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Strength for Today and Bright Hope for Tomorrow

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Contents

Wish you a Happy New Year!

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This is our 17th year of publication. All back issues of the journal are accessible through this link: http://languageinindia.com/backissues/2001.html

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Bankruptcy & Gambling

An Insightful View from Philosopher, Educationist and Entrepreneur Jimmy Teo

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Yesterday at church I met a mid age man who attended my church the 2nd time. I invited him for lunch after church.

He is currently driving a van to do delivery for friends supplying to large departmental stores e.g. Mustapha Departmental Store. Their business was badly affected by the Korean shipping company Hanjin Shipping (one of their clients) which recently collapsed. And also that orders by most department stores have dwindled.

Later while having lunch, I found out the he was a runner for horse racing owners & bookies. He later graduated to owning horses with friends. He had been to the podium about 20 times as his horses won several races. He said he made good money as a runner but lost almost 5 million dollars due to his own gambling & uncollectable debts from those who absconded. He said most of his fellow horse owners are also in similar dire straits.

I asked him if such gambling is right. He said 'No'.

He said he had sleepless nights & often cold sweats as he had to pay winners. For the losers some simply escaped or went bankrupted or pay their debts a little later. And he often had to borrow from loan sharks to pay on their behalf (who charged 15% per month).

My friend, Luis Arriola of AseanTimes who is now in Singapore told me that Philippines is having another very large casino, this time from Wynn Las Vegas to be opened soon. There are already several large casinos in the Philippines. Many locals played there & of course lost.

I told him that my friend, Commander Khin Maung Maung told me that gambling it is like '*chasing your shadows for winning, which one can never catch'.*

Luis added: '*When in the dark, one has no shadow. Many people won & they wanted more. When they lost, they tried to play more to win back*.'

A friend's elder brother (whom I met for coffee) lost 6 houses, gambling at one of the casinos in Singapore. He tried to forcefully borrow money from his mum & brothers. He even went violent when he could only a few thousands rather then the tens of thousands.

Another friend (who had since died a bankrupt) drove his brand new Mercedes Benz to the Singapore Turf Club & came out without it. He later lost houses, businesses, went mentally deranged & had to be chained to the apartment's window as he was violent.

So far, I heard of only one winning because this person quitted when he realised that if he continued on, sooner or later, he would be in trouble. He split with his brother (who was in the thick in horse racing), paid him his share of business. His brother went bankrupted later. He told me that had he not quitted, he would have lost all his assets by now. He is quite a wealthy man by now with several tens of millions.

Stocks, Forex, derivatives are all gambling.

It is said that only 1-2% win. One got to be supremely disciplined to be the winner. The rest lost.

One can buy stocks to invest & for the dividends, not to speculate.

Avoid gambling

For fun or subsistence

As it finally will cause one

To be done for good

From diamonds to charcoals to soot.

0723hr/Mon/14.11.16/Home - Arc@Tampines, Singapore

Jimmy Teo
Singapore
teojimmy07@gmail.com

Thinking How to Think:
The Role of Critical Thinking in Developing Coherence & Precision in Writing

Anand Prakash Pathak, M.Phil. & Radhika B Pasricha, Ph.D.

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Abstract

Output of thinking is the projection of the thoughts it generates but thought is independent of language, though Language depends on thought.

On the basis of the hypothesis mentioned above, and on the basis of various existing maxims in this regard, this study aims at establishing the relationship and the role played by thinking in enhancement of writing skills, especially the role of critical thinking.

In order to study the impact of critical thinking activities on writing skills and vice versa, an activity was chosen which further was implemented amongst the students of B.Tech. (having almost same level of proficiency in English language & expression) as a task-based language learning activity in the Language Laboratory.

The findings were interesting and also established the inseparable relationship between critical thinking and writing; both acted as complementary entities in the enhancement of the other once implemented as a continuous activity.

Key Words: Thinking, Critical Thinking, Free Practice, Expression, Writing Skills, Task-based language learning activity.

Introduction

The meaning of a word does not lie in the word itself; rather its real meaning is there in our mind. We tend to derive the meaning of words through our own associations & past

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experiences. Therefore, meaning can't exist independently rather it is created by the communicator.

> as a discourse that the mind carries on with itself about any subject it is considering. … I have a notion that, when the mind is thinking, it is simply talking to itself, asking questions and answering them. … So I should describe thinking as a discourse, … not aloud to someone else, but silently to oneself. (Plato)

The Cambridge Advanced Learner's Dictionary (3rd Edition) provides four different definitions of the word "Critical" (as adjective) out of which two fit into our purpose of describing the process of Critical Thinking. The first definition says: "*of the greatest importance to the way things might happen*" and the second defines it: "*as giving opinions or judgments on books, plays, films, etc.*" Combining these two definitions in order to understand the process of critical thinking we can infer from the above that *critical thinking* is a thinking process of the greatest importance which involves logic, judgment and reason in order to be more precise and specific in our understanding and expression. Critical thinking goes beyond accepting things complacently as they exist; it is about questioning and looking for evidences and for reasons before believing them to be true. Unlike *thinking* at times, critical thinking is an unbiased approach to develop or generate verifiable & reconstructive understanding based on skillful analysis and evaluation.

> Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. (Ken)

On the other hand, the output of thinking is projection of the thoughts it generates but thought is independent of language, though Language depends on thought. In this regard we already have several existing maxims which claim to establish *thought* & *language* as two separate entities without any interdependency.

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Thought is not Language. Thought is not based on Language. Thought does not depend on Language; Language is not a condition for thought. There is no essential connection between language and thinking except in two senses: that language is a translating device for the imperfect expression of thought or of awareness of experience; and without thinking, humans cannot produce language. (Gethin)

Let us recall the Aristotelian definition Spoken words are the symbol of mental experiences and written words are the symbol of spoken words. Saussure says Language and writing are two distinct systems of signs; the second exists for the sole purpose of representing the first. Nonetheless, thinking remains at the centre as the guiding force to develop and describe our ideas which could further be given a concrete shape in the form of written words. Language serves as a tool of communication but proper projection of thought requires coherent placement of ideas and words. Thinking clearly can only make the projection precise using a language which acts as a tool for thought projection. Communication stimuli can consist of almost everything within our environment and that is what makes it a complex process. We should therefore understand that it is not possible all the time on the part of the receiver to perceive accurately our message, though we should always try to make it as precise as possible.

Methodology

The kind of activity that is chosen aims at finding out how coherent and precise the students have been while developing their thoughts on the basis of their written responses. The written response was taken on the basis of the activity where out of hundred iconic images, the students were given one image each to develop multiple paragraphs with in hundred words each time. And right from the beginning they were told that their responses do not confine within the territory of correct or incorrect as the activity focused more on stimulating critical thinking process for enhanced language learning and their expression on the basis of varied perception. Students do understand that their test or assignments will not be considered on the parameter of right or wrong instead the assessment will be done on the basis of coherently developing their thought process depicting their varied perception using free practice. This free practice allows

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them to explore the possibilities of using new vocabulary without restricting them to the use of specific vocabulary (as most of them are ingenious). Students of common linguistic background were chosen to conduct the test so as to get more accurate result in terms of their written competence.

Description of the Activity

The activity is named as *Iconic Image Description* which is conducted in two sessions of 60 minutes each. In each session the activity is bifurcated into two parts:

- *Part I- Describe as you see!*
- *Part II- Describe as you perceive!*

Part 1: Describe as you see!

In the first half of the session, every student is given one of those iconic images and is asked to observe the given picture carefully and then to notice what is taking place in the image. The purpose is to identify what is clearly evident and visible in the image. Here the focus of the activity is on what they see or to interpret the denotative meaning of the given image. They are given a total time of 25 minutes to develop a paragraph of 100 words on the basis of what they see in the image.

Part 2: Describe as you perceive!

After a break of five minutes they are given a fresh set of instructions in which they are told to look at the same image again and understand the message beyond that is visible and evident in the image. In this part of the activity, now the focus shifts from 'what they see' to 'what they perceive' which is to focus on the connotative meaning of the image. The instructions given very clearly mentioned that nowhere they should describe what they see neither anything that is evident in the image.

In the second phase of the activity in the next session the images were shuffled and distributed amongst the same set of students. The teacher ensured that the students are not given the same image as given in the last class. The reference number put on the images is used for this

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purpose. The instructions given for the second phase of the activity remained the same viz. *Describe as you see! & Describe as you perceive!*

Image 1
<http://www.noupe.com/inspiration/photography/40-outstanding-award-winning-photos-around-the-world.html>

Analysis

After collecting the response sheets from students (both activities i.e. *Describe as you see! & Describe as you perceive!),* and after comparing them with the activity in the previous session, the findings were quite interesting. The comparison between the first parts of the activity was done. The response sheets of the activity *Describe as you see!* were almost same in terms of the students' description of the image as it was an activity that does not require much critical thinking, neither demanded more of personal investment. Around 8 different students were given the sample *image 1*. Following the instructions given to them, all eight of them described either the beauty of the bloomed lotuses in the pond or the happiness of the child which is quite visible in the image. (Image 1)

Whereas in the second part of the activity *Describe as you perceive!* the same set of students were instructed to develop a paragraph on the basis of what they interpret of the given image. Their interpretation of the image included aspects like; *happiness in adversity, comparing the budding lotus with the struggle of the infant in a mother's womb, Darwin's theory of the*

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survival of the fittest, life is an amalgamation of opportunities and adversities, happiness or contentment as a state of mind, social discrimination between the privileged and the under-privileged etc.

The same activity was conducted with multiple groups each consisting of 30 students. On the basis of twelve shortlisted iconic images it was observed that the interpretation of the same image was done by all 8 different students entirely in eight different ways as it required much critical thinking and also it was based on personal experiences and association which demanded personal investment leading to multiple interpretations of the same image.

Interpretation

The response on the basis of the part II of the activity i.e. *Describe as you perceive*! is of great use in identifying students' level of critical thinking and is also helpful to understand how coherent they were in their thinking process.

- Lack of coherent thinking is evident in many cases where the written responses have abrupt shift and/or broken sentences that lead to break in the flow in which the reader tries to perceive the written response. As a result, the responses were abstract and ambiguous.
- There were also some students who developed their perception in the form of written responses maintaining the right flow and coherence. There was a proper beginning leading to the description followed by a suggestive conclusion. Thereby, the responses were precise and free from ambiguity.

From these two kinds of responses it becomes quite evident that the assimilation of thought plays an important role in our expression. In both kinds of exercises the students' thought process was stimulated. While deriving the denotative meaning in the context of the image, less of evaluation, analysis and critical dissection of the image were done by the student which was comparatively much difficult for the student when they were told to depict the interpretation of the meaning in connotative context. Their write-ups often exhibit instances of ambiguity in expression which is suggestive of their ambiguous thought process.

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Conclusion

After going through the written response sheets of around 240 students based on the activity mentioned above, the following important aspects came into light:

- The free practice nature of the activity allowed the students not only to juggle with their creativity but also to explore new vocabulary.
- Providing a setup in which the students are given an opportunity where their critical thinking skills are stimulated and they are exposed to the similar situation again, shows consistency in terms of development of thoughts and ideas.
- Involving them in writing activities with the same approach helps them improve gradually in terms of maintaining coherence and precision in their expression.

Thus, to infer from the above, we can say that writing does not exist as an independent process rather it is dependent on our thinking process. The way we think gets reflected in our writing. Coherence & precision in writing are the result of free flow of thinking that includes analysis & evaluation for the development of thought and deriving the conclusion of the given situation. Language skills and the critical thinking ability of an individual are interdependent & complementary which if exposed to rigorous drill and continuous practice show improvement in expression.

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Reference Images
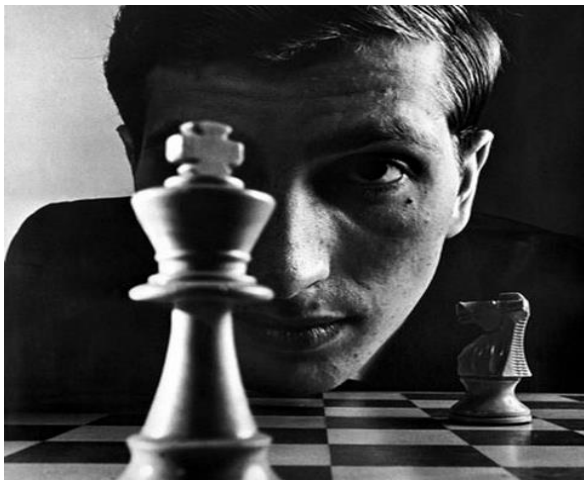
Image 2.

Image 3.

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Image 4.

Image 5.

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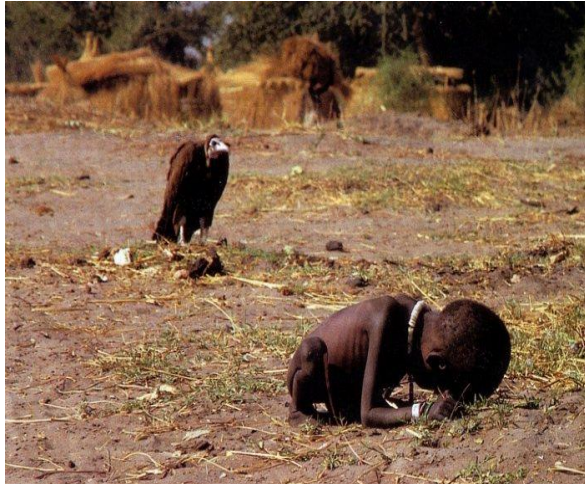
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Anand Prakash Pathak, M.Phil. English
appathak@ddn.upes.ac.in

Radhika B Pasricha, Ph.D. English
rbpasricha@ddn.upes.ac.in

University of Petroleum & Energy Studies
Dehradun
Uttarakhand
India

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Delineation of Nisha as a Dynamic Entrepreneur in
Manju Kapur's Novel *Home*

Anusha Mathew, M.A., Ph.D. Research Scholar
Dr. Narasingaram Jayashree, Ph.D.
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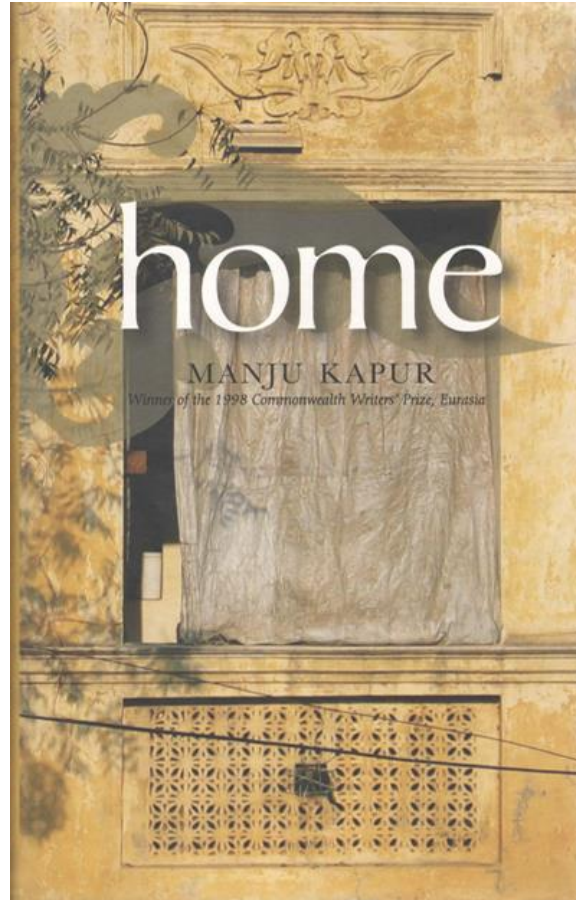
Abstract

Entrepreneurship has traditionally been defined as the process of designing, launching and running a new business, which typically begins as a small business, such as a startup company, offering a product, process or service for sale or hire, and the people who do so are called 'entrepreneurs'. Women entrepreneur can be defined as a woman or group of women who initiate, organise and run a business enterprise. Manju Kapur, an Indian female author has also portrayed the emergence of a strong and successful female entrepreneur, Nisha who exalts

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herself as a 'new woman' through her finely established business in the field of fashion designing. She presents herself as an antagonist who fights against the age old tradition of patriarchal ideologies and tries to implement the concept of female empowerment.

Keywords: Patriarchy, andro-centric, woman entrepreneur

Entrepreneurship

Entrepreneurship has traditionally been defined as the process of designing, launching and running a new business, which typically begins as a small business, such as a startup company, offering a product, process or service for sale or hire, and the people who do so are called 'entrepreneurs'. Women entrepreneurs can be defined as a woman or group of women who initiate, organise and run a business enterprise. Manju Kapur, an Indian female author, has also portrayed the emergence of a strong and successful female entrepreneur, Nisha who exalts herself as a 'new woman' through her finely established business in the field of fashion designing. She presents herself as an antagonist who fights against the age-old tradition of patriarchal ideologies and tries to implement the concept of female empowerment.

Manju Kapur

Manju Kapur, one among the Indian prominent writers who speaks for the middle-class women has published five novels *Difficult Daughters* (1998), *A Married Woman* (2003), *Home* (2006), *The Immigrant* (2009) and *Custody* (2011). She had been acknowledged by The Common wealth Writer's Prize for her debut novel. She chose the aspects and prospects of feminine life in a male-dominated society.

Kapur's Third Novel *Home*

Kapur's third novel *Home* takes us through a brisk and strangely captivating account of three generations of Banwari Lal's family. In an interview Kapur accounts that: "Literature by women, about families, always has these larger considerations, with years of studying texts, it becomes almost second nature to look beneath the surface at social and economic forces, gender relationships and how they are played out in an arena that in my writing happens to be the home. But then, all sort of things happening outside do affect what is happening inside the home."

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Lala Banwari Lal and His Family – Patriarchy Norms

The novel revolves around the family members of Lala Banwari Lal, a patriarch who has faith in living in a joint family. He is the head of the family and runs a sari shop in Karol Bagh assisted by his two sons, Yashpal and Pyarelal. As the story unfolds, Nisha the daughter of Yashpal and Sona emerges as a self-dependent empowered woman entrepreneur in the novel.

Banwari Lal's family is rooted in traditional and patriarchal norms. They practice the pattern of men working out of the house and women within. But the new woman Nisha refuses to reconcile with the patriarchal and male dominated family structure and tries to make her own individual identity. She leads a suffocating childhood where she is never permitted to go outside and play with her brothers. She is provided with nice dresses and everything else yet, unfortunately her outfits did not match her inclinations, "I want to play in the park,' she whined periodically." (53)

Vicky's Sexual Abuse of Nisha

The nightmarish episode of Vicky's sexual abuse of Nisha leads to a turning point in her life. The psychologically and mentally affected Nisha is sent to her aunt Rupa's house and there she enjoys the complete care and attention of Rupa and her husband Prem Nath. As a contrast to the traditional approach towards girl's education, Rupa and Prem Nath promote Nisha to excel in her studies. Nisha is highly influenced by the thoughts of Rupa and starts to deviate from the paradigm. "There is always time to learn cooking, but only one time to study."(125)

Nisha's stay with Rupa modifies her mind according to the ways of her uncle and aunt.She gets highly influenced by Rupa, who runs a pickle business and wants to lead a life like her.Sona fails to accept the change in her daughter and tries to reorient her towards the traditional pattern of their family. "We are traditional people.Tradition is strong with us.So is duty."(123).

Disturbing Home Truths

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Through the novel *Home*, Kapur tries to plot some disturbing home truths that still exist in our society. She reveals in an interview that, "I teach in an all-girls college and *Home* was first conceived in response to the home situations of some of my students who came from conservative backgrounds."

The thoughts of emancipation strongly stuck on Nisha when her three years long love affair with Suresh gets destructed. The end of the affair was an end of her love and hopes. Nisha starts her journey towards empowerment and she wishes to do something valuable in her life. She desires to study fashion designing and to be economically independent. It is her first attempt towards empowerment that is obviously opposed by her traditionally rooted mother.

She pleads to her father, "If only you could take me with you, Papaji," she carries on, "I have seen girls working in shops. Why should it be Ajay, Vijay and Raju? There must be something I too can do." (268). This reveals her deeper quest for independent existence and selfhood. In her mind, she denies the patriarchal system and considers herself equal as her brothers. Considering her request, her father permits her to join a play way school near her home instead of going to the shop and attending the customers. Frustrated with the sort of job, within no time she quits it. Through this Kapur needs to highlight the struggle faced by a woman to adopt the profession of her own choices. she reveals that it is not easy for a woman to chose the profession of her own choice. In order to achieve her mission, she needs to struggle a lot and cross over the tradition bound restrictions and laws erected by the society.

Nisha's Creations

Pertaining to the realities of life, Kapur presents the changes in the moral foundations of the Banwari Lal's family. Nisha reluctant to dance to the tunes of conventions and wishes to live a carefree life. She commences her own business with the support of her father, a boutique, named 'Nisha's Creations.' This increases her confidence for now "Her father trusted her as he would have trusted a son." (291)

Nisha borrows money from her father and makes all arrangements for her business like hiring the tailors on monthly pay and collecting the material from her father's shop. Nisha's

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customers like her suits and dresses thus paves way for heavy orders and she becomes a successful and acknowledged 'business woman'. In her field, she proves to be a responsible working business woman. Within a short period of time, she returns half the money of loan to her father. She keenly invigilates her workers and in an exuberant manner ensures the smooth functioning of her enterprise. She fails to accept any negligence in her work. "My reputation will be spoilt. Do you know how competitive the market is?" (294)

Marriage for Nisha

Even when Nisha successfully exhorts her identity through her entrepreneurship, her family wants her to be settled in a traditional pattern of family. They manage to arrange a marriage for Nisha with Arwind, a widower. As Clara Nublie comments: "Being a woman in modern India means to be entrapped into the inescapable cage of, 'being woman-wife-mother." (Clara 12)

Manju Kapur's third novel *Home* too projects the theme of female subjugation and emancipation. Most of the female protagonists of the Indian novels are mostly educated aspiring individuals caged within the confines of a conservative society. Their education leads them to independent thinking for which family and society become intolerant of them. They struggle between tradition and modernity. It is their individual struggle with family and society, through which they plunge into a dedicated effort to curve an identity for themselves as qualified women with faultless backgrounds.

Other Women Characters

The novel *Home* depicts the life of many women characters mainly focusing on the life of Nisha and her mother Sona who is an ordinary girl, married into a prosperous Banwari Lal family. Her mother-in-law treats her with contempt for having bewitched her son by her good looks and forced him into marriage. Later only after ten years when she gives birth to Nisha and then to Raju, she attains a respectful position in the Banwari Lal family. Ironically in the later section of the story we come across this same Sona, who has borne suppression, contempt and fought the fierce battle for equality treating her daughter Nisha inferior to her son Raju. But Nisha questions and argues for her equality along with the boys.

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This sort of discrimination is seen throughout the novel. Sona feels that a girl has no right to choose her place of happiness. She states, "What is there in happiness? A girl has to be happy everywhere." (Hame 135)

Nisha is criticised for her zeal to take up higher educational also, her mother says: "This is the life of a woman to look after her home, her husband, her children, and give them food she has cooked with her own hands" (*Home* 140).

Battle for Education

At the end, Nisha succeeds at last in her battle for education. Her family consents to her desire thinking, "Higher studies were just a time pass; it was not as though she was going to use her education. Working was art of question, and marriage was around the corners". (*Home* 142)

Nisha finds her college life adventurous, making her modern and bold in her decisions. She begins to act independently and react to her rigorous upbringing at home. She needs to negate everything her mother stood for. Her initial step was to cut her long hair that her mother treasured as indispensable for womanhood.

"To encourage her rebellion she thought of the girls in her class, girls with swishing open hair, wavy, curly blow-dried, or hanging straight framing faces with fringes, flicks or stray tendrils she thought of her own, in the thick, rubber banded plait, never falling free,ugly, unimaginative.(*Home* 147)

Delay in Getting a Spouse – A New Emancipated Woman

Meanwhile Nisha fails in her affair with Suresh and the bad reputation of being 'Mangli' further delayed her marriage. The arrival of the rich, educated sister-in-law Pooja intensifies for misery.

In order to escape the turmoil, she thinks about other opportunities and it leads to a strong motivation within her. She does not want to escape or turn back; instead she wants to face the odds

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in her life. She needs to analyze her strengthen and ideas wish to fuse them with her father's influence.

As a new emancipated woman, she decided to start a business in readymade garments. She boldly discloses her plan to become a business woman to her orthodox family, and even manages to get a loan from her father.

"She wants to be better than Pooja. She would not only be the daughter of a prosperous man, but be responsible for wealth herself. After all, her father's blood flowed in her, the blood of traders" (*Home* 287).

The establishment of Nisha as a new entrepreneur was something unheard of in a joint family set up where women stayed at home while the men were the only bread winners.

Nisha's father trusted her completely and visualised an emerging business woman in her whereas, her mother was little bit disturbed with her daughter's new turn. Nisha proves her mother wrong and become a successful business woman with several workers under her and her 'Nisha Creations' being sold in all the leading stores of Delhi.

Independence in Matrimony

Nisha claims her independence in matrimony also; she wishes to marry a person who allows her to continue with her business. According to her wish, she gets married to a thirty-four -year old Manglik widower, Arvind, who also consents with the proceedings of her business. Nisha is much alert about her business and future identity even after marriage. Even after her pregnancy too, she carried on with her establishment. She bears the four-fold responsibilities of being a wife, daughter-in-law, mother and business-women.

The complications and the post-pregnancy period make Nisha to move away from her business field. She hands over her establishment to her sister-in-law. Pooja with an intention to strengthen it one day.

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Thus, Kapur presents Nisha as the 'New woman' who stands out as a woman entrepreneur of determination to break free from the shackles of male domination and patriarchy. She searches for her own identity, for selfhood, to understand her own self in order to have a more authentic life than the one she experienced. At last she realises that happiness is in being and sharing herself with everyone.

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Anusha Mathew, M.A.
Ph.D. Research Scholar
Sree Narayana Guru College
K G Chavadi
Coimbatore-641105
Tamilnadu
India
rosemathew001@yahoo.co.in

Dr. NarasingaramJayashree,Ph.D
Assistant Professor
PSGR Krishnammal College
Coimbatore-641004
Tamilnadu
India
jayashreegayathri@gmail.com

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An Experiment with the CRF++ Parts of Speech (POS) Tagger for Odia

Pitambar Behera, M.A., B.Ed., M.Phil., Ph.D.

Abstract

This research work presents a probability-based CRF++ parts of speech (POS) tagger for Odia language. A corpus of approximately 600k tokens has been annotated manually in the Indian Languages Corpora Initiative (ILCI) project for Odia. The whole Odia corpus has been annotated based on the Bureau of Indian Standards (BIS) tagset developed by the DIT, govt. of India with some modifications under the ILCI. The tagger has been trained and tested with 2, 36, 793 and 1, 28, 646 tokens respectively. It provides 94.39% accuracy in the domain of seen data and 88.87% in the unseen dataset in precision and recall measures. In addition, this study further conducts an IA (inter-annotator) agreement, an error analysis to figure out salient erroneous labels committed by the automatic tagger and provides various suggestions to improve its efficiency. Furthermore, this study also provides the user-interface architecture and its functionalities.

Key words: Indo-Aryan language, Odia, BIS, ILCI, POS tagger, CRF++, NLP.

Overview

Parts of Speech (POS) tagging, as well as annotation or labelling task (Mitkov, 2003) is the method of assigning a grammatical category label for each token based on the linguistic and contextual information within a sentence. There are several approaches and methods for POS annotation task out of which rule-based, statistical and hybrid methods are salient.

Indian languages have always been quite challenging for both linguistics and NLP owing to the fact that they are diverse and multiple in nature and morphologically richer; including some other unique features. India has been the homeland for five diverse language families,

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namely, the Indo-Aryan, Dravidian, Austro-Asiatic, Tibeto-Burman, and the Andamanese (Abbi, 2001, pp. 24).

Odia Language

Odia /oɽɪɑ/ is recently declared as the sixth classical language (Pattanayak and Prushty, 2013; Jha et al., 2014) in India and belongs to the IA group but is resource-poor in terms of the availability of the corpus for any NLP task. Odia, probably the only IA language, exhibits some of the features in line with the Dravidian group. The Dravidian features that are observed in Odia are the occurrence of complementizer /bolɪ/ post-verbally, agglutination, 'not allowing participial agreement' and the curved shape of the alphabets etc. This could be ascribed to its geographical location as it is located in a belt where both the IA and Dravidian families converge from both the sides. Therefore, it can vehemently be stated that Odia is a 'typologically-syntactically disturbed' IA language (Patnaik, 2014) as it has both the IA and Dravidian features. However, Boulton (2003) has provided a historical foundation that Odisha had been the homeland for the aboriginal and Dravidian tribes for years. Thus, it can be deduced that there could be the possibility that Odia may have loaned some of the linguistic features from the Dravidian families.

Literature Review of Parts of Speech (POS) Annotation in Indian Languages

This section partly draws from Antony and Soman (2011) and provides some of the updated research in the areas of POS annotation.

- **Odia Neural Network Tagger**

Das and Patnaik (2014) have proposed a Single Neural Network-based POS tagger for Odia language. The tagger labels the input data on the basis of voting on the output of all single-neuron taggers. Errors have been corrected with the 'forward propagation' method and then the corrected outputs have been transferred by the 'feed-forward technique'. It is reported that the tagger has an accuracy rate of 81%.

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- **Odia SVM Taggers**

Das et al., (2015) have developed an SVM Tagger with the application of a training dataset of 10k word tokens and have reported 82% accuracy which is a nominal one percent increase in the accuracy rate from the earlier reported Neural Network tagger. The tagset they adhered for the manual labelling consists of only five tags. They have considered the POS features and affixes as they play a pivotal role in morphology. For efficient functioning of the POS tagger, they have applied a set of lexicon consisting of around 200 words. Ojha et al (2015) have reported an Odia POS tagger the accuracy of which ranges between 88 to 93.7%. A corpus of 90k has been annotated using the BIS POS Annotation guideline. The training and testing data sets applied for developing this tagger are 90k and 2k respectively. Behera (2015, 2016) has reported an SVM-based POS tagger which is trained with around 236k word tokens and tested with 128k word tokens. All the data have been annotated adhering to the guideline developed for Odia under the BIS Annotation Schema. The features for SVM have been selected taking into consideration the word, POS, ambiguity and unknown words. The tagger is reported to have the highest number of accuracy so far.

- **Odia CRF Tagger**

Behera (2015) has reported a CRF-based POS tagger which is trained with around 236k word tokens and tested with 128k word tokens. Ojha et al (2015) have reported an Odia POS tagger the accuracy of which ranges between 82 to 86.7%. A corpus of 90k has been annotated using the BIS POS annotation guideline. The training and testing data sets applied for developing this tagger are 90k and 2k respectively. Unigram feature template has been selected during training period.

- **Sambalpuri POS Taggers**

Sambalpuri is a less-resourced Eastern Indo-Aryan language with a population amounting to approximately 11 million. Behera et al. (2015) have reported two statistical POS taggers (SVM=83% & CRF++=71.56) for Sambalpuri. Both the taggers are trained and tested with approximately 80k and 13k word tokens respectively. A corpus of around 121k word tokens is collected from a blog which is the only source of data so far and converted into Unicode. The

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whole corpus is labelled adapting the BIS (Bureau of Indian Standards) annotation scheme devised for Odia under the ILCI (Indian Languages Corpora Initiative) Corpora Project.

- **Rule-based POS Tagger for Sanskrit**

Chandrashekhar[1] (2002-2007) has developed a POS tagger for Sanskrit language with the application of a rule-based method as part of his doctoral research. He has made a robust POS tagset which contains fine-level 134 tags. Out of them, 65 are word-level tags, 43 are feature sub-tags, 25 are punctuation tags and one tag is UN for annotating unknown words.[2]

- **Stochastic POS Tagger for Sanskrit**

Oliver Hellwig (2009) developed a Sanskrit stochastic tagger which is a tagger for un-pre-processed Sanskrit text. The tagger exploits a Markov model for tokenization task and conducts POS annotation task applying a Hidden Markov model. A huge manually annotated corpus of approximately 1,500k words was applied for training the system.[3] It is a freeware software available under a permissive license and standalone application (Hellwig, 2009). Tiwary (2015) has developed an SVM-based POS tagger for Sanskrit which provides an accuracy of 82%. The tagger has been trained and tested with 34k and 28k word tokens respectively.

- **Hindi POS-Taggers**

The year 2006 witnessed three different POS taggers for Hindi based on morphology driven, ME, and CRF++ approaches. There have already been two attempts for POS tagger developments in 2008 based on HMM approaches proposed by Shrivastava and Bhattacharyya. A POS annotation for Hindi Corpus has been proposed by Nidhi and Amit Mishra (2011). A POS tagger algorithm for Hindi was proposed by Ray et al. (2003). Ojha et al. (2015) have reported a Hindi CRF++ POS tagger the accuracy of which ranges between 82 to 86.7% and an SVM tagger with an accuracy ranging from 88% to 93.7%. A corpus of 90k has been annotated using the BIS POS Annotation guideline. The training and testing data sets applied for developing these taggers are 90k and 2k respectively.

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[1] http://sanskrit.jnu.ac.in/post/post.jsp
[2] http://sanskrit.jnu.ac.in/post/post.jsp
[3] http://www.indsenz.com/int/index.php?content=sanskrit_tagger

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- **POS-Taggers for Bengali**

Dandapat et al. (2007) have proposed two stochastic POS taggers using HMM and Maximum Entropy (ME) approaches. Further, Ekbal developed a POS tagger for Bengali applying Conditional Random Fields (CRF++). Ekbal and Bandyopadhyay (2008) developed another POS tagger applying SVM algorithm. An Unsupervised Parts-of-Speech Tagger for the Bengali language was proposed by Hammad Ali in 2010. Chakrabarti (2011) proposed A Layered Parts of Speech Tagging for Bengali.

- **Tamil POS Taggers**

Vasu has proposed a Tamil POS tagger based on Lexical phonological approach. Another POS tagger was prepared by Ganesan based on CIIL Corpus and tagset. Selvam & Natarajan (2009) have made an improvement over a rule-based morphological analysis and POS Tagging in Tamil. Dhanalakshmi et al. (2009) have prepared two POS taggers for Tamil using their own tagset.

- **POS Taggers for Punjabi**

A Panjabi POS tagger was developed by Singh et al. (2008) applying the rule-based approach. The fine-grained tagset applied by them during manual annotation contains about 630 tags. Only handwritten heuristic rules are exploited considering the contextual information for disambiguating the POS category of a given word. Employing the rule-based disambiguation approach, a database was created to store the rules. In addition, a separate database was designed for marking verbal operator. As has been reported the system provides 80.29% accuracy including unknown words and 88.86% by excluding unknown words.

- **POS Taggers for Telugu**

There are three POS taggers in Telugu language which are based on Rule-based, transformation-based learning and Maximum Entropy-based approaches. A corpus size of 12k word tokens was used for training the transformation-based learning and Maximum Entropy-based models. The existing accuracy of the Telugu POS tagger was later improved by a voting algorithm by Rama Sree, R.J. and Kusuma Kumari P. in 2007.

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- **POS Taggers for Malayalam**

Manju et al. (2009) have proposed a statistical Hidden Markov Model (HMM) based POS tagger. A labelled corpus of approximately 1,400 tokens were generated with the application of a morphological analyzer and the tagger was trained applying the HMM algorithm. The performance of the developed POS Tagger is about 90%. The second POS tagger is based on Support Vector Machine (SVM) algorithms developed by Antony et al. (2010). They have proposed a new tagset called Amrita POS tagset and annotated a corpus size of 180,000 word tokens for training. The SVM-based tagger achieves 94%, around 4% improved result than the HMM-based tagger.

- **POS Tagger for Kannada**

Antony and Soman (2010) have proposed a statistical approach for developing an SVM POS tagger for Kannada. They have proposed a tagset which contains 30 tags in totality. The architecture of the proposed POS tagger is corpus-based and motivated by supervised machine learning approach. It was modeled applying SVM kernel. A corpus size of 54k word tokens was used for training the tagger.

- **Bhojpuri POS-Taggers**

Singh & Jha (2015) have developed an SVM-based POS tagger applying a training data set of approximately 89k. This tagger provides an accuracy of around 89-90%. Ojha et al. (2015) have reported a Bhojpuri CRF POS tagger the accuracy of which ranges between 82 to 86.7%. A corpus of 90k has been annotated using the BIS POS Annotation guideline. The training and testing data sets applied for developing this tagger are 90k and 2k respectively. Unigram feature template has been selected during training period.

Conditional Random Fields Model

CRF is a statistical tagging model based on probability developed by Charles Sutton. It is applied in the recognition of pattern, analysing regression, predicting structure, and so on. They are widely applied in the areas of computer vision (He et al., 2004), natural language applications or biological sequences (Lafferty et al., 2001), named entity recognition (Settles, 2004), shallow

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parsing, (Sha and Pereira, 2003) and so on. They are of 'discriminative probabilistic undirected graphical model'. They have been designed as an alternative probabilistic model to the HMM. Where G is taken as a factor graph over y, then p (y|x) is a Conditional random field if the distribution factorizes according to G for any fixed x (Agarwal and Mani, 2011).

$$p(\mathbf{y}|\mathbf{x}) = \frac{1}{Z(\mathbf{x})} \prod_{\Psi_A \in G} \exp\left\{ \sum_{k=1}^{K(A)} \lambda_{Ak} f_{Ak}(\mathbf{y}_A, \mathbf{x}_A) \right\}$$

Methodology

Method of Corpora Collection

During the phase-I of the ILCI (Banerjee et al., 2013) project, 50k sentences corpora have been collected in Hindi and translated into 12 major Indian languages in the domains of health and tourism (Choudhary & Jha, 2011) including Odia. In the phase-II, the other scheduled languages have been incorporated and the domains also covered entertainment, agriculture, religion, literature and so on with another 50k sentences collected corpora.

Collected Corpora for Odia in the ILCI Project		
Phase-I: Parallel Corpora	Health	25k
	Tourism	25k
Phase-II: Monolingual Corpora	Entertainment, Agriculture, Religion, Literature	50k

Table 1. Domain-wise Distribution of the Collected Corpora

Method of Data Annotation

The BIS tagset is a hierarchical set designed by the POS Standardization Committee appointed by the DeitY, Govt. of India. It is a combination of both flat and hierarchical tags. It contains 11 top-level categories, 39 sub-type labels for annotation convention and examples. Under the ILCI Project, 50k corpus from the phase-I has been annotated online manually on the ILCI platform. Some of the data have further been annotated by a semi-automated tool named ILCIANN App v2.0 (Kumar et al., 2012) manually. The tool has a special feature of auto-edit tag list which automatically tags those tokens identical to the assigned token in the prescribed list.

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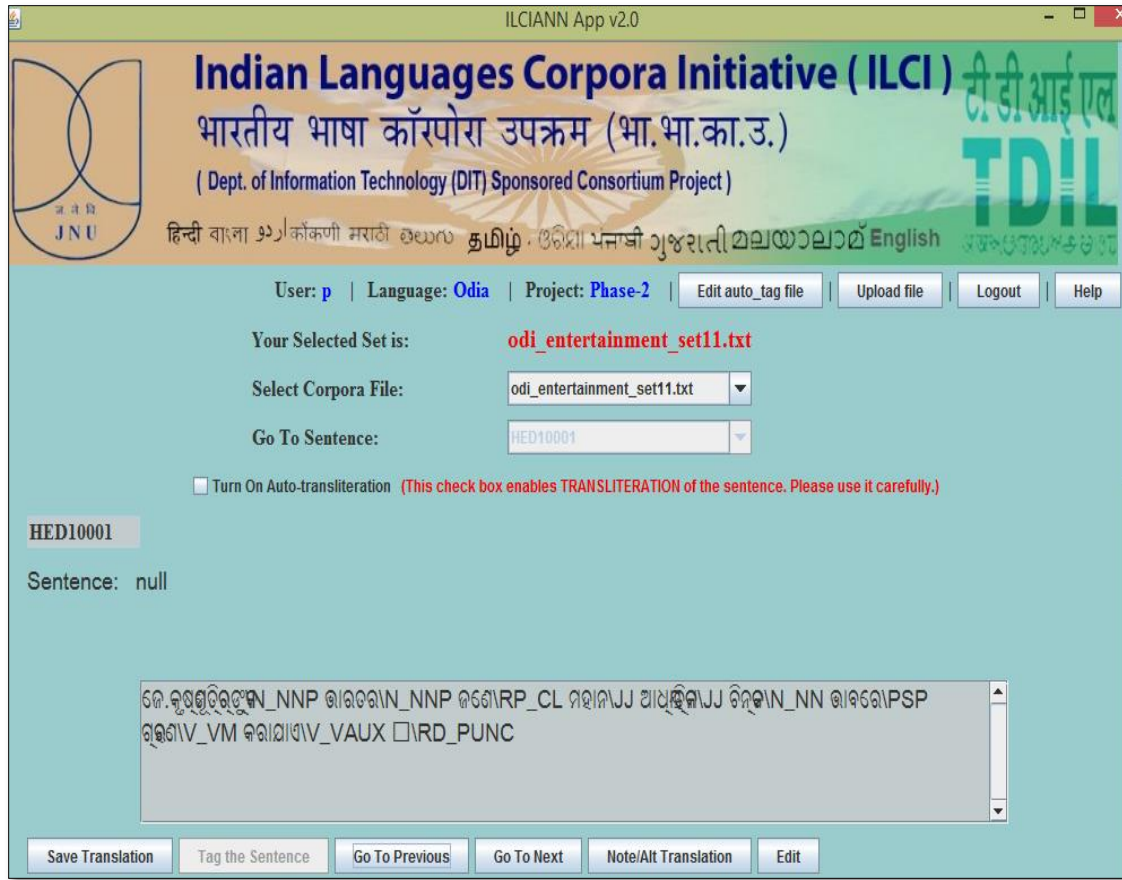
Fig. 1. ILCIANN App v. 2.0

Stages of POS Annotation

The POS annotation work is a painstaking enterprise which comprises of the following stages (see fig. 2). Firstly, one needs to have a huge amount of machine readable corpus (preferred encoding is UTF-8 or ASCII). During this process, both automatic and manual collections are conducted. In the former collection a software assists in crawling the data online which is called as a Data Crawler and the said data is sanitized applying a sanitizer. In the latter, human annotators assist in collecting and filtering the data. During pre-processing, data are sanitized either automatically or manually. At the annotation level, corpora are to be labelled adhering a tagset (both supervised and unsupervised approaches are in practice). After that, the corpus selected for training is to be tokenized using an automatic tokenizer or manually; although the former is preferred. After the stage of tokenization, there are still some errors that persist and need to be eradicated which are normalized during the normalization stage. With a normalized corpus, the data is ready for the perusal of training, testing and evaluation. After

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these three important processes, one needs to conduct an error analysis to figure out the issues in automatic annotation of various categories.
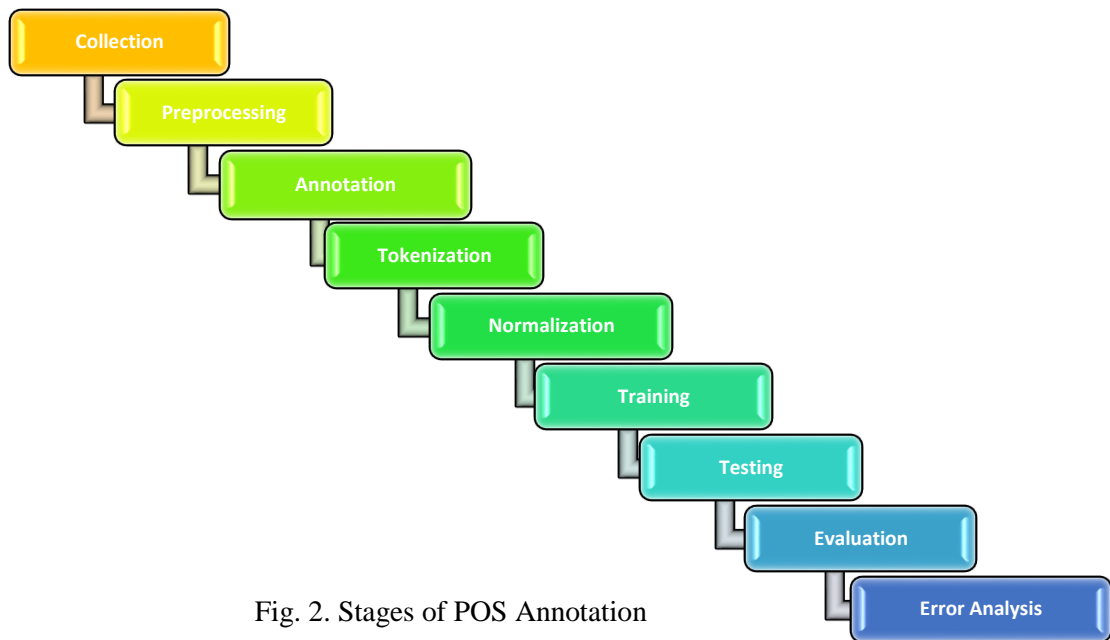
Fig. 2. Stages of POS Annotation

Distribution of Corpus

Training Data Sets				Testing Data Sets	
	Domains	Tokens seen	Tokens unseen	Tokens seen	Tokens unseen
I Phase	Health	46, 785	46, 785	15, 935	32, 691
	Tourism	30, 987	30, 987	15, 442	14, 407
II Phase	Entertainment	13, 834	30, 929	13, 834	18, 463
	Agriculture	29, 470	29, 470	29, 470	17, 885
	Literature	20, 633	98, 622	20, 633	45, 200
Total		1, 41, 709	2, 36, 793	95, 314	1, 28, 646

Table 2. Domain-wise Distribution of Training and Testing Data sets

Evaluation

Inter-annotator Agreement

The tabulated data (see table 3) demonstrates the fact that the average accuracy of the CRF++ IA judgment is 90.95%. Furthermore, the total accuracy of the tokens where all the annotators

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have agreed with a consensus is 90.44. The cases where all of them have disagreed account for 8.56%. The cases of POS where the annotators have largely disagreed are common nouns, adjectives, proper, coordinating and subordinating conjunctions, and deictic and indefinite demonstratives. This could be ascribed to the fact that there are ambiguity issues, multiword expressions, foreign and unknown words, difficult linguistics, the gapping in the lexicon etc.

models	CRF++ Evaluation		
annotators	ANN 1	ANN 2	ANN 3
accuracy	91.34	90.61	90.9
average	90.95%		
all agree	90.44%		
all disagree	8.56%		

Table 3. The Inter Annotator Agreement

Statistical Evaluation

So far as the evaluation in the domain of seen data is concerned (see table 4), the error-prone categories are verbal nouns, indefinite, interrogative and reciprocal pronouns, interrogative demonstrative, gerundival, non-finite and main verbs, interjections, foreign and echo words. As far as the unseen domain is concerned, on the other hand, the most frequent erroneous grammatical categories are reciprocal pronouns, demonstratives, gerundival, finite, non-finite and infinitive verbs, cardinals, unknown words, classifiers and adjectives. The most common error-prone POS categories are reciprocal pronouns, demonstratives, gerundival, non-finite and main verbs which is suggestive of the fact that Odia has an agglutinated nominal morphology and some its traces can also be observed from the verbal morphology as well. Case markers, post-positions, classifiers and affixes alternate with all the elements that can potentially be under a determiner phrase (DP) such as demonstratives, pronouns, quantifiers, adjectives, nouns etc. In addition, some of them also agglutinate with verbs; especially classifiers.

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Accuracy per Part-of-Speech for the Odia CRF++ Tagger as Precision and Recall						
			Results on Seen data		On Unseen data	
Id	Description	Tag	Recall	Precision	Recall	Precision
1	Common Noun	N_NN	98.70	90.25	96.43	79.78
2	Proper Noun	N_NNP	81.48	95.09	54.30	80.87
3	Spatial-temporal Nouns	N_NST	93.92	96.32	87.70	97.61
4	Verbal Noun	N_NNV	29.87	94.23	47.43	97.36
5	Personal Pronoun	PR_PRP	97.35	93.13	96.70	97.31
6	Reflexive Pronoun	PR_PRF	98.39	99.45	94.09	99.75
7	Relative Pronoun	PR_PRL	74.46	94.59	87.36	97.64
8	Reciprocal Pronoun	PR_PRC	50	100	61.53	100
9	Interrogative Pronoun	PR_PRQ	28.81	70.83	92.85	76.47
10	Indefinite Pronoun	PR_PRI	81.81	45	87.03	100
11	Deictic Demonstrative	DM_DMD	94.18	97.90	96.60	99.79
12	Relative Demonstrative	DM_DMR	92.14	95.62	93.69	100
13	Interrogative Demonstrative	DM_DMQ	68.42	67.70	75.59	100
14	Indefinite Demonstrative	DM_DMI	93.36	97.53	94.57	98.33
15	Main Verb	V_VM	77.21	91.27	72.07	89.77
16	Finite Verb	V_VM_VF	98.22	98.23	94.86	93.51
17	Non-finite Verb	V_VM_VNF	69.36	90.78	73.99	93.02
18	Infinitive Verb	V_VM_VINF	86.82	91.54	79.01	99.34
19	Gerundive Verb	V_VM_VNG	70.62	97.15	71.83	98.28
20	Auxiliary Verb	V_VAUX	90.68	98.50	85.45	97.91
21	Adjective	JJ	89.96	95.48	68.19	90.69
22	Adverb	RB	82.84	92.78	80.28	89.87
23	Postposition	PSP	96.03	97.26	93.91	97.39

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24	Coordinating Conjunction	CC_CCD	95.16	98.08	98.40	98.35
25	Subordinating Conjunction	CC_CCS	86.76	90.34	96.82	96.69
26	Default Particle	RP_RPD	99.07	97.08	98.95	98.06
27	Interjection	RP_INJ	44.44	88.88	82.35	100
28	Intensifier	RP_INTF	91.73	95.68	80.80	91.40
29	Negative Particle	RP_NEG	98.73	93.98	99.10	99.66
30	Classifiers	RP_CL	81.84	98.79	69.04	99.75
31	Foreign Words	RD_RDF	69.76	93.75	0	0
32	Symbols	RD_SYM	99.50	98.29	99.63	99.63
33	Punctuations	RD_PUNC	99.82	100	99.57	99.99
34	Unknown Words	RD_UNK	0	0	17.50	27.60
35	Echo-words	RD_ECH	5.26	100	0	0
36	Default Quantifier	QT_QTF	93.69	92.43	89.95	95.95
37	Cardinal Quantifier	QT_QTC	88.37	98.66	77.00	97.63
38	Ordinal Quantifier	QT_QTO	89.26	95.75	85.68	99.40
Total			94.39		88.87	

Table 4. Accuracy per POS Category in Seen & Unseen Domains with Precision & Recall

Error Analysis

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Types of Errors in Percentage

- open-class category
- unknown words
- lexicon gap
- difficult linguistics
- under-specified labels
- inconsistent gold data
- wrong gold data
- multi-word expressions
- plausibly correct

2.34, 2%
9.01, 9% 2.84, 3%
14.1, 14%
34.1, 34%
13.05, 13%
4.03, 4%
19.14, 19%
1.39, 2%

Fig. 3. Distribution of Errors

The chart demonstrates the categorization of errors into nine broader levels. Out of them, the most frequently occurring errors are the plausibly correct ones that refer to the categories that are inconsistently annotated by the annotators even if they are correct in both the training and gold files. On the contrary, the less-frequent errors are the wrong gold data.

Architecture of the POS Tagger

The present POS tagger (see fig. 4) is soon going to be hosted on the official website of the Special Centre Sanskrit Studies[4], Jawaharlal Nehru University, New Delhi, India.

- **Pre-processor**

The job of the pre-processor is to figure and filter out any unwanted linguistic or extra-linguistic elements present in the input text. In case if it figures out so it can either discard the said element or leaves it un-corrected. For example, if it finds non-specified characters like the unwanted punctuations within the token or half-finished letters or any other 'control characters', it leaves them as they are by labeling with the default tag.

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[4] Sanskrit.jnu.ac.in

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- Input token:

ମୃ?ବଙ

- Output token

ମୃ?ବଙ N_NN

- **Tokenization**

After the pre-processing stage, the next step that the tool approaches to is tokenization. The tool tokenizes the input data encoded in a sentence-by-sentence fashion. Furthermore, it tokenizes the given input data wherever it finds two tokens separated by a white space. Thus, white spaces are considered to be the identification indicators for token boundary detection.

Thereafter, it converts the file with sentences into token-by-token fashion. The tokenizer used in the tool is the Java Class Tokenizer.

- **The CRF++ Toolkit**

Thirdly, the Tool forwards the process of actions to the CRF++ Toolkit which runs with the CRF algorithm. It accesses the model and input files and executes them. Thereafter, it assigns a grammatical label identifying the probable tag for the given input token based on its previous learning and provides the output. When the user selects the CRF tag button, the toolkit starts processing the data based on its earlier training.

- **The POS-tagged Output**

Obviously, the quality of the output text is solely based on the efficient decoding by the tagger based on the training data. For making the tagger more efficient, one needs to focus much on the training stage. The output generated by the tagger is in a token-by-token fashion in each line as exemplified in the following example. It primarily depends upon the input file as to what will be the probable best output of the input data. For example,

ମୋର PR_PRP

ନାମ N_NN

ପିତାମ୍ବର N_NNP

| RD_PUNC

- **The De-tokenizer**

The tokenizer tokenizes each linguistic element into individual token while the de-tokenizer detokenizes them into the reverse order. So the tokenizer and the de-tokenizer are

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contrary to each other. Thus, the de-tokenizer converts the tagged output text into its tokenized forms; separating each token and tag with a white-space. Thereafter, the tool provides the final output. For instance,

ମୋର\PR_PRP ନାମ\N_NN ପିତାମ୍ବର\N_NNP ।।\RD_PUNC

Suggested Solutions for the Statistical Tagger

Behera (2015) has proposed different approaches for the efficient functioning of a statistical tagger in terms of quality, reliability, and efficiency. They are formulating heuristic linguistic rules, the data approach and words sense disambiguation. Another approach could be added which is the application of a stemmer or lemmatizer. The only approach which has been applied and verified in this study is the data approach.

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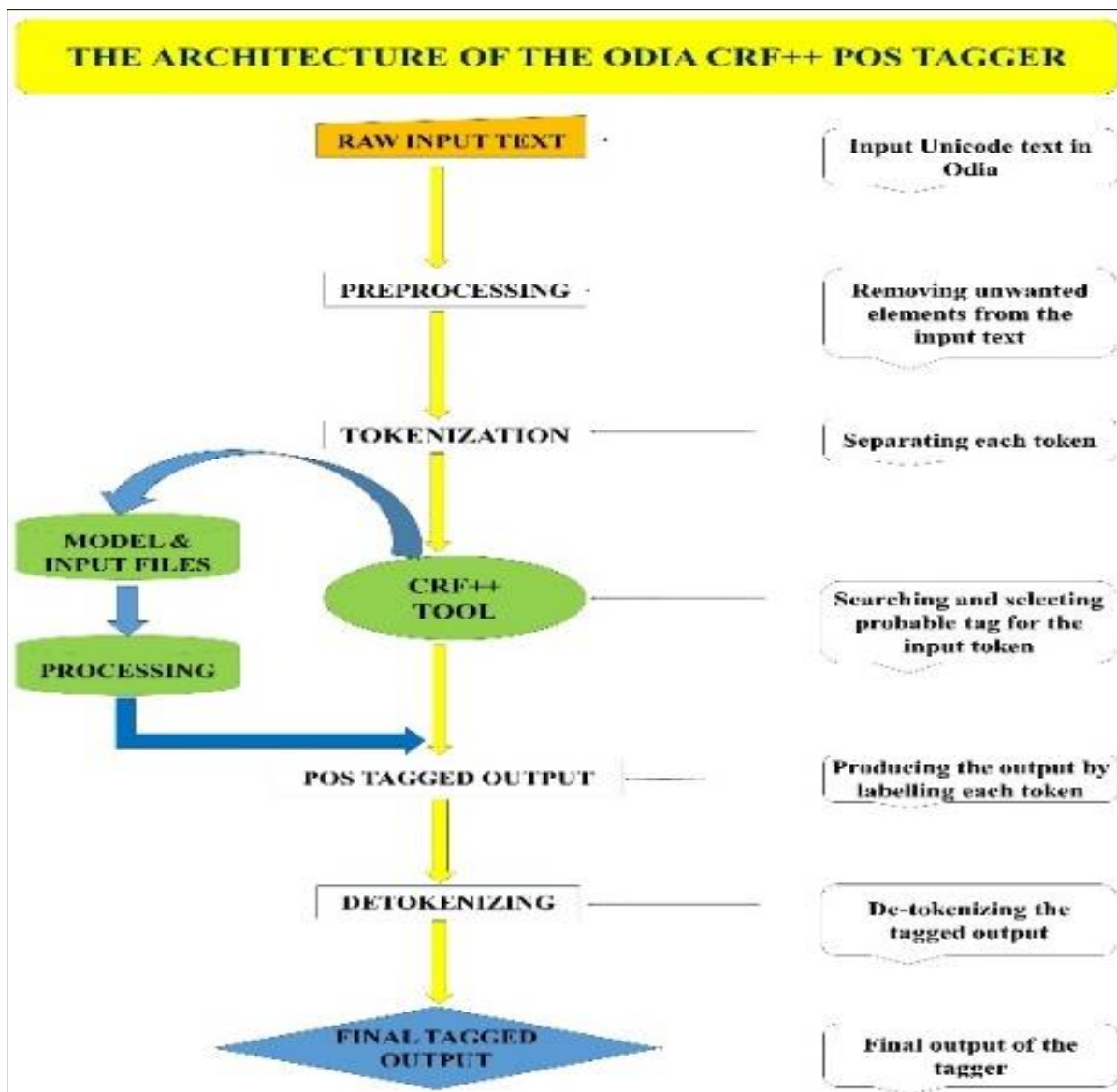
Fig. 4. Architecture of the CRF++ Odia POS Tagger

Formulation of Heuristic Rules

One of the methods for improving the performance of the tagger could be to formulate linguistic rules by observing the erroneous patterns that the tagger provides. The encoding of these linguistic rules to the statistical taggers invariably makes it hybrid in nature.

The CRF++ tagger annotates the data based on the probability occurrences of the given input token. For instance, if a given token contains 13 times proper noun label and 8 times common noun label {N_NN (8) and N_NNP (13)} in the training data, the CRF algorithm labels the token

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with the higher frequent tag i.e. proper noun in this case. Thus, it can be stated that it annotates the input data taking into consideration the frequency of occurrences in the whole training data. Therefore, this makes the CRF++ tagger performs less accurately in comparison to the SVM model. To increase the efficiency and performance, a hybrid approach has been proposed which will be an amalgam of both the statistical and linguistically rule-driven. For developing hand-crafted rules the contextual features (the following and the preceding tags or tokens) of a given word have been given due consideration. Some of the rules are as follows:

- When /ɔt̪ɪrɪkt̪ɔ/ precedes a noun phrase, it needs to be tagged as an adjective. When it follows a noun phrase, it can be tagged as a postposition.
- When /pɑkʰɑ pɑkʰɪ/ occurs before a prenominal cardinal, it is tagged as an adverb since it is used in the sense of 'approximately'. If it is used as a modifier to noun just preceding it, it has been tagged as an adjective.
- Whenever the word "/t̪ɔ/ is preceded by conjunct words", it can be annotated as a conjunct. Otherwise, it is a particle by default.
- When /bʰabɔre/ is preceded by an adjective, it is an adverb or a noun. Or else, it is a post-position.
- Whenever spatio-temporal nouns (having the tag of N_NST) carry the genitive marker /-rɔ/ they are to be annotated as adjectives (JJ).
- When the word /ɟe/ is used as the complementizer augmenting a following subordinate clause, it is tagged as a subordinating conjunction.

The Data Approach

The graphical representation (see fig. 5) demonstrates the fact that the accuracy rate of the POS tagger increases with the increase in the number of the tokens. With each evaluation, results were evaluated and error analysis has been conducted manually. Based on the rule judgments of the human evaluator, corrections have been made. Initially, the accuracy rate has been evaluated manually, but the final three evaluations have been conducted automatically. At the first stage with a training data size of approximately 56k tokens the rate of accuracy was around 83.34%. With 86k the tagger provided 86% correct output, with 130k the accuracy rose to 91.22% and with 200k it further increased to 92.11%.

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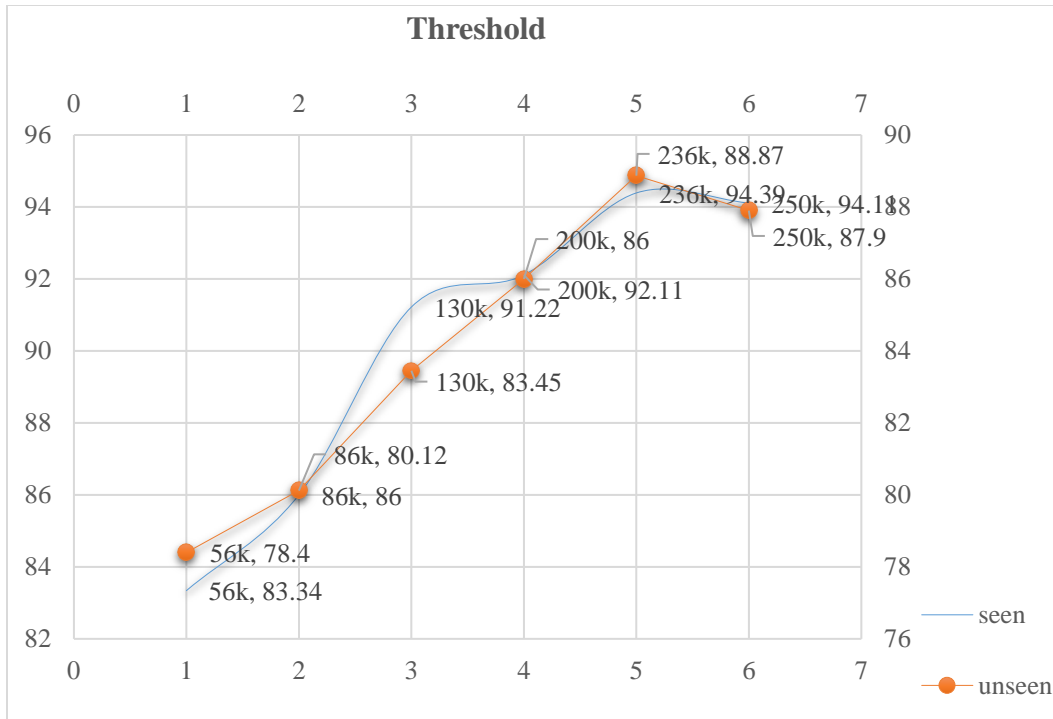
Fig. 5 Development of the Accuracy Rate during the Evaluation Period

When tested with a training data size of 236k which is the threshold, it rose to 94.39. When tested with the addition of another 14k corpus the accuracy dipped to 94.11%. On the other hand, when the tagger has been tested with the unseen data, the accuracy decreases to 88.87 because of a number of unknown and ambiguous words found by the taggers.

Word Sense Disambiguation (WSD)

It is often quite difficult to decide as to which annotation label is best suitable for a particular word even within a given context. When there is ambiguity or confusion, the context along with the linguistic intuition has been given utmost importance for deciding the tag of a given word.

"Categorial ambiguity arises when a particular word form can, in different instances, represent different grammatical categories" (De Rose, 1990). The ambiguity also arises when a particular word form has different tags at the same kind of contexts. This sub-section presents a couple of specimens of the grammatical categories that can easily be confused and instructions

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on how to disambiguate them. Furthermore, it is noteworthy to mention that in this section only the lexical ambiguities (token-wise and label-wise) have been addressed.

CC_CCD or QT_QTF (coordinator or general quantifier)

When /ɑʊ/ and /ɑhʊrɪ/ are used as coordinators conjoining words, phrases, and clauses, they are tagged as coordinators. Example,

mõ\PR_PRP ɑʊ\CC_CCD mo\PR_PRP bʰɑɪ\N_NN 'I and my brother'

When they are used as prenominal modifiers, they are tagged as general quantifiers. For Example:

ɑʊ\QT_QTF ekɔ\QT_QTC 'another one'

ɑhʊrɪ\QT_QTF ḓʊɪʈɪ\QT_QTC 'another two'

/ḓ eɪ/: (PSP or V_VM_VNF)

It can both be used as a postposition and a non-finite verb. When it is used after common and proper nouns, and postpositions, it is a postposition. However, it is not clear as to which occurrence has to be a postposition and non-finite verb as the difference is quite blurred since the selectional features apply to both the tags. For instance,

penʈɪ\N_NN ḓeɪ\V_VM_VNF ɟɑɔ\V_VM_VF "go after giving me the pen"

ɟɔŋɔlɔ\N_NN ḓeɪ\PSP ɟɑɔ\V_VM_VF nɑ\RP_NEG "don't go through the forest"

Conclusion

The tagger erroneously annotates the data specifically with respect to reciprocal pronouns, demonstratives, gerundival, non-finite and main verbs, foreign, unknown and echo words (Behera, 2015). One of the main reasons of the inaccuracy is that Odia has agglutinative nominal morphology and inflectional verb morphology. The performance of the model can be enhanced by introducing tools like NER (Singh et al., 2008), discourse anaphora resolver, a morph analyser, morph synthesizer, WSD or by converting it into a hybrid tagger formulating hand-crafted linguistic rules. It can potentially be applied for developing chunker, parser, MT and other such NLP tools in Odia.

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Pitambar Behera, M.A., B.Ed., M.Phil., Ph.D.
Centre for Linguistics
School of Language, Literature and Culture Studies
Jawaharlal Nehru University
New Delhi-110067
India
pitamb38llh@jnu.ac.in
pitambarbehera2@gmail.com

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Indian English Drama and Girish Karnad's Portrayal of Muhammad and Padmini as Existential Figures Respectively in His *Tughlaq* and *Hayavadana*: A Brief Analylsis

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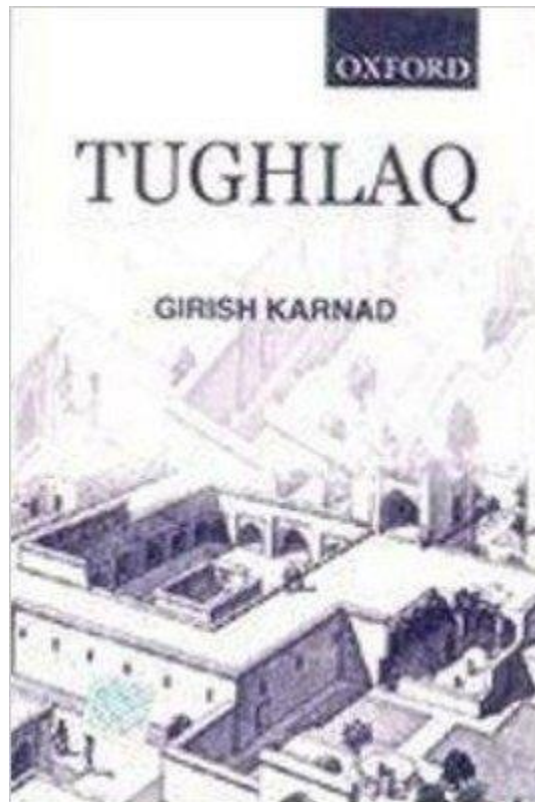
Abstract

Girish Karnad is one among the intellectuals who felt the spirit of humanism in his heart and dramas and his dramas are nothing but the living documents of existentialism. This article throws light on Girish Karnad's existential philosophy and his views on the problems of isolation and frustration in this world. His works project the philosophical and

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social vision of Girish Karnad which is challenging but really appealing. He has carved as niche for himself as an observer of the problems of human beings and occupied a coveted place among the most celebrated dramatists in interrogating existential philosophies and has proved himself to be a superb interpreter of the existential characters through his works *Tughlaq* and *Hayavadana***.** In those works, he tries he define precisely the various subjective states of the actual and concrete individuals. Muhammad and Padmini respectively.

 Key words: Girish Karnd, *Tughlaq, Havyavadana,* existential, persecution, liberation.

The Growth of the Indian Drama in English

The growth of the Indian drama in English both during and after the World Wars was found to be very slow. Unlike the Indian novel or Indian English poetry, the Indian English drama was not prolific due to the lack of a good theatre - going public. Only in cities like Delhi, Bombay and Madras, there was good patronage for the English play. Writers like Tagore and Aurobindo wrote dramatic poems rather than proper drama "Tagore and Aurobindo showed a predilection for casting their full length plays in the Shakespearean mould without trying to evolve a new dramatic form that is artistically viable in the modern context" (Naik 185)

Indian English drama saw the first light of the day when Krishna Mohan Banerji wrote **The Persecuted** in 1831. However, it is pertinent to note that the real journey of Indian English drama begins with Michael Mudhu Sudan Dutt'as **Is this Called Civilization?** which appeared on the literary horizon in 1871. As Prema Nandakumar puts it, "In the field of Indo-Anglian literature, drama is but sparsely, cultivated. We have had very few dramatists, and one can easily count the number of good dramas" (p 191). Rabindranath Tagore and Sri Aurobindo, the two great sage-poets of India, are the first

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Indian dramatists in English worth considering. Tagore wrote primarily in Bengali but almost all his Bengali plays were available to readers in English renderings. Chitra, The Post Office, Sacrifice, Chandalika, Natir Puja, Mukta Dhara are some of his notable plays which are firmly rooted in the Indian ethos and ethics in their themes, characters and treatment. Sri Aurobindo who is considered as a major voice in Indian English drama is said to have written such five complete blank verse plays as **Perseus the Deliverer, Vasavadutta, Rodogune, The Viziers of Bassora** and **Eric** and also six incomplete plays. The most striking feature of his plays is that they all deal with the different cultures and countries in different epochs, ringing with variety of characters, moods and sentiments.

Another playwright who has made significant contribution to the growth of Indian English drama is Harindranath Chattopadhay. He started his dramatic career as a playwright with **Abu Hassan** (1918) and had to his credit publication of seven verse plays under the title **Poems and Plays,** all of which are based on the lives of Indian saints.

Another dramatic voice on the literary scene that demands attention is that of T.P. Kailasam. Even though Kailasam is considered to be the father of modern Kannada drama, his genius finds its full expression in his English plays such as. 1. **The Burden** (1937) 2. **Fulfillment** (1933) 3. **The Purpose** (1944), 4. **Karna** (1946) and 5. **Keechaka** (1949).

Bharati Sarabhai is the modern women playwright during the colonial era of Indian English drama, who has to her credit publication of only two plays : 1. **The Well of the People** and 2. **Two Women.**

J.M. Lobo Prabhu is the last name in Pre-Independence Indian English drama.

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In the Post-Independence era, Indian English drama did not make a noteworthy presence of unlike poetry and fiction. A prime factor for this is that "drama-essentially a composite art involving the playwright, the actors and the audience in a shared experience on the stage-has its own problems of which the other literary forms are free" (Naik 225).

The most prolific playwright of the Post-Independence period is Asif Currimbhoy. **The Tourist Mecca** (1959), **The Restaurant** (1960), **The Doldrummers** (1960), **The Captives, Inquilab** (1970) **The Refugee** (1971) and **The Dissident MLA** (1974) are some of his plays worth considering. Nissim Ezekiel's **Three Plays** (1969), including **Nalini: A Comedy, Marriage Poems: A Tragic Comedy** and **The Sleepwalkers: An Indo-American Farce** are considered a welcome addition to the dramaturgy of Indian English drama.

Girish Karnad and His Plays

Girish Karnad, a recipient of the Jnanpith Award, is a living legend in the arena of contemporary Indian English drama and his journey from **Yayati** to **The Fire and the Rain** holds a mirror to the very evolution of Indian theatre for nearly four decades. Such a celebrated playwright, a well-known actor and a director was born in Matheran near Bombay in 1938. He was a Rhodes Scholar at Oxford during 1960-63. He also received the Bhabha Fellowship. To him, theatre essentially means communicating through action and provoking people to ask questions on things which they have accepted rather blindly. As for his plays, he is very much stimulated by a lot of given material either in history or myth. He combines the folk element and the contemporary idiom to give his plays a truly Indian flavor. Karnad's first play **Yayati** is a recreation of the Hindu myth on the theme of responsibility. It is a self-consciously existentialist play on the exchange of years between father and son. **Tughlaq,** Karnad's second play was an immediate success on the stage. It discusses not merely the reign of Mohammed Bin Tughlaq but raises a few philosophical

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questions on the nature of man and his visions. **Hayavadana** is another existentialist play on the fundamental ambiguity of the human condition. The promise that he showed in **Tughlaq** written in 1964 found eloquent expression in **Hayavadana.**

Represent a Synthesis of Culture

Girish Karand is a dramatist who does represent a synthesis of culture and his formal experiments have been far more rigorously conceived and have certainly been far more successful than those of some of his contemporaries. "The likes of Girish Karnad enable us to pretend that there is a such a thing as a truly "Indian" theatre which can be true to its traditions and at the same time responsive to contemporary concerns" (Chandra Sekhar XI).

Impact of Kannada Drama

Karnad has written four notable plays: 1. **Tughlaq,** 2. **Hayavadana** 3. **Tale-Danda** and 4. **Nagamandala** which are his wonderful dramatic creations. It is true that Karnad was initiated into the writing of drama by chance but there were several influences that went a long way into shaping his dramatic taste and genius. Even though he was considerably influenced by Shakespeare, the influence of the Kannada drama was quite profound and deep on him. He represents the best traditions of the Kannada drama which was quite rich with romantic plays, tragedies, comedies, poetic and blank verse plays. He took keen interest in all these kinds of Kannada plays.

An Existentialist Dramatist

No doubt, Girish Karnad is an existentialist dramatist. He concerns himself with the problem of existence of self, search of identity and the problems of isolation and frustration. Existentialism implies the quest of the individual for the assertion of self despite his limitations and failures. This branch of thought upholds the fact that man can

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transcend reality in his own consciousness. In fact, existentialism asserts humanism or the dignity of man. This philosophy is well exemplified in all the three plays of Karnad. The major theme of these plays is that of responsibility and the search of identity. For example, in **Yayati,** it is the theme of responsibility; in Tughlaq it is the search of identity. Even theme of **Hayavadana** is that of the search of identity and human relationship.

Courtesy: http://www.thefamouspeople.com/profiles/muhammad-bin-tughluq-6755.php

Tughlaq

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Tughlaq, the first play in New Drama in India, reveals the tenor of Muhammad Tughlaq's despotic rule and the plight of his people and explores the paradox of the idealistic Sultan, whose reign is considered one of the most spectacular failures in India's history. It is a historical play because the hero of the play is a historical figure and the events which constitute the play's framework are historical events. But it is much more than an ordinary historical play because it is an imaginative reconstruction of some of the most significant events in the life of a great king, seen not only in relation to a particular period in India's seen not only in relation to a particular period in India's national history but also in relation to contemporary history. What makes the play more significant is that it is contemporary. Karnad commented once: "What struck me absolutely about Tughlaq's history was that it was contemporary (Paul 32). Karnad finds a striking parallelism between the twenty years of Tughlaq's rule and the twenty years of the Nehru's era, between the political moods of disillusionment which followed an area of idealism in both the cases. The play has an irreducible puzzling quality which corner from the ambiguities of Muhammad's character. "But it would be unjust to say that the play is about an interesting character for the play relates the character of Muhammad to philosophical questions on the nature of man and the destiny of a whole kingdom which a dreamer like him controls" (Ananthamurthy 8). A distinctive feature of the play is that it provides insights into the universal truth concerning the relationship that exists between power and man. Muhammad is the protagonist who motivates the sequence of action in the play. Every act of his originates from his intense desire for authority and the power which it confers on the individual.

Muhammed Bin Tughlaq was an extraordinarily intelligent man. He was supremely eloquent in an age of rhetoric, a philosopher trained in logic and Greek metaphysics, a mathematician and a lover of science. He was a great scholar but his rule was a woeful failure. His own character was partly responsible for this. He was a bundle of both good

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and bad qualities. His wide learning and bundles generosity were saintly qualities but his revolting cruelty and insensate obstinacy made a devil of him. Muhammad was an idealist and he wanted to build an empire completely different from others for which he planned many schemes. But his schemes were sound only in theory and when put into operation, they became impracticable and looked fantastic and foolish. He egotism brooked no opposition and he scorned advice. Disappointed by failures, he charged his people with perversity and disloyalty. He punished little faults with great cruelty and pursued his enemies with relentless fury. He is a king who "isn't afraid to be human" (Tughlaq 1). His sense of justice and fair play is so strong that in his kingdom, even an infidel can go to the court against the Sultan and win his case, with the Sultan accepting the verdict with good grace. He is a devout Muslim and yet he is not a fanatic for in his kingdom, the Hindus are treated on perfectly equal terms with the Muslims.

Scene III shows Muhammad's mind which has room enough for both dreams and political responsibilities. This is beautifully seen in the way he handles the two separate threats posed by Ain-ul-Mulk, the rebel governor of Avodh and Sheikh Imam-Ud-din, the holy man. Taking advantage of the fact that the Sheikh bears a remarkably close resemblance to him, he persuades the holy man to go and meet Ain-Ul-Mulk and propose peace. Mistaken identity leads to the Sheikh's death and in the following confusion, it is easy for the Sultan to capture Ain-Ul-Mulk also. Even in moments of terrible rage, his calculating mind is coolly busy plotting Machiavellian schemes to turn difficulties into opportunities. He kills Shihab-ud-din with his own hands and announces that he died trying to protect his master from assassins. The Amir's revolt in Secene six, which Muhammed crushes is shattering blow to him not because it had posed a political threat but because it is an attempt to defy his absolute power, a denial of his supremacy to which he brooks no challenge. "This makes him nurse his abnormally inflated ego still more assiduously till it

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develops into a monster spreading death all ever" (Naik 143). He rationalizes this by declaring,

> "I was too soft,
>
> I can see that now.
>
> They will only understand the whip" (P 44)

Muhammad becomes so angry that he even bans prayer in his kingdom because the attempt on his life is made at prayer time. It makes him guilty of blasphemy, of a kind of revolt against God himself. Scene Eight shows Muhammad five years later after the disastrous migration to Daultabad has been accomplished. He condemns his step-mother to death by stoning, for having killed Najib, the vizier. In the last scene, Muhammad sees a parody of himself in Aziz and realizes the futility of his entire reign. The Sultan, to achieve his ideal of the most prosperous state, stoops down to hiding his plans and committing murders. Aziz, to realize his ambition of becoming bigger than Sultan murders Ghiyas-ud-Din Abbasid and reaches the court of the Sultan as an heir to the Kalif. Hearing the career of Aziz, Muhammad comes to know that predicament of human condition. Completely shattered both in mind and body, he sleeps for the first time after he has murdered sleep for the past five years. When the play ends, Muhammad is seen waking up with a start and looking around "dazed and frightened as through he can't comprehend where he is" (P 86)

Symbolic Use of the Game of Chess

Karnad uses the game of chess in the play symbolically to illustrate the fascinating character of Muhammad. 'Chess' is a favourite game of Muslim aristocrats. This game is a symbol of Muhammad's political career in which Aziz, a dobhi checkmates the Sultan. Muhammad spends sleepless nights to solve a problem in chess and suddenly discovers the solution. Karnad sees the life of Muhammad as the struggle of an individual to see the

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meaning of existence. The dramatist pictures Muhammad as existential character. Muhammad thinks that he shall find peace in the new world he hopes to create. He shuns sleep to create the new society. He wants "not just peace but a more purposeful life" (P 3). All his actions are those of a free individual with the commitment of establishing a new world. To achieve this end, he kills his father, brother, Sheik-Imam-Ud-din, Shihab-ud-din, his step-mother and many other innocent people.

Man of Action, Existentialist

Muhammad is a man of action who experiences freedom and practices it. The first significant choice that he has made is shifting of his capital from Delhi to Daulatabad. He orders the people to come with him to Daulatabad to build an empire "which will be the envy of the world" (P 4). He provides all sorts of facilities such as camps, food and clothing, but they prove of no avail. So he earns the hatred of all the people who have to abandon their homes and property. Muhammad's second daring original attempt is introduction of Coppy currency under the influence of the paper currency prevalent in China. It is the originality of the idea and the love of experimentation that drives him to issue copper coins in the face of opposition from almost everybody. But his experiment ends in a disastrous failure due to lack of adequate supervision.

Muhammad, like an existentialist, insists on action, for only in action, existence attains concreteness and fullness. He feels that he is free to act but he cannot exchange his existence for the existence of the other. He refuses to listen to the advice of others fearing that he may lose his identity. When he plans how to defeat his friend Ain-Ul-Mulk, Barani the historian says to him, "What's all this your Majesty? I can't follow a thing. But my heart trembles for you" (P 16). As a reply to this, Muhammad says,

> "Forgive me if I let you down, Barani,
>
> but I must play the game my own way" (P 16)

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His Own Way

Muhammad wants to do everything in his own way and that too quickly. He accepts the policies of Najib only because they are in tune with his own line of thinking. Later he disagrees even with Najib when he advises him to give up his violent methods. When confronted with a choice, Muhammad makes in favour of power, rejecting religion and peace. He does not want to waste his time by sleeping at night because he has only one life to live and so much to do in it. Though he is an ardent devotee of Islam, he wishes he were a Hindu, so that he would believe in recurring births to achieve all that he wants. He declares,

> "No one can go far on his knees.
>
> I have a long way to go. I can't afford to crawl
>
> I have to gallop" (P 20)

In achieving his goal, he is an existentialist. He openly admits that he is lonely and he has concern for the millions of his subjects. With his intense self-knowledge and self-awareness, he creates a world for himself in which he has the freedom to choose, the freedom to act on his own responsibility. What is more important about the character of Muhammad is its complexity arising from the dualism of the men and the hero. He sees life in terms of theatre and all his public appearances and utterances are theatrical. He is both an idealist and an existentialist. As K.S. Ramamurti has put it, "He is at once an idealist and crafty politician, a humanist and a tyrant, a man who has murdered sleep and yet not a Macbeth haunted by supernatural solicitations, a man who thinks and broods too much and yet not a Hamlet incapable of action or guilty of delay" (P 17). No doubt, he is an existential figure who desires to become even god-like. He believes that he is always right and he cannot ever be wrong. As a god, he wants to climb up the tallest tree and say to his people,

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"Come my people, I am waiting for you,

Confide in me your worries….

History is ours to play with ours now!...

I am waiting to embrace you all" (P 10)

Use of Violence

In order to fulfill his glorious mission, Muhammad determines to use as much violence as he thinks necessary. This self-revelation marks the metamorphosis in his personality. In the single-minded and ruthless aspiration for absolute power, Muhammed totally disregards others around him or just uses and exploits them as mere tools to further his own purpose. He becomes an introspective individual who is alienated at various levels and is aware of his alienation. He is alienated from other individuals and society, from the human predicament and from himself as an existential figure. Muhammad experiences existential alienation when he comes to know the plan of Amirs to kill him. The threat that has come from outside in the form of Amirs makes Muhammad a complete existential outsider. The existential alienation leads Muhammad to tyranny as tyranny leads Macbeth in Shakespeare's play **Macbeth** to total alienation. Muhammad carries out one of the basic tenets of existentialism i.e., existence precedes essence and it alienates him from God, religion, moral and social values. Like the existentialists , he feels that he is only what he does and what makes of himself. As an existentialist, Muhammad becomes aware of man's mortality, powerlessness and meaninglessness of existence in a normless universe.

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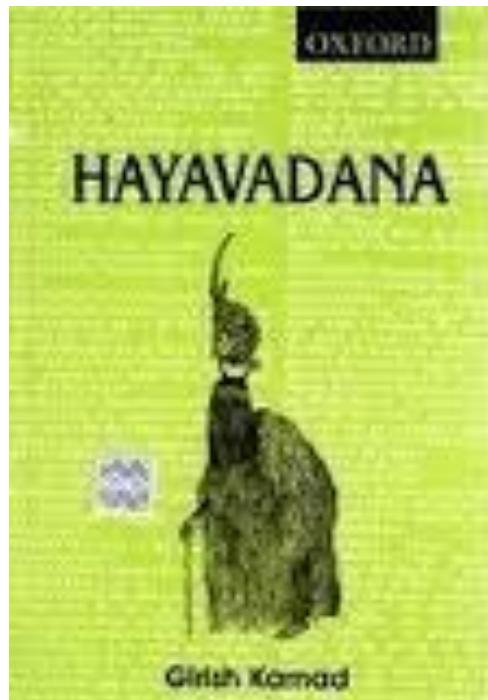Dr. S. Chelliah, M.A., Ph.D.
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Tragic Elements in Human Existence – *Hayavadana* - Padmini

      Karnad seems to be fully aware of the tragic elements in human existence by projecting a world of intensities, uncertainities and unpredictable denouncements in life through the character – portrayal of Padmini in the play **Hayavadana.** The dramatist proves the very nature of existence through the character of Padmini. The successful characterization of Padmini as a unique inexplicable, alienated, desperate and death-obsessed heroine has made Karnad as one of the outstanding dramatists of the human existence. Padmini is the only female character seen as a lonely lady throughout the play. She is alone in her house, when Kaplia goes to her house as a messenger of his friend Devadatta. She talks with Kapila for a long time but nobody comes to the scene. Though she is playful, mischievous and sharp-witted, she feels isolated in her house. Brought up in an independent way, Padmini wants to exercise her freedom. The struggle between her husband Devadatta and Padmini starts when Devadatta limits her freedom saying, "Bad upbringing" (P 22). Padmini does not have authentic relationship with Devadatta, who by wanting to exercise his power and by his very existence poses a danger to her. She goes to

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Kapila in quest of her authentic identity. When Devadatta and Kapila fight for Padmini, she does not know to whom she belongs. So she remains silent. She cannot say that she can live with both as she knows that they can live together only ripping each other to pieces. When they die, she is left alone. She realizes that "they burned, lived, fought, embraced and died" (P 62) only because of her. As she cannot get success in her search for identity, she ends her life.

Sense of Alienation

The sense of alienation leads men to experience despair and anguish. Further if he is a man who acts freely, he cannot escape from despair. In the temple of Kali, Padmini gets a moment of despair. By mistake, she exchanges the heads of Devadatta and Kapila. She becomes desperate and says,

> "I'am afraid I'll get the blam
>
> for it ultimately…" (P 36)

As an existentialist, Padmini has the mixed feelings of conflict and anguish. When she sees the dead bodies of Devadatta and Kapila in the temple of Kali, she experiences mental agony. The intensification of her death wish can be seen in her willingness to offer her head to Kali. In the temple, she stumbles over the dead bodies and realises that she is left alone in the world. Saying "Kapila's gone – Devadatta's gone. Let me go with them" (P 31). She lifts the sword and points to her breast. She does not want to live as the people would say that the two men have fought and died only because of her.

This alienated and death-obsessed woman clearly demonstrates that a man or a woman is a unique and isolated individual in an indifferent and hostile universe, responsible for his or her actions and free to choose his or her destiny. In the long run, a man is doomed to fail, to achieve that which he is inevitably to aim for "(Warnock 126).

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Padmini is no exception. She fails to achieve her goal and embraces death. Padmini's tragedy is the tragedy of human love which cannot find its total fulfilment either in the body or in the mind. He plight suggests woman's vain attempt to unite Man as intellect and as flesh. But these two aspects of the masculine personality are basically at war with each other and hence the attempt ends disastrously in the destruction of both woman and man. This theme of incompleteness which is one of the essential characteristics of existential philosophy embodies Padmini as an existential female figure. As an existential woman, Padmini serves to stir the readers to the very depth of their being and awaken in them clearly and fully the transience of the human mind and the brute reality around.

To Conclude

To conclude, it may be said that Muhammad and Padmini resemble each other in one way or other as existential characters, regardless of the sex, living in a world of their own and seeing their life as a game, being as authentic individuals aware of the importance of the present human existence. No doubt, in **Tughlaq** and **Hayavadana** Karnad tries to define precisely the various subjective of the actual and concrete individuals, Muhammad and Padmini respectively.

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Dr. S. Chelliah, M.A. Ph.D.
Professor, Head & Chairperson
School of English & Foreign Languages & School of Indian Languages,
Department of English & Comparative Literature
Madurai Kamaraj University
Madurai - 625 021
Tamilnadu
India
aschelliah@yahoo.com

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Preference of the Learners towards Literature Based Materials in the Present Textbook of Classes IX and X in Bangladesh

Farjana Khanum, M.A.

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Abstract

The present study aims to emphasize the effectiveness of using literature in the textbook of classes ix-x in Bangladesh. It reviews the arguments for using literature in the language classroom. It is found that literary texts provide wide scope to explore multi-dimensional use of the language in the classroom. The study seeks the preference of the learners' towards using literature based materials in their present text book. In the empirical study the data is collected from five different schools through questionnaire survey. To analyze the data Likert's scale is used. The major findings indicate that learners like to deal with literature based materials like short stories, poems and simplified versions of literary pieces. The study also finds that huge amount of group work and pair work that are provided by the present textbook of classes ix and x are not done in the classroom. In the last the study recommends some suggestions in order to make the teaching-learning process more effective in Bangladesh.

Key Words: EFL, Bangladesh, textbook, literature, CLT

Preliminaries

As a result of globalization, it has become the basic need for all of us to be competent in English. Now it is used as a means of world communication, diplomacy, science and technology, trade and commerce, research and information. Like many other non-native English-speaking countries English education in Bangladesh is marked by several problems. Teaching materials or textbooks play an important role in English Language Teaching (ELT), particularly in a context where English is used as a Foreign Language (EFL). In such a context, a textbook provides the primary (perhaps only) form of linguistic input. It meets a learner's needs or expectations of having something concrete to work from and take home for further study. It is very important to make the

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textbook effective with selective contents in the teaching-learning process. But the current textbook of class ix-x in our country is not found effective due to wrong selection of contents.

Like many other countries English language teaching-learning process in Bangladesh is running based on the conventional concept of method. With the introduction of CLT, the textbooks from primary to higher secondary level in Bangladesh have been written following the principles of this new approach. But, most of the contents of these textbooks do not appear to be effective for classroom teaching. Learners cannot exploit these contents properly due to lack of their effectiveness. To improve the quality of English teaching in our country, it is necessary to make the English textbooks effective. Many teachers and experts are now of the opinion that the English textbooks of the secondary level of education do not have enough reading texts and whatever amount they do have are not much appealing to the learners. These materials do not appear to be attractive to them and they do not feel interested to read them or participate in the activities designed on them. That is, the materials do not sound effective to engage learners in practicing the language. If their preference towards literature based materials becomes positive, it can be thought that it will be effective for them.

Again, they also complain that the textbooks contain only one unit of literary texts and that too is placed at the very end. As the literary texts are placed at the last portion of the textbook, teachers very often do not get chance to teach them in the classroom. For want of literature learners do not get pleasure in dealing with the textbook in the classroom. Many ELT practitioners now think that the textbook in Bangladesh need to be vigorously revised and the amount of literary contents should be increased.

For and Against the Use of Literature For ELT

It should be admitted that there are arguments for and against the use of literature for ELT. Most common argument against the use of literature in language classroom is the structural complexity and uniqueness of its language.

But there are so many experts who argue for using literature in the language classroom. Daskalovska and Dimova (2012) worked on the causes of using literature as a tool of language

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teaching. They argued that inclusion of literature in language teaching materials will provide students with the opportunities to experience and use the language more creatively and to develop greater awareness of the language they are learning.

Khatib & Teimourtash (2012) proposes using abridged short stories in the EFL classroom settings of Iran and finds that literature is the best to open the critical thinking faculty of the learners in language classroom.

Rana (2009) works on teaching language through literary texts in ESL classroom. He emphasises on the use of literature in the communicative classroom and especially, on the Indian classroom. Widdowson (cited in Rana, 2009) claimed that 'study of literature is fundamentally a study of language in operation'. His view is based on the realization that literature is an example of language in the use and is a context for language use.

Mixon and Temu (2006) argue in their essay that there is strong support for story telling in pedagogical theory. Stories that are based on real-life incidents experienced by students themselves can help the learners appreciate and respect the culture and the values of various groups. Krashen (1982) also supports this view that stories lower the young learner's affective filter, allowing them to learn more easily.

According to Kohan and Pourkalhor (2004), literature plays a motivating role in the classroom and holds high status in many cultures and countries. For this reason, students can feel a real sense of achievement at understanding a piece of highly respected literature. Also, literature is often more interesting than the texts found in course books. As a result, instructors should agree that literary texts encourage students to read, and most literary texts chosen according to students' language proficiency levels and preferences will certainly be motivating. In most of the EFL context young or secondary level learners feel a kind of frustration towards the language. Pleasure of literature will remove the fear and frustration towards the language and the learners will be motivated using the language.

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Research literature shows that literature helps to achieve linguistic competence, facilitates communicative activity, motivates the learners towards the target language, promotes critical and analytical ability, enhances emotional intelligence, helps to achieve vocabulary and pronunciation etc. However, all literary texts are not appropriate and the amount of literature to be used has to be decided on the basis of the level of the students and also of the nature of contextual demands.

Learners' and teachers' preference towards literature based materials plays a major role to make the teaching learning process effective (Farjana 2014) in an effort to find the effectiveness of literature based materials in relation to the various aspects of the Communicative Language Teaching at the secondary level in Bangladesh. As part of that larger study, this article presents the collected data especially on teachers' and learners' preference to literature based content in the textbook.

Objective of the Study

The present study aims to identify the preferences of the secondary students to the literature based materials in the English textbook. This study presents an estimated picture about the students' likings, disliking and preferences to literature based materials. As the primary sources of data are the subjects' own insights into the learning process, the focus is on the actions that the learners consciously employ to facilitate learning, and, as Oxford (1989) suggests, make it more enjoyable.

Methodology

The study has made a questionnaire survey based on the preferences of the learners in order to investigate whether learners of Bangladesh prefer literary texts in their present textbook of classes ix and x. For this purpose, 100 students of classes ix and x from five schools of mainstream education situated in the district of Mymensingh and Netrokona were taken as respondents. Of these five schools, three were Non-Government and two government schools. Since the number of the Non-Government school is larger than that of the government school in Bangladesh, three Non-Government schools were taken against two government school.

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The questionnaires used in this survey consisted of 14 and 13 items. The statements of the questionnaire were presented both in English and Bangla for easy understanding of the participants. In order to capture the responses of the respondents, a Likert scale with five options (strongly agree, agree, undecided, disagree, strongly disagree) indicating the extent of their agreement or disagreement with the statements of the questionnaire was used.

Table 1: List and Type of the schools:

Names and Locations of the Schools Selected	Types of the Schools Selected	Number of the Learners Surveyed
Mukul Niketon High School, Mymensingh	Non- Government	20
Biddamoyee Government Girls' High School, Mymensingh	Government	20
Gouripur Pilot Girls' School, Gouripur	Non- Government	20
Netrokona Govt. Girls High School, Netrokona	Government	20
Dutta High School, Netrokona	Non- Government	20

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The participants were asked to answer all the items of the questionnaires honestly, giving their preferences and views regarding using literature-based contents in the English textbook of classes ix-x. The participants were randomly selected from the target population. In case of the students' questionnaire survey English teachers in the selected schools were requested to explain the statements of the questionnaire to the participants. Respondents were asked to mark the extent to which they agree or disagree with the items of the questionnaire.

Results of the Questionnaire Survey of the Learners

Table 2: Statements of the questionnaire, and Percentages, Means and Standard Deviations of Responses of the Learners (Total number of Students=100)

There were 14 statements in the learners' questionnaire and all the statements were intended to know about learners' views and preferences regarding different aspects of the use of literature in their textbook. The Mean scores and the SDs of their responses are presented in the table 2 below.

In respect of the Mean score of the respondents' responses on the statement has been worked out. In this respect, strongly agree = 5, agree =4, undecided =3, disagree =2 and strongly disagree =1 point or points have been counted as the values of the responses. The Mean scores above 4 are regarded as 'very high', above 3 but below 4 as 'high', above 2 but below 3 as 'low' and below 2 as 'very low' level of preferences. To show the homogeneity or heterogeneity of the learners' preferences, standard deviation is also measured.

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Table-2

The Results of Learners' Questionnaire Survey

SL. No.	Statements	Mean Score	Standard Deviation (SD)
1	I think in our context reading text can play a vital role to learn	4.1	0.18
2	I think our textbook of classes ix & x should include more amount of reading texts than it does at present	4.2	0.14
3	Story based texts will be more enjoyable to me than knowledge- based or information based texts	4.6	0.28
4	If presented in simplified version, some extracts from famous novels or dramas can prove very interesting and attractive as reading text	3.72	0.14
5	A poem gives us pleasure and stimulates our imagination	4.2	0.20
6	I think whole class interactions such as asking and answering questions, debate or discussion on some topic are very useful in our context	4.55	0.14
7	I think a literary text contains various kinds of linguistic elements and therefore, we will get better exposed to language when we will read it	3.9	0.15
8	I think there should be a significant amount of literary texts in the textbook for class ix-x	4.2	0.20
9	I get much pleasure to read a text if it is about a fairy tale, or a myth or any kind of story	4.05	0.15
10	I like to participate in a activity if it is guided by my teacher	4.52	0.25

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11	I like to do activities on such texts as are interesting to read	3.7	0.13
12	I do pair work and group work as per the instructions given in my textbook.	2.11	0.18
13	I will feel freer to talk about a literary text than to talk about knowledge-based or other kind of text.	3.6	0.15
14	I think reading a text helps me to learn new words and new grammatical rules.	4.36	0.21

Statement 1 has 'very high' Mean score (4.1), which indicates that reading text can, according to the opinions of our learners, play very vital role in our context.

Similarly, 'very high' Mean score (4.2) of statement 2 indicates that the present textbook of classes ix-x does not include significant amount of reading text at present and therefore it should include more amount of reading texts.

Statement 3 has 4.6 Mean score which falls to the category of 'very high'. Statement 3 signifies that our learners will enjoy story-based texts far more than knowledge-based or information-based texts.

Statement 4 has 'high' Mean score (3.72) and suggests that some extracts taken from famous novels or dramas and presented in simplified version can prove attractive reading texts to our learners.

Statement 5 deals with poems as reading texts and has 'very high' Mean score (4.2). Therefore, the 'very high' Mean score of this statement indicates that our learners very strongly like to see poems in their textbook as the poems give them much pleasure and stimulate their imagination.

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Statement 6 has the highest score which is 4.55. This statement signifies that according to the opinions of our learners' whole class interactions are the most suitable activities for our context.

Statement 7 has 'high' Mean score (3.9) which means that students believe that literature contains varied kinds of linguistic element and therefore, they can get better exposure to English by reading literary texts.

Statement 8 has 'very high' Mean score (4.2) which signifies that learners strongly support the idea that their textbook should contain significant amount of literary texts along with other kinds of texts.

In the statement 9 the Mean score is 'very high' (4.05). According to the learners' response to the statement, it can be said that the learners of our country will get much pleasure in reading some texts if the texts are about some story, may it be about a fairy tale or a myth.

In the statement 10 the Mean score is 4.52 which signifies that the learners strongly agree to participate in the classroom activities under the guidance of their teacher. That is, teacher-centered classroom is strongly preferred by them.

Statement 11 has 'high' Mean score (3.7) signifying that learners like to participate in such activities as are interesting to read. That is to say, if the texts are interesting, they like to participate in the tasks and activities made on these texts.

Statement 12 enquires whether the learners participate in the group or pair works as per the instruction of the textbook. It has 'low' Mean score (2.11) which signifies that though the textbook has lots of pair and group work these are not done in the classroom

Statement 13 enquires whether learners feel freer to talk about a literary text than to talk about a knowledge-based or other kind of text. The mean score 3.6 of their statement indicates that they have higher preference' for literary texts than other kind of texts.

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Statement 14 deals with the potentiality of the reading text in enabling learners to learn vocabulary and grammatical rules and has 'very high' Mean score (4.36).The Mean score signifies that the learners strongly believe that reading text helps them to learn new words and new grammatical rules.

Discussion on the Overall Results of the Students' Questionnaire Survey

The overall results of the students' questionnaire survey show that the students of Bangladesh at the secondary level want more reading texts in their textbook than they do have at present(statement 2, Mean 4.2). They think that in the context of Bangladesh reading text is very much useful for learning English (Statement 1, Mean 4.1). They also think that story-based reading text in the form of short stories, poems, and extracts from novels and dramas will be more attractive than other kinds of texts such as knowledge-based or information-based texts. (Statement 3, Mean 4.6, statement 4, Mean 3.72, statement 5, Mean 4.2, Statement 9, Mean 4.05). It is so because literary reading texts give them much pleasure and comfort, which they do not get in other kinds of texts.

The results also show that the learners of Bangladesh like to learn under the guidance of their teachers (Statemen10, Mean 4.52). They think that under teachers' control whole class interaction like discussion, debate, asking and answering etc. will be more useful in our context (statement 6, Mean 4.55). They also think that activities like pair work and group work are not suitable in our context. That is why though there is ample presence of pair work and group work in their textbook; these kinds of work are not done in the classroom practices (statement 12, Mean 2.11). The learners think that the literary reading texts help them to learn grammatical rules and new words since literary reading texts contain grammatical rules, vocabulary and other linguistic element abundantly. If reading texts are sufficient in amount the learners can learn the language more effectively (statement 14, Mean 4.36). They again think that the whole class interactions will be better effective if they do get literary subjects as topics for their discussion. In that case they will feel free and interested to talk about the topic (statement 13, Mean 3.6).

The results show that the learners of Bangladesh think that they can be better exposed to the language through reading their texts. They also think that reading texts contain various kinds of

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linguistic element (statement 7, Mean 3.9). The learners of Bangladesh have very little scope for exposure to English other than through their textbook. That is why they think that their textbook should include significant amount of literary texts (statement 8, Mean 4.2).

The standard deviation of the results shows that the highest standard deviation is .28 and the lowest is 0.14. The other numbers are in between the highest and the lowest. Therefore, it can be said that the learners of the secondary level of Bangladesh are mostly homogenous in their preference and opinions though sometimes the variations are a little bit wider.

Discussion on the Overall Results of the Students Questionnaire Survey

The learners of Bangladesh strongly believe that reading texts play very vital role to learn the English Language and there should be more amount of reading texts in the textbook (Means 4.1 and 4.2, statement 1 and 2 respectively, table 2).

The data shows that if story-based texts are used in the textbook they will be more enjoyable to the learners than information or knowledge-based texts. The learners show very strong preference towards story-based materials (Mean 4.6, state 3, table 2). In the EFL situation it is difficult for the learners to deal with the knowledge-based texts. The learners strongly believe that the textbook should give priority to story-based texts.

The result shows that the textbook should have variety in the contents. Along with the short stories there can be poems and extracts from novels and dramas. In this regard the learners emphasize on the properly chosen poems and simplified versions of stories (Mean 3.72, state 4, table 2). They also think that poems can be effective tool of stimulating imagination and providing pleasure while reading. (Mean 4.4, state 5, table 2). The language of the stories or the extracts should be easy so that the learners can easily deal with them. The learners think that if different kinds of literary texts like fairy tale, myth or other stories are included in the textbook they will get much pleasure (Mean 4.05, state 9, table 2).

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The result shows that in Bangladesh English is not learnt through group work and pair that the textbook contains (Mean 2.11, state 12, table 2). Actually, they do not enjoy reading information or knowledge-based texts and do not participate in the pair and group work. Besides, large class size, insufficient class time and cultural factors impede pair work and group work. Therefore, the learners believe that whole class interaction can be very much effective in our context. (Mean 4.55, state 6, table 2). They think that asking and answering question, debate and free discussion can be very much effective than pair and group work in the context of Bangladesh. In this case the reading materials should be interesting so that the learners like to participate in the task and activities set on these interesting texts. (Mean 3.7, state 11, table 2). Learners even feel free to talk about the topics or subjects if they are the topics or subjects of literary texts (Mean 3.6, state 13, table 2).

The result shows the textbook should include such tasks and activities that can be done under the guidance of teacher. Instead of doing group and pair works, the learners like to participate in classroom activities under the guidance of teachers (Mean 4.2, state 10, table 2). Therefore, pair works and group works should be avoided and arrangements should be made for whole-class interactions. In this regard, the textbook should include interesting reading texts in significant amount so that the learners feel interested to participate on whole class interactions on these texts under teachers' guidance.

In the EFL context learning a language means learning grammar, vocabulary and different aspects of language. The learners think that they will be better exposed to various kinds of linguistic elements if they read a literary text (Mean 3.9, state 7, table 2). Like the students he teachers also think that literary texts is very rich in various kinds of linguistic elements and therefore learners can learn these elements of language while reading those texts (Mean 4.2, state 8, table 3). To develop their writing skills grammar and vocabulary should be emphasized.

The result shows the learners strongly support using literature in the textbook. But what should be the amount of literary texts in a textbook? The learners believe that there should be a significant amount of literature in the textbook. Here the phrase "significant amount" signifies that

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the major of the learners' textbook should be literature-based. There can be other kinds of texts in their textbook, but the literary texts should be dominant. It should be mentioned that the Mean score on this point are 4.2 and 4.5 which are very high score (state8, table2).

In this chapter the results of the empirical study have been presented, analyzed and discussed to find principles for designing literature-based materials for English language teaching in Bangladesh. The results show that some aspects of beliefs and preferences of the learners are similar with the present teaching-learning practices of the country.

Summary and Recommendations

The study started with the objectives to investigate the views the learners regarding the use of literature in the textbook of classes nine to ten as well as to provide recommendation for further research.

1) The English textbook of classes ix-x should include more amount of reading text.
2) Three fourth of the English textbook should be literature-based.
3) There should be variety in the topics of the text and literary items like, short story, poems, fairy tales and extracts from novels and dramas should be included.
4) Teacher-centered classroom is appropriate for English language teaching in Bangladesh.
5) Instead of pair work and group work the textbook should include interesting reading texts and whole-class interaction should be arranged.
6) In case of using original form of literature simplified versions should be used.
7) Literature should be used to teach writing skill and for this reason grammar, vocabulary and different areas of language should be taught.

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Farjana Khanum, M.A.
Lecturer, Department of English
Ishakha International University, Bangladesh
461, Nilganj Road, Sholakia,. Kishorganj-2300
Bangladesh
farjanak24@gmail.com

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Affixation Knowledge Strategy in Teaching English Vocabulary for Medicine

Giti Karimkhanlooei, Zanjan University of Medical Sciences, Zanjan, Iran
Bahareh Maboudi, Zanjan Islamic Azad University
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Abstract

Vocabulary is a subset of all four language skills in the process of language learning; yet the way it is absorbed is probably the least stressed one in the setting of classrooms. The crucial reasons for this ignorance may lie in the lack of emphasis on its teaching. Until recently, there has been less elucidation at this point as an essential element of language proficiency. Further reasons for upholding the need to master vocabulary stems from the fact that vocabulary has an essential role in English language acquisition, which becomes even more prominent for university students.There are theories and techniques for teaching and learning vocabulary set forth in accordance with different perspectives on its mastery among which making use of affixes knowledge and word partsare accounted for as one of the most prevalent strategies corroborated by lots of researchers. This study explores ways to help Iranian EFL learners master vocabulary more straightforwardly and persistently. Resting upon morphemic analysis is considered as one of the strategies which inspirelearners' vocabulary improvement. In morphemic analysis, students master the ways to analyze words into their meaningful segments eventually leading to the discovery of meaning for the entire word (Ives, Bursuk, & Ives, 1979). Morphemes encompass word roots, prefixes and suffixes as well as inflected endings (Baumann & Kame'enui, 2004). Via enlightenment aboutthese word parts, students apprehend new words and catch meaning which eventually lead to meliorationof reading comprehension skill. In the meantime, this knowledge will positively influence learning English etymology as a way of improving students' capability to apprehend and absorb English lexicon and internalize theirmeaning easily in their reading comprehension. These notions were the vertebra in setting out this researchover which 70 students of medicine were picked as participants and were randomly assigned to two groups of experimental

and treatment. The teaching vocabulary for the experimental group involved analyzing the vocabulary into word parts, i.e., via breaking the words down into their roots, suffixes and prefixes while the control group was taught using traditional approach. Following administration of pre- and post- tests, paired sample and independent t-tests were used to analyze the collected data. The results stood behind the notion thatthe experimental group outperformed the control group. To deal with the second hypothesis, the post test scores were compared with the students' final test scores and Pearson Correlation was 0.082, which was higher than 0.05 which, in turn, led to the decision that there was no significant relationship between post test and final exam scores.

Key Words: Affixation, Reading comprehension, Vocabulary knowledge

1. Introduction

Vocabulary makes the ground for the quality of learners' speaking, listening, reading and writing. Wilkins (1972) comments that ". . . while without grammar very little can be conveyed, without vocabulary nothingcan be conveyed" (pp. 111–112). Ellis (1997) believes that vocabulary knowledge is a pre requisite to learners' discourse comprehension, which enables grammatical rules to be modeled in the learners' mind. In addition, Hudson (2007) states that language is comprised of words and learners' vocabulary is central in language and its acquisition.

Teaching vocabulary is profitable to students in the sense that it helps them understand and communicate with others in English. Vocabulary is the base to language and has high importance to language learners. Words are the basic elements of a language, labeling objects, actions, ideas without which the intended meaning is not possible to be conveyed. The noticeable and important role of vocabulary knowledge in second or foreign language learning has been recently emphasized by theorists and researchers in the field. Likewise, various approaches, techniques, exercises and practice have been suggested in the field, aimed to teach vocabulary (Hatch & Brown, 1995). Vocabulary learning strategies are one part of language learning strategies which in turn are part of general learning strategies (Nation, 2001).

Getting acquainted with affixes and analyzing the words into their building blocks and components is one of the ways to learn vocabulary. Making use of affix knowledge to improve vocabulary is one of the most prevalent strategies corroborated by lots of researchers (Nation, 1990; Bauer & Nation, 1993). Nation (1990) comments that, one of the merits of using affix knowledge for vocabulary learning is that through affix learning, intermediate learners can learn unknown words by associating them with previously known words or affixes. As a result, learners can increase knowledge of the language using them. Vocabulary is one of the most crucial elements of the second language acquisition and can be generally explained as knowledge of words and word meaning. Ellis (1997) considers vocabulary knowledge as a prerequisite to students' discourse comprehension, which makes grammatical rules structured in the learners' mind. Hudson (2007) believes that language consists of words and learners' vocabulary is an important factor in language and its acquisition. Various ways can contribute to effective teaching and learning vocabulary such as affixation practice, flash cards, intensive reading and so on.

English has an extended, rich vocabulary, with a great deal of English lexical items that have been transferred from other languages all though the history of language development. To be more specific, the most popular task by which English learners to develop their vocabulary knowledge is reading comprehension (Anderson et al. 1988). Reading is a very complicated practice that demands a great number of variegated skills among which is mastery over vocabulary.

1.1. Etymology and Word meaning

Etymology is concerned with the original meanings of root words. Taking the word itself, "etymology" derives from a Greek word, etymon, which means "true sense." The last part, ology, derives from logos which means "word" and is used to refer to "to study". In this sense, etymology is the study of the true sense and points to the original meaning of words. In etymology "common factors" are used in words, which facilitate understanding of words and understanding leads to a better remembering and retention. Some Words are comprised of building blocks that match each other.

Suffix, prefix, and root of words are essential parts which are frequently used in many English words. According to Davoudi and Yousef (2009), suffixes and prefixes cannot be considered as words on their own. Pierson (1989) emphasized that etymological teaching could be advantageous in second language instruction. The teacher and students can better perceive the meaning of words and their relationships with other words provided they have some knowledge of etymology. Having the knowledge of these word relationships, learners could reach what educational psychologists call meaningful learning which is associated with prior learning, and probable to be used and generalized in future learning experiences.

Pierson (1989) asserts that teaching etymology could provide meaningful linguistic information that will be practical for intermediate and advanced second language learners. Ilson (1983, as cited in Gu, 2003) mentions four types of etymological information learners can benefit from: (a) etyma and cognates; (b) morphological analysis of lexical units in terms of their constituent structure; (c) morphological analysis of lexical units in terms of processes of word formation; and (d) analysis of lexical units in terms of the cognitive procedures (e.g., metaphor) of their formation and development.

Davoudi and Yousefi (2009) state that applying etymological approach could be a quick way to the mastery of words, as lots of English words are comprised of prefixes, suffixes, and roots that can be recognized by learners. By perceiving the meaning of the roots, learners can enhance their vocabulary learning at a high rate. They also address prefixes, suffixes, and roots as three vital elements in etymology approach.

1.2. The Relationships Between Vocabulary Knowledge and Reading Comprehension

Vocabulary knowledge is essential in reading comprehension; which implies that to understand a text, knowing the meaning of words are required. A great number of researches have indicated the strong relationship between vocabulary and comprehension. Anderson and Freebody (1981) consider the proportion of hard words as a good predictor of text difficulty. They also comment that reader's general vocabulary knowledge is a good predictor of text comprehension.

Being a complex process, reading comprehension has many levels of processing. Being able to manage unknown words included in text is one of the basic requirements of comprehension.

Readers who are dealing with tasks at word-level are using a great proportion of their cognitive space which could be used for deeper levels of text processing. It is not always appropriate to depend only on contextual cues to guess the meaning of unknown words, as this process leads to an erroneous perception of key terms which not deep, especially in content-area reading (Paynter, Bodrova, & Doty, 2005). Adult readers should have a minimum knowledge of the way words work and some strategies for dealing with the new words faced throughout the day.

Reading is a complicated procedure that demands variety of skills. Being a very complicated process, reading has been examined from different perspectives by researchers. While some studies have focused on the influence of prior knowledge on reading comprehension (Qian, 2002) others study the influence of vocabulary knowledge on it (Joshi & Aaron, 2000; Martin-Chang & Gould, 2008).

It is not only having a rich vocabulary domain that determines how skilled the readers are, but also the way they can deal effectively with new ones. It is completely natural that one cannot have the prior knowledge of all the words one will face in a in a passage.

1.3. Root, Suffix and Prefix

Roots are the fundamental building blocks of all words. Through learning prefixes and suffixes, students can get the meaning behind various words and have the skills of separating unknown words into elements that are easily understood, all facilitating understanding the meaning. Understanding the position of prefix (at the beginning) and suffix (at the end) in a word is important.

One way through which students can improve their vocabulary knowledge is mastering the knowledge of word building devices such as affixes. Affixes in English include prefixes and

suffixes. Making use of affix knowledge to increase vocabulary knowledge is one of the most common strategies corroborated by many researchers (Nation, 1990). There are many ways to enhance our knowledge of vocabulary, one of which can be considered as having knowledge of prefixes that can help learners in mastering unknown words. The major purpose of this study is for students to confidently perceive the meaning of unknown words during reading in any subject area.

Words are building blocks in a language. In this study focus on the effectiveness of teaching new words through learning prefixes as opposed to a translation approach is examined. When it comes to teaching vocabulary, teachers in Iran tend to use the word translation approach, which focuses on emphasizing spelling and meaning. The way in which the researcher considered to analyze the row data and find appropriate result mentioned in the following sections making use of affix knowledge to increase vocabulary knowledge is one of the most common strategies corroborated by many researchers (Nation, 1990; Bauer & Nation, 1993). The result of a questionnaire conducted by Schmitt (1997) on Japanese EFL learners indicated that 69% of them believe that studying words by analyzing affixes and roots is beneficial. Despite the above statistics, 15% of learners were reported to put this strategy in use only (Schmitt, 1997). It shows that while many students have positive view toward this strategy; few students use this in their learning process.

A great deal of affix studies regarding Japanese EFL learners, pay attention to their knowledge of affix (Mochizuki &Aizawa, 2000). The number of studies which concentrate on the validation of the usefulness of systematic vocabulary teaching using affix knowledge is still rare. This study tries to find if teaching affix knowledge intentionally leads to better vocabulary learning. To obtain a complete picture of vocabulary learning using affix knowledge, it would be desirable to observe students' performance on prefixes and suffixes. However, this study focuses on prefixes only, since teaching both (prefixes and suffixes) increase the number of words to be dealt with and could possibly lead to a heavy learning burden on the learners

1.4. The Statement of the Problem

To learn a foreign or second language at intermediate and advanced levels, learners should acquire thousands of words. Blachowicz, Fisher, and Watts (2005) comment that, three factors cause difficulties in learning words: (1) the word specifications, (2) the learner characteristics, and (3) the desired level of word learning.

Second and foreign language learners look for practical ways to increase the possibility of retaining new words in long-term memory, but forgetting occurs frequently. Language learners usually keep saying that they forget new words after a short time they acquire them. If the numbers of unfamiliar words are abundant in a reading comprehension task, the readers should spend too much mental energy finding out the unfamiliar word(s) and it will be difficult for them to understand the passage as a whole. Teachers help students learn important words prior to reading difficult or unfamiliar texts.

However, the main problem is that sufficient notice has not been given to effective teaching, in spite of the proved importance of vocabulary knowledge. In addition, there are various strategies for dealing with vocabulary items, one of which is learning vocabulary by affixes which empower learners to better understand unknown words later on. Non-native speakers have difficulty learning English word systems that have roots and standard rules for prefixes and suffixes. As a result, it is useful to have a good deal of prefixes and suffixes knowledge. Understanding their meanings along with the time and ways they are generally used, can lead learners to understand unknown words and can also lead to improvements in their reading and writing.

1.5. The Significance of the Study

Nation (2001) asserts that vocabulary learning is vital for some reasons: First, having a vast domain of vocabulary helps to a better comprehension of reading on the part of learners. Second, learners with higher vocabulary knowledge outperform not only on their reading comprehension, but also on their writing, listening, speaking and thinking since words are important in all of these

skills. From among the plentiful ways of vocabulary knowledge enhancement, learning with affixes and roots is considered as an interesting and easy way.

A great deal of survey indicates the relationship between vocabulary knowledge and reading comprehension (Joshi, 2005; Joshi & Aaron, 2000; Manyak& Bauer, 2009; Martin-Chang & Gould, 2008; Ricketts, Nation, & Bishop, 2007). Joshi and Aaron (2000) concluded that vocabulary knowledge can predict reading ability when factoring reading speed with decoding and comprehension. Martin-Chang and Gould (2008) found a significant correlation both between vocabulary and reading comprehension and between reading rate and primary print knowledge. Vocabulary knowledge is vital in reading comprehension since its role is like the background knowledge in reading comprehension. Having higher vocabulary knowledge helps students in decoding process, which is a crucial element of reading (Qian, 2002). Lots of researchers view vocabulary knowledge as an essential variable that influences reading comprehension in both the first and second language learning (Alderson, 2000; Joshi, 2005; Qian, 2002; Ricketts, Nation, & Bishop, 2007).

1.6. Research Questions

To carry the research forward, the following research questions were generated:

1. Is it effective for Iranian medical field students to learn new vocabulary via affixation strategy?

2. Do studying prefixes and suffixes have any significant effect on reading comprehension of Iranian medical field students?

Likewise, the following hypothesis were thought to help in actualizing   the research objectives:

H1. It is not effective for Iranian medical field students to learn new vocabulary via using affixation.

H2. Studying prefixes and suffixes do not have any significant effect on reading comprehension of Iranian medical field students.

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2. Method

2.1. Participants

This study was carried out at Zanjan University of Medical Sciences during the March, June 2015. The subjects in this study included 70 (40 males and 30 females) Iranian students of medicine in Zanjan University of Medical Sciences in the age range of 19- 25 years old. They took a 3-unit General English course and attended classes at Zanjan University of Medical Science.

2.2. Instrumentation

2.2.1. Placement Test

A placement test measures a learner's level of language. In fact, this test diagnoses how proficient or skilled someone is in a particular activity. field of study, language, etc. The English Unlimited Placement Tests have been designed by Cambridge University Press (2010) to be used for placing students into groups corresponding to the six levels of the series.

The scoring procedure for this test is according to the following Table

Table 1

Placement Test Scoring Recommendations

Test Score (# correct)	Level
Written test score	
0-15	*Starter*
16-35	*Elementary*
36-55	*Pre Intermediate*
56-75	*Intermediate*
76-100	*Advance*

English Unlimited Placement Test version 1.0 by Cambridge University Press (2010) was implemented to make decisions based on the level of students. The test mainly focuses on vocabulary recognition. It consisted of 120 multiple choice questions. Through a paper and pencil test, students were asked to attempt all the items and fill out the English Unlimited Placement Test

in 40 minutes. When attempting the test, they were informed that there was not any pass or fail in the given test.

2.2.2. Pretest

Before starting treatment, a pretest was administered to indicate the knowledge level of students. The pretest used in this study was designed by the researcher. The test mainly focused on vocabulary based on book of 1100 words You Need to Know by Murray Bromberg and Melvin Gordon. It consisted of 40 multiple choice items. Before conducting the main pretest, the researcher conducted a pilot test in preparation for the main pretest in order to achieve reliability and validity. Reliability is the criterion which "provides information on whether the data collection procedure is consistent and accurate" (Seliger&Shohamy, 1989, p. 185). In this study, reliability was established through the piloting of the pretest. Then.the reliability of 40 items was investigated by the use of Crobach's Alpha formula to calculate the internal consistency of the test. It was calculated by Excel software. After calculation, an average value of Crobach's Alpha =0.78 was obtained for the test. Meanwhile, content and face validity of the items were investigated by expert judgment in this field. Validity refers to "the extent to which the data collection procedure measures what it intends to measure" (Seliger&Shohamy, 1989, p. 188). Validity can be judged by finding out if the data collection procedure is a good representation of the content which needs to be measured.

Before the main participants were given the pretest, a pilot test was conducted. This test consisted of 40 multiple-choice items, carried out among 17 pharmacy students taking the same course in Zanjan University of Medical Science as a pilot test, which was developed by the researcher. After the exam, item facility of each test item was estimated. Then the reliability of 40 items was investigated by the use of Cornbach Alpha, an average value was obtained for the test 0.55.

Table 2.

Case Processing Summary

Cases		N	%
	Valid	17	94.4
	Excluded	1	5.6
	Total	18	100.0

a. Listwise deletion based on all

variables in the procedure.

Table 3

Reliability Statistics

Cronbach'sAlpha[a]	N of Items
.556	40

2.2.3. Posttest

After the participants studied vocabulary for 8 experimental weeks, they took a post test to assess their vocabulary knowledge and measure their learning as a result of the course experience. Then, learners' post test scores were compared with their final scores in order to figure out if studying prefixes and suffixes have a significant effect on Iranian learner's reading comprehension. Then a t-test was implemented. T-test was used to examine whether two samples were different and was used due to the unknown nature of the variances of two normal distributions.

2.3. Procedure

As was mentioned above, this study employed three tests: a placement test, a pretest and a posttest. The participants first took a placement test in order to measure their initial English

knowledge, which assumed to be helpful in grouping the students into experimental and control groups. After taking the placement test, students were randomly assigned to two groups. They were equally two groups based on odd/even numbers. Participants with odd numbers constituted the experimental group, while even numbers were included in the control group. The experimental group received instruction based on affixation or analyzing the words into suffixes and prefixes as well as roots. However, the control group received instruction without affixation knowledge. The experiment lasted over 8 weeks, two 90- minute sessions a week. Twenty minutes out of each 90-minute class time was devoted to teaching selected English words. The experimental group was taught to use prefixes / suffixes and roots by analyzing the English words. In the beginning part of the experiment, the teachers in charge of the experimental group explained the patterns of affixation with target words and provided examples. The vocabulary list that the experimental group studied consisted of 15 units, one per class day, and each unit explained the affixes used. Throughout this process, the teacher explained the word, *interactive,* for example by using affixation knowledge. *Inter-* is a prefix with the meaning of each other and the root of the word is act. The suffix *–ive* is used with adjective, so the teacher demonstrated that this word is an adjective, suffix maker. In this way, participants received instruction in the patterns of word structures as well as grammatical function. In contrast, in the control group the teacher pronounced the word and explained the meaning of each word, and then had the subjects of the control group learn the target words for the remainder of the time. Vocabulary tests were used to measure the learners' vocabulary knowledge, which were conducted over 8 weeks, two sessions a week. After 8 weeks, the resulting scores on both groups' vocabulary tests were collected. On the final day of the research, students were given a posttest measuring their affix knowledge. The scores from the pretest and posttest were compared as well as the scores between groups by using t-tests to determine if students in the experimental group performed differently than those in the control group.

2.4. Data Collection

A pretest was designed by the researcher which served two aims: first, to specify the students' level of proficiency and vocabulary knowledge at the beginning of the study, enabling

the researcher to decide about the level of students' progress in each group before and after the treatment through comparing the pre-test scores with the post-test scores. Second, to ensure that students were almost at the same level of proficiency and vocabulary knowledge before study, so that any possible changes in the post-test could be related to the treatments that the groups received, not the differences they had in advance.

After being taught with their respective teaching method, students in both groups were asked to take post-tests. Students' scores in post-test could be either used to make comparison inside the same group before and after the treatment or to make comparison with the other group to find which mode of instruction was better at developing students' vocabulary.

2.5. Data Analysis

Data Analysis was done quantitatively via Statistical Package for Social Sciences (SPSS), which is a computer program that was used to analyze data in research studies in Social Sciences. As explained in the previous parts, the very first step in this study was to make sure that students of the two groups were not statistically different with regard to their vocabulary knowledge. To come to this conclusion, two independent sample t-tests were used; one compared the mean of pretest scores and the other compared the mean of post test scores.

In order to answer the research questions, first, both pre- and post-tests were scored and all test results were entered into SPSS for data analysis, and the researcher ran paired sample T-tests using SPSS to compare the results in two groups to verify the effectiveness of the instruction of lexical inference in the experimental classes. In addition, an independent samples t-test was administered to see if there was a statistically significant difference between two groups in terms of their vocabulary knowledge. The same steps were taken to answer the second research question. It means that the researcher ran a paired sample t-test to examine if there was a statistically significant difference between the pre- and post-test results of the groups and then ran an independent sample t-test to consider if there was a statistically significant difference between two groups in terms of their development.

3. The Results

3.1. The Results of Placement Test

As stated above, English Unlimited Placement Test was used to homogenize the participants of the study. To select the participants, 70 students took the English Unlimited Placement Test and students whose score was between 36 and 75 were entered in to the main study. Table 3. shows the descriptive statistics of the participants' Unlimited Placement Test scores.

Table 3.

Descriptive Statistics of the Participants' English Unlimited Placement Scores

	N	Minimum	Maximum	Mean	Std. Deviation
English Unlimited Placement test	70	36	75	22.28	9.204
English Unlimited Placement test	70				

Table 4

Frequency of the Participants' English Unlimited Placement Test Scores

Score	36	38	42	45	46	50	56	57	59	60	63	65	68	70	72	75
Frequency	5	3	6	6	8	6	6	7	5	5	2	4	1	2	2	2

As Table 4 displays, 42 students whose scores were between 36 and 75 were selected to take part in the study.

3.2. The Results of the First Research Hypothesis

The first research hypothesis of the study aimed to investigate that if it is effective for Iranian ESP students of medicine to learn new words via affixation strategy.Table 5.reflects the

descriptive statistics of the participants' pre- and post-tests in both experimental and control groups.

In order to be sure about the normal distribution of the pretest scores in both groups, the researcher ran an Independent Samples Test on all sets of scores. Table 6 puts forward the results of this test.
Table 6. Levene's Test

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experimental	39	25.33	5.488	.879
	Control	26	24.15	4.576	.897
Posttest	Experimental	39	33.23	6.663	1.067
	Control	26	25.38	5.170	1.014

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As it is indicated in Table 6.p-value for all sets of scores was higher than 0.05, meaning that the scores encompassed normal distributions and the parametric tests of independent and paired samples t-tests could be used.

In Table 6Levene's Test for Equal variances yields a P-value of 0.577. This means that the

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre Test	Equal variances assumed	.314	.577	.905	63	.369	1.179	1.303	-1.424	3.783
	Equal variances not assumed			.939	59.778	.351	1.179	1.256	-1.333	3.692
Post Test	Equal variances assumed	3.226	.077	5.069	63	.000	7.846	1.548	4.753	10.940
	Equal variances not assumed			5.331	61.450	.000	7.846	1.472	4.904	10.789

difference between the variances is statistically insignificant and the statistics in the first row

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should be used. In the first row, the p-value is equal to 0. 369 which is higher than 0.05 and indicates that there is not any significant difference of pre-test scores between the control and experimental groups. The 95% confidence interval for the difference between two means was (4.904, 10.789)

For the purpose of investigating the first null hypothesis of the study, the researcher, ran two paired samples t-tests between pre- and post-test scores of the control and experimental groups.

3.3. The Results of the Second Research Hypothesis

The second research hypothesis of the study attempted to explore if knowing prefixes and suffixes have any significant effect on vocabulary without any emphasis on affixation on Iranian learners' reading comprehension. Table 7 demonstrates the descriptive statistics of the participants' final exam.

Table 7

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Final Exam	Experimental	39	15.5189	2.21141	.36355
	Control	26	14.3111	3.23923	.74313

The final exam results appear in Table 7. Based on this table, the means of experimental and control groups are 15.51, 14.31, respectively. Based on Tables 8, and 9, the results obtained from t-test revealed that two groups did not differ significantly in their performance on the post-

test at .05 level of significance. The degree of structural significance (.747) is more than α=.05. So, there is no significant difference between the experimental and control groups concerning their final performance.

Table 8.

Control Group

Correlations

		Post Test	Final Exam
Posttest	Pearson Correlation	1	.082
	Sig. (2-tailed)		.747
	N	26	26
Final Exam	Pearson Correlation	.082	1
	Sig. (2-tailed)	.747	
	N	26	26

Table 9.

Experimental Group

Correlations

		PostTest	FinalExam
Posttest	Pearson Correlation	1	-.037
	Sig. (2-tailed)		.828
	N	39	39
Final Exam	Pearson Correlation	-.037	1
	Sig. (2-tailed)	.828	
	N	39	39

Table 10

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
						Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
	F	Sig.	T	df	Sig. (2-tailed)			Lower	Upper

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Equal variances assumed	4.912	.031	1.646	54	.106	1.20787	.73370	-2631.1	2.67884
Equal variances not assumed			1.460	26.877	.156	1.20787	.82729	-4899.6	2.90569

In order to see whether the treatment given to the experimental group had caused any significant change in this group and to see if the participants in this group had performed significantly differently on the final exam, another independent t-test was run. The results obtained from this statistical test are presented in the Table. The independent sample t-test demonstrated in Table 10 indicated that the mean difference between the experimental and control groups' scores measured at the time of posttest was significant. There is, in fact, a mean difference of 1.20 points between the means of the two groups. As Table 10 shows, the level of significance (.74)is greater than the probability value, P-value = 0.747> α =.05.

4. Discussion

As vocabulary plays a crucial role in language learning, language learners are expected to have pretty a large scope of vocabulary to fully comprehend what they are reading. In other words, the extent of comprehension is directly related to the extent of the individual's vocabulary. Hence, this study aimed to investigate the effect of vocabulary learning by suffixes and prefixes on Medical students' reading comprehension. The results obtained from the analysis of data (t = 5.069; p =.000) showed participants in the experimental group improved significantly in post vocabulary test. The results imply that learning vocabulary through affixes is more effective than learning without affixes.

This finding is compatible with some of the studies conducted earlier and reported in the literature review. Carlisle (1995) declares that a person with morphological awareness knows the meaning and structure of morphemes in relation to words. Wysocki and Jenkins (1987) suggested that being able to make morphological productions help expanding vocabulary knowledge within an appropriate linguistic context. Knowledge of prefixes, like dis- in dislike, or the un- in unlock, suffixes like the -ness in happiness or the -tion in connection or generation, and compounds, are classified in derivational morphology, and inflectional morphology and are associated with grammatical inflections like the -s in cars or the -ed in jumped.

To answer second research question, studying prefixes and suffixes have a significant effect on Iranian learner's reading comprehension. A paired sample t test was conducted to compare post test and learners final scores of both experimental and control group. Based on the results of data analysis (t=1.646, p= 106),it can be concluded that there is no significant difference, meaning that second research question is rejected. Although improvement in vocabulary was significant, the result of achievement test did not support this finding.

5. Conclusion

This study was an attempt to find the effect of vocabulary learning by using affixation knowledge on Iranian Intermediate learners reading comprehension. In so doing, the study aimed to find answers for the following research questions:

1. Is it effective for Iranian medical field students to learn new vocabulary via affixation strategy?
2. Do studying prefixes and suffixes have any significant effect on reading comprehension of Iranian medical field students?

Therefore, two groups of students were selected and the experimental group underwent the treatment. Upon the completion of treatment, the results of the study revealed that in the experimental group in contrast to the control group, there was a considerable improvement. In spite of the fact that both groups indicated a certain degree of improvement, experimental group

outperformed the control group in a statistically significant level and this became evident when having a closer look at the learners' performance in both groups. As the results of the statistical analysis revealed, both null hypotheses of the study were rejected. Finally, it was inferred that learning vocabulary through suffixes and prefixes can contribute to the improvement on learners reading comprehension.

5.1 Pedagogical Implications

This research was conducted to indicate the importance of teaching vocabulary through suffixes and prefixes which proved to be very helpful in improving their vocabulary learning and reading comprehension, teaching new words which has always been a hard chore for the teachers.

The findings of this study propose that learning vocabulary through affixes could produce a favorable balance of attention in comparison to traditional vocabulary learning. It may be because of the interest of students toward new method. There are particular possible implications taken from this study for language teachers and material developers.

Teachers can be encouraged to employ vocabulary learning via affixes to facilitate vocabulary instruction and spend constrained time of class to other skills such as listening or writing. Moreover, material developers, course book designers, and curriculum planners could make use of the findings of the present study. Based on our findings, they can supply opportunities for the students to become familiar with the affixes and take advantage of this kind of vocabulary learning for their learning. Providing students with the chance to match their language learning capacities with their technology knowledge is well beneficial. This matching process enables the learners to handle the language learning in a newer and more innovative way.

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Giti Karimkhanlooei
Zanjan University of Medical Sciences
Zanjan, Iran
Madavi Blvd. Faculty of Medicine
Department of English

P.C. 45139-56111
Zanjan, Iran
ghiti@zums.ac.ir (Corresponding Author)

Bahareh Maboudi
Science and Research Branch, Zanjan Islamic Azad University
Zanjan, Iran
baharmaboudii@yahoo.com

Courageous Women:
A Study of Resilience of Women in Khaled Hosseini's Novel
A Thousand Splendid Suns

Muhammad Imran Joyia, M.Phil. English
Umer Farooq, M.Phil. Scholar in English
Sohail Ghafoor, M.Phil. Scholar in English
Ammara Gull, M.Phil. Scholar in English
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Abstract

This research paper is based on Khaled Hosseini's daring effort to highlight and acknowledge the marginalization and subjugation of women in patriarchal society especially in Afghanistan. In his second novel *A Thousand Splendid Suns* (2007), he introduced many female characters which are victimized, sexually harassed, suppressed by both male and female figures but in-spite of all they challenged the brutality. They found their ways to live their lives and proved that if you have the courage to bear, can bear any calamity of the world and make your way to live life. There is a message for all those women of the world who are suffering from any type of male or female brutality that they can stand against all oppressions and suppressions. To be a woman is not bad, but to be a coward woman is really bad.

Keywords: marginalization, patriarchal society, sexually harassed, oppressions, suppressions

Hosseini and His Novels

Hosseini is a young Afghan-American doctor and writer. His contribution in fiction makes him prominent around the globe. His 1st novel is *The Kite Runner*, which represents the class system in the regime of Talbans in Afghanistan. He highlights the Shia-Sunni difference and makes the Hazara community subaltern within subaltern. His second novel is *A Thousand Splendid Suns*, where the focus is on the female subaltern characters, which are marginalized doubly and triply by

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Muhammad Imran Joyia, M.Phil. English, Umer Farooq, M.Phil. Scholar in English
Sohail Ghafoor, M.Phil. Scholar in English, and Ammara Gull, M.Phil. Scholar in English
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the hands of male, system, culture and male-made society. There is surge of freedom awakening among the females. *And the Mountain Echoed* is his last novel which tells the story of a war-torn poor family who sells his daughter to a wealthy couple in Kabul to escape from hunger and starvation. In all three novels, male and female are in sorry plight but the females are in worse dilapidated condition and they are more subaltern.

Focus of This Paper

This research paper is concerned with assessing the attitudes, opinions and conditions of the characters in which the characters act and they are forced to act. According to Waseem (2010), the major focus of the descriptive research is over "what is" and can only measure what already exists (p.185). She analyzes the major female characters who are made subaltern through the three decades in Afghanistan. The subaltern theory is applied to analyse the female characters. And can subaltern speak? Yes, of course.

Concept of Subaltern

Theoretically this research work is based on Gramsci's concept of subaltern and Spivak's theory, Can subaltern speak? According to Gramsci, the unity of the ruling class is the unity of the various powerful groups of the state. They have common interests to gain the benefits. This organic unity among the classes takes the shape of the state. According to Hoare (1971) "The fundamental historical   unity, concretely, results from the organic relations between state or political society and civil society", p.201). In prison, he wrote about philosophy, history and politics. He declared that the subaltern were the subjected underclass in a society on whom the dominant power exerts its hegemonic influence. The subaltern is not a particular group of people of inferior ranks of status, subordinate, hence of power, rank authority action. The term subaltern is used for class, caste, gender, race, language and culture.

Spivak is the other major initiator in South Asia who contributed to analyzing the theory of subaltern studies. Her seminal work, Can subaltern speak? Brought the oppressed and suppressed classes to the light and the peasant uprising in India and the historiography of Indian

Muhammad Imran Joyia, M.Phil. English, Umer Farooq, M.Phil. Scholar in English
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people further fanned the theory. She claims that current histories of India were told from the colonizers' point of view and presented a story of the colony via the British administrators. Through the various journals, the subaltern study group wrote against the grain and restored history to the subordinated. In other words, to give common people back their agency.

Spivak questions, can subaltern speak? She says no, when subaltern speak, s/he remains no more subaltern. Many subaltern study critics like Dipesh Chakrbarty suggest that it is really impossible to fully break from the western narrative. The subaltern history brings to light the previous covered histories, previously ignored events and the previously hidden secrets of the others. The subaltern are considered the others, this otherness is the part of modern fiction. These marginalized people are struggling to approach the center.

This present paper presents the content where the females are made subaltern. According to Krippendorff (200:18), content analysis is a useful technique to analyze the data and it brings valid inference from the text. The data were related to the attitude which women had to face. The study focuses on Nana, Mariam and Laila and the attitude of these females towards the male-made subaltern.

A Thousand Splendid Suns

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Muhammad Imran Joyia, M.Phil. English, Umer Farooq, M.Phil. Scholar in English
Sohail Ghafoor, M.Phil. Scholar in English, and Ammara Gull, M.Phil. Scholar in English
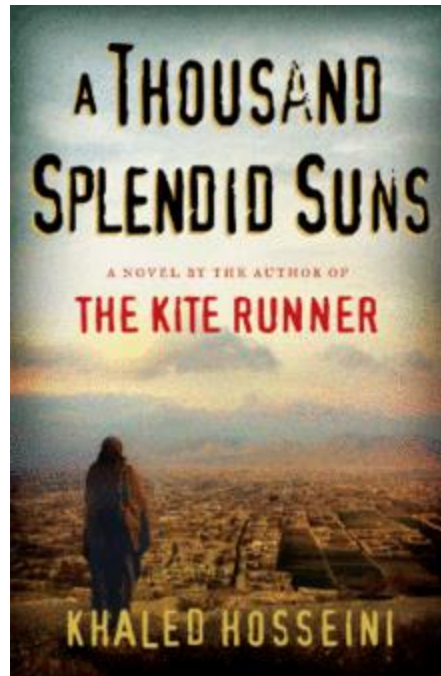Courageous Women: A Study of Resilience of Women in Khaled Hosseini's Novel *A Thousand Splendid Suns*   100

A *Thousand Splendid Suns* was written by Khaled Hosseini. It was published in 2007. The novel has four parts. Chapter 1 to15 tells about Nana and Mariam, 16 to 26 the focal person is Laila, 27 to 46 tells the sisterhood of Mariam and Laila, the heroine of the novel, in the story. The researchers will use the secondary sources and websites that will deal the subaltern.

Nana

Nana represents the first generation who is ostracized and marginalized. Mariam is declared "Harami" (illegitimate child) because her mother is made illegallypregnant by Jalil, a wealthy cinema owner. Mariam, a young daughter of Jalil, forced to marry an aged man. She is the submissive wife who tolerates the hardships and heinous attitude of her husband Rasheed, a chain smoker and older than Mariam. Laila is the last generation who is fall victim to the war and under age marriage and made "subaltern" by Rasheed and the Talbans who resist, revolt and avenge. The novel describes the struggle of females who escape from insubordination imposed upon them by the culture and society in Afghanistan. This paper portrays that both male and female are subaltern of postcolonial milieu in Afghanistan who struggle for freedom and try to resist in the repressive social structures. These characters do not succeed completely in bringing about

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tangible change in the society; still they struggle and search their identities through crime and transgression like Mariam and Laila.

Khaled Hosseini, Afghan-American writer, depicts the female characters whose condition remains the same, though the country is afflicted in the war on terror or the war of lords. Nana, Mariam and Laila are not able to upgrade their status, though they struggle to speak through resistance and agitation. The researcher will assess the resilience of female characters in the Afghan cultures which is war-ridden.

Important Questions

During the study of *A Thousand splendid Suns* some important questions arise in the minds of the readers such as a) what kinds of gender subaltern attitude are faced by females in this novel, b) what are the attitudes of females towards the males, c) how do the differences between Mariam and Laila's upbringings affect their views on women's place in society?, and d) How do the lives of women change during the different regimes in Afghanistan?. The answer for all these questions can show ways by which the females are made subaltern in Afghan culture and how they resist and revolt against the oppressors and oppression.

This paper presents the following aspects of Hosseini's *A Thousand splendid Suns* in a comprehensive way; i) Afghan culture and females as subaltern, ii) Evaluation of suppressed women in postcolonial perspective, iii) The problems of females in various regimes, iv) Awareness and identity among the females, v) Subaltern speaks through resistance and revolt, vi) Struggle to participate in reconstruct modern Afghanistan.

Mariam

Mariam has been told before by her mom that "like a compass needle that focuses north, a man's denouncing finger dependably finds a female" (Hosseini p.7). To Jalil, Nana resembled a 'mugwort', a weed, something you tear out and hurl aside. This weed was bound to a house which Nana called "rodent gap". Mariam and Nana lived in an enclosed house with high boundary walls without knowing anything that was going on outside the world. After Nana's passing, Mariam

Muhammad Imran Joyia, M.Phil. English, Umer Farooq, M.Phil. Scholar in English
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began to live in the place of her father. She felt desolate amidst a group of other family members who were total strangers to her. She felt as though she didn't have a place there, and recollected her mother's words, "I'm all you have in this world, Mariam, and when I'm gone you'll have nothing. You'll have nothing. You are nothing!" (Hosseini, p.28).

She was imposed on Jalil and his other three wives. Thus, they found a suitor, Rasheed, for her who was trice matured than she was. She would not like to marry such a man, who was at that point already married once, and she wept for help yet nobody listened to her. She was compelled to acknowledge and embrace this catastrophe of constrained marriage. Female as a piece of man's patrimony "is losing herself, female is lost" (de Beauvoir, p.3), since "she doesn't possess anything, female is not raised to the nobility of a man; she herself is a piece of man's patrimony, first her father's and after that her husband's". (de Beauvoir, p.93). The recognition of constrained marriage of young females with much more aged men, basically as a 'trade', is an important point that the novelist needs to be concerned about.

Life in Kabul

Mariam and Rasheed reached Kabul in their home which was absolutely odd, and freighting to live in and that too with a man whom she didn't know by any stretch of the imagination. She started to cry and Rasheed would state to her irately, "That is one thing I can't stand, the sound of a female crying. I'm sad. I have no tolerance for it" (Hosseini, p.40). She was compelled to wear burqa (veil) which she never had worn. It resembled an enclosure to her and "the paddled headpiece felt tight and substantial on her skull, and it was peculiar seeing the world through a work screen" (Hosseini, p.65).

Pregnancy as an Image for Trust

Following couple of weeks, she started to live a life of compromise with Rasheed. He took her to a visit to the city. She even got to be pregnant. One day when she was watching the snow falling, she recollected Nana saying that "every snowflake was a moan hurled by a bothered female some place on the planet… As an indication of how females like us endure. How unobtrusively

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we bear every one of that falls upon us." (Hosseini, p.59). Hosseini has utilized pregnancy as an image for trust all through the novel.

In the beginning, it was Nana who chose to live herself in her own ways. Then Mariam's pregnancy. Presently, Rasheed started to discover fault in all that she was accomplishing for him, in spite of the fact that she attempted her level best to execute his requests. The peak of his mercilessness towards her can be seen when "he pushed two fingers in her mouth and pried it open, then constrained the chilly, hard rocks into it. Mariam battled against him, murmuring, however he continued pushing the rocks in her upper lip nestled into scoff" (Hosseini, p.94). Her mouth was loaded with blood when Rasheed constrained her to chew the stones.

Laila

From here, the account turns towards another significant character, Laila, who was a city produced character, lovely and youthful. She turned into another victim of Rasheed, both physically and mentally, and also sexually. Her parents were killed when a rocket hit their home; she came into the malignant hands of Rasheed who caught her by sending a man to her who weaves a false tale about her dearest Tariq's demise. She came to think about her pregnancy by Tariq that left no other choice for her however to acknowledge the Rashid's proposition to be engaged. She was only fourteen and Rasheed's desire for her was compounded by Mariam's position and esteem in the house. He keeps away from Mariam and misuse her as a harami (illegitimate) and dehati (villager). Mariam was a "dismal, hopeless female," (Hosseini, p.142) as Laila would state whom Rasheed used to beat her with his belt. In the novel, the dread of the spouse is revealed in these words:

Throughout the years, Mariam had figured out how to solidify herself against his disdain and censure, his criticizing and reviling. In any case, this dread she had had no influence over. Every one of these years and still she shuddered with dread when he was this way, scoffing, fixing the belt around his clench hand, the squeaking of the calfskin, the flicker in his red eyes. It was the dread of the goat, discharged in the tiger's enclosure, when the tiger first turns upward from its paws, starts to snarl. (Hosseini, p.145). On the other side, Laila was striking to test Rasheed's

Muhammad Imran Joyia, M.Phil. English, Umer Farooq, M.Phil. Scholar in English
Sohail Ghafoor, M.Phil. Scholar in English, and Ammara Gull, M.Phil. Scholar in English
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power. "Rasheed raised the belt and came at Mariam. At that point a shocking thing happened: The young female (Laila) thrusted at him. She got his arm and attempted to drag him down, however she could do close to dangle from it. She succeeded in abating Rasheed's advance toward Mariam" (Hosseini, p.146). This nonstop beating and viciousness of Rasheed made Laila identify with Mariam and brought them two near one another. They started to love each other, and their unsuccessful fleeing from his home made Laila the casualty of Rasheed's hands also:

"Laila didn't see the punch coming. One minute she was talking and the following she was on all fours, wide-looked at and red-confronted, attempting to draw a breath. It was as though an auto had hit her at full speed, in the delicate place between the lower lip of the breastbone and the paunch catch. She understood she had dropped Aziza that Aziza was shouting. She attempted to inhale again and could just make an imposing, gagging sound. Spill swung from her mouth (Hosseini, p.160). The most vital defining moment in the novel is when Rasheed grabbed Laila's throat and attempted to slaughter her in any case, rather, Mariam murdered him with her full power pass up a scoop on Rasheed's head. By offering herself to the police, Mariam made a give up of her life to the group of Laila. She grasped the passing boldly. The life had given her only interminable experiencing the hands of father to the remorseless spouse, and afterward, the general public. She was constantly beaten and made to comply. Indeed, even the last words that Mariam listened were, "stoop here, hamshira and look down". She has been given requests in her entire life and "one final time, Mariam did as she was told" (Hosseini, p.225).

Training of Afghan Females

Instruction, especially the training of Afghan females, is another angle that Hosseini is managing in his novel. The expressions of Babi tending to Laila confirm this: Marriage can hold up, instruction can't. You are a, splendid young female. Genuinely, you are. You can be anything you need, Laila I know this about you. What's more, I additionally realize that when this war is over, Afghanistan will require you as much as its men, possibly more. Since a general public has no possibility of accomplishment if its females are uneducated, Laila no possibility (Hosseini, p.72).

Muhammad Imran Joyia, M.Phil. English, Umer Farooq, M.Phil. Scholar in English
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Laila's father longed for the free Afghanistan where females can inhale as openly as men. For quite a while the happening to socialism made the life of females free. Again, in the expressions of Bibi: Women have dependably had it hard in this nation, Laila, however they're most likely more free now, under the communists, and have a bigger number of rights then they're than they've ever had before… It is great time to be a female in Afghanistan. Also, you can exploit that, Laila. Obviously, females' flexibility here is likewise one reason individuals out there waged war in any case (Hosseini, p.86). But the majority of the Bibi's convictions and thoughts about the females training in Afghanistan were demonstrated wrong, since now under the Taliban run this nation, known as the 'Islamic Emirate of Afghanistan', Afghanistan endured more than some other government some time recently. They have made the laws and guidelines that must be acknowledged in at any rate, and among them one is, "Young females are illegal from going to schools. All schools for young females will be shut instantly. Females are illegal from working" (Hosseini, p.166). The circumstance in Afghanistan became worse. Females were totally banned from training and different exercises, which made them confined in their homes. By the Rasheed's incomplete mentality towards Azizia, we can comprehend that the young female tyke was not welcome in Afghanistan. He needed her to ask on roads and sent her to halfway house.

Women's Plight

Women, throughout the ages are struggling to achieve their rights in Afghanistan. The situation in the urban areas is better but it is complicated and pitiable in the rural areas, they are not allowed to enjoy the basic rights, they work in crop fields, on the lands and remained with the animals. They lend hand in agriculture but their income totally depend on the males. They are ordered to wear burqa (veil). They are not allowed to wear makeup, even they are considered the property of males. The females are sold and bought as the bride and they are commodified (Marsden, 1998).

Afghan women are oppressed but they resist revolt and avenged. A Thousand Splendid Suns is the exploration from subaltern to equal gender. Nana is the deprived generation who points out the follies of males before the females but does not resist. Mariam is declared the "harami, the bastard, and she with her mother are excluded from the society and both lived in kolba, which is separated and marginalized place where no one is in their neighbor. Laila is the major resisting

Muhammad Imran Joyia, M.Phil. English, Umer Farooq, M.Phil. Scholar in English
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force who motivates the previous and forthcoming generation to revolt against the patriarchal society which made them subaltern. In the novel female-subaltern speak through resistance and revolt. Khaled Hosseini challenges Spivak's theory of subaltern, can subaltern speak? She says "NO" but Hosseini says "Yes" and subaltern's voices are heard.

To Conclude

To conclude, this paper in hands points out the shortcomings of the man-made system and provides information about the males' attitude in Afghanistan. The females are considered the creatures of the lowest ranks. They are kept with the animals and excommunicated from the mainstream. The researcher will also collect information about the cultural background of subalternity in Afghanistan and the awakening spirit among the females who are resisting and revolt against the center. The researcher hopes that male will review on their attitude and take the female as the equal gender.

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Muhammad Imran Joyia, M.Phil. English, Umer Farooq, M.Phil. Scholar in English
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Muhammad Imran Joyia, M.Phil. English
Bahuddin Zakaryia University Multan, Pakistan
imranjoyia76@gmail.com

Umer Farooq, M.Phil. Scholar in English
University of Sargoodha, Pakistan
umerrahber@gmail.com

Sohail Ghafoor, M.Phil. Scholar in English
Government College University Faisalabad, Pakistan
sohailghafoor1968@gmail.com

Ammara Gull, M.Phil. Scholar in English
University of Sargoodha, Pakistan
gullhameed129@gmail.com

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Muhammad Imran Joyia, M.Phil. English, Umer Farooq, M.Phil. Scholar in English
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Socio-Economic Factors Leading Towards Child Labour:
A Comparative Study in Punjab, Pakistan

Khizar Hayat Qamar (M. Phil) Lecturer Sociology
University of Sargodha, Sub Campus Mandi Bahauddin, Punjab Pakistan

Muhammad Shoaib, (M. Phil Scholar)
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Abstract

Child labor is a serious social issue of the present era especially in the developing countries like Pakistan. Majority of the children in Pakistan are still working at hotels, tea-stalls, factories and brick-kilns and they are forced to earn money in order to fulfill the needs of the family or add to the income of the family. They are living in a miserable plight and pity condition. They have to work for long hours which affect their health. The number of child laborers in our country is about 12 million.

The present study was carried out in two districts (Mandi Bahauddin& Faisalabad) of Punjab. The main objective of the study was to explore various socio-economic factors paving the way for child labor in society. The universe of the present study was the city areas and suburbs of district Faisalabad & Mandi Bahauddin consisting hotels, workshops, tea-stalls and brick-kilns. Multistage sampling technique was used for the present study. At first stage, two districts (Faisalabad & Mandi Bahauddin) of Punjab province were randomly selected. At the second stage, city areas of these two districts were selected randomly for the selection of sample. At the third stage, a sample of 200 respondents (100 from each district) who were doing labor and working at hotels, workshops, tea-stalls and brick-kilns of the city areas was taken through convenient sampling. The data were collected by designing a well-structured interview schedule. The collected data were analyzed by Statistical Package for Social Sciences (SPSS).

The results of the study showed that majority of the respondents were doing labor due to poverty and to support the family income. The other major reason of their labor was parents' illiteracy. Their main problem was long working hours and continue work schedule which had bad and serious physical and metal effects on their health.

Key Words: Child Labor, Brick-Kilns, Poverty, Illiteracy, Mental effects

Introduction

Child labor is a multidimensional problem which involves various causes behind it in a number of ways. Some of the major factors which are responsible and paving the way for child labour are parents' illiteracy, low levels of family income or poverty, ignorance, over population, large family size, traditional occupation, week enforcement of laws, unemployment, low levels of income, migration, lack of demand for universal compulsory primary education and many other factors (Venkateshwar, 2004).Child labour is considered as a crime against the UN Convention on the Rights of the Child. The labour puts hindrance in the way of the education and normal development of the children which can be harmful to their health and their morals. The impacts of labour on children are not the same as on the adults because there are major psychological, mental, physical and social differences between these two groups. Children are seriously harmed by the work which is not harmful to adults. Dangerous work during development and growth in the childhood can have deep and negative effects on the children for the rest of their whole lives and it may destroy their mental and physical growth (Boyden et al, 1998).

Child labour is a cheap and easily accessible phenomenon and it can be easily noticed in developing countries like Pakistan and many others. Children are innocent and unaware about various laws and rights as compared to that of adults' laborers. Owing to their childhood, they are exploited to use in the market. Moreover, their passive nature makes them more vulnerable and dedicated to their work. That is why they are employed at cheap rate without any terms and conditions and due to their innocence, they are exploited in different ways. Majority of the parents are aware how education of their children is important for their children. They also know about the various types of harms their children got due to labor however, many parents are not aware about all this. Furthermore, child labor laws are important in this regard to play role if the parents are agree to be sincere and ready for the education, welfare and betterment of their children (Dessy & Pallage, 2001).

Child labour is a universal phenomenon and it is present in the whole world. To collect a valid and reliable data about exact number and facts about child labor is very difficult because a large number of the children is doing labor in various either informal of unrecognized sectors. A

research report titled The State of Working America shows that 55, 00000 children are doing work in the United States of America in 1992- 93. Almost 6 million and 76000 children labor secretly for the economy which has no control by the state. In 2004, the total number of child laborers at global level was 2017 million (ILO, 2006).

According to a research report conducted in 1998 about examining the situation of child labor in Pakistan and making comparison of child labor in rural and urban areas, about twenty three percent children were rural workers whereas 10% children were at work in the urban areas. In the report, it was also claimed that these laborers continued working without any proper rest and better quality of food. They were working on low pay and they were exploited as well. The condition of the children working in the carpet industry was even worse and vulnerable (Situation of Child Labour in Pakistan, 1998).

It is hard to estimate the nature, extent and magnitude of child labour because of countless limitations on the collection of appropriate data about child labor in Pakistan. In 1996, the last survey on child labor was conducted by the Government of Nawaz Sharif. The survey stated that about 3.3 million children were working, out of which 73 % children were boys and 27 % children were girls.

According to the findings of the survey, these children made up almost 7 % of the total work force. The distribution at provincial level depicted that the volume of child labour only in the province of Punjab was about 1.9 million which was three-fifths (60 %) of total child labour in Pakistan.

Khyber Pakhtunkhwa was second at the list where almost one million children were doing labour in various sectors. The province of Sindh was at third number in this regard which had a population of 2, 98,000 child laborers. The fourth and the lowest figure about 14,000, was for the province of Baluchistan because of its lesser number of households reporting child labour. In the brick kiln and agriculture sector, generally bonded labor form of child labor exists. In these sectors, the children along with their family members have to do work in a very inhuman environment and conditions.

Although there are no exact facts and statistics about bonded labor in Pakistan, the Human Rights Commission of Pakistan made the latest estimations about bonded labor and the results

showed that there were three to eight million children are bonded laborers. Majority of these children were doing labor in brick kilns and agriculture sectors.

According to the statistics of the United Nations International Children Emergency Fund, there were almost 2.5 million (250,000) children working under bonded labor in Pakistan in the brick kiln sector alone. Brick making is the oldest form of industries in the subcontinent and this industry is mostly located in the remote rural areas (UNICEF). Large family size and over population are two important determinants of child labor. In most of the developing countries like Pakistan, many things are regulated and based on population.

Population growth and explosion is one of the major causes of increase in child labour. The Pakistan Economic Survey 2010 stated that there were 82.05 million children and adolescents belonging from the age group of 0 to 19 years old. It will gradually increase as 84.28 millions in 2015. It will grow up to 86.88 millions in 2020. This ratio will gradually rise up to 87.05 millions in 2025 and 88.86 millions in 2030. In 12 years time from 1998 to 2010, almost 28.28 million children and adolescents have increased while in 20 years from 2010 to 2030, only 5 million children will be added into the total population. It shows a slow population growth rate as well as birth rate which will contribute in the elimination of child labour (Nadir et Al, 2004).

The different parties and governments put emphasis on this problem in different periods, but all in vain to control. During her regime, Benazir Bhutto in 1996 declared child labor illegal and ordered to control it. After Benazir Bhutto, the next Prime Minister Nawaz Sharif announced that eradication of child labor is the first priority of the government in 1998. Then Sheikh Rashid who was the Federal Minister for Labour and Manpower in 1999 presented a four points policy for the eradication of the problem of child labour from the country. Three years later in 2002 after Sheikh Rashid, the new Federal Minister for Labor and Manpower Mr. Omar Asghar Khan claimed to eradicate child labor and bonded labor from Pakistan before 2005. Moreover, the government also announced 100 million for the welfare, rehabilitation and elimination of child labour and bounded child labour in the country. Generally, there is a difference between government and private data and statistics about child labour in Pakistan. Most of the researches are based on towns or villages or some cities (Weiner & Noman, 1995).

In recent periods, Pakistan has passed various laws which are greatly limiting child labor but these laws are universally ignored, and some 11 million children, aged 4–14 are keeping that

the factories of the country operating. They are often working in brutal and dirty conditions (Silvers, 1996). Currently law enforcement agencies are performing very poor in Pakistan owing to corruption or bribery almost at each level (Jahangir, 1989).

Pakistan made tremendous efforts for the eradication of child labor from the country in 2013 in the form of national plans action against bonded and child labor at provincial levels. The Punjab Government re-established the district vigilance committees for the eradication of child labor. The FIA also made steps to control human trafficking. The government made serious efforts to cope with child labor and passed various acts against child labor at provincial level especially the Government of Punjab but these laws were in effect in the other provinces. Punjab and Federal laws differ with regard to the minimum working age and for hazardous work. So the enforcement of laws remains weak and the labor inspections have become infrequent (United States Department of Labor, 2013).

Theoretical Framework

One of the major reasons child labor in a society is class difference. According to Karl Marx, there are two main classes' i.e. bourgeoisie and proletariat. The later is exploited because it has no resources resultantly the children of this class has to do labour in order to fulfill the needs of the family because of social inequality in the society. Labor theory and class conflict theory of Marx is best suited. Since child labor is a burning issue of the present era.

Hypotheses

Following hypotheses were constructed to show the relationship between independent.

- Association between income of family and child labor
- Association between parents' education and child labor

Objectives of the Study

- To find out various socio-economic factors leading towards child labour.
- To study the nature of work and problems faced by working children.
- To know about the effects of child labour on the health of children.

Methodology

The present study was carried out in two districts (Mandi Bahauddin& Faisalabad) of Punjab. The main objective of the study was to explore various socio-economic factors paving the way for child labor in society. The universe of the present study was the city areas and suburbs of

district Faisalabad & Mandi Bahauddin consisting hotels, workshops, tea-stalls and brick-kilns.Multistage sampling technique was used for the present study. At first stage, two districts (Faisalabad & Mandi Bahauddin) of Punjab province were randomly selected. At the second stage, city areas of these two districts were selected randomly for the selection of sample. At the third stage, a sample of 200 respondents (100 from each district) who were doing labor and working at hotels, workshops, tea-stalls and brick-kilns of the city areas was taken through convenient sampling. The data were collected by designing a well-structured interview schedule. In order to fetch the data into comparable form, percentages of many categories of data were used in the Current study. Chi-Square was computed by following formula:

O   =   Observed values

E   =   expected value

$\sum$ =   Total Sum

The calculated value of Chi-Square was compared with the table value. If the calculated value of Chi-Square was equal to or higher than the table value at 0.05 level of probability at the given degree of freedom, the relationship was statistically significant. If it is less than the table value (0.01 level of probability) it is termed as highly significant whereas the calculated value is less than the table value at 0.05, level of significance, it is declared as non-significant.

Data Presentation and Analysis

Item 1: Association between income of family and child labor

	Child Labor		
Income	Yes	No	Total
Up to 10000	85	5	90
	94.4%	5.6%	100.0%
10001-20000	43	17	60
	71.7%	28.3%	100.0%
20001-30000	21	11	32
	65.6%	34.4%	100.0%
30001 and above	5	13	18
	27.8%	72.2%	100.0%
Total	154	46	200
	77.0%	23.0%	100.0%

Chi-Square = 43.391   **D. f**= 3   **P- value**= .000

Gamma=.701   **Significance**= .000

The chi-square value (43.391) shows an association (P=.000) between the independent variable, family income and the dependent variable, chances of child labor. So the hypothesis "**association between income of family and child labor**" is accepted because P value is less than 0.05. Moreover, the value of Gamma value (.701) shows also positive relationship between the independent and dependent variable.

Item 2:Association between parents' education and child labor

Education	Child labor		Total
	Yes	No	
Illiterate	87	11	98
	88.8%	11.2%	100.0%
Primary	37	11	48
	77.1%	22.9%	100.0%
Matric	20	11	31
	64.5%	35.5%	100.0%
Intermediate and above	10	13	23
	43.5%	56.5%	100.0%
Total	154	46	200
	77.0%	23.0%	100.0%

Chi-Square = 25.310 **D. f**= 3 **P- value**= .000

Gamma=.564 **Significance**= .000

The chi-square value (25.310) shows an association (P=.000) between the independent variable, education of the parents and the dependent variable, chances of child labor. So the hypothesis "**association between parents' education and child labor**" is accepted because P value is less than 0.05. Moreover, the value of Gamma value (.701) shows also positive relationship between the independent and dependent variable.

Results & Discussions

Analysis and interpretation of data are the most important steps for conducting scientific social research. Without these steps, generalization and prediction cannot be achieved which is the basic need in social research. Majority of the respondents were doing labor due to low level of family incomeand parents' illiteracy. The other major reason of their labor was parents' illiteracy. Their main problem was long working hours and continue work schedule which had bad and serious physical and metal effects on their health.

Conclusion

The major reason of child labor was parents' illiteracy. Their main problem was long working hours and continues work schedule which had bad and serious physical and metal effects

on their health.It is need of the hour to control child labor because children are raw material. Government and NGOs should play their role for the eradication of child labor.

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Khizar Hayat Qamar, Lecturer Sociology
University of Sargodha, Sub-Campus Mandi Bahauddin
Pakistan
qamar.khizar@gmail.com

Muhammad Shoaib, M. Phil Scholar
Department of Sociology, Riphah International University Faisalabad Campus
irshoaib@gmail.com

Double Oppression in Bama's *Karukku* and *Sangati*

K. Latha, M.A., M.Phil.
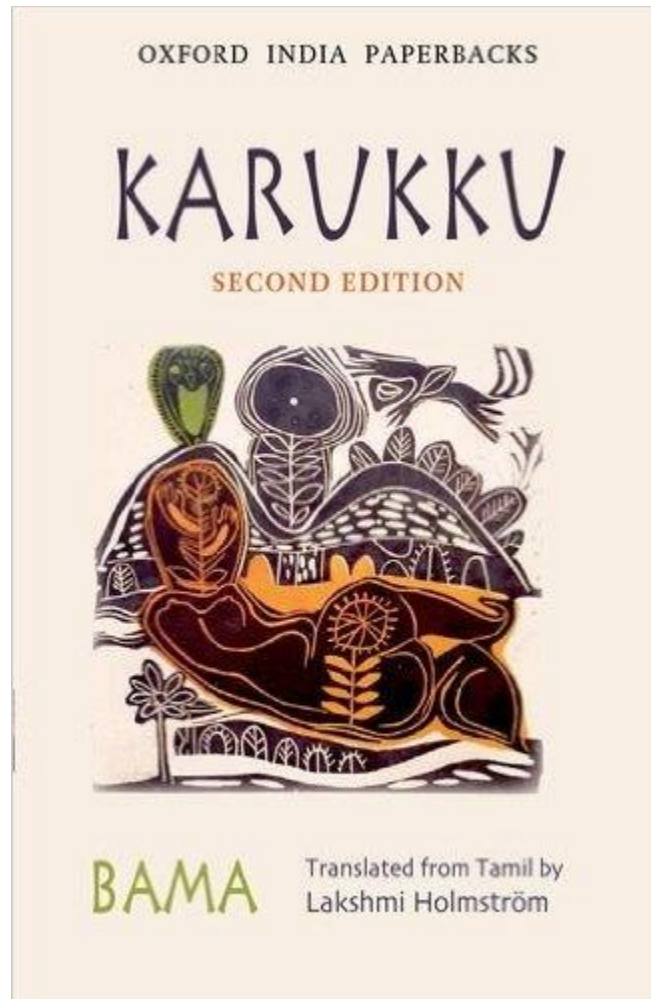
Abstract

Bama, originally called Faustina Mary Fathima Rani is a Paraiyar, Christian Dalit activist. Her novels focus on caste and gender discrimination. They portray caste-discrimination practised in Christianity and Hinduism. Bama's works are seen as embodying Dalit feminism and are famed for celebrating the inner strength of the subaltern woman. Bama rose to fame with her

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autobiographical novel *Karukku* (1992), which chronicles the joys and sorrows experienced by Dalit Christian women in Tamilnadu. Bama's *Karukku* (1992) and *Sangati* (1994) narrate the painful and tormented life history of a sensitive, insightful and perceptive Dalit woman. The word 'sangati' means 'events' and thus the novel, through individual stories, anecdotes and memoirs, portrays the events that take place in the life of women in the Paraiyar community. The novel also reveals how the Paraiyar women are doubly oppressed.

Bama's *Karukku* and *Sangati* show various aspects of caste discrimination and gender discrimination. These novels show the sufferings of Dalit community in the hands of "upper-caste" communities in church, places of education and society. These also show the sufferings of the Dalit women in the hands of the upper caste men and also in the hands of their own husbands.

Key words: Bama, Dalit literature, *karukku, sangathi*

Dalit and Dalit Literature

The terms 'Dalit' and 'Dalit literature' have been a subject of arguments, controversies, etc. The term 'dalit' refers to the vision of caste binaries and caste based oppression, discrimination and celebration of the politics of 'otherness'. Most of the thinkers and creative writers related with dalit literature have expressed their consensus on the inference that dalit literature is a manifestation of cultural conflict of the society, economically and culturally deprived groups of society. It is not a literature of caste but of a specific consciousness that deprives innocent individuals from their basic rights of self-survival, self-preservation and self-expression.

Much of Dalit Literature is found in the regional languages and it has to be translated into English to receive due attention everywhere. Several Tamil Dalit Literary works have been translated into English and in other languages and have received appreciation.

Bama, a Leading Dalit Novelist

Amidst a number of writers, who actively participate in propagating Dalit Literature, Bama has written books providing a firsthand account of discrimination by upper-caste nuns,

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priests, defining 'woman 'from the socio-political perspective of a Dalit, focusing 'Dalit Victimhood" in a detailed manner in all her writings.

Faustina Mary Fathima Rani is from the Paraiyar community, and is a Christian Dalit activist. She took the first and last syllables of Fathima and made up her name "Bama". She was born in Wathirayiruppu, Puthupatti in Virudhunagar District in southern Tamilnadu in 1958. Her family was converted to Christianity, way back in the 18th century. Her father was Susairaj and her mother was Sebasthiamma. Bama was the third of the six children in the family. Her elder brother Raj Gauthaman is a Dalit ideologist. Her father Susairaj was employed in the Indian Army and spent all his money for the education of his children. Bama completed her education from St. Mary's College Tuticorin and after taking her B.Ed., degree, she worked as a teacher in a school. Later she joined the convent to become a nun. After seven years, she gave up convent life as she found that the Dalit are discriminated even in Christianity which proclaims the equality of all human beings before God. She had little idea of what she would do with the rest of her life out of job. She was condemned by the society and the church alike. She began writing her autobiography *Karukku* to stop herself from dying.

When published in 1992, *Karukku* with the unique manner in which it used the Tamil language. The writing took liberties with the grammar went on to change not just the way Dalit Literature was perceived in the literary circles of Tamil Nadu but also in the society at large. Bama wrote her second novel *Sangati* in 1994 and brought out a collection of short stories *Kisumbuukaran* in 1996 reaffirming her status as writer with a great insight and an inimitable style. She writes in a simple, lucid language that breaks all barriers of approved norms of decency and dismantles the mask of middle-class morality. She has been at the forefront of Dalit literary activism, and has given Dalit aesthetics a visibility it had previously lacked in the literary camps of India.

On the whole, Bama has published four main works an autobiography, *Karukku* 1992, a novel, *Sangati,* 1994; collection of short stories, *Kisumbukkaaran,* 1996 and again another novel *Vanmam*, 2002. The first two full-length novels are translated in English, German, French,

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Telugu, and Malayalam. Besides writing, Bama teaches at a school in the village of Uthirameroor near Kancheepuram.

The Institute of Development Education, Action and Studies (IDEAS) published both *Karukku* and *Sangati* in Tamil. Mini Krishnan has edited and published the translation of *Karukku* into English in 1999, and *Sangati* in 2002. It was Mini Krishnan who introduced Bama's work to French publishers. It was through her that L'Aube translated *Sangati* into French in 2002. Lakshmi Holmstrom spent years in translating, revising and redrafting the English version of *Karukku and Sangati* without disturbing the essence and flow of the original. Bama's recent work *Vanmam* is translated into English by Malini Seshadri in 2008. She won the 'Crossword Award' for the English translation of *Karukku* in 2001.

Karukku

Karukku is an autobiographical novel. It is an unusual autobiography. It makes a sense of Bama's life as woman, Christian and Dalit. It is the driving quest for integrity as a Dalit and Christian that shapes the book and gives its polemic. *Karukku* is concerned with the single issue of caste oppression within the Catholic Church and its institutions and presents Bama's life as a process of lonely self-discovery. Bama leaves her religious order to return to her village, where life may be insecure, but she does not feel alienated or compromised. The tension throughout *Karukku* is between the self and the community. The narrator leaves one community in order to join another one. In other words, she leaves the community of 'religious women' in order to join another one as 'a Dalit Woman'. *Karukku* eschews the confessional mode, leaving out many personal details.

Sangati

Sangati, published in Tamil in 1994, is the second work of Bama. *Sangati* moves from the story of individual's struggle to the perception of a community of Paraiyar women, a neighborhood group of friends and relations and their joint struggle. In this sense, *Sangati* is perhaps the autobiography of a community. *Sangati* is uniquely placed in contributing both to the Dalit movement and to the women's movement. It disobeys received notions of what a novel should be, just as *Karukku* flouts the conventions of autobiography. It has no plot in the normal

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sense. It has only the powerful stories of series of memorable protagonists. In a way, *Sangati* is an episodic novel. "Sangati" means news, event and happenings.

It is through one of interconnected anecdotes in *Sangati*, Bama formulates a 'Dalit feminism' which redefined women' from the socio-political perspective of a Dalit, and examines caste and gender oppressions. In a way, *Sangati* teases out the way patriarchy works in the caste of Dalit women starting from economic inequality. Bama pinpoints the sexual harassment, male led caste courts and churches and the biased rules for sexual behavior and the psychological stresses of Dalit women.

Caste Discrimination

Casteism is considered as a social problem as it disturbs the sound governmental politics and democracy and paves the way for mutual group conflicts. Casteism is mani-fested in the form of clashes between various castes for higher share in the socio-eco-nomic rights and power. Bama's Karruku and Sangati portray as on caste and gender discrimination.

The title of the book, *Karukku*, is used by the author as a symbol. The term '*Karukku*' generally refers to the serrated or toothed edge of the stalk of a palmyra leaf. The sharp edges found on both sides of the stalk symbolically refer to a double-edged sword. The word is also used as a pun and in Tamil language the word 'karu' means seed or embryo which also implies the meaning of newness or freshness. While discussing the symbolical significance of the term '*Karukku'* Bama makes an orientation to the words found in the epistle to Hebrews in the New Testament is for the word of God is living and active, sharper than any two-edged sword, piercing to the division of soul and spirit,, of joints and marrow, and discerning the thoughts and intentions of the heart.

Trials and Tribulations of Bama as an Individual, as a Woman and as a Writer

Bama's *Karukku* records the trials and tribulations of Bama as an individual, as a woman and as a writer. When she arrived at the college, with just the clothes that she was wearing, they admitted her into the hostel. She felt deeply humiliated by her classmates where she went around in the same skirt, jacket and daavani for a whole week. She endured all the shame and

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humiliation and stayed on. Then she decided to become a nun and enter a convent and in that she worked hard for other children who struggled as she had done. The nuns from the convent matched their approach and behavior to the power and prestige of those families. The convent does not know the meaning of poverty. The more she watched, the more frustrated she felt. Her mind was disturbed and her conscience was bothered and bruised. And it was this conviction that made her leave the convent. For a writer, this was a double cross, where she left the convent she was on cross roads. The future was uncertain and she did not know where her next job would be, and then came the writing.

Christian Message of Hope - *Karukku*

Bama's re-reading of the Christian scriptures as an adult enabled her to carve out both a social vision and a message of hope for Dalits by emphasizing the revolutionary aspects of Christianity, the values of equality, social justice and love towards all. Her own life experience urged her towards activity engaging in alleviating the sufferings of the oppressed. When she became a nun, it was with the stubborn hope that she would have a chance to put these aspirations into effect. She discovers, however, that the perspectives of the convent and church are different from hers. The story of that conflict and its resolution forms the core of *Karukku*.

Karukku depicts how Dalit Christians are not allowed to sing in the church choir, are forced to sit separately, away from the upper caste Christians, are not allowed to bury their dead in the cemetery within the village, behind the church, but are made to use a different graveyard beyond the outskirts. The Paraiyars who are converted to Christianity in order to escape casteist oppression at the hands of orthodox Hinduism are shown to be greatly disillusioned as they are not able to escape caste oppression within the church fold. Further, reservation benefits are not granted to Dalit Christians according to the Constitutional provisions of India.

The village in *Karukku* divided along caste, class and communal lines are the representative of a typical South Indian village. It is true that the class divisions in Indian villages are most often along caste lines. The people of upper castes such as Brahmins, Naicker, Chettiyaar, Aasaari, Thevar, Nadar and Udaiyaar never came to the parts where the low caste people such as the Koravar, Chakkiliyar, Pallar and Parayar lived. The Panchayat Board, the Post Office, the milk-depot, the schools, the big shops and the church were situated in the streets of

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upper caste people. Bama's village is not an exception to this rule. Referring to the divergent caste and religious groups residing the village like Nadars, Koravar, Chakkiliyar, Kusavar, Palla, Paraya, Thevar, Chettiyar, Asari, Udaiyar and Naickars, the narrator identifies a clear pattern in the distribution of the caste groups in the village.

The geographical division of the settlements of people belonging to different castes can be seen as a symbolic representation of the wide gulf within the village community. The division is reflected in the interactions within the village community. Early realization of this deeply felt experience is touchingly presented in these words, "When I was studying in the third class, I hadn't yet heard people speak openly of untouchability. But I had already seen, felt, experienced and been humiliated by what it is" (K 11). This can be seen as the first step in Bama's efforts for political re-description of her situation. What made her aware of her identity as a Parayar, even as a young girl, is the humiliating experiences that she had seen as well as felt in her own village. Innumerable instances that illustrate caste discrimination are narrated in *Karruku*.

Karukku focuses on two essential aspects namely: caste and religion that cause great pain in Bama's life. Bama has bitter experiences at the school: One day Bama and other children were playing the game of running up the coconut palm and touching its tip. Unfortunately when Bama climbed up and touched the tip a green coconut fell down. The children out of fear left it there and ran away. Next morning at the school assembly the head master who belonged to the Chaaliyar caste called out Bama's name and chided her, "You have shown us your true nature as a Paraya." He further added, "You climbed the coconut tree yesterday after everybody else had gone home, and you stole a coconut. We cannot allow you inside the school. Stand outside" (K 16). Bama was in terrible agony because she had been shamed, insulted and humiliated in front of all the children. When she went to the priest to get a letter from him to get admitted into the class, the priests' immediate response was, "After all you are from the Cheri. Your might have done it. You must have done it" (K 17). She returned to the class with terrible shock and pain in her heart. Caste difference were not absent even in Bama's college studies. She found that the college authorities followed different rules for different caste.

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It is a shocking incident and she is confused by listening to the caste name particularly when she is not mature enough to understand it at all. She does not keep on talking about the humiliation. In the very act of remembering the scene, she has encoded the mode of resistance that constructs her in opposition to the hegemonic structure of the caste system. Bama has never heard of untouchability until her third standard in school. The first time she comes to know her community's pathetic state, which is ironically tinged with humour. As Bama is returning from school, she finds an elder from her street. He is holding out a small packet of snacks. This packet of snacks is tied in a string. The elder is bringing the snacks by holding the strings without touching the packet and is giving it to a Naicker in the village. Bama is unable to control her looking at the funny sight. Bama says: "Just then, an elder of our street comes along from the direction of the bazaar. The mannar in which he was walking along made me want to double up" (K 15). The self-questioning has begun in Bama with wonder.

Bama starts to look out for means to uplift herself and her community from this pathetic existence. Her elder brother shows her the right path and tells her that education is the only way to attain equality.

Bama's elder brother's counsel makes a very deep impression on Bama. She wants to prove herself. Ever since her brother speaks to her, she studies hard with all her breath and being. Bama takes her studies very seriously. She sees to it that she always stands first in the class. Bama writes: "In fact, because of that, many people become my friends, even though I am Paraichi" (K 15).

Throughout her education, Bama finds that wherever she goes, there is a painful reminder of her caste in the form of untouchability. The government offers the financial grants and special tuitions to the *Harijans*. These grants and tuitions are more of humiliation than consolation, mainly because they single out her caste identity. Once the identity is revealed, Bama opines: "Among the other students, a sudden rustling; a titter of contempt. I was filled with a sudden rage" (K 19). It was against the odds that Bama completes her under graduation and B.Ed. subsequently; she decides to become a teacher. She works in a convent. Bama finds that the nuns working there constantly oppress the Dalit children. When she is in the hostel after completion of

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her eighth class, Bama painfully recalls the nuns commenting on the Dalit children. Bama expresses her grief:

> The warden sister of our hostel could not abide low-caste or poor children. She'd get hold of us and scold us for no rhyme or reason. If a girl tended to be on the plump side, she'd get it even more. These people get nothing to eat at home; they come here and they grow fat, she would say publicly. When we returned to the school after the holidays, she would say, look at the Cheri children! When they stay here, they eat the fill and look as round as potatoes. But look at the state in which they come back from home just skin and bone. (K 17-18)

In fact, Bama is very happy teaching the children because most of the children in the convent are Dalits. She enjoys teaching with some skill and success. Nuns used to suppress Dalit children and Dalit teachers very much. On seeing the oppression at convent, it is Bama who is suddenly struck with the idea of becoming a nun. She decides to sacrifice her life, help the poor and Dalit children.

The Paraiya caste nuns are not given any kind of respect and positions in the convent. Bama notices this in the convent. She starts realizing that one can tolerate this in the convent. She starts realizing that one can tolerate outside discrimination from society. But it is very hard to face politics and casteism inside the convent. Because of the purpose of her survival, she has to pretend there. Through the crucial circumstances are like this in the convent, Bama continues to stay in the convent because of her strong determination and perseverance towards the poor and the Dalit children. Those who are taking training with Bama to become nuns are anxious to find out to which caste Bama belongs. Whoever asks Bama about her caste, she answers honestly without any hesitation. The religious order itself has its own reservation about the Harijan woman to become nuns. In a particular class, a sister tells Bama that there is a separate religious order for Harijan woman to become nuns.

The exploitation of Harijan people and the double standard in the attitude of the upper castes towards them pervade the autobiography of *Karukku*. All the progressive agencies of

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independent government never ensure an equal treatment for Dalits and Tribes. Though the Indian Constitution's goal is to ensure free education for all its citizens, lack of adequate means always keeps the Harijan as well as other so-called low caste poor children from going to school. Even if they go to school, the treatment they get from the school is never a pleasant one.

Whole society is overwhelmed by caste prejudice. They are always eager to retain and sustain the caste system and its vocabulary. Even the headmaster is not free from caste prejudice. One day he accused Bama of stealing coconut from the school campus and told her in the assembly:

> "You have shown us your true nature as a Paraia" he said "you climbed the coconut tree yesterday after everybody else had gone home and you stole a coconut. We cannot allow you inside this school. Stand outside. I was in agony because I had been shamed and insulted in front of all the children."(K 19)

Thus, the process of Dalit subjugation starts from school which is supposed to be the place for the Dalit upliftment. Dalit autobiographies recognize the power of ideology that imprisons them and provides a critique of the paradigms that validate the social oppression. Bama sarcastically remembers another incident from her childhood:

> When I went home for holidays, if there was a Naicker woman sitting next to me in the bus, she'd immediately ask me which place I was going to, what street. As soon as I said the cheri, she'd get to and move off to another seat. Or she'd tell me to move elsewhere. As If I would go! I'd settle into my seat even more firmly. They'd prefer then to get up and stand all the way rather than sit next to me or to any other woman from the cheri. They'd be polluted, apparently. (K18)

Casteism in India is analogous to racism in its European counterparts. In India perception of race can structure the nation's norms and limits. The humiliation suffered by the Harijans indicates the violation of the essential principles of the idea of a nation. Dalit people had to take the leftover food from the upper caste people in the past. This leftover food suggested the leftover identity of the Dalits and Tribals in India.

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A dispute arose between the Chaaliyars and the Parayar community over the cemetery. The higher caste claimed ownership. The Parayar community was dispossessed of even the cemetery. Some effeminate Chaaliyar boys beat up the Dalits and in turn the Dalits marched to deal with them. The Chaaliyar women threw stones at the Dalits while the men hit them. Then it was silent for some time. But, Izhava's husband had been caught unaware and was stabbed. The spear pierced through the body splashing blood everywhere. Yet the Chaaliyars fabricated an elaborate case, packed with strange lies. As a result, the Reserve Police from Sivakasi camped there feasting on the sheep Dailts butchered for them. They never gave a fair hearing but acted upon the false report and beat up the Dalits 'balck and blue' and "whip them like they whip animals" (28). No Chaaliyar was questioned. They walked around with an air of victory.

Day after day they came on rounds in the Dalit streets. The place was so still that their boots stamping sent shivers in the heart of women and children. Alphonse was beaten so much that he could not stop vomiting blood. He died the second day. Some men were rounded up and sent to Madurai jail. Those who escaped were hiding in the forest and mountains. The headman dashed into the high earthenware enclosure in Bama's home, only to be caught, kicked and rained with blows. A ten-year-old boy died in this strangling atmosphere. The women went with a sari to the hiding father and disguised him in a sari. The police interrogated the group while returning. Immediately the women raised a funeral dirge and escaped. Some women dug the grave at night and buried the boy. The father was not even able to weep for fear of the police identifying him. The men who were hiding in the belfry of the church were caught and taken away. The priest was "sitting at ease in the bungalow, his legs crossed, smoking his cigarette happily and watching it all" (39). He could not even lend a paltry loan of five rupees to the Dalits at this critical condition. The village remained desolate as a 'cremation ground' (28). They had none to help and no money to fight against. They remained hapless and helpless. Bama, the military man's daughter, felt choked at night as the police force encircled the area.

Casteism in *Sangati*

The above said aspect of Casteism in *Karukku* is seen in *Sangati* too. Bama's *Karukku* and *Sangati* point out that in the present social context, conversion does not ensure or encourage social transformation. Dalit experience suggests that, in practice, a Dalit is not allowed to rid of

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his/her caste identity that stigmatizes him/ her socially, even in the new theological set-up adopted by him/her. The hope for social transformation through religious conversion thus remains elusive.

OXFORD

SANGATI
Events
BAMA
Translated from Tamil by Lakshmi Holmström
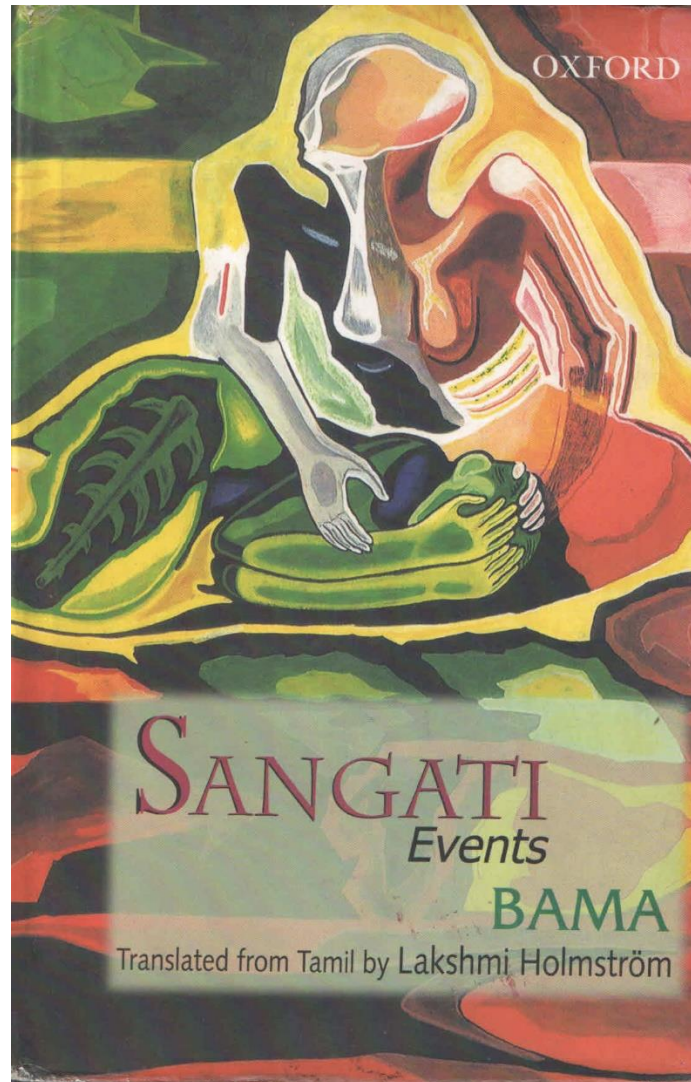
The text traces an account of the oppression unleashed by the upper castes towards the Dalit women in terms of labor, exploitation and threat of rape. Being a Dalit woman was constantly to be on a bed of thorns. A Dalit woman had to safeguard her honor which was always insecure due to the sexual abuse fears from the upper caste men.

In *Sangati,* upper caste women have greater access to economic resources, education and information. They exercise their authority over social, economic and religious institutions.

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whereas, the Dalit women did not have these privileges. Both the patriarchy and the caste system result in the oppression of the lower caste women.

Gender Discrimination:

The text, *Karukku* points to the multiple nature of the narrator's identity at several instances. Though the boys and girls played together without showing any obvious awareness about gender difference, what they played obviously refer to the caste, class, gender discriminations that prevail in the society. For instance, the children played as if they "were all; the same," but it was the boys who always played the roles of the dominant sections like Naickar and Nadar **mudalaali** while the girls were assigned subordinate roles. This is an instance of how the ideology of the social system that is founded on caste, class and gender discrimination filters into the minds of the small children. In another sense, the play by the children reveals the intermingling of caste, class and gender identities within Indian society.

The Dalit women suffer from both racial and gendered forms of oppression simultaneously. *Karukku* is a text written by a third world woman who struggles in a doubly colonized world. Bama becomes a mirror for the other unsilenced women. She manages to speak the unspeakable instead of them. Bama finds that a Dalit woman is forced to live life according to the terms and conditions laid down by the domineering patriarchy. The wages of men and women are not similar. The men are paid more while the women are paid less. The life portrayed in *Karukku* throws light on the most agonizing and hapless lives of the Dalits.

In both the novels *Karukku* and *Sangati,* there is an important role of the church. Even in church Dalit women were not given any preference, they were just treated as slaves; they were consciously excluded from all the activities of the church. Dalit Christian women suffer from an identity crisis apart from being discriminated for their low social order. The discrimination is from within and outside churches. Being Dalit, they suffer due to caste discrimination and being women, they become the victims of the patriarchal social order in their families and outside. Dalit women are easy targets of the non-Dalit men for sexual harassment, mental torture and education. According to Bama's narratives, conversion to Christianity has not reduced the pathetic state of Dalit women.

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The novel *Sangati* also reveals how Paraiya women are doubly oppressed. *Sangati* deals with several generations of women, the older women belong to the narrator's grandmother's generation Velliamma Kizhavi's generation, and the downward generation belongs to the narrator, and the generation coming after as she grows up. According to Bama, the Dalit women over the years have been living in sub-human conditions both within and outside. Bama believes that rape, sexual atrocities, molestation, harassment and disrobing are the different forms of oppression of the Dalit women.

Sangati also deals with the history of the Dalit women. The novel is an account of the experiences of Bama's maternal grandmother and her contemporaries.

Another most important aspect of *Sangati* is the plight of the Dalit women workers who look and after graze the cattle besides preparing food for the large family. Ultimately, the tired women often may reject sex to their boozed men who beat them up severely. Domestic sexual violence at the hands of their husbands at home and sexual exploitation of Dalit women workers at work place form a subject of concern in *Sangati*. According to Bama, Dalit women were not permitted to go to schools and colleges after reaching puberty. They had no access to university education. Bama discusses the subject of Dalit women's sexuality from adolescent stage to menopause.

Bama probes the very position of a dalit woman who is forced to live life according to the terms and conditions laid down by the domineering patriarchy. Even the wages of men and women differ and men are paid more. She challenges this tendency of the patriarchal set up to dominate women in all phases of their lives. Bama's *Karruku* and *Sangati* show various aspects of Gender Discrimination. It shows the sufferings of the Dalit women in the hands of the upper caste men and also in the hands of their own husbands.

Narrative Technique

Bama has used a local Tamil dialect in her work which is oral in nature. This Tamil, as Lakshmi Holmstrom (translator of *Karukku*) says, is a "Dalit style of language" which aims at subverting the given "decorum and aesthetics of received upper-class, upper-caste Tamil" which

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Bama also approves. Since caste has its material and geographical existence in India, especially in Tamil societies, use of this dialect has become a tool of strengthening the content of *Karukku*. It also helps the readers to situate the issues in the culture proper and get the region specificity. Inability to capture the dialectical variation may not be as serious an issue compared to the failure to catch such cultural codes, especially in the context of Dalit Literature. One who reads Bama's *Karukku* in Tamil can obviously feel the rhythm, the orality and the implied caste-cultural markers of the narrative. But by completing the broken sentences of the dialect, wherein lies the orality of the text, Holmstrom seems to have missed something in the English translation.

Dalit writings are narratives of trauma, pain, resistance, protest and social change. Dalit texts document the sufferings and atrocities committed upon a large section of the population. The writing proceeds from a lived experience of poverty, violence, rejection and suffering. Trauma, traditionally refers to the destruction of subjects and the self. But Catty Caruthu argues, "trauma is not simply an effect of destruction but also fundamentally, an enigma of survival" (qtd in Nayar 86). Dalit writing achieves this. It reveals the structure of the traumatic experience, that is, the caste in India. Also, it gestures at the ways in which the victims have fought to overcome and survived the event.

Testimonio (Testimonial narrative)

Testimonio (Testimonial narrative) is a narrative that exists at the margins of literature, representing those subjects excluded from authorized representation. Testimonio narratives are documents of atrocities and suffering, bringing one into contact with the victimized. Collective documents, retrieval of traumas, corporeal aspects, as a discourse in public opinions, rhetorical listening, self-affirmations and authenticity of personal feelings are the characteristic features of testimonia. Bama's *Karruku* is a *testimonio* which portrays all the features in various aspects. *Karruku* as a collective document, moves from individual to community through a narration of trauma.

Karruku is a mere autobiographical convention where the narrator holds up her own life as an example for others to follow. Rhetorical listening in *Karukku* entails locating Bama as one

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voice that stands alongside several thousand Dalit voices that do not speak Bama's function is not, in such a rhetorical listening to stand for herself, but to witness a trauma.

Folk Songs

In Bama's *Karukku* and *Sangati*, women engaged in folk songs and folk dances with the folk music. In *Karukku*, after the Easter Pussai in the Church, the woman stood in a circle and sang. Bama is exclusive in her narrative technique with a mere illustration of children playing games. She is able to communicate the impact of caste-class, gender oppression, family, culture and socio-economic status of the community. The caste-consciousness is deep-rooted that it is indeed even reflexive in the games of the children as they replicate the role of the ruling 'Naickar', 'Nadar Mudalaali' who suppress the outcaste. The miniature life and culture of the Dalit community is visualized through these children's games.

Language of Women

The language of women *Sangati* is vigour, and it is close to proverbs, folk songs and folk lore. A typical example for proverb in *Sangati* is told by Vellalyamma Kizhavi: "If the third is a girl to behold, your courtyard will fill with gold (S 3). Vellaiyamma Kizhavi'sretelling of the stories of Esakki who becomes a 'pey' a spirit who possesses young women, and of the Ayyankaachi troupe are wonderful set-pieces in the book for superstitious beliefs. Bama also gives several examples of witty rhymes and verses made up on the spur of the moment to fit an occasion. In *Sangati,* a woman makes up a song for her husband who is angry with her over some trifling matter. The puberty celebration and the possession of 'peys' are examples for superstitious beliefs in folk lore. Throughout her works *Karukku* and *Sangati,* Bama uses the Dalit Tamil dialect more consistently and easily than many of her contemporaries. Bama's *Karukku* and *Sangati* employ the narrative techniques in a skilful manner with a vivid, lively and inventing style.

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K. Latha, M.A., M.Phil.
Assistant Professor f English
P.S.R Engineering College
Sevalpatti
Virudhunagar District.
Sivakasi 626140
Tamilnadu
India
latha@psr.edu.in

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A Study of Vijay Tendulkar's *Silence! The Court Is In Session* and *The Vultures*

S. Meenakumari, M.A., M.Phil., B.Ed.

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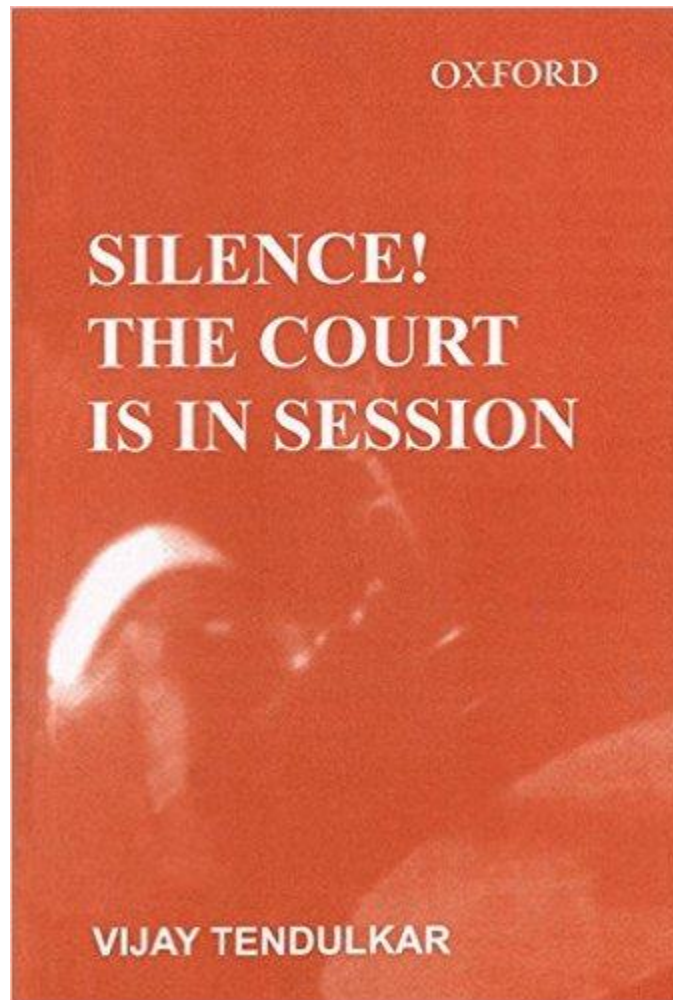
Abstract

Vijay Tendulkar is one of the most renowned as well as controversial playwrights of India. His plays focus on the conflicts between the individual and the society. In his plays, women play a central role. *Silence! The Court is in Session* is a satirical play. Benare is the

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protagonist of this play. The play exposes the hypocrisy and cruelty of all male characters against the protagonist Benare. Judicial court is supposed to be a seat of justice, seriousness and decorum. The play mocks at the judicial system. The play depicts the tragedy of an individual who is victimized by the society. Finally, in a state of desperation, she consumes poison and dies. In the other play *The Vultures tells* about the unmitigated violence arising from greed and immorality. It portrays the domestic violence caused by greed. The selfishness and greed of human beings are the main issues of the play. Rama and Manik are the two women characters of the play. These women characters suffer in the hands of men. Violence is the main theme of the play. Thus, the playwright Vijay Tendulkar clearly depicts the suppression of women in male dominated society in his plays *Silence! The court is in session* and *The Vultures.*

Key Words: Suppression, Judicial system, Domestic Violence, *Silence! The Court is in Session, The Vultures*.

Introduction

Literature is broadly defined as anything that is written. There are a few characteristic features that differentiate literature from other writing. In a literary piece of writing, language is handled with extreme care to drive at the desired effect. It is written in any one literary genre like poetry, prose, fiction or drama. It expresses ideas of permanent or universal interest.

Drama is meant for a live performance. It communicates in the present. Even, an illiterate can watch a drama, get educated and entertained from it. The action in drama plays a crucial role. But, in other genres, words are more important. In drama, even if an audience misses a word, he could make out the meaning from the gestures and the acting of the artists.

Patriarchy is a system whereby women are kept subordinate in a number of ways. The subordination that women experience at a daily level, regardless of the class they might belong to takes various forms of discrimination, disregard, insult, control, exploitation, oppression, violence within the family, at the place works, in society.

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Vijay Dhondopant Tendulkar (1928-2008) is one of the best known playwrights in modern Indian theatre. He was born on 6th January 1928. He has been the leading playwright of Marathi for more than fifty years. He started his career as a dramatist with his play *Shreemant* in 1955. Tenulkar's eight plays are translated into English. They are *Silence! The Court is in Session (1968), Encounter in Umbugland (1969), The Vultures (1972), Sakharam Binder (1972), Ghashiram Kotwal (1972), Kamala (1982), A Friend's Story (1982), Kanyadaan (1983)*.

Male Dominance in *Silence! The Court is in Session*

Indian Civilization has an unquestioned practice of treating women as the secondary self who has to dance to the tune of man's lyric as regards their choice, belief and life style. Tendulkar treats his female protagonists with a great comprehension and sympathy. His female characters reveal his intensive treatment of themes like social conscience and complex human relationships.

In patriarchal culture, power is equated with aggression and masculinity, weakness with compassion and feminity. Women are supposed to bear male oppression silently and meekly. The purpose of this oppression is to obtain psychological ego satisfaction and strength and self-esteem. Since this question of subjugation of woman in patriarchal power structure is crucial in modern culture, Indian as well as Western dramatists have used the stage to expose gender discrimination in patriarchy and how women fight against this injustice. The purpose of this research paper is the study of male dominance in Vijay Tendulkar's play *Silence! The Court is in Session.*

The Central Theme

The central theme of Vijay Tendulkar's drama, *Silence! The Court is in Session* is the plight and predicament of women whose bodily wealth is plundered by gang of selfish men. In this play Vijay Tendulkar chooses a term of judicial register as the title of his play to make a powerful satire on society with a heavy patriarchal bias that makes justice impossible. A judicial court is supposed to be a seat of Justice, seriousness and decorum.

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Throughout this play, Tendulkar makes a review of the present-day court procedures, and points out the problem of degradation of the court. The play depicted the tragedy of an individual victimized by society. The female protagonist becomes the victim of sadism of his male counterparts. The audience is made to witness the enactment of what is rehearsal of sort of a mock-trial to be staged later in the day.

Silence! The Court is in Session (1967), one of Tendulkar's finest dramatic works, is a play originally written in Marathi and later translated into English by Priya Adarkar. Known for its artistic creativity and resourcefulness, the play "combines social criticism with the tragedy of an individual victimized by society" (Banerjee 18). The Play originated from a real life incident in which Tendulkar met an amateur group which was on its way to stage a mock-trial in Vile Parle, a suburb of Bombay.

Futile Struggle of a Woman

In the play, Tendulkar presents the futile struggle of a woman in the male-dominated society of post-Independence India. By using the techniques of dramatic irony and satire effectively the playwright portrays how a young woman suffers a lot and undergoes deep mental agony when she is betrayed by the other members of the group. Leela Benare is the central character of this group. She is a young school teacher. In this play, the hypocrisy of the male-dominated middle-class society and its brutal hostility against women is exposed. Benare is a young, energetic, vivacious, rebellious and individualistic and she defies the established social conventions and dictates.

The play has many characters but Benare overshadows everyone because of her intelligence, sense of humour, argumentative skills and her awareness of personal freedom, space and existence. She, a fair born creature without any narrow dichotomy of male and female is ready to work with other human beings. She demonstrates herself as a qualified individual who understands her responsibilities. Because of her devotion to her job and her sincerity, she has won the admiration of her students.

> In school, when the first bell rings, my foot's already on the threshold. I have not heard a single reproach for not being on time these past eight years. Nor about my

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teaching. I'm never behindhand with my lessons! Exercises corrected on time, too! Not a bit of room for disapproval – I don't give an inch of it to any one! (STCS 3-4).

Open-minded Assertive Benare

Benare is open- minded and expects everyone to be candid and not repulsive. She considers adults to be full of hallow faiths and sick of self-knowledge. These people show no respect to others and often remain in their so-called orthodox beliefs. Every inch a living, loving and caring creature, she possesses all the colours that would qualify her to be the most deserving maiden whom the perspective grooms could run after. She has a very good sense of humour and tenderness full of longings and fondness for life. Though a teacher by profession, she does not consider her profession to eat out all life that is in store. Her awareness about the expectations of the various stages of life and time appear quite genuine when she says:

> We should laugh, we should play, we should sing! If we can and if they'll let us, we should dance too. Shouldn't have any false modesty or dignity. Or care for anyone! I mean it. When life's over do you think anyone will give you a bit of theirs? (STCS 8)

These words reveal the assertive, independent, bold, indomitable and individualistic nature of Miss Benare. The woman, Benare, faces the mock charge of infanticide in the mock rehearsal of a play and her affair with professor Damale is exposed by her fellow actors. It is on Sukhatme's suggestion that they decide to make Benare the accused. It is notable that Benare is allotted the role of the accused in *silence! The court is in session*. Benare is cross-examined in the court with full mockery. All the other characters like witnesses Mr. Gopal Ponkshe, Mr. Karnik, Rokde, Samant, Counsel for the defense and counsel for the crown Mr. Sukhatme and Judge, Mr. Kashikar and his wife Mrs. Kashikar all behave in a way of mockery. Benare is summoned merely as a witness while she remains the prime accused as the mother of an illegitimate child and having illicit relations with so many persons.

Premarital Relationship and Motherhood

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In the beginning of the play, Benare is bubbling with over-confidence. She represents the working class women who want to lead a liberated life. Though she is a victim of male chauvinism, it is not in the main focus as it is referred to by way of reflection by Benare herself. She is robbed of her family when she is hardly fourteen years old. The important point of the play is the violent response of the male dominated society to premarital relationship and motherhood. The mock-trial holds a mirror to the social response to such things. It is pre-eminently male biased. What is wrong, immoral for a woman is not so far a man. Benare is the accused and not Prof. Damle.

The character of Ms. Benare reminds of various female characters depicted by Arundhati Roy, Shashi Deshpande and Anita Desai in their books. These writers also exposed the suffering of the women at the hands of the male dominated society. The mock - trial holds a mirror to the social response towards moral values. Sex is a private affair in one's life. But there are certain social and moral values attached to it. Pre-marital or post-marital sexual relations are condemned in Indian society. The social rules in practice are stricter for women than for men. Tendulkar throws light on the hypocrisy of the society that excuses men for the same offence women have been condemned.

Mock Law Court

Leela Benare and Samant are the first to arrive at the village hall where the actors are to stage a "Mock Law Court". Then she tells him about the perfect, candid and outspoken nature of children in the school. While Benare talking about the relationship between her and her students in the class she tells Samant that because of her efficiency in her teaching work and the enviable attachment of her students to her, other teachers and the management are unjustifiably jealous of her. Benare is sometimes a naughty, childish, mischievous and fun-loving woman. When she tries to entertain other actors, she is scolded by Sukhatme.

Except Professor Damle and Rawte, all the other actors have arrived. Professor Damle is unable to join them as he is busy with a symposium in the university. Rawte is absent because he is sick with flu. Sukhatme tells Kashikar that he will play the roles of both the counsel for the prosecution and that for the accused. Then Samant is asked to play the role of Rawte and thus he

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becomes the fourth witness in the "Mock Law Court". Since they have already staged the atomic weapons trial seven times in the past three months, they feel that they need not have the rehearsal before the show. Ironically it is Benare who suggests the idea that a different play other than the atomic weapons trial should be performed. They finally decide to stage a mock-trial in order to make Samant understand the intricacies of court procedure.

Arrangements are being made to perform the mock-trial or the "play-within-the play". When Benare goes into the inner room to wash her face, Ponkshe and Karnik who have some knowledge of Benare's personal life conspire against her. Finally, at Sukhatme's suggestion they all decide to make Benare the accused in the mock-trial. Mrs. Kashikar too supports the idea by saying: "We'll be able to see what the trial of a woman is like" (STCS 22). When Benare comes out of the inner room fresh, singing a song Ponkshe tells her:

> Miss Leela Benare, you have been arrested on suspicion of a crime of an extremely grave nature and brought as a prisoner before the bar of this court (STCS 23).

Shocked and Stunned

Benare is terribly shocked. Unable to understand what is happening, "she looks around her numbly" (23). Kashikar assuming the role of the judge addresses Benare: "Prisoner Miss Benare, under section 302 of the Indian Penal Code you are accused of the crime of infanticide" (STCS 23-24).

Benare is greatly stunned on hearing this unexpected charge and the whole atmosphere becomes incredibly serious and grim. In order to throw more light on the case, Kashikar reprimands her for obstructing the procedure of the court in session. She tries to reasons with him and pleads not guilty. As she couldn't even think of killing a common cockroach, how could she ever kill a newborn child? The distinction between the fictitious accused and the real-life one ceases to exist and the mock-trial begins to assume sinister dimensions. Benare is terribly crushed and humiliated by others under the pretension that the trial is nothing but a game. As the

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counsel for prosecution Sukhatme begins his argument which reflects spontaneously the views of the male-dominated society.

The Judge and Court Proceedings

By setting aside the court tradition Mr. Kashikar, the judge of the mock-trial, expresses his desire to be openly examined as a witness. Standing in the witness box he tells Sukhatme, that Nanasaheb Shinde, the Chairman of the Education Society in Bombay has already decided to dismiss Benare from her service. He tells the lawyer that he heard Nanasaheb talking to someone on the phone angrily: "It is a sin to be pregnant before marriage. It would be still more immoral to let such a woman teach, in such a condition! There is no alternative--this woman must be dismissed" (STCS 69). Dazed by the revelations made by Kashikar, Benare tries to drink the deadly poison TIK – 20 but she is at once prevented from doing so by Karnik.

Thus, she reveals her agonized self, her intense feeling of love and gusto for life which resulted unfortunately in pregnancy. Because of her natural thirst for love and sexual desires she happened to defy the patriarchal values, cultural and moral restrictions and the institution of marriage. Without any pretension, she openly admits her moral weakness and tragic dilemma courageously.

Though the members of the mock-court have, in fact, derived a lot of vicious and sadistic pleasure by forcing Benare to disclose her private sexual life they are, no doubt, stupefied by her true and honest confession of the intimate secrets of her life. Finally, Kashikar, the judge, gives the verdict. He tells Benare that the crimes committed by her are the most terrible. He states: "Marriage is the very foundation of our society's stability. Motherhood must be sacred and pure." (STCS 76). He continues: "No memento of your sin should remain for future generations. Therefore, this court hereby sentences that you shall live. But the child in your womb shall be destroyed" (STCS 76). The judge passes his judgement without giving a chance for cross-examination by the defence-lawyer and this violates the basic norms of the court. Moreover, the judgement is based on half-truths and fictitious stories presented by the character-assassinators and scandal-mongers.

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On hearing the inhuman, heartless, merciless and cold-blooded verdict of the judge, Benare writhes in unbearable pain and screams: "No! No! No! – I won't let you do it – I won't let it happen – I won't let it happen!" (STCS 76). Terribly upset with the paroxysm of torment, Benare collapses on the nearby table. She is found motionless and only "stifled sobs" are heard when others are "as still as statues" (STCS 76). At this time someone from outside opens the door and asks whether the play has already started. Samant answers him by saying that the play is yet to begin. Meanwhile others try to convince her that it was after all a mock-trial and only a game. Unable to wake her up from her inert position Samant places the green cloth parrot in front of her and goes away. At the end of the play Benare's voice is heard singing a song softly.

Superb Social Criticism

*Silence! The Court is in Sessio*n is a superb social criticism of male domination in society by which "women have often been called upon to make sacrifices, adjust and accommodate claims of religion and moralities and suppress their personal claims . . . Women have often been left waiting on the margin" (Jain 9). Through the play, Tendulkar makes a call for introspection on gender inequality and inhuman social norms and conventions forced upon the weaker sex.

The Vultures

The Vultures by Tendulkar is the most powerful argument on the unbridled upsurge of violence. It has become more relevant and intense because in *The Vultures* it is manifested amid the framework of family and familial relationship. *The Vultures* is an indictment of the male oriented society in which women are mere slaves for the achievement of men. In the play, the human relationship between man-woman is depicted as husband-wife, brother-sister, father-daughter, lover-beloved and exploited-exploiter relationship. He exposes the inhuman violence in its verbal form of the patriarchal society against women. The themes of the play are based on the present socio-economic situation, family and marital relations, violence and male domination.

Domestic Violence in *The Vultures*

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The very title of the play *The Vultures* suggests violence and ruthlessness. Vultures are flesh-eating birds. In literature, it stood for greedy people who stop at nothing to gain their ends, even if it means living of the misfortunes of others. Even before the play actually begins, the elaborate stage setting mentions "a shrill screeching of vultures" (TV 201). This ominous sound sets the backdrop for the violent scenes that follow and it is repeated from time to time in the course of the play especially after a heinous act has been committed. The play reveals violence both physical and emotional within the family set up. This violence at varied levels ruthlessly dissects human nature, excavating from its depths the inherent selfishness, avarice and cruelty which very often lay in the unconscious zone of the mind.

Hari Pitale and Family

The play displays the unmitigated violence arising from drunkenness, greed, and immorality. It is a play built on contrasting situations. The play displays the five vultures on the swinging branch - Hari Pitale, the embittered patriarch of the family, his brother Sakharam who feels cheated, Pitale's greedy sons Ramakant and Umakant and his insecure daughter Manik, who despite her masculine name, is a victim of exploitation both within and outside the house. Rama, the sensitive daughter-in-law to whom Rama turns for physical gratification and emotional support, find themselves trapped in the midst of these vultures' human beings. Everyone in the family suffers from a sense of insecurity and consequently there is disharmony within the characters.

The play tells the story of the Pitale family: Mr. Hari Pitale (Pappa), his two sons, Ramakant and Umakant,daughter Manik, and Rama, Ramakant's wife. Another member of the family is Rajaninath, Pappa's illegitimate son. All the characters portrayed cruelty, greed and cunningness of the vulture except Rama and Rajaninath. The fact that the lives of Rama and Rajaninath are bound with these human vultures gives rise to a conflict of great dramatic significance. Pappa, Ramakant, Umakant and Manik display the savagery of vulture through their words as well as actions. The interrelationships among the family members are hopelessly degenerate. All their strength is spent in searching inhuman tricks to cheat others.

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Rama pleads her husband, Ramakant to leave the house because nobody can be happy in such a haunted house. Umakant wants his share and possession of the mortgaged house, but Ramakant refuses to help him to pay his debt. Thus, Umakant takes revenge on his brother by telling him that Rajaninath is the real father of Rama's child. On hearing it, Ramakant becomes restless. He broods over it and decides to abort the child of Rama.

Rajaninath and Rama

The relationship between Rajaninath and Rama is called as a lover-beloved relationship. Rajaninath is the illegitimate son of Pappa. Rama is the wife of Ramaknt. Rajaninath is the brother-in-law of Rama. He watches the violent disintegration of the family. His coldness allows him to record the cruelty of the people involved in the process and the suffering of Rama. There is a split between Rajaninath and Rama. Both are strikingly cold and his poetry is charged with passion, sympathy and concern for Rama.

Though Rajaninath and Rama have great sympathy for each other, they are outsiders. Rama is a sensitive, naturally kind and good- hearted individual but she is like a helpless, submissive among the vultures. Rajaninath is out casted from the family. He lives in the garage. Rama's illicit relationship to her half-brother-in-law evokes the question of morality. So the patriarchic society doesn't give permission for such type of relationship but it is the genuine and humane relationship in the whole play. The relationship between them is immoral. The sexual aspect of their association is only their true love.

Rama wants to fulfill her desire to become a mother through him. So, she keeps illicit relationship with Rajaninath. It is different relationship from the other members of the family. He closely watches the painful condition of Rama in the house of vultures. He pours out his feelings through his monologues. She secretly feeds him because he is lonely, helpless, unmarried man lived in the old garage. He also accepts whatever she brings for him. Rajaninath says: ". . . If you took mud in your hand, it'd turn to sweetmeats." (TV 239) It shows his faith on Rama and she also shows sympathy and kindness towards him.

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Agony and Frustration

Rama expresses her agony and frustration in the whole play. She is bored to her husband's drunken love. As a husband, Ramakant doesn't pay attention to her. He treats her badly, and then she declares her intention to have a relationship with Rajaninath. For that purpose, she is ready to keep immoral relationship with him. She is hungry for motherhood. According to her, every woman has her own rights, wills. No one can stop it. In this context, Rama says:

> . . . It's not the fault of doctors, of learned men, of saints and sages! It's not even my fault! This womb's healthy and sound, I swear it! I was born to become a mother. This soil's rich, it's hungry. But the seed won't take root. If the seed's soaked in poison, if it's weak, feeble, and lifeless devoid of virtue-then why blame the soil? (TV 241).

In this relationship, no one is dominant. Both are equal and kind. When Rama goes to give Rajaninath food and tea, Ramakant stops her and says if he is so proud, then why he is begging for food and tea. But she has been always on Rajaninath's side. She shows mercy to him. Though she has no courage to bring food and tea openly for him, she gives food to him. It shows her love for him.

Cruel Relationship Between the Brothers and Their Sister

The play presents a cruel relationship between the brothers and their sister. Manik leads a stressful life. She can't even drink water because of her fear that it might contain poison. She cannot have sound sleep because there is a constant threat to her life from her brothers. It seems 'Raksha Bandan' is meaningless from their point of view. Ramakant and Umakant always humiliate her. They call their sister "a whore". Once they plotted to poison her. They have an eye on her share in the property. The brothers even plot to blackmail and demand twenty-five thousand rupees blackmailing the Raja of Hondur who is in love with Manik and has made her pregnant: "Otherwise, bloody publicity! Uproar in the bloody newspaper!" (TV 232). They don't respect the sanctity of the tender relationship between brother and sister. Vrinda Nabar in this connection rightly observes:

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Vulture-like, they prey on one another: Conventional sentimentalities have no
place in their world where fathers deceive children, in a destructive vortex of
greed and treachery (qtd.in Kharat.T.S 6).

Unfortunately, Raja's death by a heart attack makes them frustrated. They think to make
a public show of Manik becoming sati sitting on the brat and thereby earn money by selling out
tickets. Both of them beat and kick her on the belly so that the brat is aborted. She screams, cries
before the stony-hearted devil brothers. Her leg is broken. The inhuman beating of Manik is one
of the awful scenes in the play. Then, Manik takes her revenge by trying to abort her sister-in-
law's child.

Violent Play

Tendulkar's *The Vultures* is indeed the most violent play. Hari Pitale and Manik thirst for
revenge. Both succeed in their mission. While Pappa succeeds in driving Ramakant to the streets,
Manik succeeds in causing Rama's abortion. The dialogue is composed of words which seem
appropriate in the mouths of the characters who utter them. On the whole, the play is no doubt,
naturalistic in its portrayal of domestic violence caused by greed.

Tendulkar witnessed the different facets of violence prevalent all around him. The
rampant violence, exploitation, and oppression made him restless. To expose all this, he started
presenting raw violence in his plays. In his plays, he never fails to produce sympathy for the
victims of violence and abhorrence for the tradition of victimhood. Tendulkar's primary
compulsion to create violent scenes in his plays had essentially a humanistic purpose. Although
he accepted violence as one of the basic human instincts, he never supported the meek option of
bearing it dumbly. He believes in revolt and change to lay the foundations of a society.

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S. Meenakumari, M.A., M.Phil., B.Ed.
Assistant Professor of English
Department of English
P.S.R Engineering College
Sevalpatti 626140
Sivakasi
Virudhunagar District
Tamil Nadu
India
meenasaranya92@gmail.com

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Resolving Polysemy in Malayalam Verbs

Mohan Raj, S.N., Sachin Kumar, S., and S. Rajendran
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Abstract

Polysemy in verbs in a challenging problem. Verbs are the most polysemous words among all the grammatical categories. The polysemy leads to word sense ambiguity. As for as verbs are concerned resolving polysemy amounts to word sense disambiguation (WSD). The paper makes use of the methodology proposed by Rumshisky Anna (2008). The result of the method is encouraging. Further improvement can be done by making use of other knowledge sources like wordNet, dictionary and onto-thesaurus.

Key words: Polysemy, Malayalam, verbs

Introduction

High degree of polysemy prevails in natural language and so whatever utterance we come across is liable to be interpreted in multiple ways. But the high degree of ambiguity does not hamper our understanding the concerned utterance. Mostly the context nullifies the multiple interpretations and assign a single interpretation to the given expression. It is the context which helps a native speaker to interpret an utterance or sentence correctly. Any automatic way of interpreting the sense of a lexical item expects the contexts to select or activate the correct sense out of the competitive senses of the concerned lexical items. All major word classes exhibit lexical ambiguity and the contextual factors relevant for the concerned word resolves the meaning of the targeted word. For example, the meaning assigned to an adjective may be determined by the semantics of the head noun; the meaning of a polysemous noun may be determined by the governing verb or a modifier; and the meaning of a verb may be determined by their argument structure or by the dependents and other elements of their syntactic frame. This is illustrated in below and the relevant senses are given in parentheses:

> 1a. *veekatayuLLa kaar* 'fast car' (one that is or can be driven quickly)

> 1b. *veekatayuLLa TaipraiTTar* 'fast reader (one reads quickly)'

2a. *patratte curuTTu* 'role the newspaper' (physical object)

2b. *patratte paTikku* ' read the newspaper' (content)

3a. *avar atinRe naSTatte uLkoNTu* 'They accepted the loss'

3b. *avar aa varttamaanam uLkoNTu* 'They understood the information'

We can exploit the argument structure of a verb to interpret the correct sense of a verb. The corpus can give us the distribution of the verb with reference to its context. By means of distributional similarity we will be able to select the correct sense of a verb. The idea that semantic similarity between words must be reflected in the similarity of habitual contexts in which words occur is fairly obvious and has been formulated in many guises, the "strong contextual hypothesis" (Miller & Charles 1991), and even the much-quoted remark from Firth, on knowing the word by the company it keeps (Firth 1957). When applied to the case of lexical ambiguity, it leads one to expect that similar senses of the same word will occur in similar contexts. However, one of the main problems with applying the idea of distributional similarity in computational tasks is that in order to use any kind of generalization based on distributional information, one must be able to identify the sense in which a polysemous word is used in each case.

In this paper, we focus on identifying verbal ambiguities linked directly to the semantics of the words that occur in a particular argument position. As we will see, such words may activate the same sense of the target verb, and yet be quite distinct semantically. In other words, they need to be similar only with respect to the context provided by that verb. We use this intuition to develop a clustering method that relies on contextualized similarity to group such elements together

1. Resolving Polysemy in Context

The meaning assigned to a word by the combination of two factor s: (1) syntactic frame into which the word is embedded, and (2) semantics of the words with which it forms syntactic dependencies. We will use the term 'selector' to refer to such words, regardless of whether the target word is the headword or the dependent in the syntactic relation. Syntactic frame should be understood broadly as extending to minor categories (such as adverbials, locatives, temporal adjuncts, etc.) and subphrasal cues (genitives, partitives, negatives, bare plural/determiner

distinction, infinitives, etc.). The set of all 'usage contexts' in which a polysemous word occurs can usually be split into groups where each group roughly corresponds to a distinct 'sense'.

4. a. *adhikaari atinu kaaraNam uNTu enna kaariyatte niSeedhiccu* {*enna*-clause)

'The authority denied that there is a reason for that' (proclaim false)

adhikaari kaaraNatte niSeedhiccu [NP]

'The authority denied the reason' (proclaim false)

b. *adhikaari raadhaykku visa niSeedhiccu* [NP]

'The authority dined visa to Radha' (refuse to grant)

5. a. *avaL koccine aTiccu ennu avan kuRRam paRanjnu* [*ennu*-clause]

'He complained that she bet the child' (complain)

b. *avan avaLe kuRRam paRanjnju* (blame) [NP]

'He blamed her'

For the senses of *ooTu* 'run', absorb, treat and explain shown in (3), contrasting argument and/or adjunct semantics is the sole source of meaning differentiation. The relevant argument type is shown in brackets and the corresponding sense in parentheses:

(3) Semantics of the arguments and adjuncts/adverbials:

6a. *avaL avanRe kuuTe oLiccu ooTi*

'She ran away with him' (elope)

6b. *poolis kaLLenRe piRakil ooTi*

'The police ran after the thief'

7a. *avan avaLooTu mariyatayaay perumaaRi*

'He treated her with respect'

7b. *pooliis avane nallavaNNam perumaaRi*

'Police

Establishing a set of senses available to a particular lexical item and (to some extent) specifying which context elements typically activate each sense forms the basis of any lexicographic endeavor. Several current resource-oriented projects undertake to formalize this

procedure, utilizing different context specifications. FrameNet uses Fillmore's case roles to represent semantics of the arguments. Corpus Pattern Analysis (CPA) (Hanks & Pustejovsky 2005) attempts to catalog prototypical norms of usage for individual words, specifying them in terms of context patterns. Each pattern gives a combination of surface textual clues and argument specifications. CPA uses the extended notion of syntactic frame, as outlined above. Semantics of the arguments is represented either through a set of shallow semantic types representing basic semantic features (e.g. Person, Location, PhysObj, Abstract, Event, etc.) or extensionally through 'lexical sets', which are effectively collections of lexical items.

2. Distributional Similarity

The notion of distributional similarity is used in NLP in a number of tasks, including areas such as word sense disambiguation (WSD), sense induction, automatic thesaurus construction, selectional preference acquisition, and semantic role labeling. It is used to identify semantically similar words (as in thesaurus construction) or similar uses of the same word (as in WSD and sense induction). Resulting clusters of distributionally similar words are often seen as means to address the problem of data sparsity faced by many NLP tasks. Semantics of the arguments is often represented using information derived from external knowledge sources, such as FrameNet, machine-readable dictionaries, WordNet, etc.

3. Selection and Sense Assignment

Computational approaches to word sense disambiguation typically assume that each word in an utterance is assigned a sense from an inventory of senses. This is clearly a simplification of what actually happens when the meaning of a complex expression is computed. Consider a polysemous target predicate with certain semantic preferences. In a given argument position, different senses of that predicate will select for different semantic features.

3.1. Sense-Activating Argument Sets

The same sense of the predicate may be activated by a number of semantically diverse arguments. For some of them, the relevant semantic feature will be central to their meaning. For others, it will be merely a contextual interpretation that they permit. Effectively, each sense of the target predicate may be seen to induce an ad-hoc semantic category in the relevant argument

position. For example, consider the senses of the verb *eTukkuka* : (i) 'get money' and (ii) 'raise hood like a snake', 'take photo', 'score', 'copy', etc.. Some of the lexical items that occur in direct object position for these two senses are given below.

> *paampu paTam eTuttu*
>
> 'the snake raised its hood'
>
> *avan avaLuTe paTam eTuttu*
>
> 'he photographed her'
>
> *avan atinRe pakarppu eTuttu*
>
> 'he took the copy of it'
>
> *avan kaNakkinu nuuRu satamaanam maark eTuttu*
>
> 'He scored hundred percent mark in mathematics'

Core members of the argument set may be polysemous and require the 'bidirectional selection' process in order to activate the appropriate sense of the predicate. But notice that the interpretive work that is done in (7a) and (7b), for example, is quite different.

> (7) a. *pooliis avane taTavil eTuttu*
>
> b. *avan aa jooli ceyyaan koRaccu camayam eTuttu*

While both words activate the same sense of *eTukkuka*, competition will merely be disambiguated between the EVENT reading and the time reading. Another observation to make is that different aspects of meaning may be relevant for different dependencies the word enters into. For example, consider the use of the noun opponent with the verbs take on and know in (8a).

> (8) a. *kamsanRe kaaraagrhattil kriSNan jananam eTuttu*
>
> 'Krishnan was born in Kamsan's jail'
>
> b. *innalee kooTatiyil ninnum avane jaamyattil eTuttu*
>
> 'He has been bailed out from the court'

This difference is made more apparent by the fact that in (8b), for example, the word student which is lacking the [+adversary] component, activates a different sense of take on. Effectively, the relevant semantic component in the interpretation of opponent changes according to the context provided by the verb.

3.2. Selector-Based Sense Separation

In case of homonymy, semantic components selected for by different senses may be sufficiently distinct. In that case, overall distributional similarity between arguments may be sufficient to group together the relevant lexical items. For example, file in the sense of 'smooth' (e.g. file nails, edges, etc.) is easily distinguished from the cluster of senses related to filing papers. Thus, in a given argument position, three kinds of selectors are possible:

(i) Good disambiguators: selectors that immediately pick one sense of the target. These can be monosemous or polysemous themselves. When such selector is polysemous, its other sense(s) just never occur with the other sense of the target verb. Disambiguation is achieved through bidirectional selection, as in "fire four rounds" in (5).

(ii) poor disambiguators: selectors that may be used with either sense and require more context to be disambiguated themselves (bidirectional selection doesn't work). For example, assuming a position may equally likely mean 'taking on a post, adopting a particular bodily posture', 'occupying a certain point in space', or 'presupposing a certain mental attitude', etc.

(iii) Boundary Cases: the choice between two senses of the target is in fact impossible to make (i.e. selector activates both senses at once).

For example, for the subject position with the verb show in (9), *sarvee* 'survey' and photo are good disambiguators, while graph is a clear example of a boundary case.

(9) a. *aa paTam avaLuTe mukatte nalla vaNNam kaaNikkunnu* ('pictorially represent')

b. *aa sarvee vivasaaya meekhalaytil sarkkaarinRe puroogatiye kaaNikkunnu*
'The survey shows the improvement of government in industrial   sector'.
('demonstrate by evidence or argument')

c. *kiraaph tuukkattil ottu motta etak kuRavak kaaNiunnu*
'The graph shows an overall decrease in weight. (both senses?)

Boundary cases are obviously identified as such only when each individual sense can be clearly defined, that is, when good disambiguators for each sense are very common. For that

reason, such cases are better construed as instances of 'multiple selection' (i.e. simultaneous activation of both senses), and not merely as evidence for overlapping sense definitions. Interestingly, even syntactic pattern cannot always overrule the interpretation intrinsic to some selectors. For example, in (10), it is virtually impossible to resolve deny between 'refuse to grant' and 'proclaim false':

> (10) a. *vayoodhikaLku avauTe staanam niSeedhikkappeTunnu*
> 'Elders are often denied the status of adulthood'
> b. *cila jaadikkaar peNNukaLku svaandaryam niSeedikkunnu*
> 'People of certain case denies autonomy to women'

In (11), on the other hand, the selector itself is polysemous, with two interpretations available for it, and it needs to be disambiguated by context before it can activate the appropriate sense of the predicate.

> (11) a. *paNTatta apippraaytte niSeedikku niSeedikku*
> 'Deny the traditional view ('proclaim false')
> b. *kaTalinRe kaaTciye niSeedikku*
> 'Deny the view of the ocean ('refuse to grant')'

In the following sections, we discuss how these considerations can be taken into account when designing a computational strategy for automatic sense detection.

4. Contextualized Similarity

The goal of a similarity measure is to allow us to tell automatically whether one word is "like" the other. But whether one word is like the other may vary, depending on the particular task. If our task is to determine the meaning of a predicate by looking at its arguments, two words in the same argument position will be "like" each other only if they pick the same sense of the predicate. We can capture this intuition by defining a measure aimed to assess 'contextualized similarity', i.e. similarity between two lexical items with respect to a particular context.

5. Selectional Equivalence

Selectional equivalence is defined for two verbs with respect to a particular argument position and a particular sense for each verb. If nouns can be organized into lexical sets sharing a semantic feature, verbs can be organized into selectional equivalence sets, with arguments sharing a semantic feature.

6. Analysis of Annotation Decisions

In this paper, a simple recurrent neural network based learning approach is applied to identify the senses of "*ooTu*". Recurrent Neural Networks (RNN) takes its idea from the human understanding of word from its previous word in the sequence. Traditional neural network did not have the mechanism to understand more about the present events based on the previous events. RNN's are neural networks with loops which will allow the information to exist in it. A simple RNN model is shown in figure
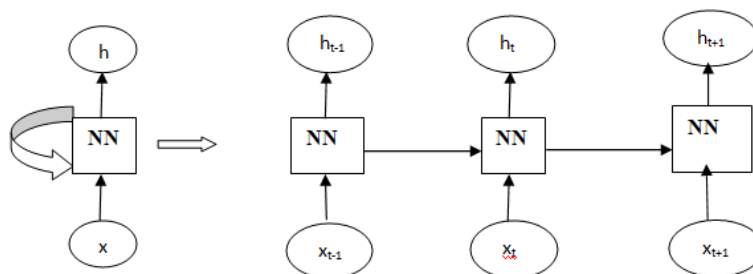
Figure 1: Simple RNN

In figure 1, 'NN' denotes any neural network architecture, ' x_t' denotes an input and ' h_t' denotes the output. Loop passes the output value to the next stage. RNNs essentially helps in captures the present information with the immediate previous value. However, it will omit if the immediate previous value or values will not contribute to understand the sequence of words. In such cases, long short-term memory, an extended version of RNN is used which can even capture long dependencies. In this paper, a simple RNN is used to distinguish the sense.

9 sense classes of "*ooTu*"

Sense No.	No. of data
1	100
2	99
3	104

4	105
5	100
6	68
7	54
8	26
9	104

Table 1: No. of data in each class

Accuracy	Precision	Recall	F-measure
0.34328	0.368	0.343	0.332
0.69403	0.765	0.694	0.701
0.93284	0.938	0.933	0.933
0.97015	0.972	0.97	0.97
0.97761	0.981	0.978	0.978
0.85075	0.876	0.851	0.856
0.90299	0.905	0.903	0.902
0.98507	0.985	0.985	0.985
0.99254	0.993	0.993	0.993

Table 2: Result of 9 epochs. Each epoch is ran for 1000 steps

Table 2 shows the evaluation measures obtained for 9 epochs. When more words and its corresponding senses are created, the network can be tuned to get good models.

Conclusion

The result of the proposed method is encouraging as shown in the previous tables. It associates each of the target's senses with a cluster of selectional equivalents for that sense, with selectional equivalents represented as short contextualized vectors of reliable selectors. The resulting clusters serve to identify selectors that activate each sense, with association scores obtained for each selector indicating which sense it tends to activate. Even with certain assumptions about parallel sense distinctions and selector polysemy, we seem to be able to overcome some of the difficulties encountered by the previous attempts to address polysemy

resolution. The evaluations discussed in the result section shows that simple RNN provides a competing result for identifying the senses of "*ooTu*".

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Mohan Raj, S.N.
snmohanraj@gmail.com

Sachin Kumar, S.
sachinnme@gmail.com

S. Rajendran
rajushush@gmail.com

Amrita Vishwa Vidhyapeetham
Amritanagar
Ettimadai
Coimbatore 641112
Tamil Nadu
India

Employability Skills as an Integral Part of the ESL Curriculum

N. Lakshmana Perumal and P. M. Usharani

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Abstract

The graduates who pass out from the portals of educational institutions are often found wanting in their abilities to meet the requirements of the industries/organizations. Though these learners undergo a course in English for 12 to 14 years, they are not able to cope with the industrial requirements/organizational demands. The present system does not categorically provide opportunities to the learners to master employability skills. The authors after having made a Needs Analysis Survey requiring responses under a multi-skill set decided to conduct another survey based on the recommendations of National Network of Business and Industry Associations, (NNBIA 2014) and Science, Technology, Engineering and Mathematics Network (STEMNET 2014). The feedback thus obtained was classified under three main strands, namely, Communication Skills, Personal Skills and Managerial Skills. The authors had also consulted the NASSCOM study on the Employability Training Programme after having derived a broad spectrum of educational objectives and instructional objectives, the content outline was decided upon and the classroom methodology was in place. Procedures on formative and summative valuation were also finalized and presented. The inputs thus arrived can ideally form part of the ESL curriculum which can be incorporated for adoption and effective delivery and dissemination.

Keywords: Objectives, Communication Skill, Training, Analysis, Employability.

Introduction

Of late, a lot of discontentment among the stakeholders, (teachers, students, educational managers and administrators, employers, employees, proactive public citizens and others who are directly or indirectly involved in the business of education) is reported. The major complaints being the successful engineering graduates are not able to cope with the demands of 'on the job requirements' though they may have had academically a sound record, there have been complaints about the absence of non-scholastic abilities in these graduates, to be more specific, employability

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skills. The scholastic abilities and the non-scholastic traits make a graduate a rounded personality to meet on the job requirements.

Skills Expected

It is expected that any graduate who passes out of any educational institution should have mastered the required knowledge along with the appropriate skills. However, there seems to be yawning gaps between the levels of competence/ skills expected and the obtaining levels of competence and skills. It is expected that any graduates should have

  i.   Adequate mastery of knowledge in the relevant subject area/fields of study
 ii.   Mastery of appropriate skills related to the field of specialization and
iii.   The competencies/ skills required to transform the acquired knowledge and skills into application in real life like situations to meet the needs of the world of work, there by perfecting / fine-tuning the knowledge/skills acquired for effective use and applications in the new real life context

Apart from the essential skills, there are a number of skills which are essentially required by all the employees, wherever they are employed. These generic skills irrespective of the disciplines are very much essential, desirable and also vital to be successful in one's career.

The National Network of Business and Industry Association has identified the common Employability Skills for all types of job across all disciplines and industries and other business/ work places.

Skills for Employment

As already emphasized, employers in industry seek to ensure certain foundational skills in all their employees. A strong academic background with the mastery of three 'R's, reading writing and arithmetic, a fairly decent level of knowledge of Mathematics, Computeracy skills and individual abilities such as team work , problem solving, work ethics, integrity, honesty, sincerity, etcetera make anyone employable .However, a comprehensive list of skills required always escapes attention. Hence, the missing links in the ESL curriculum need to be identified and incorporated as part of the ESL curriculum.

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The broad educational needs and instructional needs should be identified before we decide upon the broad content areas of the curriculum. As one of the major complaints against the engineering graduates who pass out of educational institutions is their lack of competence to communicate effectively in English. The focus of the questionnaire revolves around English language communication skills, though the researcher had an eye on the other major missing links namely, employability skills. The inputs thus drawn have been presented in the form of a questionnaire to seek feedback from the stakeholders.

Needs Analysis Questionnaire A (Given in the Annex,ure)

Feedback was obtained from 100 stakeholders namely, 25 ESL teachers, 25 Subject teachers, 25 Employers of Government/Private organizations, 25 alumni. From the feedback arrived, a coefficient of clarity was arrived on the relevance of the needs which can be turned into objectives for adoption in the ESL curriculum.

The coefficient of clarity arrived at in respect of each of the variables is presented (Table.1) on the basis of the needs indicated. The average score of the feedback responses of 100 respondents has been used to arrive at the coefficient of clarity for each of the variables.

Table.1. Different Skills

A. Vital Employability Skills
- **Comunication Skills**

S.No	Skill Area	Rating
1	Listening	0.9
2	Reading	0.9
3	Speaking	1.0
4	Writing	0.8
5	Interpersonal Skills	0.9
6	Teamwork Skills	0.8

B. Essential Employability Skills
- **Beyond Communication Skills**

S.No	Skill Area	Rating
7	Problem Solving Skills	0.7

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8	Decision Making Skills	0.7
9	Acquisition Skills	0.6
10	Learning Skills	0.7
11	Initiative, Drive and Enterprise Skills	0.8
12	Creativity Skills	0.8
13	Innovation Skills	0.8
14	Technology Specific/Special Skills	1.0
15	Gathering and Managing Information	0.8
16	Planning and Organizing Skills	0.9
17	Oral Presentation Skills	1.0
18	Written Presentation	0.8

C. Desirable Employability Skills
- **Human Communication Skills**

S.No	Skill Area	Rating
19	Customer/Client Relations Skills	0.7
20	Resilience Skills	0.6
21	Marketing Scales Skills	0.9
22	Proactive Skills	0.7
23	Ethical Moral Skills	0.8
24	Social Responsibility Skills	0.8
25	Personal Skills	0.8

- The coefficient of clarity arrived at is 20.3/25 = 0.8

The average coefficient of clarity of all the skills, namely, the Vital Skills, the Essential Skills and the Desirable Skills thus arrived from the analysis of the feedback is 0.8. A coefficient of clarity of 1 is the most ideal score but 0.8 fairly indicates the importance of the objectives that should form part of the ESL curriculum. With this base in view, the research study is aimed at identifying the micro details for the proposed ESL curriculum. Hence, the study aims at the

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identification of the micro details which are ideally required and suited for inclusion in the curriculum. However, the feedback obtained from the earlier study (N.Lakshmana Perumal 2014) is quite elaborate and probably may not be possible for inclusion in its present form in the curriculum. Consequently, a more comprehensive and workable input has got to be initiated. Thus, the present study seeks to develop a curriculum incorporating all macro details and micro details in a workable format.

Objectives of the Study

The study is aimed at

(i)   identifying the broad communication skills including oral and written skills, interpersonal skills, business communication skills and presentation skills.

(ii) listing the personal skills such as integrity and honesty, self- initiation and self -motivation, dependability and reliability, ability to adopt and adapt, professionalism, personal ethics and morals, empathy, value judgment, proactivism and stress management, and

(iii) enumerating managerial skills such as planning and organizing skills, decision making skills, problem solving skills, critical thinking skills, customer relations, team work skills, leadership skills, negotiation skills and skills to work with tools and technology.

Hypothesis

The identification of the micro skills and macro skills from an assessment of the responses obtained from the stakeholders should ideally form the basis of an ideal curriculum for adoption and incorporation as an integral part of the curriculum. These needs identified should ideally contribute to the process of curriculum development. Thus, these needs shall be turned into General Educational Objectives (GEO) and Specific Instructional Objectives (SIO). The objectives thus identified will form the core of the proposed ESL curriculum.

Theoretical Framework

The National Network has brought together employers of major organizations to identify 'the core set of fundamental skills that potential employees need in the workplace' and a common vocabulary to explain them'.

(Across Industry Approach to Foundational Skills, July 22, 2014)

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The model evolved by the National Network of Business and Industry Association seems to prove positive and workable in an industry/business setting. This model also can be the possible framework to map skill requirements of the future employees in their career paths.

"Educators and other learning providers will also have industry defined roadmap for what foundational skills to teach, providing individuals the added benefit of being able to evaluate educational programs to ensure that they will in fact learn skills that employer's value".

The National Network of Business and Industry Association (NNBIA: 2014) has classified the employability skills under four broad skill areas and each of the skill areas have been listed with major sub-skill areas. The four major 'Skill' areas are

1. Personal Skills
2. People Skills
3. Applied Knowledge and Skills
4. Work place Skills

STEMNET (Science, Technology, Engineering and Mathematics Network) has defined Employability Skills as the transferable skills needed by an individual to make him/her employable. STEMNET in association with a range of UK based companies lists the top TEN Employability Skills

1. Communication and Interpersonal Skills
2. Problem solving Skills
3. Using your initiative and being self-motivated
4. Working under pressure and to deadlines
5. Organizational Skills
6. Team working
7. Ability to learn and adopt
8. Numeracy
9. Valuing diversity and difference
10. Negotiation Skills

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A comparative study of the 'Common Employability Skills: A Foundation for Success in the work place: The Skills ALL Employees need, no matter where they work' of the National Network of Business and Industry Association and the 'Top Ten Employability Skills of Science, Technology, Engineering and Mathematics (STEMNET)' give us a direction on the broad areas of Employability Skills. It can be assumed that these skills as identified by NNBIA and STEMNET may prove adequate to train the young Engineering graduates turn employable.

Methodology

The researcher had earlier conducted a survey to identify the needs of the ESL learners in the engineering colleges of Anna University by administering a questionnaire (Needs Analysis Questionnaire 2014).

With the inputs from the questionnaire and from a close study of the inputs from

i)   Common Employability Skills, 'A Foundation for Success in the Workplace: The Skills All Employees Need, No Matter Where They Work ' of National Network of Business and Industry Associations,

ii) 'Top 10 Employability Skills' suggested by Science, Technology, Engineering and Management Network (STEMNET) and

iii) NASSCOM study of Employability Skills for Adults with Learning Difficulties/Learning Disabilities, another questionnaire was developed subsuming all the micro skills and macro skills for administering among the stakeholders. The feedback was obtained formed the basis of the revised curriculum.

Sample Population

Feedback from the stakeholders namely the ESL teachers, the subject teachers, the ESL learners, employers and employees of industries and other organizations, Government and private was obtained to firm up the objectives of the curriculum.

Scope of the Study

It is believed that this present study is aimed at evolving the procedural details of a typical ESL curriculum with its most crucial element namely 'employability skills' as part of the

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curriculum. Hence, this study is conducted and the feedback obtained from random sample populations of the stakeholders with the possibilities of including them in the proposed curriculum. In the emerging local scenario and global scenario, the objectives thus identified should ideally match the requirements of the typical syllabus across all universities and colleges nationally and internationally.

Limitations of the Study

This research study has been undertaken with the fond hope of finalizing the major components of a typical ESL curriculum with inputs from the Anna University Chennai area.

Table.2. A Comparative Study of the Employability Skills as Identified by NNBIA and STEMNET

National Network of Business and Industry Association (NNBIA)	Science, Technology, Engineering and Mathematics Network (STEMNET)
1.Personal Skills	
Integrity	1. Communication and Interpersonal Skills
Initiative	
Dependability and Reliability	2. Problem solving Skills
Adaptability	3. Using your initiative and being self-motivated
Professionalism	
2. People Skills	4. Working under pressure and to dead lines
Team work	
Communication Skills	5. Organizational Skills
Respect	6. Team working
3. Applied Knowledge	7. Ability to learn to adapt
Reading	8. Numeracy
Writing	9. Valuing diversity and difference
Mathematics	10. Negotiation Skills
Science	
Technology	
Critical Thinking	

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5. **Work place Skills** Planning and Organizing Problem solving Decision Making Business fundamentals Customer focus Working with tools and technology	

NASSCOM

　　　　NASSCOM has conducted a study and come out with revealing details that almost 60% of the Indian graduates do not have the right employability skills. The gap in the industry-institute cooperation will certainly manifest itself to alarming proportions, thereby creating chaotic situations. To overcome these lacunae, industries engage specialist trainers to train the new recruits in their respective companies. Naturally, this procedure leads to additional expenditure on the part of the companies and also acts as a deterrent for further recruitment. Consequent upon this development, there is an urgent demand from the corporate world to improve the employability levels/skills of the fresh graduates. Alternately, if the inputs required to perform efficiently and effectively on the job are incorporated in the ESL training programme at the institution level, the industry may not face crises arising out of lack of employability skills of the new recruits.

　　　　NASSCOM has identified the employability skills for adults with learning difficulties/disabilities. The employability training programme seeks to combine the learners' learning strengths and weaknesses and accordingly instructional strategies and instructional goals are identified. The NASSCOM identified 29 competencies and classified them under six major categories. The six categories are

  Strand One: Self Awareness and Advocacy Competencies

  Strand Two: Communication Competencies

  Strand Three: Social and Interpersonal Competencies

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Strand Four: Career Awareness, Development and Exploration Competencies

Strand Five: Workplace Culture Competencies

Strand Six: Vocational and Job Skill Competencies

The inputs presented above triggered the identification of employability skills that can be taught in the classrooms. While choosing the inputs a more flexible and comprehensive list of skills have been carefully chosen for inclusion in the proposed questionnaire for the present study.

Identification of Employability Skills

After having identified the broad spectrum of employability skills, the missing links have to be identified and the methods to impart these skills have to be evolved. Most of these skills, except Numeracy, Mathematics, Science, Engineering and Technology can be imparted only by an English teacher. Apart from the skills listed above, maintaining ethical and moral standards in the work place, ensuring quality and standards, the ability to develop proactive attitude and temperament even during odd times will make the list complete.

It is probably ideal to find out the degree of importance attached to these skills from the stakeholders, the desirability of including these skills in the curriculum drafted for teaching-learning transaction.

A questionnaire with the following variables to seek the responses from the stakeholders on the desirability of including various skills thus identified has been designed to be administered amongst the ESL teachers, subject teachers, employers, employees. The format of the new questionnaire with inputs from the earlier questionnaire seeking Vital Skills, Employability Skills and Desirable Skills has been taken into account while designing the new questionnaire. A lot of insights from the National Network of Business and Industry Associations and Science, Technology, Engineering and Mathematics Network has formed the core of the questionnaire. The format of the questionnaire is presented below.

The Questionnaire B (Given in the Annexure)

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The questionnaire incorporates the details of the earlier Needs Analysis Survey conducted (Lakshmana Perumal 2014), and the inputs from the National Network of Business and Industry Association and Science, Technology, Engineering and Mathematics Network and NASSCOM. As a result of including various inputs from a variety of sources, it has become amply clear that these could be the possible learners' needs while undergoing a course of study and meeting on the job requirements. However, this questionnaire was administered among a sample population of 50 alumni and 50 employers of organizations of industrial establishments and feedback obtained. The details are presented below.

The questionnaire was administered among 100 respondents as stated above and feedback obtained. The feedback in respect of each of the variables from each of the 100 respondents was calculated upon and arrived at the following conclusion. The coefficient of clarity of each of the variables listed above is presented below   (Table.3).

Table.3. Feedback based on skills

S.No	Different Skills		Rating
1	**Communication Skills**		
	i)	Oral Skills	1.0
	ii)	Written Skills	0.9
	iii)	Business Communication Skills	0.7
	iv)	Interpersonal Skills	0.9
	v)	Presentation Skills	0.9
2	**Personal Skills**		
	vi)	Integrity and honesty	1.0
	vii)	Self-initiated and Self-motivated	0.8
	viii)	Dependability and Reliability	0.8
	ix)	Ability to adapt and adopt	0.8
	x)	Professionalism in work place	0.9
	xi)	Personal ethics & Morality	0.9

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	xii)	Empathy, Empathetic, Emphatic	0.9
	xiii)	Value judgment	0.8
	xiv)	Ability to be proactive	0.8
3	**Managerial Skills**		
	xv)	Planning and Organizing Skills	0.9
	xvi)	Business fundamentals	0.8
	xvii)	Critical thinking skills	0.8
	xviii)	Decision making skills	0.8
	xix)	Problem solving skills	0.8
	xx)	Customer focus	0.8
	xxi)	Working with tools and technology	1.0
	xxii)	Team working skills	0.8
	xxiii)	Leadership skills	0.8
	xxiv)	Negotiation skills	0.8
	xxv)	Planning and Organizing Skills	0.9

- The coefficient of clarity arrived at is 20.4/25 = 0.8

Results, Analysis and Discussion

Any draft curriculum begins with a statement of broad educational objectives which serve as a broad indicator of the curriculum process or teaching learning transaction that should happen in the classroom. The specific instructional objectives guide the stakeholders through the process of teaching learning and presents broad guidelines to the stakeholders. A cursory study of the broad curriculum will indicate and guide the learners as to what they should study and master, the teachers what they should impart and train, the evaluators what they should seek to test, the employers what the learners have mastered to decide upon the suitability of the individual learners for placements.

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The feedback and the results of the Needs Analysis Survey (2014) carried out indicates a coefficient of clarity of 0.8 of the maximum 1.0. The feedback analysis of the questionnaire administered (2016) gives again a feedback of 0.8 out of the total 1.0.

In respect of the feedback thus received, the curriculum developer may as well conclude the kind of macro skills in respect of

a) Communication Skills
b) Personal Skills and
c) Managerial Skills

That should form part of the ESL curriculum. The results clearly reflect the need to incorporate these micro details as part of the curriculum for teaching, learning transaction. As many as 25 sub skills under the various categories as cited above, namely, Communication Skills, Personal Skills and Managerial Skills should form part of the major inputs towards ensuring the mastery of objectives/skills. It is assumed that classroom instruction has already ensured oral skills and written skills to carry on with the immediate classroom needs and also on the job requirements. Though the interpersonal skills and presentation skills have been listed as priority skills in the feedback, the obtaining system in the current day to day teaching learning transaction hardly takes them anywhere forward. And hence, the needs of the learners have to be addressed in the design of new curriculum.

Communication Skills

Proficiency in communication skills is the core element to ensure the mastery of the employability skills. Communication skills involve

i) Oral Skills
ii) Written skills
iii) Business communication skills
iv) Interpersonal skills
v) Presentation skills

Personal Skills

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The Personal Skills involve

i)   Integrity and honesty

ii)   Self-initiation and self-motivation

iii)   Individual's dependability and reliability

iv)   Individual's ability to adapt and adopt

v)   Displaying professionalism in workplace

vi)   Maintaining personal code of conduct and principles of morality

vii)   Being empathetic and emphatic

viii) Making value judgement

ix)   Ability to be proactive and working under all weather condition, managing stress intelligently.

The importance that has been accorded is 0.8 and hence, it is important. However, the obtaining curriculum transaction procedures do not seem to ensure the mastery of these skills. Hence, the proposed curriculum should adequately seek to provide these personal skills.

Managerial Skills

Managerial skills such as

i) planning and organizing skills

ii) familiarity with business fundamentals

iii)Decision making skills

iv)Critical thinking skills

v) Problem solving skills

vi)To stay focused towards attending the customers' needs

vii) To be familiar with the modern gadgets and tools and technology

viii)Team working skills and

ix)Leadership skills and negotiation skills

make the list of managerial skills complete. The most interesting factor after the study of the feedback of communication skills, personal skills and managerial skills is quite revealing. An average 0.8 of the coefficient of clarity has been obtained.

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It is the matter of concern and regret that the important core employability skills are not addressed whole heartedly. Pessimistic and halfhearted reforms in curriculum design will take us nowhere. Hence, a serious and much more focused attention to the micro and macro details should be incorporated in the new ESL curriculum.

Content Outline

The feedback thus obtained will form the basis for the identification of content. A strict water tight jacket approach may elude the solution to arrive at a concrete proposal. Thus, there is a definite need, 'to sweep and swap' the curricular objectives in the form of tasks and activities. An eclectic approach towards the development of curriculum involving the principles of communicative language teaching and the principles of competence and performance with a focus on meaning to enable internalizing the form (N. S. Prabu, 1987) should be the ideal plight path to success in ensuring the mastery of employability skills.

Apart from these basic core competencies, it should also be ensured that the learners become aware of the strategies such as self-correcting techniques, handling criticism, managing crisis and resolving conflicts.

Though the primary goal of education should aim at the creation of rounded personalities in young men and women, the practical and pragmatic approach should ensure in assisting the young learners in finding suitable employment so that they may feel comfortable and lead successful lives. Hence, career awareness, development and exploration competencies should also be included and incorporated in the curriculum. A sound awareness and understanding of the workplace skills shall certainly enhance the competence of the young learners. A special emphasis on the need to identify the job skills, qualifications and the respectability that goes along with these jobs, ability to identify and describe effective approaches to job search, ability to develop a job history and a resume, ability to face different job interview situations, develop abilities in succeeding in a job and retaining should also be included in the list of competencies that are to be developed in the learner.

An exposure to workplace culture competencies should complete the list of competencies that are to be developed in the learners. Competencies with a definite focus on formal and informal channels of communication, company's mission, vision and credo, duties, rights and

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responsibilities on the job, developing compensation skills and self-advocacy skills shall be the basis to ensure workplace culture skills. The course on employability skills will be firmly placed on the learner centred activities and the teacher directed inputs. As has been indicated earlier, the core elements/competencies should be divided conveniently to form a logical progression following the maxims of good method, namely moving from easy to difficult, simple to complex, concrete to abstract, familiar to unfamiliar, known to unknown, whole to part and part to whole. The learning materials may be simple learning tasks in the classroom to simulated activities and finally to live on the job exposure. The materials chosen for each of the activities will be from the live real life activities. The teaching learning transaction may begin with the simple one to one conversations, small group discussions, large group interactions, lecture discussions, seminars, project works (Minor and Major Projects), field visits. All classroom activities shall begin with a short five minute warming up activities by way of motivation to the learners. It may be a short introduction to the topic discussed, a brief summary of the earlier classroom activities or a revealing anecdote, an old saying or a proverb and short story. The classroom will turn highly interactive and the emanating interest will be sustained by the teacher's ability to arouse curiosity and kindle the spirit of inquiry.

The teacher should also ensure the reinforcement of the skills mastered in the classroom. Hence, by way of ensuring the continuum in the learning process, extended classroom activities in the form of individual assignments and group assignments should be planned.

Evaluation

All learning efforts should be ideally evaluated to check whether whatever has been taught has also been learnt. A formative test is designed and results obtained to see how far the learning objectives have been realized. The formative tests, thus do not allow to take a pass/fail decision. A formative test is only a pretext to check the learners' level of competencies and thus allows midcourse corrections to enrich the inputs or take corrective measures to ensure the realization of the course objectives. Ideally, the formative tests can follow informal assessing procedure through checklists, rating scales and inventories. There can be quiz and short paper pencil tests to ensure immediate feedback.

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The summative tests normally should follow the procedures of the Indian universities' customary practice of holding a three hour end examination. The question paper may comprise three sections, namely, Section A, Section B and Section C. Section A should have very short answer questions requiring answers in a sentence or two. Objective test items not less than 50 items can also be another option for section A. Section B should have five or six questions requiring answers in a paragraph or two. The questions may test the learners' skills in the mastery of description, narration, argumentation, persuasion, problem solving, decision making, and critical thinking skills.

Section C will have four or five descriptive answers involving proposal writing, report writing such as feasibility report, project report, progress report, maintenance and overhauling report and evaluative report.

Section A will have 25 or 30 marks depending upon the choice type items or the supply type questions. Section B will have 5 or 6 questions. Section C will have 4 or 5 questions, by way of response to the problems posed in the form of case studies or tasks.

Thus, the evaluation pattern will have the option to test and grade the mastery of the learners' knowledge and skills, paving way for open book examination. The proficiency linked language ability test ensures the authentication of marks/grades.

Hence, it is recommended to include the various sub-skills of the core 'employability skills' in the proposed ESL curriculum for the undergraduates in the institutions of engineering and technology. If the program allows a two-semester study, the first semester can be devoted to technical English/EST discourse and second semester for the employability skills.

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1. **Needs Analysis Questionnaire**

Dear stakeholders,

Kindly read the following and rate their importance on a five point scale, 5—to—1 indicating 5 to be extremely useful and 1 to be just useful.

A. **Vital Employability Skills**

- **Communication Skills**

Comprehension (Receiving and Absorption) and Contemplation (Thinking)

S.No	Receptive Skill	M	A	R	K	S
		5 Extremely Relevant	4 Highly Relevant	3 Fairly Relevant	2 Relevant	1 Hardly Relevant
1	**Listening** Comprehending spoken English in the form of classroom lectures, and instructions in the laboratory/workshop, and other talks.					
2	**Reading** Reading with an average speed, failingwhich comprehension of ideas will suffer. Thinking(Absorption and Assimilation) and Composition (Production)					
	Productive Skill	5 Extremely Relevant	4 Highly Relevant	3 Fairly Relevant	2 Relevant	1 Hardly Relevant

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		5 Extremely Relevant	4 Highly Relevant	3 Fairly Relevant	2 Relevant	1 Hardly Relevant
3	**Speaking** Speaking English maintaining a fairly acceptable level of speed, accent, rhythm and intonation.					
4	**Writing** Writing a variety of things in the form of notes, paragraphs, essays, letters and reports for multiple purposes.					
	Receptive, Productive and Thinking Skills	**5 Extremely Relevant**	**4 Highly Relevant**	**3 Fairly Relevant**	**2 Relevant**	**1 Hardly Relevant**
5	**Interpersonal Skills** Developing abilities and attitudes to honour/respect the diverse and varied opinions, values, cultures, beliefs, practices, religions and a variety of views of others.					
6	**Team Work Skills** Developing an Ability to team up and recognize the strengths and weaknesses of the members of the team and adjust to work as a single team without any inhibition.					

B. **Essential Employability Skills**

S.No		M 5 Extremely Relevant	A 4 Highly Relevant	R 3 Fairly Relevant	K 2 Relevant	S 1 Hardly Relevant
7	**Problem Solving Skills** Listening, reading, comprehending, analyzing, Synthesizing, evaluating problems in different situations/contexts and developing a systematic approach to solve problems.					
8	**Decision Making Skills**					

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	Using a variety of thinking skills towards making appropriate and accurate decisions.					
9	**Acquisition Skills** Developing a natural ability to acquire knowledge and skills through practice and innate mental abilities and making efforts to consolidate the results..					
10	**Learning Skills** Acquiring knowledge and skills through deliberate, simulated, directed and contextualized practices.					
11	**Initiative, Drive and Enterprise Skills** Developing a mindset to initiate a process towards mission accomplishment out of one's own volition rather than out of compulsion or through external factors.					
12	**Creativity Skills** Evolving, growing and turning to be creative in all endeavours and trying to find out-of-box solutions for mission accomplishment.					
13	**Innovation Skills** Innovating, creating, introducing novel procedures in the execution of work ensuring optimum utilization of resources with.					
14	**Technology – Specific/Special Skills** Developing an ability to demonstrate and seek an application of new					

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	knowledge in technology specific skill areas.					

15	**Gathering and Managing Information**
	  i) Identifying, locating, selecting, organizing relevant documents for use to meet the demands of world of work.
	
	  ii) Developing an ability to analyze, synthesize and evaluate available information thus collected from a range of sources and managing these sources of information for an effective and appropriate use in a future date.					

16	**Planning and organizing skills** Developing abilities to conceive, think, plan and organize ideas/events/projects.					
17	**Oral presentation skills** Developing abilities to speak before an audience on a range of subjects making extemporaneous and impromptu presentation.					
18	**Written Presentation Skills** Writing on a range of subjects in the form of proposals and reports/ drafting business letters					

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	and other making business correspondences.					

C. Desirable Employability Skills

S.No		M	A	R	K	S
		5 Extremely Relevant	4 Highly Relevant	3 Fairly Relevant	2 Relevant	1 Hardly Relevant
19	**Customer/Client Relations- Management Skills** Identifying, customizing proactive/friendly strategies to promote positive, healthy relationship among clients and customers.					
20	**Resilience Skills** Developing an ability to face challenges and threats with equipoise and turning vibrant and resilient to make calamity into an opportunity.					
21	**Marketing/Sales Skills** Evolving techniques to project your product (range of specialized skills and achievements) through a vibrant and effective marketing/sales strategy.					
22	**Proactive Skills** Facing the challenges of the world of work with a positive mind and make the best use of obtaining conditions, thus ensuring the optimum productivity of the proactive skills.					
23	**Ethical/Moral Skills** Realizing the need to ensure the maintenance of excellent ethical practices					

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	in the operational procedures and moral standards in the discharge of duties.					
24	**Social Responsibility Skills** Turning socially responsible to create a society full of understanding with a sense of equality and equanimity.					
25	**Personal Skills** i) Developing abilities to manage, change and turn flexible and adoptable. ii) Managing time and other resources skillfully. iii) Taking responsibility for the actions and decisions taken.					

Annexure B

2. Questionnaire

Dear Stakeholders,

Kindly read the following and rate their importance on a 5 point scale, 5 to1 indicating 5 to be extremely useful and 1 to be just useful.

S.No	Different Skills	5	4	3	2	1
1	**Communication Skills**					
	i) Oral Skills					
	ii) Written Skills					
	iii) Business Communication Skills					
	iv) Interpersonal Skills					

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	v)	Presentation Skills					
2	**Personal Skills**						
	i)	Integrity and honesty					
	ii)	Self-initiated and Self-motivated					
	iii)	Dependability and Reliability					
	iv)	Ability to adapt and adopt					
	v)	Professionalism in work place					
	vi)	Personal ethics & Morality					
	vii)	Empathy, Empathetic, Emphatic					
	viii)	Value judgment					
	ix)	Ability to be proactive					
	x)	Working under stress, Ability to manage stress					
3	**Managerial Skills**						
	i)	Planning and Organizing Skills					
	ii)	Business fundamentals					
	iii)	Decision making skills					
	iv)	Critical thinking skills					
	v)	Problem solving skills					
	vi)	Customer focus					
	vii)	Working with tools and technology					
	viii)	Team working skills					
	ix)	Leadership skills					
	x)	Negotiation skills					

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N. Lakshmana Perumal
Department of English
Valliammai Engineering College
Kattankulathur
Chennai 603203
Tamil Nadu
 India
anirath1234@gmail.com

P. M. Usharani, Ph.D.
Department of English
B.S.Abdur Rahman University
Vandalur
Chennai, 600048
Tamil Nadu
India
pmusharani4@gmail.com

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Phonological Processes in Hindi Speaking Typically Developing Children Across Rural and Urban Areas

Ramandeep Kaur, MASLP
Manish Anand, BASLP
T. A. Subbarao, Ph.D.

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Abstract

Language refers to a rule based system of symbolic communication involving a set of small unit (syllables or words) that can be combined to yield an infinite number of larger language forms. As the literature review suggests, there are three structures of phonological processes in Hindi speaking children. All these studies have been done in Urban children as subjects. Despite of this, limited amount of research studies focus on children residing in these rural areas of India. The knowledge of phonological development has a great significance in the clinical population to determine whether a child is phonologically disordered and needs intervention. The objective of the study is to describe the percentage and types of phonological processes exhibited by 3-4 year old, Hindi speaking typically developing Urban and Rural children. The results revealed that the mean percentage of correct responses was higher in the Urban children. Children of both the groups demonstrated a wide array of phonological processes. The higher percentage of Phonological Processes in Rural children when compared to those in Urban children could be attributed to the limited educational facilities and lack of parental attention given to a rural child's utterances. It was also noted during the study that people living in urban India have much better living and health conditions than those in rural areas. Rural areas are generally economically very poor when compared to urban areas, especially in India, and the amount of attention and care given to children is very limited.

Key words: Phonological processes, urban children, rural children, language

Introduction

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Language refers to a rule based system of symbolic communication involving a set of small unit (syllables or words) that can be combined to yield an infinite number of larger language forms (Hoff & Naigles, 2002). Phonology refers to the speech sound systems of a language. It involves the study of classification and organization of speech sounds in a language (Vihman, 1996). Phonology encompasses all aspects of the sound system including the speech production and perception. Phonological structure has two components, a limited repertoire of sounds (phonemes) representing various classes (based on physiological and acoustic characteristics) and a set of phonotactic rules defining how these phonemes can be arranged into syllables (Hodson & Paden, 1991). Moreover, the term 'Articulation' refers to the actual movements of the articulators during speech production.

As children expand their vocabulary of words, they also demonstrate an emerging phonological system. The development of phonology is not an immediate process. Children cannot immediately learn the entire array of phonemes instead they progress gradually from mastery of the simpler sounds and then arrangement to these sounds into more complex ones. Developmental phonologists have observed that a young child usually makes these substitutions and omissions in predictable ways. Thus, even the child's technique for coping with speech inadequacies is systematic (Markman, Wasow & Hansen, 2003)

Over the years, the study of phonological development has shifted from the analysis of individual speech sound errors toward the analyses of phonological processes that are rule governed simplifications of adult speech. The phonological process analyses is fast emerging as a popular technique to meet the demand for a more comprehensive means of assessing children who exhibit multiple speech sound production. The concept of phonological process was first introduced by Stampe (1973), according to him learning of sound system requires suppression of a number of innate simplifying processes and simultaneously increasing number of contact sounds.

According to Hodson & Paden (1981) phonological processes is defined as regularly occurring deviations from standard adult speech patterns that may occur across a class of sounds, a syllable shape or syllable sequence. In short, processes are description of regularly occurring

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patterns observed in child's speech, which operate to simplify adult targets. The literature reports that there are more than forty such different processes operating during children's phonological development (Hodson, 1980).

An abundant research in western languages focuses on phonological development and various processes seen in developing children. Goldstein & Iglesias (2001) examined the effect of dialect on phonological analyses in Spanish-speaking children. The results indicated that the number of consonant errors, percentage of consonants correct, number of errors within individual sound classes, and percentage of occurrence for phonological processes all differed based on the accounting of dialect features.

Dodd, Holm, Hua & Crosbie (2003) indicated that the role of various factors such as gender and socio-economic status in speech and language development remains controversial. First, the controversy highlights speech and language development as a very complicated phenomenon. Conceivably, some but not all aspects of language ability are subject to gender or socio-economic status-related variations. The cross-comparison of the development of different aspects, as well as inconsistency in measures and criteria, makes generalization less viable. Second, the controversy also indicates that, in most cases, the combination of a number of variables or factors works together and shape children's speech and language development. Some variables may exert direct influence. Some variables may function indirectly. Some variables may have no influence on their own but interact with other variables to influence a child's speech and language development. Some variables such as socio-economic status are macro-variables composed of several parameters. Wells (1985, 1986) showed how different grouping among parameters could result in opposite interpretations of the same data. Finding ways to measure and specify a macro-variable in studies on the relationship between social and individual factors and speech and language development needs further exploration. Third, the controversy reflects the dynamic nature of social and individual variables and their influence on the speech and language development. Some factors used to play an important role, but these could become less important or insignificant if the environment or the mechanism through which these factors exert influence, change.

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Dodd & Crosbie (2004) reported that Socio-economic background did not affect the phonological accuracy measures of any age group. Smith, Hand, Freilinger, Bernthal & Bird (1990) similarly found no significant effect of socio-economic background on the age of acquisition of speech sounds. However, socio-economic background has been reported to affect other areas of language development: vocabulary (Bates, Marchman, Thal, Fenson, Dale, Reznick, Hartung, 1994); phonological awareness (Burt, Holm & Dodd, 1999); cognitive, linguistic and pre-reading measures (Robertson, 1998). Factors associated with low socio-economic background are reduced quality of the linguistic environment, poor interpersonal interactions and decreased exposure to books.

Other aspects of language may be more susceptible to impairment under circumstances of increased deprivation. According to Bishop (1997) the link between socio-economic background and speech and language impairment is weak. Law (1992) suggested that poor socio-economic background accounts for a only slight variation in language development. It is more likely that a combination of detrimental factors contribute to impairment.

Research in Indian Languages

The literature on phonological processes is mostly from Western languages. However, in the recent past, various studies have been done focusing on the Indian languages.

S. No.	Author	Language	Age Group	Common Processes
1	Sunil (1998)	Kannada	3-4 years	Fronting, cluster reduction, initial consonant deletion and affrication
2	Jayashree (1999)	Kannada	4-5 years	Fronting, cluster reduction and stopping

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3	Ramadevi (2001)	Kannada	5-6 years	Stridency deletion, deaspiration and retroflex deletion
4	Sameer (1998)	Malayalam	3-4 years	Cluster reduction, final consonant deletion, epenthesis and deaffrication
5	Bharathy (2001)	Tamil	3-4 years	Epenthesis, cluster reduction, gliding, nasal assimilation, voicing, deaffrication and fronting
6	Ranjan (1999)	Hindi	4-5 years	Cluster reduction, partial reduplication and aspiration
7	Santhosh (2001)	Hindi	3-4 years	Cluster reduction, epenthesis, fronting, gliding, metathesis, nasalization etc.
8	Rahul (2006)	Hindi	2-3 years	Retroflex fronting, affrication, stopping

Table 1: Studies on Phonological processes in Indian languages

As the literature review suggests, there are three structures of phonological processes in Hindi speaking children. All these studies have been done in Urban children as subjects. Despite of this, limited amount of research studies focus on children residing in these rural areas of India. The knowledge of phonological development has a great significance in the clinical population to determine whether a child is phonologically disordered and needs intervention. However, a limited understanding of phonological development and a scarcity of data to evaluate differences between the language conditions seen in Urban and Rural children might lead to a risk of misdiagnosis.

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Hence, the present study focuses on comparing the phonological processes across Urban and Rural Hindi speaking children of India.

Aim

The objectives of the study are:

- To describe the percentage and types of phonological processes exhibited by 3-4 year old, Hindi speaking typically developing Urban and Rural children.
- To compare the percentage and types of phonological processes across the two groups of children, Urban and Rural.

Methodology

Subjects

Thirty typically developing children, age ranging from 3-4years (Mean 3.5 years) participated in the study. Among these, fifteen children were selected from the Urban areas of Delhi and Haryana district, with middle- to high-socioeconomic status. The other group (fifteen) of children was selected from the Rural areas of Delhi and Haryana district, with low socio-economic status. All participants were native speakers of Hindi and some of them were attending play school at the time of testing.

Stimuli

The study included compilation of speech samples using two stimuli. One, being a connected speech sample of each child and the other included elicitation of single word production.

1. **Connected Speech Sample:** The connected speech sample of children helped in three ways:

a) Assessing overall intelligibility of Speech

b) Analyzing the use of speech sounds in a natural setting

c) Providing a wider database to judge the accuracy of individual sounds, patterns of errors and consistency of misarticulations.

In order to collect data in a connected speech the child was assessed in two tasks:

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i) **Spontaneous Conversation,** with mother/teacher, about a familiar topic like a favorite TV show or hobbies of the child.

ii) **Story Narration:** The child listens to a story with pictures and then is asked to narrate the story with/ without the help of pictures.

2. **Single Word Production**

A Hindi Articulation Test was administered on each child after presenting adequate test trials and instructions. The test included target consonants, diphthongs and vowels to be tested in all Initial and Final position. For each target word in the test, the child was shown a set of pictures each representing the target word. The pictures were standardized by thirty native speakers of Hindi who were parents of three to four year old children. Among a set of ninety pictures, forty pictures were chosen which had the selected phonemes of Hindi in Initial and Final positions. The target words were arranged in a random order. All the selected words were:

- Easy to produce

- Picturable

- Unambiguous

- Regularly used in functional day to day life

- Match with general core vocabulary for the children

Procedure

The speech sample (minimum 50 utterances) was recorded from each child in a quiet room at home or school environment. Subjects were seated comfortably and rapport was build up with the child before eliciting the target speech sample. Each child was presented with the pictures one after another using DMDX software (Kenneth & Forster, 2003). The responses of every child were recorded. In the instances when spontaneous utterances could not be elicited, questions were asked related to the test item to which the target word is expected to be the answer. Maximum attempts were made to obtain the spontaneous production of all the target words. In case they failed, imitation was used for elicitation of response.

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The responses of all the subjects was recorded in PRAAT (5.3.43; Boersma & Weenink, 2012) using a Lenevo z560 laptop and digital sound stereo headphones (SSD-HP-202).

Results and Discussion

The phonological processes were abundant among both the groups, Urban as well as Rural children. Table 2 shows the mean percentage and standard deviation of correct responses produced by children in the two groups.

GROUP	MEAN PERCENTAGE SCORES	STANDARD DEVIATION
URBAN CHILDREN (3-4 years)	59%	8.05
RURAL CHILDREN (3-4 years)	36%	11.22

Table 3: The Mean and Standard Deviation of percentage of correct responses among the Urban and Rural children

The Mean correct responses among the two groups were 59% (Urban) and 36% (Rural). Hence, though all the children in the two groups were of the similar age range, unexpectedly, the Urban children produced higher number of correct responses when compared to the Rural children.

Qualitative Analyses

The recorded samples were analyzed qualitatively. Each word uttered was analyzed for phonological process involved. The whole word was analyzed and not only the target phoneme in the word. The analyses of data revealed a total of 25 phonological processes in the Rural group and 20 phonological processes among the Urban group. The occurrence of each process in all the subjects, Urban and Rural, is provided in Table 3 and 4 respectively.

S. N O.	PP	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15

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1	RF	9	8	13	8	11	15	16	9	6	7	11	12	9	5	8
2	DeA	10	10	10	8	6	7	11	10	12	8	7	8	9	5	8
3	St	4	1	8	3	-	6	9	5	1	11	12	1	1	9	4
4	VF	2	-	1	-	1	11	9	4	-	8	8	-	1	-	8
5	BK	-	-	-	-	-	-	1	-	-	-	1	1	1	-	-
6	ICR	6	6	-	9	-	8	8	6	5	-	10	8	-	-	-
7	FCR	5	5	4	3	5	-	3	-	3	2	-	2	4	-	1
8	AF	12	7	6	8	9	12	12	12	3	9	13	13	5	5	2
9	DeN	5	2	8	5	5	4	6	4	4	7	5	2	5	5	5
10	NS	-	1	1	-	-	-	3	1	1	6	-	-	-	-	4
11	DeV	2	2	2	4	3	1	6	-	-	4	3	4	3	2	2
12	ICD	-	-	-2	1	1	1	-	1	-	1	-	1	1	1	1
13	FCD	-	-	1	-	3	1	1	5	2	2	5	2	-	6	5
14	/r/Del	2	4	4	6	6	-	5	3	3	2	-	-	2	1	2
15	Epn	1	-	-	-	-	1	1	1	2	-	2	2	2	1	1
16	/h/del	2	2	2	2	1	1	12	1	1	1	1	3	1	2	2
17	VS	2	-	1	2	-	3	1	2	1	2	3	1	-	-	-
18	Voc	-	-	-	1	1	1	-	-	-	-	-	1	1	-	-
19	GL	2	1	-	2	-	2	1	-	-	4	1	-	2	1	1
20	Ass	-	-	-	1	1	1	-	-	-	2	1	-	-	-	1

Table 4: Distribution of different Phonological Processes among Urban children

S. N. O.	PP	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15
1	RF	8	8	13	8	11	15	16	9	6	7	11	12	9	5	8
2	DeA	12	15	10	8	6	7	11	10	12	8	7	8	9	5	8
3	St	4	3	8	3	-	6	9	5	1	11	12	1	1	9	4
4	VF	2	-	3	-	5	12	9	4	-	8	8	-	1	-	8

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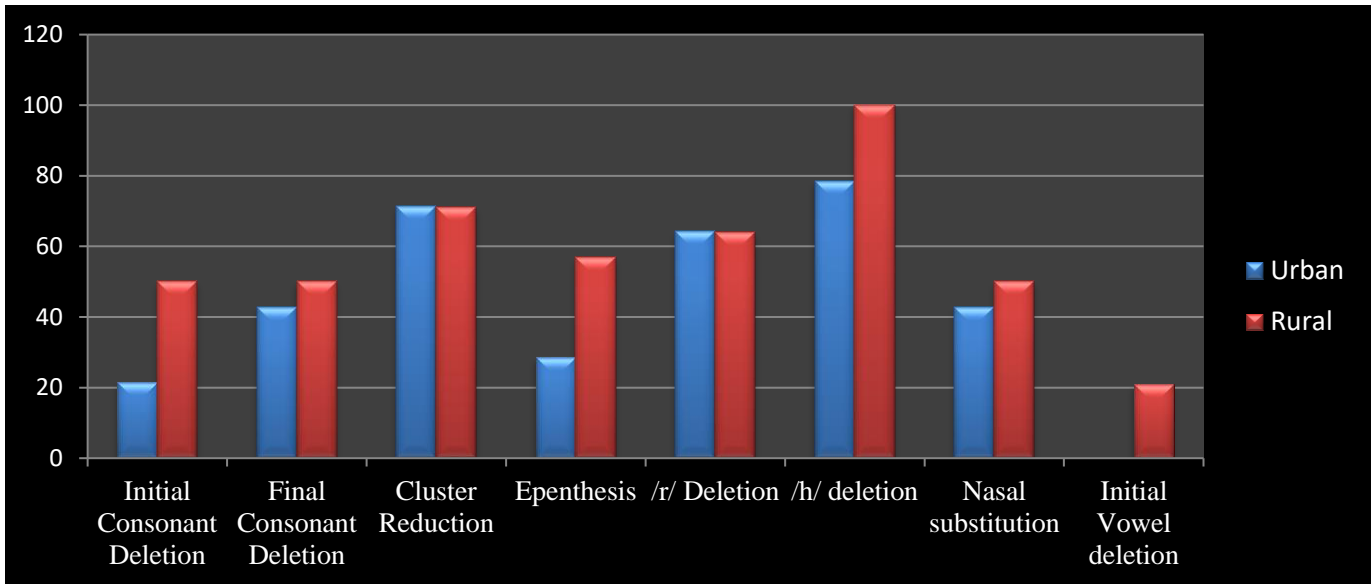Phonological Processes in Hindi Speaking Typically Developing Children Across Rural and Urban Areas 198

5	BK	-	-	-	-	-	-	1	-	-	-	1	1	1	-	-
6	ICR	7	6	-	9	-	8	8	6	5	-	10	8	-	-	-
7	FCR	6	5	4	3	5	-	3	-	3	2	-	2	4	-	1
8	AF	13	7	6	8	9	12	12	12	3	9	13	13	5	5	2
9	DeN	8	2	8	5	5	4	6	4	4	7	5	2	5	5	5
10	NS	-	1	1	-	-	-	3	1	1	6	-	-	-	-	4
11	DeV	3	2	2	4	3	1	6	-	-	4	3	4	3	2	2
12	ICD	-	-	-2	1	1	1	-	1	-	1	-	1	1	1	1
13	FCD	-	-	1	-	3	1	1	5	2	2	5	2	-	6	5
14	/r/Del	3	4	4	6	6	-	5	3	3	2	-	-	2	1	2
15	Epn	1	-	-	-	-	1	1	1	2	-	2	2	2	1	1
16	/h/del	2	2	2	2	1	1	12	1	1	1	1	3	1	2	2
17	VS	2	-	1	2	-	3	1	2	1	2	3	1	-	-	-
18	Voc	-	-	-	1	1	1	-	-	-	-	-	1	1	-	-
19	GL	2	1	-	2	-	2	1	-	-	4	1	-	2	1	1
20	Ass	-	-	-	1	1	1	-	-	-	2	1	-	-	-	1
21	l/r Su	5	5	-	-	-	5	8	-	3	3	3	-	5	4	3
22	VR	2	1	-	1	1	1	-	-	-	-	-	1	1	-	-
23	VL	3	3	-	2	-	2	1	-	-	4	1	-	2	1	1
24	IVD	-	1	-	1	1	1	-	-	-	2	1	-	-	-	1
25	Mono	3	1	-	-	-	5	8	-	3	3	3	-	5	4	3

Table 5: Distribution of different Phonological Processes among Rural children

[Symbols Used: RF: Retroflex Fronting; **FR:** Fronting; **ICR:** Initial Consonant reduction; **AF:** Affrication; **NS:** Nasal Substitution; **ICD:** Initial Consonant Deletion; **Epn:** Epenthesis; **GL:** Gliding; **Vs:** Vowel Shortening; **VL:** Vowel lowering; **Mono:** Monothongization; **St:** Stopping; **BK:** Backing; **FCR:** Final Consonant Reduction; **Den:** Denasalization; **FCD:** Final Consonant Deletion; **VOC:** Vocalisation; **Ass:** Assimilation; **VR:** Velar Fronting; **IVD:** Initial Vowel Deletion].

Furthermore, the phonological processes were classified into the three groups, namely:

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1. Syllable Structure Processes

2. Substitution Processes

3. Assimilation Processes

The comparison of two groups, Urban and Rural, in terms of percentage of subjects is indicated in Tables 6, 7 and 8 and graphically represented in Figure 1, 2 and 3.

Syllable-Structure Processes

S. No.	PHONOLOGICAL PROCESSES	No. of Subjects exhibiting the process (RURAL)	% of Subjects exhibiting the process (RURAL)	No. of Subjects exhibiting the process (URBAN)	% of Subjects exhibiting the process (URBAN)
1	Initial Consonant Deletion	8	50	4	21.43
2	Final Consonant Deletion	8	50	7	42.86
3	Cluster Reduction	11	71	11	71.43
4	Epenthesis	9	57	5	28.52
5	/r/ Deletion	10	64	10	64.29
6	/h/ deletion	15	100	12	78.57
7	Nasal substitution	8	50	7	42.86
8	Initial Vowel deletion	4	21	-	-

Table 6: Urban and Rural children exhibiting Phonological Processes in category of Syllable-Structure Processes

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Figure1: Percentage of subjects who exhibit different phonological processes in two groups

The Table 6 and Figure 1 shows that among the Rural children, cluster reduction, Final Consonant Deletion: and Initial Consonant Deletion were observed to be the highest number of Phonological Processes. Similarly among the Urban group also, cluster reduction seems to be highest in occurrence. However, consonant deletions seemed to be much lower. Final Consonant Deletion was observed to be present in 50% of the subjects in Rural group and 42.86% of subjects in Urban group. Initial Consonant Deletion was observed to be present in 50% of the subjects in Rural group and only 21.43% of subjects in Urban group. The Final Cluster Reduction was observed to be present in 71% of the subjects in Rural group and 71.43% of subjects in Urban group.

The Initial Cluster Reduction was present in 64% of the subjects in Rural group and 57.41% of subjects in Urban group. Moreover, in both Urban and Rural group /h/ deletion seemed to be the maximum. It was observed to be present in 100% of the subjects in Rural group and 78.57% of subjects in Urban group. Apart from this, Epenthesis was observed to be present in 57% of the subjects in Rural group and 28.52% of subjects in Urban group. Nasal Substitution was observed to be present in 50% of the subjects in Rural group and 42.86% of subjects in Urban group.

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/r/ deletion was observed to be present in only 21% of the subjects in Rural group and 64.29% of subjects in Urban group. Initial Vowel Deletion was present only in Rural group for in 21% of the subjects. The above results are depicted in Figure 1.

Feature Contrast/ Substitution Processes

S. No.	PHONOLOGICAL PROCESSES	No. of Subjects exhibiting the process (RURAL)	% of Subjects exhibiting the process (RURAL)	No. of Subjects exhibiting the process (URBAN)	% of Subjects exhibiting the process (URBAN)
1.	Stopping	12	80	12	78.57
2.	Fronting	15	100	11	71.43
3.	Backing	4	21	4	21
4.	Affrication	15	100	14	93.33
5.	Deaffrication	15	100	12	78.57
6.	Denasalization	15	100	14	93.33
7.	Deaspiration	15	100	12	78.57
8.	Vowel shortening	11	71	8	50.00

Table 7: Urban and Rural children exhibiting Phonological Processes in category of Substitution Processes

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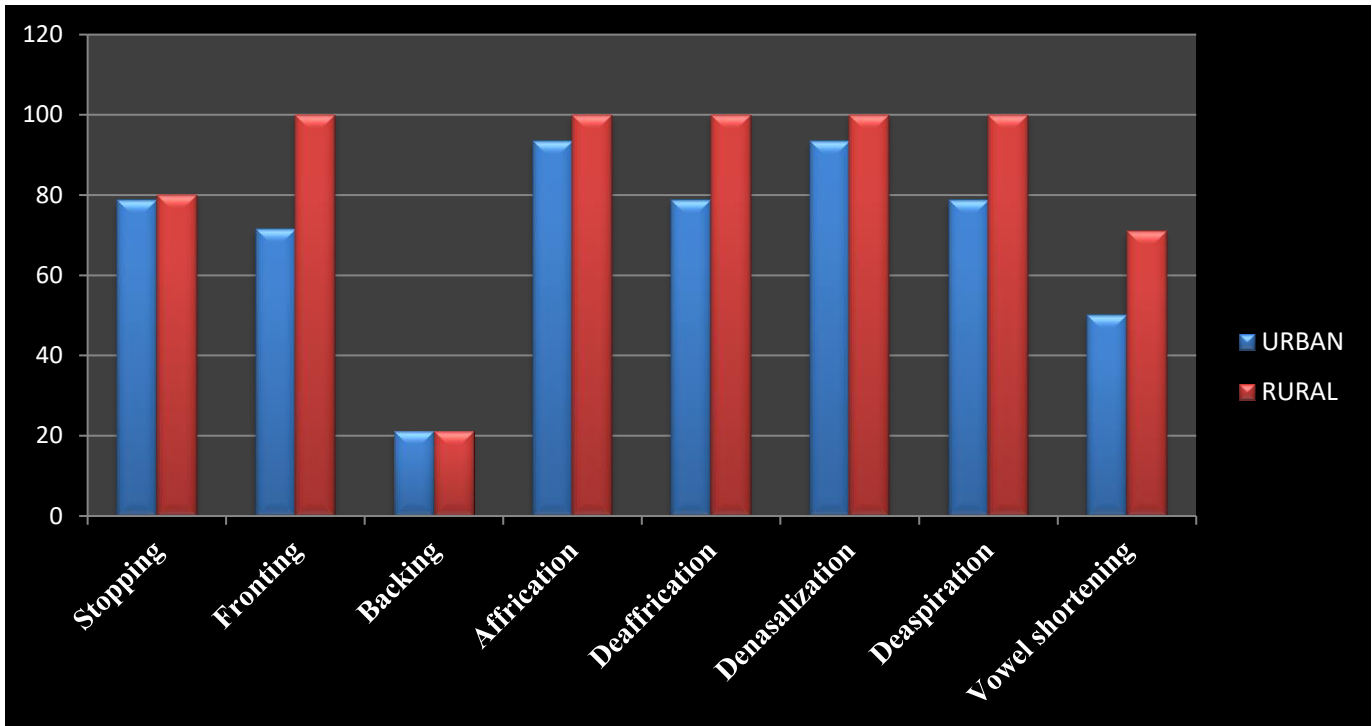
Figure 2: Percentage of subjects who exhibit different phonological processes in two groups

The Table 7 and Figure 2 shows that among Rural children the highest processes were Retroflex Fronting, affrication, deaffrication, denasalization and deaspiration. However, among Urban children the highest processes were affrication and denasalization followed by stopping, deaffrication and deaspiration. Retroflex Fronting was observed to be 100% among Rural group and 71.43% in Urban group. Earlier research in Hindi (Ranjan, 1999; Santhosh, 2001), Kannada (Ramadevi, Prema & Sreedevi, 2005), Malayalam (Sameer, 1998) have also reported that Retroflex Fronting is a frequently occurring process. This is very frequent process in Indian languages. However, in Western studies, this is not the case because retroflex as a place of articulation is absent in them, especially in English. Perhaps, this process is frequently occurring because retroflex is a difficult sound to produce as it involves the tongue to curl back and touch the palate. Thus, we find retroflex sounds most often replaced by a front sound.

The Affrication was observed to be present in 100% of the subjects in Rural group and 93.33% of subjects in Urban group. Generally, affricates are learned before fricatives. Children in

this study from Rural areas did not achieve frication and those from Urban areas also showed limited frication. Thus, the production of affrication was not achieved in these children.

Also, Denasalization was present in 100% of the subjects in Rural group and 93.33% of subjects in Urban group. Deaspiration was seen in 100% of the subjects in Rural group but only in 78.57% of subjects in Urban group. Stopping was evident in 80% of the in Rural subjects and 78.57% of subjects in Urban group. Backing was present only in Rural group in 21% of the subjects.

Vowel Shortening was also observed to be present only in Rural group in 71% of the subjects. The results are depicted in Figure 2.

Assimilation Processes

S. No.	PHONOLOGICAL PROCESSES	No. of Subjects exhibiting the process (RURAL)	% of Subjects exhibiting the process (RURAL)	No. of Subjects exhibiting the process (URBAN)	% of Subjects exhibiting the process (URBAN)
1.	l/r Substitution	10	64	10	64.29
2.	Gliding	10	64	3	14.29
3.	Monothongization	15	100	13	85.71
4.	Devoicing	12	80	13	85.71
5.	Velar fronting	10	64	-	-
6.	Assimilation	6	35	3	14.29
7.	Vowel lowering	6	35	8	50.00
8.	Vocalization	3	14	-	-

Table 8: Urban and Rural children exhibiting Phonological Processes in category of Assimilation Processes

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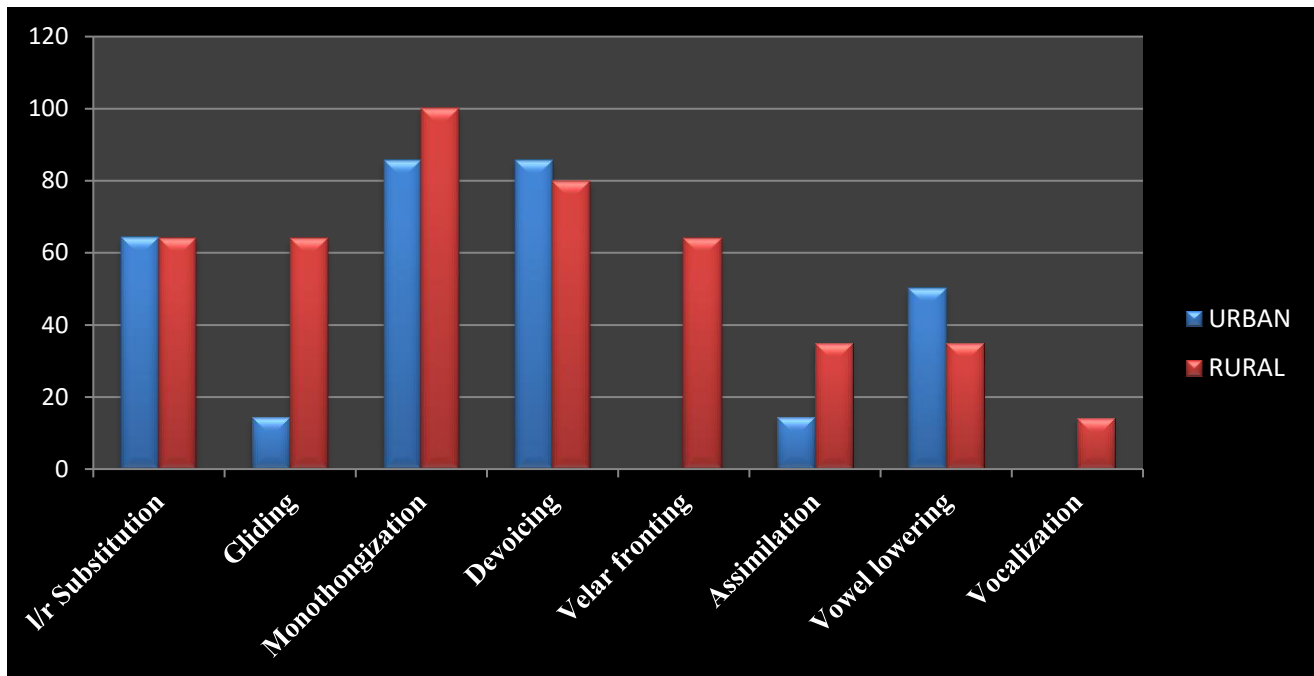
Figure 3: Percentage of subjects who exhibit different phonological processes in two groups

The Table 8 and Figure 3 represents that Rural group showed highest Phonological processes in Monothongization category. This was observed to be present in 100% of the subjects in Rural group and only 85.71% in Urban group. Devoicing was observed to be present in 80% of the subjects in Rural group and 85.71% of subjects in Urban group. Substitution of l/r was observed to be present in 64% of Rural children and 64.29% of the Urban children. The velar Fronting: processes were observed to be present in 64% of Rural children and only 28.52% of the Urban children. Similarly, Gliding was exhibited by 64% of the subjects in Rural group and only 14.29% of subjects in Urban group. Assimilation and Vowel lowering was observed to be present only in Rural group, with 35% of occurrences in both categories. Similarly, Vowel Raising and Vocalization was observed to be present in 14.29% of subjects in both Rural and Urban group.

Furthermore, after the percentage1 of subjects exhibiting each process was calculated, these processes are classified into three major categories. This is depicted in Table 9. The percentage of Phonological Processes was calculated based on the method used by Ramadevi (2006) and Rahul (2006). The classification is as follows:

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1. First category, comparison of Phonological Processes occurring in 20% or less than 20% of subjects. These are considered as **occasionally occurring Phonological Processes**.

2. Second category of Phonological Processes occurring in more than 20% and less than 60% of the subjects. These are considered as **frequently occurring Phonological Processes**.

3. Third category, comparison of Phonological Processes occurring in more than 60% of the subjects. These are considered as **Phonological Processes occurring most of the time**.

S.NO	RURAL CHILDREN			URBAN CHILDREN		
	Percentage of subjects exhibiting the Phonological Processes			Percentage of subjects exhibiting the Phonological Processes		
	Less Than 20%	**20-60%**	**More Than 60%**	**Less Than 20%**	**20-60%**	**More Than 60%**
1	Vocalization	Velar Fronting	Retroflex Fronting	VR	Initial Consonant Deletion	/r/ deletion
2		Initial Consonant Deletion	Deaspiration	Gliding	Epenthesis	l/r Substitution
3		Backing	Affrication		Velar Fronting	Final Cluster Reduction
4		Vowel Lowering	Denasalisation		Final Consonant Deletion	Retroflex Fronting
5		Assimilation	/h/ Deletion		Nasal Substitution	Stopping
6		Final Consonant Deletion	Monoph--thongization		Velar Stopping	/h/ Deletion

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7		Initial Consonant Deletion	Stopping		Initial Cluster Reduction	Deaspiration
8		Nasal Substitution	Devoicing			Devoicing
9		Epenthesis	Final Cluster Reduction			Monothon--gization
10			Velar Stopping			Denasalization
11			Velar Fronting			Affrication
12			Initial Cluster Reduction			
13			l/r Substitution			
14			Gliding			
15			/r/ deletion			

Table 9: Categorization of Phonological Processes, based on percentage of subjects exhibiting the processes.

From the above table 9 it is clear that more than 60% of the subjects in both groups had **Phonological Processes occurring frequently** (second category) **or most of the time** (third category). There were 9 frequently occurring processes in Rural group and 7 frequently occurring processes in Urban group. Moreover, both Rural and Urban group had maximum process in the third category i.e. 'Phonological Processes occurring most of the time'. In the Rural group, there were 15 processes in this category and the Urban group had 11 processes in this category. Thus, the Rural group exhibited more number of processes in this category.

On summarizing the above findings, it was noted that in the Urban group of children, Phonological Processes were abundant in 3-4years. Among the complete utterances produced, the mean of correct responses was 59%. On the other hand, Rural children were somewhat different. The mean correct responses were lower (36%) in these children.

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Comparisons across the two groups revealed difference in terms of the mean correct responses which is higher in Urban children relative to Rural children. ANOVA reveals significant difference between the two groups. However the types of PPs reveal no significant difference. Most of the PPs are common to both the groups, though Rural group was seen to produce various dialectal differences, which were common not only in children but even in adults. Thus, these dialectal differences were not taken into consideration.

Discussion

The discussion over the findings reveal that the occurrence of Phonological Processes in 3-4years old Urban and Rural children is a common phenomenon, attributed to an incomplete/developing speech sound acquisition thereby, giving rise to simplification of phonological aspects. The study revealed similar types of Phonological Processes across both groups with Consonant deletion, weak syllable deletion, epenthesis, fronting, palatalization, stopping, and aspiration being the common types. The findings correlated with those of Pootheri (1998) who revealed cluster reduction, epenthesis, stopping, fronting and palatalization to be common among 3-4years old Malayalam speaking children. Also, Stoel-Gammon & Dunn (1985) observed cluster reduction, epenthesis, stopping, depalatalization and devoicing at 3years of age.

In Indian context, earlier research in Hindi (Ranjan, 1999; Santhosh, 2001), Kannada (Ramadevi, Prema & Sreedevi, 2005), Malayalam (Sameer, 1998) have also reported similar results with Retroflex Fronting being one of the frequently occurring processes among children speaking Indian languages. However, in Western studies, this is not the case because various sounds present in Indian languages (including retroflex) as a place of articulation is absent in Western languages, especially in English. Perhaps, this process is frequently occurring because retroflex is a difficult sound to produce as it involves the tongue to curl back and touch the palate. Thus, we find retroflex sounds most often replaced by a front sound.

The second finding of the study revealed lower percentage of correct responses and hence higher Phonological Processes in Rural children when compared to those in Urban children.

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Perhaps, the limited educational facilities and lack of parental attention given to a child's utterances can be attributable to the greater number of errors seen in Rural children. It was noted during the study that people living in urban India have much better living and health conditions than those in rural areas. Rural areas are generally economically very poor when compared to urban areas, especially in India, and the amount of attention and care given to children is very limited. Thus, perhaps the rural children make more errors (simplification) of sounds without any means of learning the correct production. Also, in rural India, parents seldom educate their children, and even if they do the quality of educate is much lower than that in urban areas. This might lead to less developed metalinguistic and cognitive skills. Thus, being one of the major reasons for more Phonological Processes. The standard of living, health care and other facilities might also minimally contribute to the linguistic differences seen in Urban and Rural children.

Summary and Conclusion

The present study revealed that the mean percentage of correct responses was higher in the Urban children. Children of both the groups demonstrated a wide array of phonological processes. The higher percentage of Phonological Processes in Rural children when compared to those in Urban children could be attributed to the limited educational facilities and lack of parental attention given to a rural child's utterances. It was also noted during the study that people living in urban India have much better living and health conditions than those in rural areas. Rural areas are generally economically very poor when compared to urban areas, especially in India, and the amount of attention and care given to children is very limited.

Thereby, to summarize, all the children use phonological processes during speech sound acquisition in order to simplify adult targets to their level of speech understanding and production. However, the socio-economic status plays an important role in the acquisition and usage of speech sounds. Thereby, this parameter should be necessarily taken into account while assessing children for their language. Moreover, to confirm the above findings, future research should focus on similar aspects across various language pairs and different rural conditions.

Implications of the Study

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- The study provides detailed understanding of phonological development among Hindi speaking Urban as well as Rural children. Thereby, highlighting the differences between the two groups which would help in further assessment and intervention of these children in clinical settings.
- Provides an overview over emerging and suppressing patterns of phonological processes among native Hindi speaking 3-4 year old children.
- The study also provides basis for planning of phonological remediation.

Future Directions

- The present study is a pilot study which involved limited number of children. Future studies should focus on broader data collection.
- Also, further research focusing on different Urban and Rural regions is important in order to confirm the present findings.
- Furthermore, future studies should involve comparison across children in different age groups.

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Ramandeep Kaur, MASLP
Speranza, Bendorewell
Mangalore-575002
Karnataka
India
minikr17@gmail.com

Manish Anand, BASLP
Speranza, Bendorewell
Mangalore-575002
Karnataka
India
manishanand267@gmail.com

Dr. T. A. Subbarao, Ph.D.
Director
Dr. M. V. Shetty College of Speech and Hearing
Malady Court, Kavoor
Mangalore-575015
Karnataka
India
subbaraota@yahoo.com

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The Role of the Unconscious in Vikas Swarup's *Q & A*: An Analysis

Dr. C. Ramya Ravikumar, M.A., M.Phil., Ph.D.
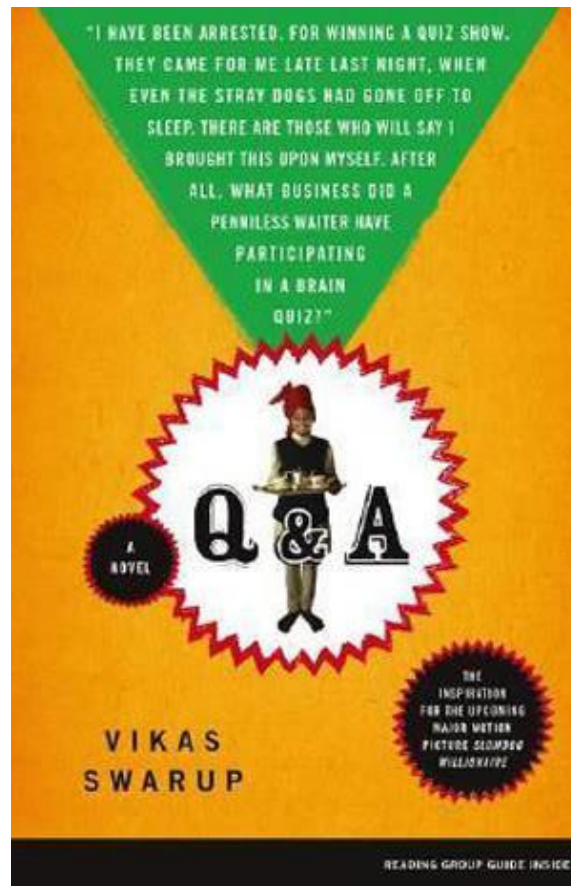
Abstract

Unconscious, the repressed wishes and drives govern the psychic behavior of the humans and determine the personality development of the individuals. The innate drives and desires accumulate in the Unconscious mind and when it comes in conflict with the conscious mind, there comes the psychic disturbances like anxiety, depression, etc… Hence, in order to understand one's own true self or the self of others it is an ultimate option of knowing and exploring the Unconscious with the help of Freud's theories and interpretations, this article analyses the behavior, experience and cognition of the characters of Vikas Swarup's Celebrated Novel, *Q & A.*

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Key words: Human Psyche, Unconscious, Freud, Behavior, Experience and Cognition.

The Puzzle of Human Beings

"What is suppressed continues to exist in normal people as well as
abnormal, and remains capable of psychical functioning" (TIOD 768)

True to the words of Sigmund Freud, for centuries over centuries, right after the birth of civilization, human beings have puzzled over human beings. Understanding human psyche, either one's own self or the others', is an art or most of the catastrophes occur only because people lacked mastery over it. "I'm not to blame; Zeus and fate and fury stalking through the night, they are the ones who drove the savage madness in my heart" says king Agamemnon in *Iliad*. He claims that it is not the act of his own self but just a' savage madness' for which he is not responsible. Sigmund Freud, the father of psychology, puts it that it is a force that serves as an agency in performing the act through him. Freud calls it "Unconscious" that governs the psychic behavior. He stresses that the unconscious wishes are always active and ready for expression whenever they find an opportunity to unite themselves with an emotion from conscious life, and that they transfer their greater intensity to the lesser intensity of the latter.

The Unconscious and the Conscious in Literature and Literary Criticism

What is the relation that the unconsciousness or consciousness or psyche as a whole, have with literature? Why understanding of psychology is important to interpret literature and penetrate deeply into it? What is the purpose of psychoanalytic literary criticism? The first thing one should understand is that the answers to all these questions seem quite simple but an impossible task to explain just in a single chapter as the field is widely immense.

Literary Criticism is about books, psychoanalysis is about minds. Therefore, psychoanalytic literary criticism is all about the minds associated with the books. Those are the three minds that the psychoanalytic critics address-the author, audience or some person derived from the text. Each of us interpret a word in a different way and every single reader's individual way of understanding a text depends upon his or her own personality. How does a person respond while reading the obsession world of Charles Dickens? Or how does a reader react to

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Dr. Faustus' overwhelming ambition and rage? How does a person change those literary worlds to fit into one's own characteristic patterns? To put it in a simple way, what kind of a person you are and how do you perceive the people and the books around you? The psychoanalytically-oriented Reader-Response theory answers all the questions above. Nowadays, analyzing the readers' response is an interesting psychoanalytic criticism.

Role of Psychoanalysis

In order to understand all these relations that psychology has with literature, one should get an idea of what happens inside the human psyche, what factor motivates a particular behavior of human beings. The term Psychoanalysis refers to many aspects Freud's work and research including Freudian therapy and the research methodology he used to develop his theories. Freud's theories of psychosexual stages, the unconscious, and dream symbolism remain a popular topic among both psychologists and laypersons, despite the fact that his work is viewed with skepticism by many today.

The basic features of psychoanalysis are:

1)   Human behavior, experience and cognition are largely determined by the innate desires and drives.

2)   Such drives are highly unconscious.

3)   Attempts to make such drives could result in psychological resistance in the form of defense mechanisms.

4)   One's personality development is determined by the events in their early childhood.

5)   Conflicts between the consciousness and unconscious repressed memories cause mental disturbances such as anxiety, depression, neurosis, etc.

6)   Liberation from the repressed unconscious memories is possible by a skilled guidance.

Unconscious is a reservoir of feelings, thoughts, urges and memories that outside of our conscious awareness. Most of the contents of the unconscious are unacceptable or unpleasant, such as feelings of pain, anxiety or conflict. According to Freud, the unconscious continues to influence our behavior and experiences even though we are unaware of these underlying influences.

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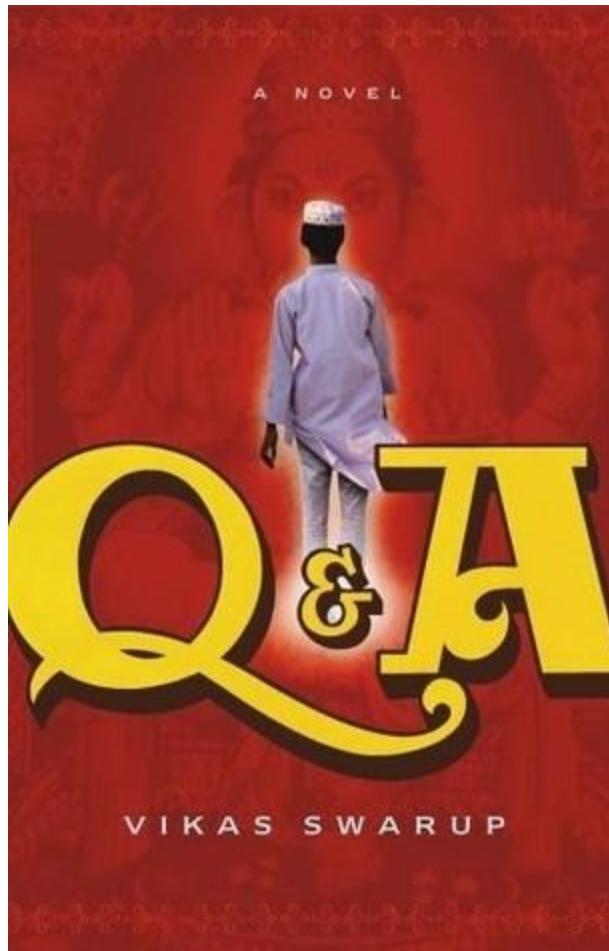
Ram Mohammad Thomas in *Q & A*

      Let us consider the life of Ram Mohammad Thomas, the protagonist of the celebrated novel *Q & A* written by Vikas Swarup. Vikas Swarup is a high-flying Indian diplomat; by night he's a bestselling author. And now *Slumdog Millionaire*, the film based on his first novel, has won four Golden Globes. The central character in the novel is Ram Mohammad Thomas whose life is filled with all repressed memories and he recollects most of them as he participates in a quiz show. The novel is all about a penniless orphan who wins India's most popular quiz show *Who Wants to Be a Millionaire?* Every chapter, in the novel, ends with a question for which Ram Mohammad Thomas answered in the quiz show earlier. He explains Smitha, the lawyer who saves Ram Mohammad Thomas from the commissioner's ill-treatment, how he knew the answers for those questions. When she was demanding Ram to be true to her and disclose everything about the quiz show, he just answers,

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"Do you notice when you breathe? No. you simply know that you are breathing. I did not go to school. 1 did not read books. But, I tell you, I knew the answer" (**Q&A** 30)

Questions and Answers

      Smitha gets a clear picture of what he tries to say and just nods her head saying, "I think that is the key. After all, the quiz show is not so much a test of knowledge as a test of memory... I want to listen to you memories. Can you begin at the beginning" and there goes the novel. Ram starts narrating his memories from his childhood which helped him to answer those questions in the show. These memories were not the ones that Ram keeps thinking all the time but for years, those were stored in his mind somewhere deep inside which he recollects within himself as he is questioned in the show. The questions which had connections to his life instances kindled his unconscious mind to relive those moments in his imagination. His reservoir of stalked repressed memories comes out in each chapter. Psychoanalytical critics mention this as the Unconscious memories.

Function and Role of Unsolved Conflicts

      Freudian theories point out that adult problems can be tacked to unresolved conflicts form certain phases of childhood and adolescence. Freud, based on the data gathered from his patients early in his career, suspected that neurotic disturbances occurred when children were sexually abused in childhood. In this novel also we could witness incidents that people closely associated with Ram personally, are being affected by child abuse which in turn affected am as well, but indirectly. Much research has been done on those types of trauma in childhood and there are cases where many adults with symptom of neurosis and character pathology have no history of childhood sexual or physical abuse. In Ram's case, it is not Ram being abused but his soul mate, Salim Ilyasi, who has dreams of becoming a Bollywood movie star, gets hurt emotionally due to the unimaginable action of his dream hero, Armaan Ali-his Bollywood idol. Freud realized that all humans cultivate different fantasies in different stages of development. He found the stage from about three to six years of age, now called as first genital stage, to be filled with fantasies of having romantic relationships with parents which Freud calls it as Oedipal and Electra complex. And in the adolescence, a child gets attracted to any popular personality in such

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a way that they find tremendous pleasure in fantasizing about that personality and they start putting themselves into the shoes of the persons they admire. When Salim was younger, a fortuneteller predicted that he would be more famous than his Bollywood idol, which spurred on his dreams. He is two years younger than Ram and very handsome, with a clear, musical voice. Salim's tiny room in the chawl is Armaan Ali's shrine. It is filled with posters with all kinds of the hero's various poses salim knows everybody associated with Armaan Ali's movies. He knows who are wardrobe man, makeup man, hairstylist, production manager, and all assistants. He already watched the movie eight times and even crazy memorizing a new name every time he watches the movie. Salim says

'My ambition in life is to shake his hands at least once. I probably won't wash it for a month after that" (QA 81)

The Wish

When Ram was asking Salim what wish he would ask to the Goddess Matha Vaishno Devi, if she appears before him, Salim crazily answers, "I would ask for Armaan to be reunited with Urvashi", without even thinking for a second. As Salim was watching his hero's movies with all passion he encounters a man who misbehaves with him by touching his private parts, he swears the man as a filthy pervert and screams and slaps the man's face hard. He weeps in distress after finding that the pervert is the hero he worshiped. Salim got into a blind rage and started tearing of all the posters of Armaan Ali which were adorning the walls of the small room for about three years. He just tore of Arman's poster in leather jacket into pieces; he put the poster, in which Armaan was sitting in the horse in fire; he damaged one of the posters, where Armaan on the motor bike, with the knife. This act of expelling unacceptable impulses into harsh behavior is a defense mechanism which Freud calls it, sublimation. This act of venting out frustration is a sign of maturity that allows people to function normally in socially acceptable ways.

Smitas Shah, the Lawyer

Smita Shah is Ram's lawyer and childhood friend, she saves him from torture and listens to him tell his story. Later in the novel we come to know that she is Gudiya who was acquainted

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to Ram in the over-crowded chawl where he lived and they both shared a brother-sister relationship which he always treasured. It was in the hospital that Ram first met Gudiya. She was admitted because of her drunken father's ill-treatment. Her father Santharam calls himself a scientist and there were times when Ram envied Gudiya as he overhears the conversation between the father and the daughter. When Ram feels diffident approaching the girl for the first time and he feels that he is given importance after a long time. He says,

"She listens to me with rapt attention and makes me feel very important
 and wanted" (Q&A 79).

Santharam, the Drunkard

Santharam makes a good father but loses his senses only when he is drunk. Santharam being a famous space scientist developed the habit of drinking after his fellow astronomers took credit for his own scientific discovering. This kind of relieving stress through another source, psychoanalysts call as Displacement, a kind of defense mechanism where the ego has extreme feelings towards a target and builds tension. During these times, a person sheds out his/her frustrations, feelings and impulses on other people, especially to those who are less threatening. Here, Santharam expresses his anger towards his wife, daughter and pet instead of showing it to the concerned persons who would in no way bring in positive consequences to his profession. Ram experiences a kind of unspoken bond between Gudiya and himself and goes void of words as he hears from Gudiya,

"You are the brother I never had."(QA 80)

This is a new relationship that Ram has never had. For so many years he has imagined himself as someone's son but not someone's brother. Now he feels all the more secure. One day after Gudiya returns home from hospital, Ram hears Gudiya screaming "Pappa, don't touch me!" As he hears Godiva's plaintive cry, he is affected in a strange way. He desperately searches for all possible ways to comfort her. He pushes his hand through a small opening, in the thin wall that divides both the rooms, and comforts her not to weep and cries to hold his hand. As Gudiya's finger interlock with Ram, he feels a magical feel and in that instance, he becomes one with Gudiya. Gudiya sobs that she would commit suicide rather than submit herself to her father. Ram promises that it would never happen as he would save her as her brother. The next day,

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when Santharam was walking with all his clothes smelling whisky, Ram watches him walking and suddenly slams him from behind. Santharam loses his balance and drops down like a rock. Only when Ram sees Santharam's limb body on the ground, Ram realizes what he have done. Ram takes Santharam for dead and he starts running the next moment. He ran away leaving Mumbai, Salim, Gudiya, chawl and left to another city, Delhi. Ram's act of pushing Santharam to death is not his conscious act but somewhere deep in his unconscious mind he cultivated a notion that he is the only responsible person to save Gudiya from distress. So this feeling of overwhelmed responsibility, a strange feeling of belongingness, that he had on Gudiya, the unexplained feeling that he had whenever he hears Gudiya weeping, altogether made Ram to go the extent of having the thought of making Santharam disappear from the world. This incident affected Ram to a greater extent that he imagines he would be sentenced to death if he was caught by the police. The obsessed fear made him leave the city, where he spent almost all his life with Gudiya who threw a ray of hope in is life after Father Timothy and Salim, his soul mate.

Throughout the novel, we could see his frustrated thoughts about his mother. He sees his mother-image in almost all the woman he gets acquainted to. For example, once he sees Neelima Kumari, who gave him a household job and shelter, being harassed by her lover. She discloses all the secrets about her love and the pains that she was experiencing all these years. When she just says, "Come to me, my child" and draws his face to her chest, he feels all his consciousness of the outer world in his brain ceased for the first time. He feels,

"I felt as though 1 was not an orphan anymore. That I had a real mother one whose face I could see, one whose flesh I could touch. And the salty taste of my tears merged with the sweat and the scent of her body in the most moving experience of my thirteen-year-old life. All the pain and suffering, all the insults and humiliation I had endured over the years melted away in that moment. I wanted to stop all the clocks of the world and freeze that moment forever."
(QA 265 – 266),

Motherly Touch

After thirteen years, he experiences a motherly touch of a woman. According to Freud, every child experiences Oedipus complex, the obsessive feeling of a boy child towards his

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mother. The boy in his infantile sees his mother as the primary love object which leads to a desire of complete union with her. The boy will eventually abandon his incestuous desire for his mother out of fear of being castrated by his father. Thus, a boy represses his incestuous desire, adjusts to the reality principle, and waits for the day when he will be a patriarch. In this way, the boy identifies with his father and the symbolic role of manhood. Here, Ram, being an orphan, experiences fixations and feels socially unacceptable because he didn't even experience the primary feelings like oedipal conflicts, possessiveness towards his kith and kin, personal sharing and understanding towards his blood relatives, priority choose his own clothing, toys and things that a child loves, physical cuddling from his parents and encouragements from loved ones for petty things and so on.

Most importantly, the abuses and harassments, that all the people he was closely connected with emotionally, affected him so much. The sexual harassments that Salim - his friend from early childhood, Ian-father Timothy's son being ill-treated by father John, the cigarette marks on his motherly figure- Neelima Kumari, fatal bruises that needs a plastic surgery on his lady love Nita, the pretty train girl whom he admired so much being tortured by the dacoit, Gudiya-his only sister personality that he has, being tried to be harassed by her own father, all these gave Ram Mohammad Thomas a bitter sense of facing life.

Shankar, the Gentle Friend

The most touching character is Shankar, gentle friend who has a speech defect and is Swapna Devi's unacknowledged son who acquires rabies and dies. When he was very young, he caught his mother and Uncle in bed together and, as a result, his mother kicked him out. He still has the mind of a six-year old boy and cries out coherently for his "Mummy" when he is delirious from rabies. He has a blue notebook full of pictures that he has drawn for and of his mother. He experiences hydrophobia and his deepest depression of being dejected by his own mother shake the deepest consciousness of his little mind, and from that moment he begins speaking only nonsense syllables, 'Q Akip Sxip Pk Aqe,Nxej' for so many years. But before he dies out of rabies, he mumbled a last few words,

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"Please don't beat me, mummy …… why did you throw me out, mummy? I am sorry I should have knocked. How could I know uncle was inside with you? I love you, mummy. I draw pictures of you. My blue diary is full ofpictures of you. I love you, mummy. I love you very much. Don't hit me, mummy. I promise I won't tell anyone, mummy, mummy...''

(QA 322)

This incident shows Shankar has been regressed to a long-lost time. When something highly dreadful happens, a person who is not emotionally strong will lose the capacity to speak out their emotions in their consciousness but the feelings deeply inside the heart will come out when their unconscious mind is awake, i.e., during their dreams. That is what happened in Shankar's case.

To Conclude

Throughout the novel, Premkumar, the show host of the quiz show 'Who Will Win a Billion? uses the defense mechanism, Reaction Formation, to hide his unwelcoming feeling towards Ram Mohammad Thomas. It is later revealed that he is the man who abused both Ram's former employer and Nita, and Ram joins the show to get revenge on him. By the end of the book, he has helped Ram win the show and commits suicide in his car, though Ram suspects the show's producers had a hand in his death.

Therefore, in the novel, Vikas Swarup has probed deeply into the unconscious of all the characters and hence making *Q & A* an excellent study of human psyche.

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Dr. C. Ramya, M.A., M.Phil., Ph.D.
Lecturer in English
Department of English
Thiagarajar College
Madurai 625 0009
Tamilnadu
India
rramyachelliah@gmail.com

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Culture and Scenario of Present Day Young Metropolitans Portrayed in Chetan Bhagat's *One Night @ The Call Center*

G. Ranjitha, M.A., M.Phil.
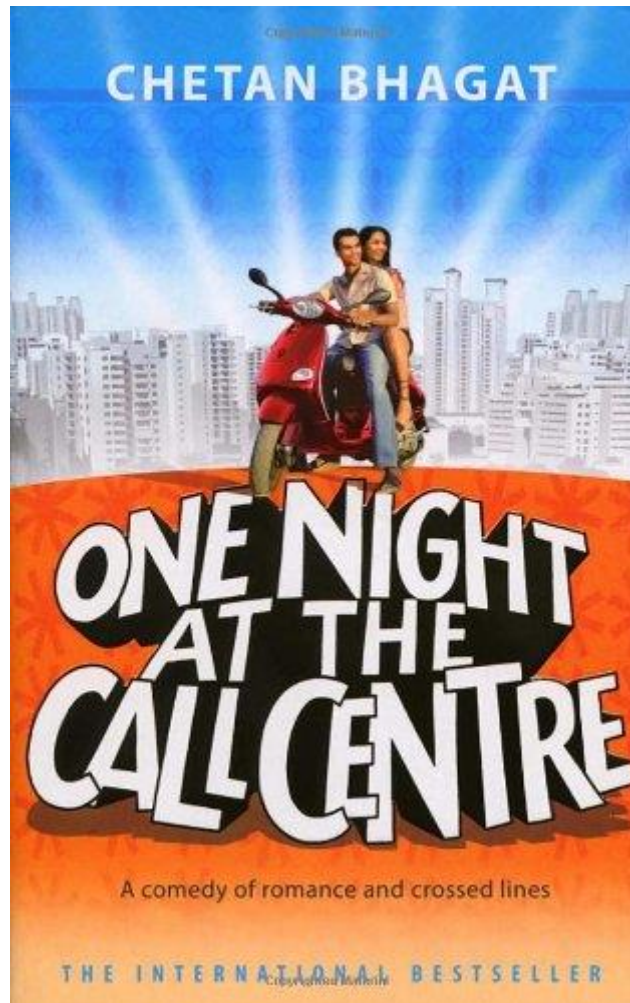
Abstract

Chetan Bhagat has been applauded and viewed as a versatile author by the youth at present India. He is a popular novelist who comments on Education, Society and Current Events. The paper entitled "Culture and Scenario of Present Day Young Metropolitans as Portrayed in Chetan Bhagat's One Night @ the Call Center" focuses on vibrant truth about the problems faced by the present metropolitan youth in the life of technocrats at the Call Centers. The above-mentioned facts are discussed with reference to Chetan Bhagat's *One Night @ the Call Center.* It presents the validity of friendship and creative thinking. Chetan Bhagat's *One*

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Night @ the Call Center portrays the struggles of six call center employees in Delhi and an incident that took place at one night had changed their lives. The call center employees are often fed up with busy schedule at sleepless nights and also in stress in order to take account of their familial issues. The main reason for the call center employees to work there is the better paid salary. The paper through the novel *One Night @ the Call Center* at the end confirms a reality that that the inner call of the heart should be followed by an individual in order to be successful in this world. Thus, through the novel *One Night @ the Call Center*, Chetan Bhagat reflects the culture and issues of contemporary Indian Youth at work spot in the present scenario.

Key words: Chetan Bhagat, *One Night @ the Call Center*

Chetan Bhagat

Chetan Bhagat is one of the most celebrated and famous fictional writers of the present era. He was born on April 24, 1974. His father was an Army man and his mother, a government employee. The major part of his education was done at Delhi. He studied in the Army Public School, Dhaula Kuan, New Delhi during the years 1978 to 1979. He obtained his B.Tech. from IIT, Delhi and completed his MBA from IIM, Ahmedabad. These two prestigious institutions helped him to construct a comprehensive idiom of the life of youth struggling against the situations that are responsible for perversions and sickness.

Exposing the Realities of Life of Youngsters

Chetan Bhagat has changed the Indian English fiction and inaugurated a new era of Indian fiction to expose the realities of life of youngsters. His novels include *Five Point Someone* (2004), *One Night @The Call Centre* (2005), *The Three Mistakes of My Life*(2008), *2 States : the Story of My Marriage*(2009), *Revolution* 2020(2010), *Half Girlfriend*(2014) *One Indian Girl*(2016). His novels got the credit of being the "bestsellers" since their release. He also writes for leading English and Hindi newspapers, focusing on the issues related to youth and national development.

All Chetan Bhagat's novels released so far has a number associated with it: 5 in *Five Point Someone*, 1 in *One Night @The Call Centre*, 3 in *The Three Mistakes of My Life*, 2 in *2 States: the Story of My Marriage,* 2020 in *Revolution* (2020) half in *Half Girlfriend* and *1 in One Indian Girl*. When asked about this numerology behind each novel, Chetan replied

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smartly that he was a banker. He could not get numbers out of his head. Chetan Bhagat's books were filled with charming love stories which are also with more lyrical tone. His novels have the description of external appearance of the characters. Bhagat's novels consist of handsome men and beautiful women.

One Night @ the Call Center

One Night @ the Call Center is the second novel written by Chetan Bhagat. The novel revolves around a group of six call center employees working at Connexions call center in Gurgaon, Haryana, India. Chetan Bhagat has effectively portrayed the impact of globalization on Indian call centers in the novel. The novel takes place during one night, during which all of the leading characters confront some aspect of themselves on their lives they would like to change.

The novel is told through the eyes of the protagonist, Shyam. It is a story of almost lost love, thwarted ambitions, absence of family affection, pressures of a patriarchal set up, an insight on the lifestyle of youth of this country and the work environment of a globalized office. The six characters include the protagonist Shyam, Priyanka, Vroom, Esha, Radhika and military uncle.

One Night @ the Call Centre is really a call to India and to the young people within it. It clearly portrays how globalization has affected the call centre employees in the name of raising economy. The novel deals with the problems of people working in the call center, which is the recent issue of today's world as the youth are largely fascinated by the kind of working system. All the characters in the novel work in the call center not out of interest but mainly because of the highly-paid salaries. The delusional thinking of sitting in an air-conditioned office and talking on the phone make fifteen thousand a month drive them to the call centers.

The Protagonist Shyam

Shyam joins call center for more money, leaving bad company of politicized colleagues and his web designing service. Varun joins there leaving journalism. Priyanka joins to get financial support in order to do her B. Ed. Radhika joins to support her family. Military Uncle joins to have a compromise on his pension amount. Esha wants to be a model. She joins Connexions to have economic support. The reasons for being in the call center are

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different for each of them. They are working together in the same shift sharing same Qualis in WASG (Western Applications Strategic Group). All six major characters have a dark secret that keeps haunting them. The fact is that their dreams are crushed and also their ambitions are thwarted.

Different People by Nature

All the six characters in the novel are different people by nature and their way of life is bound together for some reason. This novel is short, well composed and has some fine comic sentences. In order to handle the story which takes place at one night and to include some subjects and thrills, the author includes some flash back memory of the hero Shyam with his love Priyanka. Shyam loves Priyanka, who is now planning an arranged marriage with another guy. Vroom loves Esha, but Esha wants to be a model. Radhika is in an unhappy marriage with a demanding mother- in- law. Military uncle wants his family and his grandson back, who are settled in the U.S.

One Night at the Call Center is an interesting novel for several reasons altogether. The entire action of the novel takes place in one night. The night has some symbolic implications here. Throughout the night, Shyam, Vroom, Radhika, Esha, Priyanka and Military uncle are not in a state of peace and harmony. Throughout the night, they struggle hard and strive for betterment, satisfaction, contentment and settlement. There is panic and complete chaos in the night. The night also marks the beginning of new life of all the six characters of the novel.

Family Related Issues

The family related issues are well focused in the novel. The women managing both household chores and work pressure is shown with the reference to the character of Radhika. Radhika, do the entire household for whole day and works for night shifts in *"Connexions"* without any complaint. Radhika is a conventional woman. Her husband, Anuj, always remains out of station for work. She expects only love from her husband, not anything else. But, she is always ignored by her husband. Radhika is the best example of a good housewife and smart customer care representative. She is an expert in handling kitchen and managing office promptly. She looks after her old mother-in-law but she is always tortured over by her

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mother in law. She loves her husband very much and trusts him blindly. Below lines are the conversation between Shyam and Radhika, on their way to Connexions:

> 'Nothing. Almost milk for mom-in-law. Took longer to crush the almonds,' she said, learning back exhausted in her seat. She had taken the middle seat. 'Ask mom-in-law to make her own milk,' I suggested. 'C'mon Shyam,' she said, 'she's so old, it is the least I can do, especially when her son is not here.' 'Yeah right,' I shrugged. 'Just that and cooking three meals a day and household chores and working all night and…'(ON@CC 20)

Esha Sing

Esha Sing is a modern fashionable girl who has moved from Chandigarh to Delhi against her parents' wishes. Esha wants to become a model. The call center job helps her to earn a regular income. During day time, she approaches agencies and tries to get modelling assignments. She has taken part in some low – key fashion shows in Delhi. She is always conscious of her stylish appearance. She adjusts her hair at least ten times a night. Her hair is light coloured and intensely curly towards at the end. This is the result of an expensive hairstyling job, which costs as much as a minor surgery. She avoids herself eating sweets as she breaks the tiniest piece possible with fingers. It is to maintain her low cut jeans figure. She hardly eats anything but jumps about asking for treats. Shyam notices Esha when she is adjusting her hair and he exclaims that how girls could always in care of their beauty and appearance:

> I saw Esha adjusting her hair. She does it at least ten times a night. First she will remove the rubber band that's tying up her hair and her hair will come loose. Then, she assembles it all together and ties it back again. (ON@CC 51)

Women in Chetan Bhagat Novels

The women in Chetan Bhagat novels are totally engaged with their personal matters and also spend their maximum time on the useless things. Esha, who wants to become a successful model always spend time in grooming her hair, applying lips sticks and have interest towards wearing naval ring. The novel exposes filth of the modelling industry through Esha. Esha is assured with a modelling contract if she sleeps with a designer for a night. She offers herself but she could not get the contract. The man turns out an

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opportunistic as he betrays her telling that she cannot be a model due to short height. He compensates the in-bed-deed by sending her money. She repents the deed and is haunted by a sense of guilt. Whenever the guilty conscience inflicts her, she cuts her skin with sharp blade. She believes she can atone for her guilt by punishing herself. Vroom loves Esha but she does not accept his proposal due to guilty conscience. When he finds Esha is badly cursing herself for the filthy barren deed, he tries to console her. He offers to accept her for his love-sake that is quite capable to ward off her guilt.

God and His Mobile Phone

Chetan Bhagat introduced God as a cosy friend with mobile phone. A phone call from God is an additional interesting element in the novel *One Night @ the Call Center*. The novel is different in an aspect that Chetan Bhagat has mentioned God using mobile phone. God gives them secrets of success to lead a happy life. God advises his friends-cum-devotees how to come out of the iron web of death. The phone call encourages the survivors to settle account with their boss. When a person finds no other way to come out of the death pit, he finally resorts to the arch power for the help. He listens to the fast beats of his heart. Then, he flashes back upon his wrong deeds. Such situation occurs to Shyam and his friends. All of them hang over the pit of death. With the fear of death, all struggles and all differences come to an end. The call from God on Shyam's phone surprises him.

Bhagat inputs the spiritual interlude in the novel. He tends to make the people firm and strategic in hard times. Actually, this is the call from the within of everyone. This is the call of their "will to do" or "will to live". Bhagat places the interlude to make each realize their actual purpose in life. God advises the people to attend "the inner call" (ON@CC 14), which is more important than many other calls a person attends in a day. This inner call is the call of vitality which is the ruling power of the universe. The divine voice asks the survivors to ponder over two things, one is "Think about what you really want" (ON@CC 15) and the other is "what you need to change in your life to get it" (ON@CC 16).

Resurrection of Life

The novel ends on the note on resurrection of life in the Connexions. Each of the six characters gets the real consolation and starts life in different way. All of them, Shyam, Priyanka, Esha, Vroom, Radhika and Military Uncle become content with their future and

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they would like to continue their desired life. Vroom and Shyam start their own website design company and they call it the "Blacksheep web Design Company".

There is a partial objection that how could God call through phone. Chetan Bhagat himself has offered an alternative that Military Uncle, the senior most, talking to his juniors in their frightful condition. It is the Military Uncle, who advices to the young fellow call center workers in order to come over from the problems and to have a positive outlook on life.

The problems of young people in the society are the main focus and concern of the novelist. If the youth is denied success, they move towards drugs and suicide. The youth feel that they are not getting the support from their parents. Yet they are prepared to face family problems along with their day to day problems. The instrument of love is their better weapon to gain success. The novel gives the impression that the middle class family members suffer a lot in the society. This reflects the effect of the advent of globalization. The multiple proliferations of multinational companies and call centers have opened new avenues for the Indian youth of development.

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G. Ranjitha, M.A., M.Phil.
Department of English
Kalasalingam University
Krishnankovil 626125
Tamilnadu
India
ranji2802@gmail.com

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Thematic Analysis of Jamaica Kincaid's *Annie John* and *Lucy*

R. Maheswari@Rohini, M.A., B.Ed., M.Phil.
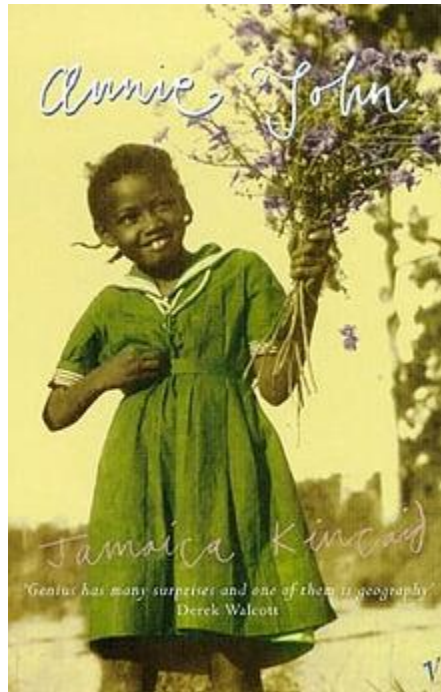
Abstract

Jamaica Kincaid is one among the prominent writers of the Caribbean literature. Her main themes are innocence, racism, power, colonial education, exile and return to the motherland, family bond, domination and Mother-daughter relationship. In the novel *Annie John*, she deals with Mother-daughter relationship. It also shows the psychological depression that the characters undergo especially after Annie attaining puberty. Finally, Annie in order to get away from the depression decides to leave home to England for higher studies. In the novel *Lucy*, Lucy feels that her mother loves her brother more than her and this feeling hurts her a lot and so she decides to isolate herself from her family. Kincaid's two protagonists harbor their love for her mother in the hopes of better understanding the rest of her character's development. In her both novels, Kincaid provides an intimate portrait of her characters, their joys, their pains, their hopes, and their despair. Thus, both the novels beautifully portray the life of women characters from

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childhood to adult age. Women suffer in the hands of men in all context of life. Kincaid brilliantly depicts the life and sufferings of women. Being a woman writer Kincaid understands the psyche of women and their mood swing which changes often according to the situation. Both the heroines manifest a strong desire of escaping. Escaping from their homeland; escaping from the adherence to British values, traditions, and customs; escaping from the role prescribed to them by society. Kincaid presents Annie 's, Lucy's and her own immigration as both as an opportunity for a better life and as an escape from her past.

Key words: Jamaica Kincaid, Caribbean literature, *Annie John, Lucy,* suffering of women, social restrictions for women.

Caribbean Literature

Among the literatures of the world, Caribbean Literature has attracted widespread interest and it is frequently referred to as West Indian Literature. Caribbean writers have produced some of the most enduring literary pieces by any standards in the world. The most significant features of the Caribbean writing are that it is deeply rooted in its culture. A noteworthy function of the Caribbean novel is that it aims primarily at investigating and projecting the inner consciousness of the Caribbean community.

Caribbean literature is the term generally accepted for the literature of the various territories of the Caribbean region. Literature in English specifically from the former British West Indies may be referred to as Anglo-Caribbean or, in historical contexts, West Indian literature; although in modern contexts the latter term is rare. The literature of the Caribbean is exceptional, both in language and subject. More than a million and a half Africans, along with many Indians and South Asians, were brought to the Caribbean between the 15th and 19th centuries. Today, their descendants are active in literature with strong and direct ties to traditional African expressions. This literary is connection, combined with the tales of survival, exile, resistance, endurance, and emigration to other parts of the Americas. It makes for a body of work that is essential for the study of the Caribbean and the Black Diaspora and indeed central for the understanding of the New World.

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Ideal Meeting Point

      Caribbean literature is an ideal meeting point, assorted cultures of two boundless Continents and the ghosts of four colonial empires come together. The Caribbean writers describe the world in terms of their own personnel relationship in the world. They experience their own consciousness and the reality. Many Caribbean relationship, resistance and endurance, engagement and alienation, self-determination authors in their writing switch liberally between the local variation now commonly termed nation language and the standard form of the language. Main themes of Caribbean Literature are innocence, exile and return to the motherland, mother-daughter relation and domination,

Jamaica Kincaid

      Jamaica Kincaid is one among the prominent writers of the Caribbean literature. She was born on May 25, 1949 in the capital city of St. John's on Antigua, a small island in the West Indies. She is a popular novelist, essayist, gardener, and gardening writer. An extremely versatile author, her works include few novels, few non-fictions and short stories. Her novels are Annie John (1985), Lucy (1990), The Autobiography of My Mother (1996), Mr. Potter (2002), See Now Then (2013). Kincaid's novel reveals a close bond in mother – daughter relationship than father – daughter relationship. Psychologically daughters will have close bond with their fathers

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than their mothers, but Kincaid novel brings out the reasons for the close bond in mother – daughter relationship. Since her novels are semi – autobiographical, she brings out her childhood memories through the main characters in her novels.

Annie John **and** *Lucy*

Kincaid's novels *Annie John* and *lucy* reveals a close bond in mother – daughter relationship than father – daughter relationship. Annie grows up emotionally tied to her mother that, at times, separate cultural identities appear unnecessary. Annie seem not to know where her body begins and her mother's ends, as is symbolized by mother and daughter wearing dresses cut from the same cloth. (AJ26)

Jamaica Kincaid expresses the domination of men over women in her novels. Because of the domination, after a certain period of time the protagonists in the novels feel much protected by their mothers than their fathers. Being women in the patriarchal dominant society, the protagonists of the novels feel that mothers are their source of love and care. And they consider their father as 'male chauvinist' who is trying to take control over them. And so mother – daughter relationship is well bonded than father – daughter relationship in patriarchal society.

Annie John

The protagonist of the novel *Annie John,* have more love for her mother than her father. She always admires her mother in many ways. In *Annie John*, Annie loves her mother a lot and she enjoys whatever her mother does for her. Annie also has an expectation that her mother's love is only for her. When Annie is a little girl, her mother is like a goddess. Annie adores and idolizes her mother to the extent that she will do things to imitate her in every aspect. "I spent the day following my mother around and observing the way she did everything.''(AJ15) Even when her mother punishes her for doing something wrong, Annie does not take it too seriously because she always has a belief that her mother punishes her as she has more love. This feeling is highlighted in the novel thus: "That night, as a punishment, I ate my supper outside, alone under the breadfruit tree, and my mother said that she would not be kissing good night later, but when I climbed into bed she came and kissed me anyway".

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Annie usually absorbs whatever her mother is doing. As her father goes away for work, she spends most of her time with her mother. When her father comes home, she spends some time with him but she does not feel any close attachment with him. Annie describes her mother's beauty inch by inch, such as how beautiful her mother's face, eyes, mouth etc. she describes her mother's beauty as "too hot", it is very unusual word used by a daughter to describe about mother's beauty. She stares her mother wondering how beautiful she is and she sees how her mother makes her father to laugh all the time. Annie at times remembers seeing the pictures of her mother in her young age. Annie describes the beauty if her mother during young age as "I had seen picture of her at that age. What a beautiful girl she was!."(AJ 69) She thinks that her mother's beauty is so perfect which makes her to think that she would have been at the same age of her mother to love her at the time. She imagines if she is there at the time of her mother's young age she would have loved her for her beauty and admired her a lot.

Unable To Be the Mirror Image of Her Mother

Annie is unable to be the mirror image of her mother because her mother is light-skinned with European features and Annie has darker skin with more Afro-Caribbean features. Annie's mother failing in her duty to say exactly what it was that made her daughter on the verge of becoming a young lady and how this will alter their relationship, instills hope in Annie so she asks her mother to engage in the trunk ritual again and "a person I did not recognize answered in a voice I did not recognize, 'Absolutely not! You and I don't have time for that anymore" (AJ27).

Love for Her Mother Changing

Kincaid reveals the reason for the protagonists' love for her mother changing after her cross various situations in her life. The important change she reveals in her novel is after attaining puberty. Mrs. John has not bothered to forewarn Annie of the more important aspects of the process of "becoming a young lady." (AJ26) Thus, the first sight of separation comes as a shock to the girl. Annie begins to feel that her mother is not caring for her any more. Annie and her mother dress alike during her childhood. As she grows Annie's mother says her to dress

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differently because as a growing child her mother feels Annie should have individual identity. The mother admonishes and encourages the child thus: "Its time you had your own clothes. You just cannot go around the rest of your life looking like a little me." (AJ26) But Annie feels hurt and she feels weird that her mother is avoiding her.

Annie misunderstands that her mother has stopped loving her and so she tries many ways to get her mother's attention. Once she gets prize in Sunday school for reciting the verses. She feels happy and goes home to make her mother to feel proud of her. But Annie feels depressed by seeing her mother and father having physical relationship. She sees her mother's hand on her father's back. In the novel, she expresses my mother's hand making "circular motion." (AJ30) From that moment she starts hating her mother. Annie feels every bond with her mother is over and she will not allow her mother to touch her with those hands.

The moment Annie saw her mother's hand on her father back she realizes that the relationship with her mother will never be the same again. Annie feels uncertain, betrayed and angry at the prospect of splitting up with her beloved mother. At this point, Kincaid is presenting to the reader the genesis of the tension of mother-daughter relationship in *Annie John.*

Gwen

Annie finds a girl named Gwen in her school and she feels she should stop worrying about her mother's love and starts loving Gwen more. This is revealed in her self-reflection thus: "I told her that when I was younger I had been afraid of my mother's dying, but since I had met Gwen this didn't matter so much." (AJ51)

Recover Mother's Love?

The gap in the bond of mother – daughter relationship occurs after the changes and hatred. As the protagonist tries to replace the love they have for their mother, they feel the gap in their bond is increasing eventually. Kincaid brings out the changes that occur in the protagonist's life mainly after they attain the age of puberty. In *Annie John*, Annie feels she will not able to get the love of her mother anymore and she longs for happiness with her mother perfectly. Annie recalls the time she used to spend with her mother during her childhood days. She and mother doing all

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the household works together, bathing together, kisses and hugs she got from her mother are no more because of her adolescence. Darryl Pinckney in his article "In the black room of the world"

> Closeness to her mother, of bathing together, of leaning against her and smelling rose or bay leaf in her hair as she talks, of feeling shattered by and included in her parents' laughter at meals, ends with adolescence. (28)

Annie's mother trunk reveals how she loves her daughter. When Annie is a young girl, her favourite pastime involves looking through her mother's trunk. Annie uses the stories about the objects in the trunk to define who she is. At that young age, Annie shares her mother's trunk because she has no separate self of her own. Annie's mother trunk came all the way with her from Dominica and therefore seems to be the object that contains all the family history.

Though the gap in the relationship is clear, Annie does not like to show that to others. She and her mother pretend to care about each as usual. But when they were alone, they avoided their presence as much as possible. They also pretended in front of Annie's father, they seemed to care for each other as same as in the olden days. Annie and her mother are very conscious that Annie's father should not find the difference in their relationship. So they act normal in the presence of their father. As long as they pretend, Annie was sure that there is something missing in their relationship. The pretention is stressed thus: ''We did our best to keep up appearances, for my father's sake, but our two black things got the better of us, and even though we didn't say anything noticeable it was clear that something was amiss." (AJ106).

Annie's Studies and Behaviour

Annie is good in her studies and every teacher likes her for the knowledge she has even as a child. But being a class perfect, her behaviour is very bad and she likes the way she actually behaves. She had her own friends with whom she spends her time after school. Annie also likes to mingle with girls who are not good in studies. She hates the students who were good in studies. She usually got first place in studies and she hates the girl who scores second place in her class. . She likes the girl who is poor in her studies and she admires her beauty too. This idea is vivid from her disclosure thus: "Ruth I liked because she was such a dunce." (AJ 73)

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Annie also has strange thoughts after the changes. She feels that her mother will kill her some day or she will kill her mother someday. She has these kinds of thoughts as she is depressed psychologically. The feeling of Annie does not mean she is angry on her mother. It shows how she possessive of her mother. Kincaid loves her mother more than her father. So she really is concerned or rights and equality of   women in the society. Usually girl children have more affection towards their father's than their mother's but her novels gives contrast idea girl child having more affection on mother. Her ideas are most likely justified in her novels. Because of this context, the protagonist Annie also loves her mother compare to her father.

Wants Her Own Trunk

Eventually when Annie decides that she has a separate self, she wants her own trunk. It, in turn, will become her history and a representation of her self, as her mother's was for her. When Annie leaves Antigua for England, she brings her trunk with her. Her trunk bears a label that reads, "My name is Annie John,"(AJ 132) a strong affirmation of Annie's new sense of self. Annie John's self created solution is a desire for escape from the physical, maternal and sociopolitical world she has grown up in. Her desire is to relieve herself from the "Unbearable" burden of her life. This space reveals how the protagonist feels their mother's love is important.

Escape and Reformation of Identity

Jamaica Kincaid has explained the phenomenon of escape and reformation of identity, attributing the characters and Kincaid's need for such escape to the complicated and intertwining relationship between mother and daughter. The tension occurring between mother and daughter is captured in a similar way in Jamaica's novel, *Lucy*.

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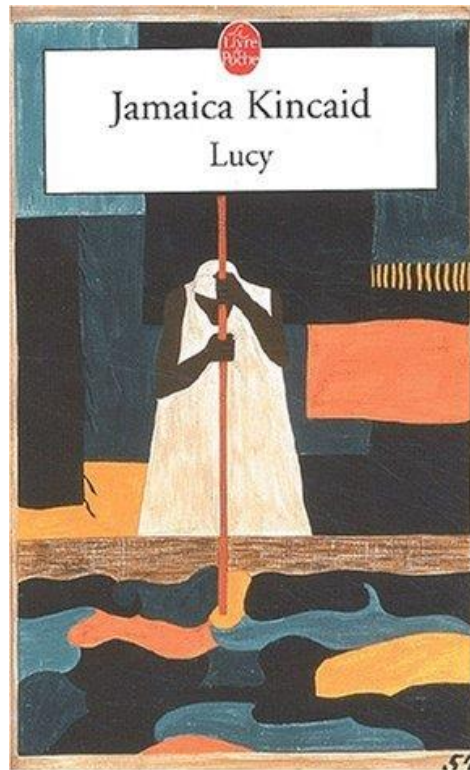
Lucy

The main character Lucy Potter, a nineteen-year old girl from the West Indies, immigrates to America to escape the dominance of a suffocating mother. Kincaid places her protagonist between an Antiguan black mother and U.S. white surrogate mother, creating a globalized intersection of race, gender and culture through which self- hood is negotiated. Lucy is, however, preoccupied with stripping away the elements that constructed her post-colonial self-family, community, education-and is determined not to put in its place an American self. Lucy is known as the girl from what is assumed to be Antigua, who has spent her entire life in mental and physical bondage because of the cultural norms that her society imposed on her gender.

Lucy and Her Mother

Lucy enjoys her mother's love during her childhood days but when she was nine years old, her mother bears male children and Lucy finds her mother does not love her anymore. Her feeling of alienation from her family is obvious in her self-reflection thus: "I was not only child, but it was almost as if I were ashamed of this, because I had never told anyone." (L 130) Lucy feels betrayed by her mother because she identifies herself to her mother. It doesn't bother her

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when her father cared for her brothers but when her mother neglected her she almost felt heartbroken.

Lucy's anger at her mother, however, goes beyond a disagreement about life choices and principles. Lucy calls her mother the great love of her life, and much of her temper is derived from what she sees as her mother's rejection of that love with the birth of her brothers. Women within Caribbean societies are compelled to take on domesticated careers such as nursing. This influences Lucy's decision to stop attending school to become a nurse. She states "Whatever my future held, nursing would not be a part of it...I was not good at taking orders from anyone, not good at waiting on other people." (L92) That is to say Lucy's understanding of her femininity through her mother as they are identical influences a desire to break away from her mother's uncompromising standards of life.

Lucy and Lucifer

She feels humiliated when her mother says why she has been named 'Lucy'. Though her mother says in anger when she keeps on asking about her name Lucy and asks her mother to change her name. she imagines the possibilities of other names-Emily, Charlotte, Jane and Enid. Lucy embraces the oppositional name whole heartedly. Lucifer is configured, after all, as the perfect western villain. Lucy feels hurt and her hatred for her mother is fixed in her mother's callous statement thus: "I named you after Satan himself Lucy, short for Lucifer. What a botheration from the moment you were conceived." (L 152) Lucy feels that

> It was the moment I knew who I was …Lucy a name for Lucifer. That my mother
> would have found me devil-like did not surprise me, for I often thought of her as
> god-like and are not the child of god's devils? (L 152-153)

Works as a Maid – Running Away from Home

Lucy is also taught to behave well by her parents but she hates that kind of life when her mother cares more for her brothers than for her. She moves away from them and works as a maid in Lewis and Mariah family taking care of their four children. Lucy's mother says when Lucy is leaving to a western country thus: "You can run away; but you cannot escape the fact that I am

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your mother, my blood runs in you, I carried you for nine months inside me." (L 90) Lucy feels like heaven when her mother says "My blood runs in you"(L90) though Lucy's mother does not cares about her, it makes her feel happy that she has made her mother to realize how important. Lucy, as she lives away from her mother after a certain period, she thinks of her mother always, she recalls how beautiful her mother was during her childhood days. Kristen Mahlis in his article : Motherlands, Mother Culture, Mother Tongues Women's writings in the Caribbean", has suggested Lucy experiences the duality of her relationship with her own mother-closeness and distance, love and betrayal through Mariah." (L 175) Lucy at a particular situation compares Mariah, to her mother. Lucy feels so amused when Mariah treats her with good care. She says "Mariah was like mother to me, a good mother."(L 110)

Longing for Her Mother's Love

Lucy still longs for her mother's love. She is still the child painfully separated from her mother by something that seems to have nothing to do with either of them. Kincaid is inscribing the mother-daughter relationship in the larger context of colonialism. Happiness is as far from Lucy's reach as it is from the reach of all people in the third world doomed to cope with "too little". (L 87)

Fear of the New World

Away from home, Lucy receives numerous letters from her mother, however in those letters Lucy's mother tries to instill in her fear of her new world:

> The letter was filled with detail of horrible and vicious things she had read or heard about that had taken place on those very same underground trains on which I travelled. Only the other day, she wrote, she had read of an immigrants girl, someone my age exactly, who had had her throat cut while she was a passenger on perhaps the very same train I was riding. (L 21)

Trying to Block Out Old Memories - Assumption of Responsibility

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Lucy blocks out memories of her own mother, and refuses to read letters from her. The tension of the protagonist's relationship with her mother profoundly affects her and is reflected in her life in America. Lucy struggles to find her own identity in her mother's absence, to avoid her mother's mistakes.

Lucy's mother sends a visitor to Lucy, as she does not reply to any of the letters. When the visitor tells Lucy that she looks like her mother, Lucy gets frustrated that she is not like her mother who has betrayed her after the birth of male children. Lucy feels love for her mother not changed unlike her mother's love which changes. Lucy shows off the possessiveness she has on her mother as, "She should not have married my father, she should not have had children, she should not have thrown away her intelligence. Lucy decides to write a letter to her mother but she says to herself that it will be the first and last letter she is writing to her mother. Lucy's letters from home illuminate her difficult relationship with her mother. And she also burns the entire letter her mother sends her before, she feels by burning she is rejecting her mother's love for not concerning her. Lucy when writing says "I did not say that I loved her, I could not say that." (L 140)

While Lucy's assumption of responsibility for her own plight may mark a positive step for her, this quote ultimately casts a dark mood over the conclusion of Lucy's journey toward independence. Lucy gets comfortable when she thinks of an incident when her mother expresses the love towards her.

Annie John and *Lucy*

Annie John also illustrates how the history of the west Indies is treated lightly. Regarding Christopher Columbus, the colonial school teaches the children that "On the third of November 1493, a Sunday morning, Christopher Columbus discovered Dominica."(AJ 25) Annie's education tries to inspire in her a worshipful reverence for Christopher Columbus by presenting him as the great discoverer of Annie's home Island. However, Annie decides to educate herself. By examining her present situation in life and that of ancestors she says: "I could now see how Ruth felt from looking at her face. Her ancestors had been the masters while ours had been the slaves." (AJ 76)

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Lucy conveys strong contempt towards her British-style education. Antigua is a postcolonial society who was once under the British rule, thus their entire culture and society was constructed from British colonial ideologies. Hence, Lucy is forced to learn about things, such as daffodils, that she could not relate to. For this reason, her sense of two facedness comes from having two identities in her own country.

Marriage is a thing which binds men and women as a family. In Kincaid novel, she expresses that women are being trapped in family in the name of marriage. In *Annie John*, the protagonist's mother is very young and father was very old at the time of marriage. Kincaid reveals the suppression of the women in marriage. Because of this reason Annie mentions her father's name at the end of the novel. In the novel *Lucy*, Lucy mentions that her mother is married to her father at a very young age and she expresses that her father had married her mother only to take care of his health in his old age. "When my mother married my father, he was an old man and she a young woman." (L 81)

Men always suppress women because they want women to be under their control. Men usually can't take if women come high in position than them. Male domination in all society is their weakness. The dominating attitude of men shows they are afraid of women. Kincaid's novel focuses various themes but in all her novels she brings out the suffering of women in the Caribbean society.

Annie thinks of her childhood days after meeting a boy in a street on her way home. She thinks of playing with her mother's friend son who is three year elder than her. She enjoyed in her childhood days playing with him. But when thinking of these moments, Annie recalls how the boy used to dominate her even while playing. "His name was Mineu, and I felt pleased that he, a boy older than I by three years would play with me. Of course, in all the games we played I was always given a lesser part." (AJ 95) On recalling, Annie feels very inferior because of women and she gets negative attitudes of herself.

Lucy feels bad of being born as women in the society where male children alone are given importance. I was an only child, until I was nine years old, and then in the space of five years my

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mother had three male children; each time a new male child was born, my mother and father announced to each other with great seriousness that the new child would go to university in England. (*L* 130)

The theme of mother- daughter is not solved. The void by the mother's loss is never filled and this shapes the individual identity of Kincaid's protagonists. Annie and Lucy must overcome memories, anger, and despair to recognize that the one thing they cannot change about their life is the past or their heritage. The tension in mother-daughter relationship in Kincaid's works is evidently shaped by memories that the author carries within her, from her childhood and youth growing up with an authoritarian and tyrannical mother.

Escaping

All the heroines manifest a strong desire of escaping. Escaping from their homeland; escaping from the adherence to British values, traditions, and customs; escaping from the fixed role prescribed to them by society. Searching continuously other ways of being, other places, other names. Jamaica Kincaid presents Annie's, Lucy's and her own immigration as both, as an opportunity for a better life and as an escape from her past. As the protagonists in her first two novels, Kincaid left home on angry terms when she was still quite young, moving from her Caribbean island to a foreign country to get a better future. In exile she cut off the communication with her mother. This act of rebellion, followed by years of a distant family relationship, was her way of shaking loose from a strong, controlling mother and home life.

Extreme Efforts to Prevent Childbirth and Motherhood

Instead of bearing children and taking the roles their mother's life figures, each of these two protagonists goes to extreme efforts to prevent childbirth and motherhood, believing the state as one of the main betrayals each mother has committed against herself. Freedom and independence are important in Kincaid's novels because so much of her work reflects the plight of women in the Caribbean society.

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R. Maheswari@Rohini, M.A., B.Ed., M.Phil.
Assistant Professor of English
PSRR College of Engineering for Women
Sivakasi 626 140
Tamilnadu
India
cuterohini1992@gmail.com

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Phonological Processes in Yemeni Arabic:
A Case Study of Amrani Yemeni Arabic

Saif Mohammed Bareq & Dr. C. S. Swathi
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Abstract

Amrani Yemeni Arabic is a dialect of Yemeni- Modern standard Arabic(Y-MSA). It is a spoken and non-literary variety and is spoken in the city of Amran and some other districts in Amran governorate. Amrani Yemeni Arabic is used in social contexts while Modern Standard Arabic (MSA) is used as the official language used in institutions, literature, social media and press.

This research aims to investigate the phonological processes exhibited in the speech of Amrani Yemeni Arabic (AYA) speaking child. A single case study design using a three year old child was conducted to note the development of phonological system of her mother tongue and what phonological processes were involved if any. The data was collected using spontaneous speech.

The results of the current study showed that some phonemes were acquired while some were in the process. Most often the sounds tend to appear firstly in word-initial positions. They also showed that the child was using simplified forms commonly for the uvulars /χ/ and /ʁ/ and the trill /r/ being substituted with /ħ/, /ʕ/ and /l/ respectively. Though there were some universal phenomenon regarding language acquisition, the findings showed that the stages and sequence of phonemic acquisition were to a large extent child-specific.

Key words: Amrani Yemeni Arabic, phonological processes

1. Introduction

The acquisition of language "is doubtless the greatest intellectual feat any one of us is ever required to perform." (Bloomfield, 1933).

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Broadly speaking, the acquisition of language is the spontaneous, unconscious, uncontrolled and unmanaged process whereby a child acquires his mother-tongue, it is usually referred to as first language acquisition. Language acquisition involves the development of child language and is divided into a number of stages that are defined chronologically which may more or less differ from one language to another. Therefore, language acquisition is a universal property of all languages, in the sense that each and every language is acquired by its native speakers, but the order of acquisition may differ to some extent.

2. Phonological development

Phonological development is one if not the major part of language acquisition. It goes through different stages that may vary cross-linguistically.

Dodd et al. (2003) reported that phonological development occurs in terms of acquisition of two aspects; phonetic acquisition and phonemic acquisition. The term 'phonetic' refers to speech sound production (articulatory/ motor skills). The term 'phonemic' refers to speech sound use (functions/ behavior/ organization of the speech sound system). They elaborated that the former is used to refer to the acquisition of sounds whereas the latter is used to refer to the age at which the phonological errors or processes patterns were suppressed.

Jackobson (1964) postulated that a schwa /ə/ is the earliest vowel to emerge, and generally a labial as the first consonant in the speech of a child. His predictions embraced the following:-
   a. Stops are acquired before nasals, with fricatives next and liquids late;
   b. Voiceless consonants are acquired before voiced ones;
   c. Front consonants are acquired before back ones.

Ferguson and Farwell (1975) and Cruttenden (1978) supported Jakobson's predictions and proposed a strength scale, labials > apicals > velars.

Dodd et al (2003) compared works done by Wellman et al. (1931), poole (1934), Templin (1957), Olmsted (1971), Prather et al. (1975) and Smit (1990) to document the acquisition of

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phonemes of English language. The table below gives comparison of phonemes acquisition of 6 different studies

Table 1: Comparison of studies on phonological acquisition in English

	Wellman (1931)	Poole (1934)	Templin (1957)	Olmsted (1971)	Prather (1975)	Smit (1990)
Subject no	204	65	480	100	147	997
Age range	2.0-6.0	2.6-8.6	3.0-8.0	2.6-8.6	2.6-8.6	2.6-8.6
Area	Iowa	Michigan	N/A	N/A	Scattle	Iowa/Nebraska
Speech mode	S and I	S and I	S and I	S and I	S and I	S and I
	I, M, F	I, M, F	I, M, F	I, M, F	I, M, F	I, M, F
% age group	75%	100%	75%	50%	75%	N/A
Acquired first	m, n, b, f, w, h	m, p, b, w, h	m, n, ŋ, p, f, w, b	-	m, n, ŋ, p, h	m, n, p, b, d, w
Acquired last	ŋ, θ, ð, ʒ, d ʒ	θ, s, z, ɹ	ð, z, ʒ, dʒ	ŋ,ð, ʒ, tʒ, dʒ	v, θ, z,dʒ	ŋ, s, z, ɹ
/m/	3	3:6	3	<4	2	3
/n/	3	4:6	3	<4	2	3:6 f, 3 m
	>6	4:6	3	>4	2	7-9
/p/	4	3:6	3	<4	2	3
/b/	3	3:6	4	<4	2.8	3
/t/	5	4:6	6	<4 I, F >4	2.8	4:6 f, 3:6m
/d/	5	4:6	4	<4	2.4	3f, 3.6
/k/	4	4:6	4	<4	2.4	3:6
/g/	4	4:6	4	<4	3	3:6f, 4m
/f/	3	5:6	3	<4	2:4	I: 3:6 : F: 5:6
/v/	5	6:6	6	<4	> 4	5:6

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/θ/	>6	7:6	6	<4 M, F, >4 I	> 4	6f, 8m
/ð/	6	6:6	7	>4	4	4:6f :7m
/s/	5	7:6	4:6	>4	3	7-9
/z/	5	7:6	7	<4 M, F, >4 I	> 4	7-9
/ʃ/	No info	6:6	4:6	<4	3:8	6f, 7m
/ʒ/	6	6:6	7	>4	4	No info
/tʒ/	5	No info	4:6	<4 F: >4 I, M	3:8	6f, 7m
/dʒ/	6	No info	7	<4 M: >4 I, F	> 4	6f, 7m
/l/	4	6:6	6	<4 I: >4 M, F	3:4	I:5f,6m: F:6f, 7m
/ɹ/	5	7:6	4	< 4	3:4	8
/w/	3	3:6	3	< 4	2:8	3
/j/	4	4:6	3:6	No info	2:4	4f, 5m
/h/	3	3:6	3	No info	2	No info

(This table has been cited from Phonological development: normative study of British English-speaking children, Dodd et al., 2003).

In their series of studies, Amyreh and Dyson compared between the results of their own studies and English. They also specified the age groups participants' acquisition of their mother tongue. They compared the acquisition of Arabic consonants to that of English along with studies conducted by Smit et al (1990), Prather et al (1975) and Templin (1957). Only 18 consonants were compared were existing in both languages. In the study they compared the acquisition ages between Arabic and English and also between standard Arabic and acceptable variety. They also noted that gender is a distinguishing factor in the acquisition of Arabic consonants where girls acquire the phonemes earlier than boys. Their study is summarized in the table below as Table-2

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where comparison between acquisition ages of consonants in Arabic (acquisition = 75% correct in all positions tested) and in three studies of English.

Table 2: comparison between acquisition of consonants in Arabic and English

Arabic			English		
			Smit et al., 1990	Prather et al., 1975	Templin, 1957
Sound	Standard	Acceptable			
/b/	3:0-3:4	3:0-3:4	≤3:0, ≤3:0	2:8	4:0
/t/	2:6-2:10	2:6-2:10	≤3:0, ≤3:0	2:8	6:0
/d/	3:0-3:4	3:0-3:4	≤3:0, ≤3:0	2:4	4:0
/k/	2:6-2:10	2:6-2:10	≤3:0, ≤3:0	2:4	4:0
/f/	2:6-2:10	2:6-2:10	≤3:0, ≤3:6	2:4	4:0
/θ/	>6:0-6:4	5:0-5:4	5:6, 6:0	>4:0	6:0
/ð/	>6:0-6:4	>6:0-6:4	4:0, 5:6	4:0	6:0
/s/	5:0-5:4	5:0-5:4	3:0, 5:0	3:0	4:6
/z/	>6:0-6:4	>6:0-6:4	5:0, 6:0	>4:0	7:0
/ʃ/	5:0-5:4	5:0-5:4	4:0, 5:0	3:8	4:6
/dʒ/	>6:0-6:4	4:0-4:4	4:6, 4:0	>4:0	7:0
/h/	5:0-5:4	5:0-5:4	≤3:0, ≤3:0	2:0	≤3:0
/m/	≤2:0-2:4	≤2:0-2:4	≤3:0, ≤3:0	2:0	≤3:0
/n/	2:6-2:10	2:6-2:10	≤3:0, ≤3:0	2:0	≤3:0
/l/	3:6-3:10	3:6-3:10	4:6, 6:0	3:4	6:0
/r/	5:6-5:10	5:6-5:10	6:0, 5:6	3:4	4:0
/w/	2:6-2:10	2:6-2:10	≤3:0, ≤3:0	2:8	≤3:0
/j/	6:0-6:4	2:6-2:10	3:6, 3:6	2:4	3:6

Ages of girls, then boys

Sounds tested only in two positions with percentages for two positions averaged

(Cited from The acquisition of Arabic consonants, Amayreh & Dyson,1998).

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In summary, it can be said from the above two tables that Arabic children acquire the phonemes faster than the English speaking children. Also in some instances especially the semi-vowels, the English children acquired them earlier than Arabic.

3. Phonological Processes

During the process of phonological development the child undergoes certain modifications of the phoneme production which are known as phonological processes. According to Stampe (1979) a phonological process is "a mental operation that applies in speech to substitute for a class of sounds or sound sequences presenting a common difficulty to the speech capacity of the individual, with an alternative class identical but lacking the difficult property". While Steol-Gammon and Dunn (1985) define phonological processes as the systemic errors that children produce to simplify the phonological system of adults. Williamson (2008) noted that phonological processes are simplifications that are not random but predictable. There are three major types of phonological processes (Ingram, 1989; Stampe, 1973) that have been noted: substitution processes, assimilation and syllable structure processes.

3.1 Phonological Processes in English and Other Languages

Ingram (1974) proposed that phonological processes can operate in different forms in the process of language acquisition. He summarized with the help of examples that the most commonly occurring ones were consonant-cluster reduction and weak-syllable deletion. He refuted the notion that Phonological processes fundamentally consist of substitution. He concluded that identifying general rules can ultimately lead to variations of strategies among children in the process.

Zhu Hua and Dodd (2000) investigated the phonological acquisition of 129 monolingual Putongham-speaking children (age range 1:00 – 4:6 year-olds). They said that the syllable of the language they investigated had four elements tone, syllable initial consonant, vowel and syllable final consonant. Phonological processes identified in Putonghua-speaking children were common, two of which; syllable-initial deletion while backing would be regarded as odd and atypical in English. Other processes found in the speech of Putonghua-speaking children are simplification

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assimilation, initial consonant deletion, fronting, fronting, backing, X-verbalization, stopping, affrication & valorization.

Joshi (2002) conducted a comparative study on the phonological acquisition in Hindi languages speaking children. The data samples were collected from 5 children ranging between 2;0 – 3;10 years three of them were girls. He noted that phonological processes attested in standard Hindi were assimilations, substitutions; fronting, backing, stopping, lateralization etc., homonymy, metathesis, prosthesis, epenthesis, gemination, degemination, etc. Substitution processes recorded the massive occurrence and amongst substitution fronting scored the highest.

Therefore, it was observed that the phonological processes occur in the acquisition of all languages regardless of their order and frequency. One phonological process may be prominent in one or more languages but not in some others.

3.2 Phonological Processes in Arabic

As far as the phonological processes in Arabic are concerned, a few studies were reported. Ammar and Morsi (2006), Shahin et al. (2012) and Al-buainain et al. (2012) accounted for phonological processes in terms of linguistic levels.

Ammar and Morsi (2006) identified errors that are exercised by children acquiring Cairene Egyptian Arabic (CEA). They noted that the processes involved were r-deviation, sibilant fronting, devoicing, de-emphasisation, velar fronting, di-and poly-syllabic words simplification and cluster simplification. These errors are found to occur less frequently in normally developing children than in the speech of phonologically disordered children. Compared to normally developing children, it is reported that phonologically disordered children show more restrictions on the number of speech sounds.

In the Tazzi dialect of Yemeni Arabic, Al-Bothigi (2012) discussed the acquisition of prosodic structure by Tazzi-speaking children. She also shed some light on the acquisition of segmental aspects of language acquisition. She examined the phonological acquisition in 12

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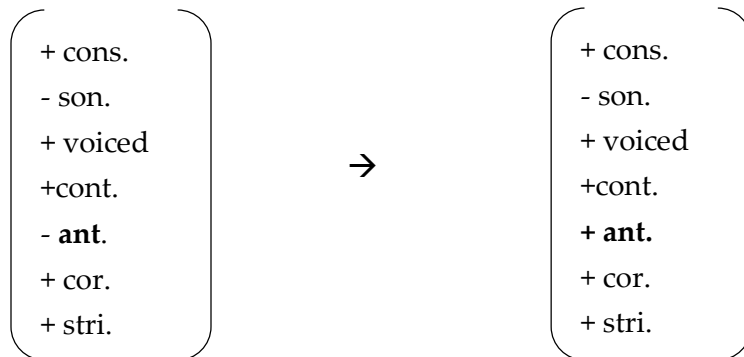Saif Mohammed Bareq & Dr. C. S. Swathi
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children taking two of them for a longitudinal study. She explained the errors done by children in terms of phonological processes. She reported that children go through number of stages in the acquisition process saying that they acquire the phonological system in the following stages:

- Stage I: /s/, /t/, /d/ and /n/ (/l/, /z/, /sˁ/, /r/, /θ/ and /ð/ are problematic at this stage)
- Stage II: /f/, /k/, /z/ and /g/.
- Stage III: /ħ/, /ʕ/ and /ʃ/.
- Stage IV: /tˁ/ and /sˁ/.
- Stage V: /q/ only in coda position
- Stage VI: /χ/ and /ʁ/ only in coda position, /q/ fully acquired at this stage.
- "The remaining sounds (/r/, /ð/,/ðˁ/) and (/χ/, /θ/ and /ʁ/) in onset positions are acquired in later stages." she added.

In Qatari-Arabic, Al-buainain et al. (2012) noted that children go through a number of stages of phonological acquisition and said to have the same errors done by other children in any language acquisition. They explain the errors done by children in terms of phonological processes.

In Sana'ani Yemeni Arabic, Modhafar (2013) investigated the phonological processes that occurred in the speech of a 4 year old child. Data samples were collected in five different sessions, which he considers as stages. Results showed that there are two types of phonological processes viz. systemic simplification and structural simplification. It was reported that systemic processes were much higher in occurrence than structural processes. Among systemic processes substitutions are the highest while sibilant deviation /s/ → /θ/ scored the highest followed by fronting among substitutions.

It can be summarized that, as in English and many other languages, Arabic children go through different stages in the process of phonological acquisition and they exhibit some errors.

4. Methodology

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The participant in the present study is a normally developing three-year-old girl child. The materials used were recordings of spontaneous speech. These were in different single-words, phrases and sentences. Data was collected for 3-months. All the data were digitally taken in the form of audio-visual recordings. The researcher made sure that all recordings were as spontaneous as possible. The recordings were phonetically transcribed by the researcher using IPA notations. The scoring and analysis used in the current study were adopted from *Williamson (2008,14)* classification system in which talked about two major types of processes namely Structural simplification and Systemic simplification.

5. Analysis and Discussion

Before doing the analysis, the phonemic inventory of the child was obtained from the data that were collected for the present study and it is presented in table 3 below. The first column indicates the manner of articulation & the place of articulation is indicated in the first row. The phonemes; /m/, /b/, /f/, /n/, /t/, /d/, /s/, /z/, /l/, /j/, /w/, /ħ/, /ʕ/, /ʔ/, /tˤ/ and /sˤ/ are acquired by the age of 3 years. The underlined ones; /θ/,/ð/, /ðˤ/, /r/, /ʃ/,/ʒ/,/k/,/g/,/χ/and /ʁ/are those sounds that have not been acquired and are still to appear later.

Table 3: The phonemic Inventory of the Child

Manner of Articulation	Bilabial VL	Bilabial V	Labio-dental VL	Labio-dental V	Inter-dental VL	Inter-dental V	Dental-alveolar VL	Dental-alveolar V	Post-alveolar VL	Post-alveolar V	palatal VL	palatal V	Velar VL	Velar V	Uvular VL	Uvular V	Pharyngeal VL	Pharyngeal V	Laryngeal VL	Laryngeal V
Stop		b					t	d					k	g						ʔ
Emphatic							tˤ													
Nasal		m						n												
Fricative			f		θ	ð	s	z	ʃ	ʒ					χ	ʁ	ħ	ʕ	h	
Emphatic						ðˤ	sˤ													
Lateral (Liquid)								l												
Tap/Trill (Liquid)								r												
Glide		w										j								

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From the 100 words that were analyzed, 181 occurrences of different types of phonological processes were observed. These data are represented in the following table which shows the raw scores along with the percentage of occurrence.

Table 4: Raw score and Percentage of Overall Occurrence of Processes

S. No	Major Type	Raw score	Percentage
1	Structural Simplification Processes	24	13 %
2	Systemic Simplification Processes	157	87 %

The overall occurrence of the data is represented in the form of column chart
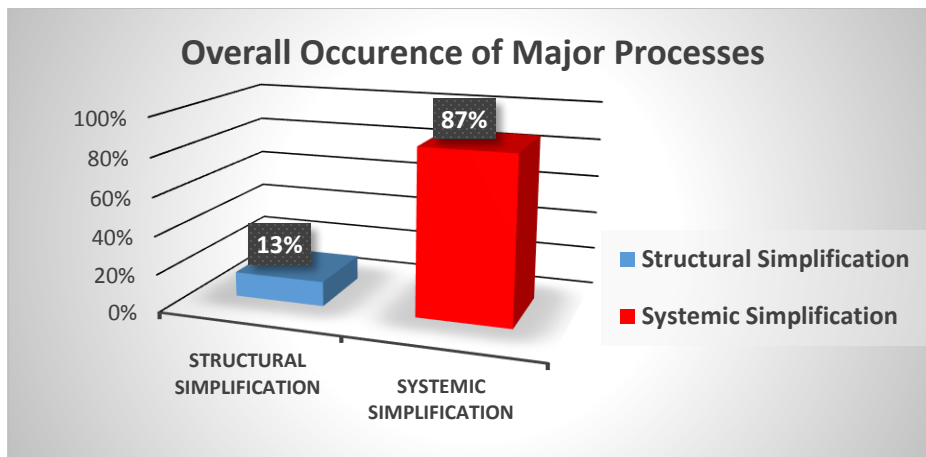
Figure 1: Percentage of overall occurrence of processes

5.1. Structural Simplifications

It is a kind of phonological processes whereby the syllabic structure of the word is simplified and made easier. It involves consonant deletion, cluster reduction, syllable deletion and Metathesis. These processes are represented in Table 5 below:

Table 5: Raw score and Percentage of occurrence of structural simplification processes

Process	Raw score	Percentage
Consonant deletion	4	17 %
Cluster reduction	4	17 %

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Syllable deletion	6	25 %
Metathesis	10	41 %

The pie chart for percentage is shown graphically as Figure 2. below:
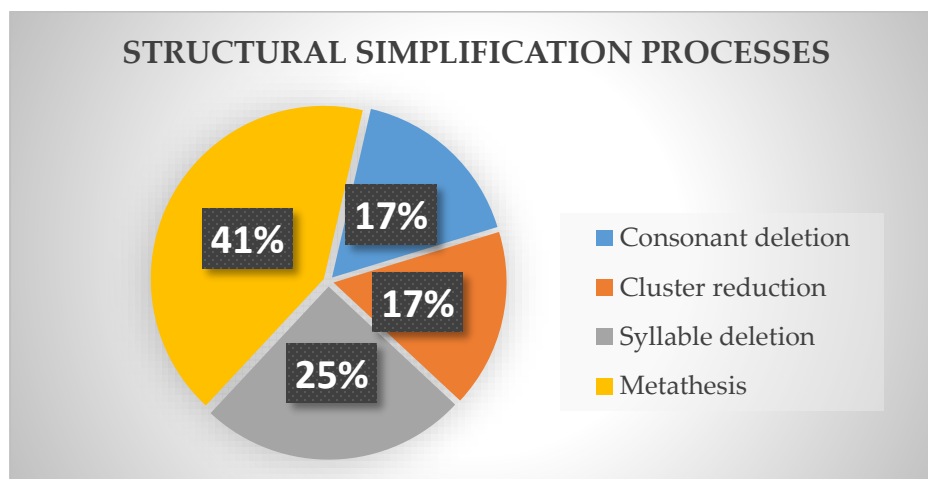
Figure 2: Percentage of occurrence of structural simplification processes

1- Consonant deletion

  e.g. [sˤaːʒ] → [sˤaː] (plate)

 - Though it is less frequent in AYA but it occurs in many languages as reported by Ingram (1974), Smit (1990), Watson (1997) Ammar & Morsi (2006).

2- Cluster reduction

  e.g. [mak.ta.beh] → [ma.ta.beh] (library)

  - Uncommon in AYA though it is common in other Arabic varieties.

3- Syllable deletion

  e.g. [iʃ.tar.ri] → [is.tal] (buy)

 -usually involved the unstressed syllable.

4- Metathesis

  e.g. [mal.ʕab] → [maʕ.lab] (playground)

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5.2. Systemic Simplifications

These phonological processes systematically vary a particular type of speech sound and replace it with another. The two main categories are substitutions and assimilations. These processes are represented in Table 4.3 below:

Table 5: Raw score and Percentage of occurrence of Systemic simplification processes

Process		Raw score	Percentage	Overall Percentage
Substitution	Fronting	52	33 %	89 %
	Backing	24	15 %	
	Lateralization	40	26 %	
	Pharyngeal Replacement	21	13 %	
	Stopping	2	1 %	
Assimilation	Assimilation	15	10 %	11 %
	Vowel Harmony	3	2 %	

The pie chart for percentage is shown graphically as Figure 3. below:
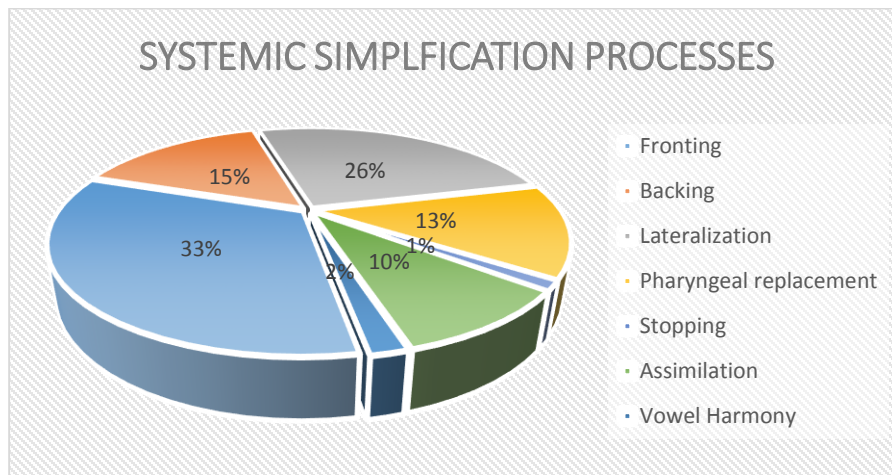
Figure 3: Percentage of occurrence of Systemic simplification processes

5.2.1. Substitution Processes

1. Fronting

Fronting happens not only in one sound or one place of articulation rather. It happens in various sounds and places as in:

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- [k] → [t]   [kor.tu:n]   →   [til.tu:n] 'cartoon'
- [g] → [d]   [ga.lam]   →   [da.lam] 'pen'

$$
\begin{bmatrix}
\text{+ cons.} \\
\text{- son.} \\
\text{- voiced} \\
\textbf{- ant.} \\
\textbf{- cor.} \\
\textbf{+ dor.}
\end{bmatrix}
\rightarrow
\begin{bmatrix}
\text{+ cons.} \\
\text{- son.} \\
\text{- voiced} \\
\textbf{+ ant.} \\
\textbf{+ cor.} \\
\textbf{- dor.}
\end{bmatrix}
$$
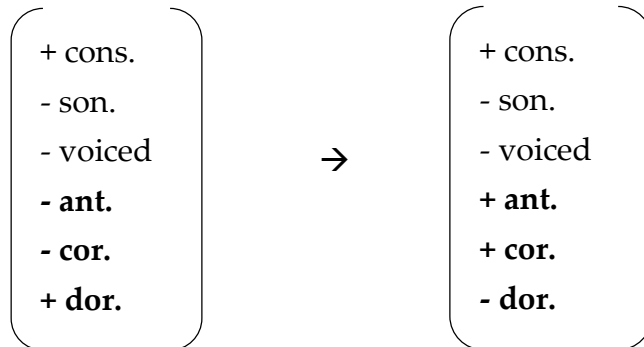
- [ʃ] → [s]   [Sam.ʕah]   →   [sam.ʕah] 'candle' (palatal fronting)
- [ʒ] → [z]   [Za:]   →   [za:] 'he came'

$$
\begin{bmatrix}
\text{+ cons.} \\
\text{- son.} \\
\text{+ voiced} \\
\text{+cont.} \\
\textbf{- ant.} \\
\text{+ cor.} \\
\text{+ stri.}
\end{bmatrix}
\rightarrow
\begin{bmatrix}
\text{+ cons.} \\
\text{- son.} \\
\text{+ voiced} \\
\text{+cont.} \\
\textbf{+ ant.} \\
\text{+ cor.} \\
\text{+ stri.}
\end{bmatrix}
$$

2. Backing

Backing was among the most common processes as the data above has shown. Although it occurs with more sounds than fronting its frequency of occurrence is less as in:

- [ð] → [z]   [ðeʔb]   → [zeʔb] 'wolf'

- [θ] → [s]   [θaub]   → [saub] 'garment'

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$$
\begin{bmatrix}
+ \text{cons.} \\
- \text{son.} \\
- \text{voiced} \\
+\text{cont.} \\
+ \text{ant.} \\
+ \text{cor.} \\
\mathbf{- stri.}
\end{bmatrix}
\rightarrow
\begin{bmatrix}
+ \text{cons.} \\
- \text{son.} \\
- \text{voiced} \\
+\text{cont.} \\
+ \text{ant.} \\
+ \text{cor.} \\
\mathbf{+ stri.}
\end{bmatrix}
$$

- [f] → [s]   [mif.ta:ħ] → [mis.ta:ħ] 'key'

$$
\begin{bmatrix}
+ \text{cons.} \\
- \text{son.} \\
- \text{voiced} \\
+\text{cont.} \\
+ \text{ant.} \\
\mathbf{- cor.} \\
\mathbf{+ labial} \\
+ \text{stri.}
\end{bmatrix}
\rightarrow
\begin{bmatrix}
+ \text{cons.} \\
- \text{son.} \\
- \text{voiced} \\
+\text{cont.} \\
+ \text{ant.} \\
\mathbf{+ cor.} \\
\mathbf{- labial} \\
+ \text{stri.}
\end{bmatrix}
$$

3. Lateralization

- [r]→ [l]   [riʒ.li]   →   [liz.li] 'my foot'

{+trill}   →   {+lateral}

It is said to be a universal phenomenon as stated by Amyerh and Dyson (2000), Smit (1990) and Ayyad (2011) and that is because the child is not able to control the rapid movements of the tongue nor even the simple tapping

4. Pharyngeal Replacement

- [χ] → [ħ]   [χi.ja:r]   →   [ħi.ja:l] 'cucumber'

- [ʁ] → [ʕ]   [ʁu.ra:b]   →   [ʕu.la:b] 'crow'

{+dorsal}   →   {-dorsal}

5. Stopping

- [m] → [b] [mul.zu.gi]   → [bul.zu.di] 'bangle'

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$$
\begin{bmatrix}
+ \text{cons.} \\
\mathbf{+\ son.} \\
+ \text{voiced} \\
+\text{labial} \\
\mathbf{+\ nasal}
\end{bmatrix}
\rightarrow
\begin{bmatrix}
+ \text{cons.} \\
\mathbf{-\ son.} \\
+ \text{voiced} \\
+\text{labial} \\
\mathbf{-\ nasal}
\end{bmatrix}
$$

Stopping was the least process to occur among substitutions.

5.2.2. Assimilation Processes

1. **Assimilation**

   - [k]→ [t]   [kitab] → [titab] 'book'

   - [ʒ] → [z]   [ʒa.zar] → [za.zal] 'carrot'

   Assimilation was found to occur in many instances and with many sounds. It is reflecting a phenomenon that is well attested cross-linguistically.

2. **Vowel Harmony**

   - [ħi.mar]   →   [ħa.mal]   'donkey'

   - [dab.dob]   →   [dob.dob] 'teddy bear'

   Vowel harmony was found to occur less than assimilation. As we can see from the data collected, vowel harmony occurs only in three occasions.

5.3. Other observations:

Apart from the phonological processes discussed above, some other observations that aome to light by the end of study are noted below.

❖ **Homonymy**

   It was observed that the child exhibited homonymy in some contexts. In the current study as Williamson's classification of phonological processes was used, these could not be accounted for. Hence, they are listed separately here. The following pairs of words showed homonymy.

   /χaː.li/ 'my uncle' and   /ħaː.li/ 'good' both are represented as /ħali/

   /ʁaː.li/ 'costly' and   /ʕaː.li/ 'high' are represented as /ʕaːli/

   /wa.ra.geh/ 'sheet' and   /wa.la.geh/ 'talkative' are pronounced as /wa.la.deh/

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Considering the phonology of these words, it can be noted that they are phonologically similar.

❖ **Phonological development**

It was also found that the child was developing normally towards acquiring the phonemic inventory. By the age of 3:6 the child had almost completed the phonemic inventory of her mother tongue except for three phonemes; the two uvulars / χ /and / ʁ / and the trill / r /. Also, the two uvulars / χ /and / ʁ / start to appear first in initial positions.

❖ **Phonological Processes**

It was also observed that in the three months' time, the child had overcome some of the phonological processes like, fronting, stopping and vowel harmony completely. The other processes were decreasing gradually except for lateralization and Pharyngeal replacement which continued to be exhibited.

6. Conclusion

Given below is a summary of the results and findings of the current study on phonological processes noticed in the speech of the child under consideration during the process of acquiring the phonology of her mother-tongue.

Phonological processes are universal property to all languages and each language shows some language-specific processes. Thus the major processes observed in the present study were structural processes (consonant deletion, cluster reduction, syllable deletion and metathesis) followed by systemic processes (fronting, backing, laterlatization, pharyngeal replacement, stopping, assimilation and vowel harmony). Among systemic simplification processes, substitution processes scored the highest frequency of occurrence. Within substitution processes, fronting constituted the highest followed by lateralization, backing then by pharyngeal replacement. In general, it was also found that some phonemes are acquired first at syllable onsets and later on coda positions.

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It was found that the child is developing normally towards acquiring the phonemic inventory except for only three phonemes; the two uvulars / χ /and / ʁ /and the trill / r / though the two uvulars / χ /and / ʁ / started to appear first in initial positions.

In addition, it was noted that phonological systems are acquired through a number of stages but they vary from one language to another and most of the times they even vary from a child to another. It was also proved that consonants which have been considered to be late by some English and Arabic studies are not all late in all children.

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Saif Mohammed Bareq, M.A. Linguistics,
Ph.D. research Scholar,
Department of English
Dr. B.A.M.University
Aurangabad 431004
Maharashtra
India
saifbareq@auye.a

Dr. C. S. Swathi
Department of Linguistics
Osmania University
Hyderabad 500007
Telangana
India

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An Introduction to Syllabus Design.

Dr. Shabana Thayniath

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Abstract

This study was an attempt to investigate a few examples of syllabi that come under the heading "Communicative Approach" namely the Communicative Syllabus, Functional syllabus, and Communicative Materials and Communicative Task. The benefit of the approach as well as the pitfalls has been indicated. In addition, the resemblance and differences between the different syllabi became evident. Through this comparison, the characteristics of the different types of syllabi were pointed out, as well as the development of theory surrounding Communicative Language Teaching syllabi types. Syllabus is an important part of teaching methodology and it has undergone the changes through the processes of language curriculum development and syllabus design whenever a drawback was identified in a syllabus type, a new syllabus type has come into existence This is a proves that a syllabus with the aim of communicative competence cannot be static, but should be active and incorporate effective strategies from other syllabus types.

Keywords: Syllabus, The Communicative Syllabus Communicative language teaching Task Based Material, Methodology

Introduction

The focus of syllabuses has shifted from structure to situations, functions and notions to topics and tasks. In fact, as Nunan (1988:52) suggests, with the development of the latter it is palpable that "the traditional distinction between syllabus design and methodology has become blurred".

Lot of changes have occurred in different aspects of language teaching and learning because of the emergence of new approaches and theories. This paper looks at the currents running

through syllabus design. Syllabus is an important part of teaching methodology and it has undergone the changes through the processes of language curriculum development and syllabus design. Based on learners' needs and course objectives essential to require, a variety of language syllabus types have been devised.

Finally, the implications and applications of applying the proportional syllabus will be discussed both for syllabus designers and language teachers. Therefore this paper is focused concerned on linguistic theory and theories of language learning and how they are applied to the classroom.

Syllabus: Definition

A number of definitions have been proposed for the term syllabus by different scholars. Hutchinson and Waters (1987, p. 80) define syllabus at its simplest level "as a statement of what is to be learnt". Widdowson (1990, p. 127) interprets a syllabus as "the specification of a teaching programme or pedagogic agenda which defines a particular subject for a particular group of learners . . . a syllabus specification, then, is concerned with both the selection and the ordering of what is to be taught". In Wilkins' (1981) words, syllabuses are "specifications of the content of language teaching which have been submitted to some degree of structuring or ordering with the aim of making teaching and learning a more effective process. According to Breen (1984) a syllabus can also be seen as "a plan of what is to be achieved through our teaching and our students' learning".

A syllabus is an expression of opinion on the nature of language and learning; it acts as a guide for both teacher and learner by providing some goals to be attained.

At its simplest level a syllabus can be described as a statement of what is to be learnt It reflects of language and linguistic performance.

This is a rather traditional interpretation of syllabus focusing as it does on outcomes rather than process. However, a syllabus can also be seen as a "summary of the content to which learners will be exposed" (Yalden.1987: 87). It is looked as an estimation of what will be taught and that it

cannot accurately predict what will be learnt. Next, we will talk about the different types of approaches available to course designers and the language assumptions they make.

Widdowson says that, "a syllabus not only defines what the ends of education through a particular subject ought to be, but it also provides a framework within which the actual process of learning must take place".

According to Richards and Rodgers (1994:66), syllabi and teaching methods are based on the Communicative Approach aim to:
 a) Make communicative competence the goal of language teaching.
 b) Develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

Breen (1989:47) defines syllabus as "…a plan of what is to be achieved through our teaching and our students' learning". This shows that a syllabus is a plan of work drawn up for the purpose of teaching and learning a course. During different periods, different approaches to teaching have been used. Different syllabuses have been used for different approaches to language teaching. The syllabus depends on the approaches to teaching. Underlying each approach to language teaching is a theory of language and a theory learning which determine the syllabus and methodological procedures of the approach.

The last few years has seen a change from the teaching of grammar and usage to the teaching of real language use and the teaching of communication functions. The communicative syllabus looks at the needs of the learners. The student's syllabus has a list of grammatical items, usually arranged in the order in which they are taught (Rod Ellis P.91).

The Communicative Syllabus

The communicative approach is usually based as a notional or functional syllabus which is not graded according to the grammatical structures, but according to the functions and notions of the language (Swan 1985).

The communicative syllabus is based on speech acts or language functions rather than on units as grammar; that is, the communicative syllabus contains units called "Ask, Request", and "Demand" or "Generalize", "Exemplify" and "Hypothesize" instead of "present simple tense", "present continuous tense", and "Relative Clauses".

The following three types of syllabi based on the Communicative Approach will be discussed:
 1. The Situational Syllabus
2. The Functional-Notional Syllabus
3. The Task-Based Syllabus

The Situational Syllabus

According to Wilkins the situational syllabus has constructed on the analysis of situations and behaviors. In a situational syllabus, the content is either real or imaginary situations where language occurs. This language is in dialogue form or in conversations. The learner has to practice the dialogues and memorize useful expressions. However, grammar and vocabulary also plays an important role. Main aim of the situational syllabus is to teach the language that occurs in different situations. An example of the situational syllabus is
 1. At the hotel.
 2. At the bank.
 3. At the restaurant.
4. At the airport.

According to Yalden (1987:35), The situational model will comprise units indicating specific situations, such as 'At the Post Office', 'Buying an Airline Ticket', or 'The Job Interview'. The topical or thematic syllabus is similar, but generally employs the procedure of grouping modules or lessons around a topic, something like barnacles clinging to the hull of a ship. In situational approach, the use of dialogues is very common as this form the basis of communication within a specific situation. The situational dialogue approach is "aimed at meaningful conversational interchange in specific contexts" (Norris as quoted by Yalden, 1987:35). This means that the dialogues used in the situational syllabus, don't have language

structures as their main focus, but rather their communicative effectiveness within a given situation. Yalden (198 7:3 describes examples of situational syllabi in which students are initially presented with a "problem situation" or "illustrative situation". This "problem situation" is then followed by drills and inventions and then by "practice situations". It is thus evident that the different situations created in Situational Syllabi determine the language structures to be learnt. The aim of the Situational Syllabus is to develop communicative competence, the nature of its contents will not lead to total communicative competence this drawback leads to the development of the Functional-Notional syllabus.

Functional-Notional Syllabus

The starting point for the functional notional syllabus is the communicative purpose and conceptual meaning of language, i.e., notions and functions as opposed to grammatical items and situational elements which remain but are relegated to a lesser role.

According to Finnocuaro and Brumifit (1983:91), functional notional methodology attends to meaning more than structure and form, contextualization is a basic premise, language learning is learning to communicate, reading and writing can start from the first day and communicative competitive is the desired goal.

In a functional notional syllabus, the teaching activity in the classroom should be learner centered, and all course components are viewed as a systematic whole.

Finocchiaro and Brumfit (1983) give the merits of functional notional syllabus four perspectives - sociolinguistic perceptive, psycholinguistic perspective and educational perspective educational principles.

In the sociolinguistic perspective, the functional-notional approach emphasizes the communicative purpose of the speech act.

In the psycholinguistic perspective, the functional-notional approach places the, requirements of learners at the very center of the teaching program.

In the linguistic perspective, the functional-notional approach gives prominence to the dialectical requirements recognized by the foreign learners.

In the educational perspective, the functional-notional approaches   make a serial of, essential components for any educational level**.**

Functional Syllabus

This syllabus gives the communicative functions that are to be taught to the learners like requesting, suggesting, promising, describing, warning, identifying, persuading, etc. The syllabus also lists the sentence patterns that are used to realize these functions.

Notional Syllabus

In the notional syllabus, the teaching points are notions of language. Notions are meaning elements that may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs. The use of notions depends on three major factors - the functions, the elements in the situations and the topic being discussed.

The advantages of Functional notional syllabus, as stated by Finocchiaro and Brumfit (1983:18-19) are

1. It sets realistic learning tasks in which full-class or individualized instruction can be utilized.

2. It provides for the teaching of everyday, real-world language use in a variety of sociocultural situations in which features of pronunciation, vocabulary, grammar, and culture are selected and graded according to their priority in actual communication, and intermeshed meaningfully from the first lesson at the beginning level of learning to serve the learner's immediate communicative purpose

3. It leads us to emphasize the need for numerous, varied, receptive activities before rushing learners into premature performance.

4. It recognizes that while the language used in any speech act should be based on the situation or setting in which it occurs and be grammatically and semantically appropriate, the speaker must, above all, have a real purpose for speaking and something to talk about.

5. The act of communication, even at elementary levels, ·will be intrinsically motivating simply because it expresses basic, universal communicative functions oflanguage and because it makes use of notions that are most appropriate to complete the. specific function or functions being expressed.

6. It enables teachers to exploit sound psycholinguistic, sociolinguistic, linguistic and educational principles.

7. It can develop naturally from existing teaching methodology. Curriculum writers and teachers may, thus, use an eclectic approach, taking what has been found best and most suited to their teaching personalities from the direct, audio-lingual, structural, situational, or any other method and integrate relevant features of each into a functional-notional approach

8. It does not insist upon mastery of any body of material when it is presented. A spiral, expandable curriculum is envisaged so that grammatical and topical or cultural materials can be studied in greater depth whenever relevant during the course.

Skill-based Syllabus

Skill-based syllabus, it used to learn a specific language skill. Skill-based syllabus deals with the sub-skills, sub-process and activities that are related to identifying a topic and brainstorming different ideas in the prewriting stage, drafting the text, etc. Thus, syllabus design is mainly concerned with selection and grading of the context. The main question in syllabus design is from where the context should come from. The learners should be exposed to carefully selected language and help them achieve their goals.

In the beginning, the task for the learners was to master grammatical, phonological and vocabulary items given by the syllabus designers. In 1970s, Communicative Language teaching brought a change in the focus of language teaching. The main question here is what does the learner need to do with the target language rather than 'what are the linguistic elements the learners need to master'. It is of great importance to note that no single type of syllabus is appropriate for all

teaching settings. The needs and conditions of each setting have a different requirement making it difficult for integration.

In skill-based syllabus, the content of the language teaching involves a collection of particular skills that may play a role in using language. Relevance on student-felt needs or wants is the advantage of the skill based syllabus because learners who know what they need to do with the language generally show great acceptance of instruction that is clearly directed toward their goals

The primary purpose of skill based instruction is to teach the specific language that is useful in language. Skill-based syllabus merge linguistic competencies (pronunciation, vocabulary, grammar, discourse) together in spoken language for the main idea ,writing paragraphs, delivering effective lectures .

Four Modes of Understanding Language
There are four modes of understanding language.
1) Listening: like getting specific information, listening to radio, TV, etc.
2) Speaking: like giving instructions, asking for instructions.
3) Reading: like Skimming and scanning.
4) Writing: like specific topic sentences, reports letters etc.

The advantage of skill-based syllabus is it is possible to predict what learners require because learners know what they require and it can   make test writing (and administration) a uniform and streamlined process.

Each given syllabus can be process oriented or product oriented with grammatical structures, functions, notions, topics, themes and situations. A process oriented syllabus is concerned with the cognitive activities involved in language learning. Some examples of process syllabuses include procedural syllabus, task-based syllabus and context syllabus. A product based syllabus makes statements on the expected outcomes of language teaching for a fixed period of

time. Some examples of product oriented syllabus are functional notional syllabuses and product oriented syllabuses.

Conclusion

There are number of approaches when considering syllabus design. The approaches discussed   here offer valuable insights into generating a language program. The synthetic approaches of, situational, functional-notional and structuralism, all have objectives to be attained, a content to be processed and learnt.

A product based syllabus makes statements on the expected outcomes of language teaching for a fixed period of time whereas Communicative language teaching is the same language like traditional situational courses but in different packaging

At the end I would conclude with Stenhouse (1975) has called 'provisional specifications'. It is up to teachers to make their own methodological decisions based on their understanding of what will work best with their own students.

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Dr. Shabana Thayniath
Assistant Professor
Department of English
Muffakham Jah College of Engineering & Technology
Hyderabad 500034
Telangana
India
shabana@mjcollege.ac.in

Innovative Teaching and Learning of Sanskrit Grammar through SWAGATAM (स्वगतम्)

Subhash Chandra, M.Phil., Ph.D.
Vivek Kumar, Ph.D. Candidate
Sakshi, Ph.D. Candidate
Bhupendra Kumar, Ph.D. Candidate

Abstract

E-learning increases the level of teaching and learning, literacy and economic development in countries. Information Technology (IT) has fundamentally changed the methods of teaching and learning. In this age of IT education system is converting into Digital. E-Learning may play very important role to innovation in classroom teaching and it boosts teaching and learning process. There are an online learning tool called Swagatam (*स्वगतम्*) has been developed for teaching and learning Sanskrit Grammar in Higher education. Swagatam (*स्वगतम्*) is based on University of Delhi BA and MA Sanskrit syllabus. Swagatam is available at http://sanskrit.du.ac.in. Swagatam includes *taddhita* and *sanadyanta analyzer* under Language analysis tools, *subanta, tinanta, sandhi and prtyahar generator* under Language generation tools, *subanta siddhi, tinanta siddhi, taddhita siddhi, sandhi siddhi, kridanta siddhi and samasa siddhi generator, Sanskrit meter and samkhya-yoga technical word information system* under e-learning tools and *Vedic literature and pauranic search* under Sanskrit literature search tools.

Keywords: E-learning, E-Learning tools for Sanskrit, Innovative Learning, Online Learning, Sanskrit Grammar, Word Formation Process

1. Introduction

Grammatical tradition of Sanskrit is very rich. It was researched, compiled and programmed by Sanskrit grammarians from the later Vedic period. It was robustly programmed in

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the Pāṇinian grammar about the 6th century BCE (Manji, et al., 2008; Girish, et al., 2009 and Subhash, 2010). The grammar of the Sanskrit language has a very complex and huge morphological system like verbal, rich nominal declension, and extensive use of compound nouns (Lennart, 2005; Subhash, 2010 & Chandra and Jha, 2011). Kātyāyana composed vārtikas (explanations) on the Pāṇinian sutras (Chandra, 2010; Chandra & Jha, 2011). The most important work based on word formation process was done by Bhaṭṭoji Dīkṣita in about 17th century in his Siddhānta Kaumudī. Sanskrit taught almost all Indian universities at under graduate (UG), post graduate (PG) and research level (Chandra et al, 2016). Therefore, Swagatam may play very important role in teaching learning process because there are no effective online tools are existing which cover courses of Sanskrit in higher education (Shopova, 2011 and Kalaivani, 2014).

Information technologies (IT) effected and impacted higher education teaching and learning (Gaebel, Kupriyanova, Morais & Colucci, 2004). Government of India has also launched Digital India (Digital India, 2016) scheme with the objective of making each government services digital. There is a complicated task to make available digital contents online in various Indian languages medium for the students and teachers. Many Indian researchers have been initiated various e-learning tools and techniques (Bijlani, Manoj & Rangan, 2008 and Bhatia, 2011; Chandra et al, 2016). Asthadhyayi (AD) of Panini is development of about 4000 rules of Sanskrit morphology, syntax and semantics. These rules are organized such a way like any computer programming languages (Jha, 2004; Chandra & Jha, 2011; Kulkarni & Shukl, 2009 and Jha et al, 2009).

Objective of this paper is to announce an innovative teaching and learning tools for Sanskrit Grammar called Swagatam (*स्वगतम्*) developed by Computational Linguistics Research group, Department of Sanskrit, University of Delhi, Delhi. Details of the each tools are discussed in section 2.

2. Features of Swagatam (स्वगतम्)

SWAGATAM is an online system for Sanskrit grammar teaching in higher education based on UG and PG Sanskrit syllabus of University of Delhi, Delhi. It provides an e-learning platform

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through online web based e-contents and tools in Sanskrit. The mission of SWAGATAM is to enhance the quality of Sanskrit education in the higher education in India by providing free online courseware for Sanskrit in various Indian language medium. Details description of the Swagatam is given below:

2.1 Language Analysis Tools

Currently, this tab has following two major tools are developed:

2.1.1 *Taddhita* Analyzer

This system does analysis of Sanskrit secondary derived nouns (taddhitanta). System accepts input in Devanagari Unicode and print the analyzed result in same format. Screen shot with result is shown in figure 1. This helps to learn taddhita analysis which is very essential for meaning.
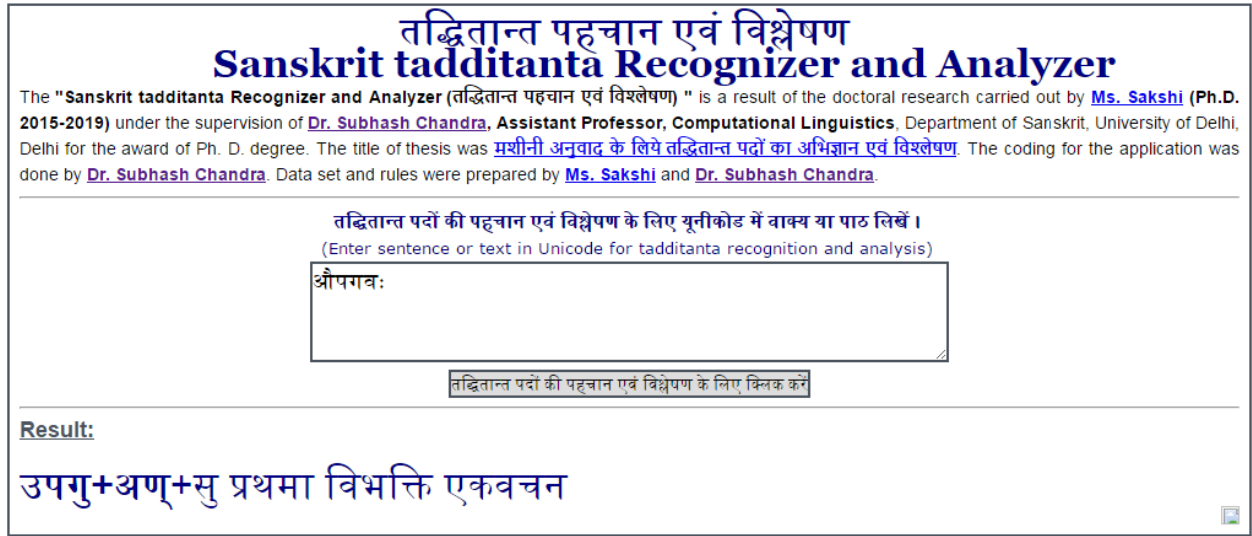
Figure 1: Screen Shot of taddhita Analyzer

2.1.2 *sanadyanta* Analyzer

This is very important component of the Swagatam. Sanskrit has approximately 2014 verb roots (including kandvādi (agroup of Sanskrit verb roots), classified in 10 groups (ganas). Secondary verbs derive with 12 derivational suffixes called sanadyanta. This system analyze sanadyanta in Sanskrit text. Screen shot with input and output of the interface is shown in figure 2.

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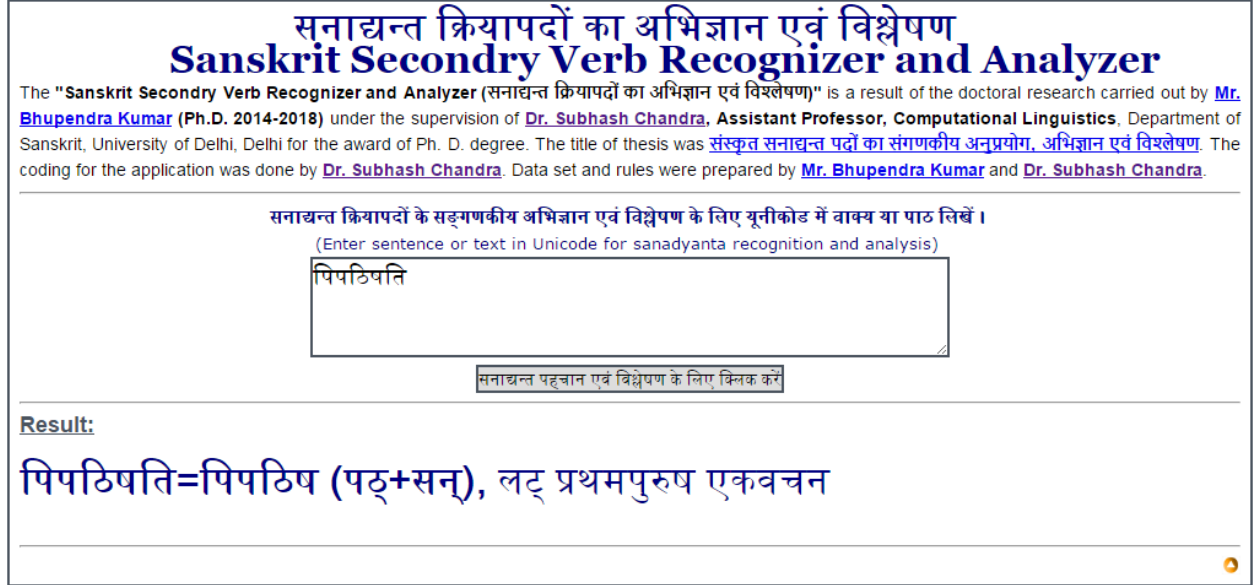
Figure 2: Screen shot of sanadynata system

2.2 Language Generation Tools

subanta, tinanta, sandhi and prtyahar generator are the main tools in this tab:

2.2.1 *Subanta* form Generator

This component generate nominal word forms from a base word. User need to give the input word and select the gender of the stem. Then it generates 24 forms of the given stem.

2.2.2 *Tinanta* form Generator

This tools has two components. One is primary verb form generator which generates verb forms from a verb root. User gives the verb roots as an input in given text area. Then this system generates verb forms in 10 lakaras. Second component is secondary verb form generator which generates sanadyanta verb forms in in 10 lakaras of given verb and suffix. Screen shot of the sanadyanta generator is shown in figure 3.

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Figure 3: Screen Shot of Verb Generator

2.2.3 *Sandhi* Generator

Taddhita analyzer is a string set of two alphabets which contains a group of alphabets based on Pāṇini alphabets system. Panini has explained the make and expansion of the pratyāhāras in AD rule 1.1.71. Pratyāhāras can be compared with a variable in any computer programming languages.

2.2.4 *Pratyahar* Generator

Taddhita analyzer is a string set of two alphabets which contains a group of alphabets based on Pāṇini alphabets system. Panini has explained the make and expansion of the pratyāhāras in AD rule 1.1.71. Pratyāhāras can be compared with a variable in any computer programming languages.

Figure 4: Pratyāhāra Generator

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2.3 E-Learning Tools

This tab includes *subanta siddhi, tinanta siddhi, taddhita siddhi, sandhi siddhi, kridanta siddhi and samasa siddhi generator, Sanskrit meter and samkhya-yoga technical word information system* etc.

2.3.1 *Subanta siddhi* Generator

This is very important component which generates complete word *rūpasiddhi* with Panini rules. This system first recognizes the input words with the help of recognition rule and example database then analyzes the input words with the help of analysis rule and example database. After this it generates Word Formation Process (WFP) based on Pāṇinan Rules. The screenshot with the input and output result is shown in figure 5.

Figure 5: Screen shot of the Subanta Word formation System

2.3.2 *Tinanta siddhi* Generator

It generates verb formation process with the help of rules and relational databases. It accepts Unicode Devanagari texts in the input text area and generates output in same format. User interface can be seen in Figure 6 and 7.

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वेब आधारित संस्कृत तिङन्त रूपसिद्धि प्रक्रिया
Web based Sanskrit Verb Forms Generation Process

The **"Web based Sanskrit Verb Forms Generation Process (वेब आधारित संस्कृत तिङन्त रूपसिद्धि प्रक्रिया)"** is a result of the doctoral research carried out by **Vivek Kumar (Ph.D. 2015-2019)** under the supervision of **Dr. Subhash Chandra**, **Assistant Professor, Computational Linguistics**, Department of Sanskrit, University of Delhi, Delhi for the award of Ph. D. degree. The title of thesis was वेब आधारित संस्कृत तिङन्त रूपसिद्धि प्रक्रिया . The coding for the application was done by **Dr. Subhash Chandra**. Data set and rules were prepared by **Vivek Kumar** and **Dr. Subhash Chandra**.

तिङन्त रूपसिद्धि प्रक्रिया के लिए कृपया यूनीकोड में पद लिखें ।
(Enter verb form/s in Unicode for Dhatu roop Generation Process)

ससूत्र धातुरूपसिद्धि प्रक्रिया के लिए क्लिक करें

Figure 6: User Interface of Verb Formation System

Result:
पठ्_परस्मैपद _लट्_प्रथम पुरुप_एकवचन_तिप्

पठ्_परस्मैपद_लट्_प्रथम पुरुप_एकवचन_तिप्

भूवादयो धातवः सूत्र से 'पठ्' अक्षर समूह की धातु संज्ञा		पठ्
लः कर्मणि च भावे चाकर्मकेभ्यः सूत्र से लकार कर्तृवाच्य में हो ऐसी विधि होने पर		पठ्
वर्तमाने लट् सूत्र से वर्तमान काल की विवक्षा में धातु से लँट् लकार हुआ		पठ् + लँट्
उपदेशेऽजनुनासिक इत् सूत्र से उपदेशावस्था में अनुनासिक अच् (स्वर) की इत्संज्ञा ।		पठ् + लँट्
हलन्त्यम् सूत्र से अन्त्य हल् की इत्संज्ञा		पठ् + लँट्
तस्य लोपः सूत्र से इत्संज्ञक वर्ण का लोप होने पर		पठ् + ल्
लस्य के अधिकार में		पठ् + ल्
तिप्तस्झिसिप्थस्थमिब्वस्मस्तातांझथासाथांध्वमिड्वहिमहिङ् सूत्र द्वारा 'ल्' के स्थान में 'तिप्तस्झि...महिङ्' अठारह प्रत्यय हुए		पठ् + तिप्तस्झि...महिङ्
लः परस्मैपदम् सूत्र से 'ल्' के स्थान में होने वाले 'तिप्तस्झि...महिङ्' प्रत्ययों की परस्मैपद संज्ञा हुई		पठ् + तिप्तस्झि...महिङ्
तङानावात्मनेपदम् सूत्र से तङ् (त...महिङ्) की आत्मनेपद संज्ञा		पठ् + तिप्तस्झि...महिङ्
शेषात्कर्तरि परस्मैपदम् सूत्र से कर्तृविवक्षा में परस्मैपद संज्ञक नौ प्रत्यय हुए		पठ + तिप्तस्झि...मस्
तिङस्त्रीणि त्रीणि प्रथममध्यमोत्तमाः सूत्र से तिङ् की प्रथम, मध्यम, उत्तमपुरुष संज्ञा होकर		पठ् + तिप्तस्झि...मस्
तान्येकवचनद्विवचनबहुवचनान्येकशः सूत्र से तिङ् प्रत्ययों की क्रमशः एकवचन, द्विवचन और बहुवचन संज्ञा हुई		पठ् । तिप्तस्झि...मस्
शेषे प्रथमः सूत्र द्वारा प्रथमपुरुष की विवक्षा वाले तीन प्रत्यय हुए		पठ् + तिप्तस्झि
द्व्येकयोर्द्विवचनैकवचने सूत्र से एकत्व की विवक्षा में एकवचन / द्वित्व की विवक्षा में द्विवचन का प्रत्यय होने पर		पठ् + तिप्
हलन्त्यम् सूत्र से अन्त्य हल् की इत्संज्ञा		पठ् + तिप्
तस्य लोपः सूत्र से इत्संज्ञक वर्ण का लोप होने पर		पठ् + ति
तिङ्शित्सार्वधातुकम् सूत्र से सार्वधातुक संज्ञा होकर		पठ् + ति
कर्तरि शप् सूत्र द्वारा शप् विकरण हुआ		पठ् + शप्+ति
हलन्त्यम् सूत्र से अन्त्य हल् की इत्संज्ञा		पठ् + शप्+ति
लशक्वतद्धिते प्रत्यय के आदि में ल् श्/ क्वर्गा की इत् संज्ञा		पठ् + शप्+ति
तस्य लोपः सू		पठ् + अ+ति

इत्सञ्ज्ञक वर्णों का लोप होता है ।

Figure 7: Result of the Verb Formation System

2.3.3 *Taddhita siddhi* Generator

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This system generates *taddhita siddhi* with the help of rules and relational databases. It accepts Unicode Devanagari texts in the input text area and generates output in same format. This system is under development.

2.3.4 *Sandhi siddhi* Generator

This component do *sandhi* and generates its *siddhi* with the help of rules and data set. This system is also under development. Demo version of the system is available till now.

2.3.5 *Kridanta siddhi* Generator

We have also proposed to develop *kridanta siddhi* in future because *kridanta* is very essential component of Sanskrit Grammar and play very important role in translation from other language to Sanskrit.

2.3.6 *samasa siddhi* Generator

This system if not completed right now. It will be added with the Swagatam. This will generate complete *samasanta* (compound words) *siddhi* as per Panini rules.

2.3.7 Sanskrit Meter Information System

Sanskrit meters are being taught in all Indian Universities offering Sanskrit courses. Therefore, a system called Sanskrit Meter Information is also added with Swagatam. It produce all information of selected meters (Meena, 2016).

Figure 8: Sanskrit Meter Information System

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2.3.8 Sankhya-yoga technical word Information System

Technical terms informations and definitions of any discipline are very important to learn further. So we are also developing a database of Samkhya-Yoga technical word information. Which will produce whole information of any technical terms belongs to the Samkhya-yoga philosophy. Proposed interface for this system is shown in figure 9.

Figure 9: Screen Shot of the Samkhya-yoga technical terms information system

2.4 Sanskrit Literature Search

This component includes *Vedic literature and pauranic* search engine for Sanskrit texts.

2.4.1 Vedic Literature Search

This system is an advance search engine for vedic literature. User can search any words occurred in Veda and get complete reference for the input words. Screen shot of the system is shown in figure 10.

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Figure 10: User Interface of Vedic Literature Search

2.4.2 Pauranic Search

This system search reference of any words from the Puranas. User can search any words occurred in any puranas and get complete reference for the input words. Screen shot of the system is shown in figure 11.

Figure 11: User Interface of Pauranic Search System

3. Conclusion and Future Direction

SWAGATAM (स्वगतम्) is result of an initiative taken by the Computational Linguistics Research Group, Department of Sanskrit, University of Delhi, Delhi with the objective of development of web based teaching and learning tools for Sanskrit in Higher Education. Swagatam is being used by the UG and PG Sanskrit students and teachers for teaching and learning Sanskrit grammar. Apart from this various language resources such as database for Ashtdhayayi (AD) rules with Hindi meaning and Explanation and other relevant information, Computation rules for

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identification and analysis, database for Pā\ini's Dhatupatha (DP), various small dataset for Sanskrit grammar are also developed.

In future, it is planned to digitalize all recommended Sanskrit text used in Delhi University Sanskrit syllabus. The instructions and input/output methods of Swagatam will be multilingual (Pujabi, Sanskrit, English, Bangla, Telugu, Tamil etc.) because Sanskrit teach in various language medium in India.

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Dr. Subhash Chandra, M. Phil., Ph.D.
Assistant Professor, Computational Linguistics
Department of Sanskrit, Faculty of Arts, University of Delhi
Delhi-110007, India
subhash.jnu@gmail.com
schandra@sanskrit.du.ac.in

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Mr. Vivek Kumar
Doctoral Research Scholar, Computational Linguistics
Department of Sanskrit, University of Delhi
Delhi-110007, India
vishnorapatyam@gmail.com

Ms. Sakshi
Doctoral Research Scholar, Computational Linguistics
Department of Sanskrit, University of Delhi
Delhi-110007, India
sakshi911003@gmail.com

Mr. Bhupendra Kumar
Doctoral Research Scholar, Computational Linguistics
Department of Sanskrit, University of Delhi
Delhi-110007, India
bhupendrakmr87@gmail.com

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New Technologies in Teaching English

Dr. P. Sreenivasulu Reddy, M.A., M.Phil., Ph.D.
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Abstract

It is apt to mention that New Technologies such as computers and networks are now being used in classrooms for instruction in composition, literature, decoding, reading comprehension, spelling, vocabulary, grammar usage, punctuation, capitalization, brainstorming, planning, reasoning, outlining, reference use, study skills, rhetoric, handwriting, drama, in short, for every area of language arts.

There are also programs specifically designed for learners in preschool, primary, upper elementary, middle school, high school, and college grades, as well as those in adult, English as a second language, foreign language, bilingual, special needs classes, home schools, and organizations such as libraries and museums.

Key words: Teaching English, use of new technology, various functions of technology

Introduction

These wide-ranging applications of technology raise the question, "What role should the computer, the Web, and other new communication and information technologies play in language arts teaching and learning?" The research in this area overlaps considerably with that of other research on technology in education. It has been a process of discovery, and at times, of contention between rival camps.

There are divergent conceptions regarding whether, why, and how these new media are to be used for instruction. This is not surprising given that there is no clearly identifiable thing to be evaluated. Turkle (1984) has suggested that the computer acts like a Rorschach ink blot test in the way it evokes diverse responses from people. She argues that these responses tell more about people than about the computer.

Conceptions of Learning vs What Computers Can Do or Cannot Do

Similarly, the ways that computers are used in schools reveals more about conceptions of learning than they do about what computers can or cannot do. This poses a challenge for even initiating a discussion on the topic of the use of new technologies in language arts. We need to analyze three complex, diverse, and evolving arenas.

First, we need to consider how new communication and information technologies are developing and to examine their various features.

Second, we need a way to characterize the diverse and rapidly evolving integration of these new technologies into daily life and literacy practices.

Third, we need a way to conceptualize the diverse goals of language arts instruction so that you may productively consider how the new media are being used to address those goals.

Promising Approaches from Past Works

Remarkably, a promising approach comes, not from looking ahead to science fiction world, but rather from looking backward, to some of Dewey's (1956) writings on curriculum. Dewey saw that any curriculum could be specified only in part by cultural resources and societal needs. In addition, the enacted curriculum must derive in large part from the interest, or impulses, of the child.

Although these interests themselves cannot be conceived independent of their sociohistorical circumstances, it is nevertheless the case that they constitute an alternative framework for shaping the curriculum. Dewey saw that the greatest educational resources were these "natural impulses": to inquire or find out things; to use language and thereby to enter into the social world, to build or make things; and to express one's feelings and ideas.

Broad Array of Applications

If we apply this four-part taxonomy to the use of new media in language arts, we see a broad array of applications:

Media for construction. New media allow students to produce and format texts easily; they facilitate revision of texts, check for spelling and grammar; provide interactive style sheets; they assist in the construction of tables, charts and graphs.

Media for communication. New media establish social realms that permit new forms of meaningful communication and reconfigure the relationships among students and teachers and between the school and the world outside the school. They provide automatic translations between language and hyperlinked definitions of new words.

Media for inquiry. New media expand the definition of reading to include hypertexts and multimedia; they represent in easily accessible forms all sorts of information that learners need about books and authors, about history, science, and the arts, and about how to inquire in different domains. They make the regularities, the beauties, and the difficulties of language something that students can examine and interact with in new ways.

Media for expression. New media make possible new modes of self representation. Hypermedia allows the intermixing of photos, drawings, sounds, video, tables, charts, graphs, and text.

It is not wholly possible to present a survey of computer use within each of these roles that is both comprehensive and brief. Instead, this chapter presents some representative uses as way of suggesting possible directions. Because computer use is still rapidly evolving, the examples represent categories of applications. We have examined the language arts software offered through Sunburst, as a representative range of widely used applications, both as a way of clarifying our taxonomy and as a way to see what parts of the taxonomy are well represented with current off-the-shelf software and which parts have only a few instances. After we describe and exemplify the taxonomy, we will look at ways in which it can point to potential new applications that might prove useful for learning and teaching language arts.

Computer-based Writing

Increasingly, computer-based writing never appears as words on a printed page. Electronic mail, on-line documentation, and 'electronic encyclopedias' are read directly from a video screen. The computer has thus become a new communications medium, one which

facilitates traditional paper-based writing, but allows other forms of writing as well. There are now multimedia messaging and conferencing systems which allow users to send not just text, but images, graphics, spread sheets, voice and video.

These systems are being equipped with a variety of fonts, to permit writing in languages such as Arabic, Russian and Chinese; they can also display text in appropriate orientations, such as right-to-left, or down a column. In the original version of our taxonomy (Bruce & Levin, 1997), we proposed four subcategories of media for communication: 1. Document preparation, 2. Communication, 3. Collaborative Media and 4. Teaching Media. Document preparation includes word processing, outlining, spelling, grammar, usage and style aids, desktop publishing and presentation system.

Sunburst catalog
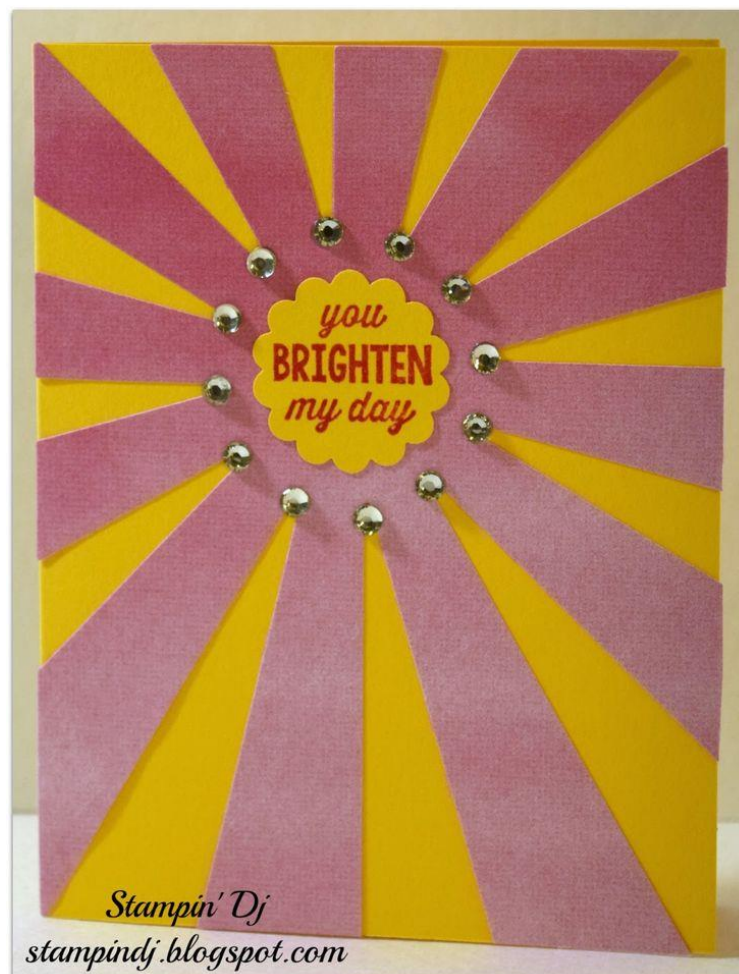
In the Sunburst catalog, there are seven different programs available for document preparation, including word processing (Sunbuddy Writer), outlining (Expression, Author's Toolkit), graphic organizers of writing (Visual Planner), multi-media word processors (Kid's Media Magic, Media Discovery), book and newspaper publishing programs (Easybook).

Another major subcategory is direct communication with other students, teachers, experts in various fields and people around the world. Examples are direct communication via email, asynchronous and synchronous computer conferencing, distributed information serves (the web) and student created hypermedia environments.

This is an increasingly common use of technologies for language arts learning and teaching. The only program in this category in to Sunburst catalog is a web editor for students (Web Workshop). A third subcategory is collaborative media. These include collaborative remote environments for sharing data, graphics, and text, group decision support systems, shared document preparation, and other ways that people can remotely work on common text and graphic objects. This category is not represented in the Sunburst catalog, probably because many of these are relatively new and still cutting-edge applications, this is likely to be a real growth area for language arts uses of new technologies.

The last subcategory, teaching media, includes tutoring systems, instructional simulations, drill & practice systems, telementoring, and educational games. This subcategory is well-represented in the Sunburst catalog. These are applications for teaching at all ages. At the pre K end are classic tutoring systems (Type to Learn, Every Child a Reader, Learning to Read on the Promenade, Reading Who? Reading You!) and educational games.

Note that some of these teaching media include several different approaches in one package. The Sunburst catalog also contains numerous teaching media for older students as well: Reader's Quest, Write On! Plus, Read On! Plus.

Individual Software Applications

In fact, individual software applications such as those represented in the Sunburst catalog were the dominant form of new digital tools ten years ago. But at the time the previous

version of this chapter was being written, Tim Berners-Lee and Robert Calliau were proposing a computer system that would significantly alter the literacy practices of a generation.

They wanted to implement in a major way the hypertext ideas that others had written about earlier (Berners Lee & Calliau, 1990). Their idea was to implement simple browsers for finding "large classes of information (reports, notes, data-bases, computer documentation and on-line help)" and also allow users to add new material. Computers can now be used to create webs of related information.

Explicit connections between texts allow readers to travel from one document to another or from one place within a document to another. The computer can help a reader to follow trails of cross reference without losing the original context. Electronic document systems also facilitate co-authoring of text. A group of children can create a common electronic notebook, by making their own contributions; viewing and editing own another's items, then linking the items together. Authors and readers can now be given the same set of integrated tools to create, browse, and develop text. They can move through material created by other people, add their own links and annotations, and merge the material with their own writings.

Electronic Networks

Electronic networks are being used increasingly for communication among students. Research in underway (see Riel, 1988) to explore different ways of organizing such networks. Some networks are focused on specific tasks; others have a looser conference structure. Some have centralized direction and others do not. Research has been conducted on using real-time communication networks to teach English language skills or composition, as in the ENFI consortium (Bruce, Peyton, & Batson, 1993). In these systems, students engage in a written form of conversation.

Their typed messages are transmitted immediately to others in the group. Such an environment requires students to formulate their ideas as written text but allows faster response than traditional writing or even electronic mail. Many students find these environments more conductive to writing than traditional writing classes. Word processing has become such a commonplace fixture within English and language arts classrooms that some students now take it for granted, saying, "we only do word processing; when will we start real computer use?" of

course, word processing is real computer use, and serves an important function, even if it only helps with the practical details of creating and sharing texts within a classroom.

Moreover, there is some, albeit mixed, evidence that in making it easier to compose and revise, to see problems with a text, and a shared text, students learn to be better writers and readers. There are hundreds of word processing programs, all of which allow writers to enter and revise text. Some present menus of functions from which the author choose, thus making them easy to learn and to use, but with some sacrifice of flexibility.

More complex programs allow writers to control details of text format, permit access to indexed notes, and have capabilities for tables of contents, lists, footnotes and end notes, bibliographies, and indexes. It is in the area of writing that we find the widest range of tool-like uses of computers. Many programs and web sites have been designed to help with the tasks of planning and generating ideas. Several word processing programs have an option to turn the student is not distracted by the visual image of what is written.

This technique of "invisible writing" (Marcus & Blau, 1983) is a way to facilitate "free writing" (Elbow, 1973) and encourages students not to focus on editing prematurely. Idea generation activities are included in many other programs. Outline generating programs can create empty, numbered outline structures within a word processing program. These programs have become known as "idea processors". The web offers unlimited opportunities for communication. For example, the TeenLit site, which is administered entirely by secondary teachers, provides "a forum for teen writers to publish and discuss their writing, review and discuss books they read".

Young writers anywhere can submit their creative works to share with others around the world. Now that any student with web access can set up their own web page, personal pages have become another important medium for communication (Bruce, 1998/1999). Yung people throughout the world now routinely build sites with their own stories, photos, music, and graphics.

Media for Expression

Coming to media for expression, another major use of technologies in language arts learning and teaching is as media for expression. Uses of media for expression have as a major goal for a person to express his/own thoughts for their own future comprehension, while uses of media for communication have as a major goal the expression of thoughts for the comprehension of others.

Technologies that are used for expression include drawing and painting programs, music making and accompaniment, music composing and editing, interactive video and hypermedia creation and editing, animation software, and multimedia composition more generally.

Sunburst

Many of the same programs in the Sunburst catalog listed under media for communication can also be used for media for expression if the intended audience is the author him/herself. So the use of multimedia word processors (Kid's Media Magic, Media Weaver) could be used for expression to create personal diaries or documents primarily to be viewed later by the author. Many of the uses of the writing tools in the catalog include language arts activities that are typically self-expression, such as poetry writing (even though poetry writing can then be shared in communication with others).

In addition, almost all the other technologies described previously as uses as media for communication can also be used as media for expression.

Media for Inquiry

Further, a third major category of new technologies for learning and teaching is as media for inquiry. In our earlier description of our taxonomy (Bruce * Levin 1997), we found a large number of uses of technologies for inquiry when looking at software developed for science, mathematics, and technology education. However, when looking at the language arts software described in the Sunburst software, there are only a few programs that serve as media for inquiry. For younger students, a program called MSS-NG- L-NKS is a language puzzle generator.

In each puzzle, learners use their knowledge of context and language to make educated guesses to fill in blanks in the puzzle. For older students, there are Writer On! Plus modules that focus on the analysis of settings, characters, plot, and themes focusing on "great literature." Some technologies exist to support composition within a genre, or discourse mode, such as poetry. Some programs help in analyzing or revising a poem. The Poetry Processor (Newman, 1986) aids the developing poet by displaying a line of a poem in a specified matter.

In fact, word processing is only one of the ways computers serve as tools for writing and reading (see Wresch, 1988). Programs with speech synthesizers or digitized speech now assist readers who encounter unfamiliar words On-line dictionaries help with word meaning, hypertext systems, which allow the storage of multiple examples, or commentaries on the text at hand. Databases of information make it possible for students to browse text as a method of stimulating their reading and writing. There are now large data bases available on compact disk as well as the web, these include the Oxford English Dictionary, the Encyclopedia Britannica, and complete statistics from recent Olympics games.

Many computers now come with a library of built software that include thesauri, dictionaries, or even the Complete Works of Shakespeare. There are also many computer-based databases which allow students to explore new worlds of information. Despite extensive research on writing (Graves, 1982; Hillocks, 1986), we still know too little about how writers generate ideas, how they revise, how they use what they have read in writing, or how their writing changes over time.

One reason is that such processes occur in the writers' heads, and external manifestations, such as pauses, backtracking, use of resources, oral interactions with others, and so on, are difficult to record and interpret. The use of technology to support inquiry in language arts is a promising domain for developing powerful new media for learning and teaching.

Media for Construction

Simultaneously, the fourth major use of technologies is as media for construction. These are use of technologies to affect the world. In the areas of language arts, this would include uses of technologies to create text and multimedia. For examples, in the Sunburst

catalog, there is software that provides environments for students to create animated stories (Story book Theatre Bundle).The have been several such "storymaker" programs developed over the recent past, but this remains yet another domain that may be open to substantial opportunities for development of innovative approaches in the future. For examples, computer-based micro worlds have been developed in various areas of science and mathematics to allow students to explore new domains, test hypotheses, contruct models, and discover new phenomena (Papert, 1980). The same technology can be used to create microworlds for language.

Investigations within these microworlds can be highly motivating for students; moreover, they lead students to think deeply about language patterns, conceptual relationships, and the structure of ideas. We are only at the beginning of this potentially powerful role for computers in language instruction. There are also an increasing number of tools that allow the construction of web pages, building from pre-existing templates under the guidance of software "wizard" agents.

These tools, even when the ultimate goal is the construction of a web site for communication or expression, can also be used for just for pure construction goals as well. The use of technology to support construction in language arts is another promising domain for developing powerful new media for learning and teaching.

One of the uses of a taxonomy is to help us classify a diverse set of things, to help us better understand them. Another use is to predict new cases suggested by gaps in instances categories defined by the taxonomy. The majority of the uses of technologies in language arts that we've covered so far have been largely uses of media for expression and media for communication. In contrast, the majority of uses of technologies for science, mathematics and technology classified in an earlier paper (Bruce & Levin, 1997) were in the uses of media for language arts that fall within this category? What about uses of technologies for language arts that are largely media for construction?

Subcategories of Media for Inquiry

Let us look at the subcategories of media for inquiry. These are 1) theory building, 2) data access, 3) data collection data analysis. Certainly language can be used as a theory building

tool. Most of our scientific, political and other theories are as a theory building tool. Most of our scientific, political and other theories are expressed in words (in addition to0 other media like mathematics, graphics, or computer models).

The taxonomy points to a need for technologies for writing that support this kind of theory building language uses.

In fact, language is used to store and retrieve data. Some trace the origins of written language to its use for recording business transactions and inventories, a specific kind of data storage and retrieval. Something as simple as a shopping list is a kind of data storage (recording what needs to be bought) and retrieval (its use in the store to remember what to buy).

Now with palm-top devices (and soon, wearable computers), uses of technologies of language arts for data access (calendars, to-do lists, address books, etc.) will become very common. Teaching students effective uses of these language arts uses, however, remains a largely neglected domain. Language is used to record data. In its broadest sense, any history or other written notes describing the world (meeting notes, newspaper reports, personal diaries, etc.) is a sort of data collection.

New technologies are impacting these recording reporting functions – reporters are using laptops and wireless networks to create news stories on the site of the news and immediately send them to their editors. Web cams allow new multimedia "diaries" of personal life to be recorded and widely shared. In Japan, written personal diaries are common on the Web (Sugimoto & Levin, 1999), turning a use of language events into a use for communication of that data to others.

Language is used in the analysis of text that has recorded data. Reflections or analysis of reports of the world are common both in society generally and also in intellectual work. We are just starting to see technologies that aid in that analysis process. Thus this is another area in which language arts uses of technology presents opportunities for innovation.

Now these subcategories are not the usual ways that we think about language uses and technology. However, the fact that they are unusual for language uses (but common for number uses) may generate more powerful ways of thinking about how to use the new technologies for

more effective language arts learning and teaching. Let us look briefly at how biologists have recently started using new computational and communication technologies for their work, and then extend that notion into the language arts. Computational biology has become increasingly important for making progress in the biological sciences.

Biology Workbench

A new tool for conducting computational biology is the "Biology Workbench" (Lathrop, Jakobsson, & Bourne, 1999). This tools allows both professional biologists and students of biology to access web-based databases of protein and DNA sequences and to compare and contrast the sequences of different organism. Let us imagine a "Language Workbench", in analogy to the Biology Workbench, which scholars and students could do a variety of analyses of literature texts.

This would be a web-based interface to distributed texts, with a set of tools for analyzing those texts, allowing a user to compare and contrast patterns in the texts. With such a Language Workbench, both scholars and students could participate in debates about whether Shakespeare wrote Shakespeare's play's, how much was writer A influenced by writer B, etc. such a Language Workbench could span the range of inquiry uses, and could involve students in join activities with literature scholars as well as their use of it more self-contained ways.

An example of this approach is the use of the programming language, Logo, to construct models of language structure and use (Goldenberg & Feurzeig, 1987). Students work within any genre, or mode of discourse, to build up their theories about meaning and form. For instance, they can write programs that "gossip.' In this case, gossip is viewed as comprising descriptions of actions that someone else has allegedly taken, actions which are newsworthy because they involve surprising revelations about a subject.

Language Construction Set

Notably, this approach is but one example drawn from a family of programs and activities designed to encourage students to explore language. Phrasebooks and Boxes (Sharples, 1985) are two extensions of Logo that allow children to classify words, create their own dictionaries and phrasebooks, devise a quiz, write a program that will converse in natural language, or build their own 'Adventure Games,' in which other converse in natural language, or build their own 'Adventure Games,' in which other students explore a student-created

fantasy world. It would be interesting to develop a general purpose Language Construction Set, which students of language could use.

Imagine an environment, in which students could be given a set of words, phrases, or other language elements, displayed visually on the screen. Then they could build language construction machines that combine those language elements and then display the "output" of the construction. There is still little research regarding classroom use of these constructive approaches to language understanding.

To Conclude

To conclude, it may be summarised that technology can be used to change writing instruction in a variety of ways. Computers can aid at places where teacher time and attention are insufficient. They can facilitate the process of generating ideas and organizing text. Unlike teachers, they can give feedback at any convenient moment. They can comment upon features of written texts. With the aid of a text editor, revision of text is more efficient and rewarding.

Computers can increase the time-on-task and can help lessen the teaching load. They can thus create time and opportunity for teacher involvement with essential aspects of writing processes that are beyond the reach of the computer. New technologies can also help to realize a more functional way of teaching writing. Ideals of writing across the curriculum may become more feasible with the support of computers.

By means of computer networking, communities of student-writers can be established. Real audiences and meaningful goals can stimulate the development of competency in written communication as well as enhance motivation. But the potential value of computers is far from full realization. Many of the uses described here require a rethinking of student and teacher roles, of curricula, and of school activities.

Moreover, current programs and models for computer-based activities are often clumsy to use or difficult to integrate with other learning. Costs are still high, especially when viewed as only a portion of the meager resources available for instructional materials. And too often, the best computer resources are inequitably distributed.

Despite these problems, the use of computers for English language arts instruction is in fact growing and promises to be an increasingly important aspect of learning in the future. Now a look at language teaching methodologies in nutshell.

Main English Teaching Methodologies

Grammar-translation

Learning is largely by translation to and from the target language, Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability.

The Direct Method

In this method the teaching is done entirely in the target language. The learners is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation.

Audio-Lingual

The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situation. New language is first heard and extensively drilled before being seen in its written form.

The Structural Approach

This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So for example the verb "to be" is introduced and practiced before the present continuous tense which uses "to be" as an auxiliary.

Suggestopedia

The theory underlying this method is that a language can be acquired only when the learner is receptive and has no mental blocks. By various methods it is suggested to the student that the language is easy – and in this way the mental blocks to learning are removed.

Total Physical Response (TPR)

TPR works by having the learner respond to simple commands such as "Stand up", "Close your book", "Go to the window and open it". The method stresses the importance of aural comprehension.

The Silent Way

This is so called because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say. No use is made of the other tongue.

Communicative Language Teaching (CLT)

In fact, the focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. the content of CLT course are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location.

Community Language Learning

In this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the student.

Immersion

In fact, this corresponds to a great extent to the situation we have at our school. ESL students are immersed in the English language for the whole of the school day and expected to learn math, science, humanities etc. through the medium of the target language, English. Immigrant students who attend local schools find themselves in an immersion situation; for example refugee children from Bosnia attending German schools, or Puerto Ricans in American schools. Click here for many links to information about bilingual/immersion programs.

Task-Based Language Learning

The focus of the teaching is on the completion of a task which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors.

The Lexical Syllabus

This approach is based on a computer analysis of language which identifies the most common (and hence most useful) words in the language and their various uses. The syllabus teaches words in broadly the order of their frequency, and great emphasis is place on the use of authentic materials.

The Natural Approach

This approach, propounded by Professor S. Krashen, stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

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Dr. P. Sreenivasulu Reddy
Assistant Professor of English
GITAM University
Beach Road, Gandhi Nagar
Rushikonda
Visakhapatnam 530045
Andhra Pradesh
India
sreenupydala@gmail.com