wondered if he had not been possessed by the devil due to a 'black-out' period that he experienced. He

was referred to as *Abàmì (a strange child),* being surrounded always by mysterious events and character; *an adept of adept of mysteries.* At a time, Soyinka takes up the personality of a Juju-band guitarist and sings habitually; 'What sort of Wizard I maybe…' The author situates the mystery surrounding the Yoruba culture as he has witnessed it while growing (4, 17). Some of the images and mystical ideas that appear in his play texts are derived also, from his childhood experiences.

Ideas such as *Eguṅguṅ (masquerade; 150, 17), Iwin (Gnome), Anjonu (spirits; 153), Oro (202), Osugbo (83), Invocation of spirits (63), Magun (86), Ifa (divination 8, 221), Juju (charms; 81)* and *Ogboni (Cult; 89, 202)* were formed. We also see reference to images such as *Itoko;* sacred tree whose existence is further confirmed in *TSB* (36) where Oroge makes reference to a sacred tree. Soyinka's poem, 'Abiku' equally alludes to his experiences in childhood. Abiku is a wanderer-child who is born and keeps dying, yet to be born again, taunting the mother. The notion of Abiku itself is rooted in the Yoruba belief and Soyinka's recorded experience in *Ake* (15, 16) where Bukola, the only child of the book seller's wife fits into the description. Soyinka's understanding of the mysteries in his surrounding enables him to give adequate attention to the repercussion of this mysterious birth 'Abiku' on the child's parent and a family.

In *TR*, Professor embodies the essence of the name Osóyínká. The Professor is seen as a sage who is highly knowledgaeable in various areas of discorce. This same ingenuity is seen in the characters in *MAS,* such as the madmen and the specialists who are fictional representations of knowledge in wiered and criminal things respectively. The author uses the phenomenon 'As' as an alternative world view against that of a normal human by drawing parallels in the myths he creates. Professor searches for the essence of life (the word), in the church, the driver's shack and beer parlour (christian stage, traditional stage and magical stage respectively). Professor's thirst for knowledge equals Soyinka's thirst for, and embodiment of knowledge. The former follows through on this thirst to the extent that spirits are consulted to give superhuman insights into the issues aurrounding mankind. The nature and consequence of wizardry; is also noticed in the information conveyed in some of his poems including 'Last Turning', 'A Cobweb's Touch in the Dark' and 'Conversation at night with a Cockroach'. There are Yoruba religious images in Soyinka's 'Last Turning'.

The poem illustrates 'death' with imagery that refers to the Yoruba traditional belief. Death is seen as a journey to wisdom which is more valuable than life. Soyinka exalts death by connecting it to particularly important phenomena in Yoruba belief: hills, the earth, rain and paths. Hills were traditionally seen as the exalted home of gods because they protect during wars, their vegetation is seen as home to wild animals and spirits, and also seen as an epitome of longevity. The earth is also highly significant in traditional Yoruba religion because it is worshipped by various Yoruba people. In 1966, the worship of the earth had become transformed into a cult called the *Ogboni*, who offered sacrifices to the land because it is the giver of food, trees, cash crops and most of the requirements for human sustenance. We would recall from above, that the *Ogboni* cult is a familiar item of discourse in Soyinka's works especially *Ake*. The rain also holds great importance in Yoruba religion. The rain-making rituals are the most formal rituals in Yorubaland, and as they are often performed, their success is very important to all members of the society. If rain does not fall when it ought to, the rain makers are called upon to perform rituals. The rain is seen as refreshing and awakening, which the dead are priviledged to deeply feel, before the living does. Ultimately, there is a "path" which is also described in *DKH* where a movement of transition occurs between the dead and the living, a close connection where only the dead have a better privilege to peep into the mysteries of the world.

Soyinka's ability to divulge new meaning from an everyday experience as exemplified in his wizardry (Osó), is also evident in the poems: 'A Cobweb's Touch in the Dark' which describes a single event while he was in solitary confinement; the rustling of wind and the plastering of cobweb on the skin of the persona (Soyinka). The sound of the wind rustling through the leaves likewise puts him in touch with fellow countrymen who have died. He hears the 'voices of our dead' in the rustling noise because the dead have fertilized the soil and have made the life and growth of trees possible. The darkness describes isolation and makes him forget his pains and discomfort. The web of the cobweb by extension describes the web of emotion and mixed feelings that he suffered presently.

This same wizardry ingenuity is noticed in the poem; 'Conversation at Night with a Cockroach' where we find a structured dialogue between a man, cockroach and a third persona. The continued violence in Nigeria at in the 1960's informs the theme of the poem

where clearly, Soyinka paints a bleak future for mankind. The cockroach symbolizes the little and devalued mind that Nigerians seem to possess. They have come to reason, not like human beings, but like cockroaches by encouraging violence. Soyinka employs imagery and symbolism to express his ideas and emotions and such images asides the Cockroach, include the land which is described as airless, loveless, brittle and full of hailstorm.

The totality of the meaning of Soyinka's name can be summed up as follows:

Akińtiwámidé: Bravery, valor or the brave has come visiting

Olúawótiwọlé: The adept of adept of mysteries/the leader of the group has come in

Osóyímiká: Wizardry (knowledge and creation of new things) encapsulates me

Totality of the central idea behind the name: The peak of mysteries dwelling in the man of valor leads to an exhibition of great knowledge in spiritual matters; ultimately springing forth ingenuity and ingenious ideas.

Below, we tie-up our discourse by contextualizing and locating Soyinka's name in the major characters, in his play texts. By this, we aim to establish that thematic roles in Soyinka's play texts are informed by influences from the import of meaning from the author's name.

CONTEXTUALIZING AUTHOR'S NAME IN HIS PLAY TEXTS

AUTHOR'S NAME   **MAIN CHARACTERS IN TEXTS**

Akin   Elesin Oba *(DKH)*

                                      Olunde *(DKH)*

                                      Eman *(TSB)*

Oso   Professor *(TR)*

                                      Basha Bash (KB)

                                      Lakunle *(TL J)*

Olu   Kongi/Oba Danlola *(KH)*

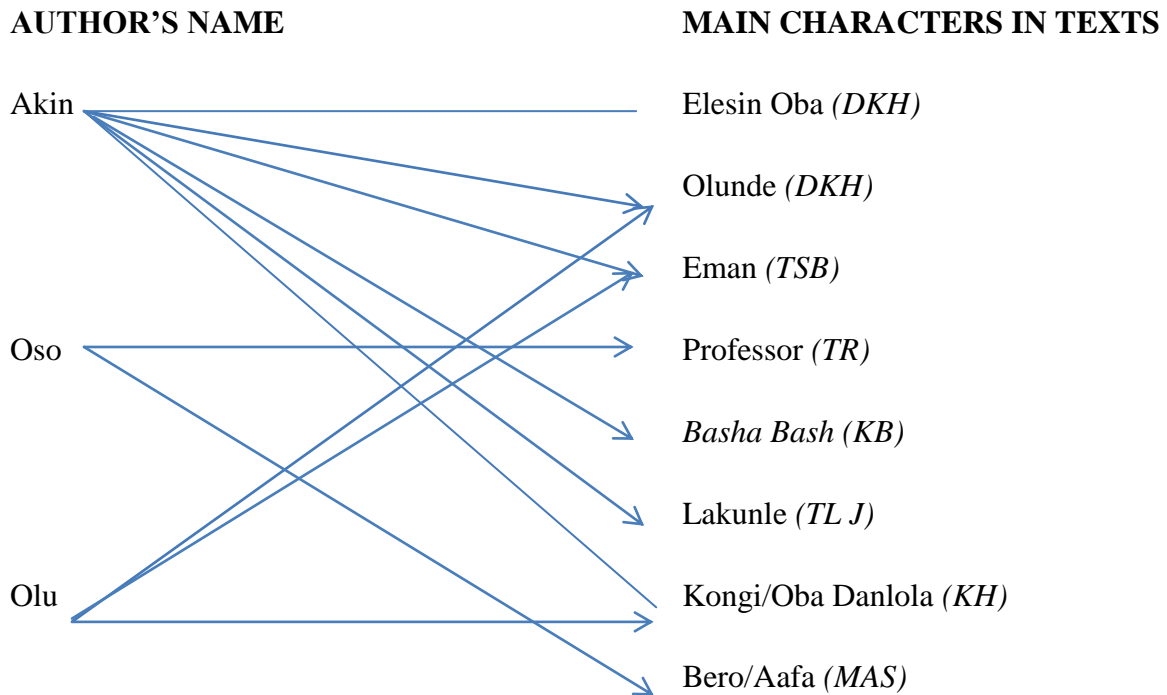   Bero/Aafa *(MAS)*

Figure 3: (IDEA-LINK between author's name and major characters in his play texts. Pointed arrows indicate a perfect link where no-point arrows indicate an imperfect link)

The chart links the name 'Akin' (bravery/valor) with six characters namely: Elesin Oba in *DKH,* Olunde in *DKH,* Eman in *TSB*, Basha Basha in *KB*, Lakunke in *TL J* and Kongi in *KH.* 'Oso' (wizard) is linked with Professor in*TR and* Bero/Aafa in *MAS* while "Olu " (leader) is linked with Olunde in *DKH*, Eman in *TSB* and Kongi in *KH*. The pointed arrrows indicate a perfect connection in meaning representation from author's name to characters' names while the no-point arrows indicate that meaning is not perfectedly represented but subverted. For instance, the act of bravery is seen in Elesin oba but his nature of bravery is a parody. of the lineage of the King's men, Olunde's father; Elesin is the only one 'brave' enough to avoid his responsibilitity of dying with the Kings. True bravery is located in the son, Olunde. Similarly, bravery is located in Kongi when he introduces capitalism into his government altjough this introduction is seen as injurious to his people.

CONCLUSION

We have adopted Locke's ideational theory of meaning and Mey's Pragmatic acts theory to establish that Soyinka's name embody some ideas which cannot be separated from the nature of meaning significations in his writings. From the Yoruba perspective, a mere understanding of the conventional meaning of Soyinka's names, disambiguates his person and pychological make-up, consequently, the central message of most of his works. We therefore hypothesize that since the subject matter of every discourse is most important in the unravelling of an author's idiosyncracy, an understanding of the socio-psychological background, detailing the meaning of Soyinka's name becomes pivotal to the understanding of his textual messages. Further research can dwell on the writings of other Yoruba authors to establish the validity of this assertion and by extension, a replica of such study can also be undertaken in other cultures. Then, we might have a rich body of discourse that details the dynamism of names generally, as well as authors' names and the impact in their various literary endeavors.

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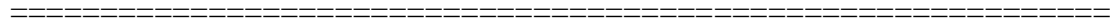Semantic Implications of Authors' Names in Creativity: A Study of Wole Soyinka's Name
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Saif-ul-Malook: Translated Verses

Kaneez Fatima Syeda

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Introduction

Saif-ul-Malook (1863) is a Punjabi epic written by Mian Muhammad Buksh,

Punjabi sufi poet of eastern Punjab. His mystic vision of life encompasses the very somber

themes and great realities of universe in general and life in particular. His versified tale "Saif-ul-

Malook" celebrates the eternal love and celestial union of Prince Saif-ul-Malook, the Egyptian

prince with " Shah Peri" (Queen of fairies)whose real name was Badi-ul-Jamal. The prince

happens to see the picture of the fairy on an old sovereign stamp and falls in love with her.

After a long series of trials and toils the prince reaches the fairy and weds her. Mian

Muhammad Buksh has described the tale in symbolical and allegorical stance. The Fairy in the

tale symbolizes the "Eternal Truth". The prince in search for the fairy is symbolical of man's

quest for the "Eternal Truth" or " Ultimate Reality" where he reaches only with the " Recipience

of Divine illumination". I have ventured to translate the selected verses of the epic in English to

make it available for universal reading.

"Jis vich gujhi ramz na hovay , dard mandan de halun

Behtar chup Muhammad Buksha sukhn ajaihay nalun

Jo shair be peera hovay sukhn auhday bhi rukhay

Be peeray thein shaer na Honda, agg bin dhoon na dhukhay."

(Buksh, p.28)

(The poetry in which there is no deep conceit suiting to describe the plight of the grieved, is not worthy of any merit. It is better to be silent Muhammad Buksh than utter such verse. The words of the poet devoid of pain are impact less. There is no poetry without pain likewise there is no smoke without fire.)

"Shaer mairay is mulk apnay vich mool na panday qeemat

Door duraday jis nu labhin , janay bahut ghaneemat .

Kaisar sasta hay Kashmiray, puchu mul Lahorun

Pista te Badam Muhammad sastay milan Pishawerun."

(Buksh, p.30)

(The true worth of my poetry is not known in my own country; in far off lands it would be truly esteemed and enjoyed. The same as Saffron is cheaper in Kashmir where it is abundant but its true value can be judged while to be purchased from Lahore where it is not found easily. Muhammad Buksh everything is valueless in its native place but esteemed abroad, same is the case with my poetry.)

"Je lakh zuhd , ebadat kariay , bin ishqun kis kari

Jan, jan ishq na saray tainun , ta,ta nibhay na yari."

(Buksh, p.35)

(Without Divine love, your prayers are vile. If there is no burning fire of love in your heart and soul, you can never embrace the beloved Reality.)

"Qissa Saif Malookay wala is karan hun kehna

Talib himat kr ke chalay, rawa na rakhay behna."

<p style="text-align: right">(Buksh, p.43)</p>

(This is because of the burning fire of Divine love in me that I intend to narrate the story of Saif-ul-Malook in verse. I invoke the Divine providence of courage as Muse who will make me write the tale successfully.)

"Saif-Malook ander Rab paya buhta asar danai

Tez tabiat, hosh wadiat,fehm aqal, chitrai."

<p style="text-align: right">(Buksh, p.53)</p>

(The God put prudence in prince Saif-ul-Malook. He was wise, agile, mentally alert and active.)

"Saif Malook shehzaday ja oh moorat waikhi sari

Lagi aag , hoya dil ander tap ke wang angari

Achan chait gian khul akhin, maray ishq naqaray

Laiy hathiyar, latha mal thanay, kot aqal de maray."

<p style="text-align: right">(Buksh, p.57)</p>

(Prince Saif-ul-Malook saw the picture of the fairy inscribed on the stamp and was infatuated by it to the extent that he felt his heart burning like amber with the fire of love. Love blew the trumpet to fight a duel with reason to the extent that all the visible doors of his fragile and misleading brain got closed and the hidden oriels of his soul leading to Divine Reality were opened at once.)

"Ashiq da jo daru dasay bajh milap sajan de

Oh siana jan aiana, rog na janay mun de

Manday mun de rog Muhammad, manday nahin dawawan

Baid hovay jo dilber taain, baidan kholh sunawan."

<p style="text-align: right">(Buksh, p.60)</p>

(He ,who suggests any remedy to the lover except union with the beloved is sane no more. He can be considered imbecile not knowing the predicament of the soul. The ailment of the heart and soul are worst in a sense that no nostrum can reach them. The only cure is the union

with the beloved.)

"Aih haqeeqat sun shehzada karda shukar baichara

Aisay dunia utay wasda kidhray yar piara

Dais ba daisi phirda rehsan ja tak hog hayati

Mat sabab banasi mola,labhsi dast kharati."

(Buksh, P.68)

(The prince felt relieved by hearing from someone that his beloved fairy lives somewhere in this world ,so it was not impossible to reach her. He intended to wander from place to place in pursuit of the fairy, might be, God Almighty endows him with the sweet reward of his pursuit.)

"Daihu ijazat mainu babul aihu khahish mairi

Safar karan us soorat karan, katan ranj ghanairi

Kohistanan te Kohkafan,hor samander tapoo

Apun aihin jahin loran, ja ja hovay qaboo."

(Buksh, p.72)

(The prince (Saif-ul-Malook) takes permission from his father to set out on his expedition in search of the fairy by saying that he will wander for his pursuit and bear the brunt of Sisyphean task. Like Superman he intends to wander in alien lands and undergo trials and sufferings on high mountains, in fairylands and into fathomless oceans. He will perform difficult tasks as Superman and reach the places where none can.)

"Khawbay ander nazri aius soorat moorat wali

Kaih kujh sift sunawan usdi sharah bianu ali

Saif Malookay khawabay ander pala usda pharia

Ratu ro nimana ashiq pairan ooper jharya."

(Buksh, p.79)

(One night the prince saw the same beautiful maiden (the fairy) whom he saw on sovereign stamp in his dream. She was looking so charming that it beggared all description. Saif-ul-Malook, in the dream, approached the fairy bewailing and weeping blood, fell upon her feet.)

"main te ap muhabat tairi tain thi kujh ziada

Tahin ap sadawan tainu jhabday a shehzada

Khushki rastay pahunch na saksain, thail nadi vich bairay

Lehr ishq di man Muhammad, chor tamami jhairay

Nadi majaz, samand haqanu kharsi rah awalay

Baira bhaj hovay ga totay, kad sabit sang chalay

Rooh shehzada, nadi param di, baira jan badan nu

Jani nal milain tad jani, karain shakista tan nu."

(Buksh, p.80)

(In the dream, the fairy spoke thus: "O, prince! I myself am infatuated by you and my love is more powerful than yours, so, I came in your dream to invite you and tell you the way to reach me. She told that the prince would never be able to reach the destination over land. Land is symbolical of barren frame of man which leads nowhere unless it is watered by the spiritual love and lighted by the Divine illumination. The fairy advised the prince to travel by sea. The wave of the sea can be taken for the wave of unfathomable love, O, Muhammad Buksh, which makes a man indifferent to everything under the sun. The stream in which to sail the boat, said the fairy, was actually the stream of this fragile life. After some distance in the stream there comes the sea of eternal life and Divine love. This sea will lead the prince into a new direction when he leaves the stream of this fragile life. The boat will break into pieces as it is destined to quit during the journey of soul towards the eternal reality. The prince in this epic stands for soul. The stream (sea) to sail in, to find out the fairy is the stream of eternal love and the broken vessel during the journey stands for the breakage of corporal frame of man. Only then one can embrace the lover or the eternal Truth when he breaks fragile body -links with this world of misleading happenings.)

"Main maqsood apnay da bhukha,har har jai loran

Ja ja oh maqsood na milsi, safrun mukh na moran

Sabh jazeeray tapu phirsan, kohkafan te pani

Ainwain lor karainda marsan jis din umer wihani."

<div align="right">(Buksh, p.91)</div>

(" I am voracious for my objective, said the prince, so am hankering after it in every nick and corner of the world. I will never stop wandering until reach my destination, The Eternal Truth or The fairy in symbolical connotations." The prince says to himself that he will search every island and oasis even the fairyland where human beings cannot reach but that he can as he possesses certain superman qualities. He pledged to himself that he would continue to search the fairy till his last gasp. Either he will find her or lose his life.)

"Hik, hik bander aida aida waikhdian dil darda

Saray banday ghair liunay, jan na dainday harda

Qaid hoya shehzada othay, kujh na chalda chara

Na oh maray jawin saray, na howay chutkara

Lai turay shehzaday tain, nalay ohdian nafran

Ashiq banna sukhla nahin, waikh ishqay dian safran."

<div align="right">(Buksh, p.99)</div>

(One day the prince was caught by a group of wild apes. Every ape was horribly gigantic. The apes captured every person accompanying the prince and the prince himself got imprisoned there. The prince felt helpless as neither they could be easily killed nor they let the prince go. So it is evident that the Divine love and pursuit is not an easy task. It puts the man in endless trials before the acquisition.)

"Bahut museebat seh ke latha us kohkaf buray tu

Agun sakht ujarin aya,khus bharay te raitu

Maiway khanda, pani peenda, karda yad ilahi

Na koi shehr, giran na adam, na milda koi rahhi."

<div align="right">(Buksh, p.115)</div>

(Then it happened that the prince strayed into an endless desert losing his companions, left alone to suffer. He endured every suffering all alone in that wilderness where there was

nothing else except vast patches of sand and barren land. There was no city or village in the vicinity and no human being but for himself. He, even, did not see any traveler there. The prince, however, because of Divine illumination, was provided with every necessity of life. He used to eat dry fruit and drink heavenly water to feed his body. Divine love, pursuit and remembrance of Divine Reality which dwelled in his heart, however, served as the food for his soul.)

> "Jis dil ander ishq samana, us nahin phir jana
>
> Toray sohnay Milan hazaran, nahin yar watana
>
> Loha, pathar maqnateesay uth milda kr dhai
>
> Moti, heeray waikh na uthda, qeemat, rang, safai
>
> Jis sar ,sir ishq da othay shehwat mool na wasdi
>
> Jis dil hub sajan di us vich hub nahin har kas di
>
> Ag na saray kakh jinhan te Rehmat badly wasdi
>
> Ainwain sidq na har Muhammad waikh tabiat hasdi."

(Buksh, p.119)

(The heart which nourishes the Divine love can never betray the Infinite Reality. As love does not change its axis in any situation so the Divine lover cannot replace his beloved uninfluenced by external charms. Charms strikes the sight but merit wins the soul and Divine love is the merit of selected ones. External charms do not affect the internal reality as magnet clings to the iron irrespective of its worthlessness. It does not cling to the bright and precious jewel like diamond. Iron is the craze of magnet same as the beloved reality is the craze of Divine lover. Where there is spiritual love, nor is there lust so the heart in which dwells Divine love, gets indifferent to everyone else. Even fire cannot burn those straws upon which rains the cloud of Divinity, so, Muhammad Buksh! don't lose faith and Divine love by indulging in external charms.)

> "Bahut hoya lachar shehzada, taqat zor na reeha
>
> Tangi, talkhi aisi, jaisi jan kandan din jeeha
>
> Karay irada aih shehzada,maran pait katari
>
> Ais talkhi de sakht azabun chutay jind baichari

Aqal shehzaday nu phir warjay, mat tairi kiun mari

Sans udan taka as na torin, khas jinahndi yari

Nafs kahay main kahla hoya, kachrak tori jarsan?

Lakh museebat jhag na milya, aj milay bin marsan.

Aqal kahay kiun kamla hoyoun?ishqay laj na lain.

Itni sakhti agay jhalya, koi din hor langhain.

Nafs kahay hun kithun milsi, na koi das sanaiha

Aas hondi das pondi jis di, aiwain jaran kaweeha

Aqal kahay aih kam ashiq da ishqun bas na karni

La kay bazi, baiandazi, orik war na harni."

(Buksh, p.123)

(One day the prince felt so helpless and dejected due to loneliness and thirst in desert that he decided to commit suicide because his plight was more painful than death. He thought that death could rid himself of that pitiable plight. The prince decides to die but his Insight (soul) pleads that the prince should be sane enough not to do so. Those whose love is divine one, never shun hope till their last gasp. Sight (body) of the prince answers that it is in hurry to get rid of the miserable condition. How long more it should bear the brunt? If it cannot reach the Divine Reality (fairy) after countless trials, today the body must perish to end its existence along with these trials. Insight (soul) pleads that Sight (body) should be wise. It should not blemish the Divine love. If the body has undergone so much misery why not endure a little bit more. Sight (body) answers that it seems difficult to reach the Divine Reality (fairy) as there is no clue to excess. The desire nourishes the hope of the object which is physically in sight or hearing. Hankering after the invisible and abstract is useless. Insight (soul) pleads that the divine lover never desist from Divine Reality. His whole existence centers on this pursuit.)

"Akhin sutian te dil jagay, jagay tallay sutay

Acan chait hik mard az ghaibun an khala sar utay

Ang insani, rang noorani, aan nisang khalota

Bhari si dastar siray te, sabz jiwain rang tota."

(During this dilemma between body and soul, the prince felt sleepy and closed his eyes to sleep. As the Sight (body) got asleep the Insight (soul) opened its inner eyes. When the soul awakes, there is always the good luck accompanying it. All of a sudden the prince saw with the ever-open eyes of his Insight, a man standing near him. The gate of that man was humanly but gestures were divine. He was wearing a parrot green turban on his head.)

" Saif Malookay achan chaiti akhin ughir gayan
Sir, dhar, kan laga ke sunda, khul giyan khirkian
Obar wahia uth khalota, bhuli traih tamami
Os bazurg wal nal adab de niun ke hoya salami
Ba taazeem salam hazaran, kar ke adab ziada
Ya hazrat kaih nam tusada? Karda arz shehzada
Os bazurg ne kaiha agun, main han malak sarishta
Maira nam khudawand dharya hooraeel farishta
Lakh lakh howay Mubarak tainu Saif Malook jawana
Thori sakhti rehndi baqi, phiria naik zamana
Matlab taira hasil hosi, jasin gham hazaran
Nal Badee Jamal Peri de karsain chain baharan."

(The Insight of Saif-ul-Malook got active at once and all the oriels of his soul were opened to receive the Divine illumination from that heavenly messenger. The prince stood up abruptly and forgot all about his miseries and trials. First, he bowed with deference before that spiritual guide and then with due respect asked for his introduction. He told the prince that he was an angel named Hoorail. The angel congratulated the prince and told him that the dark days of his trials were near the end; that the rosy moments of acquisition were about to approach. He told that the prince was soon to be united with the fairy, Badi-ul-Jamal[Divine Reality])

" Je so heelay bajh waseelay kariay nal daleelay

Bhar bairay da par na janda bajh malah rangeelay

Nal malah salah milain, thailh chalain baira

Peer bina tadbeer na koi, jhoota aihu jhaira."

(If a man tries his utmost depending only upon his prudence without any Divine Illumination, he can never reach his destination (Divine Reality). Some boatman (Divine Illumination) is surely needed to get across the river of eternity leading to the ultimate destination. There is no prudence, no way out and no contrivance successful unless one has Divine Illumination.)

"Kanday sakht gulaban walay doorun waikh na dariyay

Chobhan jhaliay, rut chuaiay, jhol phulin tad bhariay

Bashak nagan de sir gahin, awin hath khazanay

Rut dolin, phat khawin shaha, sokhay nahin yaranay

Saif Malook shehzaday tain hukmay nal rabanay

Azam ism farishtay dasia, parhia shah sianay

Assay nal farishtay sachay leek zameen par pai

Kaihus isay rukh te jain, lor Karin har jai."

(If one has the desire to get roses, he should be ready to face the thorns. One can never get roses if scared of thorns. To get the hidden treasure of Divinity, one must, first kill the serpents of desires holding one back to reach that treasure. The prince had to undergo those ordeals only to get it dawned upon him that Divine love and pursuit was not some easy task. The angel (Divine messenger) gave Saif-ul-Malook Divine Illumination as a gift. The angel, drew a long line on earth with his cane and asked the prince to follow that line leading towards his destination.)

"Dhupan palay sir te sehnda, neendar bhkh piasan

Agay hi oh man na aha, lag pian hun aasan

Azam ism pakanda janda, barkat us di bhari

<div align="center">Quwat, zor ishq da tan vich, hor isam di yari."</div>

<div align="right">(Buksh, p.126)</div>

(The prince once again set out to search the fairy (Divine Reality) with a greater determination. He happily endured all the unfavorable conditions during the expedition. Now, he was more enthusiastic than before meeting with the angel because he was sure to be soon united with the fairy. He, now, had two- faceted strength in him; one Divine love and second one Divine Illumination received from the angel [spiritual guide].)

<div align="center">"Saif Malook, peri ral baithay nal muhabat dil di

Jis cheezay nu lorin chariay orik kadan mildi

Loran wala reeha na khali lor keeti jis sachi

Lor karainda jo mur aya, lor ohdi gin kachi."</div>

<div align="right">(Buksh, p.287)</div>

(At last, the prince reached the fairyland (ultimate destination) and got united with the queen of fairies (Divine Reality). It is true that if the pursuit is persistent, one does reach the goal at last. If one fails to reach the ultimate reality, it is crystal clear that either his pursuit is not persistent or he has no Divine Illumination or spiritual guide.)

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Fossilization and Plateau Effect in Second Language Acquisition

Dr. Moahmmed Qassem Al-Shormani

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Abstract

In language acquisition (LA), what distinguishes the acquisition of L1 from that of L2 is fossilization as being a characteristic of L2 acquisition. The term 'Fossilization' has been borrowed from the field of *paleontology* to characterize a stage in the L2 learning process in which the L2 learner language gets "encased" or stop-short to perform like native speaker of that language. In fact, fossilization is an inevitable phenomenon in second language acquisition (SLA) process. Compared to fossilization, learning plateau is also another phenomenon which differs from the former in that it is temporary and can be overcome by learners provided that they get subjected to certain pedagogical techniques and effective learning strategies. Thus, this paper aims at characterizing fossilization and learning plateau in SLA, examining their modern and current notions, their theorization, their relationship to Universal Grammar (UG) and how fossilization can only be assumed but not demonstrated. It also aims at exploring and examining how, when, why they occur and what linguistic and nonlinguistic factors contributing to their occurrence and the way they can be prevented and/or overcome.

Keywords: Fossilization, Learning Plateau, SLA, UG, L2 Learner

1. Introduction

People marvel at the rapid and easy way with which children acquire their L1. It has been observed that every normal child acquires full knowledge of his/her L1 grammar by the age of

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five years or so as a result of several reasons the important of which are the exposure and the interaction with the community where they live. In other words, the outcome of L1 acquisition is success, i.e. normal children acquire the grammar of the language to which they are exposed whatever that language may be. This surprising feat is contrasted with the failure encountered by adults when acquiring an L2. It has been largely observed that almost all L2 adult learners never reach a native-like proficiency in the L2 learned (Adjemian, 1976; Corder, 1971; Nakuma, 1998; Selinker, 1992, 1993; Nemser, 1971; Schumann, 1978, 1990; Seliger, 1978; Stern, 1975; Virgil and Oller, 1976; Selinker and Lakshmanan, 1992; Scovel, 2000; Han, 2000, 2004) among others. However, only a small number of L2 learners reach a native-like proficiency and this is conditioned by several factors.

In addition, it was Kellerman (1984) who has recognized the difference in ultimate attainment between child L1 acquisition and adult SLA. The former is characterized by ultimate attainment but the latter is not at least for the most L2 learners. Further, Towell and Hawkins (1994, p.118) have observed that SLA is not that "spectacular." If learners are above the age of ten, SLA is not only "slow, laborious … even in talented L2 learners," but it tends to stop short of native-like proficiency. This "stopping short" has been referred to as "fossilization" Selinker (1972), "incompleteness" Schachter (1990) or "incomplete success" (Mitchell and Myles (1998). Thus, fossilization is considered one of the remarkable characteristics of SLA. In addition, there are behavioural reflexes of fossilization such as *learning Plateau* (Richards, 2008), *backsliding* (Ellis, 1985; Schachter, 1988; Selinker, 1972), *persistent non-target-like performance* (Mukattash, 1986), *typical error* (Kellerman, 1989), *ingrained errors* (Valette, 1991), *persistent difficulty* (Hawkins, 2000), *long-lasting free variation* (Ellis, 1999). However, there is, in one way or other, some kind of difference between each of these concepts of which we will concern ourselves with only *fossilization* and *learning plateau.* Moreover, SLA literature has revealed numerous problems related to the study of fossilization as an inevitable phenomenon be they related to the way fossilization should be defined, studied or analyzed.

2. Notions of Fossilization and Learning Plateau

Fossilization as a phenomenon related to SLA process, first discussed by Selinker (1972), is widely accepted as a key attribute to adult SLA. In fact, the term "fossilization" has been borrowed from the field of *paleontology* as a metaphor used in SLA studies being an appropriate term describing earlier language forms "encased" in interlanguage (IL) of a learner that cannot be changed by special attention or practice of the L2 being learned Mukatash (1986). Further, the concept of 'fossilization' dates back to scholars such as Weinreich (1953) and Nemser (1971). Weinreich (1953, p. 174), for example, has talked about "permanent grammatical influence" and Nemser about "permanent intermediate systems and subsystems." Both researchers not merely recognized the phenomenon but they also integrated it into their theoretical perspectives.

Now, if one considers the concept of fossilization, one is likely to encounter as several definitions as there are people interested in the issue. In fact, there seems to be no consensus

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among researchers and studies to how "fossilization" should be defined, studied and/or analysed. However, there seems to be a strong agreement among researchers in SLA studies that SLA inevitably involves such a phenomenon. Selinker (1993, p. 13), for instance, has defined 'fossilization' under the term "fossilize" as "of a linguistic form, feature, rule, etc to become permanently established in the *interlanguage* of a second–language learner in a form that is *deviant* from the target language norm and that continues to appear in *performance* regardless of further exposure to the target language." (emphasis mine).

Another definition of fossilization but in terms of a particular structure has been stated by Nakuma (1998, p. 247) as a "term used generally to denote what appears to be a state of permanent failure on the part of an L2 learner to acquire a given feature of the target language." Further, in terms of L1 compared to L2 acquisition, a definition has been stated by Hyltenstam (1988, p. 68) as "a process that may occur in the second language acquisition context as opposed to first language acquisition" covering L2 learner's IL which is deviant from the native speaker norm. However, these definitions have been criticized by a number of researchers as they lack sophistication, thereby making the phenomenon non-measurable (Gregg, 1997). An appropriate two-tier definition with two levels, viz. cognitive and empirical has been given by (Han, (2004, p. 20). In the cognitive level, Han states that "[f]ossilization involves those cognitive processes or underlying mechanisms that produce permanently stabilized IL forms." For the empirical level, she states "fossilization involves those stabilized interlanguage forms that remain in learner speech or writing over time, no matter what the input or what the learner does."

However, recently, it has been looked at the stopping-short characteristic of SLA as **plateau effect** (Richards, 2008). Thus, Richards (op.cit) has defined this phenomenon as a temporary cessation when learners move from intermediate to advanced levels. Thus, **learning plateau** can be simply defined as a natural learning process with temporary cessation of language learning. In fact, Richards looks at "temporary fossilization" as **plateau effect** that can be overcome specially when there are certain pedagogical procedures, effective learning strategies and techniques followed by teachers and learners alike. In this sense, **plateau effect** temporary prevents L2 learners from further learning development. In that, when L2 learners are learning L2 structural rules and concepts, there will come a time when they hit a plateau where they can no longer make noticeable progress. Several researchers (Richards, 2008, Long, 2003; Yi, 2009) among others contend here that when reaching the learning plateau, it is likely that learners are able to make progress but under certain conditions which contrasts with **fossilization** which if learners reach, they will never make any progress whatever efforts they devote to it. This can, in fact, be a very frustrating experience, and unfortunately what most L2 learners do is just stop learning. In fact, only few learners try to continue learning. Those are perhaps greatly motivated. Further, Richards (op.cit) believes that the plateau is not an end, it's a natural phase of the learning process and learners are still making progress when they intend to do so. He has also provided several techniques and pedagogical procedures that help L2 learners make progress as will be discussed latter on in this paper.

3. Theory of Fossilization

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Fossilization, more or less, is a construct first introduced into the SLA research by Selinker (1972), who appears to have seen it as a way of both characterizing and explaining the product of the SLA process in terms of what many researchers consider one of its single most salient qualities (compared to L1A), that is, relative failure. Thus, the theory of fossilization, more or less, implies that fossilization may occur in a particular domain of the grammar rather than in the whole grammar. In other words, fossilization theory initially implies that cession may be a characterisation of a specific rule of the grammar and not a characteristic of the grammar as a whole. In addition, Selinker (1993) states that fossilization is not merely 'domain-dependent,' but 'context-dependent' as well. Providing an evidence for this, Long (2003, p. 372) refers to what is called "fluctuation…across contexts, not just by uniformity in performance across all contexts, and was meaningfully sought under conditions of natural exposure, that is, in second, as opposed to foreign, language settings." Now, one is likely to question the issue of the context used by Selinker. As stated by Long, context remains "undefined and in practice difficult to operationalize." Therefore, fossilization becomes a situation in which the learner might produce an L2 form correctly in one context but not in another, thereby evidencing a fluctuation in IL performance. To qualify as fossilization, "this fluctuation would have to have persisted in the learner's speech for an extended period of time (perhaps two to five years at the very least) in spite of copious interaction with native speakers in an environment where the learner's L2 is spoken as a first language" (Long, op.cit). Therefore, a processing dimension is needed, one which combines cognitive factors with input characteristics. It is not the case that all inflectional morphology is vulnerable to maturational constraints, or likely to stabilize, or fossilize, but perhaps non-salient, irregular inflections, for instance, or ambiguous, optional pragmatic rules, are the items that even good learners are most likely to miss and which are especially problematic for learners with low input sensitivity.

However, the occurrence of fossilization is conditioned by several factors, viz. cognitive, effective and social. There is also what has been termed by Han (2004) sensitive period which plays a crucial role in the occurrence of fossilization. Han believes that the primary role is played by the sensitive period and that the effects of sensitive period are intricately tied up with cognitive, affective, and social factors including, among other things, L1 transfer. For instance, once the L2 learners are beyond the sensitive period, they will have a low sensitivity to L2 input and therefore will suffer from reduced ability to benefit from exposure to input. As has been stated above, permanence is a characterization of fossilization which makes it different from stabilisation or learning plateau as will be discussed later on. In that Long (2003) agrees with Selinker that permanence *per se* is a quality which makes fossilization differ from learning plateau. The issue of permanency of fossilization has been made more clear by (Han, 2004) who cites a very interesting phenomenon illustrating the permanency of fossilization:

> Professor Chien-Shiung Wu, who has died aged 83, was a physicist whose brilliance carried her from obscurity in China during the early thirties to fame in the United States during and after the second world war. As a postdoctoral physicist, *speaking idiosyncratic English* but with a unique knowledge of gaseous fission products, she was called in by the great Enrico Fermi when, *in 1942*, an experimental reactor began to run

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down within weeks of going critical. She quickly and correctly diagnosed poisoning by the rare gas xenon, produced in the fission process.

In 1992, Wu came to Europe for an 80th birthday symposium held in her honor at the international Cern laboratory at Geneva. She was delighted and, *with her early difficulties with English still evident*, talked about her beta decay work and the importance of choosing critical experiments. It is said that few left the meeting uninspired by her amazing clarity of thought, or unmoved by the power of her quiet yet very special genius. (emphasis mine)   (Han, 2004, p. 12)

This excerpt shows vividly that when fossilization occurs, it will ever be permanent. Despite the fact that Professor, Wu had arrived in the U.S. in 1936 and had since lived and worked there for about 56 years which furniture her with exposure to English, her second language, could not overcome all of her difficulties with English she had experienced in her early life. Although Professor Wu was very intelligent proved by her many and several scientific achievements over the intervening decades, she had failed to improve her English, though she might have intended to do so. In fact, Professor Wu's case is typical of millions of those who are L2 acquirers. "[l]ong exposure and concerted efforts, become caught up somewhere in the learning process and find themselves unable to progress [though] continuous exposure to input, adequate motivation to learn, and sufficient opportunity for practice" Han (2004, p. 213).

In fact, fossilization may set in once and for all, and the learner simply gets stuck at a plateau, never to go any further. Another well-known example of permanence of fossilization is that of Alberto, investigated by Schumann (1978), a 33-year-old Costa Rican who had lived in Massachusetts for four months when his language progress first began to be investigated. Along with five other Spanish-speaking immigrants, (two five-year-old children, two adolescents and one other adult), his speech was monitored over a period of 10 months, by a variety of means, including free expression in natural settings to pencil and paper tests in the classroom. While the other five all made progress, Alberto quickly fossilized. Schumann believes that what happened with Alberto was that he went through a process similar to 'pidginization,' that is, he constructed a basic *lingua franca* for the limited social purposes that brought him into contact with English speakers. Thus, for negation, Alberto only used the two earliest stages: ***no* + *V*** as in *I no understand good* and ***don't* + *V*** as in *don't know* and thus using the first of these most often. For interrogatives, Alberto inverted subject and auxiliary in only 5% of cases, reserving the correct form for only certain verbs – ***say*** and ***like***. Occasionally, he would produce full verb movement – as in ***what are doing these people?*** In addition, although he achieved 85% accuracy for plural morpheme **–s,** Alberto got the possessive morpheme **-s** right in only 9% of obligatory contexts, regular past tense in 7% and irregular past in 65% Schumann (1978, p. 36-58)

This shows that Alberto, indeed, was particularly far from native-speaker forms in his use of auxiliaries, and Schumann has concluded that Alberto could only be said to possess ***can*** and certain copula forms of ***be***. The other five learners were well ahead of him on this, however. Now, the question is why was Alberto's language 'pidginised' in this way? In other words, do

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age and other factors have something to do with this pidginisation of Alberto's IL? In fact, Schumann rejects both age and cognitive level. Instead, he draws the attention to the fact that Alberto's speech is very close to classic pidgins in a number of ways. Schumann believes that Alberto found himself in a situation very similar to that of a speaker of a pidgin. For Schumann, in truth, this is a crucial variable in LA. In fact, Alberto's pidginisation of the English language, then, came about because he felt that no further expressive needs could be met by the language. This actually draws our attention to the fact that one of the reasons of fossilization is the learner's satisfaction with his/her already existent IL.

Now, taking Alberto's case into account, Han (2004) notes that this is one of the indications that the Chomskian approach to LA is not sufficient. Here, it should be remembered how Bruner insists upon the need for a LASS to complement the LAD and how the child's entourage provided a context which was not simply communicative, but also affective. What could be suggested here is that this affective aspect is also of great importance in the learning of an L2. Alberto had no love either for or through the English language. The same is true of millions of L2 learners, and may account for their relatively rapid fossilization. Many researchers have attempted to explain it (e.g. Adjemian, 1976; Corder, 1971, 1975, Nakuma, 1998; Selinker, 1972, 1992, 1993; Nemser, 1971; Schumann, 1978, 1990). Others have attempted to discover: 1) why fossilization occurs (e.g. Seliger, 1978; Stern, 1975; Virgil and Oller, 1976); 2) the precipitating conditions (Schumann, 1978, 1990; Virgil and Oller, 1976); 3) what kind of linguistic items or levels are likely to be fossilized (Selinker and Lakshmanan, 1992) and 4) why some learners are more prone to fossilize (Adjemian, 1976; Scovel, 1969, 1978, 1988, 2000; Virgil and Oller, 1976). However, there has been little investigation, as will be looked at later on in this paper, by SLA theorists regarding the possibilities of preventing or overcoming fossilization and/ plateau effect, and little explanation related to those adult L2 learners who do overcome one or more 'areas of stability' in IL, i.e., those learners whose IL does not fossilize in the early stages of the SLA process, and who do reach a high level of proficiency in the L2 (Acton, 1984; Birdsong, 1992; Bongaerts, 1999; Ioup, *et al*, 1994; Mizuno 1999).

As has been stated earlier, it is extremely rare for the learner of an L2 to achieve full native-like competence: fossilization refers to this phenomenon as non-target forms which become fixed in IL. In addition to Professor Wu and Alberto discussed above, many other examples can be found for instance, (Mukkatesh, 1986), looking at the written production of 80 students at a Jordanian university, has found that after 11 years instruction in learning English, they continued making errors such as the use of simple past instead of simple present and that no amount of grammatical explanation of error correction had any effect. Moreover, fossilization may simply affect certain structures. In this regard, (Selinker, 1993, p. 49) wrote: "[f]ossilizable linguistic phenomena are linguistic items, rules and subsystems which speakers of a particular NL will tend to keep in their IL relative to a particular TL, no matter what the age of the learner or amount of explanation and instruction he receives in the TL."

Moreover, Long (2003) claims, as Selinker repeatedly underscores, that it is fossilization that results in the "non-target-like ultimate achievement, operating in learners irrespective of their

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age." Thus, Long questions the issue of whether fossilization is a characteristic of children SLA or it is merely of adults.' However, he asserts that no studies have attempted to show fossilization in children L2 doubting whether it could happen with children acquiring L2. He also emphasizes the assumption that children achieve native-like accuracy in L2 when they are given an appropriate chance to adopt or assimilate it. Birdsong (1999) attempts to characterize this phenomenon. Birdsong, thus, has concluded that to acquire native-like competence in L2 is "maturationally constrained." In this regard, Long (2003, p. 374) points out that those children who are exposed to L2 "before the offset of one or more sensitive periods for language development can reach native-like levels [but] those exposed later cannot" He has gone even further questioning the issue of where, how and at which level does "fossilization supposedly occur?" Now, the question worth addressing is that if fossilization is an inevitable phenomenon L2 researchers and teachers are to encounter, which unit of IL worth analyzing, viz. is it the whole, "the module, the linguistic rule, particular forms, words, meanings, collocations, form/function relationships, ranges of variation, all of these, or something else?" Long (op.cit. p.374). In fact, all these questions remain unanswered by Long sufficing to say that so much future research on SLA is needed to determine appropriate answers to such very interesting and salient questions.

Another question to be addressed here is that which linguistic domain or level of the TL is likely to fossilize first? In fact, several researchers have concluded that the first domain to *fossilize* in a language is phonology, i.e. pronunciation (Selinker, 1972, 1992, 1993; Han, 2000, 2004; Long, 2003; Mitchell and Myles1998; White, 1990, 1996, 2003; Goad and White, 2006; Acton, 1984) among the many others. Regarding the issue of why some adult L2 learners may approach native-like competence while the majority may not, it has been observed, (Han, 2003, 2004, White, 2003, 1996; Lardiere, 1998; Selinker, 1993; Fidler, 2006; Goad and White, 2006; Long, 2003), that those who do not approach native-like competence are said to "cease" or "fossilize" in their acquisition of the TL. However, Mitchell and Myles (1998, p. 13) argue that adult SLA is typified by 'incomplete success" as opposed to L1A or L2A by children. Mitchell and Myles have provided two explanations for this phenomenon: *psycholinguistic* and *sociolinguistic*. Psycholinguistic explanation consists in the fact that the language-specific mechanisms which are characteristic of children "cease to work for older learners." The *sociolinguistic* explanation lies in the fact that older learners do not have the 'social opportunities' and/or motivation to completely identify with the native speaker community. In short, fossilization in SLA has attracted many researchers in the field and has "become widely accepted as a psychologically real phenomenon of considerable theoretical and practical importance" (Long, 200, p. 171) that requires much more research and study especially in the case of child L2 learners.

4. Different Accounts of Fossilization

There are four major accounts of fossilization in SLA research: (a) fossilization as "permanent transfer" Weinreich (1953); b) fossilization as "permanent intermediate systems and subsystems" Nemser (1971); c) fossilization as a "manifestation of difficulties in L1 parameter resetting" Hale (1988) and d) fossilization as the product of the Multiple Effects Principle (MEP) involving

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"transfer," Selinker and Lakshmanan (1992). In fact, these accounts represent different eras and theoretical perspectives. The first account rendered by Weinreich as an 'account of fossilization within a structuralist/functionalist framework.' This era has been seen as an era when the Contrastive Analysis Hypothesis (CAH) was in its prime. The second account represented by Nemser is in an era when CAH lost its strength, i.e. when learner "errors" began to attract the interest of SLA researchers and investigators for the essential insights they provide the researchers and teachers alike. In fact, this era was the pioneer of Error Analysis (EA) in which the learner "errors" have been looked not as negative characterization on the part of the learner that must be eradicated (Brooks 1960, cited in Hendrickson, 1978) but as evidence that the learner is internalizing the L2 system systematically in a rule-governed way. However, Hale's account has been framed within the framework of UG and the parameter-setting model of LA. On the other hand, Selinker and Lakshmanan tackle fossilization from a more pedagogical perspective seeking to integrate UG based and contextually-based SLA characteristics of such a phenomenon.

However, what is common to the abovementioned accounts, as has been stated by Selinker and Lakshmanan (1992), is actually the implicit or explicit assumption that "transfer" is a factor influencing fossilization. Another property common to these accounts is the implied or expressed assumption that learners acquire deviant forms in L2 due to transfer from L1 to L2. Weinreich (1953) has exemplified what he has called "permanent grammatical transfer," i.e. types resulting from "interlingual identification," or what has been referred to as "false equivalence." The impetus of Weinreich's account of fossilization stems from L1 forms that have been (wrongly) identified with (falsely equivalent) L2 "forms [that] are transferred to the latter, becoming stabilized and eventually fossilized" (Nakuma, 1998, p. 248).

On the other hand, Nemser's (1971) account of fossilization reveals vividly the broad scope of the issue in question. What Nemser argues of is that the learner's "intermediate system," or what has been called by Selinker (1972) "interlanguage" as "an autonomous plane relative to that of native competence and performance." What this shows is the fact that, as an "intermediate system," learners' IL will never reach the competence of the native speaker and that this system differs from that of the native speaker in many ways. Following that logic, it must hold true that once such an IL is "permanent," it qualifies automatically as "fossilized," given that it is by definition deviant from the native target system. (Hale, 1988, p. 32), however, has hypothesized that fossilization may be a result of "certain L1 parameter settings [that] may be extremely difficult to eradicate from acquired L2, at least at the level of integrated linguistic competence, as opposed to conscious intellectual understanding of surface grammatical facts." Moreover, Hale's hypothesis is based on "parameters whose effects are diffuse within the grammatical system as a whole." Further, Selinker and Lakshmanan (199, p. 198) propose an account of fossilization by proposing their MEP which states that "when two or more SLA factors work in tandem, there is a greater chance of stablisation of interlanguage forms leading to possible fossilization."

5. Fossilization and Universal Grammar

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From a UG perspective, the assumption that UG principles are still available to L2 learners is still a matter of controversy ending up with different views and conclusions. In fact, while some researchers have concluded that UG principles are not available to L2 learners (e.g. Clahsen, 1999), others (e.g. Schachter, 1996) argue that UG principles are still available but partly, some others (e.g. White, 2003; Mitchell and Myles, 1998; Cook, 1983, 2003; Gass and Selinker, 2008) hold that these principles are still fully available. As stated above, one of the reasons of fossilization is the assumption that L2 adult learners may not still have access to UG. This could actually reveal the doubtful hints raised above about the fact that children do not fossilize when they learn L2 but adults do. One possible explanation to this is that children at the age of 7-9 still have an access to UG and hence they succeed in learning L2 while adult learners may not still have an access to UG and thus they are likely to fossilize. Thus, if UG as a linguistic knowledge base is no longer accessible by L2 learners, language acquisition will mainly rely on the learner's L1 as a knowledge base. As a result SL adult learners find those SL structures that are similar to L1 structures easier to learn, and generally find it harder to deal with SL structures which are not shared by their L1 (Bialystok, 1997).

Another explanation from a UG perspective is that of a 'Failed Functional Features' (FFF) hypothesis, elaborated by Hawkins and Chan (1997). According FFF hypothesis, while UG principles remain available through life, post-critical-period learners have no access to UG *parameters* unless these have previously been triggered by L1 input. A plausible answer to the question addressed earlier about the issue of why only few adult L2 learners reach native-like or near-native competence is that on the basis of Schachter's (1996) assumption that adult L2 learners still have access to UG but partly, one can postulate that, because of this partial access to UG, some adult L2 learners do not fossilize and hence attain native-like or near-native-like competence. In addition, for researchers who believe in continued full access to UG in adult SLA, the fact that many L2 adult learners fossilize with divergent IL grammars is not an indication that UG is not available in SLA, but rather of failure to reset certain *parameters* (Han, 200, p. 31). White (1996, p. 115) has expressed her doubts regarding such a phenomenon saying: "why some learners 'fossilize' with divergent ILGs (interlanguage grammars) whereas others successfully attain a native-like grammar, why some parameters are successfully reset whereas others are not, why positive input is only sometimes successful as a trigger for grammar change?" in fact, adult L2 learners' lack of access to a full range of UG, in Schachter's (1996, p. 163) view, directly contributes to their incomplete L2 ultimate attainment. Schachter states that what a mature speaker of an L1 has as a result of L1 learning is a grammar stripped of those aspects of UG not incorporated into the L1 grammar, and further, that the adult learner of an L2 has only a partial access to UG demonstrates that adult formed L2 grammars are necessarily incomplete.

6. Assuming, not Demonstrating Fossilization

The views on fossilization vary on the basis of the perspective in which it has been tackled. Researchers believe that assuming the existence of fossilization is something no one can deny, yet demonstrating it is something uneasy to determine. Ellis (1985, p. 48), for instance, states

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that "[f]ossilized structures can be realized as errors or as correct target language forms. If, when fossilization occurs, the learner has reached a stage of development in which feature x in his interlanguage has assumed the same form as in the target language, then fossilization of the correct form will occur. If, however, the learner has reached a stage in which feature y still does not have the same form as the target language," the fossilization will manifest itself as an error. Further, (Han, 2004, p. 63) presumes that "[f]ossilization – according to observations – is a process that may occur in the second language acquisition context as opposed to first language acquisition. It covers features of the second language learner's IL that deviate from the native speaker norm and are not developing any further, or deviant features which– although seemingly left behind– reemerge in the learner's speech under certain conditions. Thus, the learner has stopped learning or has reverted to earlier stages of acquisition." Han (op.cit.), furthermore, adds that fossilization has three facets: cross-learner variation, inter-learner variation, and intra-learner variation. For this reason, she claims that fossilization should be conceptually analyzed at both macroscopic (cross-learner variation) and microscopic levels (inter- and intra-learner variation) to understand the general causal factors for differential success across and within learners. In her opinion, at the macroscopic level, the process is factored by both L1 influence and the critical period, and at the microscopic level, by various factors related to the learners including their background, prior language learning experience and cognitive processing styles, setting, (i.e. environment) and input.

Further, Han identifies two types of fossilization: local and global. When fossilization occurs at the level of structures, she calls it 'local fossilization;' however, when it occurs at the overall competence level of the learners, she calls it 'global fossilization.' Local fossilization, to her, is the norm (Han, 2004, p. 106) and that certain linguistic features within an IL system are more prone to fossilization than others are. This, in fact, supports the claim the fossilization occurs in a particular domain of the grammar and not in the whole grammar of a language. Indeed, linguistic items that have low communicative value and items that are linguistically and cognitively complex tend to fossilize sooner than others do. Further, phonological items may fossilize earlier than syntactic items due to the early closure of their sensitive period (see Aton, 1984). In short, one of the major claims by Han is that fossilization is modular by nature and that it does not permeate the entire language nor does it debilitate any learner completely from learning. Success and failure coexist in each and every individual learner's IL (Han, 2000). (Long, 2003, p. 371) argues that the "research designs, subjects, data, and measurement criteria considered relevant" to fossilization vary considerably. So do the explanations offered for it when fossilization is treated as product, not process." There is, however, considerable evidence that though it is said that "fossilization is pervasive," particularly in adult SLA, it has been "largely impressionistic."

Thus, on the basis of the above assumptions about fossilization provided by many researchers (e.g. Han, 2000, 2004; Long, 2003; Birdsong, 1992; Ellis, 1985) among others, one is likely to observe that there are two problems raised repeatedly. First, there is no unified assumption to how fossilization can be studied or analysed and second, it has not been adequately described on empirical bases. Fossilization underlies the assumption that most adult SL learners never reach native-like proficiency in their L2s. This general lack of success contrasts to a great extent with

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child L1A (White, 2003) where native competence is the norm. As has been noted above, Han distinguishes between global and local fossilization. Globally, fossilization affects the entire IL so as to say that no further L2 learning will occur. Locally, however, one particular subsystem (e.g. syntax) or even a particular feature (e.g. 3rd person singular marking) can fossilize while some other areas proceed and develop noticeably.

There are also some cases that show both development and regression. Such a combination of progress and stagnation for one Japanese learner of English is described by Filder (2006) who has studied him pointing to the fact that such assumptions should be rethought and revisited to demonstrate the process of fossilization in the right perspective. In fact, no single SLA researcher denies the inevitability of fossilization in SLA specially when learners are adults but it is very difficult to determine its nature or which factor causes which domain in the grammar (e.g. syntax, morphology, phonology etc.) to fossilize first due to what has been termed by Long (2003) "the insufficient data" or the kind of study fossilization undergoes. As far as the type of study is concerned, Long prefers longitudinal studies to cross-sectional ones because the former provides the researcher with sufficient data and insights through which he/she can base his/her findings and conclusions. In short, while it is easy to assume the existence of fossilization, it is relatively difficult to demonstrate it. Needless to say that there is still a crucial need for further studies in fossilization especially with longitudinal studies to show the hidden secrets of this very essential phenomenon in SLA as opposed to learning plateau which will be discussed in what follows.

7. Fossilization vs. Learning Plateau

As has been mentioned earlier, the phenomenon of getting stuck at a particular point during language learning process, specially L2 learning has been interpreted and referred to differently by different scholars and applied linguists. In fact, fossilization has been conceptualized and reconceptualized. For instance, it has been referred to as **backsliding**, (e.g., Ellis, 1985; Schachter, 1988; Selinker; 1972), **stabilized errors** (e.g., Schumann, 1978), persistent **non-target-like performance** (e.g., Mukattash, 1986). **typical errors** (Kellerman, 1989), **ingrained errors** (Valette, 1991), **systematic use of erroneous forms** (Allwight and Bailey, 1991). **variable outcomes** (Perdue, 1993), **cessation of learning** (e.g., Odlin, 1993), **structural persistence** (e.g. Selinker and Lakshmanan, 1992), **errors that are impervious to negative evidence** (Lin and Hedgcock 1996), **long-lasting free variation** (Ellis, 1999), **persistent difficulty** (Hawkins, 2000), **ultimate attainment** (Birdsong, 1992) and **plateau effect in learning** (Richards, 2008). In addition, the present researcher presumes that fossilization involves **recurring IL forms** which are not necessary to be always erroneous. However, as far as erroneous forms are concerned and which are not persistent to correction, one can call such recurrent erroneous forms **irrecoverable errors**.

These different concepts imply the fact that getting stuck at a particular point in language learning process is not easy to determine. It is rather a mysterious and challengeable area of study. Selinker (1993) classifies fossilization into two categories, viz. individual fossilization and

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group fossilization. While the former is the persistence of individual learner's IL development, the latter is the plateau in the diachronic development of a community language. In addition, Wei (2008, p. 127) classifies individual fossilization into two kinds, namely, "error reappearance, and language competence fossilization." The former refers to the inadequate IL structures which are "thought to have been corrected but continue to appear regularly." This type of fossilization is clearly observed in the IL of learners with low proficiency. The latter however, refers to the "plateau in the development of L2 learners' phonological, grammatical, lexical and pragmatic competence" who spend a longer period of time learning such an L2 till reaching a relatively high level and then stopped for several reasons. However, L2 learners under the plateau effect can continue learning only if they are subjected to extensive learning by following appropriate learning strategies and techniques. Agreeing with Selinker (1993), Wei holds that if competence fossilization becomes "pervasive in a community, group fossilization comes into being. Such pervasion often leads to a new dialect. Indian English and Singapore English are good cases in point" (Wei, op.cit).

In addition, Selinker and Lakshmanan (1992) have also classified fossilization into temporary fossilization and permanent fossilization. They state that stabilization indicates that fossilized interlanguage consists of learning plateaus where development of given L2 features is simply 'arrested' or 'inhibited' *for shorter or longer periods of time*. Permanent fossilization, however, occurs as a result of social, psychological and interactive variables. Psychologically, Wei defines plateau as a terminology of educational psychology. It describes such a phenomenon that in the process of learning a new structure, the learner cannot make a noticeable progress whatever effort he/she tries to do. Yi (2009, p. 137) contends that "[o]n the learning curve, big improvements come very quickly; then the rate of improvement slows right down to almost nothing." He adds that in early stages of learning, SL learners of average intelligence do not experience much difficulty due to their high motivation and curiosity. In fact, it is believed that L2 learners whatever their L1 may be have been seen to be successful in the early stages of language learning. However, unfortunately, as they proceed in their learning process, this success begins to deteriorate or slow down. This has been accounted for by referring to the learners' early activities when they imitate, memorize, practice, speak and write eagerly. In addition, Yi argues that plateau effect on language learning is observable in terms of learners' behavior and psychology. In the former, for instance, "the learners do not make active response to the teacher's instructions as they used to do" (Yi, op.cit, p. 141). Learners often feel the difficulty of learning English and they feel unable to remember new structures and words.

In the latter, however, L2 learners reject "new linguistic input." Learners feel the difficulty of recalling new words, patterns and usage under the influence of short-term memory. In that, (e.g. Tulving, 1972 cited in Yi, 2009) has interpreted this by stating that whatever the learners learn in the classroom is hardly processed by long-term memory. In addition, such learners find it difficult to apply their language knowledge automatically to performance. In spite of their long experience in the TL, they find it rather difficult to use what has been learned before "spontaneously and unconsciously to communicate." Their ability of creating novel utterances

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gets stuck. In other words, their acquired language knowledge remains in "the conscious and cognitive level; it is not efficiently transformed into language competence, forming an unconscious communicative ability" (Yi, op.cit, p. 142)

Recently, effective and personality factors in language learning have been paid much more emphasis and attention to (Stern, 1983). Gardner *et al* (1959), for instance, consider attitudes and motivation an essential cause of more or less successful L2 learning. That is, whenever L2 learners are well-motivated and have high attitudes toward the language they are learning, they are successful learners and the otherwise is definitively true. Researchers (e.g. Guiora, 1972) have accounted for this phenomenon by proposing the concept of 'language ego' or what has been referred to as 'personal image' which a learner develops about him/herself in his/her language development process. In this regard, Yi (2009, p. 142) holds that "[j]ust as a child acquires a 'body image,' every individual acquires his language ego." He adds that during the puberty "the language ego is fluid and its boundaries are not rigid." To Yi, this is the main reason why children acquire a new language, accent, dialect whatever the language in question might be more easily than adults. However, as an individual grows, "the language ego becomes less flexible and loses its permeability." He sees language ego as a "defensive barrier, psychologically protecting the identity and dignity of the individual." As far as L2 learners are concerned and getting on plateau, they have strong language ego arousing "frustration, depression, anxiety and embarrassment."

What has been discussed above shows how learning plateau differs from fossilization. While the former is temporary, the latter is permanent. In this, learning plateau is similar to a concept used by Selinker (1993) called **stabilisation** first proposed by Schuman (1978) describing the language produced by the subjects other than Alberto. (Selinker and Lakshmanan, 1992) point out that stabilization is the first sign of (putative) fossilization, and if the only difference between stabilization and fossilization is permanence (see Bley-Vroman, 1989), then including persistent "fluctuation" as a legitimate index of fossilization creates another problem. However, not all stabilization is a precursor to, or an indication of, fossilization. In that, Han (1998) views stabilization and fossilization as two parts of a continuum. She conceptualizes fossilization as a cognitive process, properly inferable only from long term stabilization, demonstrable only by longitudinal studies, occurring at the level of IL subsystems rather than the entire system. Accordingly, **stabilisation**, like **plateau effect** can be overcome and not the end of learning as in the case of **permanent fossilization** which cannot be overcome whatever efforts they devote to it. Han adds that fossilization manifests itself in three ways: "invariant appearance of IL forms over time, backsliding over time, and stabilized variations over time" (Han, 1998, p. 87). As in any area of SLA theory construction, one way to account for plateau effect and/or fossilization is to subject them to empirical tests: "[s]hort of other problems, any that can survive such testing are candidate explanations and any that cannot are probably not." Fossilization has been seen by Richards (2008, p. 19) as referring "to the persistence of errors in learners' speech despite progress in other areas of language development. They are errors that appear to be entrenched and difficult to eradicate, despite the teacher's best efforts."

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In the case of *learning plateau,* learners for one reason or another lose motivation to continue learning and this, unlike fossilization, can pedagogically be overcome by creating new purposes and motivation for the learners. Richards (2008) points out that learning plateau can be moved over. In other words, learners under certain conditions can pursue their learning in the same track provided that they undergo particular pedagogical techniques and effective learning strategies which can create the required motivation, attitudes and interest in L2 learners. Fossilization, to Richards (op.cit) is permanent in the sense that when L2 learners get stuck in a particular domain or in the grammar as a whole, they cannot move forward in spite of motivation, desire and new stimuli as in the case of Professor, Wu and Alberto discussed so far. This actually has been proved true by a considerable number of researchers (e.g. Han, 1998, 2000, 2004; Wright, 2008, 1998; Selinker, 1993, 1996; Gass and Selinker, 1992, 2008; Selinker and Lakshmanan, 1992; Birdsong, 1992; Wei, 2008; Richards, 2008) among the many others.

8. Preventing Fossilization

As has been discussed above, when fossilization occurs, it becomes irrecoverable. In other words, when fossilization appears in SLA process, it becomes permanent as has been seen in the case of Professor, Wu and that of Alberto. Some researchers (e.g. Ushioda, 1993) even go further saying that even motivation has nothing to do with failure to progress up the proficiency scale due to inaccuracy. Many learners being highly motivated to advance in proficiency are nevertheless unable to improve their proficiency ratings significantly after they have reached a particular level. Chuanren (1992) claims that factors contributing to this problem can be conceptual confusion about the role that linguistic accuracy plays in language proficiency, lack of concern about linguistic forms and other pedagogical conditions. However, many researchers do not submit to this phenomenon but attempt to provide solutions to prevent fossilization to occur and others have proposed methods for changing fossilized levels in L2. Researchers (e.g. Acton, 1984; Valette, 1991) argue that the key strategy for the prevention of fossilization lies in providing a maximum degree of accurate and appropriate input in early levels of instruction. This input is of three types: 1) teacher input, 2) recorded input and 3) student input. In *teacher input*, for instance, teachers should attempt to prevent fossilization, viz. only those teachers who have a good command of the second language being taught and near-native accent should teach beginning classes. Unfortunately, and as far as Arab world is concerned, weaker teachers are teaching beginning classes. Those who have native-like or near-native competence teach advanced classes even in the university level. Regarding *recorded input*, the best of this type of input is video-recorded for correct pronunciation. For *student input*, when communicating with their peers, students should focus on and acquire the patterns they hear.

In addition, Acton (1984, p. 71) has proposed a method for changing fossilized pronunciation. He feels that when a learner reaches puberty, it seems axiomatic that his/her "ability to learn a second language, including the possibility of acquiring a native-like accent, begins to deteriorate." He adds that learners' pronunciation becomes inevitably and irrevocably fossilized when they have achieved a level of competence which indicates that they become functionally

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bilingual. The method proposed by Acton consists of seven steps: 1) *conversation control* in which learners have to be relaxed and feel not threatened in conversation, 2) *monitoring strategies* which specify that "[f]ossilized learners generally find it necessary to do some type of conscious monitoring in order to be able to ultimately affect change in everyday conversation," 3) *non-verbal correlates* of pronunciation, 4) *dictionary use* in which the learners have to focus on "the relationship between pronunciation and orthography" for which dictionary use is emphasized for checking especially the pronunciation of vowels many of which the learners are not aware of, 5) *oral reading* in which learners are advised to prepare 200 to 300 word texts for revising their pronunciation, 6) *informant use*, here**,** each student solicits the assistance of an informant, a native speaker of English for improving pronunciation and 7) *integration* which is a phase that entails using, in an "on-the-job conversation", i.e. what learners have 'corrected' in isolation, in formal exercises and oral readings they have gone through previously (Acton, op.cit. p. 76-78).

However, some other researchers claim that only local fossilization can be changed even partly (see Han 2000, 2003, 2004; Acton, 1984; Valette, 1991). Further, Selinker (1993) ascertains that fossilization is not an across-the-board phenomenon. Rather, there is continual growth in some areas and relative stability of error in others. For example, older "fossilized" Hungarian learners of English may continue to pick up new verbs, constructions, and phrases, while continuing to pronounce English *water* as *vater*. However, for those particular areas which show little change, it is accurate enough to think about localized fossilization. Many researchers (e.g. Selinker, 1993) feel that it is simplification of some forms in L2 that leads to fossilization arguing that L2 learners of English tend not to use English Cleft such as *what I did yesterday is clean my car.* Instead, they say; *I cleaned my car yesterday*. What Selinker means is that learners very often "simplify the TL information" and hence this will lead to fossilization exemplifying that by citing the phenomenon of French immersion learners who use one form of the verb for the whole paradigm. It is (Klein cited in Selinker, 1993), however, who makes a good attempt at studying fossilization when he states that if "freezing' does not take place too early because fossilized systems are often simple and therefore they are more easily learnable systems" Selinker (1993, p. 48). However, Corder (1981, p. 110) has made it clear that one cannot simplify what one does not possess. Moreover, Ushioda (1993) has done a study exploring the relevance of acculturation theory to language fossilization in which she studies two native Japanese speakers with long experience living in an English-speaking environment. She states that absolute success in learning a second language is achieved by very small minority of people perhaps a mere 5%. In short, preventing fossilization is something every SL teacher and learner hopes to obtain, yet, there must be a methodology of scientific techniques that could be used to achieve such a goal which shall be the ultimate concern of the present researcher's future work and research in such a field.

9. Overcoming Learning Plateau

Several researchers and teachers have concerned themselves with how to make their learners overcome learning plateaus and what effective techniques and learning strategies they can apply

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to help them move from the plateau dilemma. For instance Wei (2008) has proposed that to overcome learning plateau, L2 learners should be involved in extensive learning by creating motivations and enhancing their attitudes toward the L2 they are learning stating that "successful language learning involves attention to both form and meaning" (p. 130). He adds that curricula should provide stimulating, sufficient and optimal input. From acculturalization point of view, learners should be immersed in authentic or pseudo-authentic situations in which learners will be involved to identify themselves with native speakers. Thus, objectives can be set for such learners providing them with the advantages of communicating with native speakers and the value of communicating fluently. In addition, Richards (2008, p. 20) holds that teachers can involve learners in learning situations for "becoming active monitors of their own language production through listening to recordings of their own speech and through having others monitor their speech for fossilized errors in focused listening sessions" applying ***noticing*** and ***output hypothesis***. He adds that teachers should be selective, i.e. they should focus on "error correction and the issues of what kinds of errors to correct and when and how to correct them."

As far as activities that should be involved in classroom to overcome learning plateau, Richards (2008) suggests three main techniques: (i) incorporating a more explicit treatment of grammar within the curriculum, (ii) building a *focus on form* into teaching through the use of activities centering on raising consciousness, or noticing grammatical features of input or output and (iii) using activities that require stretched output (i.e., which expand or "restructure" learners' grammatical systems through increased communicative demands and attention to linguistic form). As far as learners are concerned, Richards (op.cit, p. 21) provides the following techniques to be paid much more attention to and achieved by them.

1. Expand their grammatical competence, including acquiring new ways of using known forms, as well as adding more complex language resources to their linguistic repertoire.
2. Become more fluent and accurate language users.
3. Develop the capacity to monitor their own language use as well as that of others, and to notice the gap between their productive competence and those of more advanced language users.
4. Continue to develop their vocabulary, particularly at the 5,000 to 6,000 word range.
5. Develop a greater awareness of and familiarity with patterns of lexical collocation.
6. Master the use of conversational routines and other means of participating actively in conversation and other forms of spoken discourse.
7. Further develop their proficiency in listening, reading, and writing.

However, Richards (op.cit) stresses that to achieve these objectives, learners should be provided with "a rich source of language learning experiences that allow for the gradual development of language skills across the different modalities of speaking, listening, reading, and writing." He adds that such experiences will make learners "successful monitors and managers of their own learning, aware of the limitations of their current level of language ability, but also aware of the

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means by which they can move beyond the intermediate learning plateau to more advanced levels of language use."

10. Conclusion

Fossilization and learning plateau, to me, as they seem, are two phenomena that should be rethought and revisited by researchers and those who concern themselves with SLA so as to discover their hidden secrets. Fossilization has been considered as one of the stubborn problems facing applied linguists, researchers, teachers and even SL learners themselves. Thus, in this paper, I have discussed fossilization and plateau effect on SL learners examining their concepts in SLA literature, exploring what SLA researchers thought of them and the way they tackle both phenomena. Fossilization has been accounted for differently by different scholars psychologically, cognitively and from a UG point of view. However, learning plateau is a psychological learning phase learners experience when moving from lower level to advanced one. In spite of the issue of stopping learning in both cases, learning plateau differs from fossilization in the fact that while the former can be overcome by employing effective learning strategies, learners cannot get rid of the latter whatever efforts they devote to it. Thus, when fossilization occurs, it continues irrespective of correction, motivation and exposure to the L2 input as opposed to learning plateau. However, language learners start getting fossilized first by being on learning plateau, and then if it continues, it gets stuck in that level. Thus, we can conclude that the relationship between fossilization and learning plateau is that of a continuum. Fossilization and its rival, i.e. learning plateau are the cornerstones of understanding SLA, its nature and process because they address SLA's most salient aspect as to why most SL adult learners stop-short of obtaining native-like or near native-like competence and only few achieve it.

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Pakistani Culture and Learning of English

Muhammad Iqbal Butt, Ph.D.
Muhammad Waleed Butt

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Abstract

Language is at the centre of human life. It gains more importance when we talk about a language with reference to a particular culture in which it is spoken. A language is the transmitter of a culture because it is through language that a culture is expressed and transmitted. Learning language in the native culture is different from learning language in a non-native culture. In this article the researchers have discussed the issues of language, culture, the relationship between language and culture, bi/multilingualism and bi/multilingual cultures and some problems relating to the learning of English language in Pakistani culture. In Pakistan, the learners have to learn English as a second language, so they have to learn it formally in schools

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and colleges. Therefore, learning English has been simultaneously associated with teaching of English.

Definitions of Culture

Culture is an ambiguous and highly complex term that is really hard to define. Generally speaking culture can be defined as the socially required knowledge that someone has by being a member of a particular society (Hudson, 1980:74).

According to Lusting and Koester (Eds.2006:13) "Culture is a learned set of shared interpretations about beliefs, values, norms, and social practices that affects the behaviours of a relatively large group of people. Thus, culture is linked to human symbolic processes." Lyons (1981) discusses the word 'culture' or its equivalent in other languages had several meanings or related senses. In the classical sense it is more or less synonyms with 'civilization' that is the antonym of 'barbarianism', and it refers to excellence in literature, art, manners and social institutions. In the other sense, as 'culture' is used in social sciences and especially by ethno-graphists, the beliefs, behaviours, manners, ways of doing things, customs and traditions, and a lot more, combined together, is generally known as the culture of a society. Every society has its own culture. The distinctive art, literature, manners, and ways of living of people of a society give birth and shape to the culture of that society; and it is not to be measured in terms of the degree of sophistication in any ways to call it 'culture'. It is rather the distinctiveness of a culture from other cultures that gives it identity as a specific 'culture'.

Definitions of Language

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The word language is borrowed in English from French, which in turn is a popular derivative of Latin "lingua" referring to 'tongue' or 'speech' (Haugen, 1972). *Webster's II New Riverside Dictionary* defines language as "1. The sounds, words, and combination of words that constitute a system for the expression of thoughts and feelings among number of people, as those with a shared history or set of traditions. 2. A particular style or form of utterance (Webber, 1984:394-95). The first two entries in *Collin Cobuild English Dictionary* show that "A language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for talking or writing" or " language is the use of a system of communication which consists of a set of sounds or written symbols" (Sinclair, 1995:932).

Language is a social tool with the help of which, we human beings as members of a group or society, interact and communicate. It is because of language that we can express our feelings, needs, desires and ideas to others. Without language man would have remained a dumb animal. According to Varshney (2007:1) "Without language human civilization, as we know it, would have remained an impossibility … Besides being a means of communication, and store house of knowledge, it is an instrument of thinking as well as a source of delight (e.g, singing). Language is a very complex human phenomenon. It is the most powerful, convenient and permanent means and form of communication. Language is spoken as well as written."

Loreto Todd (1997:6) defines language in a very simple way saying that "a language is a set of signals by which we communicate."

 The Inter-Relationship of Language and Culture

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The relationship between language and culture is a very complex phenomenon. As man's environment is physical as well as social, "a state of social well being, which depends on harmony with the environment, demands harmony of both kinds" (Halliday, 1984:8). Harmony with the environment needs some medium or channel for the transmission of those "patterns of living" to him, which he has to learn to act as a member of a 'social environment' or 'society'. Language serves as the main channel for this purpose. It is through the medium of language that "man adopts a society's 'culture', its mode of thought and action, its belief and values."

It is also important to point out here that it is learnt at school, language of the classroom or textbook rather, as Halliday (1984:9) asserts, it is the language in everyday use: in the home , in the street, in the market, and in the buses and trains, that transmits to the child "the essential qualities of society and the nature of social being". To Halliday (1979:15) "Language is the medium through which a human being becomes a personality, in consequence of his membership of society and his occupancy of social roles".

Culture is learnt and communicated through words (a language). Language is the tool through which we express our culture. If we cannot express in words, no one would come to know about culture. So we see that language is an important ingredient of culture. Only human beings have the capacity of language. Children themselves are culture. Culture grows within an infant and he grows with it.

The relationship between language and culture is deeply rooted. Language is used to maintain and convey culture ties. Different ideas stem from differing language use within one's culture and the whole intertwining of these relationships start at one's birth.

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"Culture is communication, communication is culture."

Foreign language learning is comprised of several components, including grammatical competence, communicative competence, language proficiency, as well as a change in attitudes towards one's own or another culture. For scholars and laymen alike, cultural competence, i.e., the knowledge of the conventions, customs, beliefs, and systems of meaning of another country, is indisputably an integral part of foreign language learning, and many teachers have seen it as their goal to incorporate the teaching of culture into the foreign language curriculum.

Bi/Multilingualism and Bi/Multilingual Cultures

Though generally a bilingual is defined as a person who has native-like control of two languages, however, 'bilingualism' or 'multilingualism' has always been somewhat a controversial term amongst the linguists. The term 'bilingualism' can be applied to a broad range of situations between two extremes. To Emeneau (1980:38) one extreme is the individual "who learns more or less well another language than his mother tongue for various types of communication that on the whole are shared by few in his linguistic community". The other extreme is the situation "in which many members of a linguistic community, being in continuous contact with many members of another linguistic community, learn more or less well the language of that other community".

Bilingualism, however, can result from two different situations as asserted by Labov, (1972). The second language is acquired naturally when two languages come into contact; the second language is learned in a formal situation such as schools. The distinction between the two kinds of bilingualism has a great relevance to an understanding of attitudes towards bilingualism

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in a country or society. The first type of bilingualism is a type of group process that may take place gradually and naturally in a country or society where immigration is prevalent. The second kind of bilingualism is a process of individual environment. As far as the Pakistani situation with reference to the use of English is concerned it can be largely placed under the second category that is learned bilingualism.

Bilingualism is a result of language contact, and Filipovic (1986) as cited by Macek (1991) has categorized it in other way direct and indirect contact. Direct contact occurs when bilingual speakers use their languages in active communication; and its effects can be felt in words, phrases, sentences, sentence group and discourse. Indirect contact is based on transition through spoken and written intermediaries, especially mass media. In this case only parts of language are affected, particularly words; and generally syntax does not suffer. Macek (1991) asserts that in the rapidly changing socio-linguistic scene of the world "the distinction between direct and indirect contact, between bilingualism and mono-lingualism seems to be fuzzy rather than clear cut."

In the present situation of the world, closely related to these issues of bi/multilingualism are the issues of multiculturalism. Since there are inherent complications related to the term culture itself as Coffey (2000) points out, the term multiculturalism too becomes obscure, intangible and difficult to define in many respects. However, it is clear that multilingualism and multiculturalism support and reinforce each other, which has become a norm today in many parts of the world. Discussing the new language possibilities in today's world, Rassool (2004:12) asserts, "no more than ever before, societies cannot be regarded as culturally insulted national units in which one or two common or national languages define cultural capital".

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Pakistani Culture

Population: 159,196,336 (July 2004 estimate)

Ethnic Make-up: Punjabi, Sindhi, Pashtun (Pathan), Baloch, Muhajir (immigrants from India at the time of partition and their descendants).

Religions: Muslim 97% (Sunni 77%, Shi'a 20%), Christian, and others 3%

Languages in Pakistan

Urdu and English are the official languages of Pakistan. English is the lingua franca of the Pakistani elite and most of the government ministries. Urdu is closely related to Hindi but is written in an extended Arabic alphabet rather than in Devanagari. Urdu also has more loans from Arabic and Persian than Hindi has.

Many other languages are spoken in Pakistan, including Punjabi, Siraiki, Sindhi, Pashtu, Balochi, Hindko, Brahui, Burushaski, Balti, Khawar, Gujrati and other languages with smaller numbers of speakers.

English Culture

The English language is the *de facto* official language of the United Kingdom, and is spoken monolingually by an estimated 95% of the British population. The **culture of the United Kingdom** refers to the patterns of human activity and symbolism associated with the United Kingdom and the British people. It is informed by the UK's history as a developed island

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country, being a major power, and, its composition of four countries—England, Northern Ireland, Scotland and Wales—each of which have preserved and distinct customs, cultures and symbolism.

Through the study of literature, the second/foreign language learner of English is introduced to the historical as well as the current culture of the English speaking peoples. With the culture, they also come to study and understand the world view of the native speakers. No language makes sense to its learner without some understanding of the world view it represents.

Difference between the Two Cultures

The main difference between the Pakistani culture and that of the English is religion. Islam is the religion of the majority of the people in Pakistan whereas the majority of the English people practice Christianity. This ultimately leaves a great impact on the languages being used in both the cultures as it affects a large part of the vocabulary and the context in which it is used. Both the peoples have different beliefs, ideologies and ways of living. Besides geographical and climatic differences there are some other differences inherent in both the peoples because of their respective culture in which they have born and grown. This cross cultural difference poses great hindrance in the way of learning English in Pakistan because the Pakistani learners have already grown up with their own language and culture and now they have to face the problem of foreign language and culture at the same time.

English Language in Pakistan

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Since the British colonized India, English language has been enjoying very important position in this area. After the partition, English was retained as the official language of Pakistan. With the passage of time, because of advancement and progress in science and technology, English language has become even more important. Although Urdu has also become the official language of Pakistan, yet it is English that enjoys a more respectable position in Pakistan because it is used more wildly in different fields of life in Pakistan. Besides this, Urdu is still in the process of developing tools to absorb difficult terms of science and technology. So it is imperative that English is given a proper place and respect in our country and we should change our attitude towards teaching and learning of English in the country.

Pakistani Culture and Learning of English language

The teaching of culture is not akin to the transmission of information regarding the people of the target community or country-even though *knowledge about* (let alone *experience of*) the "target group" is an important ingredient (see Nostrand, 1967: 118). It would be nothing short of ludicrous to assert that culture is merely a repository of facts and experiences to which one can have recourse, if need be. Furthermore, what Kramsch herself seems to insinuate is that to learn a foreign language is not merely to learn how to communicate but also to discover how much leeway the target language allows learners to manipulate grammatical forms, sounds, and meanings, and to reflect upon, or even flout, socially accepted norms at work both in their own or the target culture.

Pakistani culture is distinct from the English culture. Both the cultures have their particular vocabulary and expressions related to their ways of living, religions, customs,

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etiquettes etc. and they do facilitate or hinder in the way the people learn their native or foreign language. There are many words and expressions peculiar to our religion Islam and our customs and habits which have found their way into Pakistani variety of English. Various aspects of Pakistani culture affect the learning as well as teaching of English in Pakistan. Expressions and vocabulary related to Pakistani culture have been incorporated into the variety of English being learnt and taught in Pakistan

We cannot go about fostering "communicative competence" without taking into account the different views and perspectives of people in different cultures which may enhance or even inhibit communication. After all, communication requires understanding, and understanding requires stepping into the shoes of the foreigner and sifting her cultural baggage, while always 'putting [the target] culture in relation with one's own' (Kramsch, 1993: 205). Moreover, we should be cognisant of the fact that '[i]f we teach language without teaching at the same time the culture in which it operates, we are teaching meaningless symbols or symbols to which the student attaches the wrong meaning…' (Politzer, 1959: 100-101).

Language Learning, Language Acquisition and Communication

A child acquires his mother tongue naturally. He picks the language from his environment and hence without much conscious efforts he gets the first language. But while learning a second language the learner has to do conscious effort. Learning is defined as a deliberate, conscious attempt to master a language. Acquisition is defined as a less deliberate, subconscious process of mastering a language, and is often associated with the manner in which

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children acquire their native or first language. First language is also referred to as L1 in the 1iterature. L2 is the second language.

Some Positions Relating to Acquisition and Learning

Most linguists take the position that the first language is acquired and the second language is learnt. There are others who argue that the process of learning the L1 and L2 are same. There is a natural, biological and social need to learn one's first language. When a child learns its mother tongue, its mind is clear, as it is learning a language for the first time. Whereas, when a learner starts learning a second language, there is a clash between the system of the first language and that of the second language which in turn will affect his/her learning speed. When one language system becomes more or less a habit, the learning of the second language becomes rather difficult. According to McDonough (1986:95) it is usually assumed that children and adolescents or adults are quite different types of learners, for example because of the spontaneous nature of language acquisition by children and the contrasting more cerebral, logical processes of the adult". However, many linguists use the term 'second language acquisition' (SLA).

In Pakistan the learners have to learn English as a second language, so they have to learn it formally in schools and colleges. Therefore, learning English has been simultaneously associated with teaching of English.

General Attitude towards English

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When the British colonized India they brought English language with them. It is usually an accepted fact that the language of the rulers is the language of the people. As a result the people of India had to learn English under compulsion. Even after the Independence, English continued to enjoy an important position in Pakistan as it was retained as the official language of Pakistan. Our attitude towards English has been very passive but due to the international currency of English we had to change our attitude; that is why still we have retained English as a compulsory subject up to degree level in our institutions. There is another reason of changing our attitude towards it. Use of Urdu does not help us much outside Pakistan. So we have to learn a major language and as English is the lingua franca, so we have to learn it. However, an interesting fact about learning English in Pakistan is that there remains a lot of touch of local cultural varieties and the students can hardly be blamed for it as their exposure to this sort of English forces them to learn and use it.

Languages of Pakistan

Pakistan is linguistically a very rich country. Urdu and English are the official languages of the Pakistan. Urdu is also the national language of the country. Most of the people of Pakistan are multilingual because first they acquire their mother tongue Urdu, Punjabi, Pasto, Sindhi or Balochi. Then, they learn Urdu as it is their national language. After this they have to learn English as a second compulsory language which is also the official language of Pakistan, and a lot of official correspondence in high offices and banks is done through English. Many students at school learn Arabic as it is our religious language. They also learn Persian as their cultural heritage is preserved in Persian.

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Pakistan has four provinces and every province has at least one major language spoken by its people. For example, Punjabi is spoken by the majority of the population of Punjab. Similarly Sindhi, Pashto and Balochi are spoken as major languages by the people of Sindh, NWFP and Balochistan respectively. There are also other languages spoken by the people of Pakistan. About 75 to 80 languages are spoken in Pakistan. The following table shows the six major languages spoken by the people Pakistan.

Numbers of speakers of larger languages

	Language	2008 estimate		1998 census		Main areas spoken
1	Punjabi	76,367,360	44.17%	58,433,431	44.15%	Punjab
2	Pashto	26,692,890	15.44%	20,408,621	15.42%	Khyber Pakhtunkhwa
3	Sindhi	26,410,910	15.12%	18,661,571	14.10%	Sindh
4	Seraiki	18,019,610	10.42%	13,936,594	10.53%	South Punjab
5	Urdu	13,120,540	7.59%	10,019,576	7.57%	Karachi
6	Balochi	6,204,540	3.59%	4,724,871	3.57%	Balochistan
7	Others	8,089,150	3.59%	6,167,515	4.66%	
	Total	**172,900,000**	**100%**	**132,352,279**	**100%**	**Pakistan**

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<u>Census History of Major languages</u>

Source:http://en.wikipedia.org/wiki/Demographics_of_Pakistan

Most of the people of Pakistan, however, are bilingual or trilingual as they speak or understand at least two to three languages and almost all Pakistanis speak or understand the national language, Urdu.

**World Englishes and Pakistani English**

There are two recognized international standards of English; British standard and American standard. What about the other varieties of English being used in different countries of the world? Some regional dialects of English have become so different that they almost qualify to be called different languages. Kachru (1989) and many other linguists are of the opinion that English as spoken and written by the well educated and elite of different countries should also be recognized as standard English. In this way there can be Pakistani English, and Indian English, etc. Kachru (1989) cited in McKay (2009:6) maintains:

> The various roles English serves in different countries of the world are best conceived of in terms of three concentric circles: (a) the *Inner Circle*, where English is the primary language of the country such as in Australia, Canada, the United States, and the United Kingdom; (b) the *Outer Circle* , where English serves as a second language in multilingual country such as Singapore, India, and the Philippines; and (c) the *Expanding Circle,* where English is widely studied as a foreign language such as in China, Japan, and Korea.

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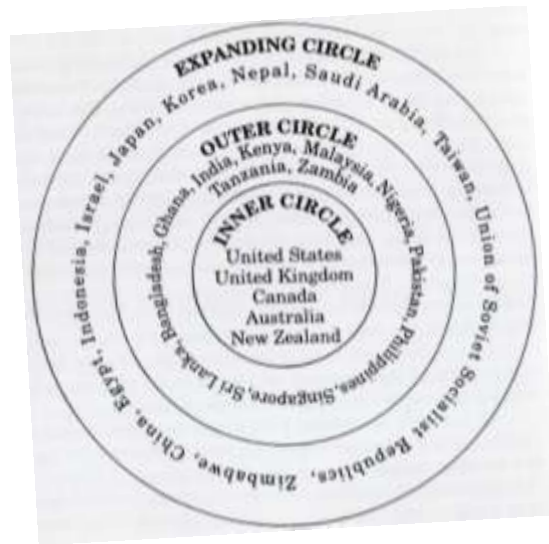
Three Concentric Circles of English (Source: Mifflin, 1992:528)

Mifflin (1992:528) points out that there are 350 million native speakers and more than 400 million non-native speakers of English. Thus, there are 750 million to one billion speakers of English in the world. Giving arguments for recognizing Pakistani English Hassan (2004:4) writes thus:

> In the nineteen eighties and nineties some people felt that the kind of language used in Pakistan (which they now called Pakistani English, PE or Pinglish) deserved to be recognized as a full-fledged member of a large group of languages, related to a greater or lesser degree with one another, lumped together under the general name, 'English.'

Today we talk of Standard English (SE) as providing touchstones of acceptability round the world. We get assertions about standard and non-standard (or sub-standard) forms or

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'standard' or 'regional' forms. Such substitutions might soften the idea of correctness about language used by the non-native learners of English. Pakistani students have a considerable amount of exposure to Pakistani English. This creates a confusing situation when they are strictly corrected on the principles of 'standard' English. Concluding his remarks about Pakistani English and 'standard' English Hassan (2004:9) says that "It is unfair to teach students one kind of English at school, and then evaluate them according to another".

If Pakistanis can communicate in Pakistani English they should not be penalized for 'small' mistakes in pronunciation, grammar or idiom, especially in areas that are now so hardened by traditional use, social exposure and frequent repetition that there is little hope of remedying them. Pakistanis feel more comfortable with Pakistani English. It is better to use Pakistani English to its full potential than to continually downgrade and penalize it.

Conclusion

Most of the people in Pakistan are multilingual as they have to learn several languages at different stages of their life. For example, first they have to learn their mother language, Punjabi, Pushto, Sindhi, or Balochi; then they learn their national language Urdu. At school they learn English as a second compulsory language. They have to lean Arabic as it is their religious language, and finally they have to learn Persian as their cultural heritage is preserved in Persian. It is a very complex situation in which Pakistani learners have to learn English. Cross-cultural problem further complicates this situation. As English is a foreign language, therefore, its learning poses great difficulty for the Pakistani learners as well as teachers who are the non-native teachers of this language. Pakistani learners have to learn English in a formal setting in schools and colleges, so it poses difficulties not only to the learners of English but also to the

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Pakistani teachers of English. The solution for this difficulty is to change our attitude positively towards the teaching and learning of English.

Textbooks and other imported teaching materials for teaching English pose difficulty for our learners because of the non-suitability of certain contexts used in the materials and also because of the alien culture. Native culture of English poses difficulty for the second language learners of English.

It is important that for the facilitation of Pakistani learners, the teachers and syllabus designers make their cultural components an important ingredient of the course. For Pakistani learners we should try to publish local materials in English. It can have the translations of Pakistani writers. These books should have language activities based on local context reflecting the cultural values of our students. According to a new development in this direction we should make use of Pakistani standards English. We need language materials that are easy and help learners in using English for communicative purposes. The language materials must take into consideration the learning and cultural needs of Pakistani students and the local materials thus developed will lead to more successful language learning, as they will incorporate the cultural values of our own students. It will also increase the motivation to learn English. It is Important to use materials that pose least difficulty for learners. It is suggested that our students of English must have knowledge of the target culture to have an overall understanding of the culture of the target language as well to broaden their outlook at international level.

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