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Love and Language -
A Socio-rhetorical Analysis of Love Texts on a
Ghanaian Radio Network

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Abstract

While research in rhetorical analysis has focused predominantly on academic writing, little is known of the moves employed in relatively new modes of computer-mediated communication. This paper, therefore, examines the rhetorical structure of text messages posted by listeners, most of whom are university students, to express love to their partners on one of the most patronised shows of a local campus radio network in Ghana.

Based on a combined framework of Mann and Thompson's rhetorical structure theory and Swales' rhetorical move approach, results show that radio love text mesages bear a generic four-move structure. The study also reveals that the elaboration step is the nucleus of a love text, given that it involves a three-tiered sub-move which tends to be either romantic or erotic in nature.

Further, the research shows that men deployed more affectionate lover address forms than their female counterparts, thereby contradicting the extant literature on gendered language. These

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findings hold implications for further research in gender studies, computer-mediated communication and mass communication research.

Key words: *rhetoric, move, nucleus, text message, texter*

Introduction

For decades, the concept of 'rhetoric' in language studies has been predominantly rooted in academic writing. In recent times, however, current research emphasises disciplinary variation with the goal to enable learners to function aptly in specific discourse communities (Lave & Wenger, 1991; Kusell, 1992; Thompson, 2001). From this perspective, rhetoric is seen as the generic or organisational structure of language use beyond the sentence, taking into account such elements as purpose, context and audience (Afful, 2005). The organisational structure is segmented by so-called moves, that is, sub-commuicative units that help to realise a writer's or speaker's communicative purpose.

However, following the emergence of SMS in the early 1990s research into its rhetorical strucutre has largely been ignored. This gap is understandably clear given the fous of past research on texting. In what follows, I first sketch a vignette of the extant literature with the view to pointing out what remains untreated. Next, I discuss the theoretical framework underpinning the study and present the methodology adopted. This will be followed by a detailed analysis and discussion of data, whereupon I will conclude with a summary and implications for future research.

Review of Previous Scholarship on Texting

Research on texting spans exactly two decades. As said earlier, previous studies have largely focused on the linguistic, sociolinguistic and communicative approaches to texting.

Three Basic Sociolinguistic Maxims in Texting

Thurlow's (2003) analysis of text messages among first-year language and communication students at the University of Cardiff has revealed that texting is characterised by three basic sociolinguistic maxims. These are brevity and speed, paralinguistic restitution and phonological approximation. Examples of linguistic processes instantiated by brevity and speed include the abbreviation of lexical items, the minimal use of capitalisation, standard and grammatical punctuation.

Additional Features

Bieswenger (2006) also identifies similar findings in his comparative analysis of shortenings in English and German private SMS corpora. These include initialism (e.g. acronym), clipping and

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letter/number homophones. Thurlow's findings are confirmed by Crystal (2008) and Chiluwa (2008) in terms of initialism, clipping and contractions.

Texting Negatively Influencing Literacy?

Elsewhere, Thurlow (2006) analyses the metadiscursive construction and popular exaggeration of new technologies such as instant messaging and text messaging. Rooted in folk linguistics and critical discourse analysis, the author argues that many people misconstrue what he terms "the evolutionary trajectory of language change" (Thurlow, 2006: 18). According to him, one major narrative thread in public discourse is that texting negatively influences literacy among learners, though Crystal (2008) and Coker (2010) diametrically oppose this claim.

Abounds in Grammatical Errors

Al-Khawalda (2008) contends that the language of texting is a new variety replete with errors. The author's analysis of Arabic university students' text messages shows that the messages bore many grammatical mistakes, were devoid of temporal references and contained elements of code-switching. Away from the error analysis position, Chiluwa (2008), on the other hand, asserts that in SMSing grammatical correctness takes a backseat. This is because "what matters is not that it conforms to grammatical rules, but the fact that it communicates and is recognised by its receivers as coherent" (Cook, 1989 as cited in Chiluwa, 2008: 12).

Also Gender-sensitive

As well, research has shown that texting is gender sensitive. The recent work of Zelenkauskaite and Herring (2008), for instance, reveals that women write longer messages, using more emoticons and abbreviations compared to their male counterparts. This claim supports Fortunati and Magnanelli's (2002) as well as Ling's (2005) observations. In their study of Italian youth's use of mobile phones, Fortunati and Magnanelli (2002) explain that girls text longer messages than boys who typically do not utilise the entire space of their screens but rather opt for messages of about 40 to 50 characters. On their part, girls send their messages in "plain" language without too many expressions, references and suggestions.

Communicative Functions across Cultures

Finally, the literature is replete with studies on the communicative functions of texting across cultures. In many European countries such as Italy, France, Russia and Spain, texting enables users to maintain social contact, avoid telephone conversation, exteriorise emotions and have fun (e.g. Lorente, 2002; Rivière, 2002; Vershinskaya, 2002). Yu, Sacher and Louden's (2002) ethnographic study also shows that American teenagers use the technology to communicate with school mates, peers and relations. In Asia, Japanese, for instance, use the mobile phone to assert

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their identity (Barry & Yu, 2002). Meanwhile, it has been observed that the device is causing harm to the cultural values of Africans (Akyea & Aziaku, 2009).

Literature Lacks in Socio-rhetorical Analysis

In brief, the literature clearly shows that, first, a socio-rhetorical analysis of SMS is lacking, and that, second, texting in the electronic media, especially the radio, remains under-researched. The present paper is thus useful because "as people become more aware of the communicative potential of texting, the range of specialised uses grows" (Crystal, 2008: 117).

Given this lack of application, I examine the sequencing of moves observable in text messages posted to ATL FM, one of Ghana's premier radio network (personal communication, Antwi-Konadu, 2010). In particular, I focus on text messages posted by listeners to loved ones on one of ATL FM's most patronised shows: *'Love Reasons'*.

Specifically, the study seeks to answer the following questions:

1. What sequencing of moves is noticeable in the texts posted to 'Love Reasons'?
2. What linguistic features instantiate the moves in the texts posted to 'Love Reasons'?
3. What gender variation, if any, is noticeable in the texts posted to 'Love Reasons'?

Theoretical Framework

I draw on Mann and Thompson's Rhetorical Structure Theory and Swales' notion of genre. Rhetorical Structure Theory (RST) is preferred to other similar theories because "up until now, RST has remained one of the best known and widely applied methods for discourse analysis" (Renkema, 2004: 113).

RST thrives on the assumption that a text contains minimal units whose interconnection can be identified by choosing a relational name. According to Mann and Thompson (1980), relational names can be categorised as subject relations and presentational names. Examples of the former include elaboration, circumstance and purpose. Such elements as background, motivation and justification are presentational in nature. The co-authors hold that, mostly, units are related by at least a nucleus and a satellite. A unit which is of more essence to the writer's purpose is the nucleus while the supporting element is the satellite. A pair consisting of a nucleus and a satellite is called a span. The authors further maintain that the interconnection between units and spans create 'a hierarchic structure'. This is because the largest span, when created in this manner, encompasses the whole text.

Similar to RST, Swales' move analysis focuses on the rhetorical structure of a given genre. Swales (1990: 58) defines genre as "a class of communicative events, the members of which share a set of communicative purposes". This means that a genre is a grouping of texts according

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to some conventionally recognised crtieria. This grouping, Swales miantains, must define some purposive goals. In other words, a genre is a recognised institutional medium for communication as manifest in such computer-mediated discourses as e-mails, instant messages and text messages. Central to genres are moves, or rather sub-communicative functional units that help to identify the overall communicative purpose of the texter in the case of texting.

Methodology

This section discusses the research site and nature of radio programme from which data were collected. Others include the data collection procedure and sampling method.

Research Site

The study was conducted at ATL FM, a campus-based radio network located at the University of Cape Coast in Ghana. ATL FM, which broadcasts on a frequency modulation of 100.5, first began as a student initiative in 1989. From an initial two kilometre transmission capacity, the station was given full recognition by the National Media Commission in 1997, despite the freeze in frequency assignments that lasted from 1999 until 2001 (Ghana Broadcasting Study, 2005). The station serves the listening needs of people within and around the Cape Coast metropolis, the capital of the central region of Ghana.

I focused on ATL FM because it is the first to be established in the central region and the second institutional station in Ghana after Dr. Wireko Brobbey's Radio Eye (personal communication, Antwi-Konadu, 2010). Besides, given that ATL FM is located at UCC, it was readily accessible since I am resident at UCC.

The Nature of 'Love Reasons'

'Love Reasons' (henceforth LR) is arguably the most patronised programme of ATL FM. LR is a Saturday night show aired between half past eight and midnight. The goal of the show is to create a convivial atmosphere in which lovers could freely and clearly express their love for one another either through a telephone call or texting. Thus, LR is devoted to healing the wounds of lovers and reverberate old passions. It also serves as a medium through which shy persons, most of whom are undergraduate students, could openly confess their amorous intents to their secret admirers (Davis, 1978).

LR is a three-segment show. Aside the usual play of love songs, the host activates the phone lines where he requests text messages from listeners (i.e. lovers) to be read on air. (For a further discussion on this subject, see Data Analysis and Discussion). Next, the host gets in touch with the targets of the messages by making a phone call to them so as to inform them of the extent of the love of the callers. The final section concerns requests made by callers to the host in search

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of lovers. According to the management of ATL FM, although LR hits the airwaves on Saturday listeners begin to post their love messages as early as Wednesday.

Data Collection Procedure and Sampling Method

The corpus, comprising 500 text messages, was collected between January and August, 2010. The collection was possible upon negotiating entry with management. The data were then purposively sampled "in order to purposefully select documents that will best answer the research questions" (Cresswell, 1994: 148). Purposive sampling was necessary in order to exclude incomplete, fragmentary, serial and illogical messages from the corpus. The reason is that they could hardly be analysed as single communicative units.

Again, given the ethical snag found in the study, pseudonyms were used as names of texters and their targets because pseudonyms do not refer to specific persons. Besides, their contact lines were deleted from the messages. This position reflects Kaseseniemi and Rautiainen's (2002) view that text messages are often private and illicit so that the attempt to dissociate the texts from their owners was desirable. These steps were crucial in the research because "whatever the specific nature of their work, researchers must take into account the effects of the research on participants, and act in such a way as to preserve their dignity as human beings" (Cohen, Manion & Morrison, 2000: 56).

Data Analysis and Discussion

This section presents the findings of the study. Available evidence shows that the corpus yielded specific discourse functions as seen in the table below.

Table 1 Discourse Functions of SMS love texts on 'Love Reasons'

Discourse Function	Frequency	Proportion (%)
Confessions	278	55.6
Requests	116	23.2
Missing You	44	8.8
Apologies and Forgiveness	30	6.0
Encouragements and Well-wishes	22	4.4
Indeterminate	10	2.0
Total	500	100

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Table 1 shows five basic discourse functions of text messages posted to 'Love Reasons' (i.e. LR). For the sake of convenience, the discussion is done in the order presented above.

Confessions

As can be appreciated, confessions represent the highest discourse function of text messages posted to LR. Confessions are text messages sent by lovers in order to express and confirm their love for those they are enamoured of. Classfication supports two basic tpyes: *(a)* romantic and *(b)* erotic. Since the purpose of sending an SMS love message is to express one's affection for another via the radio in order to remind one's partner of the sender's undying love for the recipient, lovers structured their texts in such a way that their messages would have the intended effect on their listeners. A close analysis of the corpus reveals that confessions bear a generic move structure:

Fig. 1 Move structure of SMS love confession
Salutation>>> Request>>> Elaboration>>> Identification

Figure 1 shows that often making a confession via SMS on LR invloves a four-tiered move structure. This structure is exemplified in the following table.

Table 2 Move Structure of SMS Love Confessions on 'Love Reasons'

1.	Salutation Move	*Hi Monkey!*
2.	Request Move	*Please call Kwame and tell him this*:
3.	Elaboration Move	
	a. Reminder	*each time I kiss ur lips u steal a piece of my heart.*
	b. Appreciation	*Thank u my dear for givin me so much love.*
	c. Commitment	*I'll never stop loving u and I've missed u*
4.	Identification Move	*From Abena*

The salutation move is usually the background of a text (Mann & Thompson, 1980). It aims at acknowledging the presence of the host of the show. Below are some examples:

- *Hi Paul/ Monkey!*
- *Hello!*
- *Monkey!*
- *Zero address term*

The way of greeting the host shows a dyadic relationship that exists between texters and the host. To a greater extent it was informal, as the host always refers to himself as "The monkey in the chair". While some texters, however, prefixed their messages with "Hello Mr. Paul", although

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itself a violation of the norm, which indicates a relation of distance and deference (Afful, 1998), others did not address the host in any way. Thus, it can be seen that the salutation move is an optional step in posting love text messages. Mann and Thompson (1980) would therefore term it the satellite. Here is an example:

1. Salutation Move   *Nil*
2. Request Move   *Pls call my darlin Alex of Accra*
3. Elaboration Move   *and tell him to come home for hot sex.*
4. Identification Move   *Ama. number: 000000*

The salutation move is usually followed by a request. The analysis reveals that most of the messages in the corpus were replete with the politeness marker "please". Research has shown that Ghanaians use "please" even in the electronic media to show politeness (Edu-Buandoh, 1999). This observation contradicts Akyea and Aziaku's (2009) claim that the advent of mobile commuication is making Ghanaians lose basic moral values. Below are some examples:

- *Kindly call my love/princess/sweetheart*
- *Please call…..*

The Elaboration Move

The purpose of texting a message to LR is contained in the elaboration move (henceforth EM). EM is the nucleus of a text message on LR; it is at EM that the thought processes of texters unfold. The thinking patterns of texters were expressed through the various sub-moves they employed in the bid to convey their deep-seated feelings and moods. The declaration of texters' affection for dear ones on air is in itself an admission of how proud they are to be associated with their partners, and that they wish to tell the whole world of that love. As Pearson *et al*. (1995: 152) point out:

> Usually when intimate information is disclosed, it is done so for the purpose of allowing another to know more clearly and deeply something of the discloser's personality and unique self, and inevitably allows the reduction of psychological distance between self and others.

The analysis also indicates that confessions invvolve three basic sub-moves namely, *(1)* reminder, *(2)* appreciation, and *(3)* commitment. The reminder move often foregrounds a past romantic or erotic experience shared between the sender and his or her target. It is usually nostalgic in nature. Here are some reminders.

- *each time I kiss ur lips u steal a piece of my heart*
- *if days won't allow us to see each other, memories will surely do*

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Similarly, the appreciation move refers to the acknowledgment of a sexual or romantic encounter between the sender and the target. The commitment move follows directly by assuring the target of the text that given the sender's appreciation of their relationhip, he or she will not act contrary to what they both share. Rather, the texter uses this move to pledge an unwavering constancy for their love. Some illustrations are cited below:

- *… I will never forget her. She is the woman of my dreams and I lover her so much*
- *… let her know that I Anthony so much love her till death do us part*
- *…. that I will never cheat on him because he is my sweetheart*

Requests and Love-Seeker Descriptive Phrases

The speech act of request also assumed a pattern similar to that of confessions. This is illustrated in Figure 2.

Fig. 2 Move Structure of Love Requests
Identification>>> Elaboration>>> Commitment

Examples of love requests and their corresponding moves are given below.

- Move 1   Identification   *I'm Ike*
  Move 2   Elaboration   *and seriously need a link up with a girl*
                                                between the ages of 18 and 20. I have been too
                                                lonely for far too long
  Move 3   Commitment   *I'm ready 2 luv her till I drop dead*

In the example above, the texter, first identifes himself as Ike and then goes on to explain the purpose for texting his message at the EM. He needs a love partner since he has been "too lonely for far too long". In the final move, Ike commits himself to his proposed relationship by assuring his would-be –lover of his canine love till he drops dead. Another example is given below.

- Move 1   Identification   *John is my name*
- Move 2   Elaboration   *and I'm dying for a love that seems sooo far long,*
                                                pls call Benedicta and let her know that I'm waiting
                                                no matter how long it takes to say yes to my proposal
- Move 3 Commitment   *and that is to say my heart is always hers to keep*

In this rather emotive text, John requests the assistance of the host to win the love of Benedicta, an enterprise he has upon several attempts failed to have. Notice that both his elaboration and commitiment moves are more revealing than the previous illustration.

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Further, in the bid to describe the kind of relationships they may like to keep and the persons involved, texters used what I term *love-seeker descriptive phrases (*henceforth LDSPs*)*. The research shows that LSDPs were highly deployed by men than women. LDSPs express the deep seated desires of love seekers and their intents for the proposed relationships. The intents are conveyed at the EM. Consider the following:

- *… I need [a lady about 25 years to love]*
- *…I want [a female to be my friend]*
- *…I have [a sister looking for a man to marry]. (She is a cook at one of the hotels in town. Her number is 0000. Only serious men should call.)*
- *…I want [a pretty and sexy sugar mummy between the ages of 28-45 for a serious relationship]. My number is 00000*

In brief, men use LDSPs as means to persuade women into accepting their proposals.

Missing You Messages

Love texts were also sent as missing you messages. These messages were sent to their targets in order to remind them of the deep loss caused by the seperation of the love-birds; the messages are characteristically romantic. Let us see the following examples:

- *Pls monkey, kindly call my sweetheart Esi at Kasoa (00000) and tell her dat, I miss her on my bed and that I can't sleep without hearing her voice. From Noah*
- *Please Monkey, pls call my love Raas on 0000 and tell him I miss him so much. I can't wait 2 see him again and will continue to be there for him. Frm Nancy*

Sometimes also, the messages are flatly platonic. Such messages are posted to either strengthen same sex friendship or cross-sex relationships.

- *Monkey, pls I'm Evelyn urgently call Aba on 0000 and tell her I really miss her friendship.*
- *Hello Mr. Monkey, pls send my warmest regards to my good friend Amy and tell her I MISS her. Enoch.*

Apologies and Forgiveness Messages

An apology is a speech act whose goal coincides with the social goal of maintaining harmony between the speaker and the hearer. A person may apologise because culturally it is a polite ritual to do so, and it differs from one society to the other. In apologising, a person acknowledges that he/she has done something wrong. Available evidence shows that in the bid to keep the passion of their relationships, lovers deemed it necessary to send apology texts to their loved ones for the wrong they caused them. Here are some examples:

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- *Hi monkey pls call my friend Andy and tell him that I regret what I have done to him. He should find in his heart to forgive me what I did because of love. I love him so much that I can never forget about him in my life. From Millicent.*
- *Good evening, pls call my love Jemima in Cape Coast pls tell her that am sorry for my action earlier on pls ask her to forgive me, I cant live without her, I love her so much that when she lives my life I will kill myself. Her no. is 0000. From John*

Structurally, apology text messages are developed at the elaboration stage. Besides, they are also emotional in nature as they bemoan the loss suffered by one of the parties in a relationship.

Encouragement and Well-wish Messages

Messages were also posted to loved ones to encourage them in the face of oddities, and wish them well in their endeavours. Coker (2009) intimates that well-wishes include admonition, success and general welfare messages. According to Chiluwa (2008), these messages basically function as phatic communion. They usually express such values as love, affection and solidarity with loved ones. Encouragement and well-wish texts often appear as season's greetings or solidarity greetings. Commenting on the communicative role of text messages, Chiluwa (2008: 18) admits that

> Interestingly, electronic cards and text messages are increasingly becoming an alternative to paper cards. Evidently, during festive periods season's greetings by SMS text messages precede the paper cards and reach more and wider receivers than the ordinary cards. People who may never get the paper cards are easily and satisfactorily reached.

The corpus contains some interesting examples such as those below:

- *Monkey b'cos of ur show I wish I was in school, I want you to wish my sweetheart Mary in T'di, happy b'day in advance. She celebrates her b'day 2moro. Tell her I love her soooo??!!! much. From Paa of Kumasi.*
- *Hi Paul please call my very and very good friend Bernice of Accra and tell her that she was born to win and this is her time. As she prepares to write Nov/Dec exams, I wish her God's guidance, good health and retentive memory. But most of all, I wish her A1, A1, A1. From Patrick of Tamale. Her number is 0000.*

Notice that in the first text the texter wrote the amplifier *so* as "soooo??!!!" or what Crystal (2001) calls 'typographic contrastivity' as an indication of his emotional disposition towards his target; he thus claims he is madly in love with her. The following are also examples of encouragement messages.

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- *Pls Paul, pls call Charles of Tema with the number 0000 to tell him that I wish him speedy recovery and have really missed him. Ama*
- *Keep the smile, leave the tear; think of joy, forget the fear, hold the laugh, leave the pain. Be joyous because it's new day.*

In the above messages, the text writers aimed at encouraging the recipients of the texts out of the challenges of life, be it sickness or a hard time. In a way, the messages enabled the texters to solidarise with their targets.

Indeterminate Cases

The label 'indeterminate' is a unique discourse function of love texts that captures the merging of more than one discourse function. Text messages in the data labelled *indeterminate* support Thurlow's (2003) view that it is sometimes difficult to account for the primary function of text messages. For example, some texters combined such functions as gratitude and confession, missing you and request as well as apology and well-wish. Below are some examples:

- *Hi monkey, I want you to call Kofi (00000) of Central University and tell him that I really thank God for making him a blessing to me. I love him soo much and will always do no matter de situation.* [**Gratitude** and **Confession**]
- *Hi monkey I am Isaac from C Poly and I want you to call my sweetheart, tell her that my eyes are hurting because I cant see her, my arms and lips are cold because I cant kiss her but my heart is breaking because I'm not with her. Happy B'day from me 00000.* [**Confession** and **Well-wish**]
- *Pls Monkey tell my boyfriend to forgive me because he's the spaces b/n my fingers and that I'VE MISSED HIM LIKE NEVER before. From Lisa to Roger* [**Forgiveness** and **Missing You**]

Evidently, in whichever way they appeared, the analysis shows that the messages were related by one common theme: *the declaration of love on air*. For this reason, almost all the types of love texts share similar rhetorical structures, albeit in varied ramifications. Further, they all seem to contain the Elaboration Move (EM), given that it is the nucleus of a love text. The next section of the discussion focuses on gender variation noticeable in the corpus, and how it is instantiated.

Gender and Lover Address Forms

Equally striking is how certain tokens of discourse, that is lover address forms, signalled variation in gender. I term *lover address forms* (henceforth LAFs) address forms used by lovers to romantically describe and refer to their love partners. Common LAFs deployed by both men and women were basically noun phrases that were not complex in their internal structures. Examples of LAFs used by both genders include:

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- *My love*
- *My (sweet) heart*
- *My dear*

Clearly, all the above LAFs are predicated by the personal pronoun "my", thus indicating a sense of possession. Despite this commonality, the analysis further reveals that the choice of LAFs used by male lovers was extremely complex and romantically touching than that of their female counterparts. As Pearson *et al.* (1995: 98) have noted, "Men and women do not discuss genitalia and sexual functions in similar functions". Thus, the corpus supports classification into three, namely, LAFs relating to *(a)* heavenly perfection *(b)* royalty, *(c)* sweetness and hope. Table 3 illustrates the types of lover address forms used by the genders and their level of modification.

Table 3 Types of Lover Address Forms and Gender Variation

Type of Lover Address Form

Gender	Heavenly Perfection	Royalty	Hope/Sweetness
Men	My angel My dream	The queen of my heart	My (sweet) honey
		My queen My one and only princess	My sweetheart The sweetest thing that has ever happened to me
	My perfect way		
			My source of hope and joy eversince I met her
	The woman of my dreams My one and only love The light at the dark side of me The only one my heart desires		
Women	My lovely man	The prince of my life	My (sweet) honey
			My sweetheart
	My dear one/love My love for him is beyond measure		

The modification process of lover address forms in their varied ramifications brings to light the fact that men have over centuries adored women in all forms of linguistic expression---art, music, film, dram and poetry. Again, contrary to Lakoff's (1975) position that women use modifiers because of their inferiority to men, the corpus, however, shows that men rather modified their address forms. This move by the men was an attempt to show how passionate and

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fond they are of their love partners. From the table above, it can be seen that men deployed complex LAFs in all the three types than women did.

This variation is clearly observed in the choice of royalty and sweetness/hope LAFs. Thus, the corpus indicates that the language of men is more sophisticated than women's at least in terms of the choice of lover address forms, and therefore supports Fortunati and Magnanelli's (2002) claim that females' text messages are plain without too many expressions, references and suggestions. For instance, with the exception of "the prince of my life", it appears that women were limited in their use of royal LAFs. This is also true of LAFs deployed to express concepts of sweetness or hope used by women to address their male lovers.

Evidently, the preponderance of modifiers in men's lover address forms is a clear indication that men readily express their love even in public spheres such on the radio compared to their female counterparts. This position is in contrast with the view that men are less able than women to withhlod their expressions of love when they feel love (Owen, 1987; Shimanoff, 1988).

Conclusion

Thus, the paper has shown that radio text messages perform five basic functions prominent among which are confessions and requests. Messages described as confessions are usually romantic or erotic in nature. Another key finding of the study is that the messages bear a four-move structure, namely, Salutation> Request> Elaboration> Identification.

In whichever way they appear, love texts contain the above moves though in differing permutations. Further, it was seen that the elaboration move is segmented by texters into three sub-moves in an attempt to express their intents for posting their messages. Meanwhile, men deployed love-seeker descriptive phrases and lover address forms more than women did mainly so as to persuade them into faling in love witih them. Three types of lover address forms were identified; they relate to *(1)* heavenly perfection, *(2)* royalty and *(3)* sweetness/hope.

The above findings have a number of implications. In the first place, the paper offers an insight into the nature of love discourse in the electronic media, in general, and the radio in particular. As Altheide (1996: 69) posits, "The media are consequential in social life". For this reason, this study is a valuable contribution to research in media and mass communication because media research proper is devoted to the functional analysis of mass communication among media consumers (Dominick, 1996; Wimmer & Dominick, 1997; McQuail, 2005).

The study is also useful in sociolinguistic research. It has again opened up the debate on gendered language as some are still of the view that gender variation is cosmetic and not real. More important, future research in sociolinguistics is desirable. Using such tools as the interview method and the questionnaire, sociolinguists may ascertain the reasons people use love language the way they do on air.

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Finally, it is hoped that further research be conducted in text messaging, in particular, and computer-mediated communication in general. Such proposed studies will unearth the rhetorical structures of other computer-mediated discourses. For as Herring (2001; 2007) has noted, it is only through empirical studies such as this that we will be able to maximise our understanding of human behaviour and society.

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Cross-Cultural Conflict in Bharati Mukherjee's
The Tiger's Daughter

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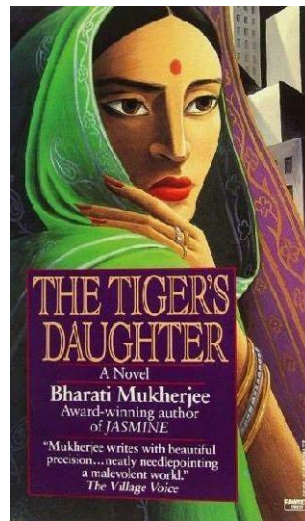
Abstract

Bharati Mukherjee, an India-born American novelist, is a familiar voice in the Indian Diaspora. Her fiction depicts the cross-cultural crisis faced by her women in her novels. She found herself

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difficult to adapt to the culture, customs, and traditions, which she depicts through her female protagonists' cultural crisis.

Bharati Mukherjee's first novel *The Tiger's Daughter* (1971) deals with an upper caste Bengali girl named Tara Banerjee Cartwright, who goes to America for higher studies..

This paper throws light on the cross-cultural conflict of the 22-year old heroine when she revisits India after a seven-year stay in the United States. It highlights the cultural turmoil faced by Tara when she refuses to accept Calcutta as her home again. This paper also analyses how Tara, caught in a gulf between the two contrasting worlds, leads to her illusion, depression, and finally her tragic end in a violent incident. The author also attempts to portray how the novelist herself intimately projects her own self through the heroine in this novel.

Fusion of American and Indian Traits

The Tiger's Daughter and *Wife* are about two different problems of expatriates. *The Tiger's Daughter*, Mukherjee's first novel, is about the cultural conflict of Tara Banerjee, a Bengali girl, who goes to America for higher studies at the age of sixteen. Having married a white American, she returns home for a holiday trip to visit her parents. The fusion of Americanness and Indianness in the mind of Tara and the resulting of split personality due to the cultural conflict is the theme of the novel. In *The Tiger's Daughter,* Mukherjee creates a heroine Tara, who like herself, returns to India after several years in the West to discover a country quite unlike the one she remembered. Memories of a gentle lifestyle are usurped by new impressions of poverty, hungry children and political unrest.

Bengal Tiger

The novel is given an interesting title, which can be variously interpreted. The novel's location is Bengal. Bengal is known for its Tiger. Bengal's well-known Hindu deity is Kali, a fearsome goddess, who rides on a tiger or lion. Perhaps, Tara is compared to Kali, who tames the powerful force and rides on the powerful animal. Valiance amidst adversity is represented here. Tara Banerjee, the protagonist of the novel, is from Bengal. *Bengal Tiger* is also the nick name her father earned because of his entrepreneurship.

Tara's heritage does not begin with her father. Her grand-father Harilal Banerjee was also a renowned *zamindar*. Bengal tiger represents not only elegance, awe, strength, vitality and vigor but also money - Indian coins used to have the visual of a powerful and vibrant Bengal tiger! Tara comes from a prosperous and powerful family. Tara, who is portrayed as a daughter of a tiger, represents all these characteristics, undergoes tremendous strain and stress and intellectual confusion, and creates her own cage because of her reasoning prowess. When liberation was in sight, her life is snatched away by violent hunters.

Last but not the least is an amusing feature. *White tiger* has become an interesting phenomenon in several zoos around the world, including those in India, Kali is also the name of the rare white

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tiger in the Knoxville Zoo (http://www.youtube.com/watch?v=zv1Yg-Iea10). Does it mean that the cub of an original Bengal Tiger becomes a *White Tiger*, losing some of her original features and adopting some strange features alien to her? A semantic nuance or meaning born out of contradictory terms?   Tara's reincarnation - predicament, misunderstanding, incomprehension in her cross-cultural encounter - is brought out more vividly through this metaphor.

Leaving Home Land to Study in a Far Off Land

At the age of fifteen, Tara goes for higher study. "For Tara, Vassar had been an unsalvageable mistake" (10). In Poughkeepsie, Tara, senses discrimination when her roommate refuses to share her bottle of Mango chutney. So she feels sad and homesick. She is unable to share her thoughts with pale dry skinned girls. Choudhury observes in this connection:

> She had been desperately homesick, lonely, and desperate to belong   - in fact she was in the typical position of an immigrant. ... She had to adjust to things which had been outside the purview of her previous idea of life as a hole. (82)

Defending Her Family and Her Country in America

Like other Indians she defends her family and her country. She also prays to Goddess Kali for strength, so that she would not break down before Americans. New York has driven her to despair. Here, in the beginning she could not digest the culture of the United States because of her deep-rooted Indianness. As ill luck would have it, Tara falls in love with an American named David and marries him. David is totally western and Tara finds it difficult to communicate the finer nuances of her family background and of her life in Calcutta. It was because of the cultural difference. "Her husband asked naïve questions about Indian customs and traditions. She felt insecure in an alien atmosphere. Madison Square was unbearable and her husband was after all a foreigner" (Shinde quoted in R. K Dhawan 50).

Permanent Loss of Old Perceptions

In the second part, when Tara visits India after seven years, she fails to bring back her old sense of perception and views India with a keenness of a foreigner. She is now totally Americanized. In India, she finds herself a total stranger in the inherited milieu. She experiences a cultural shock. Tara is confused because "her old milieu, her family, her ideas of yore seem to confront the 'American' Tara as it were." (Choudhury 82). She feels herself a misfit at her home and among friends. Tara finds in India nothing to her liking and she realizes that there is no escape from Calcutta. As Shoba Shinde has rightly observed, "An immigrant away from home idealises his home country and cherishes nostalgic memories of it" (58) and Tara does the same in America.

When Tara comes back to India, she confronts a restive city which forces weak men to fanatical defiance and dishonesty.   In spite of her Americanized personality, the Indian pulse vibrating in

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Tara makes her realise that the life in Calcutta, in spite of all the dark spots and drawbacks, has its own features, not found anywhere else and which her husband David would not be able to recognize. However, the Americanism dominates her Indianness and she looks at her home through her Americanised eyes.

Loss of Indian Identity and Sensitivity

Tara has no more an Indian identity and is always in clash with the culture of her native soil. The clash is deeply felt in the psyche of Tara who finds it difficult to adjust with her friends and relatives in India; and sometimes with the traditions of her own family. At the Bombay airport she responds to her relatives in a cold and dispassionate manner. When her relatives call her "Tul Tul" it sounds strange to her Americanised ears. The railway station looks like a hospital with so many sick and deformed men sitting on the bundles and trunks. In the compartment she finds it difficult to travel with a Marwari and a Nepali. Now she considers America a dream land. When surrounded by her relatives and vendors at the Howrah railway station Tara feels uncomfortable. It is likely that she hates everyone and everything in India where she was born, brought up and taught many values, all because of her acculturation in America.

A Misfit in Indian Surroundings – Feeling Alienated

Her personality now resists digesting the changed atmosphere in her native place and in her friends. Slowly her changed personality makes her a misfit in the company of her old friends. She feels alienated when her relatives call her 'Americawali' and her husband 'mleccha'. The foreignness of her spirit refuses to establish an emotional kinship with her old friends and relatives. The greatest irony of her return is that she feels loneliness in her native land.

Pretentious Pious Life

Tara's mother Arati is a saintly woman and she spends a great deal of time in her prayer room. At home Tara is compelled to lead a pious life. Her mother urges her to sit and listen to Sanskrit slogans, but she tries to tolerate prayers and Saraswathi Poojas. For Tara, who could sing 'Ragupati ragava raja ram' it has now become artificial to sing the song after her return from America.

Constant Conflict

Tara's mind is constantly at conflict with the two personalities – one of an Indian and the other of an American. Caught in the gulf between these two contrasting worlds, Tara feels that she has forgotten many of her Hindu rituals of worshipping icons she had seen her mother performing since her childhood. It is the American culture that has covered Tara like an invisible spirit or darkness. In the deepest core of her heart, Tara has an intense desire to behave like an ordinary Indian but her re-rooted self in America made such common rituals alien to her. . She realises that she has become rootless now. She is convinced of her "… little death, a hardening of the heart, a cracking of axis and centre" (54)

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When her mother requests to share piety with the family, she thinks "… in the end she would not stay" (54). She has become an outsider looking at her own life, from outside. She sees everything with an American eye and comments on everything from the point of view of an Americanised Indian. She finds herself marginalized on the psychological level and suffers from a split self.

Give Us All Foreign Things, But No Marriage to Foreigners!

The third part of the novel deals with Tara's life at Calcutta with her Catelli-Continental friends. She hopes that her friends would offer peace to her confused mind. To her surprise, they behave in a different way. "Her friends let slip their disapproval of her, they suggested her marriage had been imprudent, that seven years abroad had eroded all that was fine and sensitive in her Bengali nature" (*The Tiger's Daughter* 55). The attitude of her friends that they approve foreign manner, foreign etiquette, foreign fashions but they do not approve the foreign marriage ironically makes a criticism of the conservative attitude of the Indians who feel crazy for foreign things and dresses and items but they do not approve marriage with foreign people. The novelist, through Tara, calls them "racial purists" (*The Tiger's Daughter* 86)

A Foreigner to Both Friends and Family

When Tara writes to David regularly she fails to communicate her feelings and failures in her homeland. Tara becomes confused for she cannot share her feelings with her American husband. She remains a foreigner both to her husband and to her friends. Her foreignness seems to be a 'double-edged weapon' M. Sivaramakrishna comments on her feelings of rootlessness and lack of identity thus:

> Tara in *The Tiger's Daughter* finds it difficult to relate herself to her family, city, culture in general since her marriage to an American, her western education are enough signs to brand her as an 'alienated' westernized woman. The implicit logic is that since she is exposed to the west and has absorbed its values she must be necessarily alienated. (74)

Conflict between Old Sense of Perception and Changed Outlook

Tara is able to understand the changes in her personality due to her total Amricanisation. Inspired by her Westernization, she cannot face the disease and despair, riot and poverty of people in Calcutta. There occurs a conflict in her mind between her old sense of perception in Calcutta and her present changed outlook. Jasbir Jain observes in this connection:

> Tara's consciousness of the present is rooted in her life in the States and when she looks at India anew it is not through her childhood associations or her past memories but through the eyes of her foreign husband David. Her reactions are those of a tourist, of a foreigner (13)

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Tara's stay in the States has changed her view and vision of India. It has opened her eyes to the gulf between the lives of the poor and those of the rich in her own country. Being a westernized Indian she looks at India as a land of the poor living in a poor environment and suffering from starvation and disease.

Beyond Calcutta

The fourth part of the novel deals with Tara's visit to Darjeeling and her coming back to Calcutta with the sense of boredom and alienation and her final victimization in a mob. Unable to reconcile with these things, Tara feels like going back to America. But to entertain her, her friends makes her a trip to Darjeeling to spend her summer. But Tara gets consolation and peace nowhere. She becomes upset when a heart specialist passes sarcastic remarks on her: "I think your years abroad have robbed you of your feminine propriety" (*The Tiger's Daughter*, 187).

At Nayapur, when she happens to meet one Marwari named Tuntunwala, it leads to her rape by this wicked man. But Tara hides this incident of seduction from others for fear of disgrace.

> She could not share her knowledge of Tuntunwala with any of her friends. In
> a land where a friendly smile, an accidental brush of fingers, can ignite rumors
> – even lawsuits - how is one to speak of Mr. Tuntunwala's violence (199).

Here, because of her acculturation, Tara looks down upon Indian culture, as a typical westerner. She is unhappy about the conservative culture of India in which she was brought up as an orthodox girl in a disciplined rural environment.

Rapid Violent Incidents – Irony of Situations

The ending of the novel is full of rapid and violent incidents. Calcutta is burning with the violent agitations of labourers against their masters. The discovery that Tara makes at the end of the novel is that the greenery and the forests that she had associated with the India of her childhood, her version of pastoral – were no longer there, something or the other had " killed " them (*The Tiger's Daughter* 207) "In New York she had dreamt of coming back to Calcutta, but "the return had brought only the wounds" (*The Tiger's Daughter* 25).

When everything becomes frustrating and horrible to Tara, she finally decides to go back to America. While returning home, after booking a flight ticket to New York, Tara becomes a victim of violence, caused by the violent agitators.

The irony of the novel is that Tara who survived racial hardships in a foreign country comes to her native soil seeking peace is at last killed in her native land. Her desire to find a place of love and security ends in frustration of death.

A Tragic Story of Internal and External Conflicts and Death

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Bharati Mukherjee's life is a story of exile, expatriation and dispossession that constitute her unique diasporic consciousness which is responsible for her creative expression. Therefore, her writings largely reflect her personal experience in cross-cultural boundaries.

Bharati Mukherjee's protagonist Tara suffers from the cultural turmoil as the novelist herself suffered in her real life.   It seems that the novelist, in fact, projects herself through the character of Tara, a victim of split personality and identity crisis. One can find Mukherjee's shadow behind her characters. This novel is autobiographical for it reflects the cross-cultural experience of Mukherjee and her feeling of disinheritance.

Thus, the novel is designed to capture the predicament - the cultural conflict - of someone returning to one's homeland after a period of self-imposed exile: to such a person,   home will never be home again, and a life in exile in an alien country or the expatriation is more desirable than what "home" has become.

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A Comparative Study of the Study Habits of the Students of The Islamia University of Bahawalpur in Pakistan

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Abstract

Study habits mean theme setting of subject to be learned or investigated, and the tendency of pupils or students to study when the opportunity is provided to them. Students cannot use effective study skills, until they are not having good habits. One individual learns more quickly and thoroughly than another due to good study habits.

The present study was conducted in order to determine the difference between the study habits of The Islamia University of Bahawalpur in Pakistan relating to selected variables, namely, Gender, Status, Faculty and Subject.

Five hundred students The Islamia University of Bahawalpur were taken by giving representation to the students of all departments of the Faculty of Science and Education. A forty-item questionnaire on five stages scale was administered to the students. The questionnaire was divided into seven clusters, namely, Time management, Class attendance and participation, General study strategies, Exam preparation, Goal setting and motivation, Textbook reading and Note-taking. Data was analyzed by using SPSS XII. The reliability of the questionnaire was 0.869 (Cronbach's alpha).

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Students of the faculty of education are significantly better than the students of the faculty of science on textbook reading. Female students are significantly better than their male counterparts on textbook reading. Students of earlier classes are significantly better than the students of the final year class on all parameters of the study habit scale.

On time management, students of Geography are significantly better and the students of Physics are significantly lower among the groups. On general study strategies, students of Geography are significantly better and students of Statistics are significantly lower among the departments/groups. On exam preparation, students of Psychology and Geography are significantly better and students of Physics is significantly lower among the departments. On goal setting and motivation, students of Psychology and Geography are significantly better while students of Health & Physical education and Physics are significantly lower among the groups/departments.

On textbook reading students of Fine Arts and Geography are significantly better while students of Health & Physical education, Physics and Statistics are significantly lower among the departments. On note-taking, students of Geography and Computer Science are significantly higher and students of Chemistry are significantly lower among the departments/groups. On over all study habits scale, students of Geography are significantly better while students of Health & Physical Education; Physics and Statistics are significantly lower among the groups/departments.

Introduction

No one can deny the importance of teaching and learning in the whole process of education. This process can only become successful when teachers fully know their subject matter and effectively communicate it to the students and while the students have a clear view of their abilities, have good study habits and are able to use effective study skills.

Learning how to study involves putting away the habits and ideas which have made study unpleasant and burdensome, and taking on habits and ideas which make study more pleasant and fruitful.

Why does one individual learn more quickly and thoroughly than other? The main reason for inefficiency in learning is one's carelessness and ineffective study habits.

According to *New Standard Dictionary of Education*, study habits mean theme setting of subject to be learned or investigated, and the tendency of pupils or students to study when the opportunity is given. Effective and successful study consists of more than merely memorizing facts. It calls for knowing where and how to obtain important information and ability to make intelligent use of it.

According to Crow & Crow (1992), the effective habits of study include plan/place, a definite time table and taking brief but well organized notes. To study successfully a student must decide what information is important and then form opinions concerning it.

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All these things must be done to the best of his ability in the shortest possible span of time. Because knowledge is very important to every person, it is wise to learn how to study in the most effective way. Experts are agreed that great success in the field of knowledge is attributed to good and consistent study habits. Like any other activity, skill and dedication are the key points for learning how to learn. According to Azikiwe (1998), study habits are the adopted way and manner, when a student plans his/her private readings, after classroom learning, so as to attain mastery of the subject.

According to Azikiwe (1998), good study skills are good asset to learners because, these assist students to attain mastery in areas of specialization and consequent excellent performance, while the opposite constitutse constraints to learning and achievement leading to failure. Sorenson (1991), while outlining the good basic study habits, stated that one must study with the primary intention of understanding. This requires one not to be hurry in getting through instead sustained concentration is necessary.

Concentrating on this crucial aspect of learning, researchers have investigated several useful techniques and tips for helping students to get the best understanding of their course material in order to achieve full competence in the subject and high grades in examination. These methods include critical thinking, meta-cognition, reading text skill, time management, controlling reading difficulties, index system study, enhancing memory efficacy, concept mapping, thinking aloud and MURDER.

M- Mood
U- Understand
R-Recall
D-Digest
E- Expand
R- Review   (Hayes, 1989).

According to Chastain & Thurbor (1989) and Martin (1985), there are many different types of effective studying techniques. One popular study technique is called the SQ4R method. The "S" and "Q" stand for "Survey" and "Question", and the "4R" stands for "Read", "Recite", "Relate" and "Review". This method is taught in many introductory psychology courses and is a good way to prepare for tests in almost any course.

Similarly, different methods of effective learning include:

a) Observation
b) Learning by doing
c) Reading and reviewing
d) Discussing with others
e) Experimenting
f) Thinking around new ideas and concepts
g) Reflecting on what the subject means

h) Thinking about practical applications
i) Listening and asking questions
j) Reformulating-putting something into one's words

According to Apps (1982), Reed (1996) and Rooney & Lipume (1992), sound and persistent study habits reduce test anxiety, enhance student's ability, improve his performance and develop confidence in him. Learning is doing and it is an active process in which a student must be involved and participating in what he / she is trying to learn.

Teaching and Learning Situation in Pakistan

Teaching and learning situation in Pakistan is very much in a continuous dilemma. The survival of Pakistan lies in the fast development. Development cannot be postponed further. In order to contribute to national development, both males and females must play an equal role. Education is one of those fields, which is continuously facing decline for the past fifty nine years. The importance of adopting effective study habits by students in the whole process of learning has always been ignored.

Gender Bias

With reference to investigating study habits, all students are important without any gender bias. Pakistan is an ideological and democratic country, demands gender balance between two sections of the population. Unfortunately, women candidates are much disappointed and or lagging far behind their male counter parts in many walks of life. Studies with reference to women's issues of literacy, education, health, economic opportunity, empowerment and security reveal that Pakistani women are most suffering than men in all of these areas in social development.

According to Mirza & Malik (2000), educational institutions are mirror to the society. The plight of women demands that women need to be encouraged to excel in their academic pursuits in order to compete with their male counter parts, for which they need to adopt good study habits and effective study skills.

On the Requirement of Study Time

Nausheen (2002) suggested that proper investment of time in students' life is important. The actual amount of study time required by an individual depends on his/her speed and efficiency in the work and his/her preparation and adaptability for each type of work in which he/she is engaged. Generally it is expected that students spend two hours on self-study for every hour spent in class, especially at the higher level of education and these hours should be properly scheduled for a day or a week and deadline should be settled for each task. However, in Pakistan, firstly students do not spare much time for self-study and, secondly, resort to ineffective study skills, because of which their performance in examinations is badly affected. They are unable to develop an appropriate understanding of the concepts, issues and ideas.

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The Focus of the Present Study

The present study focuses on surveying the study habits of students of The Islamia University of Bahawalpur on different variables, namely, subject, gender, status and faculty. Very few research studies on the current topic have been conducted in Pakistan.

Asma (2001) conducted a study to collect information regarding study habits of university students. Iqbal & Shezadi (2002, p.60) conducted a research on "Study habits of female students of the university" and concluded that female students of all the departments lacked good study habits as well effective study skills.

Methodology

Sample

Students of twelve departments of the faculty of Science and Education were selected as sample; 500 students were included in the sample. A detail of student from the entire departments is given below:

S. No	Department	Number of Students
1	Psychology	40
2	Education	70
3	Educational Training	40
4	Fine Arts	30
5	Health and Physical Education	40
6	Social Work	40
7	Geography	40
8	Computer Science	40
9	Physics	40
10	Statistics	40
11	Mathematics	40
12	Chemistry	40
Total		500

Research Instrument

After reviewing the related literature, a five point rating scale was developed to gather necessary information about the study habits of the students of the faculties of Science and Education. Forty items were carefully included in this rating scale. Students were required to respond on a five point scale. The reliability of the instrument was calculated by using SPSS XII and Cronbach's alpha was found 0.869.The instrument was personally administered to the sample.

Data Analysis

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To analyze the data, students' responses were converted into numerical scale, according to the following description: Always 5, Often 4, Occasionally 3, Rarely 2, and Never 1. SPSS XII was used to analyze the data. The study habits scale was divided into seven clusters, namely, Time management, class attendance & participation, general study strategies, exam preparation, goal setting & motivation, textbook reading and note-taking. Vvalue of each cluster was computed on SPSS XII and then t-test and ANOVA were run in order to find the significant difference on different variables between different variables and among twelve departments.

Findings

The findings of the study are as under:

Table: 1   Showing the mean difference of science and education faculties on different variables of study habits scale

Variables	Faculty	N	Mean	Std. Deviation	Std. Error Mean	t- value	p-value
Time Management	Education	275	28.5491	4.21420	.25413	-1.173	.241
	Science	225	29.0578	5.47977	.36532		
Class Attendance and Participation	Education	275	14.1418	3.26867	.19711	-.496	.620
	Science	225	14.2889	3.33289	.22219		
General Study Strategies	Education	275	26.2473	4.39608	.26509	.890	.374
	Science	225	25.8844	4.70135	.31342		
Exam Preparation	Education	275	27.4618	4.27706	.25792	1.473	.141
	Science	225	26.8933	4.31331	.28755		
Goal Setting and Motivation	Education	275	27.9200	4.08944	.24660	1.169	.243
	Science	225	27.5067	3.73344	.24890		
Textbook Reading	Education	275	19.4218	3.07869	.18565	3.842	.000
	Science	225	18.3200	3.32131	.22142		
Note Taking	Education	275	11.8545	2.22968	.13445	-1.078	.282
	Science	225	12.0756	2.34303	.15620		
Over All	Education	275	155.5964	19.92872	1.20175	.878	.381
	Science	225	154.0267	19.85976	1.32398		

Above table shows that the students of education faculty are significantly better than the students of science faculty on text book reading, while, on all the other variables, there is a difference, but that difference is not significant. So, it can be concluded from the above table that the students of the faculty of education are significantly better on textbook reading.

Table: 2   Showing the mean difference of male and female students on different variables of study habits scale

Variables	Student Gender	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Time Management	Female	334	28.7275	4.15040	.22710	-.331	.741
	Male	166	28.8795	5.97246	.46355		
Class Attendance and Participation	Female	334	14.1257	3.38373	.18515	-.791	.429
	Male	166	14.3735	3.11287	.24161		
General Study Strategies	Female	334	26.2246	4.54545	.24872	.983	.326
	Male	166	25.8012	4.51425	.35037		
Exam Preparation	Female	334	27.4192	4.12759	.22585	1.575	.116
	Male	166	26.7771	4.60616	.35751		
General Setting	Female	334	27.8922	3.88426	.21254	1.276	.202
	Male	166	27.4157	4.02742	.31259		
Text Book Reading	Female	334	19.1707	3.09765	.16950	2.411	.016
	Male	166	18.4337	3.44900	.26769		
Note Taking	Female	334	11.9461	2.20226	.12050	-.110	.913
	Male	166	11.9699	2.44063	.18943		
Over All	Female	334	155.5060	19.49617	1.06678	.982	.327
	Male	166	153.6506	20.67318	1.60455		

Above table shows that female students are significantly better than male students on textbook reading, while on all the other variables, there is a difference. But that difference is not significant. So, it can be concluded from the above table that female students are significantly better on textbook reading.

Table: 3   Showing the mean difference of previous and final students on different variables of study habits scale.

Variables	Student Status	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Time	Previous	278	29.6727	5.15087	.30893		

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Management	Final	222	27.6577	4.13241	.27735	4.737	.000
Class Attendance and Participation	Previous	278	14.4820	3.19375	.19155	2.088	.037
	Final	222	13.8649	3.39413	.22780		
General Study Strategies	Previous	278	26.4604	4.77398	.28632	2.084	.038
	Final	222	25.6126	4.17961	.28052		
Exam Preparation	Previous	278	27.8309	4.09060	.24534	3.683	.000
	Final	222	26.4234	4.43158	.29743		
General Setting	Previous	278	28.4317	3.81343	.22871	4.522	.000
	Final	222	26.8604	3.91809	.26297		
Text Book Reading	Previous	278	19.2950	3.27435	.19638	2.876	.004
	Final	222	18.4640	3.12862	.20998		
Note Taking	Previous	278	12.1331	2.17640	.13053	1.970	.049
	Final	222	11.7297	2.39323	.16062		
Over All	Previous	278	158.3058	19.88550	1.19265	4.374	.000
	Final	222	150.6126	19.10115	1.28198		

Above table shows that students of the previous class are significantly better than the students of the final class on all the variables of study habit scales as well as on over scale. So, it can be concluded from the above table that the students of the previous class are significantly better than the students of the final class in study habits.

Table: 8   Showing the ANOVA on different parameters of study habit scale as well as on whole scale.

Variables		Sum of Squares	df	Mean Square	F	p-value
Time Management	Between Groups	657.472	11	59.770	2.660	.003
	Within Groups	10966.886	488	22.473		
	Total	11624.358	499			
Class Attendance and Participation	Between Groups	146.933	11	13.358	1.237	.260
	Within Groups	5271.435	488	10.802		
	Total	5418.368	499			
General Study Strategies	Between Groups	1026.409	11	93.310	4.930	.000
	Within Groups	9236.063	488	18.926		
	Total	10262.472	499			
Exam Preparation	Between Groups	506.030	11	46.003	2.576	.003
	Within Groups	8713.752	488	17.856		

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	Total	9219.782	499			
Goal Setting and Motivation	Between Groups	674.576	11	61.325	4.244	.000
	Within Groups	7051.046	488	14.449		
	Total	7725.622	499			
Textbook Reading	Between Groups	564.362	11	51.306	5.380	.000
	Within Groups	4653.900	488	9.537		
	Total	5218.262	499			
Note Taking	Between Groups	155.640	11	14.149	2.827	.001
	Within Groups	2442.302	488	5.005		
	Total	2597.942	499			
Over All	Between Groups	17420.287	11	1583.662	4.292	.000
	Within Groups	180052.663	488	368.960		
	Total	197472.950	499			

According to the above table, there is a significant difference among the time management, general study strategies, goal setting and motivation, exam preparation, textbook reading, note-taking and overall scale of the various groups.

Table: 9 Showing the multiple comparisons on time management

S.No	Pairs	Mean Difference	p-value
1	Psychology vs Health and physical education	2.47500	.020
2	Psychology vs social work	2.27500	.032
3	Psychology vs Physics	2.25000	.034
4	Education vs Health and Physical Education	0.93961	.019
5	Education vs Social Work	2.21429	.033
6	Education vs Physics	1.98929	.035
7	Geography vs Education	2.06071	.029
8	Geography vs Educational Training	3.27500	.002
9	Geography vs Fine Arts	2.87500	.012
10	Geography vs Health and Physical Education	4.27500	.000
11	Geography vs Social Work	4.07500	.000
12	Geography vs Computer Science	2.82500	.008
13	Geography vs Physics	4.05000	.000
14	Geography vs Statistics	2.72500	.010
15	Geography vs Chemistry	3.15000	.003
16	Mathematics vs Health and Physical Education	2.50000	.019
17	Mathematics vs Social Work	2.30000	.031
18	Mathematics vs Physics	2.27500	.032

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Above table shows that the time management in Psychology is significantly better than Health and Physical Education, Social work and Physics. Education is significantly better than Health and Physical education, social work and Physics. Geography is significantly better than Education, Educational Training, Fine Arts, Health and Physical Education, Social Work, Computer Science, Physics, Statistics and Chemistry. Mathematics is significantly better than Health and Physical Education, Social Work and Physics. So, it is concluded that Geography is significantly better than all the departments except Psychology and Mathematics and Health & Physical Education, Social Work and Physics are significantly lower than Education, Psychology and Mathematics.

Table: 10 Showing the multiple comparisons on general study strategies

S.No	Pairs	Mean Difference	p-value
1	Psychology vs Health and physical education	2.07500	.033
2	Psychology vs Statistics	2.87500	.003
3	Education vs Health and Physical Education	2.86786	.001
4	Education vs Physics	2.41786	.005
5	Education vs Statistics	3.66786	.000
6	Education vs Chemistry	1.91786	.027
7	Educational Training vs Statistics	2.50000	.010
8	Social Work vs Statistics	2.17500	.026
9	Geography vs Psychology	2.92500	.003
10	Geography vs Education	2.13214	.014
11	Geography vs Educational Training	3.30000	.001
12	Geography vs Fine Arts	3.90833	.000
13	Geography vs Health and Physical Education	5.00000	.000
14	Geography vs Social Work	3.62500	.000
15	Geography vs Computer Science	2.65000	.007
16	Geography vs Physics	4.55000	.000
17	Geography vs Statistics	5.80000	.000
18	Geography vs Mathematics	3.82500	.000
19	Geography vs Chemistry	4.05000	.000
20	Computer Science vs Health and Physical Education	2.35000	.016
21	Computer Science vs Statistics	3.15000	.001
22	Mathematics vs Statistics	1.97500	.043

Above table shows that in general study strategies adopted, Psychology is significantly better than Health and Physical Education and Statistics. Education is significantly better than Health and Physical Education, Physics, Statistics and Chemistry. Educational Training is significantly better than Statistics. Social work is significantly better than Statistics. Geography is significantly better than Psychology, Education, Educational Training, Fine Arts, Health and Physical Education, Social Work, Computer Science, Physics, Statistics, Mathematics and Chemistry. Computer Science is significantly better than Health and Physical Education and Statistics.

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Mathematics is significantly better than Statistics. So, it is concluded that Geography is significantly better than all the departments and Statistics is significantly lower than other groups.

Table: 11 Showing the multiple comparisons on exam preparation

S.No	Pairs	Mean Difference	p-value
1	Psychology vs Education	1.81429	.031
2	Psychology vs Health and Physical Education	2.65000	.005
3	Psychology vs Physics	3.07500	.001
4	Psychology vs Statistics	2.85000	.003
5	Psychology vs Mathematics	1.97500	.037
6	Psychology vs Chemistry	2.87500	.002
7	Fine Arts vs Physics	2.20833	.031
8	Fine Arts vs Chemistry	2.00833	.050
9	Social Work vs Physics	1.95000	.040
10	Geography vs Education	1.86429	.026
11	Geography vs Health and Physical Education	2.70000	.004
12	Geography vs Physics	3.12500	.001
13	Geography vs Statistics	2.90000	.002
14	Geography vs Mathematics	2.02500	.033
15	Geography vs Chemistry	2.92500	.002
16	Computer Science vs Physics	1.87500	.048

Above table shows that in general exam preparation, Psychology is significantly better than Education, Health and Physical Education, Physics, Statistics, Mathematics and Chemistry. Fine Arts is significantly better than Physics and Chemistry. Social work is significantly better than Physics. Geography is significantly better than Education, Health and Physical Education, Physics, Statistics, Mathematics and Chemistry. Computer Science is significantly better than Physics. So it is concluded that Geography is significantly better than all the departments and Statistics is significantly lower than other groups.

Table: 12 Showing the multiple comparisons on goal setting and motivation

S.No	Pairs	Mean Difference	p-value
1	Psychology vs Education	1.88214	.013
2	Psychology vs Educational Training	2.32500	.006
3	Psychology vs Health and Physical Education	3.75000	.000
4	Psychology vs Social Work	2.67500	.002
5	Psychology vs Computer Science	2.20000	.010
6	Psychology vs Physics	3.57500	.000
7	Psychology vs Statistics	3.32500	.000
8	Psychology vs Mathematics	2.80000	.001
9	Psychology vs Chemistry	2.45000	.004
10	Education vs Health and Physical Education	1.86786	.014
11	Education vs Physics	1.69286	.025

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12	Fine Arts vs Health and Physical Education	2.32500	.012
13	Fine Arts vs Physics	2.15000	.020
14	Fine Arts vs Statistics	1.90000	.039
15	Geography vs Education	1.95714	.010
16	Geography vs Educational Training	2.40000	.005
17	Geography vs Health and Physical Education	3.82500	.000
18	Geography vs Social Work	2.75000	.001
19	Geography vs Computer Science	2.27500	.008
20	Geography vs Physics	3.65000	.000
21	Geography vs Statistics	3.40000	.000
22	Geography vs Mathematics	2.87500	.001
23	Geography vs Chemistry	2.52500	.003

Above table shows that in goal setting and motivation Psychology is significantly better than Education, Educational Training, Health and Physical Education, Social work, Computer Science, Physics, Statistics, Mathematics and Chemistry. Education is significantly better than Health and Physical Education and Physics. Fine Arts is significantly better than Health and Physical Education, Physics and Statistics. Geography is significantly better than Education, Educational Training, Health and Physical Education, Social Work, Computer Science, Physics, Statistics, Mathematics and Chemistry. So it is concluded that Psychology is significantly better than all the groups except Fine Arts and Geography, Geography is significantly better than all the groups except Psychology and Fine Arts and Physics is significantly lower than other groups.

Table: 13 Showing the multiple comparisons on textbook reading

S.No	Pairs	Mean Difference	p-value
1	Psychology vs Health and Physical Education	2.12500	.002
2	Psychology vs Physics	2.60000	.000
3	Psychology vs Statistics	2.27500	.001
4	Psychology vs Mathematics	1.90000	.006
5	Psychology vs Chemistry	1.67500	.016
6	Education vs Health and Physical Education	1.97500	.001
7	Education vs Physics	2.45000	.000
8	Education vs Statistics	2.12500	.001
9	Education vs Mathematics	1.75000	.004
10	Education vs Chemistry	1.52500	.013
11	Educational Training vs Health and Physical Education	1.65000	.017
12	Educational Training vs Physics	2.12500	.002
13	Educational Training vs Statistics	1.80000	.009
14	Educational Training vs Mathematics	1.42500	.040
15	Fine Arts vs Health and Physical Education	2.67500	000.
16	Fine Arts vs Computer Science	1.55000	.038
17	Fine Arts vs Physics	3.15000	.000

18	Fine Arts vs Statistics	2.82500	.000
19	Fine Arts vs Mathematics	2.45000	.001
20	Fine Arts vs Chemistry	2.22500	.003
21	Social Work vs Health and Physical Education	2.72500	.000
22	Social Work vs Physics	2.35000	.001
23	Social Work vs Statistics	2.02500	.004
24	Social Work vs Mathematics	1.65000	.017
25	Social Work vs Chemistry	1.42500	.040
26	Geography vs Health and Physical Education	2.72500	.000
27	Geography vs Computer Science	1.60000	.021
28	Geography vs Physics	3.20000	.000
29	Geography vs Statistics	2.87500	.000
30	Geography vs Mathematics	2.50000	.000
31	Geography vs Chemistry	2.27500	.001
32	Computer Science vs Physics	1.60000	.021

Above table shows that in textbook reading, Psychology is significantly better than Health and Physical Education, Physics, Statistics, Mathematics and Chemistry. Education is significantly better than Health and Physical Education, Physics, Statistics, Mathematics and Chemistry. Educational Training is significantly better than Health and Physical Education, Physics, Statistics and Mathematics. Fine Arts is significantly better than Health and Physical Education, Computer Science, Physics, Statistics, Mathematic and Chemistry. Social Work is significantly better than Health and Physical Education, Physics, Statistics, Mathematics and Chemistry. Geography is significantly better than Health and Physical Education, Computer Science, Physics, Statistics, Mathematics and Chemistry. Computer Science is significantly better than Physics.

Table: 14 Showing the multiple comparisons on note taking

S.No	Pairs	Mean Difference	p-value
1	Education vs Chemistry	1.38571	.002
2	Social Work vs Chemistry	1.00000	.046
3	Geography vs Psychology	1.17500	.019
4	Geography vs Educational Training	1.25000	.013
5	Geography vs Fine Arts	1.59167	.003
6	Geography vs Health and Physical Education	1.45000	.004
7	Geography vs Social Work	1.12500	.025
8	Geography vs Physics	1.47500	.003
9	Geography vs Statistics	1.40000	.005
10	Geography vs Chemistry	2.12500	.000
11	Computer Science vs Fine Arts	1.19167	.028
12	Computer Science vs Health and Physical Education	1.05000	.036
13	Computer Science vs Physics	1.07500	.032
14	Computer Science vs Statistics	1.00000	.046

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15	Computer Science vs Chemistry	1.72500	.001
16	Mathematics vs Fine Arts	1.09167	.044
17	Mathematics vs Chemistry	1.62500	.001

Above table shows that in note-taking Education is significantly better than Chemistry. Social work is significantly better than Chemistry. Geography is significantly better than Psychology, Educational Training, Fine Arts, Health and Physical Education, Social work, Physics, Statistics and Chemistry. Computer Science is significantly better than Fine Arts, Health and Physical Education, physics, Statistics and Chemistry. Mathematics is significantly better than Fine Arts and Chemistry. So it is concluded that Geography is significantly better among the group and Chemistry is significantly lower other groups.

Table: 15 Showing the multiple comparisons on over all study habits scale

S.No	Pairs	Mean Difference	p-value
1	Psychology vs Health and Physical Education	13.67500	.002
2	Psychology vs Physics	12.82500	.003
3	Psychology vs Statistics	13.45000	.002
4	Psychology vs Chemistry	10.40000	.016
5	Education vs Health and Physical Education	11.46786	.003
6	Education vs Physics	10.61786	.005
7	Education vs Statistics	11.24286	.003
8	Education vs Chemistry	8.19286	.032
9	Geography vs Education	9.95714	.009
10	Geography vs Educational Training	14.37500	.001
11	Geography vs Fine Arts	12.43333	.008
12	Geography vs Health and Physical Education	21.42500	.000
13	Geography vs Social Work	14.55000	.001
14	Geography vs Computer Science	12.25000	.005
15	Geography vs Physics	20.57500	.000
16	Geography vs Statistics	21.20000	.000
17	Geography vs Mathematics	14.35000	.001
18	Geography vs Chemistry	18.15000	.000
19	Computer Science vs Health and Physical Education	9.17500	.033
20	Computer Science vs Statistics	8.95000	.038

Above table shows that in over all study habits scale, Psychology is significantly better than Health and Physical Education, Physics, Statistics and Chemistry. Education is significantly better than Health and Physical Education, Physics, Statistics and Chemistry. Geography is significantly better than Education, Educational Training, Fine Arts, Health and Physical Education, Social Work, Computer Science, Physics, Statistics, Mathematics and Chemistry. Computer Science is significantly better than Health and Physical Education and Statistics. So it

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is concluded that Geography is significantly better among the group and Health and Physical Education is significantly lower among other groups.

Table: 16 Showing correlations among parameters/sub scales of study habits scale

	Time Management	Class Attendance	General Study Strategies	Exam Preparation	Goal Setting and Motivation	Text Book Reading	Note Taking	Over All
Time Management	*******	.393(**)	.344(**)	.440(**)	.681(**)	.393(**)	.375(**)	.723(**)
Class Attendance	.393(**)	********	.452(**)	.370(**)	.429(**)	.365(**)	.357(**)	.629(**)
General Study Strategies	.344(**)	.452(**)	********	.458(**)	.486(**)	.620(**)	.480(**)	.737(**)
Exam Preparation	.440(**)	.370(**)	.458(**)	*********	.735(**)	.777(**)	.638(**)	.834(**)
General Setting and Motivation	.681(**)	.429(**)	.486(**)	.735(**)	********	.609(**)	.364(**)	.844(**)
Text Book Reading	.393(**)	.365(**)	.620(**)	.777(**)	.609(**)	********	.449(**)	.799(**)
Note Taking	.375(**)	.357(**)	.480(**)	.638(**)	.364(**)	.449(**)	********	.657(**)
Over All	.723(**)	.629(**)	.737(**)	.834(**)	.844(**)	.799(**)	.657(**)	*******

** Correlation is significant at the 0.01 level.

Above table shows that all the parameters/sub scales are highly and significantly correlated among each other at 0.01 significant level.

Discussion

Education has become a very complex phenomenon because of expansion of knowledge and demand of that knowledge on the part of the students. Students are no more required to memorize facts and pieces of information. In almost all disciplines, students are required to demonstrate high ability to develop an understanding of the subject matter.
Since the last few decades also constructivism and constructive approach in the learning have become general practice in educational institutions in many parts of the world.

Constructivism means that students should play active role in their learning and they should be provided with an opportunity to construct their own knowledge and meaning, instead of cramming. One of the requirements of constructivism is that students should adopt desired and good study habits so that they should learn independently. Reading and writing assignment are integrated part of good study

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habits. Similarly students are required to listen carefully to the lectures, take notes effectively and arrange their notes for better understanding.

There are different strategies that make study and learning more effectively. Students must know these effective strategies to make use of them while studying independently, because effective study habits and efficient work skills are necessary in a teacher training institution. So, the students may make effective use of their time and be able to select and understand the important ideas. Most of the handicaps of individuals are caused by the failure to study in the best possible way. Right and good study habits can increase the interest and positive attitude of the students towards the studies. Investigations have shown that students can save from one-fourth to one-third of their time if they systematize their efforts in accordance with the chief principles of learning.

However, it is not denying the fact that in Pakistan students are not made aware of the requirements of higher education in terms of their role to carry out self study. Secondly, they are not given any orientation toward effective study skills. This process must start at an early level of education, because habits like attitudes are not developed over night.

Results of the study reveal that students of The Islamia University of Bahawalpur at all the clusters lack good study habits as well effective study skills. By comparing the students of faculty of Education and Science, it is found that the students of Education are significantly better than students of the faculty of Science on textbook reading. Students of Education do textbook reading in a better way than the students of Science. It may be due to the reason that science students emphasize more on theory rather than whole topic, while arts' students emphasize more on the whole topic.

While comparing the students gender-wise, it is found that female students are significantly better than their male counterparts in textbook reading, while, on other parameters, there is no significant difference between the genders. When students are compared by status/level (previous year/final year in the programs of study) then it is found that students of previous class are significantly better than the students of final year class on all parameters of the study habit scale. This may be due to the seriousness of the students. Students of previous class are more serious than the students of final year.

While running the ANOVA it is found that all the departments/groups are not equal and these are significantly different on all parameters except class attendance and participation. On time management, students of Geography are significantly better and students of Physics are significantly lower among the groups.

On general study strategies, students of Geography are significantly better and students of Statistics is significantly lower among the departments/groups. On exam preparation, students of Psychology and students of Geography are significantly better and students of Physics are significantly lower among the departments. On goal setting and motivation, students of Psychology and Geography are significantly better

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while students of Health & Physical Education and students of Physics are significantly lower among the groups/departments.

On textbook reading, students of Fine Arts and students of Geography are significantly better while students of Health & Physical Education, students of Physics and Statistics are significantly lower among the departments. On note-taking, students of Geography and Computer Science are significantly higher and students of Chemistry are significantly lower among the departments/groups. In over all study habits scale, students of Geography are significantly better while students of Health & physical education, Physics and Statistics are significantly lower among the groups/departments.
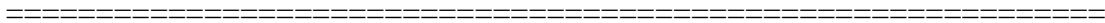
All the parameters of the study habits scale are highly and significantly correlated among each other, from which it can easily be concluded that scores of students on one parameter are having a strong correlation with all the other parameters.

Therefore, it is recommended that similar studies must be conducted to find out the underlying cause. Moreover, teachers should be made aware of effective study habits right from the school level and students should be provided with the awareness about effective study skills at all levels. It is highly desirable that developments of study skills in students be made part of teachers professional development programme. More important element is the system of examination. Assessment and evaluation of students' achievement must be conducted in such a way which discourage students to rote memorize the material; rather assessment should challenge the actual understanding of students thereby moulding their study habits.

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Appendix: A

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Fig: 1 Showing the mean plot of departments on time management
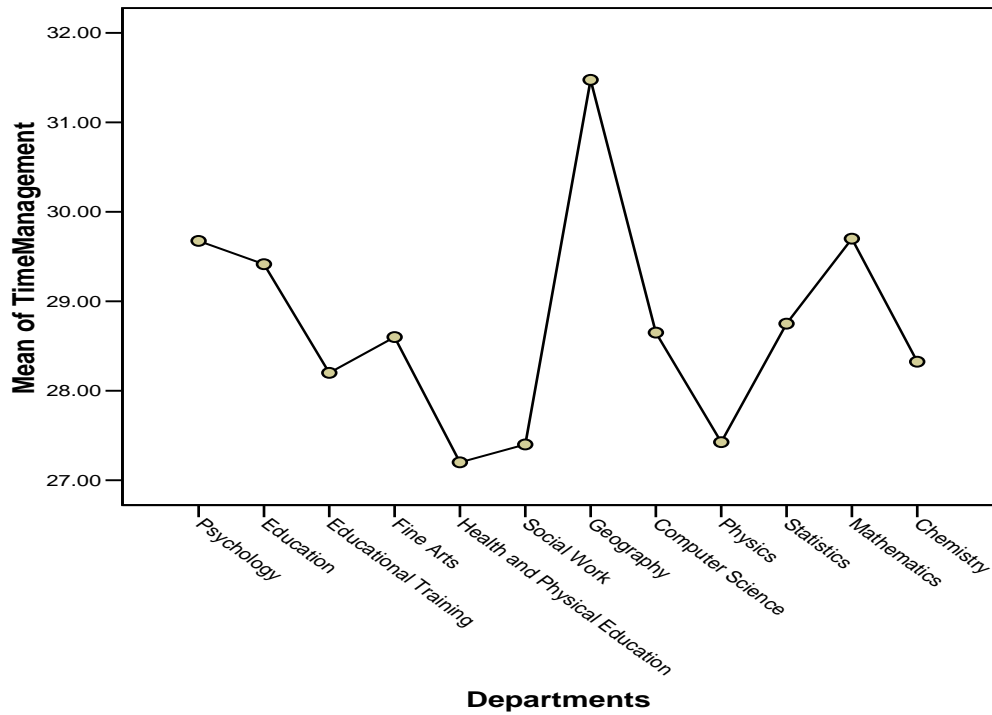
Fig: 2 Showing the mean plot of departments on general study strategies

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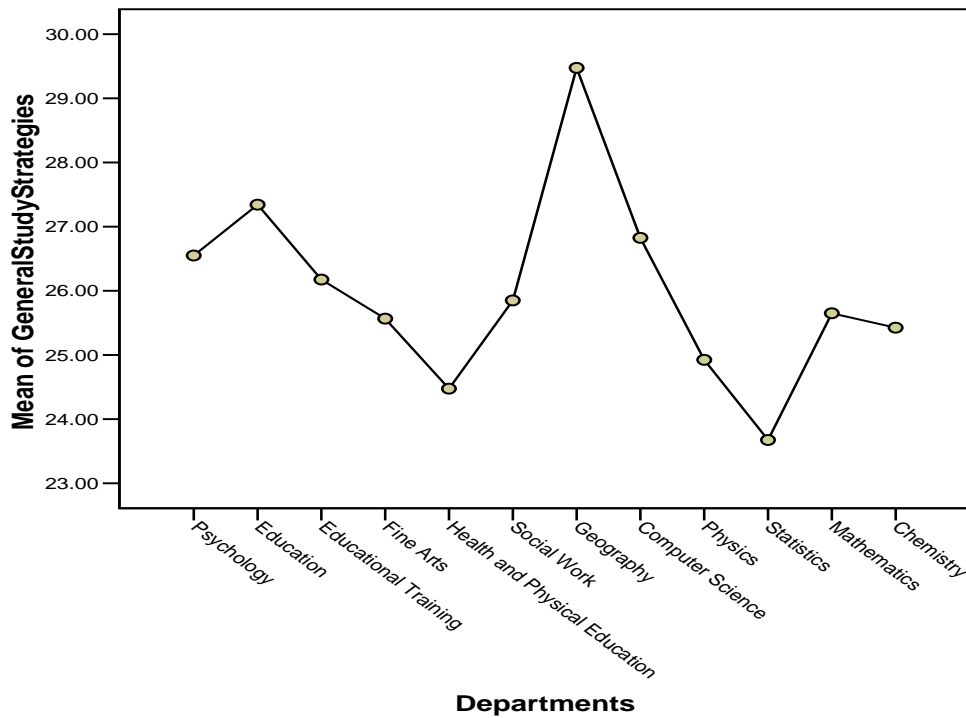
Fig: 3 Showing the mean plot of departments on exam preparation

Fig: 4 Showing the mean plot of departments on goal setting and motivation
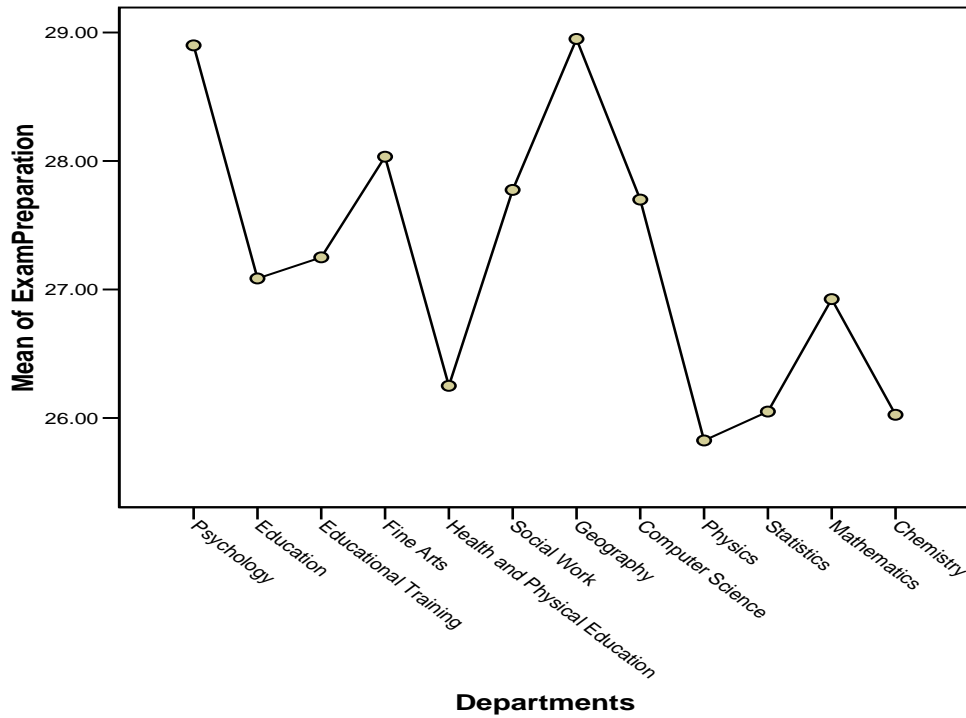
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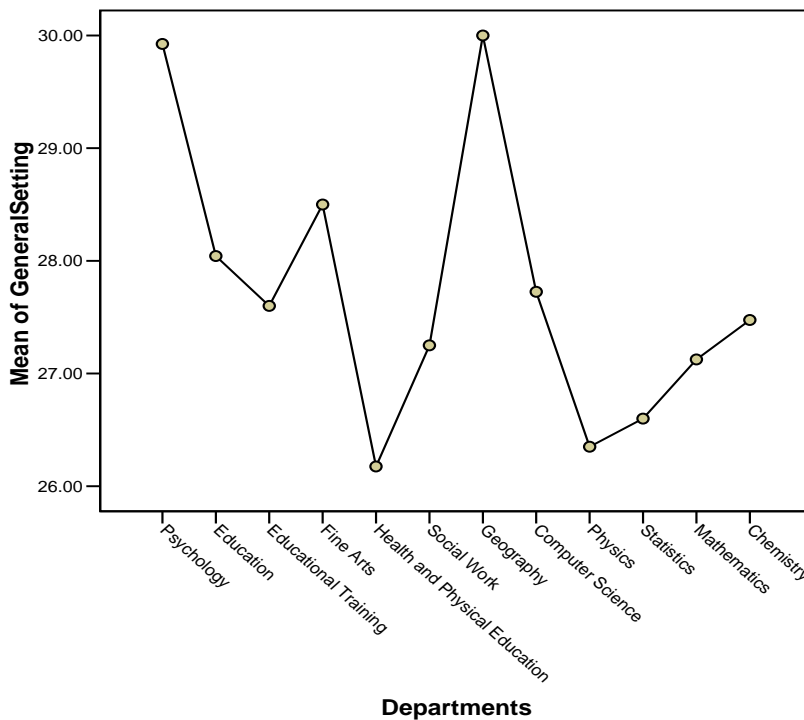
Fig: 5 Showing the mean plot of departments on text book reading
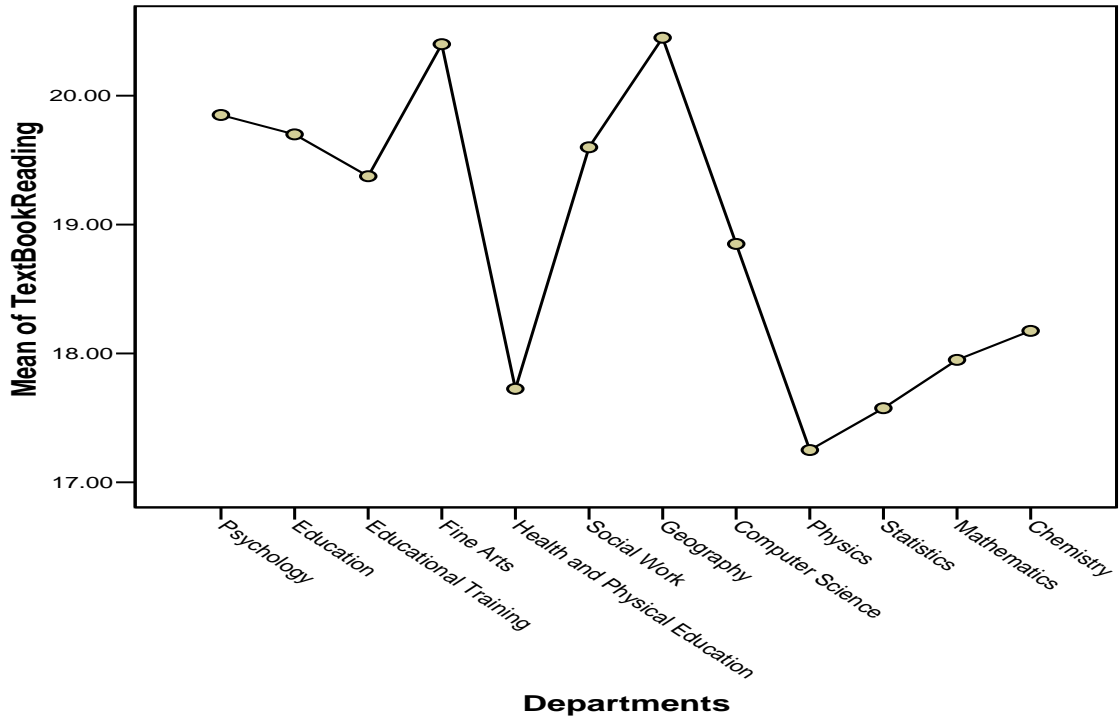
Fig: 6 Showing the mean plot of departments on note taking

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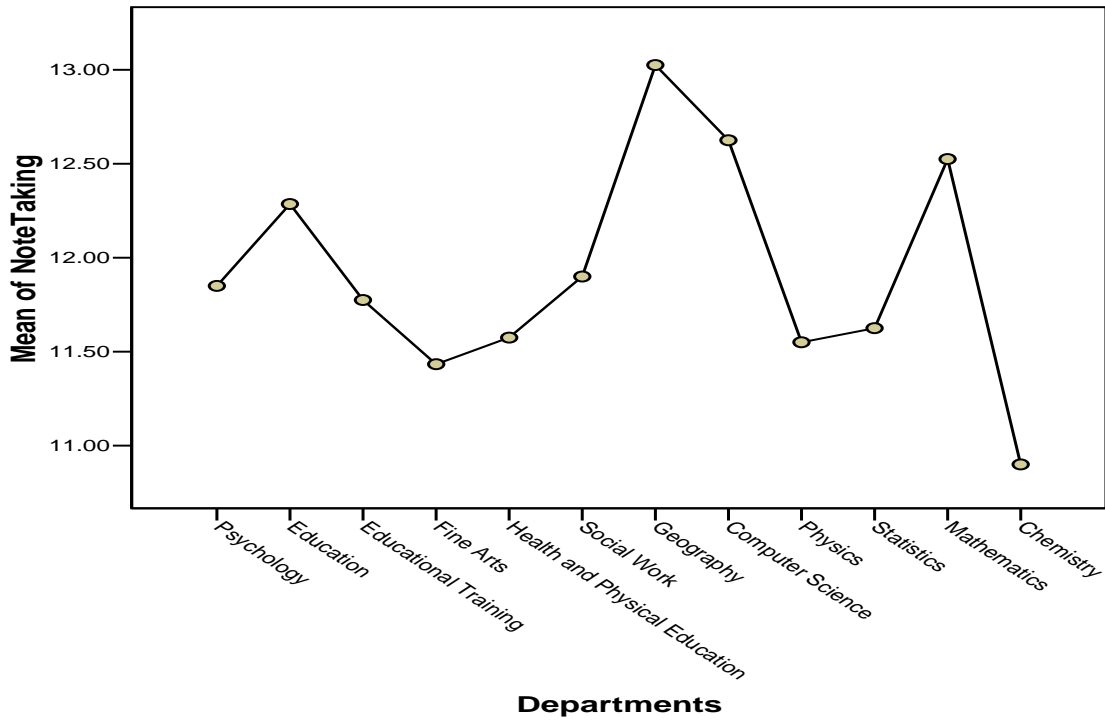
Fig: 7 Showing the mean plot of departments on over all study habits scale
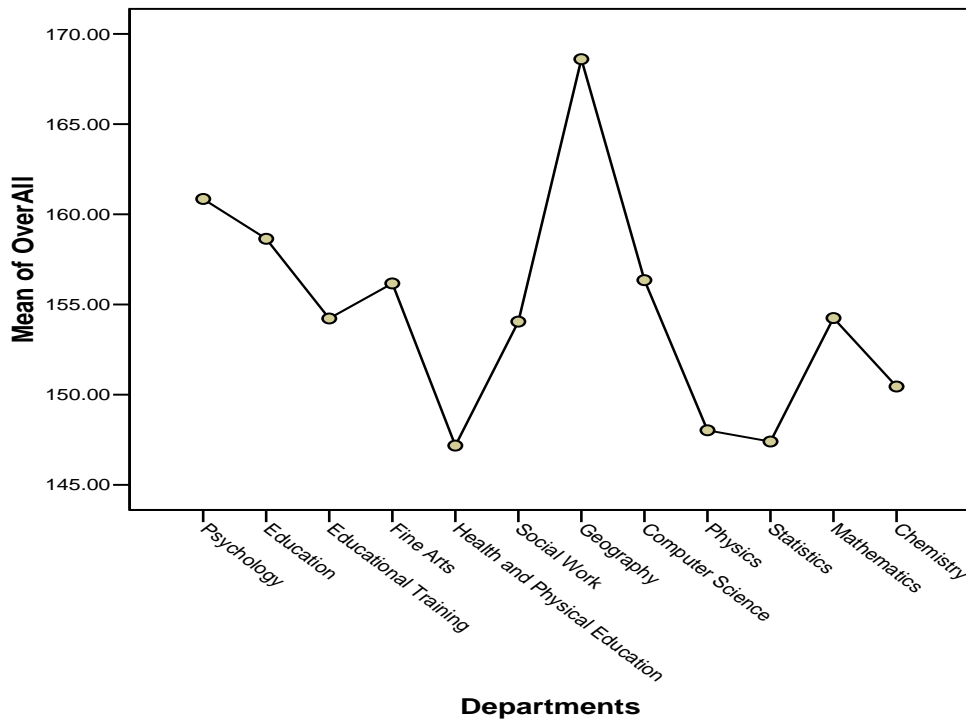
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Analysis and Categorization of the Most Prevalent Errors of Intermediate and Elementary Iranian EFL Learners in Writing in Iran

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Abstract

Nowadays English is used as a lingua franca for international relationships. Committing errors in using it may become a hindrance to effective communication. Therefore, knowing about the kinds of errors which are commonly committed by the language users, specially the non–native users of this language, seems essential.

This paper presents an analysis and categorization of the most dominant errors of intermediate and elementary Iranian EFL learners in writing.

The specific research areas of interest are: (1) to which category the most dominant errors are attributable; (2) whether the level of language proficiency makes any differentiation in the category to which the most dominant errors are attributable; and (3) to what extent the adopted model (Keshavarz, 1999) is suitable for the categorization and analysis of the errors.

An Oxford placement test was administered to107 female subjects, majoring in TOEFL in the fifth term of Najafabad Azad University to detect the participants' proficiency level. Then, 30 elementary and 30 intermediate (based on Oxford scale) subjects were selected randomly from among them. Next, they were asked to write an essay in 200 to 250 words. After that, the essays were analyzed and the errors were determined and categorized based on the adopted model.

The results indicate that:

   1. The most dominant errors belong to the syntactico–morphological category.

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2. The level of the proficiency makes no difference in the category to which the most common errors belong. 3. The adopted model (Keshavarz, 1999), revised a little at the end, is approximately applicable for analyzing and categorizing the errors.

Introduction

The views toward errors of language learners were once greatly affected by the ideas of structuralism and behaviorism. They considered errors as signs of not having adequately acquired a linguistic system. These views asked that language teachers take greater care to help learners avoid errors in their language production. They suggested contrastive analysis to make distinctions between the learners' first and second language to predict errors and help the teacher and students avoid them.

A Turning Point

Pit Corder, an important researcher in the field of Error Analysis, changed the views toward error analysis and provided it with new directions. He disagreed with the views of structuralists and behaviorists considering the errors as blemishes that needed to be eliminated. He asserted that errors are important in and of themselves (Corder, 1967). He claimed that, for learners themselves, errors are unavoidable and mandatory because making errors can be regarded as a device the learner uses to learn. He defined error analysis as a type of linguistic analysis concentrating on the errors learners make in the process of language learning and comparing the errors made in the Target Language (TL) with that TL itself. Corder (1974) believed that systematically analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching.

Errors Provide Means to Assess Learning

Researchers are interested in errors because the errors contain valuable information on the strategies that people use to acquire a language (Richards, 1974; Taylor, 1975; Dulay and Burt, 1974). Moreover, according to Richards and Sampson (1974), "at the level of pragmatic classroom experience, error analysis will continue to provide one means by which the teacher assesses learning and teaching and determines priorities for future effort." (p.15).

Error Analysis versus Contrastive Analysis

Error analysis, offering an alternative view to contrastive analysis, has its value in the classroom research. Whereas contrastive analysis, which may be at least predictive at the syntactic level and at the early stages of language learning (Brown, 1994), allows for prediction of the difficulties involved in acquiring a second language (Richards, 1974), error analysis emphasizing "the significance of errors on learners interlanguage system" (Brown, 1994: 204) "may be carried out for pedagogic purposes" (Ellis, 1995; & Richards *et. al.,* 1993: 127).

According to Corder (1974), error analysis has two objects: one theoretical and another applied. The theoretical object serves to elucidate what and how a learner learns when he studies a second

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language. And the applied object serves to enable the learner to learn more efficiently by exploiting the knowledge of his dialect for pedagogical purposes.

Mistake versus Error

It is essential here to make a distinction between mistake and error; both Corder (1967, 1971) and James (1998) revealed a criterion that helps us to do so: it is the self–correctability criterion. A mistake can be self–corrected, but an error cannot. Errors are systematic, i.e. likely to occur repeatedly and not recognized by the learner. Hence, only the teacher or researcher would locate them, but the learner wouldn't (Gass & Selinker, 2001). And it is in this light that this paper focuses on students' errors not mistakes.

Typologies of Errors

There have been some studies on error analysis in writing in recent years: a psycholinguistics study of Thai English compositions (Brudhiprabha, 1972), recognizing article errors in the writing of Japanese learners of English (Nagata, et. al, 2004), recognizing syntactic errors in the writing of second language learners (Schneider and McCoy, 1998).

There are different typologies of errors. They can be classified based on basic types: *omissive, additive, substitutive* or related to *word order*.

These can be classified by how apparent they are: *overt* errors such as "I angry" are obvious even *out of context*, whereas *covert* errors are evident only *in context*.

Closely related to this is the classification according to *domain*, the breadth of context which the analyst must examine, and *extent*, the breadth of the utterance which must be changed in order to fix the error.

Errors may also be classified according to the level of language: *phonological* errors, *vocabulary* or *lexical* errors, *syntactic* errors, and so on.

They may be assessed according to the degree to which they interfere with *communication*: *global* errors make an utterance difficult to understand, while *local* errors do not. In the above example, "I angry" would be a local error, since the meaning is apparent.

Methological Problems in Error Analysis

From the beginning, error analysis was beset with *methodological* problems. In particular, the above typologies are problematic. From linguistic data alone, it is often impossible to reliably determine what kind of error a learner is making. Also, error analysis can deal effectively only with learner production (*speaking* and *writing*) and not with learner reception (*listening* and *reading*). Furthermore, it cannot control learner's use of *communicative strategies* such as *avoidance*, in which learners simply do not use a form with which they are uncomfortable. For these reasons, although error analysis is still used to investigate specific questions in Second Language Acquisition, the quest for an overarching theory of learner errors has largely been abandoned.

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Treatment of Errors in Teaching

Error analysis is closely related to the study of error treatment in language teaching. Today, the study of errors is particularly relevant for focus on form teaching methodology. The investigation of errors can be at the same time diagnostic and prognostic. It is diagnostic because it can tell us the learner's state of the language (Corder, 1967) at a given point during the learning process and prognostic because it can tell course organizers to reorient language learning materials on the basis of the learners' current problems.

Corder (1967) believed that the teachers need to know about the kind of the errors commonly made by the students. Without this knowledge, it is difficult to decide how quickly to proceed from one topic to another, or which type of interactions to concentrate on in the classroom.

The Focus of This Paper

In this paper, it is intended to analyze and categorize the most dominant errors of intermediate and elementary Iranian EFL learners of English in writing based on the detailed model of Keshavarz (1999), which to the best of my knowledge, has not been attempted in the previous studies. The motivation behind the study is to provide the teachers involved in the course with some quantitative information about the patterns of the errors.

Research Purpose

In this research, it is intended to investigate the category to which the most dominant errors belong, the effect of proficiency level on the category to which the most dominant errors were attributed, and the suitability of the Keshavarz (1999) taxonomy for error analysis.

Subjects and Corpus

In this paper, the focus of study is on the analysis and categorization of the most dominant errors of intermediate and elementary Iranian EFL learners of English in writing. To investigate the research questions, an Oxford placement test was administered for 107 female students, majoring in TOEFL in the fifth term in Najafabad Azad University.

This test consisted of 100 Grammar questions, administered in 50 minutes, and 100 listening questions, administered in 10 minutes. All of the students passed grammar and essay writing courses.

Based on the Oxford scale, 30 elementary and 30 intermediate students were randomly selected from among 107 students. Then, these students were provided with the topic **An Ideal Student** and were asked to write an essay on it in 4 or 5 paragraphs. They were given sufficient time to write (Ellis, 1997) and were allowed to use their dictionaries to show their ability in writing. This procedure made sure that errors were not because of lack of time.

In identifying the errors, the practical advice suggested by Ellis (1997, pp. 15–20) and Hubbard, *et. al.* (1996, pp.135–141) was followed. They believed that the initial step requires the **selection** of the corpus of language followed by the **identification** of errors. The errors are then **classified**. The next

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step, after giving a grammatical analysis of each error, demands an **explanation** of different types of the errors. The classification and explanation stages are done based on a detailed model suggested by Keshavarz (1999). He divided the errors into four large categories:

Table 1: Keshavarz (1999) taxonomy of error analysis

Orthographic Errors: By the orthographic errors, he meant "spelling errors (e.g. 'baks' for box) which mostly are caused by no one to one correspondence between the letters of alphabet and sounds they represent, the same spelling which have different pronunciations, homonyms, and ignorance of spelling rules such as doubling of final consonants in monosyllabic words before a suffix beginning with a vowel: e.g. **runner"**. (Keshavarz, 1999, pp. 77–8).

Phonological Errors: (With which we are not concerned in this paper): "They may be due to lack of certain language phonemes in the learner's mother tongue, differences in the syllable structure of the two languages, spelling pronunciation of the words, and silent letters". (Keshavarz, 1999, pp.79–80).

Lexico-semantic Errors: Keshavarz (1999) gave some examples. One of these is given here to clarify this type of error: **I am working *24 o'clock* each week.** The use of **o'clock** instead of **hour** is a lexico–semantic error (Keshavarz, 1999, p**.** 80).

Syntactico-morphological Errors: Keshavarz (1999) divided these into the following categories: 1. Errors in the use of tenses 2. Errors in the use of prepositions 3. Errors in the use of articles 4. Wrong use of active & passive voice 5. Wrong sequence of tenses 6. Wrong word order 7. Errors in the use of "it is" instead of "there is" 8. Misplacement of adverbs 9. Errors in the use of negative construction 10. Errors in the use of conditional clauses 11. Errors in the use of negative imperative in indirect speech 12. Errors in the use of relative clauses 13. Lack of subject–verb inversion in wh–questions 14. Errors in the use of subject–verb inversion in indirect questions 15. Errors in the distribution and use of verb groups 16. Errors due to lack of concord 17. Wrong use of plural morpheme 18. Wrong use of parts of speech 19. Wrong use of quantifiers and intensifiers 20. Use of typical Persian construction.

Four other kinds of errors, made by both intermediate and elementary groups, were added to these sub-categories of syntactic-morphological errors to enable the researcher to include all of the observed errors. These were errors with **conjunctions, pronouns, punctuation, and words deleted wrongly** (considered as **word omission**, in this paper).

4. Results and Discussions

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This study investigated the errors of Iranian elementary and intermediate learners of English in writing. More clearly, the present study was intended to reveal the most dominant error category, the role of proficiency and the appropriateness of the adopted model.

The analysis of the total corpus showed that there were totally 860 errors in the essays of the two groups. There were 360 errors in the intermediate group essays, 12 each essay, and 500 in those of the elementary group almost 16 in each essay. It is important to note that the phonological errors are not considered here.

The observed finding reveals that Iranian writers of English make proportionally a large number of errors. Thus, errors need to be taken into account more seriously to improve intelligibility and effectiveness of communication. Also, this shows the knowledge of the most dominant errors may be useful for teachers, students and material designers.

Predominance of Syntactic-Morphological Errors

Further analysis of the two groups' errors as shown in the following table (Table 2) shows that most of the errors belong to the syntactic-morphological category for both intermediate (88.44) and elementary groups (44.6). This finding can indicate the inadequacy of the teaching process, the focus of which has been on teaching the grammatical points or perhaps the effect of negative transfer.

This table also shows orthographic errors were made after the syntactic-morphological errors by both groups. This finding suggests that the teachers should provide their students with the strategies to improve their dictation, being a very important aspect of writing and affecting the text understandability and communication with readers.

This table (Table 2) also indicates that lexico-semantic errors were less frequent in the essays of both the groups. Perhaps this may be because of the avoidance strategy adopted by the subjects. The results show that the proficiency level made no changes in attributing the most dominant errors to the syntactic-morphological category in both group essays.

Table 2: The percentages of different kinds of errors

Proficiency level / *Error categories*	*Intermediate*	*Elementary*
Orthographic Errors	*9.44*	*17.6*
Lexico–semantic Errors	*6.11*	*7.8*
Syntactico–morphological Errors	*88.44*	*74.6*
Total number of errors	360	500

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On the whole, the statistical analysis shows that the differences between the two groups are statistically significant. They show that the elementary group had more syntactic-morphological, orthographic and lexico-semantic errors than the intermediate group.

Table 3: Percentages of different types of the errors

Proficiency level / Error categories	Intermediate	Elementary	All
Orthographic Errors	34 / 27.9%	88 / 72.1%	122 / 100.0%
Lexico–semantic Errors	22 / 36.1%	39 / 63.9%	61 / 100.0%
Syntactico–morphological Errors	304 / 44.9%	373 / 55.1%	677 / 100.0%
All	360 / 41.9%	500 / 58.1%	860 / 100.0%

Table 4: Pearson Chi–square based on the percentages of different types of the errors (p≤5.99)

	Value	df	Asymp. Sig (2–sided)
Pearson Chi–Square	13.232 [a]	2	.001

Errors in the Use of Subcategories

A closer investigation of the errors of the two groups is possible if the sub-categories of syntactic-morphological errors of the two groups are taken into account. As a general rule, it seems that errors due to lack of concord are found to be the most dominant syntactic-morphological errors in both group essays (Fig. 1 and 2).

Keshavarz (1999) divided errors due to lack of concord into two sub-categories which were subject-verb agreement and agreement within a noun group.

It is interesting to note that punctuation errors are in the second level of frequency for both groups.

These findings show the great problem learners faced with the use of these two items and call for greater attention on the part of the teachers to these two items.

Errors in the use of negative construction, errors in the use of subject verb inversion in indirect questions, wrong use of the plural morpheme, and use of conjunctions were at the same and last level of difficulty in the essays of the intermediate group.

Figure 1: A detailed analysis of 304 Syntactico–morphological errors of the intermediate group
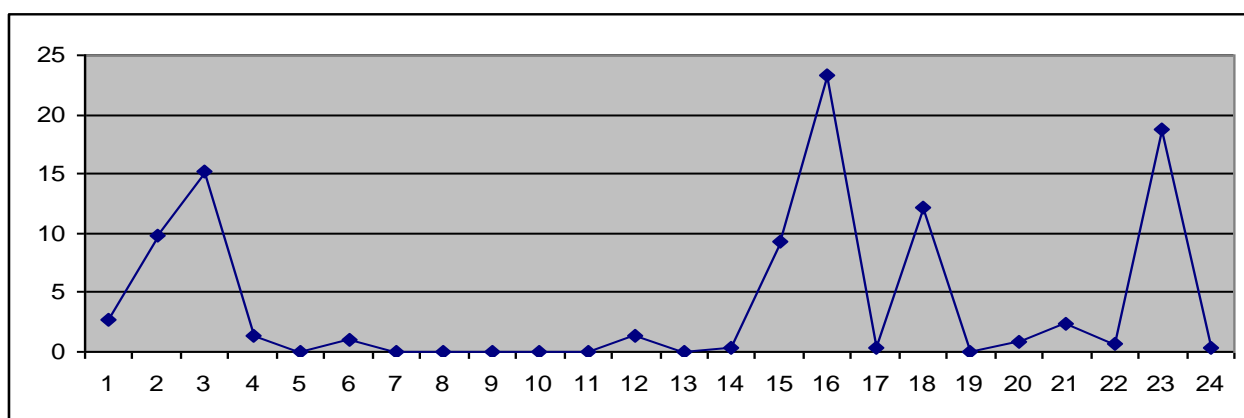
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1. Errors in the use of tenses
2. Errors in the use of prepositions
3. Errors in the use of articles
4. Wrong use of active and passive voice
5. Wrong sequence of tenses
6. Wrong word order
7. Errors in the use of "it is" instead of "there is"
8. Misplacement of adverbs
9. Errors in the use of negative construction
10. Errors in the use of conditional clauses
11. Errors in the use of negative imperative in indirect speech
12. Errors in the use of relative clauses
13. Lack of subject–verb inversion in wh–questions
14. Errors in the use of subject–verb inversion in indirect questions
15. Errors in the distribution and use of verb groups
16. Errors due to lack of concord
17. Wrong use of plural morpheme
18. Wrong use of parts of speech
19. Wrong use of quantifiers and intensifiers
20. Use of typical Persian construction
21 Error in the use of pronouns
22. Word omission
23. Punctuation
24. Error in the use of Conjunction

As Fig 2 shows, the elementary group has the same amount of problem with the use of prepositions and articles as with the punctuation errors. But they are relegated to the 5th and 3rd position in the intermediate group essays.

It is also interesting to note that both of the groups had no problems with the sequence of tenses, ('it is' is used instead of 'there is') placement of the adverbs, negative construction, conditional clauses, subject verb inversion in wh-questions and use of quantifiers and intensifiers. This is so perhaps because of repetition, great attention paid to these items from the early stages or avoidance strategy.

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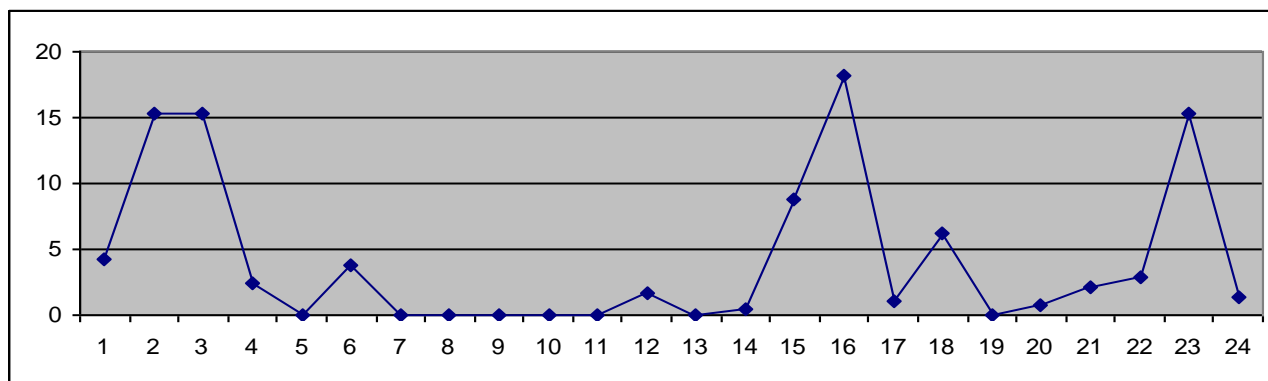Figure 2: A detailed analysis of 373 Syntactico–morphological errors of the low group

1. Errors in the use of tenses
2. Errors in the use of prepositions
3. Errors in the use of articles
4. Wrong use of active& passive voice
5. Wrong sequence of tenses
6. Wrong word order
7. Errors in the use of "it is" instead of "there is"
8. Misplacement of adverbs
9. Errors in the use of negative construction
10. Errors in the use of conditional clauses
11. Errors in the use of negative imperative in indirect speech
12. Errors in the use of relative clauses
13. Lack of subject–verb inversion in wh-questions
14. Errors in the use of subject–verb inversion in indirect questions
15. Errors in the distribution and use of verb groups
16. Errors due to lack of concord
17. Wrong use of plural morpheme
18. Wrong use of parts of speech
19. Wrong use of quantifiers and intensifiers
20. Use of typical Persian construction
21. Error in the use of pronouns
22. Word omission
23. Punctuation
24. Error in the use of Conjunction

The analysis and categorization of the most dominant errors show that (the answer of the third research question) the adopted model (Keshavarz, 1999) is approximately applicable, but it is better to add the errors of punctuation, conjunction, pronoun and the omission of some of the words to this taxonomy because they had great frequency in the essays of both the groups. The results show the need to try to teach more effectively the rules and conventions of writing.

Conclusion

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The results of this study indicate that foreign language learners of English suffer from basic syntactic problems, indicating that such learners undergo certain process of learning. These processes of learning necessarily start with form and most probably only later on develop into the practical and pragmatic considerations of language. The pedagogical implication for teachers could be the redeployment of their plans in order to tackle the basic problems in learning that language. This is actually in contrast to the communicative language teaching where much attention is to be given to the non-directive and relaxed program of teaching communication.

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Phonological Adaptation of English Loan Words in Pahari

Abdul Qadir Khan, Ph.D. Candidate
Nadeem Haider Bukhari, Ph.D.

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Abstract

This paper attempts to discuss the phonological changes that occur in English loanwords frequently used by Pahari speakers. A list of three hundred words was analyzed for phonological changes. A high frequency of loanwords was found in the fields of technology, vehicle register, entertainmaent and politics. The study shows that there is a strong influence of native language on the pronunciation of English loanwords: i) Mostly they replace /ə/ with /ʊ/ in (c+ ə +c) in the final syllable. ii) /ʊ/ insertion was found in English syllabic consonants, /ə/ epenthesis was found in onset consonant clusters at the word initial position after appendix /s/.iii) /aɪ / and /əʊ/ diphthongs were replaced by /æ/ and /o/ vowels respectively; and /ɔ:/ and / σ/ were replaced by /a/ vowel. Four English consonants /θ, ð, w, ʒ/ that are not found in Pahari language were replaced by /t̪ʰ, d̪ , v, j/ respectively.

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Introduction

There are around 7000 languages spoken all over the world. It has been found that when languages come in contact, there is transfer of words from one language to another, especially from the dominating language (Hock, 1986; B.Kachru, 1989; and Y. Kachru, 1982). According to Hock (1986:380), the term 'borrowing' refers to the "adaptation of individual words or even larger set of vocabulary items from another language."

According to Kachru (1994), there are two hypotheses about the motivation for lexical borrowing in languages. One is the deficit hypothesis and the other is dominance hypothesis.

Kachru (1994:139) states, "the deficit hypothesis presupposes that borrowing entails linguistic gaps in a language and the prime motivation for borrowing is to remedy the linguistic deficit, especially in the lexical resources of a language". This means that lexical items are borrowed from other languages because there are no equivalents in a particular borrowing language. For example, one needs to borrow when he/she needs to refer to object, people or ideas, etc which do not exist in his/her environment.

The dominance hypothesis presupposes when two cultures come into contact, the direction of culture learning and subsequent word-borrowing is not mutual but from dominant to the subordinate. This is not necessarily done to fill the gaps. Many words are borrowed even though they have their native equivalents because they seem to have prestige. This happens especially when there is a prolonged socio-cultural interaction between the ruling countries and the countries governed. For example, when English became powerful and colonized many countries of the world including the sub continent, people from these countries borrowed words from English into their languages.

"Englishization"

At present English has become the most influential language of the world and many languages borrowed words from it. This contact between a language and English is termed 'Englishization' (Kachru, 1994). Nowadays, it is not necessary to have physical contact of two language communities rather media is a powerful source of spreading borrowing.

Ways of Borrowing

Borrowing can take place in different ways, i.e., direct borrowing with very little, or no change to a particular word (loanword), translating the loanwords into words already available in the language (loan translation), combining a loanword and an already existing word in the language (loan blend).

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The Focus of This Paper

This paper will address the first type of borrowing-English loanwords into Pahari language with little or no phonological change to the original word. The main reason of linguistic borrowing is to fill the gap in the borrowing language to describe new concepts and elements which may not have been in existence earlier and suddenly enter into a language and become its part such as computer, sports, etc.

Situation in Pakistan

English is one of the official languages in Pakistan. In today's education policy, much importance is given to improving the knowledge of English and IT skills in Pakistan and in the Kashmir region in Pakistan. According to Rahman (2006), the power and authority is captured by two languages - English and Urdu. English, being the language of colonizers of the recent past, is the symbol of power, authority, manner and sophistication. Urdu is the second powerful language. On the other hand, indigenous languages are being neglected by the political quarters and are being devoured by the powerful languages. Electronic media is playing a crucial role in spreading loanwords, especially in the field of advertising; the use of English loanwords has increased.

These two languages (English and Pahari) have different sound systems. Pahari has 33 consonants and 10 oral vowels. Nasal vowels and diphthongs are still to be explored. English has 24 consonants and 20 vowels. Pahari allows restricted consonant clusters at onset and coda positions but in contrast English syllables can have highly complex consonant clusters.

The purpose of this study is to investigate how the Pahari Speakers adjust these English loanwords in their phonological system.

Background of Pahari Phonology

In this section the basics of Pahari phonological system are laid down in order to highlight the patterns that are reflected in the adaptation of loan words.

Since the literature on the language is scarce, its phonemic inventory is mentioned in only a few places as in M.A. thesis of Nazir Tabassum (1999). According to Nazir Tabassum (1999), Pahari has 38 consonants and 22 vowels. It has no diphthongs. Saghir (2003) has given a phonemic inventory without mentioning the source in his book, 'Punjabi, Pahari, Gojri: Language and Literature', recommended for M.Phil. Students by Allama Iqbal Open University. He mentioned 54 consonants and monophthongs. He also talked about the presence of diphthongs and triphthongs in Pahari language. He mentioned some minimal pairs that suggest the presence of diphthongs in Pahari. Dr. Saghir also discussed voiced aspirated sounds in Pahari but as the native speaker of the language one of the

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authors of this article has observed that they do not exist in Pahari spoken today in the Kashmir region in Pakistan. The two available sources do not agree on the number of consonants and vowel sounds in Pahari. So, there is a dire need to reinvestigate the phonemic inventory of Pahari language by using latest software like PRAAT.

Inventory of Consonants

There is no consensus on the number of consonants in Pahari.The above mentioned two researchers have the following consonants common in their inventories. Pahari language has 33 consonants. The following tables shows Pahari Phonemes

	Bilabial	Labio-dental	Dental	Alveolar	Retroflex	Palatal	Velar	Uvular	Glottal
Plosives	P b p^h		ʈ ɖ t^h ʈ		ʈ ɖ t^h		K g k^h	(q)	
Nasals	m			n	ɳ		ŋ		
Fricatives		f v		s z		ʃ	x ɣ		h
Lateral				l					
Trill				R					
Flap					ɽ $ɽ^h$				
Affricates						tʃ dʒ $tʃ^h$			
Glides						j			

Inventory of Vowels

According to Nazir Tabassum (2001), there are 22 oral and nasal vowels in Pahari while Saghir (2003) proposes 19. Both the linguists agree on the following oral vowels.

	Front	**Central**	**Back**
Close	i		u
	ɪ		ʊ
Close-mid	e		o
		ə	
Open-mid	ɜ		
Open	æ	a	

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Nasal vowels and diphthongs also exist in Pahari but these are still to be explored scientifically.

Syllable Structure

The basic Pahari syllable structure is (C1) (C2) V (V) (C3) (C4). The onset is optional and can have maximum two consonants. Khan (2010) has reported that C2 is always /l, r, ɽ/. The rhyme minimally contains a monophthongal nucleus and may also contain a diphthong. At coda position C3 and C4 are always optional.
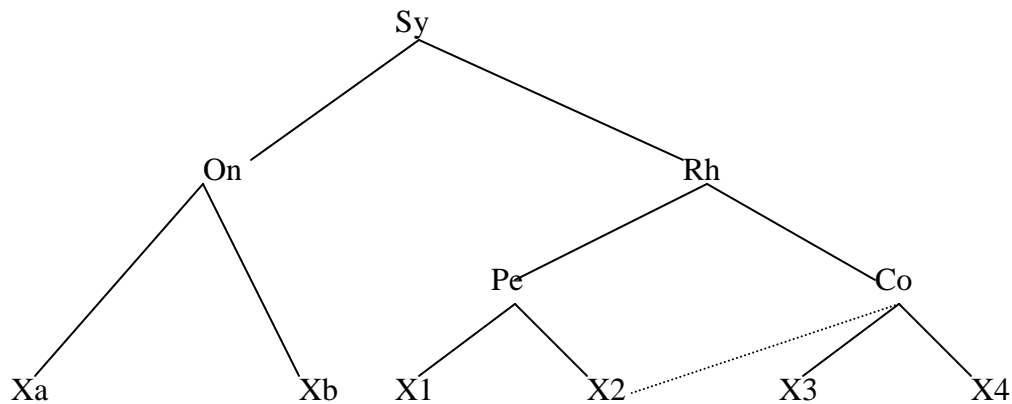
Figure 1. Syllable structure of Pahari

Research Question

- How are English loan words modified in order to make their integration into the phonological system of Pahari language?

Methodology

A list of three hundred words (appendix A) was prepared. It was based on field study and on the personal observation and use of loanwords by the researcher who is the native speaker of Pahari. First these loanwords were transcribed in English.

The list was given to ten native speakers to pronounce each word thrice and they were recorded for acoustic analysis. All these native speakers were not bilingual speakers of English and Pahari. These speakers had five to eight years of formal education in Urdu medium schools. Pahari-English bilingual speakers were not chosen as they try to imitate the native accent.

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The borrowed words spoken by Pahari speakers were also transcribed and compared to original transcription. For authenticity of the results, acoustic analysis of borrowed words was also carried out by using PRAAT software.

Results and Discussion

The results show that Pahari speakers modify English loan words and adapt them in their own phonological system. The following data shows the difference in Pronunciation.

Adaptation of English Monophthongs

When integration is done according to the pronunciation of the word, the English phonemes are replaced by the closest native phonemes. In Pahari language English vowels are replaced by the following different vowels.

Tables 1-3 show replacement of /Ə/ with /ʊ/ at word final syllables

English word	English Transcription	Pahari Transcription
Sweater	swetƏʊ	swetʊr
Charger	tʃa:dʒƏ	tʃardʒʊr
Marker	ma:kƏ	markʊr

Table 1

English word	English Transcription	Pahari Transcription
Biscuit	bɪskɪt	bɪskʊt
Ticket	tɪkɪt	tɪkʊt
Cricket	krɪkɪt	krɪkʊt

Table 2

English word	English Transcription	Pahari Transcription
Problem	prɒbƏm	prablʊm
Tablet	tæblƏt	tæblʊt
Cigarette	sɪgrƏt	sɪgrʊt

Table 3

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Table 1 show that /ʊ/ replaces /Ə/ that is a central vowel in word final syllables. In English, especially in rhotic accents /r/ is not pronounced. Pahari is non-rhotic /r/ is pronounced at all positions. /ʊ/ vowel replaces /Ə/ in CVr context. This can be generalized in the following rule

$$/Ə/ \longrightarrow /ʊ/ \quad C \_\_ \ r \ \#$$

$$/Ə/ \longrightarrow /ʊ/ \quad \begin{bmatrix} -son] \end{bmatrix} \_\_ \begin{bmatrix} +son \\ -lateral \end{bmatrix}$$

Table 2 above shows that /ɪ/ vowel is also replaced by /ʊ/ in C__ C context at word final position. The following rule explains it more clearly

$$/ɪ/ \longrightarrow /ʊ/ \quad C \_\_ \ C \ \#$$

$$/ɪ/ \longrightarrow /ʊ/ \quad \begin{bmatrix} -son \\ +anterior \\ -Voiced \end{bmatrix} \_\_ \begin{bmatrix} -son \\ +coronal \\ -voiced \end{bmatrix}$$

The following table shows substitution of /ɒ/ by /a/

English word	English Transcription	Pahari Transcription
Hot	hɒt	hat
Sorry	sɒri	sari

Table 4

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The following table shows substitution of /ɔː / by /a/

English word	English Transcription	Pahari Transcription
Ball	bɔ:l	bal
Uniform	ju:nɪfɔ:m	junɪfam
walk	wɔ:k	vak

Table 5

The tables 4 and 5 demonstrate that English /ɔ:/ and /σ/ back vowels are replaced by /a:/ vowel. These two vowels do not exist in Pahari.

English word	English Transcription	Pahari Transcription
Principal	prɪnsɪpl	prɪnsɪpʊl
Cycle	saɪkl	saɪkʊl
Button	bʌtn	bƏtʊn

Table 6

Table 6 shows that Pahari speakers cannot pronounce syllabic consonant as there are no syllabic consonants in Pahari. A vowel can only be the peak of a syllable in Pahari. Pahari speaker insert /ʊ/ vowel before the syllabic consonant.

$$\varphi \longrightarrow /ʊ/ \ / \ C \ \_\_ \ [\text{Syllabic Consonant}]$$

The following table shows /Ə/ insertion in word initial syllable

English word	English Transcription	Pahari Transcription
Speaker	spi:kƏ	sƏpi:kʊr
School	sku:l	sƏku:l
Steel	sti:l	sƏti:l

Table 7

The above table 7 exhibits that /Ə/ insertion is also found in English loan words at onset position.Pahari permits maximum two onset cluster. There is no onset appendix found in Pahari. English permits two x-positions at onset position besides the /s/ appendix at Xa position. Pahari speaker cannot pronounce three consonant clusters at onset position and insert /Ə/ after appendix /s/.

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a.   English Onset Clusters

```
              On
          /    |    \
        Xa    Xb     Xc
        |      |      |
       /s/  [-son]  [+son]
```
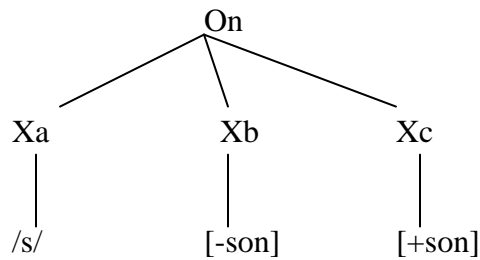
b.   Pahari Onset Clusters

```
              On
          /        \
        Xa          Xb
        |            |
      [-son]       [+son]
```
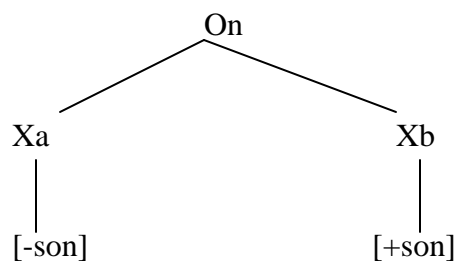
This can be stated in the following rule

$$\varphi \longrightarrow / \partial / \Big/ \# /s/ \underline{\hspace{2cm}} [\text{-son}]$$

Adaptation of English Diphthongs

The data shows that two English diphthongs /aɪ/ and /Əʊ/ are replaced by two different single phonemes. An English diphthong /aɪ/ is replaced by a single phoneme /æ/.English diphthong /Əʊ/ is replaced by /O/ phoneme.
The following table shows diphthong /aɪ/ change into /æ/

English word	English Transcription	Pahari Transcription
Light	laɪt	læt
Grinder	graɪndƏ	grændʊr
File	faɪl	fæl

Table 8

Table 8 above shows that diphthong /aɪ/ is replaced by a single phoneme /æ/ in closed syllables. This diphthong also exists in Pahari but only in open syllables as in /laɪ/.In

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open syllables Pahari speaker do not replace this /aɪ/ diphthong with /æ/ and it is pronounced correctly as in the loan word fry /fraɪ/.

The following table shows substitution of /ǝʊ/ by /o/

English word	English Transcription	Pahari Transcription
Slow	slǝʊ	slo
Boat	bǝʊt	bot

Table 9

Table 9 explains that Pahari speakers replace /ǝʊ/ diphthong with /o/ vowel. This /o/ vowel is not found in RP English. It is a closing diphthong and the glide is towards back position and from neutral lips position to rounded lips position and is being replaced by back rounded vowel /o/.

Adaptation of English Triphthongs

English triphthong /aɪ/ is replaced by /æ/ phoneme.

The following table shows triphthong /aɪ/ change into /æ/

English word	English Transcription	Pahari Transcription
Tyre	taɪǝ	tær
Fire	faɪǝ	fær

Table 10

Adaptation of English Consonants

Majority of English consonants have their equivalents in Pahari language. There are four English consonantal phonemes that do not exist in Pahari language: /θ/, /ð/, /w/, /ʒ /.They are interpreted in Pahari language as /t̪ʰ/, /d̪/, /v/ and /j/. English /w/, which does not exist in Pahari, is substituted by labiodental voiced fricative / v /.

The following table exhabits that dental fricatives /θ, ð / are substituted by dental stops / t̪ʰ, d̪/ respectively.

English word	English Transcription	Pahari Transcription

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Throw	θɾəʊ	t̪ʰro
Bathroom	baː θruːm	bat̪ʰrum
Rutherford	rəðəfɔːd	rəd̪ʊrford

Table 11

Table 11 shows that /θ/ which is dental voiceless fricative is replaced by dental aspirated voiceless stop /t̪ʰ/.While /ð/ that is dental voiced fricative is replaced by dental voiced stop /d̪/. In Pahari aspirated voiced stops do not exist. /ð/ is replaced by /d̪/. This shows that place of articulation and voicing remains same, only manner of articulation changed from fricative to stops.

/w/ voiced bilabial glide is replaced by labiodental voiced fricative /v/ as in the following examples walk, /wɔːk/, /vak. /ʒ/ phoneme does not exist in Pahari and is replaced by /j/ phoneme as in television, telɪvɪjn   ,

The following table shows that /r/ is non-rhotic

English word	English Transcription	Pahari Transcription
Tractor	træktə	træktʊr
Nurse	nɜːs	ners
Parlour	Paːlə	parlʊr

Table 12

The above table 12 shows that /r/ is rhotic at rhyme position in English. In Pahari language it is non-rhotic and is pronounced at rhyme. But in the data one example (e.g. short) showed where /r/ was not pronounced at rhyme position.

Conclusion

Pahari speakers are always ready to accept loan words that fill the linguistic gap in the language. This perhaps represent internationalism. They have been under the British rule for over hundred years and have developed a more permissive attitude towards borrowing from English and as well as from other languages like Urdu and Punjabi. Pahari is a language spoken in hilly areas of Murree and in the Kashmir region in Pakistan. It is not a language of technology. So, it borrowed words from other languages to fill the gap. It is found that Pahari speakers adapt English loan words with some modification in their own phonological system of Pahari language: i) mostly they replace /ə/ with /ʊ/ in (c+ ə +c) in the final syllable.; ii) /ʊ/ insertion was found in English syllabic consonants, /ə/ epenthesis was found in onset consonant clusters at the word initial position after

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appendix /s/;iii) /aɪ / and /Əʊ/ diphthongs were replaced by /æ/ and /o/ vowels respectively; and /ɔ:/ and /σ/ were replaced by /a/ vowel. Four English consonants /θ, ð, w, ʒ/ that are not found in Pahari language were replaced by /ʈʰ, ɖ , v, j/ respectively.

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A Study of Sexual Health Problems among Male Migrants in Tamilnadu, India

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Abstract

The issue of sexual health has a very expensive implication to migrants more than to any other groups of people in the society. A dramatic shift from the world of permanent settlers to the status of migrants entails many consequences. Sex health is an important aspect of this mobility. The recent studies in the field of migration and health suggest that there is a strong association between the number of HIV/AIDS cases and the volume of migration. In this situation, an attempt has been made to analyze the HIV/AIDS risk sexual health problem among male migrant workers of Tamilnadu.

Objectives

The objectives of the present research paper are

- To examine the sexual behavior with FSW and NFSW (Female Sex workers and Non-Female Sex Workers) among male migrant workers in Tamilnadu

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- To analyze the Socio Economic and Demographic characteristics of male migrant workers in the study areas and
- To assess the sexual health problems and their HIV/AIDS risk among male migrant workers of Tamilnadu.

Background

The issue of sexual health has a very expensive implication to migrants more than to any other groups of people in the society. A dramatic shift from the world of permanent settlers to the status of migrants with greater mobility entails many consequences. When people migrate from their places of origin to the other destinations, their behaviors change. This change includes not only their general behavior but also the sexual activity in the host places.

Sexual health is a central aspect of being human throughout life and encompasses sex, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexual health is also experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviors, practices, roles and relationship with others in the society. Sexual health is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors.

Recent Studies

Recent studies in the field of migration and health suggest that there is a strong association between the number of HIV/AIDS cases and the volume of migration. When the number of moves increases, there is also an increase in the incidence of HIV/AIDS cases.

India has witnessed a considerable increase in the prevalence of HIV infection in both the high risk population and the general population since 1986 when the first case of HIV was detected in India. Society is still making up its mind about how to cope with the sexual inclination of men and the desperate economic needs of women that promote prostitution.

It is also estimated that there are approximately 5.1 million people living with HIV/AIDS in India (Nalini Tarakeshwar, et al. 2006). HIV/AIDS is the pandemic which spreads all over the country, particularly; the rates of infection seem to be high in the states with a larger number of migrants. It is very urgent to notice that with growth in global trade and globalization India will be one of the most important nations. This would bring in more mobility which may increase the number of HIV positive cases. The total number of cases may exceed Zambia in future.

Processes of Migration

Migration is a form of spatial mobility, which involves change in the usual place of residence and implies movement across an administrative boundary. The change in the usual place of residence can take place either permanent or semi-permanent or temporary basis (R.B. Bhagat,

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2005). Greater mobility of the migrants will influence the increase in the sexual behavior causes among male migrants.

Influence of migration on sexual health involves many socio-economic factors including age, duration of stay, marital status, multiple sex partner in the host place, consuming alcohol during and/or before prior to the sex, close bodily relationship with friends, etc., Hence, the vulnerability to HIV/AIDS among the male migrant workers those who have left behind their wives in the place of origin as well as in general population has increased.

The risks of sexual health among male migrants were neglected by researchers earlier. Lack of awareness about the sexual health, periodic health care attention by the health care service providers has amplified the sexual health problem among the male migrant workers. In this situation, an attempt is made here to analyze the HIV/AIDS risk sexual health problem among male migrant workers of Tamilnadu, India.

Study Area and Methodology

The data for this analysis has been obtained from the project data executed by the Population Council of India. The data of the male migrant workers of six districts was used for this analysis on the basis of the volume of migrants (Census of India, 2001). Accordingly, Chennai, Tiruvallur, Kancheepuram, Pudukkottai, Tiruchirapalli and Coimbatore districts were selected. Among the total of 6730 male migrant workers, 3037 eligible male migrant workers who made two moves in the past 2 years prior to the survey were selected. Data was collected from the respondents through face-to-face interviews in private locations close to the residence or work place of respondents.

Socio-economic and demographic data pertaining to the respondents such as type of place, religion, caste, age, income, level of education, type of work in the destinations were collected from the respondents so as to analyze the relation with the HIV/AIDS risk sexual health problem. Information relating to HIV/AIDS risk related sexual health such as the migrant workers who had sex outside in the past 12 months, either they had sex with FSW or NFSW (Female Sex workers and Non-Female Sex Workers), any health problem in the past six months, kind of sexual health problems, and STI symptoms in the past twelve months were collected. The magnitude of the relationship between the socio-economic and demographic characteristics of male migrant workers with HIV/AIDS risk sexual health problem has been analyzed with the use significant test and logistic regression analysis.

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TABLE-1: PERCENTAGE DISTRIBUTIONS BY SEXUAL BEHAVIOUR AND HEALTH PROBLEM AMONG MALE MIGRANTS WORKERS

SEXUAL BEHAVIOUR	HEALTH PROBLEM		TOTAL N=449
	YES N=132	NO N=317	
FSW			
Yes	81.8	20.8	174(38.8)
No	18.2	79.2	275(61.2)
NFSW			
Yes	87.1	84.9	384(85.5)
No	12.9	15.1	065(14.5)

*FSW- Female sex workers ***NFSW-** Non-Female sex workers

Above Table 1 explains the distribution of male migrant workers' sexual behavior and health problem in the place of destinations. Of the total male migrants, nearly four-tenth of them had sex with FSW. More than eight-tenth of them had sex with NFSW. Those who had sex outside the marriage 81.8 and 87.1 of the male migrant workers had the health problem in the past six months prior to the survey with FSW and NFSW respectively.

Table 2 outlines the total respondents. 62 percent were in the age group 26 and above and 5 percent of the male migrants belong to the age below 21 years. Around 90 percent of the male migrants had stayed more than 3 years of duration of stay. This information is important because health problems of the male migrants were influenced by the duration of stay. Hence 90 percent of the male migrants had health problem when their duration of stay was three years and above. A little less than eight in ten had moved to more than four places since they left from home. More than nine tenth of the male migrants had health problems in the past six months. 65 percent of the respondents had at least one sexual partner and 94 percent of the respondents had health problem in the study areas.

TABLE-2: PERCENTAGE DISTRIBUTIONS BY DEMOGRAPHIC CHARACTERISTICS AND HEALTH PROBLEM AMONG MALE MIGRANTS WORKERS

DEMOGRAPHIC CHARACTERISTICS	HEALTH PROBLEM		TOTAL N=449
	YES N=132	NO N=317	
Age			
18-21	03.0	06.3	24(05.3)
22-25	31.8	33.8	149(33.2)
26-29	40.9	28.7	145(32.3)
30-33	15.2	18.0	77(17.1)

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	09.1	13.2	54(12.0)
Marital status			
Single	59.8	55.2	254(56.6)
Ever married	40.2	44.8	195(43.4)
Duration of stay			
Less than 2years	04.5	13.9	50(11.1)
3-5	66.7	201	289(64.4)
6+	28.8	22.7	110(24.5)
Number of moves since they left			
2-3	03.8	29.3	98(21.8)
4-5	92.4	62.1	319(71.0)
6+	03.8	08.5	32(07.1)
Number of sexual partner			
No partner	06.1	46.7	156(34.8)
0ne partner	22.1	43.2	166(37.1)
Two partner	71.8	10.1	126(28.1)

Table 3 shows 78 percent of the male migrants are workers in the factories and other occupation and 21 percent of the male migrants were engaged in construction work. Concern for the health problem and workers classification was found to be high among the factory workers followed by others. About half of the respondents' income range was Rs.3501-4500, 15 percent of them were in the income range of less than Rs.3500 and remaining were in the range of Rs.4501 and above. 35 and 55 percent of the respondents had health problem in the first range and second range of income. Three-fourth of the respondents had below secondary level of education and half of these respondents had experienced health problems in the past six months prior to the survey. Nine in ten were Hindus in the study area and eight in ten experienced health problem. 97 percent of the male migrants belong to OBCs and SCs. It is serious to notice that almost every one experienced health problem in the study areas.

TABLE-3: PERCENTAGE DISTRIBUTIONS BY SOCIO ECONOMIC CHARACTERISTICS AND HEALTH PROBLEM AMONG MALE MIGRANTS WORKERS

SOCIO EDONOMIC CHARACTERISTICS	HEALTH PROBLEM		TOTAL N=449
	YES N=132	NO N=317	
Workers classifications			
Construction workers	16.2	23.3	96(21.4)
Factory workers	53.0	34.4	179(39.9)
Others	30.3	42.3	174(38.8)
Income range			

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<3500	09.8	18.0	70(15.6)
3501-4500	34.8	52.7	213(47.4)
4501-5500	18.2	25.2	104(23.2)
5501	37.1	04.1	62(13.8)
Education			
No education	00.8	01.9	007(01.6)
Primary	03.8	28.1	94(20.9)
Secondary	40.2	57.7	236(52.6)
Higher secondary	34.1	10.4	078(17.4)
Degree	21.2	01.9	034(07.6)
Religion			
Hindu	80.3	93.7	403(89.8)
Muslim	07.6	02.2	17(03.8)
Christian	12.1	04.1	29(06.5)
Castes			
SCs	28.8	32.8	142(31.6)
STs	00.0	00.3	001(00.2)
OBCs	71.2	62.8	293(65.3)
Others	00.0	04.1	013(2.9)

*Others (fisher man mining petty shops salaried contractors)

TABLE-4: PERCENTAGE DISTRIBUTIONS BY SEXUAL HEALTH PROBLEM AMONG MALE MIGRANTS WORKERS

SEXUAL HEALTH PROBLEM	HEALTH PROBLEM		TOTAL N=449
	YES N=132	NO N=317	
Bent penis	4.8	95.2	062(13.8)
Dhat	43.6	56.7	175(39.0)
Frequent painful urination	46.1	53.9	102(22.7)
Garmi	75.0	25.0	028(06.2)
Itching in genital area	56.3	43.7	215(47.9)
Lack of erection	7.5	92.5	040(08.9)
Phoda /Phunsi	4.1	95.9	049(10.9)
Poor quality of semen	16.7	83.3	006(01.3)
Premature/early ejaculation	7.9	92.1	038(08.5)
Swapna dosh	64.3	35.7	353(78.6)

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Swelling in groin area	37.2	62.8	078(17.4)

Swapna dosh - semen released at deep sleep. Garmi, Dhat, Phoda/Phunsi are local terms used for injury, sore and cut. These words are common terms used to collect the data from the male migrant workers.

Table 4 shows the specific nature of the sexual health problem. Out of the total male migrant workers, 78 percent reported that Swapna dosh was the major sexual health problem followed by itching in the genital area (47.9) and Dhat (39.0). 65 percent of the respondents who had swapna dosh had health problem followed by 56 and 43 percent who had itching in the genital area and Dhat respectively.

TABLE-5 PERCENTAGE DISTRIBUTIONS BY SEXUAL HEALTH PROBLEM AND STI SYMPTOMS AMONG MALE MIGRANTS WORKERS

STI symptoms	HEALTH PROBLEM		TOTAL N=449
	YES N=132	NO N=317	
Yes	90.9	35.3	232(51.7)
No	09.1	64.7	217(48.3)

*STI includes Garmi, Phoda/Phunsi, swelling in the groin area, Itching in genital area, frequent painful urination.

The above Table 5 shows the sexual health problem and STI symptoms among the male migrant workers in the study areas. Out of the total respondents 51.7 percent had STI symptoms and 91 percent of them had health problem during the past six months among male migrant workers in the study areas. It is also noticed that these two variables were highly significant at 0.01 percent level.

TABLE-6: PROFILES OF MALE MIGRANT WORKERS AND RGERESSION ANALYSIS OF HEALTH PROBLEMS

PREDICTORS	B value	Exp(B)
Age		
18-21		
22-25	.557	1.745
26-29	1.066	2.905
30-33	.811	2.251
34	1.162	3.198
Marital status		
Single		
Ever married	-.037	.963
Duration of stay		
Less than 2years		

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3-5	-.138	.871
6+	-.454	.635
Number of moves since they left***		
2-3		
4-5	-1.921	.147
6+	-1.092	.336
Number of sexual partner***		
No partner		
0ne partner	-1.035	.355
Two partner	-3.035	.048
Workers classifications		
Construction workers		
Factory workers	-.250	.779
Others	-.480	.619
Income range***		
<3500		
3501-4500	.478	1.613
4501-5500	.947	2.579
5501	-1.349	.260
Education		
No education***		
Primary	1.106	2.762
Secondary	1.239	2.451
Higher secondary	1.140	1.127
Degree	.908	.479
Religion**		
Hindu		
Muslim	-2.118	.120
Christian	.049	1.050
Castes		
SCs		
STs	17.378	3.524
OBCs	.692	1.998
Others	18.891	1.601

***<.01**<.05level of significance

Table-6 shows the analysis of male migrant workers' socio economic and demograohic characteristics and their health problems in the past six months prior to the survey with a logistic regression analysis. The analysis from this table explains that the variables like age, marital status, and duration of stay, number of moves since they left their home, number of sexual partners, workers' classification, income range, education, religion, and caste were considered for the binary logistic regression analysis. It was found that several variables such as number of moves, number of sexual partners, income range, education and religion were associated with the health problem of the male migrant worker respondents at <0.01 percent level of significance.

It was observed from the above table that at the age groups 20-25 and 26-29, migrant workers have 290 and 225 percent of more likely chance to get health problem compared to the first (reference) category. Number of moves directly associated with health problem. Income range of

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the respondents does not control the health problem of the respondents. There is less likely chance of Muslim migrant workers getting health problem to the reference category of Hindus. The health problem may induce the increease in STI symptoms and, in due course of time, may increase HIV/AIDS with male migrants workers.

Conclusion

Migration and healthy life as human rights encompass individual freedom and social enlightenment. Both depend for their realization on equally important social responsibilities on the part of an individual, couples, families, other social institution and the state. According to the National Aids Control Organization reports, 5.1 million people live with HIV/AIDS in India. The behavioral pattern of migrants changes when they migrate from rural to urban areas due to availability of employment opportunities, better income and other facilities.

We need to notice that not only the general behavior of the migrants but also their sexual behavior changes. Combining the number of sexual partners and lack of awareness on sexual health increases the sexual health problem among migrant workers. Lack of periodic health care attention by the health care providers has amplified the sexual health problem among the male migrant workers. In this situation, we made an attempt to analyze the HIV/AIDS risk sexual health problem among male migrant workers of Tamilnadu.

Of the total migrant workers 449 had sex outside the marriage in the past 12 months prior to the survey. 86 and 39 percent of them had sex with FSW and NFSW. 81 and 87 percent of the male migrant workers had health problem in the past six months. About six tenth of the respondents were in the age group 26 years and above. 90 percent of them had more than three years as the duration of stay in the study areas. Majority (90 percent) of the male migrants had health problem among those whose duration of stay was three years and above. 80 percent of the male migrant workers moved to four places since they left home.

79 percent of the male migrant workers engaged in the factory work and other types of work. Health problem was found to be high among the factory workers followed by others. About half of the respondents' income range was Rs.3501-4500, 15 percent of them were in the income range of less than Rs.3500 and remaining were in the range of Rs.4501 and above. 35 and 55 percent of the respondents had health problem in the first range and second range of income. Three-fourth of the respondents had below secondary level of education and half of these respondents had experienced health problems in the past six months prior to the survey. Nine in ten were the Hindus in the study area and eight in ten had experienced health

Out of the total male migrant workers, 78 percent reported Swapna dosh was the major sexual health problem followed by itching in the genital area (47.9) and Dhat (39.0). It is interesting to note that the health problem and STI symptoms were highly significant at 0.01 percent level. It was found from the logistic regression analysis that the number of moves, number of sexual partners, income range, education and religion were associated with the health problem of the

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male migrant worker-respondents at <0.01 percent level of significance. Number of moves of the male migrant workers was positively linked to health problem.

Suggestions

- The male migrant workers should be imparted knowledge about the advantages of the sexual health.
- The State and Central Governments should take necessary steps for the easy access of medical facilities by the male migrant workers.
- Effective counseling should be given to male migrant workers about the sexual health problem and the effects of condom use.
- Moral and spiritual disciplines may also help reduce the incidence and improve health conditions.

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Arun Joshi and Eco Consciousness
A Study of *The Strange Case of Billy Biswas*

P. Bala Shanmuga Devi, Ph.D.

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Arun Joshi and His Fiction

Arun Joshi excels as an outstanding Indo-English novelist and what strikes one most is that he could be viewed as a multifarious personality such as an eco-critic, evolutionist, environmentalist, naturist, eco-based aesthetic, a staunch supporter of ethno science, ethno-medicine and supernatural healing techniques of primitive people of various lands all over the world.

Arun Joshi as a post-colonial writer recognizes a reality beyond the mere phenomenal world. He captures it by giving a consistent form, to the shapeless facts of human existence. Restating experiences, in an impersonal cold scientific manner is not his forte but goes way beyond, to discover the hidden reality.

Fiction, to Joshi, is neither a source of entertainment nor an instrument for publicizing some set of ideas. His genius is not for propagating any political or social creed, or escapism from human endeavours and seeking resort in imaginary places as R.K. Narayan did.

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Dhawan states that Joshi is very clear when he says: "My novels … are essentially attempts towards a better understanding of the world and of myself … If I did not write, I imagine I would use some other medium to carry on my exploration" (Dhawan 8).

Hence, we see that Joshi's venture into writing is an inborn call to express his ideals just like a liberal humanist who is "not politically radical and hence generally evasive and non-committal on political issues" (Barry 3). Joshi cannot be labelled only as Marxist, feminist, theoretical but as a believer in "human nature" endowed with a timeless and "universal significance" (Barry 193).

Ecology and Human-centred Living

Garrard speaks about deep ecology which insists upon a shift from a human-centered to a nature-centered system of values. He quotes from George Session's anthology *Deep Ecology for the 21st Century* thus:

> Deep ecology is concerned with encouraging an egalitarian attitude on the part of humans not only toward all *members* of the ecosphere but even toward all identifiable *entities* or *forms* in the ecosphere. Thus, this attitude is intended to extend, for example, to such entities (or forms) as rivers, landscapes, and even species and social system considered in their own right. (21-22)

Barry states that, for ecocritics, "nature really exists out there beyond ourselves, not needing to be ironised as a concept by enclosure … but actually presents as an entity which affects us, and which we can affect, perhaps fatally, if we mistreat it." (252)

Eco Disaster

This ecosystem with intertwining of nature is more adept than a complex machine, which, though, is a combination of various individual components, is in no way designed to adapt to the lapses or demands of the other allied components and hence, is dangerously sensitive and fragile. Here, things fit together exquisitely, the feeding schedule of animals, birds, every breath of life depending on weather, the winds and clouds, the water supply, the stability of the mother earth intact endowed with the other elements such as Air, Water, Fire and *Akash* to sustain one and all. But, all right thinking people like Arun Joshi and his sort are now seriously preoccupied with the fear of overcrowding, poisoning, pollution, drought, calamities due to global warming, rupture of the protective ozone layer due to over-stretched consumption of fossil fuels like petroleum products, all due to hectic advance of industrializations and immodest sophisticated mode of urbanization.

Story of an Anthropologist

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Joshi's *The Strange Case of Billy Biswas* is the story of an anthropologist Bimal Biswas, son of an Indian ambassador-Supreme Court judge. Biswas was educated abroad, a breed of the upper crust of the Indian society and "a refugee from civilization" (*Biswas* 102). For some inexplicable reason, he was drawn to primitive force abandoning his social security.

Superficially reading the novel, one might mistake it for a social novel depicting a protagonist slightly deranged in mind, abandoning an affluent society in preference of a tribal mode of living. However, if one is able to read between the lines, the clarion call for eco-centric urgency blares forth with a rebounding force right in front of one's eyes.

Biswas' brilliant intellect, excessive sensibility and profound obsessions is detected by very few, one being the narrator Romi and the other being Biswas's Swedish friend, Tuula Lindgren, who has come to the United States for advanced training in psychiatric social work. Biswas's marriage to a sophisticated beautiful girl is totally on the rocks as it is beyond her means to understand his interest in the wild. His aversion to the civilized world of greed, avarice, riches, and hypocrisy is so strange and strong that it exasperates her. Biswas feels choked by the hollowness of the phoney modern society, and the snobbery of sophisticated people. Hence, his aversion is mainly directed to the upper class of which he himself is a part. The author Arun Joshi himself adds that Biswas rejects the post-Independence pseudo-Western values.

Biswas either had to follow this call or had to be condemned to total decay, and he decides to choose the first. Material society is renounced, and a noble savageness is willingly embraced. Finally, he is disposed off in the only manner that a humdrum society knows of disposing its rebels, its seers, its true lovers.

All along the second part of *The Strange Case of Billy Biswas*, we find numerous reports of Biswas to his Collector friend about the tribals who cherish many secrets of Nature, their ethno-science, ethno-medicine, strange folklores, astrological acumen, and above all the inexplicable supernatural healing techniques. The words, "I came a thousand miles to see your face, O mountain. A thousand miles did I come to see your face"(*Biswas* 79), declare a strong note in the very beginning of *The Strange Case of Billy Biswas*, signifying nature in a state uncontaminated by civilization where, "In a balanced, harmonious, steady-state nature, indigenous people reproduced balance and harmony"(Garrard 134).

Biswas and Arun Joshi

Joshi's personal trait is revealed through his nature-loving, primitive savvy protagonist Biswas. He gives a marvellous account, with a deep and unrelieved sense of wonder that in the middle of the twentieth century in the heart of Delhi's smart society, there should have lived a man of such extraordinary obsessions. This engineer, anthropologist, anarchist was thoroughly crazy, even by Indian standards, always harping on the

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primitive Truths and values of the ancient Vedic era which worshipped Nature and nothing else. Joshi proclaims about a Utopian society of eco-centric basis, through the character Tuula.

Vedic Doctrines

Advocating on a point bordering almost on the ancient Vedic Hindu doctrines, Joshi feels that,

> … to survive, man needs a minimum of goods which must be given to him by society or he must receive the exchange to procure them. This minimum, however, is very, very low, much lower than people imagine, and, except on times of calamity, like war or famine, easily available. Once the society or your profession ensures this minimum, you should devote all your energies to the full exploitation of your gifts … that you are born with, and in the process contribute as much to the society as you can. (*Biswas* 126-127)

This is no simple concept, put forth in such plain terms. Adhering to the same would be a Herculean task as such, in the modern materialistic society.

Eco-Socialist

A profound eco-socialist of postmodern era, Joshi drums into the ears of non-thinking neo-politicians about the much esteemed Gandhian rural economy and socialism, which strictly says that one who has more than necessity is stealing another man's livelihood.

Exploiting natural bounty just to fill one's coffer does not fall in line with Gandhian as well as Joshian principles. Biswas and his friend Collector Romesh Sahai are talking of the economy of Saal forest into which Biswas migrated and how it would soon go to pieces, with all the wanton destruction of the forests and so on.

Not the Tribals to Blame

Biswas reiterates that it was not the tribals to be blamed for the denudation of millions and millions years old earth. Joshi is nailing the crucial point that, unlike the avaricious urban ones who often accumulate wealth at the cost of our precious heritage, the simple nomads and primitives of the forests just utilize the herbs, shrubs and twigs for their sustenance without endangering their whole lot. Killing the duck that lays golden eggs to grab all the golden eggs at one stoke is the stupidest attempt of modern man, who routs out the whole flora and fauna endlessly.

In Search of Holistic Redemption

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Joshi asserts through his protagonists, yearning for a holistic redemption for the poor evacuees. Biswas contemptuously remarks to his Collector friend that no Collector has ever heard the truth.

Here, the Collector personifies all the government forces that destabilize ecology. The Collector is at a loss to know the terrain of the land under his jurisdiction. Maikala hills with its vast wilderness under the administration of Romi poses *abracadabra,* not alone to himself and his retinue, but to the whole race of Collectors. Romi senses the mystery of the hills and admits, "Beyond the strip of land lay the jungle a dark mysterious shadow whose mystery very few Collectors had unraveled since the race of Collectors began" (*Biswas* 77). His blatant confession that there "were paths in the jungle although I had yet to set my foot on them," (*Biswas* 77) convey much between the lines.

The Meaning and Relevance of Transformation

Nevertheless, "it is essential for eco-critics to give greater consideration than they have thus far to the transformation in the dominant meaning of the word earth, from the most immediate ground of existence, the soil, to life's largest relevant context, the biosphere"(Garrard 162). Bio-geology is in the roots of man, his activities, his history and historical events, economy, sociology, philosophy, religion and political thinking:

Ethno-scientific and ethno-medicinal information of healing herbs, nature cure and spiritual healing which the modern world now appreciates largely is found in abundance in the novel. Astrological information, star readings to negotiate their path even in pitch darkness amongst the thickest of jungles, predicting rain by the position of the stars in the galaxy, gazed at, not with ultramodern equipments but with their naked eyes with razor-sharp eyesight is just unbelievable to a shallow breed of modern upbringing. Nevertheless, not to Joshi and his protagonist who find 'Harlem' like places as the most "human place he could find" and "white America, was much too civilized for him" (*Biswas* 9).

Genetic Modification – Wrong Direction

Garrard refers to Vandana Shiva's argument in her *Biopiracy* that,

> …genetic modification is misrepresented as a predictable deterministic process of 'engineering' that creates organisms worthy of patent protection. On the contrary, this mere 'tinkering' with DNA, as she calls it, involves both processes and products that rely on nature's own capacity for self-organisation and reproduction, so that a patent effectively appropriated for biotechnology companies destroys the inherent creativity of nature. If…the latter deserves reverence in itself, patenting even hybrid seed varieties would be a form of blasphemy. (164-165)

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Vandhana also makes a strong case for the legal protection of indigenous knowledge, albeit without explanation of how it differs from biotechnology as an appropriation of nature.

Pathetic Condition of Living

The pathetic condition of that draught-hit place is narrated thus by Romi: "On one of my visits, I saw in a village a dog and an old man, two skeletons that managed barely to crawl, licking at the water trickling from the spout of an empty tanker. The old man, his eyes closed with exhaustion, was obviously too weak to push the dog away. I hoped never again to have to witness a sight such as that" (*Biswas* 74). Water scarcity and civilian unrest due to it, is a norm even today. Right thinking statesmen today are concerned more than anything about the even supply of potable water to all parts of the country. The concept of nationalization of all Indian rivers is gaining momentum so that wastage of water resources is averted.

Nature Beckons – Past Glory and Present Misery

When Dhunia, the tribal headman says very reverently that, when Biswas *Bhai* came to them, once for all "Chandtola came to life….as it used to thousands of years ago when we were kings here" (*Biswas* 112).

In addition, Joshi reminds us symbolically through Dhunia that thousands of years ago when the forest and the hills were under the adivasis' nature abiding rule, the regions bloomed in all glory. Biswas's arrival as rain in the parched land brought a healthier look, because he identifies himself as one among them, sharing their ideals and caring for their well-being with a compassionate empathy with no other hidden motive. He is like a balm on a wound, as Dhunia proudly declares to the Collector. It seems that nature beckons people like Biswas to "Take us. Take us until you have had your fill. It is we who are the inheritors of cosmic night" (*Biswas* 88). The narrator says thus: "There was the moonlight shimmering in the tree-tops, the plain across the gorge was purple. The wind gently tapped stray twigs of the bamboo that grew against the window pane. 'Come, came, come, come,' they all said. Who were they calling now? Surely, not the Collector himself!" (*Biswas* 88-89). Romi has a glimpse of the all-pervasive spiritual force in a dilapidated temple into which Biswas ushered him in.

The Collector narrates:

> Then something distracted me…All of a sudden, I had the feeling that we were not alone that there was another presence besides us...It seemed neither good nor evil but terribly old. 'Beware', it seemed to say. 'There are things that the like of you may never know. There are circles within circles and worlds within worlds. Beware where you enter. (*Biswas* 137).

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Joshi is sure that "If anyone had a clue to it, it was only the *adivasis* who carried about their knowledge in silence locked, behind their dark inscrutable faces'" (*Biswas* 90).

Characterization of Biswas and Supernatural Modality

Through the characterization of Biswas, Joshi goes on enumerating lavish anecdotes upon the supernatural modality. All he says is that there are "worlds at the periphery of ours, one above it and below it and around it" (116), of which we know nothing of until we are in them. Quite a baffling utterance, but there is evidence in Siddha Literature and Siddha tradition in Tamil which speaks of Siddhars like Bogar, Moolar and the like, roaming around all the worlds in their own energy body, helping mankind by their timely intervention.

Relationship with Animals

The eco-worshipping Adivasis, and nomads are always friendly with all the animals of their forest. The animals understand them and share a congenial relationship with them since they are never maraudued in the name of safari to get their skin, tusk, nails, teeth and meat by the people surrounding them. Dhunia's story of Biswas *Bhai* going into the jungle and speaking to the tiger, to send it away gives the proof: "We came to know of his powers only when he sent the tiger away. A tiger had been roaming the jungle for a week killing our cattle. Biswas *Bhai* went into the jungle and spoke to the tiger, and the tiger went away" (Biswas 114).

God is Everywhere on Earth

God is found by the tribals everywhere on earth, in Kala Pahar, a running stream, a very old banyan tree and so on. The folklore narrated by Joshi brings out the above-mentioned supreme truth. The temple mentioned in the novel had neither 'sanctum sanctorum' nor the main idol, because the king who tried to make a face of the idol failed repeatedly and met his death without finishing the idol:

> For ten years he chiselled at granite imported from all parts of the country. Leisurely at first; then, as the work on the temple gathered pace, the fever in his blood rose until dawn to late in the night, in the light of flares, the young king chiseled at the stone…He forgot to eat or bathe or rule his kingdom...Years went by. His hair grew long and white. Blood oozed from under his broken nails. Even the gold rings in his ears began to rust…The king went mad. But the chiselling went on day and night. Then one night the chiselling ceased. In the morning, the townsmen came and found the young king with the white hair dead...The last piece, the one at whose feet he lay, was exquisite. No artist had ever infused such life in a stone figure or hewn such limbs out of common granite. But the figure had no face.

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> That had always been the trouble. The king could never make the face of
> his god. (*Biswas* 122)

This story has a very deep significance. The author tries to put a cosmic interpretation of how ill equipped we are in understanding and molding nature. No man is ever capable of completing the face of Nature. It chooses it own identity.

Conception, Practice and Implications of Ethno-medicine

Regarding the tribal ethno-medicine, Joshi has a lot to reveal. With a peculiar literary acumen, Joshi mouths through Biswas, the healing therapy of the native people. Biswas explains to the Collector how he cured a tribal boy who was on the verge of death, bitten by a venomous snake. During all his expeditions, he had been exploring them, especially those that were effective cure for snakebites and malaria.

> What I did with the boy was to make a cut near the wound and apply a
> herb. It is called *chaulai* in Hindi. *Amarantus Gangetius* is its botanical
> name (*Biswas* 125).

Gangeticus indicates that the particular herb is found in the Gangetic plain. Indian herbs and their uses if made familiar amongst us, will earn a lot of foreign exchange. Expenditure on hospitals will be reduced considerably and the general health of our population improved. However, Joshi also regrets about the secrecy of oath held to the tribal's bosom regarding these medicines, beliefs, customs supernatural happenings and magical prowess for fear of losing their value. Dhunia fears to elaborate, for if he did, "those who must not will hear of it," (*Biswas* 114) and "Biswas *Bhai* will lose his powers" (114). Vasudev falls in line with the same and states that one "should use the local structure, the indigenous structure, whatever the indigenous culture is, use that and make education happen, make food happen, make prosperity happen..." (114).

Poet and Novelist Combined

Finally, yet importantly, *The Strange Case of Billy Biswas* brings out a magnanimous poet in the brilliant novelist. Joshi identifies the secret unknown inner nature of all individuals with his special remarks about valleys and hills. Most of us are aware only of the side on which we are born, but there is always the other side, "the valley beyond the hills and the hills beyond the valley" (*Biswas* 115). Dhunia's description of the Black Rock their master, runs thus,

> Beyond the forest are our hills. Beyond the hills is the plain. And still
> further beyond are the seven seas ... In the middle of the seventh sea is an
> island as blue as the sea itself and as fresh as a bride even though it has
> lived for as many years as there are ants in this world, and it has seen all
> there is to see. The sea surf breaks on this island day and night forming a

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shimmering girdle of foam like the girdle of moon. Where the surf ends, the forest begins. There is both light and darkness in the forest. It is full of strange animals, some pleasant, some not pleasant, and some positively evil. The evil ones stray out only at night so that no one has seen anything of them except their eyes, burning like coals. In the middle of the forest, its head high above the clouds stands the Kala Pahar. (*Biswas* 115-116)

The Philosopher in Joshi

The philosopher in Joshi sparkles here. A great admirer of the serene Himalayan range, Joshi like a pastoral poet convincingly asserts that if there is anything in the world to match the spectacle of thunder, rolling across the Himalayan range, he is yet to hear of it. Even Naipaul says with pride: "India, the Himalayas: they went together … they had become part of the India of my fantasy" (167). Joshi is more than proud to say, "in the far distance, high up in the blue sky looms the mountain, its snow-covered peaks forever brooding over this panorama of brown and pink and white. No one has yet climbed the mountain even though, for hundreds of years, men have launched expeditions against it and two hundred men have died in the attempt" (*City and River* 13).

Bharathiar's song also resembles that of Joshi's eulogy on the mountain thus:

> Himachal is our mountain
> The world has not its fellow
> Ganga is our fountain
> Pellucid, sweet and mellow. (105)

Thus, we see *The Strange Case of Billy Biswas* is not a direct account of the dilapidated eco-balance of the modern world, but it brings out the nagging details and facts clad in a superb literary firmament convincingly.   There are laws that govern the universe out of which man has a lot to learn. Dhunia states that there is no point in questioning, "why man dies or why at night the stars come out" (*Biswas* 117). So also unquestioningly Natural Environment with its entire constituents whether man or animal or vegetation or hills or streams and shrubs must be left at peace and not submerged under mega dams and mines.

The novel refers back to a linguistic or cultural system which it cannot totally reconstruct and Madhusudan Prasad states that it is a "remarkable novel" wherein the "same events are recounted by different characters to lay stronger emphasis" (58) and C.N. Srinath writes that "the narration achieves a tonal distinction by telling the tale with admirable restraint, objectivity and a formal façade" (39).

Archaism arouses an often vague delight in the familiar but long forgotten. Yet as it refers back to the unknown it is also frightening and sometimes monumental and intriguingly remote impression of human emotions such as heroism, nostalgic yearning

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and guilt. *The Strange Case of Billy Biswas* is also one such novel which tries vehemently to unravel visions of the past glorious Vedic era.

On behalf of these inactive intelligentsia, Joshi, who has traversed far and wide in this land of horror wreaked by inhuman interference in the inroads of eco-kingdom, begs forgiveness. The *Yajna* of the affected ones whether they are humans, flora, or fauna, should go on with the fire of enthusiasm of the environmentalist, eco-conscientious public and devotees of Nature till the goal of restoring a healthy, wealthy, fertile earth and sky to our descendants.

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Code-Mixing as a Communicative Strategy among the University Level Students in Pakistan

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Abstract

This paper explores code-mixing as a communicative strategy among the students at the university level.

A sample of sixty students from four universities was selected for the purpose of collecting spoken data. The instrument used to collect spoken corpus was a short interview, seeking information about their life. A questionnaire comprising 20 items was also distributed among 150 students of these institutes in order to analyze their perception of code-mixing as a communicative strategy.

The transcription and analysis of the recorded data reveals that the university students employed code-mixing as an authentic communicative strategy. The results of the questionnaire also show that they conceived code-mixing as a strong communicative tool.

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There was not much difference in the perceptions of male and female with regard to code-mixing as a communicative strategy.

Thus, the research concludes that the university students perceive code-mixing as a communicative strategy as well as use code-mixing to facilitate communication.

Introduction

The world has entered such phase of globalization where the phenomenon of bilingualism/multilingualism has become a norm. Though languages have never ever been considered linguistically good or bad, the social attitudes have played an influential role in determining the future and lot of languages.

In the present scenario, the importance of English language cannot be undermined. It has become an international language and the language of science and technology. It is being used as a global *lingua franca* in many countries. It is among those five languages that claim maximum number of speakers in the world (Kachru, 1993) with Chinese at the top and Hindi-Urdu, Russian and Spanish following in the same order. In such circumstances, 'the ideological, cultural and elitist power of English' (Kachru, 1997) is evident.

Situation in Pakistan

For Pakistan, there is another major reason for the widespread use of English language. Pakistan is situated in that part of the world which remained a colony of the British. The British and their language ruled the subcontinent for over a century.

Colonization is an important factor responsible for the development of bilingualism (Kachru, 1986; Bolton 2002). The education policies of Lord Macaulay, especially his idea of 'black men with white thinking' played a significant role in the development of English language in the subcontinent.

According to Wei Li (2000), 'Language is a human faculty: it coevolves with us,' and unilingualism which even in normal circumstances is a rare phenomenon (Wardhaugh, 1998) is beyond imagination in such situation where English has coexisted with the indigenous languages over a long period. Also English still is the official language of the country and documentation at higher level takes place in this language. It is taught as secondary language in schools, colleges and universities and is used as a language of education, science, economics etc. There is English inside the classrooms at the university level, at the college level and even at the school level. In domestic setting, Urdu, Punjabi or any other local language may be preferred. So, in situations outside the classrooms in the universities or in different social settings, the mixture and switching of codes becomes inevitable.

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Code-mixing and Code-switching

Pakistan shares the same scenario with the world where, in various countries, English gets embedded in their local languages and leads to phenomena like code-mixing as well as code-switching which is a major area of research in sociolinguistics. So, English is used both at intra-sentential and inter-sentential levels. This trend is frequent among the educated people of the country, especially the young students. During the development of a student into a university going student, they see situations where code-mixing of English takes place in Urdu. Studying at the university level, they develop a deep sense of the opportunities and advantages of speaking English well. English is considered to be a key to many doors (Sichyova, 2005; Ho, 2000).

Awareness of the Advantages of Learning and Using English and Code-switching and Code-mixing

The university students are well aware of the advantages they have if they have command on the use of English. Since they learn various grammatical features of English style, they master English language. So, even when they converse in Urdu or any other local languages, code-mixing becomes inevitable (Sichyova, 2005).

Code-mixing serves as a 'strategy of neutrality' (Scotton, 1976) in order to neutralize the two impressions; one of showing off and the other of being anglicized. They develop the understanding that in order to meet complex communicative demands and to communicate fluently, effectively and successfully, they must use this characteristic of language. So, they don't consider it harmful and start to exploit this feature as a communicative strategy. They rather consider it 'a communicative resource' (Adendorf, 1996).

The present study is aimed at examining the phenomena of Urdu-English code-mixing as a communicative strategy among the students at the university level in Pakistan.

Literature Review

Different researchers have tried to define the term 'code', 'code-mixing' and 'code-switching' (Ayeomoni, 2006; Belly, 1976; Hymes, 1974; Kachru, 1983; Yee H, 2000). Some of the definitions are:

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1. Code will be taken as a verbal component that can be as small as a morpheme or as comprehensive and complex as the entire system of language (Ayeomoni, 2006).

2. Code-mixing refers to the transfer of linguistic units from one language into another and the units may be morphemes, words, phrases, clauses or sentences (Kachru, 1983).

3. Code-mixing is an admixture of linguistic elements of two or more languages system in the same utterances at various levels (Yee Ho, 2000).

4. Code-switching is the use of two or more linguistic varieties in the same conversation or interaction. (Scotton and Ury, 1977)

5. Code-switching is the alternate use of two languages in a single discourse . (Paplock)

Aspects of Code-mixing

For the present study, code mixing will be used as a general term to cover both aspects code-mixing as well as code-switching.

In the area of code-mixing, the researchers have worked on two major topics. One is the structural features of code-mixing (Bokamba, 1989; Chen, 2006; Joshi, 1983, Muysken, 2000). Two very important structural characteristics are highlighted by the researchers, i.e., the code-mixed data has noun phrases as major proportions (Chang, 2001; Chen, 2004; Hsu, 2000), and the content words are more code-mixed (Chan, 1998).

The other topic that has attracted maximum attention is to explore various functions of code-mixing. (Adendorff, 1996; Ayeomoni, 2006; Chen, 2006; Grosjean, 1982; Kachru, 1989; Kamwangmalu, 1989; Mustafa and Al-Khatib, 1994; Myers-Scotton, 1993).

Some of the functions explored so far are social advancement, globalization, self expression, personal intention and effective communication. The most important of these, according to the researchers, is the function of code-mixing to make communication effective. Researchers have tried to explore code-mixing from the point of view of communicative strategy (Adendorff, 1996; Ayeomoni, 2006; Chen, 2006; Chung, 2006; Crystal, 1987; Grosjean, 1982; Kachru, 1989; Kamwangmalu, 1989; Li, 2000; Mustafa and Al-Khatib, 1994; Myers-Scotton, 1995; Sert, 2005; Sichyova, 2005; Shih and Sung, 1995; Skiba, 1997; Tay, 1989; Yee Ho, 2000).

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Code-mixing is considered a random and spontaneous process according to some researchers (Adendorff, 1996; Labov, 1971; Tay, 1989), while others believe that it is rule-governed (Aguirre, 1976; Choi, 1991; Crystal, 1987; Gumperz, 1976; McClure, 1977; Pfaff, 1978; Romaine, 1995).

The Focus of the Present Study

The present study tries to strike a balance by adopting a framework that says that though it is spontaneous yet it is governed by rules. So, it is a kind of skilled performance with communicative intent (Myers-Scotton, 1995). The present study views code-mixing as a catalyst of communication and tries to align the work in line with previous researchers who have considered the complex communicative needs which are fulfilled by code-mixing.

Methodology

The First Phase

The study was divided in two phases. For the first phase, i.e. interview, a sample of 60 students comprising university level students was selected from four institutes of Lahore. Their names are COMSAT, University of South Asia, Superior University and Kinnaird College. The sample had equal number of both genders, male and female A short interview seeking information about their personal life like their introduction, their interests and pastime, their aim etc. etc. was done in order to collect spoken data. The respondents were allowed to use whatever language they may like to answer the questions. On the basis of this interview corpus, the structural properties were analyzed. The interviewed were carefully transcribed to discover the reality about the claim that students used code-mixing as a communicative strategy. Thus, the paper is expected to propose how communicative meaning is conveyed by use of code-mixing.

The Second Phase

In the second phase of the research, a questionnaire which consisted of twenty items was distributed among one hundred and fifty students of the above-mentioned four institutes. The quantitative data obtained through this questionnaire was processed through SPSS (statistical package for social sciences) to get mean and standard deviation on each item as well as on overall basis. The questionnaire was formed on 5-point Lickert scale ranging from 1 to 5. It was proposed that mean score of above than 3.5 would mean that the students perceived code-mixing as a communicative strategy.

Results and Discussion

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The spoken corpus collected from the respondents belonging to four institutes was transcribed and analyzed. There were a large number of English codes embedded in the Urdu structures.

Before we proceed further, here is a table to see the structural composition of the data.

Table. 1. **Structural Composition of Code-mixed Data**

Constituent	Male	Female	Total	%
Single Lexical Item	337	297	634	85.33
Phrases	27	42	69	9.29
Clauses	17	9	26	3.50
Sentences	2	12	14	1.88
Total	**383**	**360**	**743**	**100**

The table 1 shows that single lexical items accounted for the maximum times of code-mixed data. The number of single lexical items was maximum, forming 85.33 percent of the code-mixed corpus and minimum at sentence level almost 2 % out of 100. The single lexical items seem to be incomparable with other constituents because of its highest percentage.

The table shows that phrases were approximately 10% percent of data and the most observed phrases in the data were the names used as Proper Nouns. For example 'Superior University', 'University of South Asia', 'M.Sc Economics,' 'Applied Linguistics', 'Islamic Banking' 'National Geography,' etc. Besides these noun phrases, the number of noun phrases was quite high in comparison with clauses and sentences Examples include 'internet use', 'favourite pastime', 'time to time change', 'spare time', 'teacher student relationship', 'playing videogames', 'household work', 'important role', 'famous celebrity', 'teaching skills, 'candle making,' etc.

Both clauses and sentences were 5 % of the total data The most common phrases were '…then I switched to . . . and there is nothing else', '. . . and I like to listen music' etc. A very interesting fact was that out of these 14 sentences, 9 were used by two female students of Kinnaird College. So, the rest of 58 students used only 3 sentences which is a very low ratio.

Table 2. **Distribution of Single Lexical items**

Constituent	Occurrences	%

Noun	292	46.06
Adjective	265	41.80
Verb	32	5.05
Adverb	29	4.57
Conjunction	16	2.52
Total	**634**	**100**

The table 2 shows that in distribution of single lexical items. Students used code mixing maximum in noun and minimum in conjunction. The most common nouns used by most of the students were: Television, personality, family, profession, importance, goal, hospital, hesitation, cartoon, confidence, aim, manners, simple, life, profession, method, research, behavior, specialization, qualifications, cricket, football, successful, and facilities.

The use of adjectives was almost 5% less than the use of nouns. Adjectives of quality, namely, Co-operative, Carefree, Caring, Special, Straightforward, trust-worthy, and trust were mostly used. 90% out of 100 single lexical items were nouns and adjectives, while the rest 10% were verbs, adverbs and conjunctions. The percent of verb usage was 1% more than that of adverb. Students used adverbs like unfortunately, *privately basically, now, frankly, normally, therefore, mostly, in fact* and, *obviously*. The least mixed items were conjunctions. However, students commonly used following conjunctions: *sometimes, and, because, but* and *then*.

The results of the analysis of single lexical items are given in Fig.1.

Fig. 1.

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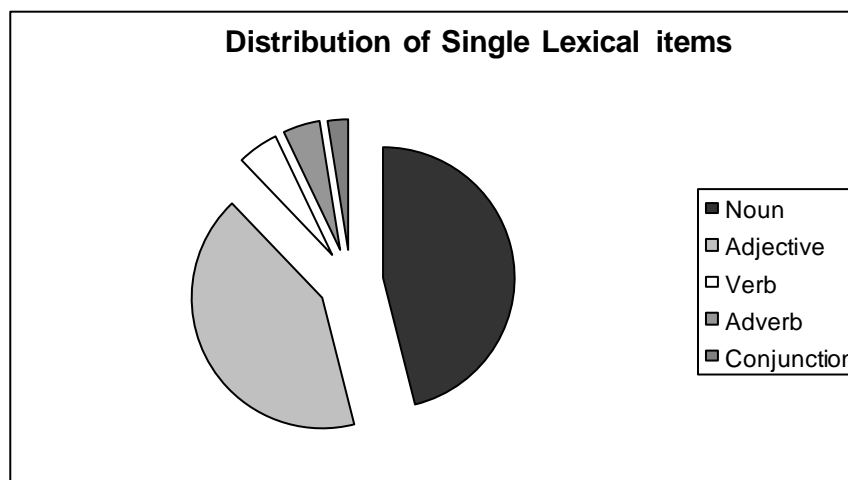Pakistan

Distribution of Single Lexical items

Legend: Noun, Adjective, Verb, Adverb, Conjunction
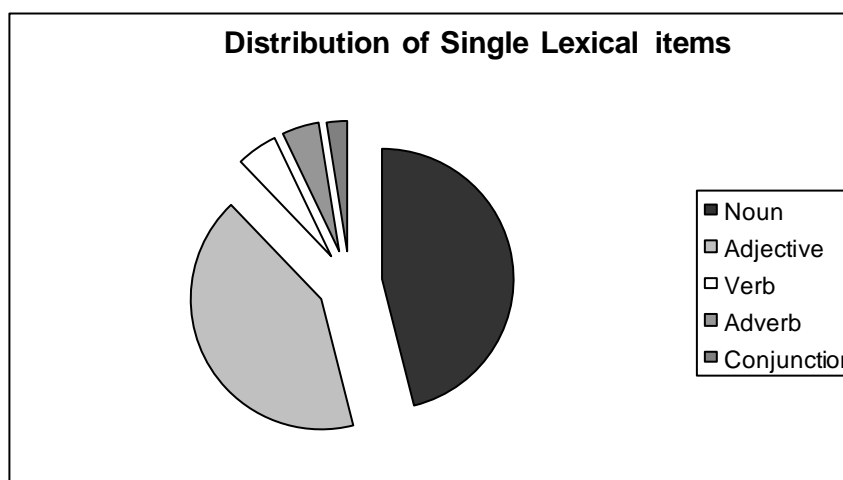
Results Obtained by the Questionnaire

In order to analyze the attitude of university students towards code-mixing as a communicative strategy, a questionnaire, which consisted of twenty items, was distributed among one hundred and fifty students of the above-mentioned four institutes. One hundred and twenty two filled questionnaire (81% of the total distributed) came back for analysis. The obtained data was processed through SPSS (statistical package for social sciences) to get mean and standard deviation on each item as well as on overall basis.

As mentioned earlier, the questionnaire was formed on 5-point Lickert scale ranging from 1 to 5. It was proposed that mean score of above than 3.5 would mean that the students perceived code-mixing as a communicative strategy.

Before analyzing the results obtained, here is a table that shows the gender based distribution of the sample that filled the questionnaire.

Table. 3. **Gender Distribution of Respondents**

Gender	N	%
Male	68	55.74
Female	54	44.26
Total	**122**	**100**

Table 3. shows that the total number of valid questionnaires were 122. Out of these 122, 55.74 percent of the respondents which amounted to 68 were males while 54 were females, making it 44.26 percent of the respondents. The overall analysis of the data obtained by the questionnaire shows that the university students conceive code-mixing as

a useful communication strategy as is suggested by their overall mean score which is equal to 3.80. The results are given in detail in table 4.

Table.4. **Results of the Questionnaire**

S #	Content	Mean Scores			Overall
		Male	**Female**	**Overall**	**Std. Dev**
1	CM makes the listeners more attentive.	4.73	3.77	4.32	4.411
2	CM facilitates communication.	4.29	4.17	4.25	.941
3	CM makes the language easy to understand.	4.20	4.19	4.20	.893
4	CM clarifies a point speaker want to make.	4.13	4.23	4.17	.836
5	CM is a strong communicative tool.	4.13	4.01	4.59	1.017
6	CM adds to the variety of expression.	3.93	3.97	3.94	1.025
7	CM adds to the flow of expression.	3.89	3.97	3.93	1.037
8	CM helps to memorize the point.	3.89	3.94	3.91	1.114
9	CM makes the expression colourful.	3.62	4.14	3.86	1.002
10	CM attracts the listeners easily.	3.73	3.77	3.74	1.037
11	CM makes language interesting.	3.64	3.83	3.71	1.173
12	CM creates special effects.	3.69	3.57	3.65	1.215
13	When, unable to communicate in Urdu, CM is adopted.	3.60	3.74	3.65	1.304
14	CM makes language persuasive.	3.67	3.49	3.60	1.008
15	CM gives a person an educated expression.	3.60	3.56	3.58	1.190
16	CM adds to the style.	3.53	3.58	3.55	1.177
17	CM creates strong impression on the mind.	3.53	3.51	3.52	1.245
18	CM is a sign of globalization.	3.29	3.77	3.52	1.200
19	CM is used keeping in view economy of expression.	3.31	3.80	3.52	1.056
20	CM emphasizes a particular idea.	3.36	3.23	3.31	1.061
	Overall Analysis	**3.79**	**3.81**	**3.80**	

CM in the questionnaire stands for code-mixing.

The results have been ordered in terms of their high to low overall mean score.

The analysis of the results shows that views of males and females on code mixing were very much similar and the mean score is more or less same. The results reveal that it is a strong communicative tool because the overall mean score is 3.80. The proposition that the score of above 3.5 would mean that the university students conceive code-mixing as a communicative strategy is very strongly supported by the results.

The analysis of the individual items shows that their score is above 3.5 on all the items except the one that code-switching emphasizes a particular idea. The students have

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strongly held up the views that code-mixing facilitates language, makes language easy to understand, clear and attracts the listeners. Mean score of these questions is above 4. It can be well proved from the analysis of questionnaire that students used codes witching as a communicative strategy.

Conclusion

Code-mixing is used widely as a communicative strategy among the university level students of Pakistan. While speaking Urdu language, they mix linguistics items of English at all linguistic level though it is most evident at single lexeme level. The research supports that point that code-mixing is not interference rather it serves for continuity and fluency. Thus, it has become a very useful communicative strategy and although the students use it spontaneously but being aware of the communicative advantages they gain by using it.

Future Direction

This paper focused on just one source of spoken data. In future, the researchers propose to exploit other sources of data to gain better understand the different dimensions of code-mixing. The questionnaire can be distributed among more students to analyze their perceptions to understand the phenomenon in a better way.

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Oatesian World of Violence and Female Victimization - An Autopsy

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Joyce Carol Oates
From http://en.wikipedia.org/wiki/Joyce_Carol_Oates

Joyce Carol Oates and Her Fiction

Joyce Carol Oates is an American novelist who has written about violence and female victimization. Her world is filled with violence, brutality, sordidness, sexual compulsion and emotional imbalance. Her characters fall back on violence as they realize their sense of impotence, the absence of self-affirmation, the failure to

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establish relationship with other persons. In fact, violence in her works is a reflection of the violence in American society as many of Oates's characters are convinced that they cannot live in chaos and confusion of society. They resort to violence in order to assert themselves in the American society. In Oatsian world, violence is precipitated on female child - usually sexual abuse.

Joyce Carol Oates is prototypically American in her multicultural immigrant origins but she was raised American. The private, fluid, ultimately mysterious core of the self is a subject of bemused speculation in her works. As Oates's perspective is human-centred, only with human consciousness, human perception, and human creativity, she makes interior self a dualistic one made up of both conscious and unconscious contents.

Purpose of Oates' Participation in Feminist Discourse

Joyce Carol Oates is annoyed when the sexist label is attached to her. In fact, in her fiction and in her essays, she participates in feminist discourse by attempting to assess how women are made and unmade by male definitions of womanhood. She writes of violence, brutality, sordidness, sexual compulsion, and emotional duress. Her characters are viscerally entangled in their environment, trapped in and chained to their families and the economic and cultural histories of their towns or villages.

Female Victims Surrounded by Violence

There remains a gothic world – the female victims threatened from all sides – linked explicitly to socially realistic contexts, grounded in the milieu within which they have grown up.

Critics hold diverse opinions about Oates's works, particularly about her repeated use of graphic violence, which some have called a distorted vision of American life as her novels are charged with unrelenting scenes of shocking, random violence or madness and emotional distress that Oates chronicles as dominant elements of experience in the lives of her characters.

Motifs from Oates' Novels – Informal Trilogy

With Shuddering Fall (1964), Oates's first novel, foreshadows her preoccupation with violence and darkness, describing a destructive romance between a teenage girl and a thirty-year-old stock car driver that ends with his death by accident.

Oates's best known and critically acclaimed early novels form an informal trilogy exploring three distinct segments of American society: *A Garden of Earthly Delights* (1967) chronicles the life of a migrant worker's daughter in rural Eden Country;

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Expensive People (1967) exposes the superficial world of suburbia; and ***them*** presents the violent, degrading milieu of an inner-city Detroit family.

Her short stories of this period, most notably in **Marriages and Infidelities** (1972), and **Where Are You Going Where Have You Been?** (1974), detail themes of violence and abuse between the sexes. **Where Are You Going, Where Have You Been**, for instance, tells of the sexual awakening of a romantic girl by a mysterious man, Alfred Friend.

Her novels of the early 1980s - ***Bellefleur*** (1980) ***A Bloodsmoor Romance*** (1982), and ***Mysteries of Winterthurn*** (1984)—exploit the conventions of nineteenth-century Gothic literature as they examine such sensitive issues such as crimes against women, children, and the poor, and the influence of family history on shaping destiny; likewise, many of her short stories rely on gothic elements (***Haunted***, 1994; ***First Love***, 1996).

Explicit Violence in Later Novels

Most of Oates's fiction of the 1980s features more explicit violence than does her earlier fiction, which tends more towards psychological afflictions but psychological obsessions nevertheless persist. In ***Marya : A Life*** (1986), for example, a successful academic searches for her alcoholic mother who had abused her as a child, and in ***You Must Remember This*** (1987), a former boxer commits incest with his niece during the McCarthyist 1950s.

Oates's works of the 1990s continue to address relations between violence and such cultural realities of American society as racism (***Because It Is Bitter, and Because It Is My Heart***, 1990), affluence (***American Appetites***, 1989), alienation (***I Lock the Door upon Myself***, 1990) poverty (***The Rise of Life on Earth***, 1991), classism (***Heat***, 1992), sexual-political power dynamics (***Black Water***, 1992), feminism (***Foxfire***, 1993), success (***What I Lived For***, 1994), serial killers (***Zombie***, 1995), and familial implosion (***We Were the Mulvaneys***, 1996).

Precipitating and Orchestrating Violence

Oates precipitates violence in her fiction. According to her, violence is an outcome of tension. It should not be accidental. In fact, her novels are the careful analyses of the forces that drive human beings to violence. Her works take into account the sense of impotence, the absence of self-affirmation, the failure to establish meaningful relationships with other persons, which confirm and bolster one's self-image and the ultimate failure to accept one's limited power.

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Her violence is not a programmatic resolution to every situation as suggested by Elizabeth Dalten in "Joyce Carol Oates : Violence in the Head" (75). It is not her handy way of resolving crisis. It is a natural outlet or course of action. Her characters fall back on violence when they are confronted with threats to their self-image or with the exposure of their impotence. Violence in Oates is not the deus ex machina of an artist who cannot write herself out of critical situations. Her novels are so satiated with violence. Violence in her works is a reflection of the violence in society. In fact, her fiction pictures both the culture and the need to resist the assailing violence.

Components and Demonstration of Violence

Rollo May in *Power and Innocence: A Search for the Sources of Violence* classifies three components of violence:

1. a need for meaning or significance.
2. A desire for ecstasy or fascination.
3. An impulse to gainsay one's whole being, to risk all.

One or more of these drives propel a man to violence. In fact, violence arises from powerlessness. When an individual experiences his inability in order to assert or define himself, he resorts to violence to overcome his impotence. The reason for violence is that impotence corrodes self-esteem (182, 233).

Jacob Bronowski in *The Face of Violence : An Essay With a Play* says :

> … at the heart of our violence, in art or feeling, lies our wish to show ourselves men of will. Since society is an instrument for controlling our chaotic wills, the gesture of our violence we make is anti-social; we invent a symbol for the forces of society, obscure and impersonal, which still be our scapegout. But the symbol is only mask for the fear of each of us that society thwarts what is best and personal in him. We fear that society disregards us. In the wilderness of the cities, we look for respect. (76)

An Impulse We All Share!

In fact, violence is an "impulse we all share. The love of violence is […] the ancient and symbolic gesture of man against the constraints of society" (Bronowski 81).

Oates in her fictional world translates all these theoretical statements into horrifying truth as the sense of powerlessness drives men like Shar Rule, Howard Wendall, Brock Botsford, and Jules Wendall to lash out against societal constraints, to kill, to

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inflict injury on others; it drives women like Karen Herz, Clara Walpole, and Elena Howe to destroy others, their lovers, their children, and their husbands. They are unconsciously drawn to violence as they are easily provoked to violent deeds.

It is as Hannah Arendt explains: "To resort to violence when confronted with outrageous events or conditions is enormously tempting because of its inherent immediacy and swiftness" (160). Violence is not only a means of destroying others, it may also mean "an effort to transcend the triviality of life, to seek adventure, to look beyond and even to cross the limiting frontier of human existence" (Fromm 267).

A Catalogue of Horrors

Oates's fictional world is replete with violence, nightmare, destruction, and catalogue of horrors. In **The Edge of Impossibility** she says : "Based on fear, art", she maintains, "is built around violence, around death" (6). Even fictional characters who are incapable of performing violent acts participate in violence by being victims as there is no escape from violence. In her fictional world, violence is a sense of personal impotence when the characters are not able to affirm themselves. They fail to define, affirm, and assert themselves and enter into meaningful relations with others.

Oates writes of violence, brutality, sordidness, sexual compulsion, and emotional duress. Oates writes of violence because of her happenings in life : the murder of her maternal grandfather in a barroom brawl, her parental grandfather's abandonment of her grandmother and her father and the great grandfather's unsuccessful trial to kill his wife. Her father was also fascinated by the romance of violence and its transmutation into masculine power which excludes women.

Chaos and Confusion of Society

Many of Oates's characters are convinced that they cannot live in chaos and confusion of society and turn to violence to assert themselves and destroy that society as Saul Bird in *The Hungry Ghosts : Seven Allusive Comedies* proclaims : "How can one live in such a rotten society? Why not destroy it with violence?" (44, 50).
It is just as Jean-Paul Sartre in Frantz Fanon's book **The Wretched of the Earth** maintains: "… this irrepressible violence is neither sound and fury, nor the resurrection of savage instincts, nor even the effect of resentment; it is man re-creating himself" (8).

Two-fold Aspects of Violence

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Oates continually exploits these two fold aspects of violence: the ability to destroy the enemy(ies), and the ability to transcend the trivial. She also insists on the ability of violence to help the individual achieve a sense of identity and wholeness. Her writings presuppose a nightmare world which challenges the very limit of man's endurance because violence brings man to the brink of self-discovery and often serves as an affirmation of his humanity. It becomes the agency of self-discovery and self-affirmation.

Oatesian Passage to Murder plus the Role of Incest

Oates in all her works traces the tragic connection between the failure to establish meaningful human relations and the recourse to violence, often to murder. In *Wonderland*, an ironical title, Jesse Harte kills his wife and children and himself because he cannot relate to them as husband and father. His son Jesse is killed by Trick Monk, and his daughter, Sheeley, kills herself for Jesse's smothering love for his daughter. Robbed of childhood and forced into adult ways, her characters also resort to violence-the only way to survive.

Oates's **With *Shuddering Fall, A Garden of Earthly Delights, Expensive People, them, Do With Me What You Will, Childwold, Marya*,** and *You Must Remember This* deal with incestuous relations between a father or father surrogate and a daughter.

In fact, in Oates's oeuvres the father-daughter incest represents a paradigm of female sexual victimization due to unimaginable and unequal relationship where the female child is most powerless.

Oates's female victims can be called unliberated women.

Anne Z. Mickelson in "Sexual Love in the Fiction of Joyce Carol Oates" accuses her of "working out her own fears and obsessions through the medium of fiction" while concerning the centrality "of oedipal conflict in her fiction" (15-34). In fact, all her works are organized around a Freudian premise that all children find themselves confronted by their shameful and guilt-producing attachment to the parent of the opposite-sex. Her female sexual victims are not normal children but they regress to a stage of analsadistic sexuality as is evident in "The Molesters", the short story included in **Expensive People**, which concerns itself with an ambiguous sexual encounter between a six-year old white girl and a black fisherman. It is because she was left out of her brother's games and ignored because of her mother's domestic chores. By the end of the story, the six-year old girl is victimized by the system of patriarchy as she becomes ineradicably 'dirty' through sexual violence and abuse.

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Marilyn C. Wesley in "Father – Daughter Incest as Social Transgression : A Feminist Reading of Joyce Carol Oates" avers :

> Sexual transgression in Oates's works signals the conjunction of the fixed social restriction of patriarchal culture and the impulse to escape such limitation. The daughter's oedipal transition often includes incestuous desire, but the object of such longing is most often the dream-daddy as in this instance, who may seem to offer developmental freedom rather than the father who represents coercive constraint. (255-256)

It is as Maria Ramas in "Freud's Dora, Dora's Hysteria" says the Oedipus complex,

> confronts the child not only with sexual prohibitions of his or her culture, but also with the interconnected meanings of masculinity, femininity, and heterosexuality. Precisely at the 'moment' that the girl confronts the demand that she turn from the mother to the father, the connection between activity, possession of the phallus, sadism and masculinity, on the one hand, and passivity, castration, masochism, and femininity, on the other come into sharp focus. (86)

In Oates's *them*, Maureen Wendall has devastating sexual experience. When she is fifteen years old her mother Loretta married Pat Furlong. It introduces a triadic stepfather into the mother-daughter dyad as the girl child "moves from her preoccupation with her relationship to her mother to a concern with her father and other males" (Chodorow 138). However, Maureen's development has been delayed by her sensitive awareness of the disadvantages being a female child and by her reluctance to become a woman as "she did not want to live with a man, sleep with a man. It made her angry to think of a future in which she waited in an apartment for a man to come back from whatever man did [….]" (**them** 171).

Maureen becomes increasingly disturbed when the situation escalates to minister the needs of Loretta's husband in the middle of the night by serving his supper, making his coffee, absorbing his angry blows, and providing the intimate service of rubbing his painful back. She begins to deteriorate by prostitution in order to stay away from home. She understands the patriarchal meaning of phallus that "the fitting consummation of this transgressive attachment is not intercourse but a scene of sadomasochistic violence which demonstrates that the girl may find in her relationship to the representative father not 'liberation' from the mother, but the overwhelming evidence of her own powerlessness within the patriarchal system" (Wesley 6). Oates's daughters' violation of this vicious cycle may be understood clinically as violation of patriarchal structure.

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In *With Shuddering Fall* Shar Rule is "a man of violence" (168), an impotent, pathetic racer, who frightened and threatened by the infatuation and the stirring of adolescent love of a young girl, destroys himself rather than opens himself to a relationship of love and tenderness. Shar is a man with no sense of self and to him love means the surrender of freedom. He is a symbol of powerlessness and personal inadequacy. He is incapable of loving and being loved like the characters in T.S. Eliot's *The Cocktail Party*. In his love for Karen, he appears like an animal or a beast with the realization that he is incapable of taking off his defensive mask of power. Looking at him, Karen says that his appearance suggests the "uneasiness of the predatory beast that suspects he can never achieve satiation" (WSF 166). He wishes to run from Karen as he realizes that he has no power and fails to realize that love itself is power. He is in a dilemma whether to accept love or deny love. He cannot accept her love and tries first to reject her; when this fails, rather than return her love, he destroys himself. Karen's love has the power to unmask and ruin him. As delusion is heaped on delusion, he believes that "insane fragment of his life would be made whole-cleansed through violence, a communion of power" (WSF 246). Karen is ruthless and coldly determined to win Shar, to defeat Shar. The only way she can conquer Shar is through his death. Rather than create, her love destroys.

In *A Garden of Earthly Delights* Clara Walpole's move from the squalid poverty of migrant camps to the wealthy home of Curt Revere is accompanied by violence at every step. The only way of life she knows is violence and the only avenue to self-affirmation is to destroy or conquer those persons who seem to be superior or powerful to her. From her sister Sharleen, her playmate Rosie, to Sonya, her co-worker, and finally to Lowry and Revere, she must either exploit or defeat them in order to create an image of herself.

In fact, Clara remains a pathetic picture of the effects of violence on a human being. In her first appearance in the novel, she is described fighting with her older sister Sharleen. They are "locked together in a hot inertia of hatred" (GED 22). This hatred paves way for her tragic life. She leaves her father after he has beaten her one evening for being seen in a tavern. Clara never learns to love. She learns only to use and exploit persons. Her moral education in violence begins with her father, who has killed a man. Lowry continues Clara's education into violence. She recognizes in him an "invisible insatiable striving. She didn't understand him, but she sensed something familiar about the hardness with which he lived. It was her father's hardness brought into a sharper focus" (GED 172). He used to have cruel, violent sex with Clara. With the same hardness and destructive energy he makes love to her. Oates writes : "His face twisted like a rag in a parody of agony" and she felt "as if she had been opened and hammered at with a cruelty that made no sense because she could not see what it meant" (GED 189). When Lowry leaves her, she has to evaluate her and has to school her in violence as she is strongly driven to Revere. She is

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driven to Revere to exploit him. She must, at the same time, wait on his desires, prostitute herself, and forfeit her reputation with the community.

Oates's *them* is based on the notion that modern tragedy transforms domestic landscape into wilderness as is revealed in the murder of Bernie besides Loretta Wendall in bed by her brother Brock; her rape by the policeman Howard Wendall; her father's insanity and institutionalization; her husband, Howard, being crashed to death in an accident at work; her son Jule's burning the barn; her daughter Betty's pushing Grandma Wendall down the back stairs; and her daughter, Maureen's prostitution and near fatal beating by Furlong.

In **them,** Loretta is the invincible matriarch who survives the ever-increasing turbulence of her life. Her initiation into violence occurs when her brother Brock, itching for excitement, kills her lover, Bernie Malin, besides her in bed. Brock is a killer needing someone to kill, and it happens to be Bernie. After this incident, Loretta is raped by the policeman who offers to help her dispose of the body. Later, they marry. Her daughter, Maureen is the victim of her own inability to shield herself from her life. Jules recognizes in her something different, something delicate. Maureen begins to prostitute herself in order to make more money to get out of her environment. She is not sufficiently schooled in deceit and cleverness to escape unnoticed and when Furlong, her stepfather, notices the money, he beats her senseless.

In **them** opposed to Maureen's delicate flight from violence is Jules's head-on attack. Jules had seen a plane crash in which a man's head had been split into two. He had run away and hidden in his fear and horror. A very close call with death robs Jules of some of his spirit. But he gets involved with revolutionaries and with the Detroit riots. The looting, plundering, shooting only bring to the surface that latent violence of the city. And Jules, who had seen death so often and had barely escaped it himself, kills a policeman.

Oates in *Do With Me What You Will* turns to a residual influence of violence which is discernible. In it, the focus has shifted from the causes of violence to the effort to transcend and liberate oneself. Elena Howe suffers at the hands of her own insane father, who kidnaps her and takes her to California where she nearly dies of dehydration and malnutrition and at those of her mother, who constantly uses Elena to better herself, marrying her off to Marvin Howe and virtually ignoring her the rest of her life. However, Elena succeeds in lasting off the effects of violence. She can and does liberate herself.

Oates's *Bellefleur* is a reimagining of the family saga, which uses a technique called experimental Gothic. In this novel, Oates establishes herself a magical realist. In this novel, Ghosts walk, spirits haunt, trolls bowl in the woods, a vampire lives, a room is

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contaminated, the family patriarch insists that a drum to be made from his skin after his death, and so on. The Bellefleur and the Bellefleur's family dramatise the quest for both material betterment and spiritual fulfillment – the dualities at the heart of the American dream. "This lust to acquire material possessions expresses itself across the generations of the Bellefleur family and sows the seeds of its own destruction – the desecration of the land, the avenging resentment of the exploited and dispossessed, the despairing emptiness and elusiveness of the quest" (Creighton 39).

In this novel Jean-Pierre establishes a dynasty, which spans the War of Independence to the present. The family is sustained through the eventual marriage of Louis' widow, Germaine, to Jedediah, the second of Jean-Pierre's sons. Jedediah was on a 20 year quest for God but in the end of the novel he was called back by an angel, a messenger from his brother Harlan, to sustain the family line and avenge the murders. He is called back from his self-absorbed quest to join the human community, to unite with his widowed sister-in-law Germaine, whom he has always loved. His return proves the forces of love that are resilient. Like Jedediah, several members of the family escape into the realms of unconsciousness. Raphael is mesmerized by Mink Pond and escapes the pursuing Canine boy, Doan, by submerging himself in it. Lamentations of Jeremiah, disgusted over the greed of his family and the cannibalism of his silver foxes walks into the flooded river as his mother Violet had years before.

Oates writes:

> Yet still he wanted to plunge into the stream, he yearned to submit himself to it, as it only so violent a babtism, from the rude claims of Bellefleur and blood, could exercise his memory of the foxes and their hideous blood jaws. I am not one of you, as you see, drowning man pleaded. (B 511)

But he did not drown. Years later he walked out of the river and remarried his former wife Elvira. Vernon tried to escape being a Bellefleur by seeming to drown in the river. He admits : "I am not a Bellefleur, I am only myself, Vernon, my essence is Vernon and not Bellefleur. I belong to God. I am God. God dwells in one… the poet… must take the chance of drowning in God" (B 155).

In this novel, one can see the pull of the dark which is sinister and malevolent. The Noir vulture snatches Garner's child. Lake Noir is full of the whisperings and proddings of nighttime spirits which drive the murderers of Jean-Pierre into frenzy. Great uncle Hiran is haunted by capricious night self that differs from the fastidious day self and leads him into nocturnal ventures, including one in which he is drawn to Lake Noir in the winter where he observed a mysterious figure. Leah, in despondency, is feeling herself to be floating. Oates violently writes : "bodiless, at the bottom of a great dark pool of water. She was the drowned Vernon, she was

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Violet, she was Jeremiah who had been swept away in a flood. What remained of Leah cared to protect nothing" (B 407). Yolande, who ran away from love, as a young girl, reappeared like a celluloid image, Samuel, infatuated by the 'Room of Contamination' had alien spirits; Tamas disappeared into the clavichored he lovingly made for Violet; Hepatiza's husband, a brutish man, turned into a bear; Johnny Doan, a Canine boy, became a dog. However, the main course of the action dealt with the marriage of Gideon and Leah and Leah's effort to restore the glory of Bellefleur's family which was not wiped out.

Incest as a Norm of Cultural Violence and Misogyny

Oates treats incest as a norm of cultural violence and misogyny. In **Bellefleur**, the child Little Goldie is first raped by Ewan and then by Gideon. In **You Must Remember This**, Felix feels less guilty in having sex with 12 year old niece Enid. In these examples, sexual violence, mind-body split, and incest are identified as revulsion for female sexuality and of exceptional, dysfunctional family patterns as is seen in "Blindfold", "The Daughter", and "Ruth" in **The Goddess**, in the incestuous relationship in **Bellefleur** (Gideon and Ewan's rape of Little Goldie), between Marya and Lee in **Marya : A Life**, and between Georgina and her father, Justice Kilgurven in "The Virgin in the Rose Bower," and between Karen and Hertz in **With Shuddering Fall.**

Violence Marks the Language and Context

Oates's verbal ambiance is always violent. It is confirmed by her choice of images, figures of speech, and her basic rhetorical devices. Her fictive world is crowded with violent conversations that are angry and charged with hostility. The interaction between characters is often brutal and savage. A persistent and growing fear parades all through her works.

The fear that one will be destroyed makes the characters establish and maintain a sense of order and meaning in one's own life. In her ouevre, she describes even the trivial subjects in terms of violence by her unique language and aesthetic tragedy. She generates an ambiance of violence integral to her tragic vision by creating sensationalism and titillation.

Violence is used to bring an awareness of mortality. Violence is used to reflect the confusion inherent in human beings as John Fraser in **Violence in the Arts** observes: "some violences make for intellectual charity and a more civilized consciousness, while others make for confusion" (ix). She, in fact supplements the narration of violent actions with rhetorical violence. Her narratives mirror the turbulence and disorder of the nightmarish world. Oates creates a totally violent fictive world by

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describing the even most common, ordinary, mundane incidents / events of human actions in terms of hostility.

In *With Shuddering Fall*, Oates adeptly sets an ominous tone in the description of the night club where Shar, Max, and Karen celebrate Shar's recent racing victory. She writes : "Music from the jukebox exploded (WSF 143), a woman is "teased into prettiness" by "a violent, exotic outing of her lips" and couples "gallop together violently" (WSF 144). These images create the tension and as a result Shar kills another driver during the race and prepares for the violence soon to come into the narrative.

Rhetorical Violence

In *them*, the events that lead up to Nadine's shooting of Jules are described with rhetorical violence. Even during their meeting in the apartment that Nadine arranged for, Jules wants to "gather her violently into his arms and penetrate her to the very Kernel of her being, to her deepest silence, bringing her to the release of this joy" (*them* 381). In *Do With Me What You Will*, Leo Ross is very cool and callous in shooting smiles at questioning passers-by. It suggests how close he is to restoring physical violence. Oates writes, Ross "shot them small half-mocking, half-inquisitive smiles" (DWM 33). Even the ducks' annoying quacking in a park makes him want to shoot the ducks. His world is full of violence, it is like a sieve, "a lot of little holes that things fall through like water, like blood… like blood bleeding out of your arteries while you stand there and watch…. The world is filled with holes that surprise you […]" (DWM 30, 31). The image created in this rhetoric is incongruous but however it creates violence, rhetorical violence.

Suggestions of Violence

In addition to the direct and overt use of violence, there are the subtle and pervasive suggestions of violence. In *A Garden of Earthly Delights*, she creates a collision between a truck of migrants and an auto, an angry fight between the two drivers and the birth of a child. In *With Shuddering Fall*, the opening scenes describe the flight of Karen Herz from the cruel domestic setting. *them* in the beginning pages narrates the cruel and senseless murder of a boy, the depressing domestic conditions of the Botsford family, and Loretta's rape by a policeman. *Wonderland* recounts a mass murder and suicide. One of the most horribly explicit scenes in all the Oates's fiction is Brock's shooting of Loretta's boy friend beside her in her bed to death. Loretta is stunned and mused "one shot had done it, like magic" (*them* 38).

The image of entrapment is linked to violence. In *With Shuddering Fall*, Karen feels, when a fight erupts between her father and Shar, "once more a creature trapped within a dream, waiting for release. The unreal violence of the past few minutes

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rushed to a climax and exploded in her brain as she felt the impact of her father's disgust" (WSF 72). Suggestion of entrapment is further suggested in the description of Karen's feeling that "they might have been two people condemned to an eternity in each other's presence, lovers or criminals who had sinned together on earth but who could not understand precisely what they had done, or why, or in what way it was a sin demanding damnation" (WSF 167).

Powerlessness

Familial violence is only social violence scaled down and the riots are only domestic nightmares played out on a larger stage. The root of it all is powerlessness. In *Wonderland* familial violence is at its worst. It includes not only the shooting deaths of Harte family but also the even more horrifying living deaths of Pedersons. The tragedies of the two families are similar as the strangling sense of impotence experienced by the fathers of both families drives each one to destroy his offspring. Willard Harte being unschooled, unemployed, incapable of grappling with the problems and pressures of his growing family destroys his family and himself. His violence explodes into murder as he is precipitated by the proximity of Christmas and the closing of his gas station.

Like Shakespeare's Othello, he stalks the woods and fields behind his home in search of a way to resolve his growing sense of powerlessness and helplessness. In the end, in his desparate loneliness and alienation, he chooses death. On the other hand, Karl Pederson, whose philosophy of life is "A human being […] must become what he was meant to be […]" (W 73) admits his life is incomplete; he has been failed by his wife, and his two children, Hilda and Frederick, and sets out to find his family into his idea of them but it fails and he turns to Jesse Harte. It is a self-inflicted violence, a kind of punishment not surrender.

Why This Abundance of Violence in Oates' Novels?

Many critics have faulted Oates for the wealth of violence in her fiction. Oates in her essay "Why is Your Writing so Violent?" answers that the question is always "insulting […] always ignorant […] always sexist […] war, rape, murder and the more colorful minor crimes evidently fall within the exclusive province of the male writer, just as, generally, they fall within the exclusive province of male action" (**Lee** 130). Her "Pastoral Blood", in the short story collection of **By the North Gate** prefigures many of Oates's later tales of female self-annihilation where a young woman named Grace impulsively decides to die and sets out to deliver herself to an unknown murderer on the anniversary of her father's death but is raped by a drunken African-American thug.

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Oates's young woman wanders into new territory where she meets a man who victimizes her (he beats, exploits, deserts, and forgets her). Her victimization is sexual and violent, her control minimal. Her victimization is through her passivity and vulnerability. Almost, her women are pitted against patriarchy and it does not matter whether one is beautiful as in "The Girl", intellectually powerful as in "Magna Mater", objective and scientific as in "Psychiatric Services", artistic as in "A Premature Autobiography", whether one seduces her father as in "Ruth" or battle with her mother as in "The Daughter" as seen in the collection of short stories under the title *The Goddess and Other Women*. Parmela Smiley in "Incest, Roman Catholicism, and Joyce Carol Oates" says :

Powerless in a sexually violent world, the women of *The Goddess* **[…]**repeat a tripartite Oatsian pattern of enmeshment. First, the small, pretty, young, and aimless feminine character drifts into a dangerous situation that leaves her vulnerable; second, a manly man (associated with masculinity through boxing, cars, machinery, or patriarchal power and knowledge), as if sensing her powerlessness and disorientation, finds her and initiates her into violent sexuality; third; instead of being repelled by the initiation, the feminine character is drawn back to the man or his substitute in a repetition compulsion. Again and again Oates's couples meet the violent and sexual, she passive, dependent, and seemingly separated from her body-until, she in Oates's terms, absorbs his violence and 'wins'. (38)

Further, she is vulnerable to repeated victimizations in the form of repetition compulsions that mimic the original incestuous relationship and self destructive impulses such as eating disorders, drug abuse, alcoholism, suicide attempts and so on. She is highly sexualized yet sexually dysfunctional. In fact, Oates has a fondness for an incest theme which makes her woman a victim of the violence of modern American society.

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Importance of Practicum in Teacher Training Programme - A Need of the Hour

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Abstract

Teacher education course, both its theoretical and the practical components, is designed to achieve the required targets. This paper aims to unearth the differences pertaining to the theory and practice of pre-occupational teacher training being imparted in Pakistani teacher training institutions.

The experiment for the present study is made up of 120 student teachers of 12 diverse teacher training institutions of Pakistan. They had ended the academic part of the training and were now slotted in practice teaching.

This study represented all the Federating units. Observation was employed as a modus operandi to collect data. Visits were made to the class rooms during the period starting from February 2007 to May 2007.

Information was composed through 34 sets of surveillance. The observation checklist

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was prepared to achieve the purpose of this study while acknowledging the broad gaps between theory and practice and by exploiting means and techniques, the use of computer applications for teaching, experimentation and the use of diagnosis evaluation techniques. However, it was observed that novelty and innovation were absolutely missing and the trainees feel themselves satisfied with the identical obsolete techniques and methods through which they were taught.

It is, therefore, proposed that the teacher trainers consistently stay at the classes during the practice teaching. Furthermore, increasing the duration of practice teaching will guarantee the success of the programme.

Introduction

The importance of practicum in any course of studies is a given thing and teacher education is no exception to this (McIntyre, Byrd, & Fox, 1996). Practicum is a vital component in many educational courses at all levels. Practicum is included in many disciplines and provide the student with the opportunity to put the theory they have learned into practice. The practice can be overwhelmed by the theory but it cannot negate the existence and importance of practicum. Blunden (2000) puts it in these words:

> Theory involves the development of understanding and insight and it is what universities often do well. Of course, both of these worlds, practice and theory, are communities of practice, but they are nonetheless very different worlds (p. 8).

However, it is an admitted fact that a theory dies without practice and the aim of a course should always be to give importance to both theory and practice. This will help practitioner and researcher to fill the gaps between theory and practice. Understanding the nature of a theory and knowing its evaluation help us to locate these gaps. The present study is an effort in the same direction.

Theory of the Practicum

Practicum is needed if the reflective and moral work of teachers is to underpin the actual practice and promote knowledge construction in ways that are equitable and just for our young people. Practicum is, in fact, a blend of a variety of diverse aspects, e.g., the performance of the student teachers, the teacher educators, the school and the availability of resources. However, it is more important to have a relationship of all these factors (Ellsworth and Albers, 1995).

The theory of the practice teaching dictates the following:

- Balance course length.
- Prospect to apply skill at the most advantageous level.

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- Directing students to additional resources.
- Conducive atmosphere enabling the student teachers to learn the teaching profession.
- An efficient procedure of scrutiny and assessment.
- While making the final assessment, fair marks should be reserved for practicum vis-à-vis the theoretical exams.

At the end of the practicum, the student teacher is expected to do the following:

- Maintenance of relationship with his students, colleagues and administrators.
- Managerial skill, e.g., maintenance of discipline and punctuality.
- Understanding of the tenets of vital learning.
- Can prepare his lesson for instructions.
- Know teaching skills and be able to exploit them.
- Acquired ability from supervision and appraisal.
- Make a routine of self assessment.

The supervisors are expected to:

- Evaluate the student teachers of the methods and techniques of instruction.
- Assist the student teachers in preparing their lesson plans.

Research Methodology

Population and Sampling

The population of the study consisted of all the prospective teachers who are admitted to B.Ed. programme in public sector institutions of Pakistan. The 120 prospective teachers from 8 institutions were considered as sample of the study.

S.No	Gender	Numbers	Percent
1	Male	46	38.3%
2	Female	74	61.7%
3	Total	120	100%

Figure 1 Showing the distribution of sample gender wise

Research Tool Development and Data Collection

Since the study was descriptive in nature, survey approach was considered appropriate to collect the data. For this purpose, a 34-item observation checklist was prepared by keeping in mind the objectives of teaching practice.

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Administration of Research Tool

Data were collected personally from the Sindh and the Punjab and through teacher educators from the Balochistan and the NWFP.

Data Analysis

The data collected through observation was coded and analysed through SPSS XII Stat Pac calculator and in terms of percentage ant t-test.

Findings

Data collected through the questionnaire was analysed in terms of percentage. The findings drawn out from the data analysis are given below.

Table 1

Student teachers prepare lesson plans during teaching practice.

Responses	Frequency	Percent
Yes	108	90%
No	12	10%
Total	100	

Above table indicates that 100% teachers prepared lesson plans during teaching practice. It was considered that all the student teachers prepared lesson plans throughout teaching practice.

Table 2

Student teachers manage classes.

Responses	Frequency	Percent	df	t-value	p-value
Yes	108	90%			
No	12	10%	119	14.606	0.000
Total	100				

Above table shows 90% student teachers were observed as managing their classes but 10% were not able to manage the class. So it is concluded that significant majority of the student teachers could easily manage their classes.

Table 3

Student teacher uses Team teaching method.

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Responses	Frequency	Percent
Yes	0	0%
No	120	100%
Total	120	

It is evident from above table that all the 120 student teachers responded that they do not use team teaching method so it is concluded that none of the student teachers use team teaching method.

Table 4
Student teachers use micro teaching method.

Responses	Frequency	Percent
Yes	0	0%
No	120	100%
Total	120	

Above table shows that all the student teachers do not use micro teaching method hence it is concluded that none of the student teachers use micro teaching method.

Table 5
Student teachers use computer assisted learning.

Responses	Frequency	Percent	df	t-value	p-value
Yes	3	2.5%			
No	117	97.5%	119	33.328	0.000
Total	120				

It is evident from above table that 2.5 % student teachers preferred computer assisted learning but 97.5% do not use computer assisted learning. Hence it is concluded that a significant majority of student teachers is not using computer assisted learning.

Table 6
Student teachers use computer assisted instructions

Responses	Frequency	Percent	df	t-value	p-value
Yes	3	2.5%			
No	117	97.5%	119	33.328	0.000
Total	120				

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Above table indicates that 2.5% student teachers were observed as providing computer assisted instructions but 97.5 did not give computer assisted instructions. Therefore it is concluded that most of student teachers were not using computer assisted instructions.

Table 7
Student teachers use lecture Method.

Responses	Frequency	Percent	df	t-value	p-value
Yes	90	75%			
No	30	25%	119	6.325	0.000
Total	120				

Above table indicates that 75% student teachers used lecture method in their classes and only25% did not prefer this method. So a significant majority of student teachers used lecture method during teaching in classrooms.

Table 8
Student teachers use discussion method.

Responses	Frequency	Percent	df	t-value	p-value
Yes	39	32.5%			
No	81	67.5%	119	4.093	0.0001
Total	120	100.0			

Above table indicates that 32.5% teachers are using discussion method during teaching practice but 67.5% are not using this method. So it can be concluded that a significant mostly of student teachers do not use the discussion method in teaching practice.

Table 9
Student teachers use question answer method

Responses	Frequency	Percent	df	t-value	p-value
Yes	60	50%			
No	60	50%	119	0.000	1.000
Total	120	100.0			

Above table shows that 50% student teachers use question answer method and 50% of them do not use this method. So it is concluded that there is no significant difference between those who used question answer method and those who do not.

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Table 10
Student teachers use activity method

Responses	Frequency	Percent	df	t-value	p-value
Yes	42	35%			
No	78	65%	119	3.445	0.0008
Total	120	100.0			

Above table shows that 35% teachers are observed using activity method but 60% are not applying this method during teaching practice. So it is concluded that significant majority of student teachers do not use the activity method during teaching practice.

Table 11
Student teachers use bookish method

Responses	Frequency	Percent	df	t-value	p-value
Yes	24	20%			
No	96	80%	119	8.216	0.000
Total	120	100.0			

Above table indicates that 20% student teachers use the bookish method during teaching practice but 80% do not use this method. So it is concluded that significant majority of the student teachers do not use the bookish method during teaching practice.

Table 12
Student teachers use problem solving method

Responses	Frequency	Percent	df	t-value	p-value
Yes	6	5%			
No	114	95%	119	22.618	0.000
Total	120	100.0			

Above table shows that it was observed that only 5% student teachers used the problem solving method but 95% did not apply this method. So it was concluded that most of the student teacher were not applying the problem solving method.

Table 13
Student teacher has the attitude of experimentation.

Responses	Frequency	Percent	df	t-value	p-value
Yes	39	32.5%			

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Responses	Frequency	Percent	Df	t-value	p-value
No	81	67.55	119	4.093	0.000
Total	120	100.0			

Above table indicates that 32.5% student teachers had the attitude of experimentation but 67.5% student teachers were no attitude of experimentation. So it can be concluded that significant majority of the student teachers does not have the attitude of experimentation.

Table 14
Student teacher has the attitude of observation.

Responses	Frequency	Percent	Df	t-value	p-value
Yes	90	75%			
No	30	25%	119	6.325	0.000
Total	120	100.0			

It is clear from above table that 75% student teachers have the attitude of observation but 25% student teachers do not have the attitude of observation. It is concluded that significant majority of the student teachers does not have the attitude of observation.

Table 15
Student teachers use the method according to the situation

Responses	Frequency	Percent	df	t-value	p-value
Yes	72	60%			
No	48	40%	119	2.236	0.0272
Total	120	100.0			

Above table shows that 60% student teachers use the teaching method according to the situation, while 40% do not use teaching methods according the situation. So it is concluded that significant majority of the student teachers use the methods according to the situation.

Table 16
Student teacher has the confidence to face the students.

Responses	Frequency	Percent	df	t-value	p-value
Yes	108	90%			
No	12	10%	119	14.606	0.000
Total	120	100.0			

It is evident from the above table that 90% student teachers have the confidence to face the students, while 10% are not confident to face the students. So it is concluded that significant majority of student teachers have the confidence to face the students.

Table 17
Student teachers use charts.

Responses	Frequency	Percent	df	t-value	p-value
Yes	111	92.5%			
No	9	7.5%	119	17.676	0.000
Total	120	92.5			

Above table shows that 93% student teachers use charts during teaching practice, while 7.5% do not use the charts during teaching practice. So, it is concluded that a significant majority of the student teachers use charts during teaching practice.

Table 18
Student teachers use models

Responses	Frequency	Percent	df	t-value	p-value
Yes	51	42.5%			
No	69	57.5%	119	1.662	0.0992
Total	120	100.0			

It is evident from above table that 42.5% student teachers use models during teaching practice but 57.5% do not use the models during teaching practice. It is concluded that there is no significant difference between those who use models and those who do not.

Table 19
Student teacher use flannel boards.

Responses	Frequency	Percent	df	t-value	p-value
Yes	39	32.5%			
No	81	67.5%	119	4.093	0.0001
Total	120	100.0			

Above table shows that 32.5% student teachers use flannel boards during teaching practice, while 67.5% do not use flannel boards during teaching practice. Hence it is concluded that a significant majority of the student teachers do not use flannel boards during teaching practice.

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Table 20
Student teacher use pictures.

Responses	Frequency	Percent	df	t-value	p-value
Yes	69	57.5%			
No	51	42.5%	119	1.662	0.0992
Total	120	100.0			

Above table shows that 57.5% student teachers use pictures during teaching practice, while 42.5% do not use the pictures during teaching practice. So, it is concluded that there is no significant difference between those who use pictures and those who do not.

Table 21
Student teachers teach according to the lesson plan.

Responses	Frequency	Percent	df	t-value	p-value
Yes	114	95%			
No	6	5%	119	22.618	0.000
Total	120	100.0			

It is evident from above table that 95% student teachers teach according to the lesson plan during teaching practice, while 5% do not teach according to the lesson plan. So it is concluded that significant majority of the student teachers teach according to the lesson plan.

Table 22
Student teacher relates the previous knowledge of the students to the current topic.

Responses	Frequency	Percent	df	t-value	p-value
Yes	99	82.5%			
No	21	17.5%	119	9.370	0.000
Total	120	100.0			

It is evident from above table that 82.5% student teachers relate the previous knowledge of the students to the current topic, while 17.5% do not do so. So it is concluded that a significant majority of student teachers relate the previous knowledge of the students to the current topic.

Table 23
Student teacher tests the previous knowledge of the students.

Responses	Frequency	Percent	df	t-value	p-value

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Responses	Frequency	Percent	df	t-value	p-value
Yes	117	97.5%			
No	3	2.5%	119	33.328	0.000
Total	120	100.0			

Above table shows that 97.5% student teachers test the previous knowledge of the students but 2.5% do not do so. Hence it is concluded that a significant majority of student teachers test the previous knowledge of the students.

Table 24
Student teacher knows the objectives of the lesson plan being taught by him/her.

Responses	Frequency	Percent	df	t-value	p-value
Yes	117	97.5			
No	3	2.5	119	33.328	0.000
Total	120	100.0			

Above table shows that that 97.5% Student teacher know the objectives of the lesson plan being taught by him/her but 2.5% do not know the objectives of the lesson being taught by him/her. Hence it is concluded that a significant majority of the student teachers know the objectives of the lesson plan being taught by him/her.

Table 25
Student teachers make the partial recapitulation.

Responses	*Frequency*	*Percent*	*df*	*t-value*	*p-value*
Yes	69	57.5%			
No	51	42.5%	119	1.662	0.0992
Total	120	100.0			

Above table shows that 57.5% student teacher make the partial recapitulation during their lesson while 42.5% do not make the partial recapitulation. Therefore it is concluded that there is no significant difference between those who make the partial recapitulation and those who do not.

Table 26
Student teachers make the final recapitulation.

Responses	Frequency	Percent	df	t-value	p-value
Yes	57	47.5%			

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No	63	52.5%	119	1.662	0.0992
Total	120	100.0			

Above table shows that 47.5% student teachers make the final recapitulation but 52.5% do not make the final recapitulation. So it is concluded that there is no significant difference between those who make final recapitulation and those who do not.

Table 27
Student teachers invite questions from the students.

Responses	Frequency	Percent	df	t-value	p-value
Yes	105	87.5%			
No	15	12.5%	119	12.421	0.000
Total	120	100.0			

Above table indicates that 87.5% student teachers invite questions from students but 12.5% do not invite questions from students. As t-value is significant at 0.000 level, so it is concluded that a significant majority of the student teachers invite questions from the students.

Table 28
Student teachers move around the class while teaching**.**

Responses	Frequency	Percent	df	t-value	p-value
Yes	69	57.5%			
No	51	42.5%	119	1.662	0.0992
Total	120	100.0			

It is evident from above table that 57.5% student teachers move around the class while teaching while, 42.5% student teachers do not move around the class while teaching. As t-value is insignificant, so it is concluded there is no significant difference between those who move around and those who do not.

Table 29
Student teachers complete the topic/lesson with in time.

Responses	Frequency	Percent	df	t-value	p-value
Yes	99	82.5%			
No	21	17.5%	119	9.370	0.000
Total	120	100.0			

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Above table shows that 82.5% student teachers complete their topics/lessons with in time While 17.5% did not complete their topics/lessons. As t-value is significant at 0.000 level, it is concluded that a significant majority of the student teachers complete their topics/lessons with in time.

Table 30
Student teacher relates the situation/topic with real life situation.

Responses	Frequency	Percent	df	t-value	p-value
Yes	54	45%			
No	66	55%	119	1.101	0.2731
Total	120	100.0			

The table 30 shows that 45.0% Student teacher relate the situation/topic with real life situation while 55.0% do not associate the topic with real life situations. As t-value is insignificant and p-value is > 0.5, so it is concluded that there is no significant difference between those who relate and those who do not.

Table 31
Student teacher gives example from the daily life.

Responses	Frequency	Percent	df	t-value	p-value
Yes	81	67.5%			
No	39	32.5%	119	4.093	0.0001
Total	120	100.0			

Above table indicates that 67.5% Student teachers give examples from daily life situation but 32.5% do not give examples from daily life. As t-value is significant at 0.0001 level, it is concluded that a significant majority of student teachers gives example from daily life situation.

Table 32
Student teachers apply formative evaluation technique.

Responses	Frequency	Percent	df	t-value	p-value
Yes	78	65%			
No	42	35%	119	3.445	0.0008
Total	120	100.0			

It is evident from above table that 65% student teachers apply formative evaluation,

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while 35 % do not apply formative evaluation techniques, as t-value is significant at 0.0008 level, it is concluded that majority of the student teachers apply formative evaluation technique during teaching practice.

Table 33
Student teacher applies summative evaluation technique.

Responses	Frequency	Percent	df	t-value	p-value
Yes	69	57.5%			
No	51	42.5%	119	1.662	0.0992
Total	120	100.0			

Above Table indicates that 57.5% student teachers apply summative evaluation technique while 42.5% do not apply the summative evaluation. As t-value is not significant and p-value > 0.05, it is concluded that there is no significant difference between those who apply summative evaluation and those who do not.

Table 34
Student teacher applies diagnostic evaluation technique.

Responses	Frequency	Percent	df	t-value	p-value
Yes	12	10%			
No	108	90%	119	14.606	0.0000
Total	120	100.0			

It is evident from above table that 10.0% student teachers apply diagnostic evaluation while 90.0% do not apply the diagnostic evaluation. As t-value is significant at 0.000 level, it is concluded that a significant majority of student teachers do not apply diagnostic evaluation technique.

Conclusions

Following conclusions are drawn on the basis of findings.

- All the student teachers prepare lesson plans during teaching practice.

- 90% student teachers manage the classrooms during teaching practice.

- All the student teachers do not use team teaching method.

- All the student teachers do not use micro teaching method.

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- 2.5% student teachers use computer assisted learning.

- 2.5% student teachers use computer assisted instruction.

- 67.5% student teachers use lecture method during teaching practice.

- 67.5% student teachers do not use discussion method.

- 50% student teachers use question answer method and 50% do not use question answer method during teaching practice.

- 65% student teachers do not use activity method.

- 80% student teachers do not use bookish method.

- 95% student teachers do not use problem solving method.

- 67.5% student teachers are not having the attitude of experimentation.

- 75% student teachers having the attitude of observation.

- 60% student teachers use method according to the situation.

- 90% student teachers have confidence to face the students.

- 92.5% student teachers use charts during teaching practice.

- 42.5% student teachers use models and 57.5% do not use models during teaching practice.

- 67.5% student teachers use flannel boards during teaching practice.

- 42.5% student teachers use models and 57.5% do not use pictures during teaching.

- 95% student teachers teach according to the lesson plan.

- 82.5% student teachers relate the previous knowledge of the students to the current topic.

- 97.5% student teachers test the previous knowledge of the students.

- 97.5% student teachers know the objectives of lesson being taught by them.

- 57.5% student teachers make partial recapitulation and 42.5% do not make partial recapitulation.

- 57.5% student teachers make final recapitulation and 42.5% do not make partial recapitulation.

- 87.5% student teachers invite questions from the students.

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- 57.5% student teachers move around the class while teaching and 42.5% do not during teaching practice.

- 82.5% complete the lesson /topic with in time during teaching practice.

- 45% student teachers relate the situation /topic with real life situation and 55% do not.

- 67.5% student teachers give examples from daily life during teaching practice.

- 65% student teachers apply formative evaluation during teaching practice.

- 57.5% student teachers apply summative evaluation and 42.5% do not during teaching practice.

- 10% student teachers apply diagnostic evaluation.

Recommendations

Following Recommendations are made on the basis of the findings and conclusions.

i. Student teachers should be trained to use Computer Assisted Learning and Computer Assisted Instruction.

ii. School Classrooms should be facilitated enough to use computer assisted learning and computer assisted instruction techniques.

iii. Actual teacher should observe the student teacher time to time in classroom.

iv. Actual teachers/supervisors should guide the student teacher how to apply different types of evaluation during teaching

v. Sense of assimilation should be developed in student teachers during their training for how to relate different types of knowledge with different types of life situations.

vi. Contents of teaching practice should be related to the actual environment of the schools or facilities should be provided according to the contents taught to the student teachers.

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Mentoring Teachers to Motivate Students

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Abstract

This review explores ways in which the mentors of trainee teachers can use research as a means of questioning, understanding and improving their own practices.

The first part presents an overview of empirical and theoretical research into mentoring relationships.

The second part presents four ways in which mentors might engage with this literature: (1) Generalisations, generated by research, can inform practice directly. (2) Mentoring can be better understood by reference to theoretical frameworks derived from the literature. (3) In-depth case studies can provide vicarious experiences of mentoring, and (4) mentors might use research methods to inquire into their own practice.

Keywords: research; initial teacher education; mentors: mentoring practice

Introduction

It is difficult to speak meaningfully about mentoring. Contradictions abound. Champions of mentoring often speak glowingly of its promise, while mentoring studies, commonly case studies, point toward multiple and perplexing challenges.

Mentoring Relationships Rarely Live up to Ideals

Several writers have related modern conceptions of mentoring to its mythological roots. Discussing mentor's support of Telemachus, they have located the source of mentor's helping in the older person's wisdom and greater experience of life. Mentoring has been defined as: "a nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development" (Anderson and Shannon 1988). Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and the protégé.

Ideal Mentoring Situation

For experienced teachers, an ideal mentoring situation is one in which they are made to feel welcome, accepted, included and supported. They appreciate being given a clear sense of direction in terms of advice and ideas, with regular, timetabled meetings for feedback and discussion; they identify constructive feedback on their own teaching as the most important developmental activity.

The ideal mentor demonstrates training, empowers students, is sympathetic, stimulated by new ideas, approachable, has students' confidence, good sense of humour, motivated, careful, patient and tolerant, accepts own failings, shows humility committed to pupils, wishing to develop .

Bullough and Draper (2004: 271-288) stated that since mentors were expected to fulfil a variety of roles, within a demanding conception of the 'proper' mentor, some of them, unable to live up to these expectations, embraced an attitude of 'cool professionalism' towards their mentees, masking their true feelings about teaching and mentoring.

Mentoring Roles and Functions

In a large-scale survey, Clarke and Jarvis-Selinger (2005) reported that 52% of mentors had a nurturing perspective to their own teaching, while many others had a perspective that included nurturing.

This perspective implies that 'learning has a significant emotional component' (Clarke and Jarvis-Selinger, 2005) , and that good teaching involves caring for students, helping them to reach their goals and supporting efforts as well as achievements, while others claimed that mentors saw themselves, not only supporting, but actively teaching - guiding, providing information, offering practical strategies, feedback on lessons and assessment. Describing the assessing aspect, characterised mentors as 'judge, jury and sometimes executioner rolled into one'

The Role of Feelings

Mentoring is suffused with feeling, although feelings are not always acknowledged. The mentor should recognise and react appropriately to the trainee's changing state of mind. Daloz (1986), reviewing case studies, says: 'The recognition that passion is central to learning and the capacity to provide emotional support when it is needed are hallmarks that distinguish the good mentor'. Mentors' sensitivity to trainees' feelings is explored in an interview study, which found that mentors felt a particular need to be sensitive when discussing matters to do with their trainees' lack of presence, enthusiasm and commitment. Whilst many trainees found their mentors supportive, a significant number did not.

Theories of Mentoring

The theories of mentoring are rooted in theories of learning to teach: 'learning by reflecting' and 'learning through apprenticeship'.

1. Learning by Reflecting

There are five traditions of reflection:

- the academic tradition' (in which reflection is focused on subject matter);
- social efficiency tradition (focused on the practical realisation of educational theory);
- the developmentalist tradition (focused on learner development);
- the social reconstructivist tradition' (focused on issues of justice and democracy); and
- the generic tradition (in which reflection is an end in itself).

How Does Mentoring Help?

Mentoring meetings can enable the student to reflect deeply on their experience of teaching, and to arrive at their own conclusions. The mentoring, which involves professional development, and counselling, has a therapeutic purpose. Reflection is an inward journey, particularly in the case of **core reflection** which happens when a trainee has a problem - she is unable to manage pupils' poor behaviour. Although such a trainee's mentoring might contain only advice, perhaps to do with altering the use of voice or posture, it might be better if she were encouraged to consider her beliefs about herself, or her sense of her own identity as a teacher. A mentor might engage with the practical implications of this theory by asking: 'Can my trainee simply alter certain behaviours or is the cause of the problems more deeply rooted?' If the latter is the case, the mentor might employ the means of core reflection.

Levels of reflection are likened to an onion, with behaviours at the outer edge and, progressing inwards, the levels of competences, beliefs, identity and mission. Exploring these levels, mentors

might encourage trainees to realise that they possess certain **core qualities** like**:** *empathy, flexibility, sensitivity and courage.*

2. Learning through Apprenticeship

The theory of learning by reflecting has been challenged by those who view learning to teach as an apprenticeship. For example, Brown and McIntyre's (1993) empirically-based work stated: 'Experienced teachers are analogous to "master craftsmen"- craft is work in which experience improves performance' and it 'cannot be learned in weeks or even months'. This view of teaching is at the heart of the apprenticeship theory, in which trainees learn by observing mentors and by imitating their teaching practices. The mentor is a major agent for the trainee's development, advising, directing and offering 'practical tips'.

Learning to teach is a matter of acquiring a type of knowledge that is called **pedagogical tact**. Acquiring pedagogical tact becomes real in the very act of teaching. This means that by observing and imitating how the teacher animates the students, walks around the room, uses the blackboard, and so forth, the student teacher learns how to feel confident with these students.

Theories in Practice

Clarke (1995) found that, in watching videos of their mentoring, mentors were surprised by how little they allowed their trainees to contribute actively to the discussions. Consequently they switched their emphasis from telling to enquiring and were able to encourage reflection when they

(a) presented a multiplicity of perspectives on teaching;
(b) examined two or three days of the trainees' teaching in depth;
(c) prompted trainees to theorise about their teaching practices; and
(d) encouraged them to entertain uncertainty.
(e) 'Learning to become a mentor … does not "emerge" naturally from being a good teacher of children'.

The Content of Mentoring Meetings

In an apprenticeship approach, mentoring conversations are largely concerned with technical matters of teaching, whereas a reflective approach is more likely to contain discussion in which such matters are related, either to their wider contexts, including educational theories, or to the inner beliefs of the trainee.

In a questionnaire survey of ninety mentors Wright and Bottery (1997) found that the respondents considered practical matters such as 'planning and providing a clear focus for students' lessons' and 'emphasising classroom management' to be overwhelmingly more important than 'discussing the relationship between schools and society' or 'considering educational theory'. These studies suggest that the practical business of teaching and classroom

management tend to dominate conversations between mentors and their trainees because such matters are major concerns of both parties. Rather than attending to their trainees' developmental needs as teachers, the mentors focused on training them to teach the curriculum because 'the need to ensure that pupils proceed apace through the curriculum was a constant and important responsibility' .

Generalisations, Generated by Research, Can Inform Practice Directly

Mentors perceive their roles in different ways, emphasising aspects to do with listening, enabling, organising, trouble-shooting, supporting or teaching, acting as a friend, a colleague or a parent-figure. Some mentors see challenges as important; for others, support is crucial. Some mentors tend to give advice whilst others employ a tentative approach.

The mentor/trainee relationship is central to the process and trainees hope to feel welcome, accepted, included and supported by mentors. Mentoring meetings are largely concerned with practical matters of teaching and rarely deal with educational theory. Because of the intimate nature of mentoring, it is difficult for mentors to learn by observing other mentors, but case studies can help them understand their own experiences of mentoring in the light of other peoples.

Mentors Might Use Research Methods to Inquire into Their Own Practice

Research reports can suggest methods that mentors can use to investigate their own practice: like written accounts, such as journals, questionnaires, email communications and documents such as lesson observation forms. They may also use individual and group interviews.

Of course mentors can inquire into their own practice without using research methods. Nevertheless, 'those teachers with first-hand experience of a research culture seem better able to view professional practice through an "evidence-informed" lens, bringing their understanding of research to bear if their professional context allows.

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Exploring the Preferences of Aesthetic Needs of Secondary School Students in Faisalabad in Pakistan

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Abstract

The present study was designed to identify the preferences of aesthetic needs of the secondary school students of the District Faisalabad in Pakistan.

The data was collected from 10% of students of urban & rural secondary schools. Lack of an adequate instrument to measure the preferences of aesthetic needs, a Self-Reporting Rating Scale (SRRS) was developed. This instrument was included items constructed on the basis of likert scale. The questionnaires based on "SRRS" according to the aesthetic needs of the students, were delivered to the samples of the 248 students of urban and 198 rural secondary schools of the district Faisalabad. The returns from students were 446.

Keywords: Exploring the preferences of aesthetic needs, curriculum development.

Introduction

To derive a set of students aesthetic needs, the researchers, educationists and psychologists have long speculated about the fundamental psychological needs of learners, beginning with

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McDougall (1908), Jung (1933), Murray (1938), Havighurst (1949), Hull (1951), Maslow (1954), Bloom (1956), Erikson (1963), Luella Cole (1988), Greenberg (1995), Caspi (2000), Brewer (2001), Sheldon (2001), Gray (2002), Kenrick (2003), and Thomas (2003). Research has identified and classified a vast realm of student needs to make fruitful teaching and learning strategies. In addition, researchers and educators focused on the development of new instructional interventions, design projects, reform curricula and innovative technological tools to confront problems of student motivation to enable them to learn from all of these reform efforts (Pintrich, 2003:325).

It is a reality that, in other countries, the researchers, psychologists and educationists have gone deep to explore the potentials of a variety of needs. But, in Pakistan, neither any commission on national education nor any education policy proposed or recommended research studies to assess and identify the student needs, wants, urges, aims and motives, etc. Because of this, within a short time, all curricula have lost their values and slowed down the achievement of educational objectives.

Thus, the information about the nature of the learner is an important source for curriculum development. So, the focus of the present study is upon the identification of preferences of aesthetic needs, which may influence curriculum development. The identification of those needs is also necessary before a suitable strategy is identified and the process for the development of the curriculum starts, because the curriculum is the nerve system of education.

A Major Question

The question that remains to be answered is: What are the students' preferences of aesthetic needs, which may serve as pre-requisites for the successful development of the curriculum? The researchers undertook this study to answer this question. The related literature was examined and aesthetic needs were summed up as: Sensation, Charming scene, Healthy environment, Pleasantness, Symmetry and order, Neatness, Discrimination, Morality, Reliability, Religion, Peace, Musical interest, Novelty, Resort visiting, Literary taste, Comfortable seating, Classification, Recognition of evil and good, Appreciation of nature, Psychomotor skills, Loneliness, Appreciation and Approval of nature.

Statement of the Problem

This study was designed to identify the Preferences of Aesthetic Needs of boys of ages 14^+ to 16^+ year that may influence curriculum development for classes (IX & X) of the schools located under the jurisdiction of Board of Intermediate & Secondary Education, Faisalabad, Pakistan.

Method and Procedure

The data were collected from 10% of students of urban & rural secondary schools. So the total strength of student sample of urban secondary schools was 248 and the total strength of students of sample of rural secondary school was 198. The total strength of students of the

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samples was 446. In order to overcome the lack of an adequate instrument to measure the importance, existence, availability or non-availability of students needs, a self-Reporting rating scale (SRRS) was developed. This instrument included items constructed on the basis of Likert scale. This measure was to ask the respondents to respond to a series of 23 items by indicating their level of satisfaction on a five point scale from "strongly agree" to "strongly agree" to "strongly disagree". The samples were randomly selected. The questionnaires based on "SRRS" according to the aesthetic needs of the students, were delivered to the sample student population from the urban and rural secondary schools of the district Faisalabad. The returns from students were 446.

Results

The frequencies of responses to each item were calculated with item percentages. Means were computed for responses from all the two samples (students of urban and rural secondary schools). As the samples were divided into two groups, correlations among various groups were determined to establish representativeness of the responses and relationship among the groups. The responses for all items were rank ordered according to their frequencies, means and percentages to determine their importance existence and availability. Chi-square test of significance was used to test the frequencies of the responses. The researchers, on the basis of such results, were able to draw provable inferences and generalizations about the influence of needs on the curriculum development process.

Table No. 1

Frequency distributions of opinions of students of the sample of urban secondary schools of district Faisalabad

	Needs	SA(%)	A(%)	U(%)	D(%)	SD(%)s	df	χ^2	P
1.	Sensation	199 (80.24)	12 (4.84)	14 (5.65)	4 (1.61)	19 (7.66)	247	564.86	.05
2.	Charming scene	23) (1.53)	15 (6.05)	2 (0.81)	1 (0.40)	3 (1.21)	247	795.71.05	
3.	Healthy environment	213 (85.89)	4 (1.61)	2 (0.81)	0 (0.00)	29 (11.69)	247	684.05.05	
4.	Pleasantness	228 (91.94)	9 (3.63)	2 (0.81)	0 (0.00)	9 (3.63)	247	803.41.05	
5.	Symmetry and order	208 (83.87)	7 (2.82)	3 (1.21)	2 (0.81)	28 (11.29)	247	641.31.05	
6.	Neatness	208 (90.32)	7 (2.02)	3 (0.81)	2 (0.00)	28 (6.85)	247	770.02	.05
7.	Discrimination	223 (89.92)	21 (8.47)	3 (1.21)	0 (0.00)	1 (0.40)	247	763.69.05	
8.	Morality	223 (91.94)	21 (4.84)	3 (3.23)	0 (0.00)	1 (0.00)	247	804.25	.05
9.	Reliability	199 (80.24)	14 (5.65)	23 (9.27)	4 (1.61)	8 (3.23)	247	566.63	.05
10.	Religion	208	16	18	3	3	247	636.31	.05

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		(83.87)	(6.45)	(7.26)	(1.21)	(1.21)		
11.	Peace	218	15	11	2	2	247	717.28	.05
		(87.90)	(6.048)	(4.44)	(0.81)	(0.81)		
12.	Musical interest	109	6	5	0	128	247	323.08 NS
		(43.950	(2.42)	(2.02)	(0.00)	(51.61)		
13.	Novelty	219	15	0	6	8	247	725.50	.05
		(88.31)	(6.05)	(0.00)	(2.42)	(3.23)		
14.	Resort visiting	221	17	4	2	4	247	743.25 .05
		(89.11)	(6.85)	(1.61)	(0.81)	(1.61)		
15.	Literary taste	174	30	12	0	32	247	404.09 NS
		(70.16)	(12.10)	(4.84)	(0.00)	(12.90)		
16.	Comfortable seating	62	11	7	2	166	247	388.57 NS
		(25.00)	(4.44)	(2.82)	(0.81)	(66.94)		
17.	Classification	99	7	13	2	127	247	279.25 NS
		(39.92)	(2.82)	(5.24)	(0.81)	(51.21)		
18.	Recognition	209	14	7	0	18	247	644.13	.05
		(84.27)	(5.65)	(2.82)	(0.00)	(7.26)		
19.	Appreciation	200	27	16	4	1	247	578.65 .05
		(80.65)	(10.89)	(6.45)	(1.61)	(0.40)		
20.	Psychomotor skills	204	18	12	2	12	247	603.45 .05
		(82.26)	(7.26)	(4.84)	(0.81)	(4.84)		
21.	Loneliness	97	10	17	14	110	247	197.44	NS
		(39.11)	(4.03)	(6.85)	(5.65)	(44.35)		
22.	Nature	211	20	8	0	9	247	660.58	.05
		(85.08)	(8.06)	(3.23)	(0.00)	(3.63)		
23.	Approval	210	19	10	3	6	247	651.31	.05
		(84.68)	7.66)	(4.03)	(1.21)	(2.42)		

Result in Table 1 showing that:

Table 1 showed that frequency distributions of opinions of students of the sample of urban secondary schools of district Faisalabad on importance, existence and availability of aesthetic needs and their significance on chi-square was at .05. It led to the following conclusions:

1. Among the students 85.08% agree and strongly agree that they often enjoyed thrilling games.
2. Among the students 97.58% agree and strongly agree that they had not care far charming scenes.
3. Among the students 87.50% agree and strongly agree that they disliked pollution.
4. Among the students 95.57% agree and strongly agree that they liked pleasant living.
5. Among the students 86.69% agree and strongly agree that their schools were charming places.
6. Among the students 92.34% and strongly agree that they liked cleanliness and neatness.

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7. Among the students 98.38% agree and strongly agree that they could define good and evil.
8. Among the students 96.78% agree and strongly agree that they loved the patriotic people.
9. Among the students 85.89% agree and strongly agree that their choices were fruitful and correct.
10. Among the students 90.32% agree and strongly agree that they wanted to live by religious rules.
11. Among the students 93.94% agree and strongly agree they wanted to see peace and prosperity in the world.
12. Among the students 46.37% agree and strongly agree that they liked music but 51.61% disagree and strongly disagree that they liked music.
13. Among the students 94.36% agree and strongly agree that they liked natural beauty.
14. Among the students 95.96% agree and strongly agree that they liked to visit the healthy resorts.
15. Among the students 82.26% agree and strongly agree that they took part in co-curricular activities.
16. Among the students 29.44% agree and strongly agree but 70.56% disagree that they sat on dusty place during the school time.
17. Among the students 42.74% agree and strongly agree but 57.10% disagree that they could analyze the colors of the flowers.
18. Among the students 89.92% agree and strongly agree that they could judge the good and bad.
19. Among the students 91.54% agree and strongly agree that the natural colors were very charming and attractive.
20. Among the students 89.52% agree and strongly agree that they wanted to learn the art and craft.
21. Among the students 43.14% agree and strongly agree but 56.86% disagree that they liked loneliness.
22. Among the students 93.14% agree and strongly agree that they admired the nature and its creator.
23. Among the students 92.34% agree and strongly agree that they liked the natural coloring and its symmetry.

Table No. 2

Frequency distribution of opinions of students of the sample of rural secondary schools of district Faisalabad.

	Needs	SA(%)	A(%)	U(%)	D(%)	SD(%)	df	χ^2	P
1.	Sensation	108 (54.55)	47 23.737	5 2.525	11 (5.56)	27 (13.64)	197	174.42	NS
2.	Charming scene	132 (66.67)	53 26.767	4 2.020	4 (2.02)	5 (2.53)	197	314.37	NS
3.	Healthy environment	121	52	9	3	13	197	246.54	NS

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#	Item						N	χ²	Sig
		(61.11)	26.262	4.545	(1.52)	(6.57)			
4.	Pleasantness	111	52	11	8	16	197	192.55	NS
		(56.06)	26.262	5.555	(4.04)	(8.08)			
5.	Symmetry and order	123	68	2	1	4	197	301.34	NS
		(62.12)	34.343	1.010	(0.51)	(2.02)			
6.	Neatness	135	55	4	0	4	197	339.42	NS
		(68.18)	27.777	2.020	(0.00)	(2.02)			
7.	Discrimination	117	60	15	0	6	197	245.18	NS
		(59.09)	30.303	7.575	(0.00)	(3.03)			
8.	Morality	123	65	2	6	2	197	291.84	NS
		(62.12)	(32.83)	(1.01)	(3.03)	(1.01)			
9.	Reliability	91	54	26	15	12	197	111.14	NS
		(45.96)	(27.27)	(13.13)	(7.58)	(6.06)			
10.	Religion	80	82	26	4	6	197	151.79	NS
		(40.40)	(41.41)	(13.13)	(2.02)	(3.03)			
11.	Peace	112	70	9	1	6	197	245.48	NS
		(56.57)	(35.35)	(4.55)	(0.51)	(3.03)			
12.	Musical interest	84	40	15	26	33	197	70.83	NS
		(42.42)	(20.20)	(7.58)	(13.13)	(16.67)			
13	Novelty	115	38	11	8	26	197	194.17	NS
		(58.08)	(19.19)	(5.56)	(4.04)	(13.13)			
14.	Resort visiting	116	54	9	7	12	197	222.35	NS
		(58.59)	(27.27)	(4.55)	(3.54)	(6.06)			
15.	Literary taste	108	70	7	4	9	197	223.97	NS
		(54.55)	(35.35)	(3.54)	(2.02)	(4.55)			
16.	Comfortable seating	38	9	2	22	127	197	260.13	NS
		(19.19)	(4.55)	(1.01)	(11.11)	(64.14)			
17.	Classification	55	81	18	14	30	197	79.92	NS
		(27.78)	(40.91)	(9.09)	(7.07)	(15.15)			
18.	Recognition	88	49	19	18	24	197	90.03	NS
		(44.44)	(24.75)	(9.60)	(9.09)	(12.12)			
19.	Appreciation	122	55	12	2	7	197	259.22	NS
		(61.62)	(27.78)	(6.06)	(1.01)	(3.54)			
20.	Psychomotor skills	117	52	6	6	17	197	225.08	NS
		(59.09)	(26.26)	(3.03)	(3.03)	(8.59)			
21.	Loneliness	67	25	26	35	45	197	30.28	NS
		(33.84)	(12.63)	(13.13)	(17.68)	(22.73)			
22.	Nature	63	69	27	9	30	197	65.63	NS
		(31.82)	(34.85)	(13.64)	(4.55)	(15.15)			
23.	Approval	104	61	14	10	9	197	178.61	NS
		(52.53)	(30.81)	(7.07)	(5.05)	(4.55)			

Result in Table No. 2 indicates these findings:

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Table 2 indicates that Frequency Distribution of opinions of students of the sample of rural secondary schools of District Faisalabad on importance, Existence and availability of aesthetic needs and their significance on chi-square was at 0.5 level. The following conclusions were drawn:

1. Among the students 78.28% agree and strongly agree but 21.72% disagree and strongly disagree that they often enjoyed thrilling games.
2. Among the students 93.43% agree and strongly agree that they had not cared far charming scene.
3. Among the students 87.38% agree and strongly agree that they disliked pollution.
4. Among the students 82.32% agree and strongly agree that they liked pleasant living.
5. Among the students 96.46% agree and strongly agree that their schools were charming places.
6. Among the students 95.96% and strongly agree that they liked cleanliness and neatness.
7. Among the students 89.39% agree and strongly agree that they could define good and evil.
8. Among the students 94.95% agree and strongly agree that they loved the patriotic people.
9. Among the students 73.23% agree and strongly agree that their choices were fruitful and correct.
10. Among the students 81.81% agree and strongly agree that they wanted to live by religious rules.
11. Among the students 91.92% agree and strongly agree they wanted to see peace and prosperity in the world.
12. Among the students 62.62% agree and strongly agree but 37.38% disagree that they liked music but 51.61% disagree and strongly disagree that they like music.
13. Among the students 77.27% agree and strongly agree that they liked natural beauty.
14. Among the students 85.86% agree and strongly agree that they liked to visit the healthy resorts.
15. Among the students 89.90% agree and strongly agree that they took part in co-curricular activities.
16. Among the students 23.73% agree and strongly agree but 76.25% disagree that they sat on dusty place during the school time.
17. Among the students 68.68% agree and strongly agree but 31.32% disagree that they could analyze the colors of the flowers.
18. Among the students 69.19% agree and strongly agree but 30.81% disagree that they could judge the good and bad.
19. Among the students 89.40% agree and strongly agree that the natural colors were very charming and attractive.
20. Among the students 85.35% agree and strongly agree that they wanted to learn the art and craft.
21. Among the students 46.47% agree and strongly agree but 53.53% disagree that they liked loneliness.
22. Among the students 66.67% agree and strongly agree but 19.70% disagree that they admired the nature and its creator.

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23.   Among the students 83.34% agree and strongly agree that they liked the natural coloring and its symmetry.

Table No. 3

Comparison of mean ratings of the opinions of students of the samples of urban and rural secondary schools of and their

S/No	Needs	Faisalabad		Mean Scores
		Urban	Rural	
1	Sensation	4.48	4.00	4.24
2	Charming scene	4.86	4.53	4.69
3	Healthy Environment	4.50	4.34	4.42
4	Pleasantness	4.80	4.18	4.49
5	Symmetry & order	4.47	4.54	4.50
6	Neatness	4.69	4.60	4.64
7	Discrimination	4.48	4.42	4.45
8	Morality	4.48	4.52	4.50
9	Reliability	4.58	3.99	4.28
10	Religion	4.70	4.14	4.47
11	Peace	4.79	4.42	4.60
12	Musical Interest	2.87	3.59	3.23
13	Novelty	4.73	4.05	4.39
14	Resort Visiting	4.81	4.29	4.55
15	Literary taste	4.26	4.33	4.29
16	Comfortable	2.20	2.04	2.12
17	Classification	2.79	3.59	3.19
18	Recognition	4.60	3.80	4.20
19	Appreciation of Nature	4.70	4.43	4.56
20	Psychomotor skills	4.61	4.24	4.42
21	Loneliness	2.88	3.17	3.02
22	Nature Appreciation	4.71	3.64	2.17
23	Approval of Nature	4.71	4.22	4.46

Table 3 represents overall group mean scores according to the aesthetic needs of the students of the samples of urban and rural Secondary Schools. The mean scores of Aesthetic Needs based on 4.24, 4.46 were more efficient and determined needs.

Table No. 4
Now the assessed needs are rank ordered as given below:

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S/No	Needs	Mean Scores
1	Comfortable	2.12
2	Nature Appreciation	2.17
3	Loneliness	3.02
4	Classification	3.19
5	Musical Interest	3.23
6	Recognition	4.20
7	Sensation	4.24
8	Reliability	4.28
9	Literary taste	4.29
10	Novelty	4.39
11	Healthy Environment	4.42
12	Psychomotor skills	4.42
13	Discrimination	4.45
14	Approval of Nature	4.46
15	Religion	4.47
16	Pleasantness	4.49
17	Symmetry & order	4.50
18	Morality	4.50
19	Resort Visiting	4.55
20	Appreciation of Nature	4.56
21	Peace	4.60
22	Neatness	4.64
23	Charming scene	4.69

Table 4 represents that Aesthetic Needs by students of the samples of urban and rural Secondary Schools. The mean scores of Aesthetic Needs based on 2.12, 4.69 were more efficient and determined needs. Now this vast list of aesthetic needs is focused to play a pivotal role to achieve a better standard of life, quality education and to play a basic role from comfortable to charming scene in modernization of curriculum at secondary level.

Discussion

The findings show that the majority of the teachers and students significantly was in accord that

(a) Non-availability of fun and visiting, games competitions, charming scenes, healthy environment, pleasantness, symmetry and order, neatness, peace, security, resort visiting, comfortable seating, appreciation of nature were creating passiveness.

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(b) The deficit motivation, loneliness, absent of morality and reliability, ignorance of psychomotor skills, polluted environment and dusty seating of the individual caused inferiority complex. There is no symmetry and pleasantness in the schools. There is no novelty of doing well, music interests, recognition of evil and good, religious rules and piety.

(c) Cultural harmony and classification of color and smell are not part of the curriculum.

(d) Co-curricular activities are outside the regular course of studies.

(e) It has also come to light that there is paucity of art and craft skills, workshops and faculty of art and drawing, coloring and music facilities.

Recommendations

When the urge for basic needs are fulfilled, aesthetic needs come to dominate human nature. He/she likes fun and fair, beauty, charming scene, freedom, art and drawing, dance, poetry, sports and games, mastery over making novel pictures. Fun refers to the needs for basic gratification, the need to smile, to feel pleasure and engage in pleasurable activities. Pleasantness, neatness, healthy environment, charming scene, symmetry and order, music, resort visiting, comfortable seating, classification of good and bad, natural appreciation are necessary for the development of a healthy personality. These needs may be given a special place in the curriculum as shown below:

a.   Curriculum may disseminate the benefits of charming scenes, healthy resorts, visiting, picnic parties and classification of natural scenes in general language.

b.   It also may define the traits of order, discipline, symmetry, pleasantness, neatness which are necessary for the development of a healthy personality and welfare society.

c.   It may draw the clear picture of benefits of resort visiting, meaning of the components of fun and art, features of sports and games, novelty and freedom by designing tasks, activities and programs. It may satisfy the sex derives by introducing socialization, arranging parties, reading or writing poetry, co-curricular activities and music sessions, etc.

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Affinity and Alienation -
The Predicament of the Internal Migrant in
Anjum Hasan's *Neti Neti.*

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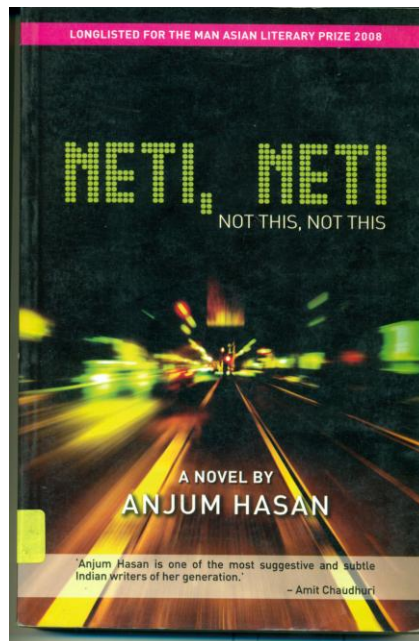
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Migration within India

In an era of large-scale shifts of people, information, objects, and images across continents, the internal migration of individuals and groups within a nation are often overlooked. Such migrations are largely the result of uneven development in the aftermath of colonization and are seen most starkly in the northeastern states of India. Siddhartha Deb, writing about this region, notes that,

> The modern secular nation state adopted as a political model for India demands a certain flattening out of differences and the imposition of a structure that does not consider small or anomalous groups of people… If nations have to be imagined into being, the people of the north-east represent the most remarkable failure of the imagination in regard to India (88).

This region has been beset with many problems, underdevelopment, militancy, cross-border refugee and smuggling problems, that have led to widespread disaffection among its inhabitants. This has resulted in the phenomenon of widespread migration of the people of the northeast to the metropolitan cities, New Delhi, Mumbai, Kolkata and Bangalore. It is the consequences of such a move that are focused on in Anjum Hasan's second novel, *Neti, Neti* (2009).

Anjum and Her Character Sophie

Poet and novelist Anjum Hasan carries across Sophie Das from her first novel *Lunatic in My Head* (2007), and allows her full rein to explore the internal and external complications that crop up as a result of her move from Shillong to Bangalore.

There are many similarities between Anjum Hasan and Sophie, not the least that both moved to Bangalore in their twenty- fifth year. But Hasan, in an interview with Nisha Susan, asserts that this is the only similarity between her and Sophie besides the fact that they both felt alienated in Bangalore. However, a cursory glance at Hasan's life reveals that like Sophie, Hasan was the offspring of a union between parents hailing from different states of India. In a manner very similar to Hasan's own parents, Sophie's Bengali academic father and unassuming Punjabi mother might have settled in Shillong to escape the social ostracism that their marriage generated.

Paradoxical Attractions

In her lyrical yet restrained prose, Hasan gently probes the sense of alienation and paradoxical attraction Sophie feels for Bangalore, a city that is constant in its inability to feed the imagination. Moving from the sylvan beauty, camaraderie and solitude of Shillong, Sophie struggles to cope with the anonymity, callousness and confusion she

finds at every turn in Bangalore. Twenty five years of life in the northeast have left her ill prepared for the onslaught of everyday life in a modern Indian metropolis.

Strange Surroundings and Strange Experiences

The plot is episodic, detailing Sophie's journey from relative innocence to self-knowledge. Each chapter title reflects Sophie's state of mind, not without irony.

The novel opens with Sophie's move to Bangalore from Shillong. At first glance, she seems to have a perfect life, with a job, a flat, and a boyfriend, but the cracks soon become apparent. Her disenchantment is engendered partly by the chaos and ugliness of Bangalore:

> The traffic sounded different from the way it did on a bus…it became a powerful, inchoate din as overwhelming as the images that flashed past: the driver of a stalled bus yelling at a tempo-truck wallah, a fat woman balanced sideways on the pillion of a crazily speeding scooter, snatches of music emanating from a car painted with orange flames, a pair of girls dressed identically in black suits and pumps sailing elegantly through the traffic on two scooters and keeping an animated conversation going between them. There was an unmistakably insane tinge to the melee. (NN36)

This cacophony Sophie contrasts with the assumed stasis and peace of Shillong and it represents the fundamental conundrum she faces in her life.

Sophie's Social Circle

Sophie's social circle in Bangalore includes her landlord, Mr. Bhatt and his wife and baby grandson, as well as her boyfriend Swami. It is through them that she has an insight into middle-class Bangalore life.

The Bhatt's are on a relentless quest to acquire more real estate and through it greater wealth. Mr. Bhatt attempts to buy property through credit card loans, an act that brings him in conflict with Ringo, a collection agent for these credit card companies. Ringo is also Sophie's friend and she entreats him to go easy on the defaulting Mr.Bhatt lest he evict her in retaliation. The Bhatts are devout followers of Sampige Baba, a local godman. Sophie tries to enchant their baby grandson Mani, both to ingratiate herself to them and to fill the void she increasingly perceives in her life as a cog in the wheel of the outsourcing industry.

Nostalgia

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As a migrant from Shillong, Sophie is filled with nostalgia every time she encounters a reminder of her town, Shillong. At a rock concert she attends, the finale is provided by a Shillong band whose lead singer she knew. This increases her yearning for the beauty and order of Shillong. In her childhood Sophie "had formed the idea that India was an exact feeling, a fixed series of things in contrast to everything else in her environment which was simply what it was and had no relation to India" (*Neti, Neti* 125).

In keeping with Siddhartha Deb's assertion regarding the failure of the Indian State in relation to the northeast, Sophie feels that the only legacy of having lived in Shillong was the sense that India was far away.

A Picture of Hard-edged City

In a typical narrative twist, Hasan narrates the events leading up to a horrific incident in the chapter titled "Garden City". She subverts the reader's expectations of idyllic charm of Bangalore by presenting them with evidence of a hard-edged city. To Sophie, the simplicity of the Bhatt's life is in ironic counterpoint to the excessive lifestyle she perceives at a party thrown by an acquaintance, the *nouveau riche* Anil,

> the birthday boy was wearing slacks in a camouflage print and Gucci shades; his hair was dyed blond and sculpted into a frenzy of vertical shapes. Sophie couldn't understand how he saw anything through the shades or why he wore them….It was hard, now, not to be impressed by the vast apartment rooftop with its spiky haired DJ in one corner … its sparkling bar in another corner, its strobe light lit dance floor in a third and its loaded food tables in a fourth, complete with pasta counter and salad counter and barbeque. (*Neti, Neti* 119-120)

Intensely uncomfortable with the sheer opulence around them, Sophie and Swami resort to smoking marijuana in a corner. In the wee hours of the morning, when the party is finally winding down and most of the guests have left, the obsequious Anil is berated by the stoned Swami for not providing enough food. He obligingly drives them around in search of an open restaurant, when they are stopped by the police. The police inform them that the corpse of a female call centre employee had just been found by the Ulsoor Lake. When Sophie's friend, Anu calls the apartment Anu shares with a few girls, they realize that the victim is Anu's roommate Rukshana, who had been murdered by Sophie's boyfriend, Ringo. This murder brings home to Sophie the seamy underside of the glamorous Bangalore and the tensions arising due to its sudden, explosive growth, with devastating force.

Suffused with nostalgia for 'home', Sophie decides to go to Shillong for a week. Into her yearning for a place to truly belong to, she weaves a fantasy of unrequited love for Ribor,

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a Shillong music store owner. Exhausted by Bangalore's excesses, she longs for the isolation and peace of the northeast. She buys a plane ticket back home, but her journey to the airport is fraught with violence. The auto-rickshaw she is traveling in becomes involved in a minor accident and, as a result, she misses her flight. Back at the office she is forced by her boss to spy on Shanthi, a colleague and Naomi Picks, their American Supervisor, on their jaunt through the streets of old town.

Shiny Façade

The gritty reality behind the shiny façade of people, places and things is a theme that is continually explored in the novel. On their trip through the old city, Shanthi reveals her decidedly humble origins as a food vendor outside the market. After her father had died, her mother and she had sold *ragi* balls and *sambar* to make ends meet. On being confronted with the gold and cash her brother had brought back from his job in Dubai, her mother had slowly become insane. This theme is further delineated in the episode at a glitzy mall where Sophie and Swami had gone to shop for her trip to Shillong.

Initially, Sophie is entranced by the variety and abundance of the merchandise on display. With her highly sensitive social radar she is soon able to detect the emptiness behind the gloss. Looking down on the crowds from the highest floor she "saw how, from that height, people appeared to be driven by a mechanical impulse: swarming into the atrium, thronging the escalators, spilling out of stores" (*Neti, Neti* 71). Her boyfriend Swami, unable to fathom her mood, keeps exhorting her to buy something.

The frenzy of acquisitiveness she sees around her leaves her with a strong sense of distaste and as if in tune with her disenchantment, a sudden scream echoes through the mall as a child falls to his death from three floors above. In a tragically apt manner in this citadel of illusions, the child had crashed on to the bonnet of a shiny Mercedes Benz sedan that was on display.

It is a testament to Hasan's restrained narrative style that she refrains from elaborating on the inherent irony of the manner of the child's death. In a moment of epiphany, Sophie realizes that, "nothing in this mall had any connection with her life" (*Neti, Neti* 74). The truth dawns on her that happiness does not lie in things, but in one's anticipation of them.

Receding into One's Own Mind

All through the novel, the author alternates incidents with an exploration of Sophie's thoughts. As Pragya Tiwari observes in her review of the novel, "she recedes into her own mind which is always well-lit but comfortable". Anjum Hasan reveals with remarkable insight, her characters' communication with their inner voices. This contemplative ability sets Sophie apart from all her extremely liberated, yet somehow lost friends.

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Cultural Isolation in Indian Experience

Sophie takes flight from Bangalore, both literally and metaphorically. She experiences a sense of all the complications of her life becoming completely inconsequential. Significantly, she asserts silently to herself that she would never go back to India again and falls into a deep, restful sleep, her insomnia instantaneously cured. On the plane Sophie finds herself sitting next to Uncle Rock, who shows her a newspaper with headlines about American pop icon Bob Dylan's impending visit to a rock concert in Shillong. Uncle Rock's conclusions about Bangalore serve to underscore the cultural distinctiveness and isolation of the northeast:

> Something about the feel of the place - it's not right … No one really has the time to have a conversation. And whether you are from Shillong or Assam or Nagaland. … The whole damn Northeast - it's all the same to them. They can't handle us - our strange names, our strange languages, our strange accents. (*Neti, Neti* 183)

Dawn of Reality, Ultimate Recognition of Illusion

Such is Uncle Rock's cultural angst that he neglects to mention the upcoming elections in the state. The episode of the rock concert has the potential for great humour, but with typical authorial restraint Hasan moves the action offstage. The Dylan appearance never materializes and is revealed to be an elaborate hoax by a major political party, as a ploy to raise funds. The reader is clued in to the happenings through the reactions of Uncle Rock, Ribor, the focus of her unrequited love, and Mama Jo, a local hot dog vendor. Sophie comes to realize that her dream of Shillong as a place of pristine beauty and impenetrable calm is an illusion.

She comes to the realization that her nostalgic image of a close knit family is also illusory. Nisha Susan notes that her depiction of a small, nuclear family is a deliberate departure from the three-generational sagas generally associated with Indian novels in English (Susan).

On her return, Sophie initially finds the beauty and tranquility of her childhood home seductive. But the cracks beneath the surface soon become apparent as she sees that her family is drifting irrevocably apart. Her father plans on moving to Shantiniketan to pursue his dream of translating Shakespeare's *Hamlet* into Bengali. Her mother has become very religious and wants to go to Benaras, to wash away the bad karma of marrying outside her community and her sister Mukulika wants to go away to Delhi to be with her boyfriend who was soon moving there.

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Strenuous Effort to Develop a Sense of Belonging

In a last ditch attempt to forge a sense of belonging, Sophie has an affair with Ribor. However, despite her best efforts, she is unable to fulfill her fantasies of togetherness with him. She realizes the truth of her father's words "Whatever happens, you're not coming back here, Sophie. You've moved on" (*Neti, Neti* 234). It dawns on Sophie that one can never go back 'home'. This awareness of the flimsiness of her dreams of return, affects her relationship with Ribor as well.

The society of the northeastern states is organized along the lines of a tribal hierarchy and the joint family system is the norm. As a *dkhar* or settler Sophie could never truly 'belong', and this is further emphasized in the aftermath of the rock concert. She realizes that she is only a passing interest in Ribor's life; she could never be happy with his aimlessness or be privy to the intrigues in his life: "She was going to walk till it hurt, till she was as far away from all of them physically as she was in every other sense- from Ribor, Mama Jo…Uncle Rock. They lived in a different town from the one she had lain awake dreaming of a life without history," (*Neti, Neti* 255).

An Unavoidable New Phase in Life

Mukulika's pregnancy and subsequent abortion serve both to end her phase of adolescent rebellion and to reinforce Sophie's decision to leave. But an uncomplicated return to Bangalore eludes her.

Baba's Ashram

Her two friends Anu and Shiva, who had been staying in her flat when she was away, had seriously offended Mr. Bhatt. In an attempt to mollify him they offered to arrange for him to meet Baba Sampige, a local godman whom he revered. The godman had been Shiva's childhood friend, and his cousin helped in the administration of his ashram. Shiva remembers the Baba as Raghavan, who used to lend small sums of cash at exorbitant rates of interest. The meeting with the Baba ends in a melee as Shiva tries to goad and taunt him, leading to the others attacking him. This is a humourous narrative aside, which is typical of Anjum Hasan's style.

Before they go to the Baba's ashram, Shiva traces the route on a map of the city. To Sophie, for whom Bangalore had always been an enigma, she could never understand, but the map is revelatory: "she looked at her enormous, churning city made humble by a picture and for the first time something like love for it."(*Neti, Neti* 265)

Identities of Self in Multiple Cultures and Hasan's Creativity

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As in Diasporic literature, the novel explores identities forged in multiple cultures and cities. Anjum Hasan traces the negotiations between hybrid cultural identities and national concerns which are often conflictual and contestatory (Nayar 217).

By avoiding any exploration of binaries such as small town vs. metropolitan life, east vs. west, global vs. local culture, Anjum manages to steer clear of any novelistic clichés. Her usual technique is to juxtapose lyrical, intricate portraits of Bangalore and Shillong, allowing the readers to interpret them without any authorial intervention.

The delineation of the secondary characters also reveals Hasan's lightness of touch. Sophie's friends and acquaintances in Bangalore are influenced by the frenetic pace of life in the city. The characters belong to two distinct classes, the upwardly mobile call centre employees and newly wealthy social climbers, and the decidedly middle class traditional, god-fearing families that inhabit the same locality as Sophie.

These two sets of characters illustrate the class disparities that are a feature of Bangalore life.

The common feature between these sets of people is their ceaseless striving to get ahead in pursuit of their dreams. Hasan portrays the characters in Shillong, on the other hand, as unable to move forward. Hasan assumes that they seem mired in the stasis that allegedly characterizes their region, and their dreams remain unfulfilled. A closer look, however, would reveal that such comparison is rather facile. Incidents such as Killer Queen, a deranged woman roaming the streets of Shillong may not be really typical one city in any region of India. While the external strategies to get ahead each other may differ from what is practiced in Shillong, the spirit behind such contests and the fundamental features of such processes seem to be same in every region.

Omniscient Third Person Narrative with Interior Monologues

The narrative is packed with incidents, interspersed with an exploration of Sophie's life of the mind. Though the novel is written in an omniscient third person narrative, the passages that delve into Sophie's mind have the immediacy of an interior monologue. Sophie's quest shunts her between two poles of the country, as she attempts to find 'home'.

The title of the novel is particularly appropriate, the Sanskrit words *Neti, Neti*, carrying a connotation much deeper than the literal translation of 'not this, not this'. The phrase conveys a sense of the emptiness Sophie perceives at the core of urban life, which manifests itself as a profound disaffection with the illusory dream of escape nurtured by the other characters. Such a dream, she finds out, does not fit in with her world view. She concludes that there are no easy solutions to her search, and decides to submerge herself

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in the flow of events. At the end of the novel, Sophie sits in Swami's swanky new car, calmly contemplating the vast vistas of the future.

In the final analysis, Anjum Hasan seems to suggest that affinity and alienation are fluid states, constantly changing in this era of large-scale migrations.

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Effect of Inquiry Lab Teaching Method on the Development of Scientific Skills Through the Teaching of Biology in Pakistan

Muzaffar Khan, Ph.D. Scholar
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Abstract

The aim of this study is to compare the inquiry teaching method with the traditional lab method for teaching of some selected biology topics to 9th grade students. Also the effect of inquiry lab teaching method on students' science process skills was investigated.

For this purpose, students were divided into two groups: control and experimental groups. Scientific process skill scale was administered to students of both the groups. After the pre-test, the experimental group was taught with inquiry lab teaching method and the control group was taught with traditional lab method for a period of 30 days. After treatment, science process skill scale was used again as a post-test.

Statistical technique of t-test was used for analysis of data. It was observed that the students taught through inquiry lab teaching method showed more performance in scientific process skill than the students of the control group taught through the traditional lab teaching method.

Results showed that the inquiry lab teaching method is more effective in developing scientific process skill among secondary school science students of biology.

Key words: Inquiry Teaching Lab Method, Traditional Teaching Math Method,

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Introduction

Teaching-learning process is considered appropriate only if it addresses all the objectives of science education which are spread over knowledge domain, affective domain and psychomotor domain. Biology is a natural science which provides many opportunities and activities for the students. Students getting involved in these activities can develop different scientific skills.

The teaching of biology, like other science subjects, should focus on the development of scientific concepts, attitudes and skills. However, prevailing practices and instruction in Pakistan are not likely to fulfil such goals in that the emphasis is on the transmission of information from the teacher (and textbook) to the mind of the learner and its subsequent reproduction on an examination paper. The question is: can an inquiry-based learning approach help in any way? The focus here will be on the development and skills in secondary school biology teaching using the inquiry lab teaching method**.**

Inquiry-based Method

Following the revolution in science education, mainly in the US and parts of Western Europe around the early 1960s, it was assumed by many that the teaching of the sciences must model the way science makes its discoveries. This led to the concept of discovery-based learning which later emerged as inquiry-based learning. Despite the many examples of the failure of such approaches, many today still see inquiry-based learning as the accepted ideal approach for science teaching (Shami, 2001). Indeed, inquiry-based learning seems to have much potential.

The Nature of Inquiry-based Learning

Less work has been carried out to look at scientific skills. There are many lists of desirable skills, noting the importance of observing, measuring, estimating correctly, predicting, analyzing, as well as asking questions, establishing relationships, identifying differences and similarities, inferring patterns, interpreting text, diagrams, graphs, models, tables, maps (Shami 2001). The United States National Research Council (1994) asserts that inquiry is the process that students should use to learn science process.

In inquiry learning it might be argued that the learners should be able to ask questions, use their questions to plan and conduct a scientific investigation, use appropriate science tools and scientific techniques, evaluate evidence and use it logically to construct several alternative explanations, and communicate their conclusions scientifically. If skills like observing, classifying, measuring, conducting experiments, recording, analyzing, interpreting, making inferences, communication and manipulating are important, as Shami (2001) suggests, then, of course, the students need opportunities to undertake these for themselves.

Dyasi (2006) asserts that the teaching process must provide children with the opportunity to make first-hand decisions: they can decide which questions to raise at various points, which ones to follow in depth and why, what science tools to use for various tasks, how to organize data, how to portray the patterns created by the data, and what conclusions to accept or reject, etc. In addition, how can such an approach be assessed with any degree of fairness?

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The difficulty is that the phrase *inquiry-based learning* has so many potential meanings. For some, it means that the teaching situation allows the students' time to ask questions, follow up ideas. For others, it means a wholesale change of the teaching set-up so that students discover for themselves all they have to learn.

Inquiry-based Learning (or, Enquiry-based Learning) is used to describe approaches to learning that are driven by a process of enquiry (Kahn and O'Rourke, 2005). The learning actively involves students in discussion, questioning, and investigation. The approach is student-centered rather than being centered on the teacher. At university level, Adams and Hamm (1996) argue that this general type of learning offers many advantages for the student.

In most of the advance countries many curriculum authorities proposed and included students inquiry approaches in science syllabi. In the United States, the science as an inquiry strand has been adopted as one of the seven content standard areas in the National Science Education standards (NRC, 1994). Inquiry-based leaning has been considered as a method for promoting motivation among students to creates interest in acquiring knowledge and skills (Chang and Mao1999, Gibson and Chase 2002, and St Omer, 2002.

Change in the Role of the Teacher

One of the key features is that the role of the teacher changes from that of a knowledge source (directly or indirectly) to that of a facilitator of learning. Often students sit passively in a class and are told what is important for tests and difficult points are explained. In inquiry-based learning, the teacher will lay down the task and facilitates the process. However, the students follow their own lines of enquiry, drawing upon their existing subject knowledge, and identifying their own learning requirements (Kahn and O'Rourke, 2005). The inquiry process encourages students to identify what they already know, so that they can identify their own learning requirements.

Applicability of the Method at the School Level

Much of this has been discussed in the context of university education and it is clear that some of the ways found useful here are simply not so easy with adolescent students at school levels. However, working in groups is possible at school and Bonk and Kim (1998) argue that group collaboration is an important part of the learning process in that learning is '*largely a social enterprise'*. Von Glasersfeld (1991) suggests that social interactions have several advantages. Thus, peer interactions may lead to deeper understanding while information is better understood, processed and retrieved if students have a chance to elaborate on the information concerned (Schmidt, 1983).

Errors are Accepted

Of course, inquiry-based learning allows students have to make mistakes and they may fail to reach the desired outcome of learning. While such mistakes are part of the learning process, the process makes assessment very difficult. Hutchings (2006) holds the opinion that the exploratory nature of enquiry-based learning allows students to look at ideas in different ways and promotes creative thinking concerning problems.

Traditional Method also may have Such Characteristics

This has described inquiry-based learning but these may well involve elements of such learning while retaining the traditional curriculum structure. This will be explored in this study.

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Identifying Issues: Student versus Scientist Approach

One of the problems is to separate out two completely separate issues:

(a) there is the way scientists work;

(b) there is the way students learn.

It has to be recognised that the way students learn (in terms of understanding) may be very different when compared to the way scientists work. Indeed, the way scientists work is very difficult to describe and does not follow the kind of neat patterns often advocated by writers, an issue that Hodson (2007) address in some detail in his recent book.

It is possible to argue that students should learn science by doing things in the same ways that scientists do them. This leads to the suggestion that the students should be in a position to discover. Any study of the long, painstaking and convoluted way that scientific discoveries have often been made would reject this notion immediately. It is simply not realistic to allow school students to experience this. There is no way that they can discover in an afternoon what took the best brains in the world decades to uncover! In fact it is not the matter of pure scientists but simple way to the world of how scientists think and work.

Obviously intention seems to be not to make students discover new knowledge but to rediscover already discovered phenomena - using their sensory apparatus properly observing, classifying, communicating, etc. Purpose is to familiarize students with ways of the scientists (one of the many ways a scientist may work). Of course, there were many ways but only basic pattern is familiarized.

Leonard, Speziale and Penick (2001) argue that inquiry also promotes observing, asking and identifying questions and problems; identifying independent and dependent variables, formulating hypothesis, designing and conducting experiments, manipulating independent variables, collecting variables, organizing data, displaying data so that inferences can be made, inferring from data, generalizing, applying generalizations, communicating results, and formulating new hypotheses.

Focus of This Study

Considering the importance of inquiry in developing teaching method to achieve various objectives like scientific skills among the students, this study was conducted. In this experimental study focus was to find out the effect of inquiry lab method on the development of scientific skills among students of biology.

Statement of the Problem

The present study aims to compare inquiry teaching method with traditional lab method for the teaching of some selected biology topic to 9th grade students. Also the effect of inquiry lab teaching method on students' science process skills was investigated.

Objectives of the Study

Following objectives were focused in the study:

1. To measure the effect of inquiry teaching method and traditional laboratory teaching method on the development of scientific skills among students studying biology in 9th

grade.

2.   To compare the effect of inquiry teaching method and traditional laboratory teaching method in developing and scientific skills

Significance of the Study

The study might help and benefit in :

1.   Curriculum developing.
2.   Science teaching.
3.   Teacher training.
4.   Construction of valid test and comprehensive practical examination for assessing the scientific attitudes and skills among the students.

Hypothesis of the Study

The use of an inquiry-based approach may or may not bring benefits in many areas. The aim of this study is to focus on the development of ways of thinking, perhaps related to scientific skills. Thus the null hypotheses was:

H_0 There was no improvement in the perceived development of scientific skills with students as a result of their experience of an inquiry-based approach to learning.

Methodology

The study focused upon the development of scientific skills in secondary school students in biology through inquiry teaching lab method. In order to test the effectiveness of the inquiry-based lab approach in developing scientific skills, pre-test, post-test equivalent group design was used. All students studying the subject of biology at secondary level in urban government school constituted the population of the study. All the boys students (46) of 9th class enrolled in the subject of biology at Govt. Faiz-ul-Islam High School, Rawalpindi, Pakistan were selected as sample of the study.

Through reviewing literature and consulting the experts, a self-rating scale was developed to collect the information from students about their scientific skills. The prepared scale was presented to ten experts for their experts' opinions. In the light of their opinion the scale was modified and then first draft of this scale was finalized. Each part of the final scale comprised of 36 items. The self rating scale was first pilot tested to the students of 9th class in other schools which were not included in the sample. The instrument was modified in the light of pilot testing and was ready for research purpose. Students were asked to fill the forms without any fear. The self rating scale was collected from the students for further process.

In this study, t-test was applied to see the effectiveness of inquiry teaching method and traditional teaching method in the development of scientific skills.

Research Design

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Pre-test Post-test control experimental group design was used**.**

Experimental group: O1   T1   O2

Control group: O3   T2   O4

Any differences between the developments in scientific skills of the two groups after the lab course can be found.

Here

T1 = Inquiry laboratory teaching method.
T2 = Traditional lab teaching method.

Instrument

A self-rating scale for 9th grade biology students was developed and used as pre-test and post-test on the aspects of scientific skills. To collect the data on science process skills three point rating scale was used consisted of 36 items. This scale included the skills areas like observing, manipulating, classifying, measuring and communicating. On each domain of scientific skills consists of six items each.

Results and Discussion

This section deals with data analysis and its interpretations. Data were analysis by using t-test on experimental and control groups. The results of the study of inquiry lab teaching method and traditional teaching methods on scientific skills are given in Table 1: Both the control and experimental groups were compared on the variables of post-test scores based on self rating scale using SPSS.

Table 1. Mean scores and t-values in post-test of control and experimental groups (independent t-test)

Group		N	$\overline{\text{X}}$	SD	SEm	t
Observing	Control	23	1.95	0.51	0.0816	3.73
	Experimental	23	2.25	0.41		
Manipulating	Control	23	1.80	0.48	0.0747	8.983
	Experimental	23	2.32	0.29		
Classifying	Control	23	1.80	0.51	0.082	6.979
	Experimental	23	2.38	0.42		
Drawing	Control	23	1.87	0.53	0.0765	4.264
	Experimental	23	2.20	0.27		
Measuring	Control	23	1.89	0.50	0.0804	5.771
	Experimental	23	2.36	0.39		
Communicating	Control	23	1.85	0.56	0.0858	5.106
	Experimental	23	2.29	0.41		

Table value at 0.05 level = 1.96

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The results obtained from the statistical analysis showed that significant difference existed between the two groups with respect to post test scores (on self rating scale) in the subject of biology for t-value obtained was statistically significant at 0.05 level. Therefore, the null hypothesis (H_0) was rejected and concluded that inquiry teaching lab method is more effective in developing scientific skill than traditional teaching lab method.

The calculated t-values of various components of scientific skills like observing (3.73), manipulating (8.983), classifying (6.979), drawing (4.264), measuring (5.771) and communicating (5.106) were greater than table value at 0.05 levels.

This shows that there was statistically significant difference between post-test of control and experimental groups of scientific skills regarding observing, manipulating, classifying, drawing, measuring and communicating. There was improvement in the development of scientific skills in students of experimental group as a result of their experience of an inquiry based approach to learning.

The analysis of data showed that a highly significant difference was found in the development of scientific skills observed between experimental and control groups where mean score of the experimental group was found to be significantly higher than the mean score of the control group.

Figure showing scientific skills in experimental and control groups
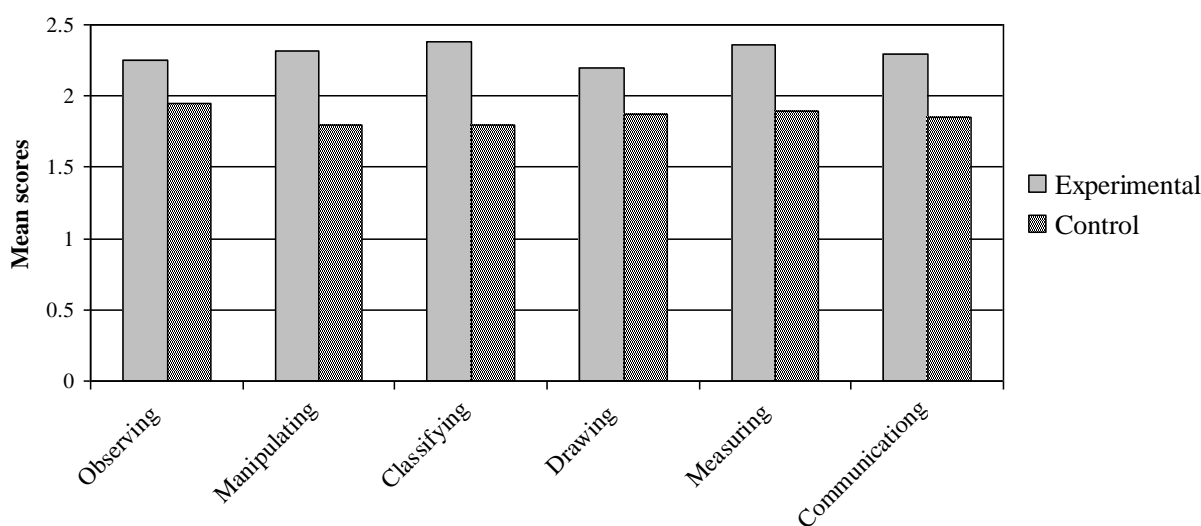
From the results of this study, it is shown that teaching science through inquiry teaching lab method has increased the understanding of the science processes of the students in which they are getting involved. In this way involving students in different science process and activities can enhance their science process skills. Some of related studies which confirm the results of this undertaken study are discussed.

Sola and Ojo (2007) conducted a study to find out the effects of project, inquiry and lecture-demonstration teaching methods on senior secondary students' achievement in separation of mixtures practical test he found that "when inquiry models of teaching were implemented, they were very effective in enhancing student performance, attitudes and skill development.

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They reported that student achievement scores, attitudes, and process and analytic skills were either raised or greatly enhanced by participating in inquiry programs".

Salih (2004) studied the effects of inquiry-based instruction on the development of integrated science process skills in Trainee primary school teachers with different Piagetian developmental levels. The objective of the study was to determine whether inquiry based instruction is equally effective to develop integrated science process skills of college juniors classified as being concrete, transitional, and formal questioners. Post-scores were analyzed to compare the groups post-integrated science process skills.

Analysis of pair-wise comparison among developmental levels data revealed that the students at the formal level performed significantly better than the students at both concrete and transitional levels with respect to the acquisition of integrated science process skills. Formal students show more positive responses to the instruction than concrete and transitional reasons. Consistent with findings in other studies, most of the college students were at concrete and transitional levels. These findings suggest that teachers who wish to use inquiry based instruction to teach integrated science process skills should begin implementing an additional instructions to improve their students reasoning skills.

Kanli (2007) conducted a study to find out the effects of a laboratory based on the 7E learning cycle model (a type of inquiry learning) and verification laboratory approach on the development of students' science process skills and concept achievement" using science process skills test and force concept inventory to compare skills and conceptual achievement of control and experimental groups' students. They found that the use of 7E learning cycle model of inquiry based laboratory approach applications are more effective than the verification laboratory approach applications in terms of students science process skills and conceptual achievements.

Conclusions

It was concluded that on the basis of analysis of data there was a positive improvement in the perception of development of scientific skills as a result of experiences in inquiry lab teaching method. The significant results regarding the scientific skills and its components like observing, manipulating, classifying, drawing, measuring and communicating showed scientific skills could be developed in students at secondary level through inquiry teaching method as well as traditional teaching method but inquiry teaching method was more effective.

Recommendations

- This study proves that inquiry teaching is a more effective mode of teaching biology in developing scientific attitudes and skills as compared to traditional method of teaching. Inquiry method can be made more effective through combining it with activity method. It is therefore, recommended that science teachers may apply inquiry method to other subjects at secondary level.

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- Teacher training institutions should adopt inquiry teaching strategies to train and equip science teachers on modern and psychological basis emphasizing the procedure of developing scientific attitude and skills among students.

- Science/Biology teacher must develop lesson plans with the inquiry teaching strategy with emphasis on the development of scientific attitudes and skills among students.

- Course developers should develop the courses on such designs which facilitate the teaching learning process and are helpful in promoting scientific attitudes and skills among students through inquiry teaching.

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Rate of Speech in Punjabi Speakers

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Abstract

Rate of an individual's speech may affect coordination of respiration and phonation, muscular tension in the vocal tract, and intelligibility. The value of assessing rate of speech is that it allows one to evaluate its effects on the client's communicative abilities.

The aim of the present study was to find out of the rate of speech of native Punjabi speakers. 20 subjects (10 males and 10 females) in the age range of 18-40 years were taken for the study. It was tested whether the rate of speech differs in different tasks, viz., reading and picture description. The results obtained show that the rate of speech in reading is higher than picture description for both males and females. Rate of speech of male speakers does not differ from female speakers.

Key Words: Speaking Rate, Reading Rate, Syllable, Punjabi

Abbreviations

1. N.S. - Not significant
2. SPM - Syllables per minute
3. SPS -Syllables per second
4. WPM – Words per minute
5. WPS – Words per second

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Introduction

Individuals relate their experiences, ideas, knowledge, and feelings to one another through various processes of communication. Communication includes speech, sign language, gestures and writing. Speech is the audible manifestation of language. It has two main elements, namely, linguistic knowledge (vocabulary, syntactic, semantic aspects, etc.), pragmatic and prosodic features. Prosodic elements refer to stress-rate, rhythm and intonation.

Speaking rate is the number of syllables or words produced over a given period of time. It has been measured as words or syllables spoken or read per minute, (Ryan 1974; and Ingham 1984)

Rate of speech affects both fluency and intelligibility. Rate varies with number of linguistic events like length of utterances, differences in physiological capacities, ways of speaking, frequency and duration of hesitations and pauses, functioning of central and peripheral mechanisms.

Rate of speech does not have a fixed value. It is generally expressed in range. Normal speaking rate in English language has a range of 115 to 165 words per minute and 162 to 230 syllables per minute (Andrews and Ingham 1971), whereas normal reading rate has a range of 150 to 190 words per minute and 210 to 265 syllables per minute (Darley and Spriesterbach 1978).

Studies have been carried out with respect to rate of speech and the normative values in various Indian languages such as Marathi, Kannada and Oriya. One cannot blindly use the norms of one language for another language in view of the differences in the social environment and the probable difference in the neuromuscular skills.

To the best of knowledge available to the authors, no studies have been carried to measure the rate of speech for Punjabi speaking population except in a cross-linguistic study (Rathna and Bhardwaja 1977). Hence, present study was conducted to establish normative data for the rate of speech of Punjabi speakers

Review of Literature

Rate of speech is defined as the number of output units (that is, syllables or words) per unit time, and then expressed as words per second or syllables per second or word per minute or syllables per minute (Tsao and Weismer 1997).

Rate of speech is dependent on the duration of speech sounds, the number of the pauses and the amount of time spent in pausing. Rate varies from individual to individual. Various factors contributing to variation in rate of speech could be grouped as Material-dependent, Listener-dependent and Speaker-dependent factors.

Speaker-dependent Factors and Rate of Speech

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Various speaker-dependent factors include aspects such as neuromuscular capacity, linguistic competence, and emotional state of the speaker. Emotion has an important role in the change of rate of speech (Steer 1976).

Language of Speaker and Rate of Speech

Many studies have been done in Indian languages to investigate the relationship between language spoken and rate of speech.

Poornima, Purushottama and Venkatesh (1982) conducted a study on 32 males and 32 females who were native speakers of Kannada. Results indicated that there was no significant difference between males (Mean 281.26 and S.D. 41.84) and females (Mean 282.91 and S.D. 31.64) in reading or spontaneous speech.

Rathna and Bharadwaja (1977) conducted a cross-linguistic study for the languages Hindi, Punjabi, Kannada, Tamil and Marathi. The following results were presented in this report:

In Marathi, Hindi, Punjabi, Kannada and Tamil languages, the rate of speech in WPM in reading tasks were 131, 198, 163, 93, and 127.33 respectively.

In terms of SPM, rate of speech in above languages were 355, 440.33, 334.67, 429.67, 503.67 respectively.

Rate of speech in spontaneous speech tasks in terms of WPM was slower than rate of speech in reading tasks in all above mentioned languages except Kannada language where rate in spontaneous task (111.3 WPM) was faster than reading task (93 WPM).

The respective values in spontaneous speech task in terms of WPM in above languages were 123.33, 153.67, 149, 111.33, and 116.33.Similarly, rate of speech in terms of SPM in spontaneous speech task has the following values: Marathi – 345SPM, Hindi – 275.33SPM, Punjabi – 317.67SPM, Kannada – 422.67SPM, Tamil – 448.33SPM.

Banik and Sashidhar (1989), carried out a study to provide information about the rate of speech for normal speech in Oriya language. They found a significant difference between the rate of speech of literates and illiterates but not between males and females. They also observed a decline in rate of speech, after the middle age in both literate and illiterate groups for both sexes.

Jawadekar (1999) carried out a study on rate of speech for normal speaking individual in Marathi. The author reported that the rate of speech increases from the age of 7 to 16 years after which there is plateau or a decline in the rate up to the geriatric age group. There was no significant difference observed between rate of speech of males and females in any age group for any task.

Methodology

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SUBJECT SELECTION

20 native Punjabi speakers in age range of 18 years to 40 years participated in the present study. Hearing and vision was apparently normal as informally screened by the experimenter.

INSTRUMENTATION

The utterances of each subject were recorded using a high quality audio tape recorder equipped with an external microphone in a relatively quiet room. A distance of approximately 2 inches was kept between the microphone and the mouth of the subject. A stopwatch was used to measure the time taken to complete the task.

Material and Method for Elicitation of Speech Reading and Spontaneous Speech

 A passage from 10th standard Punjabi textbook was selected and was given to subjects without any prior familiarization (Appendix). Elicitation of speech sample for the story-retelling task was done by narrating the story to each subject (Figures).

Measures and Analysis

Two experienced Speech therapists served as judges. They were explained the terminologies utilized and process of analysis or calculations required. They were familiarized with the task using 2 samples that were not utilized in statistical analysis. Judges were instructed to calculate total time taken for a given sample with the help of a stopwatch.

All the samples were then transcribed in the form of syllabic structure. Any pauses greater than 3 seconds were not included in the analysis. It was assumed that a person took time in retrieving words. The number of words and syllables per second/per minute were counted.

Results and Discussion

1. When rate of speech in reading task was compared with picture description task for male subjects, the mean values were 159.456WPM and 135.818WPM respectively. Similarly, in terms of SPM, values for the two tasks were 253.893 and 206.694 respectively (table 1). Both findings suggests statistically significant ($p < 0.05$) difference between rate of speech for both tasks.

2. In table 2, comparison was made between the rate of speech in reading and picture description task for male subjects. As can be seen in table 2, the mean rates of speech (WPS) for the two tasks were 2.654 and 2.255 respectively. These differences were found to be statistically significant ($p<0.05$). Similarly, the rate of speech in SPS for two tasks was 4.226 and 3.433 respectively. Again, findings suggest statistically significant difference between rates of speech for two tasks.

3. Table 3 shows the comparison between rate of speech in reading and picture description tasks for female subjects. Results obtained (WPM) for two tasks were 159.345 and 140.08 respectively. These findings were statistically significant as $p < 0.05$ (table 3). Similarly, rate of speech (SPM) for the above two tasks were 253.726 and 206.998 respectively. Statistically significant difference

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(p<0.05) between rate of speech for two tasks was found, i.e., rate of speech in reading task was faster than rate in picture description task.

4. Rate of speech (WPS) for reading and picture description tasks within female group were 2.652 and 2.331 respectively. In terms of SPS, values for the above two tasks were 4.227 and 3.444 respectively. As shown in table 4, these findings suggest statistical difference (p < 0.05) between rate of speech for reading and picture description tasks.

Jawadekar (1999) compared the rate of reading and picture description tasks and narration in Marathi language in terms of WPS and SPS. In SPS, reading rate was higher than other two tasks. This was in accordance with present study. But in Jawadekar's findings, rate of reading in WPS was lower than other two tasks. This could be due to reading material containing more polysyllabic words. Rathna and Bhardwaj (1977) studied rate of speech in Hindi, Punjabi, Kannada, Tamil and Marathi languages. In terms of WPS and SPS, both the studies were in accordance with present study, i.e. rate in reading was higher than spontaneous speech.

5. In table 5, rate of speech for males and females in reading task was compared. Rate of speech (WPM) for the above two groups were 159.456 and 159.345 respectively. Similarly, rate of speech (SPM) for the two groups were 253.893 and 253.726 respectively. Both the findings reveal no statistically significant difference (p > 0.05) between rate of speech for males and females in reading task.

6. In table 6, rate of speech for males and females in reading task was compared. Rate of speech (WPS) for the above two groups were 2.654 and 2.652 respectively. Similarly, rate of speech (SPS) for the two groups were 4.222 and 4.227 respectively. Both the findings reveal no statistically significant difference (p > 0.05) between rate of speech for males and females in reading task.

7.   Again, rate of speech in picture description task for both male and female group was compared. Mean values (WPM) obtained for males and females were 135.82 and 140.08 respectively. Similarly, in terms of SPM, values for the two groups were 206.69 and 206.99 respectively. From the results shown in table 7, it can be observed that no statistically significant difference (p > 0.05) between rate of speech for males and females in picture description task was found.

8. In table 8, rate of speech for males and females in picture description task was compared. Rate of speech (WPS) for the above two groups were 2.255 and 2.331 respectively. Similarly, rate of speech (SPS) for the two groups were 3.433 and 3.444 respectively. Both the findings reveal no statistically significant difference (p > 0.05) between rate of speech for males and females in picture description task.

Banik and Sashidhar (1989) compared the spontaneous speech rate of Oriya speakers between males and females and observed no significant difference. Similarly Venkatesh, Purushottam and Poornima (1982) compared rate of spontaneous speech among native Kannada maleand female speakers and found significant difference . This was in concordance with present study.

When present study on Punjabi speakers was compared with the cross- linguistic study done by Rathna and Bhardwaj (1977), it was found that in reading and picture description tasks, in terms

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of WPM, Marathi, Kannada, and Tamil languages are slower than Punjabi language. In terms of SPM, Marathi, Kannada and Tamil languages are faster than Punjabi language. This could be due to polysyllabic words spoken by speakers of other languages. Study also concluded that Hindi language, both in reading and picture description tasks, is faster than Punjabi language.

For speech language pathologists , studying rate of speech is very important because in many speech and language disorders , and in some of the motor speech disorders, rate of speech deviates from that of normal in either direction .These include stuttering , neurogenic language disorders and some of the motor speech disorders (dysarthria).
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Summary and Conclusions

Present study is an attempt to find the rate of Punjabi speakers for the age group 18 to 40 years for both sexes. In the present study, 20 subjects, 10 males and 10 females were selected. The subjects were required to read from a passage and were also given a set of pictures for picture description. Time was measured using a stopwatch and transcription method was employed to count the number of words and syllables spoken. For each task of a particular speaker, the rates were found out in terms of WPM/SPM, WPS/SPS.

Following results have been obtained:

1. There is a significant difference between reading and picture description tasks for males and females separately.

2. No significant differences have been observed between rate of speech in males and females (sex comparison).

Limitations

1. Small sample size, which hinders the generalization to larger population.
2. Only one age group, i.e., 18 to 40 years was taken for study.

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Appendix

A 10th Standard Passage in Punjabi Language for Reading Task

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ਵਾਰ ਪਹਾੜੀ ਦੀ ਚੋਟੀ 'ਤੇ ਵਲੀ ਕੰਧਾਰੀ ਦੇ ਚਰਨਾਂ ਵਿਚ ਜਾ ਕੇ ਢਿੱਗਾ ਪਰ ਕੁੱਧ ਵਿਚ ਬਲ ਰਹੇ ਫਕੀਰ ਨੇ ਉਸ ਦੀ ਬੇਨਤੀ ਨੂੰ ਇਸ ਵਾਰ ਵੀ ਠੁਕਰਾ ਦਿੱਤਾ। ਨਾਨਕ ਆਪਣੇ ਆਪ ਨੂੰ ਪੀਰ ਅਖਵਾਉਂਦਾ ਹੈ ਤੇ ਆਪਣੇ ਮੁਰੀਦ ਨੂੰ ਪਾਣੀ ਦਾ ਘੁੱਟ ਨਹੀਂ ਪਿਲਾ ਸਕਦਾ ? ਵਲੀ ਕੰਧਾਰੀ ਨੇ ਲੱਖ ਲੱਖ ਸੁਣਾਵਤਾਂ ਸੁਣੀਆਂ। ਮਰਦਾਨਾ ਇਸ ਵਾਰ ਜਦੋਂ ਹੇਠ ਪੁੱਜਾ, ਪਿਆਸ ਵਿਚ ਬੇਹਬਲ ਬਾਬੇ ਨਾਨਕ ਦੇ ਚਰਨਾਂ ਵਿਚ ਉਹ ਬੇਹੋਸ਼ ਹੋ ਗਿਆ। ਗੁਰੂ ਨਾਨਕ ਨੇ ਮਰਦਾਨੇ ਦੀ ਕੰਡ 'ਤੇ ਹੱਥ ਫੇਰਿਆ, ਉਸ ਨੂੰ ਹੌਸਲਾ ਦਿੱਤਾ ਤੇ ਜਦੋਂ ਮਰਦਾਨੇ ਨੇ ਅੱਖ ਖੋਲ੍ਹੀ, ਬਾਬੇ ਨੇ ਉਹਨੂੰ ਸਾਹਮਣੇ ਇਕ ਪੱਥਰ ਪੁੱਟਣ ਲਈ ਕਿਹਾ। ਮਰਦਾਨੇ ਨੇ ਪੱਥਰ ਪੁੱਟਿਆ ਤੇ ਹੇਠੋਂ ਪਾਣੀ ਦਾ ਝਰਨਾ ਫੁੱਟ ਨਿਕਲਿਆ। ਜਿਵੇਂ ਨਹਿਰ ਪਾਣੀ ਦੀ ਵਗਣ ਲੱਗ ਪਈ। ਤੇ ਵੇਖਦਿਆਂ ਵੇਖਦਿਆਂ ਚਾਰੁੰ ਪਾਸੇ ਪਾਣੀ ਹੋ ਪਾਣੀ ਹੋ ਗਿਆ। ਇਤਨੇ ਵਿਚ ਵਲੀ ਕੰਧਾਰੀ ਨੂੰ ਪਾਣੀ ਦੀ ਲੋੜ ਪਈ। ਖੂਹ ਵਿਚ ਵੇਖੇ ਤਾਂ ਪਾਣੀ ਦੀ ਇਕ ਸਿਪ ਵੀ ਨਹੀਂ ਸੀ। ਵਲੀ ਕੰਧਾਰੀ ਬੜਾ ਅਸਚਰਜ ਹੋਇਆ। ਤੇ ਹੇਠ ਪਹਾੜੀ ਦੇ ਕਦਮਾਂ ਵਿਚ ਕੰਠੇ ਵਗ ਰਹੇ ਸਨ, ਚਸ਼ਮੇ ਫੁਟੇ ਹੋਏ ਸਨ। ਦੂਰ ਬਹੁਤ ਦੂਰ ਇਕ ਕਿੱਕਰ ਹੇਠ ਵਲੀ ਕੰਧਾਰੀ ਨੇ ਵੇਖਿਆ, ਬਾਬਾ ਨਾਨਕ ਤੇ ਉਸ ਦਾ ਸਾਥੀ ਬੈਠੇ ਸਨ। ਗੁੱਸੇ ਵਿਚ ਆ ਕੇ ਵਲੀ ਨੇ ਚਟਾਨ ਦੇ ਇਕ ਟੁਕੜੇ ਨੂੰ ਆਪਣੇ ਪੂਰੇ ਜ਼ੋਰ ਨਾਲ ਉਤੋਂ ਰੇੜ੍ਹਿਆ। ਇੰਝ ਪਹਾੜੀ ਦੀ ਪਹਾੜੀ ਨੂੰ ਆਪਣੀ ਵੱਲ ਆਉਂਦਾ ਵੇਖ ਮਰਦਾਨਾ ਚਿਲਾ ਉਠਿਆ। ਬਾਬੇ ਨਾਨਕ ਨੇ ਠਰੰਮੇ ਨਾਲ ਮਰਦਾਨੇ ਨੂੰ 'ਧੰਨ ਨਿਰੰਕਾਰ' ਕਹਿਣ ਲਈ ਕਿਹਾ ਤੇ ਜਦੋਂ ਪਹਾੜੀ ਦਾ ਟੁਕੜਾ ਬਾਬੇ ਦੇ ਸਿਰ ਕੋਲ ਆਇਆ, ਗੁਰੂ ਨਾਨਕ ਨੇ ਉਸ ਨੂੰ ਹੱਥ ਦੇ ਕੇ ਆਪਣੇ ਪੰਜੇ ਨਾਲ ਰੋਕ ਲਿਆ। ਤੇ ਹਸਨ ਅਬਦਾਲ ਵਿਚ, ਜਿਸ ਦਾ ਨਾਂ ਹੁਣ ਪੰਜਾ ਸਾਹਿਬ ਹੈ, ਅਜੇ ਤੀਕ ਪਹਾੜੀ ਦੇ ਟੁਕੜੇ 'ਤੇ ਬਾਬੇ ਨਾਨਕ ਦਾ ਪੰਜਾ ਲੱਗਿਆ ਹੋਇਆ ਹੈ।''

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Figures

Story (A Greedy Dog) for the picture description task

DON'T BE GREEDY   ਲਾਲਚ ਬੁਰੀ ਬਲਾ ਹੈ।
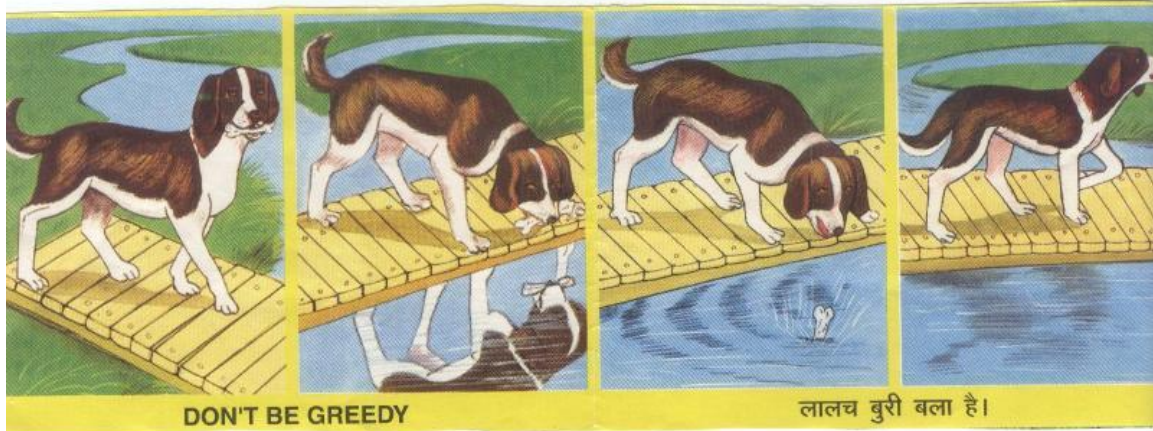
(a)   (b)   (c)   (d)

Tables

Table (1)

Comparison between rate in reading and picture description tasks (WPM) in males

	Reading		Picture description		t value
WPM(Words per minute)	Mean	S.D.	Mean	S.D.	3.581
	159.456	19.958	135.818	24.338	
SPM(Syllables per minute)	253.893	31.776	206.694	37.543	
					4.58

As p<.05 therefore there is a significant difference between reading and picture description tasks in males in correspondence to WPM and SPM respectively.

Table 2

Comparison between reading and picture description tasks (WPS) in males

WPS(Words per second)	Reading		Picture description		t value
	Mean	S.D.	Mean	S.D.	
	2.654	0.332	2.255	0.399	3.632
SPS(Syllables per second)	4.226	0.53	3.433	0.618	4.602

As p<.05 therefore there is significant difference between reading and picture description tasks in males in correspondence to WPS and SPS respectively.

Table 3

Comparison between reading and picture description tasks (WPM) in females

WPM(Words per minute)	Reading		Picture description		t value
	Mean	S.D.	Mean	S.D.	
	159.345	19.959	140.08	14.724	4.282
SPM(Syllables per minute)	253.726	31.763	206.998	23.541	6.18

As p<.05, therefore there is significant difference between reading and picture description tasks in females in correspondence to WPM and SPM respectively.

Table 4

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Comparison between reading and picture description tasks (WPS) in females

WPS(Words per second)	Reading		Picture description		t value
	Mean	S.D.	Mean	S.D.	4.270
	2.652	0.333	2.331	0.246	
SPS(Syllables per second)	4.227	0.531	3.444	0.395	
					6.17

As p<.05, therefore there is significant difference between reading and picture description tasks in females in correspondence to WPS and SPS respectively.

Table 5

Comparison between rate of speech of males and females in reading tasks (WPM)

WPM(Words Per minute)	Male		Female		t value
	Mean	S.D.	Mean	S.D.	0.012
	159.456	19.958	159.345	19.96	
SPM(Syllables Per minute)	253.893	31.776	253.726	31.763	
					0.01

As p>.05, therefore there is no significant difference between Males and Females in reading tasks in both WPM and SPM respectively.

Table 6

Comparison between males and females in reading tasks (WPS)

WPS(Words Per second)	Male		Female		t value
	Mean	S.D.	Mean	S.D.	0.013
	2.654	0.332	2.652	0.333	
SPS(Syllables Per second)	4.222	0.530	4.227	0.531	
					0.004

As p>.05, there is no significant difference between Males and Females in reading tasks in both WPS and SPS respectively

Table 7

Comparison between males and females in picture description (WPM)

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WPM(Words Per minute)	Male		Female		t value
	Mean	S.D.	Mean	S.D.	
					0.481
	135.82	24.339	140.08	14.725	
SPM(Syllables Per minute)	206.69	37.544	206.99	23.541	
					0.02

As p>.05, therefore there is no significant difference between males and females in picture description.

Table 8

Comparison between males and females in picture description (WPS)

WPS(Words Per second)	Male		Female		t value
	Mean	S.D.	Mean	S.D.	
					0.519
	2.255	0.399	2.331	0.246	
SPS (Syllables Per second)	3.433	0.618	3.444		
				0.4	0.051

As p>.05, therefore there is no significant difference between male and female in picture description.

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A Study of Orthographic Features of Instant Messaging in Pakistan An Empirical Study

Rana Faqir Muhammad Aslam, Ph.D. Scholar,
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Abstract

In the postmodern era, technology has affected almost all aspects of human life including language. Electronic Communication has brought about revolutionary changes in the sphere of human communication. This paper aims to discuss the findings of the study of orthographic features of language used by Pakistani students in Instant Messaging (IM), a synchronous form of electronic communication.

The data of IM have been collected from the students of Baha-ud-Din Zakariya University Multan. The data have been analysed making different categories of virtual spellings used by the participants. The analyses illustrate that the participants make excessive use of virtual spellings such as 'bz' for 'busy', 'wid' for 'with', 'u' for 'you,' etc. These new ways of communication have evolved quite rapidly and have caused the innovative orthographic features of English words. The paper concludes with the view that time will decide whether or not these orthographic changes become regular feature of English orthography.

Key words: orthographic features, electronic communication, instant messaging.

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Introduction

Technology has affected almost all aspects of human life. Language has also been greatly influenced by rapid advancement in technology, especially the information technology. Computers have played a significant role in bringing about revolutionary changes in the sphere of human communication. Internet has become one of the major means of communication in this era. The speed and ease of electronic communication make it to be the most feasible media of communication. David Crystal asserts that internet language is a 'fourth medium' (after writing, speaking and signing) and opines that the rate of change in language is tremendous (Crystal, 2001). The use of the non-standard orthography is a useful resource in chatting.

Language has never been static and has continuously been changing over the years. It has never been handed down to the next generation unaltered, as each generation recreates the language of their predecessors (Coulmas, 2005). The changes in language are sometimes so unobservable that they pass unnoticed. Although the gradual changes in semantic, phonological and syntactic systems of a language are sometimes hard to notice, yet 'one glance at the works of Chaucer or Shakespeare shows how much English has changed in a relatively short time' (Aitchison, 2003, 160).

Language does not change by itself. Over the centuries, a number of factors like economy, analogy, language contact and some other social factors have caused changes in language. According to Holmes (1992) it is in fact the speakers and writers who change the way they use language. So it is basically speaker's innovations that cause language change. Coates (1993) argues that linguistic change occurs in the context of linguistic heterogeneity. She explains it in these words: "linguistic change can be said to have taken place when a new linguistic form, used by some sub-group within a speech community, is adopted by other members of that community and accepted as the norm" (ibid: 169).

In recent times, computer technology has become one of the major factors responsible for innovations in language. The Internet has shown drastic changes in language used in e-mails, chatting and instant messaging (IM).

Instant Messaging (IM)

Instant Messaging (IM) is the exchange of text messages in the real time between two people who log into a particular IM service on internet. It is a synchronous form of electronic communication. IM is designed for fast text interaction and through this service messages are sent immediately and the responses are also instant. Both the interlocutors are online and involve in chat in real time situations. The users of this service maintain a contact list that contains the usernames of the people they want to chat with. Whenever they log on to the internet with their IM software, the user is instantly alerted with a *buzz* (A ring tone used to alert the other online friend/s who are added by the user in her/his buddy list.). When any of them logs off, the other one is notified about this fact. According to Crystal (2001) it is the synchronous interaction

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which causes most radical linguistic innovation, affecting several basic conventions of traditional spoken and written conversation.

CMC (Computer Mediated Communication) - A New Way of Communication

Linguists have been studying Computer Mediated Communication (CMC) for more than a decade. Many of their research articles have been published in Journal of Computer-Mediated Communication. Over the years linguists like Baron (1998, 2000); Collot and Belmore (1996); Crystal (2001); Ferrara, Brunner, and Whittemore (1991); Herring (2002); Maynor (1994); Yates (1996) have been studying CMC from different perspectives. Most of these works focus on the social aspects of internet communication.

Baron (2004) conducted her research on Instant Messaging (IM). According to her IM is becoming a mainstay for online one-to-one communication. She believes that in one-to-one forums of CMC (with the partial exception of e-mail); the interlocutors generally know one another, whereas with one-to-many forums, they often do not. The main purpose of her research was to study gender issues in college student use of instant messaging. However, she has also analysed the linguistic variables such as turns, sequences, conversational length, and lexical issues like shortening of words or phrases and use of paralinguistic features like emoticons etc.

In 2004, Colley, Todd, Bland, Holmes, Khanom and Pike studied the style and content used in e-mails and letters to male and female friends. They found that overall e-mails contained more abbreviations, incomplete sentences, and multiple exclamations – the typical styles of electronic communication. From their findings they indicated that 'the growth of e-mail as a major communication medium may bring with it shorter and more rapid exchanges but also more subtle variations in which we communicate with others' (Colley et al, 2004, 376).

Asif and Zahra (2006) studied the main features of the netspeak used by the young Pakistani net users in online social network called 'Orkut', which is a platform for an asynchronous type of electronic communication. They found different factors like fashion, foreign influence and social needs as the major causes influencing Pakistani Netspeak.

Research Question

In the present paper, we have attempted to find the answer to the question "What types of spellings are used by the Pakistani users of the Internet while communicating through instant messaging?"

Methodology

The present research is conducted in Pakistani context. The participants are the students at graduate and masters levels at B. Z. University Multan. They all use Instant Messaging (IM) for chatting on the internet.

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We have chosen the students as participants of this research due to the fact that the young people are more inclined to use IM for communication. As there have always been some apprehensions on the part of the subjects/participants about the confidentiality, the participants are assured that their anonymity will be kept intact. The participants have provided their saved content of the chat (which they have done with any of their friends or dear ones from the list of *buddies* (a list of friends added to the messenger service with whom the users can involve in a chat when they are available online) through the provided email address. Some of them have provided their saved messages in soft form using the USB.

In this way, twenty-five *conversations* (each conversation consisted of a number of instant messages exchanged during a single sitting) have been collected from sixteen participants. The mean age of the participants is 22 years 10 months. Seven of the participants are females and nine are males. We have also included two of our own conversations which we saved during our chatting as participant observers. In nineteen of twenty-five conversations, the participants have used English as the dominant language, while Urdu dominates in the remaining six.

The collected data have been analysed both qualitatively and quantitatively. The soft copy of the corpus provided an objective way to analyse these messages. The different features of Microsoft Office Word, especially the 'Word Count' and 'Find' have been used to get the average length of messages and the frequency of usage of a particular word respectively.

Adopting from Thurlow (2003), the quoted messages are transcribed/translated (where needed) into Standard English. The frequency of the use of a particular feature is shown in number in brackets like this (n=?); for example, if a particular feature appears twenty times in the corpus, it is shown as (n=20).

Most of the past research has been conducted on the language of chat rooms used by the chat groups where the identity was kept hidden. The collected data of chat for this research is in the form of instant messages that took place between two people who knew each other and were involved in dyadic conversation over the Internet using a messenger service. Keeping in mind the research ethics, the names and identities of the participants have not been revealed in this paper.

ANALYSIS

This part of the paper gives the analysis and shows the words written in short forms and with new non-conventional spellings to communicate meanings. In writing certain words, sometimes, only the phonic pattern is considered. The influence of Urdu phonology has its own part to play. These have been discussed under different categories. Many of these categories have been borrowed from other researchers and scholars.

The idea of 'virtual phonology' is taken from Shortis (2001). Following the idea of virtual phonology, the orthographic features of the language used in IM have been analysed under the

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heading of 'virtual orthography'. Different categories analysed under the headings of 'virtual phonology' and 'virtual orthography' have been borrowed from Crystal (2001), Thurlow (2003) and Baron (2004).

Message Length

The data of IM comprises twenty-five *stretches* (a stretch of conversation consisted of a number of instant messages exchanged during single sitting) of chat. Using the Microsoft Word, the average message length is calculated as 4.5 words only. It is mainly the desire to communicate thoughts or feelings quickly to their interlocutors that leads to the use of less number of words in a single message.

Considering the number of messages used, the longest stretch of chat consists of 178 messages with an average of 3.74 words per message. While considering the number of words used in a single stretch of conversation, the longest chat comprises of 1145 words used in 125 messages, with an average of 9.16 words per IM.

There are many instances where the participants have sent more than one message in a sequence (a number of instant messages sent seriatim by the same participant). On the other hand the shortest chat consists of thirty words used in nine instant messages with an average of 3.33 words per message.

Virtual Phonology

Phonological aspects of everyday speech in real-life are found in the purely text-based world of electronic communication. This is a feature of spoken language that we find in written medium of online IM. It is simply the medium's speech-like spontaneity that gives users a desire to recreate sounds of spoken words in writing. While analyzing from this point of view only the words of English language are considered. The use of phonetic spellings in the following messages, taken from the data, is a common feature in electronic communication:

> IM1: <wat r ur **activitiez** dese **dayz**..??>
> (What are your activities these days?)
> IM2: <evrythng **f9>**
> (Everything is fine.)

The above given examples of IM show the use of phonetic spellings for the words given in bold font, i.e., activitiez (activities), dayz (days), f9 (fine). The users are familiar with these spellings and there is no misunderstanding on the use of these spellings and both the sender and the receiver recognize these, using both senses of hearing and sight.

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Five categories have been made to discuss the features of virtual phonology found in the collected data of instant messaging. These categories are: change of consonants, mono-lettered words, letter-number homophones, digit-word homophones, final 'g' clipping.

Change of Consonants

The consonants in words are like the skeleton in body, forming the main structure of words. In electronic communication the consonants in words have been replaced by the other consonants following the pronunciation of words. We found many (n=105) examples of this feature of phonetic spellings in the corpus of online IM.

> IM3: <u 9 evry body **iz bz**>
> (you know everybody is busy.)
> IM4: <so I have 2 find time 4 **dis**>
> (So I have to find time for this.)
> IM5: <nothing else now a days free after **igzam**>
> (nothing else now a days. Free after exam.)

The most frequently (n=13) occurring word in this category is 'bz', used to replace 'busy'. 'Table 1' in the following shows the complete list of virtual phonology found in the entire corpus of IM.

Table 1. Change of consonants

Virtual Spellings	Standard Spellings	Virtual spellings	Standard spellings	Virtual spellings	Standard spellings	Virtual spellings	Standard spellings
bcz	Because	da	the	foto	photo	dznt	doesn't
girlz	Girls	bz	busy	bcoz	because	masterz	Masters
daz	Days	skool	school	dez	these	dat	That
karing	Caring	dese	these	minz	minutes	buzy	Busy
frndz	Friends	wdr	weather	howz	how is	teacherz	Teachers
plz	Please	thnx	thanks	muzik	music	langz	Languages
alwaz	Always	dayz	days	evry	every	dis	This
waz	Was	igzam	exam	xamz	exams	activitiez	Activities
fon	Phone	coz	because	fotoz	photos	iz	Is
needz	Needs	itz	it is	thatz	that is	enuf	Enough
wid	With	roomz	rooms	examz	exams	mailz	Mails
thez	These	pplz	peoples				

As Table 1 shows, the consonant sounds in words are represented by the letters bearing those sounds. These sounds have been categorized according to the sounds of IPA (International Phonetics Alphabet) with letters representing these sounds as shown in Table 2 in the following:

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Table 2. Categories of consonants changed in IM

Sound	Letter used in IM	Conventionally used letter (s)	Sound	Letter used in IM	Conventionally used letter (s)
[z]	Z	s	[f]	f	ph, gh
[k]	K	c, ch	[gz]	g(z)	X
[ð]	D	th	[ks]	x	ks

Mono-lettered Words

Under the virtual phonology, we have analyzed another category words. Here, a single letter stands for the whole word as that alphabet produces the sound of a whole word. The use of these mono-lettered words is a regular feature of electronic communication. The corpus of IM shows quite a good number (n=469) of these letters. The mono-lettered lexeme 'u' has the maximum (n=218) occurrence in this category of virtual phonology. There are only six instances where the Pakistani *netizens* have used standard spellings of this word i.e. 'you'. The complete list of these lexemes found in IM corpus is given in the following (Table 3):

Table 3. Mono-lettered words

Virtual spelling	Standard spellings	Virtual spelling	Standard spellings	Virtual spelling	Standard spellings	Virtual spellings	Standard spellings
z	Is	d	the	r	are	c	see
u	You	v	we	m	Am	b	be
y	Why	n	and				

Letter-number Homophones

The combination of digits and alphabets produce the sound of a word. Thurlow (2003) terms this feature as letter-number homophone due to the fact that these are based on the phonological aspect of language. There are many instances (n=33) of this feature found in the collected data. The most frequently (n=12) occurring combination is 'f9' which stands for (fine). Some of the examples in the following illustrate their use in IM:

    IM6: <yah **gr8**>
    (Yes, that's great!)
    IM7: <i m **f9**>
    (I am fine.)
    IM8: <wel see u **l8r**>
    (Well, see you later)

Table 4 gives the full range of letter-number combinations found in IM data.

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Table 4. Letter-number homophones

Virtual spellings	Standard spellings	Virtual spellings	Standard spellings	Virtual spellings	Standard spellings	Virtual spellings	Standard spellings
4m	from	l8r	later	sh9	shine	4ward	forward
f9	fine	gr8	great	2day	today	un4getable	unforgettable
fi9	fine	2moro	tomorrow	b4	before		

Digit-word Homophones

The users sometimes use only a single digit for the whole word according to the similarity of pronunciation of the word and the digit used in its place. Two digits (2 and 4), used for this purpose, have been found in the collected data. The digit '2' is used to replace 'to' and 'too', while the digit '4' is used to replace 'for'. There are 101 instances where the participants have used this category of virtual phonology.

> IM9: <i m not fiting **4** them....>
> (I am not fighting for them…)

4.2.5. Final 'g' clipping

Writing in electronic communication resembles speech as it is observed in this category of virtual phonology. The omission of the last letter 'g' in words ending in 'ing' is caused under the influence of spoken language. The study of IM found many (n=27) instances as far as this category is concerned. The most frequently (n=7) used word in this category is 'doin' (doing). The list of words with clipped 'g' is gives in Table 5 below:

Table 5. Final 'g' clipping

Virtual Spellings	Standard spellings	Virtual spellings	Standard Spellings	Virtual spellings	Standard spellings	Virtual spellings	Standard spellings
sleepin	Sleeping	sayin	Saying	chatin	chatting	doin	Doing
sharin	Sharing	talkin	Talking	studyin	studying	callin	Calling
chekin	checking	watchin	Watching	workin	working	goin	Going

Virtual Orthography

In this part of the paper the various types of spellings used for different linguistic expressions are analyzed under four categories: vowel clipping, non-conventional spellings, acronyms and initials, short forms of words. As in the case of virtual phonology, only the words of English language are considered for analysis in this category as well.

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Vowel clipping

Vowels play an important role in giving variable shapes to the pronunciation of a word. The users of instant messaging usually do not use vowels in spellings of words. They communicate by using the consonants only. There are quite a large (n=70) number of examples found in the data. The most frequently (n=10) used word in this category is 'frnds', used for 'friends'. Table 6, gives a detailed list of words where the participants have omitted the vowels from the spellings of words.

Table 6.   Vowel clipping

Virtual spellings	Standard spellings	Virtual spellings	Standard spellings	Virtual spellings	Standard spellings	Virtual spellings	Standard spellings
fmly	Family	wld	would	lv	love	bt	but
wht	What	frm	from	snd	send	cn	can
jst	Just	thnk	think	hv	have	nt	not
knw	Know	cnt	can't	ppl	people	nd	and
grls	Girls	m	am	sm	some	hw	how
frnds	Friends	shr	share	by	bye	ys	yes

Non-conventional/Irregular Spellings

The participants using instant messaging consistently deviate from the standard spellings and use non-conventional spellings of various words. The observed deviation from conventional spellings has become a norm in IM. The collected data present 103 instances of the use of non-conventional spellings. The most frequently (n=61) used word is 'ur' (your). The list of these words with their standard spellings is shown in Table: 7.

Table 7.   Non-conventional spellings

Virtual spellings	Standard spellings	Virtual spellings	Standard spellings	Virtual spellings	Standard spellings	Virtual spellings	Standard spellings
nite	Night	ma	my	lissen	listen	surch	search
nuthng	Nothing	tym	time	brakefast	breakfast	gud	good
rite	Right	ur	your	hev	have	urs	yours
sum	Some	luv	love				

Acronyms and Initials

In electronic communication, the users write quickly and in the process they use only the initial letters and the acronyms of phrases to represent the whole word and the phrases respectively. The data present 25 instances of their use. The list of the acronyms and initials used in data is presented below (Table 8):

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Table 8.   Acronyms and initials

Initials/ Acronyms	Complete Words	Acronyms	Complete words	Acronyms	Complete words
V	Very	dc	disconnect	asl	age, sex, location
H	hours, how	tc	take care	tyt	take your time
Lolz	lots of laughs	ilu	I love you	wcb	welcome back
Hru	how are you				

Short forms

Another regular feature of electronic communication is the use of short forms of words. The participants regularly use short forms of words regardless of the fact whether they are acceptable in formal language or not. The findings show that most of these forms do not follow any regular pattern even in electronic communication. Quite a large number (n=164) of these short forms have been found in our data.

The word 'what' is written with short spellings 'wat' at the most (n=30) of the places in the corpus. The participants omit both consonants and vowels in the short forms. Most of these are used in an irregular way as for example, a single word sometimes is written in more than one way of short forms, for example, the word 'back' is written in two short forms: 'bk' (n=2) and 'bak'(n=2). The table 9 gives complete variety of short forms found in the entire data:

Table 9.   Short spellings

Short forms	Standard Spellings	Short forms	Standard spellings	Short Forms	Standard spellings	Short forms	Standard spellings
ofc	Office	shud	Should	Abt	about	noting	nothing
wt	What	askng	Asking	Abut	about	wat	what
congrats	congratulations	luk	Luck	Helo	hello	adict	addict
signd	Signed	evrythng	everything	Dl	dull	lif	life
kil	Kill	wel	Well	Intrstd	interested	prepar	prepare
serchng	Searching	lit	Light	Mints	minutes	mob	mobile
blive	Believe	pik	Pick	Hom	home	sis	sister
al	All	posibl	possible	Whre	where	thro	through
lov	Love	quik	Quick	Com	computer	brther	brother
srch	Search	kichen	Kitchen	Fin	fine	msg	message
bk	Back	charactr	character	Computer	computer	jok	joke
smthing	Something	wen	When	Cam	camera	dangrs	dangerous
alow	Allow	bro	brothers	Clik	click	jus	just
wory	Worry	evthg	everything	Uni	university	bak	back
pl	Please	whr	Where	Recevin	receiving	pic	picture

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hav	Have

UrdEnglish: A New Lingo in Pakistani Context

Netlingo is a kind of fusion English which has mixed certain features of more than one language. CyberSpanglish gives the terms like *surfeando el Web* and *estoy emailando* (Thurlow et al, 2003). Similar kind of fusion is observed in the Pakistani context. The 'Pakistani netizens' (Asif & Zahra, 2006) are using Urdu-English combination of words. A new term 'UrdEnglish' can be coined to account for the frequency of occurrence of this feature in cyber lingo. This is a new phenomenon that has emerged in this variety. It is evident from the following examples provided by a twenty years old girl who has been one of the participants of this research:

IM10: <uni ke elwa kia **karing**!>
(What are you doing besides university?)
IM11: <uni k ilawa ash **karing**...>
(I am enjoying besides university…)

In these instant messages the participants have used an Urdu word *'karna'* (to do) in combination with English 'ing' to form the present participle of *'karna'*.

At the same time the digits with their Urdu phonological sounds are used to represent English words. We have also found two different numbers used for English words keeping their Urdu pronunciations. The digit '9' is used for 'know' because it is pronounced as [nəʊ] in Urdu. Its occurrence is quite frequent (n=25) in IM. Similarly the number '100' is used in combination with letters 'ri' making it '100ri' to mean 'sorry'. The number '100' is pronounced as [sɔː] in Urdu language. So by adding 'ri' the users make it sound like the word 'sorry'. This is an important variation observed in electronic communication. The instant messages quoted in the following illustrate their use in IM:

IM12: <but u **9** it's difficult 2 spend the whole day doin nthng>
(But you know it's difficult to spend the whole day doing nothing.)
IM13: <**100ri** i have to go 4 my studies>
(Sorry I have to go for my studies.)

Combinations of this type are a new addition to the cyber language. Many of the netizens over the world may still be unfamiliar with this variety of language use.

Conclusion

The study illustrates that the language used in IM by Pakistani students is getting the flair of new technologies. The speech-like spontaneity in this genre of communication causes certain orthographic changes in language. The innovative and telegraphic styles of writing develop

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certain patterns in the use of spellings of words. Although, many irregularities are still observed in certain categories discussed in the analysis, but many of them have certainly taken a regular and organised shape. Almost all users of IM have used new forms of certain words like 'you' (u), 'are' (r) etc. There are only few instances where the participants have written these words with standard spellings. The regular and patterned use of virtual spellings indicates that electronic communication is playing a significant role in developing new trends as far as orthographic change is concerned. In other words we can say that IM is bringing linguistic revolution with its influence on orthography of English.

It can be concluded from the detailed analyses of the corpus that a new 'lingo' is developing in electronic communication in Pakistani context. The use of irregular and non-conventional spellings of different words is a norm in electronic communication. This phenomenon has developed so quickly that there exists a community of netizens who have become quite used to this and they do not find any problem in their usage. Some of the new forms of words may become the part of formal language; only time will decide how far and how much the change would be.

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The Call for Communicative Language Teaching (CLT) at the Undergraduate Level with Special Reference to Andhra Pradesh

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Introduction

The context of the whole teaching situation started changing around the year 2000. Socio-economic factors played a major role in this change. The liberalization of the Indian economy led to the entry of many international companies into the country. Call Centres, shopping malls, trade fairs etc., all need young personnel, fluent in English. Those desirous of immigration to the developed countries need professional help for clearing tests like TOEFL, IELTS, etc. Hence, the avenues where ELT is required in India are unlimited today.

Traditional English Classroom in India

In a typical Indian English classroom, teacher occupies the center-stage. It is he/she who reads the text mostly aloud, gives the meanings of difficult words and translates as and when he/she thinks it is necessary.

In India, students admitted to undergraduate courses come from different walks of life. At the undergraduate level, English Language Teaching continues to be largely content-based rather

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than skill-based, in spite of attempted reforms by both university and State bodies. The result is that even after attending ten or more years of English classes, students often graduate from Government colleges with no basic communicative skills in English.

Situation in Andhra Pradesh

According to the Government records provided by www.aponline.gov.in, there are approximately 272 degree colleges and 634 engineering colleges in Andhra Pradesh from where scores of students graduate annually. But a large number of the students passing out are not getting jobs because of their poor communication skills. As a result, the fresh graduates, hailing mostly from rural areas, have not been fit to be taken in for a good job, especially by the Information Technology industry. It is true that most of the students of Andhra Pradesh who manage to grab many seats in IITs, NITs and BITS become adept at using technical skills but not in communication skills. Mr. N. R. Narayana Murthy, Founder of Infosys, commented at a meeting in Hyderabad that graduates from Andhra Pradesh were good in technical skills but poor in communication skills.

Paradigmatic Change

There is a paradigmatic shift in the way English has been regarded and taught. It is now being increasingly considered as a skill and a means of communication. This has resulted in changing the traditional roles of materials, teachers and students. At the syllabus design level, the emphasis has been more on specifying and organizing the language content in a semantic way. Communicative competence has been accorded pre-eminence over structural competence.

Communicative Language Teaching (CLT)

According to Hymes (1966), Communicative Language Teaching (CLT) marks the culmination of a movement that originated as a reaction against the teacher-dominated, form-focused, traditional methods of language teaching, which often fail to equip the learners with 'communicative competence'.

Communicative Language Teaching was introduced in Britain in the 1960s as a replacement to the earlier Structural Method, called Situational Language Teaching. Many researchers have contributed to the development of theory and practice of the Communicative Language Teaching Approach like Brown, 1987; Brumfit and Johnson, 1979; Hymes, 1972; Nattinger, 1984; Nunan, 1987 and 1989; Rossner, 1988; Savignon, 1983; White, 1989; Yalden, 1983.

According to Brown (1994), "the primary goal of CLT is to develop communicative competence, to move beyond grammatical and discourse elements in communication and probe the nature of social, cultural, and pragmatic features of language."

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The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to communicate, interact and share information. Some of the important language activities of CLT like information gap, jig saw activities, role play and pair / group work etc. are presented below.

Information Gap

An important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is the classic gap exploited by the communicative approach. Student A had some information, perhaps concerning the prices of food. Student B needs to know these prices, and so asks A questions to find the information. The information gap is ideally suited to pair and small group work and usually relies upon pre-prepared information cards. In doing so, they will acquire available vocabulary, grammar, and communication strategies to complete a task.

Jig-saw Activities

These are also based on the information-gap principle. Typically the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In doing so, they must use their language resources to communicate meaningfully and thus take part in meaningful communication practice.

Pair Work and Group Work

Most of the activities reflect an important aspect of classroom tasks in CLT, that they are designed to be carried out in pairs or small groups. Brown (1994) proposes that communication is likely to occur in the classroom when a significant amount of pair work and group work is conducted. Through completing such activities in this way, learners will obtain several benefits:

i)   They can learn from hearing the language used by other members of the group.
ii)   They will produce a greater amount of language than they would use in teacher-fronted activities.
iii) Their motivational level is likely to increase.
iv)   They will have the chance to develop fluency (Brown, 1994).

According to Richards and Rodgers (2001), many other activities are used in CLT, as presented below:

i)   Task-completion activities: puzzles, games, map-reading and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

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ii) Information gathering activities: student conducted surveys, interviews and searches in which students are required to use their linguistic resources to collect information.

iii) Opinion-sharing activities: activities where students compare values, opinions, beliefs, such as a ranking task in which students list six qualities in order of importance which they might consider in choosing a date or spouse.

iv) Information-transfer activities: these require learners to take information that is presented in one form, and represent it in a different form. For example they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

v) Reasoning gap-activities: these involve deriving some new information from given information through the process of inference, practical reasoning etc. For example, working out a teacher's timetable on the basis of given class timetables.

vi) Role-plays: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

The Role of Teachers and Learners in The CLT Classroom

According to Breen and Candlin (1980), the teacher has two main roles - the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group.

The learners are no more passive recipients of the language. They are expected to participate in classroom activities that are based on a cooperative rather than individualistic approach to learning. Students have to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They are expected to take on a greater degree of responsibility for their own learning.

The Need for CLT

Teachers of English recognize that traditional pedagogy, emphasizing the acquisition of grammar and vocabulary rather than communicative competence, does not meet the requirements of English learning in an era of liberalization and globalization. Depending on the cultural, or even the physical setting, a teacher can use tasks and small group learning or a whole class format. Often a combination of the two is appropriate. Thus, to adopt CLT as a new teaching approach within a traditional education would require rethinking and adjustment of some long-held beliefs and values.

Conclusion

CLT reached both regions- India and the West- between the years 1970 – 1980 but it took around two decades to gain acceptance among learners and teachers in India. There are indeed some problems in implementing CLT in our country. Large numbers of student in a class,

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unsuitable seats for pair/group work (immovable benches & small classrooms), the lack of resources (library books, cyclostyling, photocopying facilities etc), and lack of audio and video equipment are some of the reasons which hamper the implementation of CLT techniques in the English classrooms. Hence, teachers need to continually examine the situation and relate it to learner participation, autonomy, and equality in their changing context.

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Case and Case-like Postposition in Surjapuri

Md. Shahzad Alam, M.A, Ph.D. Scholar

Introduction

Surjapuri is one of the 26 languages grouped under Hindi with 1.2 million speakers. It is a lesser known language which has not flourished in terms of language and literature as well as its documentation. There is also a controversy regarding the grouping of this language - whether it is to be marked as a dialect of Maithili or that of Bengali. According to International Encyclopedia of Linguistics, VI, 2nd Edn., it may be a dialect of Maithili. Till now Census of India has kept this language under the Hindi umbrella. However , from its vocabulary and also from the viewpoint of the location of the language speakers it could be preliminarily stated that Surjapuri bears close resemblances to languages like Maithili, Bengali, Bhojpuri, Rajbanshi and Assamese . The paper attempts to throw some light upon the inflecting nature vis-à-vis the syntactic and semantic functions of case and postpositions of Surjapuri.

Inflecting Nature

Surjapuri exhibits an inflecting nature. Thus, it bears enough scope to have an interesting glance at the case inflection system as well as the postpositions which seem to be like

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those used in other Indo-Aryan languages. Case or case-marking is a morpho-syntactic device or mechanism that is used to indicate who is doing what to whom. In Harris and Campbell's (1995:89) formulation, 'cases develop from postpositions when the postposition is felt to be so closely connected to its attribute noun that together they are re-interpreted as one word …'

Layers of Forms with Case-like Functions

In New Indo-Aryan (NIA) languages we observe a rapid increase in use and grammaticalization of new post positions. In order to go with a systematic approach, so far as Surjapuri language is concerned, we take the model of "layers of forms with case-like function" put forward by Colin P. Masica (1991:230-248).

There are at least three layers with case-like functions typically made up of 'inherited synthetic, new agglutinative and quasi-analytic elements'. Depending upon language, the function of a marker in a given layer is carried to a different layer. For example, the agentive function in Layer II post-position –ne in Hindi is indicated by Layer I in Sindhi and Kashmiri. However, descriptions have recognized either two layers of affixes and one of post-positions, or one layer of affixes and two layers of post-positions.

Like Hindi, Bengali, and Rajbanshi, it is difficult in Surjapuri also to determine whether a single layer of case marking is affixal or adpositional.   Therefore, following the Indo-Aryan inheritance, the case marker in Surjapuri is basically suffixed to the stem.

However, in our further discussion we shall evaluate how the "morphological status of the markers may vary from bound morphemes (case-suffixes), tightly connected to the nominal stem, to free morphemes (postpositions).

Masica's Three Layers

As posited by Masica, following are the three layers [Layer I affixes are inherited, with varying degrees of phonological reduction and changes of function, from OIA or MIA (Apabhramsa) and attach directly to the stem. Layer II which are either suffixes or analytic particles, are usually mediated by a Layer I element and attach to the base indirectly. Layer III elements are mediated by a Layer II element] of case marking postposition constructions in Surjapuri.

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Layer I		category 1	category 2	category 3
	Nominative (Ø)	✔		
	Locative (-t/-ɔt)	✔	✔	
	Genitive (-r/-er)	✔		
Layer II	Dative-Accusative (-k/-ɔk)	✔		
	Instrumental-Ablative(sɛ/ dɛ)	✔	✔	
	Instrumental (hatɛ) 'through'		✔	
Layer III	Locative pɔr 'upon', ʊprɔt 'upon' pɪtʃʰut 'behind', boglɔt 'beside'			✔

Layer III elements are external to the NP marking under Masica's scheme. Along with the syntactic criterion, Masica also gives a semantic criterion for distinguishing Layer II from Layer III elements: A layer III element is semantically more specific, e.g. as compared with a more diffuse Locative on Layer II or perhaps Layer I. Layer III typically mediates such concepts as 'on top of', 'under', 'behind', 'inside of', 'near' etc.(1991:235) . The Layer II postpositions show no properties which can be taken as sufficient criteria for case-hood. They only serve to mark grammatical functions, including the function of subject.

1. *Case*

1.1 **Nominative case**: One modern view is that it represents noun as a 'concept pure and simple' (Juret 1926:16), that the nominative form is the case of pure reference (de Groot 1956:189). The nominative case in Surjapuri, is inherent i.e. the marker is φ. The noun performs the grammatical function of a subject like-

i) *It may act as the subject of a copulative sentence.*

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ii) May also be used as the subject of a transitive or an intransitive sentence where the subject is also an agent.

e.g. a) tʊɪ   bʰat   kʰa   tʃʰ-i
         you sg.(nom.)   rice   eat   aux.-pres.-2sg.
         'You (sg.) eat rice'

     b) həmra   kʰet-ɔt   kam   kor-ʋa dʒa   tʃʰ-i
        we-nom   field-loc.   work   do-inf. go   aux-pres.-1p.
        'We go to work in the field.'

 2. *Dative-Accusative*

The dative case is aligned with the accusative in that both express the goal of an event (Blake 2001:39). In Surjapuri, the NP in the dative-accusative case generally performs the grammatical function of Direct Object and Indirect Object. The dative-accusative case can be merged into one category since the markers (*-k/-ɔk*) are the same for both dative (recipient) and accusative (patient). It is phonologically dependent on the stem, in that after stem-final vowels the marker is *-k*, but after stem-final consonants the morpheme requires the epenthetic vowel *-ɔ*, hence the allomorph *-ɔk*.

Masica (1991) maintains the absence of the accusative case in NIA, which I reproduce here:

The Object is not distinguished from the subject by case marking in many NIA languages... Both may be in the Nominative. Unlike Sanskrit there is generally no distinctive Accusative case in NIA. Historically, the Indo-Aryan Accusative merged with the Nominative... This is not to say that Objects are always bereft of case marking. They may take it, in the form of the Dative marker (in the absence of an Accusative: the marker is often called a Dative-Accusative as a result). Its functions, however, are often more pragmatic than syntactic. That is, in the case of non-human nouns, it generally indicates a "definite" object, that is, one that is already known; in the case of human nouns, it stresses their Patienthood, a marked status (human nouns normally being Agents). In languages with other means of marking definiteness... the first of these functions is minimalised. (ibid: 365).

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Human and direct animate/inanimate objects are generally marked with dative-accusative case.

e.g.

Dative

i)   ram-ɔk gʊssa   os   -ɪl
       ram-dat. angry   come aux.-pst.
       'Ram got angry'

ii)   ənɪl-ɔk ɪnam   dʊ-ʋal   gɛl
       anil -dat award   give-cause   go-pst.
       'Anil was awarded'

iii)   to-k   ek -ʈa kɔlɔm dʊ   -mũ
       you-dat one-cl. pen   give fut.1sg.
       'I will give you a pen'.

Accusative:

i)   aləm   ek kʰan   kɪtab–ɔk   pɔɽʰ –ɪl
       alam(nom.) one cl.   book acc.   read   aux.pst.
       'Alam read a book.'

ii)   mʊj   ram-ɔk   dʒan   tʃʰ-u
       i-nom.   ram-acc. know   aux.-pres.-1sg.
       'I know Ram.'

2. *Genitive case*

The genitive case is a case of possessor which is marked by the suffixes -r/-er. After stem-final vowels the morpheme is -r, and after stem-final consonants it is -er. The suffixes -r/ -er are the 'characteristic' case-endings for genitive, similar to Bengali.

i) rʊm–er   lok–la
   rome–gen.   man –pl.
   'Men of Rome'

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ii) pənɪr–er   pəhĩja–ɖa
paneer -gen. wheel -cl.
　'Wheel of cheese'

The case marker attaches to the noun classifier or plural marker. However, if the phrase is modified by a demonstrative or numeral, the noun classifier or plural attaches to the modifier, while the genitive is linked to the NP.

i)   pʰɪləm-ɖa -r   modʒu
     film   –def/cl.-gen. title
     'The title of the film'

ii) mũj   bɔɽɔ lok-la-r   ɪdʒdʒət   kɔr tʃʰ-u
     i-nom. big   person-pl.-gen. respect   do aux.-pres-1sg.
     'I respect elders.'

4. *Locative case*

The locative case expresses the idea of location of an action. When the stem is open syllabic, it takes –*t* to denote locative case, whereas in case of closed syllabic, it takes the form -ɔ*t*. Semantically, it also provides semantic map of not only direction of location, but also implies as something within the enclosed space when it refers to personal pronoun.

e.g.

i)   tʃəʊl   bəstɪ–ɖa–t   bəʈ-al   gɛl
     rice -nom. village-def.-loc. distribute-caus. go-1sg.
     'The rice was distributed in the village'

ii) ʋəhãj   kʰet–ɔt   halbəh   –a   tʃʰ-ɛ
     he -nom. field in-loc. plough   prog.   aux.-pres-3sg.
     'He is ploughing (in) the field'

Some of the main semantic notions expressed by locative postpositions are –

i) *Location within or inside something*

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    mor   bʰɪtr-ɔt   gʊssa bʰər-al   tʃʰ-ɛ
    I-poss.   inside-pp. anger filled-cuas.   aux.-pres-1sg.
    'I am filled with anger.'

ii) Price of a thing

    dʊɪ- ɖa kɔlɔm dɔs ʈaka-r
    two-cl. pen   10 Rs.- gen.
    'Two pens for Rs.10/'

iii) *Duration*

    mũj   dʊɪ gʰənʈa-t   kɪtab kʰan pɔɽʰ -nu
    i-nom. two hour-pp.   book   cl.   read -pst.1sg.
    'I read the book in two hours.'

Surjapuri also bears these kinds of postpositions or postpositional compounds like-

    ʊpr-ɔt 'upon'
    bəgl- ɔt 'close'
    bʰɪtr-ɔt 'inside'
    bəhar-ɔt 'outside'
    nɪtʃʰan -ɔt 'below'

5. *Ablative-Instrumental case*

The case marker sɛ/dɛ (optional) is common to both instrumental and ablative cases, the difference being that, ablative refers to 'motion away from' and instrumental denotes 'by means of'. Certain instrumental/agentive clitics are evident in Surjapuri. The markers – *dɛ*[of Magadhan origin is likely to be the conjunctive participle form of the verb *di-* 'give':*d-ie(ne)* (lit. 'by giving')> *dɛ*)] and –*sɛ* (possibly Hindi loan) are used with non-nominates. However, according to Ramawatar Yadav, *"From a strictly grammatical perspective ....there is no motivation for postulating an ablative case distinct from the instrumental. .... "* (pg. 88, A Reference Grammar of Maithili, Ramawatar Yadav". There was a syncretism of the ablative-instrumental distinction, which occurred in a number of Indo-European languages, where the two cases came to be used interchangeably before

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the formal distinction was lost. Moreover, Bloch is also of the opinion that instrumental and ablative cases express cause, separation and comparison.

Ablative

i) əhməd nədɪ-ɖa sɛ pani ʊʈʰ -al
   Ahmad river- cl abl. water fetch aux.-pst.
   'Ahmad fetched water from the river,

ii) ʃjam maʈi-la   hat   kʰan dɛ ʊʈʰ-al
    shyam mud pl. hand   cl.   abl. lift aux-pst.
    'Shyam lifted the mud from the hand'

Instrumental

i) sɪta ʊəhak tʃəku kʰan dɛ kaʈɛ   dɪ -le
   sita him   knife cl.   ins. cut   give pst-perf.
   'Sita injured him with a knife'

ii) ram   dʒal sɛ matʃ   mar   -ɪl
    Ram   net   with fish   catch   aux.-pst.
    'Ram caught the fish with the net.'

In certain constructions -*sɛ* expresses the notion of connection/proximity in general. The two 'multi-valued' postpositions –*k/-ɔk* (dat.-acc.) and –*sɛ* (abl.-ins.) are involved in the expressions of motions towards the limit and departure from it.

Several instrumental/agentive clitics or post positions are found to be used in contemporary Surjapuri. There could be different interpretations of it, which are discussed below.

Case	Interpretation	Example
Instrumental	Manner	mũj ətʃtʃʰa sɛ lɪkʰ I(nom) good-advl.write

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			-nu. aux.-pst. 'I wrote well.'
		Theme	mastər-ʈa pʰɪlosopʰɪ-r teacher-cl philosophy-gen. barɛ bol-ɪl. about speak-aux-pst 'The teacher spoke about philosophy.'
		Time	gɔrɔm 40c tɔk bəɽʰe heat 40c upto rise gɛl. aux.-pst 'Temperature rouse up to 40c.'
		Instrument	kʊlhaɽɪ kʰan dɛ ləkɽɪ axe-nom cl. ins. wood kaʈ cut 'Cut wood with the axe.'
		Cause	ʊəhar gʰɔr dʒa-ʊa -r his home go-ger.- gen. ʊədʒe kɔrɛ sɔbkoɪ reason ins.pp all kʰʊs tʃʰ-ɪl. happy cop.pst. 'Everybody was happy with his going home.'
		Content	mas-ʈa-t pəroʈɪn sɛ fish-cl-loc. protein abl. bʰər-al tʃʰ-ɛ fill pst-cuas aux.prst. 'Fish is filled with protein.'
		Path	kam ʊəha-r hatɛ work his-gen. through-pp kɔr-al gɛl . go-cuas. aux.pst 'Work was done by him.'
		Comparison	ʊəhãj mor sɛ s/he-nom. my abl.

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		bəʈʰɪja tʃʰɛ better cop.-pres. 's/he is better than me.'
	Reflexive	mũj ɪkʰan kam nɪdʒɛ i-nom. this work myself kɔr -nu do-perf pres. perf 'I have done this work myself.'
	Association	kʊkʊr ʈa həmar dog-nom. cl. us satʰɛ rɔh tʃʰ-ɛ with-pp. live pres.- aux. 'Dog lives with us'
	Antagonism	ʋəhar seŋge lərəɪmar him/her with fight na kɔr neg. do-imp. 'Do not fight with him/her.'

It is, however, also possible that the clitic *le* is a conjunctive participle form of the verb *li*- 'take':

l-ie(ne) 'take-conj.ptcl' (lit. 'by taking'), as in:

ʋahãj ɪkʰan kɪtab mor   hat   sɛ   tʃʰɪrae lɪ   -le.
s/he   this book me   hand   from-abl. snatch take   aux-pst.
's/he has snatched this book from me.'

bɪhan   sɛ   pani hɔ   tʃʰ-ɛ
morning from   rain prog. aux-prst.
'It has been raining since morning.'

The ablative-instrumental is used in complex postpositional constructions such as:

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purəb -er   bhɪtɪ   sɛ
east – gen.   towards   from (abl)
'from the direction of the east'

gɔʈla pʰul   sɛ   uɖa pʰul   mok   ətʃtʃʰa   ləg-ɔ   tʃʰɛ
all   flower from pp. that flower me   good   apply(like)-prog. aux.-pres.
'Among all flowers I like that flower'

The ablative is used in comparative and superlative constructions.

ɪ-khan tʃəku gɔʈla   tʃəku sɛ   dʰariʋala   tʃʰɛ
prox. cl. knife all   knife from-pp.   sharp   cop.-pres
'This knife is sharpest of all.'

ʊ-khan gʰɔr ɪ-khan gʰɔr sɛ   bɔɽɔ tʃʰɛ
rem.cl house prox.cl. house from -pp. big   cop.-pres.
'That house is bigger than this house'

The ablative can be used as an instrumental clitic in place of the instrumental dɛ

dʒəɪla pəɪsa tʊɪ   mok dɪ -lɔ   ʋəhɪla pəɪsa sɛ   mʊj
those   money you   me give auc-pst those   moey abl.-ins i-nom.
mɪʈʰa   kɪnɛ ən- nu
sweets   buy   bring aux-pst-1sg.
 'I bought sweets with the money that you gave me.'

Other postpositions

Terminative post position

The terminative (term.) clitic *tɔk* is used to convey the terminal point of a state of affairs,
either in terms of location , time or amount .

   i)   kolkata sɛ   dɪlli tɔk
         Kolkata from pp.   Delhi till
         'from Kolkata to Delhi'

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ii)   ʋəhak   os-ʋa   hol-tən   lekɪn əbʰɪ tɔk   ni   os-ɛ
       s/he   come-inf. supposed   but   now until   neg. come-perf.3p
       's/he was supposed to come but has come till now.'

iii)   tok kɔm-sɛ-kɔm dʋɪ   sɔ   sɛ   tɪn   sɔ   ʈaka
       you   at least   two   hundred from three hundred money
       mok dʋʋa   tʃəhi
       me   should   give
       'You should give me at least two to three hundred'

Temporal post position

The temporal postpositions *kʰuna* 'during' and *bad* 'after' occur after nouns
verbs and adverbs Occasionally bad 'after' attaches to the head without the genitive case

       kɔɪ-kʰuna mok ləg tʃʰ-ɛ   kɛ   dʒəmɪn kʰan   tʃəpʈa tʃʰ-ɛ
       Some-time me feel aux-pres-1sg that earth cl.   flat   cop.-pres-3p.
       'Sometimes I feel that the earth is flat'

       sʋn-ʋa-r   bad
       liten -ptcl-gen.   after
       'After listening'

       tʰorok dɪne-r bad
       some day-gen after
       'After some days'

       kʋtʃ dɪne-r bad
       some day-gen after
       'After few days'

The temporal postposition kɔrɛ 'advl' occurs after temporal adverbs. It never requires
genitive case marking on the adverb.

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rat kɔrɛ   əkʰlɛ gʰʊmna kʰətra   tʃʰɛ
night at-pp.   alone roaming dangerous cop.-pres
'Roaming at night is dangerous.'

The causal postposition 'ʋədʒəh' is attached to the nonfinite verb with the genitive case.

ʋəhar gʰɔr dʒə-ʋa-r   ʋədʒəh kɔrɛ sob-gɔɪ   kʰus   tʃʰ-ɪl.
his/her home go-part.-gen. cause from all   happy cop.-pst.
'Everybody was happy with his going home.'

Purpose is marked with the postposition tɛnɛ 'for; in order to' and is found in conjunction with verbs.

ɪ-ɖa   saʈ   ram-er tɛnɛ tʃʰɛ
prox.def. shirt   ram-gen. for cop.-pres
'This shirt is for Ram.'

Several other postpositions need mentioning. The following postpositions attach to the phrase head with the genitive case.

bʰɪtɪ sɛ   'on behalf of'
mɔn dɪ   'just like'

  In addition, the following postpositions attach to the head without the genitive case.

a)   goʈan-ɖa   'throughout'

ʋəhãj goʈan-ɖa   sal   bɪmar tʃʰ-ɪl
he/she throughout-def. year   ill   cop.- pst
'he/she was ill throughout the year'

 b)   dʒəɪ kɪ kɔm ''as if'

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vəhãj eji-kɪsəm rɔh tʃʰɛ   dʒəɪ kɪ kɔm kɛ   vəhãj radʒa tʃʰɛ
he   like this stay aux.-pres   as   if   he   king cop-pres
's/he stays as if s/he (is) a king.'

The postposition bɪna 'without' attaches to the head with the genitive except when it functions as an adverb, in which case it precedes the head

mũj   kɔlɔm-er bɪna   likʰ-ʋa   ni   pam
i-nom. pen   gen. without write-ind. neg. can
'I cannot write without pen.

mor bɪna   kam kʰan kʰɔtɔm ho-ʋa   ni   pa-be.
Me   without   work cl. finish   aux. ind. neg. do aux-fut.
'work will not be done without me.'

The nominal expressions (Noun Phrase) with post-positions function similar to a morphological form in Surjapuri, which is also evident in other Indo-Aryan languages. In other words, the syntactic function of a nominal cannot recognize a case from the form/morphological marker unless it is analyzed on the basis of the related meaning of the segments (markers) in the sentence. Sometimes a suffix could be added to the nominal, though in other cases it is inherent.

Looking from a syntactic point of view though it seems easy to mark out the case forms but if studied semantically, Surjapuri language maintains multiple functions like

definiteness, plurality and case. A bound morpheme added to the nominal can function in a different way other than what convention of a language says. However, one can look into this area carefully before coming to a conclusion that a particular marker may function in a number of ways, often left unnoticed.

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Rabindranath Tagore's Views on Education

Prabha Parmar, M.A., Ph.D. (English)

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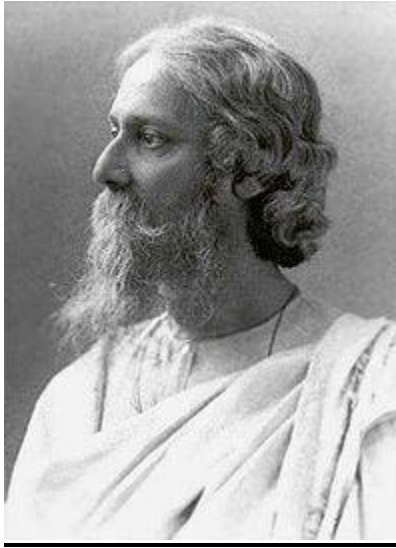
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Tagore's Childhood, Education and Achievements

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Prabha Parmar, M.A., Ph.D. (English)
Rabindranath Tagore's Views on Education

Rabindranath Tagore (1861-1941) is one among the greatest writers of modern Indian literature. He was a great Bengali poet, novelist, educator, and an early advocate of Independence for India. He was born on 7th May, 1861. At the end of the 17th century, his forefathers had migrated from their native lands to Govindpur (one of the three villages which later came to constitute Calcutta). He was the 14th child of his parents. His brothers and sisters were poets, musicians, playwrights and novelists. This family was also involved in diverse activities at the national level.

Tagore was born in a rich family of Bengal. A teacher came to teach him at home. Tagore was not interested in his academic studies. He was interested in drama, music, art and poetry. The manner of his early schooling was to leave a deep impression on him. When he was 12, his father took him to a meditation centre. Here he learned Sanskrit, astronomy and the scriptures that formed the basis of his reformed religion. In 1878, he was sent to London to qualify for the Indian Civil Service or as a lawyer. He took his matriculation examination and then joined University College, London. There he enjoyed British social life and Western music. But he returned home suddenly after some eighteen months without completing his education.

Rabindranath continued his personal education and his creative writing and music even after coming back to India. Tagore married when he was 23. At this stage, he had started to share his father's religious responsibilities in the Unitarian Universal Church.

Nobel Prize

All of us know about the fame of Rabindranath Tagore as a poet, novelist and educator. He was awarded Noble Prize for literature. He was the first Indian to get this prize for literature. He became very famous now. He got this prize in 1913. Tagore travelled through Europe, America, China and Japan. People spoke highly of his learning. He was honored and admired for his extraordinary literary genius and fine speeches.

Two years later he was awarded the knighthood by the British government but he surrendered it in 1919 as a protest against the Massacre of Amritsar, where British troops killed some 400 Indian demonstrators. The University of Calcutta gave him the degree of Doctor of Letters.

Tagore's Philosophy of Education

Tagore was famous as a poet and novelist. He was famous as an educator. The meaning of the word *educator* is a teacher, a specialist in the theory and practice of education, an administrator of a school or an educational institution. Tagore was totally fit in all these frames.

The word *education* has a Latin derivation. The meaning of this word is "educare" in Latin Dictionary, which means bringing up children physically and mentally. But normally education is regarded as synonymous with school instruction. But it is not true; it is only part of

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the education process. The main aim of education is to prepare the student for future life so that he or she acquires the necessary equipment to discharge his or her responsibilities successfully.

Not in Favor of Modern Education

Tagore was not in favor of modern education. He wrote, "A boy in this country has very little time at his disposal.   He must learn a foreign language, pass several examinations and qualify himself for a job in the shortest possible time. So, what can he do but cram up a few text books with breathless speed? His parents and his teachers do not let him waste precious time by reading a book of entertainment, and they snatch it away from him the moment they see him with one." (Rabindranath Tagore in his *Towards Universal Man,* Kabir 1961:34)

Tagore's Philosophy – Start Well in the Beginning Years!

Although Tagore is a very famous person of India, his progressive educational philosophy is largely forgotten today. He wrote about many ideals for education but his ideals have not found their way into India's schools. According to Tagore, if we want to give proper education to the students, we should teach them well right from the beginning when they are very young. But, in India, it is not like that because the teachers who teach the students of primary schools are not well trained for that job. He wrote that they knew neither good English nor good Bengali and the only work they could do was mistreating students.

Tagore played a vital role to tell the society about the principles of teaching and about the role of a teacher in society.

Like Tagore, Sidney Hook also wrote about education and its role in the society: "Education is the one that plays a certain integrative role within its culture and in this sense a good education will formally be the same in every culture" (Hook 1946:29).

Against the Heavy Load of Books and Bags

Tagore was against the heavy load of books and bags students had to carry to the school. Tagore notices that, at the very starting age of the life of a student, his/her parents keep a lot of burden of bags and books on his/her shoulders. He wrote, "From childhood to adolescence and again from adolescence to manhood, we are coolies of the goddess of learning, carrying loads of words on our folded backs" (Kabir 1961:67). According to Tagore, it makes education joyless. He was in favor of easy education, that is, education through music, art, literature and nature, etc. He wrote that the books we read have no vivid pictures of our homes and our society. He also felt that our education is directing us to a land of enchanting falsehood.

Indian Schools are Factories

Tagore rightly called Indian schools as a factory. He wrote that in the morning the factory opens with the ringing of a bell, and then as the teachers start talking, the machines start

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working. The teachers stop talking at four in the afternoon when the factory closes and the pupils then go home carrying with them a few pages of machine-made learning.

How Can We Become Good Teachers?

According to Tagore, if a person wants to be a good teacher s/he should follow some points like removing the fear of teacher from the minds of students; changing the view of teachers relating to the purpose and method of education; using narrative imagination; focusing on the education of rural children; promoting the freedom of the child; and last but not least, kindling an awakening in the minds of the students.

Eradication of Fear and Corporal Punishment

It is true that the majority of Indian teachers today believe that fear is a necessary condition for learning.   But Tagore's views were totally different. He thought that as a teacher we should provide such an environment, that students have confidence to express their own learning ability. Tagore was opposed to any form of corporal punishment to discipline students because he thought that fear of making mistakes prevents an individual from being free to venture a new thought, to innovate, to ask questions, to be creative, etc. Discipline should be based on motivations like joy and pursuit of creative tasks. But even in recent times, and even in Kolkata, teachers are caught punishing the students violently. Many students died as a result of being beaten by their teachers in India. Tagore did not follow these things in his own school.

His Thoughts on Education Come from His Own Experience

Tagore's views of education are not available in any single volume. It is traceable in his various expressions. His ideas were derived mainly from his own experience. According to him our modern education system is not so good because it does not allow us to cultivate the power of thought and the power of imagination. Tagore wrote, "To read without thinking is like accumulating building materials without building anything. We instantly climb to the top of our pile and beat it down incessantly for two years. Until it becomes level and somewhat becomes level and somewhat resembles the flat roof of a house" (Kabir 1961:34).

Lack of Education – Impediment to the Progress of India

According to Tagore, lack of education is main obstacle in the way of India's progress and at the root of all its problems. It is true that in our country the basic objectives of education system, such as promoting creativity, freedom, joy and an awareness of a cultural heritage were completely ignored. At the time of Tagore, Indians have been divided into two parts due to the medium of education that was English. One who received this education and second those who did not. He worked hard for the improvement of education system in India.

Tagore's Involvement in Education

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From children's education and rural development, he increasingly shifted his attention to university education and developing the surrounding villages as one of the university's functions. He wanted to devise an alternative form of education. He wanted to reveal the unnaturalness of the system of education in our country, its lack of links with the nation and its management which was in the hands of a foreign government. The working of the government, its courts of law and its education system were conducted in a language completely unintelligible to the majority of Indians. The main cause behind the awareness of the people was lack of the use of mother-tongue.

Santiniketan

When Rabindranath was 12, his father took him to a meditation centre which was established in 1863. During their brief stay there, Davendranath gave his son lessons in Sanskrit, English literature and religion; he explored the mountains and forests. During his stay there he came in touch with nature in all its manifestations in the environment.

All of us know that in human society, necessity is a greater force than charity. The first requirement therefore is that people should discover the bond that holds them together as a society. If anyone wants to achieve this s/he has to choose education. In 1901 he left Seliadah where he had undertaken these experiments and moved to Santiniketan where, with his father's consent, he started a boarding school. The Brahamacharyashram (or Ashram) school was inaugurated on 22nd December 1901 with some pupils; his son was also one of them. This school was very famous in the world. It had no grand building. This was an open air school. It was really a matter of great pride that our Late Prime Minister Indira Gandhi studied in this institution.

In 1912 he left for the United Kingdom once again. Some of his works had already been translated into English and had attracted the attention of the well-known English painter Sir William Rothenstein and the poet W.B.Yeats.

The second experiment by Tagore was Sri Niketan. Santiniketan developed continuously from 1901 to 1921. Tagore was convinced that some new form of schooling could be worked out for the village children in India based on life in the countryside. He had purchased an old building and some land at a village called Surul, not far from Santiniketan. After that he met Leonard Elmhirst in U.S. in 1921. He was at that time reading agricultural science at Cornell University and was keen on spending some time in India doing rural reconstruction work. Tagore wanted that he suggest some remedial action to develop the school.

Throw Out the Belief in Fate!

Tagore was disappointed that Santiniketan had failed to achieve that ideal of bringing scientific knowledge to bear on life in the countryside. In order to improve the human condition in the villages of Eastern India, the population had to throw off their belief in fate and realize the importance of depending upon their own efforts. It was the reason which forced Tagore to launch

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the new school, named Shikshasastra in Sri Niketan. Tagore tried to convince his countrymen through his speeches, stories, novels, poems and songs to do something for rural people.

Education with Joy!

Main aim of Tagore was to provide study with joy. According to him picnics , excursions, games, music, metrical performances and celebrating socio-religious festivals constituted regular features of the calendar. New Year's Day, the Rainy Season festival, the New Rice festival, and the Spring festival were - and still are – all regular features.

Work Education! And Enjoyment of Nature!!

Tagore was in favor of good education, in which a teacher can prepare the student for good future and character as well. So he introduced work education as –"a joyous exercise of our inventive and constructive energies that help to build up character" (Tagore 1931). It is right to say that in our childhood we learn everything with the aid of our body and mind, with all the senses active and eager. When we are sent to school, the doors of natural information are closed to us; our eyes see the letters, our ears hear the lessons, but our mind misses the perpetual stream of ideas from nature, because the teachers, in their wisdom, think these bring distraction and have no purpose behind them. But Tagore was in favor of teaching the things from nature a lot.

In his book, *Glimpses of Bengal*, Tagorre wrote,

Yesterday, the first day of *Asarh* the enthronement of the rainy season was celebrated with due pomp and circumstance. It was very hot the whole day, but in the afternoon dense clouds rolled up in stupendous masses.

I thought to myself this first day of the rains , I would rather risk getting wet than remain confined in my dungeon of a cabin (Tagoere, *Glimpses of Bengal*, e-book 2005).

Again, in the same book, Tagore described the natural things in a very beautiful way by writing these lines:

After walking about a mile we came to a dam , and along the pool of water there was a row of *tal* (fan palm) trees, under which was a natural spring. While we stood there looking at this, we found that the line of cloud which we had seen in the North was making for us, swollen and grown darker, flashes of lightning gleaming the while (Tagoere, *Glimpses of Bengal*, e-book 2005).

Tagore's love for nature reveals why he was in favor of education through natural elements in his school Santiniketan. It is apt to say about Tagore:

As one of the earliest educators to think in terms of the global village, Rabindranath Tagore's educational model has a unique sensitivity and aptness for

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education within multi-racial, multi-lingual and multi-cultural situations, amidst conditions of acknowledged economic discrepancy and political imbalance (O'Connell 2003).

A Message for Entire Humankind

The achievements of Rabindranath Tagore in all these fields are so great that they mark him out as one of the greatest sons of India and, indeed, one who has a message for entire humankind. Everyone in India recognizes him as the winner of Nobel Prize in literature, the philosopher who stood with Gandhi and other great persons of his day. Some Indians are admirers of his poetry and other works. But, throughout India, every student recognizes him as the author of India's National Anthem, *Jana Gana Mana*.

Kathleen O'Connell rightly wrote about the philosophy of Tagore:

In Tagore's philosophy of education, the aesthetic development of the senses was an important as the intellectual - if not more so - and music, literature, art, dance and drama were given great prominence in the daily life of the school (O'Connell 2003).

In Tagore's view, the higher aim of education was the same as that of a person's life, that is, to achieve fulfillment and completeness. There was a lesser aim that of providing the individual with a satisfactory means of livelihood, without which a person would not be able to satisfy his/her basic requirements and thus fail to achieve either of these two aims. Tagore also thought that the limitless development of man is possible only in an environment free from any kind of bondage.

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