

Creative Techniques of Teaching Literature

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Language in India www.languageinindia.com ISSN 1930-2940 Vol. 13:7 July 2013
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Significance of the Study of English Literature

The study of English language is gaining more and more significance and its inevitability is felt meticulously in the global contexts. The learning of English is inexorable in the present milieu as it has become the link language. However, the teachers and learners of English in India where students are the non-native learners of English face many problems related to teaching-learning of English. The teachers have to develop essential skills of students to teach them to express themselves in English in academic as well as real life contexts.

Along with the study of English language, study of English literature is also important. The English literature has a wide readership. Hence, study of this literature widens the literary spectrum of readers. Indian students are to be inspired to consider the study of English literature as significant as the study of English language. It is valuable even in language learning.

Culture and Literature

Most of the Indian universities prescribe the British, the American, and the Commonwealth literature. Except the Indian literature, the Indian students cannot easily understand the whole body of the British or the American or any other literature. These literatures contain various allusions, customs, manners, mythologies, and other details. They refer to various social, political, religious references. If the Indian students have to understand the foreign literature, they must know its context and background. They have to comprehend the lexical items in the text that carry the thematic or content meaning in the piece of literature. If they do not know the context, there is a possibility of ennui while studying literature. It is therefore the duty of the teachers of literature to make the study of English literature interesting and also sustain students' motive to seek an appropriate pleasure and knowledge which is

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usually found in studying literature. Consequently, it is indispensable to find out some creative techniques to teach English literature to the Indian students.

Focus of This Paper

This paper focuses on some creative techniques to promote the teaching-learning of English literature. Literature can be taught by using pre-teaching projects of geographical, political, and historical aspects of country, collection of pictures, stamps, use of films, dramas, computer-aided language laboratories, internet, blogs, World Wide Web, and some other innovative techniques of teaching literature. Such creative techniques can enhance students' involvement and love for English literature.

Difficulties Faced by Students

The Indian students face number of difficulties while studying English literature. Before stating the creative techniques to teach English literature, it is quite relevant to refer to some of the problems faced by the Indian teachers as well as students:

1. Most of the classes have large number of students. It becomes difficult to follow diverse experimental methods to teach because they are unworkable to control the large number of students and maintain the balance of interactions with all of them within the stipulated time.
2. The teaching of literature is to be made examination-oriented. If the teachers give more time for the all-round understanding of the text, it is unfeasible to cover the syllabus. Hence, the teachers have to prefer the examination-oriented teaching.
3. All the classrooms do not provide the facilities of LCD, computer, and internet. Hence, the teachers have to be satisfied with the traditional teaching.
4. Now-a-days the need to communicate in English is emphasized everywhere. It stresses the functional use of the English language. Hence, most of the students get interested in the study English language and not the English literature.
5. Indian students have no easy access to the inward meanings of the British, the American, the Commonwealth, and other English literatures because these literatures have totally different cultures in every aspect.

6. The students of literature are not strongly aware of the possible jobs after studying literature courses. They think that to enter the fields related to or based on literature needs a glamorous background for the persons.

Creative Techniques to Overcome the Difficulties

Keeping in view some of the difficulties mentioned above it is possible to find out some creative techniques to teach English literature:

1. **Pre-teaching project / presentation of geographical aspects:** Before beginning to teach the general topics related to the history of English literature or the texts focusing on some regions, it is interesting to give students a small project regarding the introduction and background of the country to which the text is related. It is also possible to ask students to bring the maps of that country in the class or inspire them to draw the maps in the notebooks. It increases their interest in the subject. The knowledge of geographical details, weather conditions, natural resources, etc., of the country adds a different flavour to learning of literature. It will provide students essential background which is particularly reflected in lexical items used in the literary text. This kind of teaching technique can make students feel the text rather familiar.
2. **Pre-teaching project / presentation of the historical aspects:** It is always valuable to train students to prepare small project/presentation of the historical background of country related to the study. It helps them to know and understand the historical details that influence the country and its literature.
3. **Small project/presentation of the political aspects:** It is promising to advise students to make a small project on the political background of the country. This helps them to understand the political movements as well as their effects on society reflected in literature.
4. **Collection of pictures, stamps:** It is possible to recommend students to collect some pictures, images related to the customs, traditions, food, clothes etc. of the country. Even the stamps of that country can also be collected to increase the participation of the students to learn about the literature of that country.
5. **Collection of mythology:** It is very important to refer to the mythological references that occur in the works. We can collect the pictures, references of the

mythology. These pictures can be very fascinating to become familiar with the country and its literature. They enhance students' perception of the world.

- 6. Films / Dramas:** Many films and dramas are produced on many novels and stories. These films or dramas can be showed to students after or before teaching the novel or drama. It is very appealing to invite students to compare the film with the text. This helps them to use their comparative skills of language. It is an effective way to inculcate among the learners very useful skills and strategies to acquire the language in context.
- 7. Computer-aided language laboratories:** It is an enjoyable activity to take students to the language laboratory and ask them to listen to the American or the British English. This gives them an idea of the language and the style of its expression by the American and the British.
- 8. Use of Internet, Blogs, World Wide Web and E-books:** Now-a-days students can use internet, blogs and e-books. If the language laboratory makes these facilities available, students will enjoy the learning. This gives them an opportunity to remain up-dated in the field of literary study.
- 9. Author's introduction:** Students can be motivated to present a brief biographical sketch of the author in the class. It is remarkable to collect all the detailed information of the author and his literary works. This makes students aware of the literary world of authors. Some students can be asked to write one paragraph on each work of the author. Such information can be compiled. It helps them to know the background of the author and his writing.
- 10. Scope of creativity:** It is a great activity to rouse students to write a poem on the novel, story on a poem or picture, draw a picture on a poem, and write a poem on a picture. We can organize competitions for such activities. It will be a nice opportunity for students to enhance their abilities to learn language by using their creative faculty.
- 11. Organizing interviews of the great/popular writers/critics/actors/ actresses:** Students believe that entry into the fields of cinema, script writing, song-writing etc., is not possible. They think that it is difficult to build a career in these fields. It will be an evocative occasion for them if teachers organize the interviews or talks of popular writers, actors and actresses. With such activities students get inspired and motivated to study literature and enjoy the assignments given to them.

- 12. Role plays:** It is easy to arrange the enactment of the drama. It is also possible to organize the small role play sessions. It helps to increase students' abilities to learn literature as well as it helps them to improve their speech.
- 13. A mental activity:** It is easy to give some mental activities to students for their wider participation. The literary texts can be introduced by telling them an anecdote, joke, proverb or showing /drawing picture etc.
- 14. Reading aloud:** It is very useful to enable students to read the text in meaningful units/chunks. Furthermore, through this activity teachers can diagnose the correct or incorrect strategies students deploy while doing silent reading. It is therefore a remedial task that can train the learners to overcome problems related to fluency and accuracy in reading English as second/foreign language.
- 15. Exercises for reading between the lines:** It is essential to teach students of literature to read between the lines. They can be asked to speculate on the meaning of the pieces of literature. What do the particular lines or dialogues mean can be explained by students. It will increase their imaginative powers and mental horizons. It is very important activity. In the words of M S. Knowles, “. . . it is tragic that we have not learned how to learn without being taught, and it is probably more important than all of the immediate reasons put together. The simple truth is that we are entering into a strange new world in which rapid change will be the only stable characteristic” (15). Hence, it is essential to find out new techniques to teach literature.
- 16. Post-teaching activity:** Teachers can ask the students to imagine different ends to the drama, story or novel. It is interesting to listen to various possibilities to end the work. Students can brainstorm a lot and bring out their creative talents. It ignites their heart, mind, and love for literature. They become competent to express themselves. It is true as Chris Morgan, et al., mention, “competence in a skill is acquired by practice. The principal challenge for the teachers is to provide maximum opportunities for practice with individual feedback upon developing expertise” (141). Teachers have to make students competent.
- 17. Exercises for reading beyond the lines and finding out human values:** It is easy to ask students to find out human values in the novels, stories, dramas and poetry. It affirms the value and significance of literature. Students note the

universal values in literature. It inculcates in them the need to believe in equality of human beings.

It is necessary to teach students of literature to learn some human values and principles of life from the pieces of literature. Teachers have to encourage them to learn the values and follow them in practical life. They can be inspired for patriotism, humanism, kindness, loyalty, truth, peace, love, social reforms etc. They must read literature beyond the lines. It helps to increase the maturity level of students. It also refines their sensitivity and enables them to be sympathetic as well as empathetic. They will be trained to become concerned and considerate.

18. Exercises for creating the awareness about environment: We all are aware of the dangers threatening the globe. It is a good exercise to ask students to find out examples of the ways of protecting the environment stated in the pieces of literature. It is also possible to find the descriptions of environment or natural beauty, animals, birds presented in literature. It enhances students' knowledge of flora and fauna.

19. Orientation for explaining career opportunities other than films: The students get interested in the study of literature if they come to know about the opportunities of jobs and careers. There are some jobs where the competency in literature is certainly an addition in the personal profile of the candidates. The students of literature can do everything in a very unique way in the fields like journalism, tourism, publications, freelancing, translations, audio books, places of public interests, websites of literature, embassies, cultural centres, etc.

Conclusion

If the teachers of English literature do not find out creative methods of teaching literature and employ them in their teaching, the classroom teaching can become the elongated monologues. Hence, it is essential to teach literature with the help of new methods. With these methods it is possible to involve all the students in the learning activities. It gives them an opportunity for interdisciplinary study also. It will help them to undertake research in other disciplines or it will encourage them for comparative study. These techniques are motivating and challenging. They help

students to enrich and sustain their efforts of learning literature. They encourage students to interact and communicate with each other

Creative methods will increase students' interest in literature not only of India but of the foreign countries also. They will be able to be more and more global because they will understand that literature plays a vital role in bringing all the lands together under one roof of universal human traits reflected in it. Students of literature can become the agents of change when equipped with good and thoughtful understanding of literature.

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ஆந்திரசப்தசிந்தாமணியும் பாலவியாகரணமும்: ஒப்பியல் பார்வை

த. சத்தியராஜ் பிஎச். டி.

1.0 முகப்பு

தெலுங்கு மொழிக்குரிய இலக்கண நூல்கள் இருநூறுக்கும் மேலுள். அவ்விலக்கண நூல்கள் சமசுக்கிருத நடையிலும், தூயதெலுங்கு நடையிலும், சமசுக்கிருதமும் தெலுங்கும் கலந்த நடையிலும் காணப்படுகின்றன. அவற்றுள் ஆந்திரசப்தசிந்தாமணி (கி.பி.11) சமசுக்கிருத மரபைப் பின்பற்றி சமசுக்கிருத நடையிலும், பாலவியாகரணம் (கி.பி.1858) தெலுங்கும் சமசுக்கிருதமும் கலந்த நடையிலும் அமைந்துள்ளன.

இவ்விரு இலக்கண நூல்களில் சஞ்ஞாபரிச்சேதம் எனும் இயலமைப்புக் காணப்படுகிறது. அவ்வியலமைப்பில் எழுத்து, சொல், யாப்பு, அணி முதலிய கருத்துக்கள் இடம்பெற்றுள்ளன. இவற்றுள் எழுத்து, சொல்வகை அறிமுகங்கள் இடம்பெறும் பாங்கை ஒப்பிட்டுப் பார்க்கும் முகமாக இக்கட்டுரை அமைகிறது.

2.0 நன்னயாவும் சின்னயசூரியும்: சஞ்ஞாபரிச்சேதம்

தெலுங்கு இலக்கணநூல்களில் முதன்மையானது ஆந்திரசப்தசிந்தாமணி. இதன் ஆசிரியர் நன்னயா ஆவார். இவர் இலக்கணக் கலைஞர் மட்டுமின்றி இலக்கிய புலமையாளரும் ஆவார். இவர் முதன் முதல் தெலுங்கிற்கு இலக்கணம் எழுத முனைந்ததன் விளைவே அந்நூல். இந்நூல் சமசுக்கிருதத்தில் எழுதப்பட்டதன் நோக்கம் வலுவானது. இதனை அதே காலக்கட்டத்தில் தமிழில் எழுதப்பட்ட வீரசோழியம் வெளிப்படுத்தி நிற்பதின்வழி அறியலாம். வீரசோழியமும் ஆந்திரசப்தசிந்தாமணியும் சமசுக்கிருதத்தைத் தாய்மொழியாகவும், தத்தம் தாய்மொழிகளை இரண்டாம் மொழிகளாகவும் பயன்படுத்திக்கொண்டன. அதாவது, சமசுக்கிருதத்தைத் தாய்மொழியாகக் கொண்டவர்கள் தமிழையும் தெலுங்கையும் கற்றுக் கொள்வதற்காகவே அவ்விரு நூல்களும் எழுதப்பட்டுள்ளன. இது கற்றல்/கற்பித்தல் நோக்கில் தத்தம் மொழியிலக்கணக் கூறுகளோடு ஒப்பிட்டுப் பார்க்கும் தன்மை எனலாம்.

ஆந்திரசப்தசிந்தமணி ஐந்து பரிச்சேதங்களால் ஆனது. அவை: சஞ்ஞா, சந்தி, அசந்த, அலந்த, கிரியா என்பன. இவற்றுள் சஞ்ஞா நாற்பத்தேழு நூற்பாக்களுடையது. அந்நூற்பாக்கள் காவியம், சொல் - விளக்கம், ஆந்திர என்பதன் விளக்கம், ச் - ஜ் ஆகியனவற்றின் ஒலிப்புமுறை, நியமம், பிராதிபதிகம், வர்ணகம், எழுத்துக்களின் அறிமுகம், தாது, பிராணம், வக்ரம், வக்ரதமம், பிராணம், துருதம், பருசம், சரளம், இசுதிரம், கணங்கள், எதுகை - மோனை விளக்கங்கள், அவ்யயம், அநுகரணம், சொல்வகை அறிமுகம் ஆகிய விளக்கங்களை முன்வைக்கின்றன.

தெலுங்கு இலக்கணக்கூறுகளை முழுமையாக விளக்க முனைந்த நூலாகக் கருதப்படுவது பாலவியாகரணம். இந்நூலின் ஆசிரியர் சின்னயசூரி. இவரும் இலக்கியத்தில் புலமையாளர் என்பது நோக்கத்தக்கது. இவர் சமசுக்கிருத மரபிலிருந்து விளகி நின்றே தெலுங்கிற்கு இலக்கணம் எழுத முற்பட்டதாகச் சிலர் கருதுவர். எவ்வாறிருப்பினும் பழைமையைப் போற்றும் பண்புடையாளராகவேத் திகழ்ந்துள்ளார். அதாவது பழைமை வாய்ந்த பாணினியிலிருந்து விதிகளையும், தொல்காப்பிய மரபிலிருந்து இயலமைப்புமுறைகளையும் தெரிவுசெய்து கொண்டமையைக் குறிப்பிடலாம். இவர் பெரும்பான்மையான விதிகளைப் பாணினி, ஆந்திர சப்த சிந்தாமணி, பிராக்கிருத சப்தானு சாசனம், அதர்வனா காரிகாவளி, அப்பகவியம், ஆந்திரகௌமதி போல்வனவற்றிலிருந்து வருவித்துக் கொண்டுள்ளார். இவ்விலக்கணங்களில் ஆந்திர சப்த சிந்தாமணியிலிருந்தே மிகுதியான விதிகளை வருவித்துக் கொண்டுள்ளார் என்பது குறிப்பிடத்தக்கது. அவ்வாறு வருவித்துக் கொண்ட விதிகளைக் கூடுதல் கற்றல்/கற்பித்தல் நோக்கில் விளக்கியுள்ளார். காட்டாக,

di;rg hamumi;Nda sa;dhyapu;rnamu le;du (BV.15)

எனும் உரைநூற்பவைக் குறிப்பிடலாம். இவ்வரைநூற்பா ஆந்திர சப்த சிந்தாமணியின்

di;rg ha;c cet khaṇDa eva sa jñeya: (ASC.21)

எனும் நூற்பாவைத் தழுவியது. இங்கு பி.சா.சுவின் மொழிபெயர்ப்பு நூலில் இடம்பெறும் குறிப்புச் சுட்டிக்காட்டத் தகுந்தது.

di:rgha:c cet khaṇḍa eva sa jñeyaH (AŚC, samjña: -21) 'it should be understood that the zero symbol after along vowel is only the half one' is the source for this(2002:10).

இந்நூல் பத்துப் பரிசேதங்களை உடையது. அவை: சஞ்ஞா, சந்தி, தத்சம, ஆச்சிக, காரக, சமாச, தத்தித, கிரியா, கிருதந்த, பிரகீர்ணக என்பன. அவற்றுள் சஞ்ஞா இருபத்து மூன்று உரைநூற்பாக்களால் ஆனது. அவ்வரைநூற்பாக்களில் எழுத்தறிமுகம்(1-6), ஷ் - ஜ் ஒலிப்புமுறை(7-10), துருதம்(11-13), பிந்து(14-16), ய ர ல வ -களின் விளக்கம்(17-18), சொல்வகை அறிமுகம்(19-23) ஆகிய விளக்கங்கள் இடம்பெற்றுள்ளன.

மேற்குறித்த அவ்விருவரின் சஞ்ஞாபரிச்சேத விளக்குமுறைகளில் கருத்தியல் தொடர்ச்சி சின்னயசூரியிடமும் கருத்தியல் தொடர்ச்சியின்மை (அதாவது ஒரு கருத்தை விளக்கும் பொழுது, அதன் பொருளை ஓரிடத்திலும் அது தொடர்பான இலக்கணக்கூற்று விளக்கமுறையை மற்றோரிடத்திலும் விளக்கும் போக்கு) நன்னயாவிடமும் காணலாகின்றன. அதனைக் குறிக்கும் அட்டவணை வருமாறு:

கருத்தியல்	நன்னயா (விதிகள்)	சின்னயசூரி (விதிகள்)
எழுத்து(Phonology)	14-27, 31-39	1- 18
சொல்(Morphology)	3, 6, 7, 9,10,12,13, 28-30, 42, 44-47	19-23
யாப்பு(Prosody)	40, 41	-
அணி(Rhetoric)	1, 2, 4, 5	-
நியமம்(niyama)	8,11, 43	-

இவ்வட்டவணையில் எழுத்து, சொல், யாப்பு, அணி, நியமம் தொடர்பானக் கருத்துக்கள் வகைப்படுத்தித் தரப்பட்டுள்ளன. இதன்வழி சின்னயசூரி எழுத்து அடிப்படையிலான கருத்துக்களையும் சொல் அடிப்படையிலான கருத்துக்களையும் ஒழுங்கமைவுத் தன்மையுடனும், நன்னயா எழுத்து, சொல், யாப்பு, அணி, நியமம் தொடர்பானக் கருத்துக்களின் பொருள் விளக்கம், அவைகளின் இலக்கணக்கூற்று விளக்கங்கள் ஆகியனவற்றை வெவ்வேறு இடங்களில் மாறி மாறி அமைத்து விளக்குகின்ற தன்மையுடனும் விளங்குகின்றனர் என அறிய முடிகின்றது.

3.0 ஆந்திரசப்தசிந்தாமணியும் பாலவியாகரணமும் ஓர் ஒப்பீடு

இனி, சஞ்ஞாவில் விளக்கப்பட்ட கருத்தியல்களுள் எழுத்தறிமுகம், சொல்வகையறிமுகம் குறித்துக் காண்போம். பொதுவாக இலக்கணக் கலைஞர்கள் இறைவணக்கம் அல்லது நூல் எழுதப்பட்டதன் நோக்கம் எழுதிய பின்பே எழுத்துக்களை அறிமுகப்படுத்துவர். ஆனால், நன்னயா அம்மரபில் இருந்து வேறுபட்டு நிற்பதைக் காணலாம். ஏனெனின் அவர் நூலின் தொடக்கத்தில் காவ்யம் குறித்து விளக்குவதேயாகும். இது போன்ற மாறுபட்டக் கருத்துக்கள் நன்னயாவிடத்துக் காணமுடிகிறது. இதனை மாறுபட்டக் கருத்து என்பதைவிட கருத்தியல் விளக்குமுறையில் அணி(அலங்காரம்) குறித்த விளக்கங்களுக்கே முதலிடம் தந்துள்ளார் எனலாம். இப்பரிச்சேதத்தில் எழுத்தறிமுக, சொல்லறிமுக அமைப்புமுறைகளில் இருவரும் ஒன்றுபடவும் வேறுபடவும் செய்கின்றனர்.

3.1 நன்னயாவும் சின்னயசூரியும் ஒருமித்து நிற்குமிடங்கள்

1. சமசுக்கிருத, பிராக்கிருத, தெலுங்கு மொழிக்குரிய எழுத்துக்களை அறிமுகம் செய்வதற்கு நான்கு நூற்பாக்கள் அவ்விரு நூல்களிலும் அமைந்துள்ளன. அந்நூற்பாக்களில் எழுத்துக்களை அறிமுகப்படுத்துவதிலும் விளக்குவதிலும் ஒருமித்தே நிற்கின்றனர்.
2. தற்சமம். தற்பவம், தேசியம், கிராமியம், அவ்யயம், துருதப்பிரகிருதிகம், களாலு ஆகியன தெலுங்குச் சொல்வகைகள். இவ்வகைப்பாடுகளைத் தருவதில், அதனை முதல் பரிச்சேதத்தில் விளக்குவதில் ஒருமித்துக் காணப்படுகின்றனர்.

3.2 நன்னயாவும் சின்னயசூரியும் வேறுபட்டு நிற்குமிடங்கள்

1. ஒரு மொழிக்கு இலக்கணம் எழுதும்போது அம்மொழிக்குரிய எழுத்துக்களை அறிமுகப்படுத்துவதே பொதுத்தன்மை. இப்பொதுத்தன்மை நன்னயாவிடம் நிலவவில்லை. மாறாக, காவியம் தொடர்பானக் கருத்தியலை முதல் பதின்மூன்று நூற்பாக்களில் கூறிவிட்டு, அதன்பின்பே எழுத்துக்களை அறிமுக செய்கின்ற போக்குக் காணப்படுகின்றது.

a;dya;ya;: pancos's'a drarNa;: (ASC.14)

prakrte; stu te; das'o; na; ssyu: (ASC.15)

shatrim s addtra te; (ASC.16)

ஆனால் சின்னயசூரி பொதுமரபைப் பின்பற்றுபவராகத் திகழ்கிறார்.

samskrutamunaku varNamu le;badi (BV.1)

prakṛtamunaku varNamulu naluvadi (BV.2)

tenugunaku varNamulu muppadiya;Ru (BV.3)

2. சமசுக்கிருத, பிராக்கிருதச் சொற்களைப் பயன்படுத்துவதினால் சில எழுத்துக்கள்

தெலுங்கில் வந்து சேருகின்றன. இதனை நன்னயா

anye; ca;nupravi s'anti s'abda yo;gavas'a;t (ASC.17)

எனக்குறிப்பிட, சின்னயசூரி

ṛ ṛ; ḷ ḷ; visarga kha cha Tha tha pha gha jha Dha dha bha ṇa ña s'a Sa Lu

samskr̥ta samambulanu gu;Di teluguna vyavahaThim (BV.4)

எனக்குறிப்பிடுகிறார். அதாவது நன்னயா, தெலுங்குக்கு வரும் முப்பதாறு எழுத்துக்கள் போக மீதமுள்ள பத்தொன்பது எழுத்துக்களும் தெலுங்கில் பயன்படுத்தப்படும் தற்சமச்சொற்களாலும், கிராமியச்சொற்களாலும் வந்து சேருகின்றன எனப் பொதுமைப்படுத்திக் கூற, சின்னயசூரி அவ்வெழுத்துக்களை நேரிடையாக உரைநூற்பாவில் தருவதாகும்.

3. சிருங்காரம் போன்ற இரசங்களைக்(மெய்ப்பாடுகளைக்) கொண்டு வெளிப்படுத்துவது

சொல்(3) என சொல்லுக்கான விளக்கத்தை நன்னயா தருகிறார். ஆனால் அது குறித்து சின்னயசூரி விளக்கவில்லை.

4. நகரம் இறுதியாகும் சொற்கள் (துருதப்பிரகிருதிகம்), நகரம் இறுதியற்ற சொற்கள் (களாலு) ஆகியனவற்றின் விளக்குமுறையை நன்னயா

tinmadh ys'e;sha ShashTi; Suskrma pravacani;yaja vibhakti,: inci;t pras'am
Sana;dbauta santa;pa yada; tada; kime;va;ms'ca krtva; kila nu;shNi;
ma;dya;nabhi dadhati kaLa; druto; naye; sham shya;t (ASC.44)

anye; druta prakratayo; ye; syurhyanuji;vita druta; nityam (ASC.45)

என்பதாகப் பரிச்சேதத்தின் இறுதியில் தர, சின்னயசூரி

naka;rambu drutambu (BV.11)

druta;ntamulayina padamulu druta prakruti; (BV.12)

drutaprakrutulu ga;ni s'abdambulu kaLalanambadu (BV.13)

என்பதாக இடைப்பகுதியில் தருகிறார். இவ்வாறு சின்னயசூரி இடைப்பகுதியில் விளக்குவது கருத்துத்தொடர்ச்சிக்காக எனலாம். அதாவது, எழுத்துத் தொடர்பான கருத்தியலுடன் அதனைக்கூற வேண்டும் என்பதாகும். ஆனால் துருதம் எனும் கலைச்சொல்லுக்கான விளக்கத்தை நன்னயா வேறோரிடத்தில் தந்திருப்பது கவனிக்கத்தக்கது.

druta;khyo; na: (ASC.36)

5. தற்பவ, தற்சம, தேசிய, கிராமிய ஆகிய சொல்வகைகளை அறிமுகப்படுத்துவதில் நன்னயா,

tajja; sama;ca de;s'yaa gramya; ce;yam caturvitha; bhavati prakruti dvayaja;
tajja; tulya;bu sama;prava;hini; de;s'ya; (ASC.46)

என ஒரு நூற்பாவிலும், சின்னயசூரி

samskruta prakruta tulyambugu bha;sa tatsamambu (BV.19)

samskruta prakruta bhavambugu bha;sa tadbhavambu (BV.20)

trilingade;sa` vyavaha:ra siddhambagu bha;sa de;s'yambu (BV.21)

lakshaNa viruddhambagu bha;sa gra;myambu (BV.22)

எனவரும் நான்கு உரைநூற்பாக்களிலும் குறிப்பிட்டுச் செல்கின்றனர். இத்தன்மை சுருக்க, விரிப்பு வேறுபாடாக அமைகிறது. அதாவது, நன்னயா தொகுத்துக் கூறிய கருத்தியலை, சின்னயசூரி விரித்து விளக்கும் போக்கில் அமைத்தமையாகும்.

4.0 முடிப்பு

இதுகாறும் விளக்கப்பெற்ற கருத்தியல்கள் அடிப்படையில் நோக்கும்பொழுது நன்னயாவைவிட சின்னயசூரி கருத்தியல்களை ஒழுங்கமைவுடன் விளக்கியுள்ளார் என்பதும், அதுமட்டுமன்றி கூடுதல் கற்றல்/கற்பித்தல் முறையையும் விளக்கமுறையையும் சஞ்ஞாபரிச்சேதத்தில் அமைத்துள்ளார் என்பதும் புலப்படுகிறது.

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சுருக்கக் குறியீடுகள்

ASC - ஆந்திர சப்த சிந்தாமணி, **BV** - பாலவியாகரணம், **ர** - ரு (உயிர்க் குறில்), **ர;** - ரு(உயிர் நெடில்), **|** - லு (உயிர்க் குறில்), **;** - லா(உயிர் நெடில்), **ற** - ற, **ற** - ரு, **ற** - ற, **N** - னை, ; - நெடில் (எ.டு: சஞ்ஞா -*sarñña*);, : - விசர்க(எ.டு: ராம: - *ra;ma:*), **s** - ஸ, **s'** - ஸ², **S** - ஷ, **R** - ற, **T** - ட, **t** - த, **பி.சா.சு.** - பி.சா.சுப்பிரமணியன்.

முகவரி

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Songs of Innocence and Experience -
A Trans-historical Humanitarian Discourse

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Language in India www.languageinindia.com **ISSN 1930-2940** Vol. 13:7 July 2013



William Blake

Courtesy: www.blakearchive.org

“To see a world in a grain of sand
And a heaven in a wild flower,
Hold infinity in the palm of your hand
And eternity in an hour”

(William Blake, *Auguries of Innocence*, 1-4)

Part of English Romanticism

William Blake (1757-1827), the foremost controversial figure of English Romanticism, has attracted the attention of the Easterners recurrently because of his recourse to mysticism, which is generally considered to be the legacy of the East. It would not be an exaggeration to say that if he would have been born in the East, he would have been considered and venerated as an illuminated genius, for the Easterners hold and share the same cosmic view as he held.

Language in India www.languageinindia.com **ISSN 1930-2940** **13:7 July 2013**

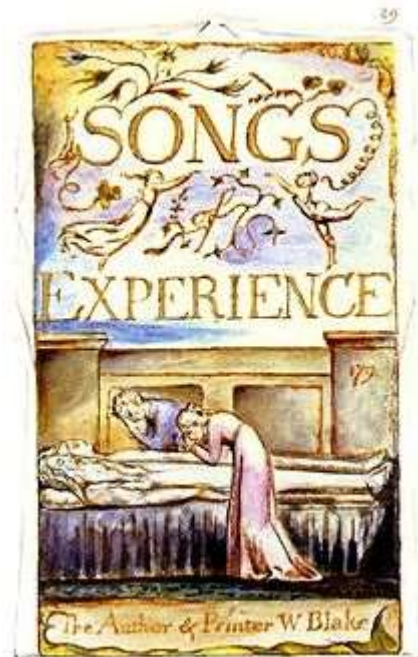
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Comprehending the Mysteries of the Mysterious Creator

William Blake was not a namesake visionary but vision for him is the key to comprehend the mysteries of the mysterious creator. He had the belief that he could easily and coherently see what he imagined. His entire creative aura is an attempt to develop this faculty of vision. He longed for the harmonious unity between good and evil, but this shouldn't be viewed as something devilish, rather he wished that what is generally believed to be evil by the social, political and religious bodies as evil is just a hypothetical construct and not something really destructive that needs to be suppressed and controlled. He believed that good and evil are both aspects of the real truth. He considered 'experience/knowledge' responsible for the primal fall and the current crisis in the religio-political sphere too the result of this over emphasis of rationality. Natural instincts, emotions and innocence like essential ingredients that constitute the true identity marks of human beings, Black aspires that these be given a free hand. These should neither be suppressed due to the fear of Church, nor should be surrendered in the lawn of nation state. Rather he holds the view that both religion and state ought to acknowledge the dignity and integrity of human being. These should allow the human beings to liberate their creative potential and divine energy.

A Romantic Intellect



Courtesy: www.en.wikipedia.org

Blake was a hyper-sensitive soul and a romantic intellect. He was dissatisfied with the contemporary structures which had lost their real essence, owing to the negative impact of Enlightenment rationality of Voltaire, Rousseau and others. He even made them a butt of ridicule when he says:

Mock on, Mock on, Voltaire, Rousseau:
Mock on, Mock on, 'tis all in vain!

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You throw the sand against the wind,
And the wind blows it back again.
(William Blake, Mock on, Mock on, Voltaire, Rousseau)

Prophetic and Humanitarian – Fine Thin Line

Blake's poetic aura is undoubtedly prophetic and humanitarian, for there is too much emotional content and a mysterious perception that sounds idyllic. Instead of being a victim of traditional pessimism and the contemporary illusory optimism, Blake's poetry is reflectively creative, that echoes an intellectual code of response to the age of transition. While rejecting to bow down wholly before the unholy belief that holds a firm conviction in the infinite potentialities of man, to enlighten the people of his milieu, he offers enormous tones to acknowledge the drawbacks, in advance, of man-centred society that was replacing a God-centred society. What is however astonishing of his poetic carrier, is the underlying essence of his thought provoking ideas. Neither he favours the staunch and frigid teachings of the Church, nor does he appear to be too much enthusiastic champion of the age of rationality. This gets amply clear when he says, "Prisons are built with stones of Law, Brothels with bricks of Religion". (William Blake, Wickiquotes)

Blake sounds extremely humanitarian, as he acknowledges the pitfalls of prioritising and respects the possible potentialities and responsibilities of human beings. Apart from paying respects to the vital values of *being human*, consciously as a poet, he displays contradictory views but with an implicit touch of morality. He wished vociferously that man must play creatively in the different walks of life, without being absurdly subject to the norms of traditional theology, priestly doctrines, violent ideologies like bogus nationalist perceptions, spurious materialism and age of apparatuses.

A Demystified Version of Blake's World – Not a Lunatic View

Blake was both poet and artist, and it is a fallacy to consider his ideas as lunatic ranting, for he strives for union of matter and spirit. Blake's *Songs* explores both the contours of the demystified version of Blake's world. He equally recognizes and valorises both the realms. In other words, he tried to harmonise the contraries of the world, which for him is the prime function of a poet. Though this paradoxical vision achieved him a lunatic label by the contemporaries, yet it on the intellectual scrutiny reveals a world that is torn between the materialistic assumptions and spiritual goals and a sound poetic mind that conceives a harmonious idea of a blissful world. The contrasting nature of the collections reveals an interior as well as an exterior tension that existed because of the rift of receiving the ideas of modernity and morality differently.

Furthering the Cause of Pity, Peace and Love

Through the conduit of his poetry Blake championed an ideal form of human existence, cutting across all the superficial differences that had resulted in dehumanizing the society. He found his society devoid of pity, peace and love. The rationale spirit had removed the human carpet from beneath the human consciousness and encrusted it with a Faustian and Machiavellian

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spirit that had left God/Man binary in topsy-turvy. Machiavelli had gone to the extent of saying in his famous text *The Prince* that “the ruler can advance the interests of his state and maintain his power by any means without bothering about its morality. . . a prince can lie, cheat, steal, do cruelty, assassinate or wage war.”

Symbolism via Tropes

The various tropes that Blake employed in his works, symbolize innocence and simultaneously the world of experience which is often shown as a dark forest. The multiple tropes that he employed in his poems are accredited with contrary qualities that it seems that they are having a dialogue with each other. If at one place, they symbolize positivity, at other they typify negativity.

Accurate Photographic Representation

Moreover, it would be unsound on the part of the reader to read the two collections in isolation, for the better understanding seems to be possible following the Historicism school of thought where race, milieu and moment are taken into consideration. The collection can be considered an accurate photographic representation of the times when England was in a transition (feudal—industrial set-up), and Blake being a mystic tried to have a balanced view, as he knew that without contraries there is no progression possible.

Moreover, the way Blake arranged the *Songs* seem to imply that Hegel’s ‘dialectic model’ has influenced Blake too much. The arrangement of themes, support an interpretation which treat both *Songs* as contrasting elements of a single discourse, which is dialogic with the overall superstructures of those times as well. “Although the two “states” are “contrary” the former characterized by resilient purity, the latter by irreversible bitterness, they interact with one another to produce syntheses in turn beginning a new dialectic. Growth emerging from “strife” generates direction, negating any notion of stagnancy within either contrary (online). Most poems in *Innocence* have their dialectic opposites in *Experience*. Thus the meek lamb of ‘The Lamb’ is having its dialectical opposite, the ferocious tiger of ‘The Tyger’.

Satire in *Experience*

Blake in *Experience* satirises the material and spiritual institutions which have snatched the innocence of children on hypothetical pretexts. The third stanza of ‘London’ attacks the Church which, while preaching charity, employs children as young as four as chimney-sweepers. These whisky priests feed these babes only enough to keep them alive and then, on Holy Thursday, regiment them to Church. This shows an ambivalent spirit of the masses actually, whose vision was hypnotized by the glittering façade of the growing industrialism.

Blake is not deterrent to progress, but knows that fairest joys should not be cursed. It was all eventually in this wake he remarks “It is better to murder an infant in the cradle than to nurse an unacted desire” (William Blake, Wickiquotes). It is good omen, however, that on human issues, such as slavery and child labour, Blake found a good audience. Blake is praised for his

works, especially for displaying such humanely concerns. Few in literary arena have equalled his imaginative power.

Didactic in Function

Blake's poetry and paintings are undoubtedly didactic. His views on politics, religion, literature and science were overtly revolutionary. His *Songs* created through a new process called illuminated printing are examples of originality and strong individualism. He believed that a perfect state of happiness is possible through imagination and intuition. He despised tyranny of every sort. Blake's writings were viewed as potentially dangerous in a time when the established order in England had witnessed the violent destruction across the channel. Blake himself was influenced by a 'wave of freedom' that had swept across France, America and England, but the disillusionment that it brought afterwards coaxed Blake to compose 'London' wherein he charges licentious Parliament with spreading the wretchedness of the human condition.

A Complete Artist

It is essential to remind here that Blake was a complete artist and his writings need to be interpreted alongside his engravings. He became an engraver at a time when that art was losing its popularity and appeal. The misspelling of tiger as Tyger may symbolize the disorder in the social ethos of those times and an intentional act on part of the writer, besides the basic fact that 'Y' fitted the portrait of tiger that Blake prepared to complement the message of poem "The Tyger". In his anti-slavery poem 'The Little Black Boy', two naked children, one black, the other white, are pictured standing before Jesus to exemplify that both are same and innocent. This is an overt attack, to those forces who treat people on the basis of their skin colour, creed and sex, etc.

The tonal quality of the *Songs* is such that it creates an atmosphere, the humanistic smell of which transcends the historical epoch as well. It is equally having appeal for the postmodern denizens, who are living in an age that is witnessing a severe clash of ideologies. Blake seems to have envisaged the future and the role of poet across time constraint too. The *Songs* are an organic whole. It becomes evident that for proper understanding the reading of both pieces becomes mandatory, otherwise they will lose their real essence.

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Aided versus Unaided Writing Skill with Special Reference to English Grammar of X Standard Students in Thiurvallur District, Tamil Nadu

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Language in India www.languageinindia.com **ISSN 1930-2940 Vol. 13:7 July 2013**

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Introduction

This article is a part of my Ph.D. work presently in progress. The students of X standard are of primary importance, as they are in a position at the end of the X standard to pursue their higher education or enter work force after their board examination.

Aims of the Study

1. To find out the accuracy level of students' writing.
2. To find if they are able to patch up their knowledge deficiency, when they are supplied with reference materials.
3. To find out whether the educational level of their family members have any effect on their English proficiency.
4. To find out if their purpose for learning motivates their volitional exposure to language skills.

Accuracy

Accuracy is “the ability to produce target-like and error-free language” (Housen, A., et al. 2012; P2). Accuracy develops in proportion to the learners' understanding of “form – function” relationship (Robinson, P. et al. 2011; P 81). In the initial stages of teaching English, students need exposure to two aspects of the language (Ellis, R. 2003; P 13):

- The chunks of language structure (i.e. Formulae / Items)

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- Acquiring rules (i.e. Function / System)

Poor control of grammar is the reason why students cannot concentrate on what to say (Leaver, B.L., et al. 2002, p. 24)

Writing, according to Llach, M.P.A (2011, p. 42), demands the right choice of:

- Syntactic Patterns
- Morphological Inflections
- Vocabulary
- Cohesive Devices and
- Combining them all into Coherent piece of text

The students of school level are expected to be good at “Organizational Competence” (Jordon, G. 2004, p. 8) only. In other words they are expected to produce just simple but grammatically error-free sentences leaving out “Sociolinguistic Competence” (Aslam, R. 1992, p. 51).

Data for Study

The data is collected from Tamil and English medium students in two phases:

1. Unaided – Without Reference materials
2. Aided – With Reference materials

In each phase, they are asked to write five sentences. The questionnaire supplied to them consists of two pictures.

Medium	Phase	No of Sentences X No of Students	Total	Grand Total
	Unaided	5 X 10	50	

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Tamil	Aided	5 X 10	50	100
English	Unaided	5 X 10	50	100
	Aided	5 X 10	50	
Grand Total				200

Table 1: Data Collection

Thus, we obtained two hundred sentences.

Method of Analysis

I have collected descriptive data which has to be codified first qualitatively and then converted into simple quantitative data so that comparison and contrast becomes easier.

The method of analysis followed is the one proposed by Pica et al.'s model of C-unit (Rod Ellis, et al. 2009; 155) for complexity analysis. I have used the method of analyzing the data into five form levels and two functional levels and finally 'Percentage of Error – free AS-units' as advocated by Foser & Skehan 1996 (Rod Ellis, et al. 2009; 155) and Cecilia Gunnerson (Housen, A., et al. 2012, p. 16) to find out the level of students' writing skill. Robinson, P. (2013, p. 667) proposes the following five categories for the analyses of learners' language:

- ✓ Word or Phrases;
- ✓ Errors;
- ✓ Clauses and T-units;
- ✓ Entire texts and
- ✓ Changes across text.

We have opted Words or Phrases and Clause levels for our analysis.

The form levels include:

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Noun Phrase

Preposition Phrase

Verbal Group

Adjective Phrase and

Adverb Phrase

The functional levels include:

S-V Agreement

Sub-categorization

The sentence level

The determination of phrasal levels themselves poses certain problems: English is a language which has the distinct VP in Phrase Structure (Paul R. Kroeger 2005, p. 81) and the V° under the VP determines the complements in the form of NPs, PPs, Adj. P and Adv. P. Hence, they have to be taken as a whole group. We overcame this problem by means of ‘Verbal Group’.

Methodological Issues

Leech, G., et al. 1982, p. 60 lists out five functions of NPs: Subject; Subject Complement; Direct Object; Object Complement and Indirect Object. For our analysis, we have considered all the NPs throughout the data but not those NPs fused within PPs as complements and adjuncts.

Examples:

The picture of village (Pavithra – Aided – Tamil Medium)

Picture of three tools (Nivetha – Aided – Tamil Medium)

A picture of the farmer (Sundhar – Aided – Tamil Medium)

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Many villages in India (Suresh – Aided – Tamil Medium)

A village in Punjab (Suresh – Aided – Tamil Medium)

The village in this photo (Karthick – Aided – Tamil Medium)

The people of the village (Karthick – Aided – Tamil Medium)

The back bones of India (Babu – Aided – Tamil Medium)

The picture of a village (Bavani – Aided – Tamil Medium)

Many villages in India (Sathish – Aided – Tamil Medium)

The man in the vehicle (Kalpana – Aided – Tamil Medium)

All PPs contain NPs after the Preposition head as complement. They are not considered separately for they may result in double entry.

Examples:

to the water (Meena – Unaided – Tamil Medium)

on the road (Lakshmi – Unaided – Tamil Medium)

by the Government (Babu – Unaided – Tamil Medium)

in the vehicle (Kalpana – Unaided – Tamil Medium)

PPs occur as dependent of a verb; as dependent of a noun and as dependent of an adjective (Huddleston, R. 2002, p. 32). I have counted all except those PPs fused within another head. Certain PPs function as Adjectives and Adverbs. Adjective Phrases occur in Attributive position, Post Positive position and Predicative position (Lose Luis Estefani Tarifa 2003, p. 122). Adjectives as Attributives are fused within NPs and PPs; Post Positive Adjectives are rare and found only in fixed expressions. None has used adjectives in post positive position. So, I have counted only those in Predicative Position.

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Adverb Phrase function is often done by PPs. They are left out. Those adverbs functioning as Adjective phrase modifiers are fused with in NPs and so they are left aside and those functioning as Verb Phrase modifiers, as Adverbials and as Adjuncts are considered. These are the least found items.

S-V Agreement and Sub-categorization are the levels posed by me as interface between Phrase level and Sentence level. These are the two levels where low-proficiency students falter much.

Nearly half of the sentences done by Tamil medium students are without verbs and so they cannot be taken for counting in Sentence level.

Examples:

There lady long ago water (Pavithra – Unaided – Tamil Medium)

Should be village the water in Government (Lakshmi – Unaided –
Tamil Medium)

Road will on the accident (Sowmiya – Aided – Tamil Medium)

This is a picture one man road (Nivetha – Aided – Tamil Medium)

Conclusions

The following is a table prepared on the basis of Error-free performance of the students:

Levels	Tamil		English	
	Unaided	Aided	Unaided	Aided
Form Levels				
NP	69%	81%	91%	99%
PP	90%	77%	100%	100%
VG	44%	36%	86%	80%

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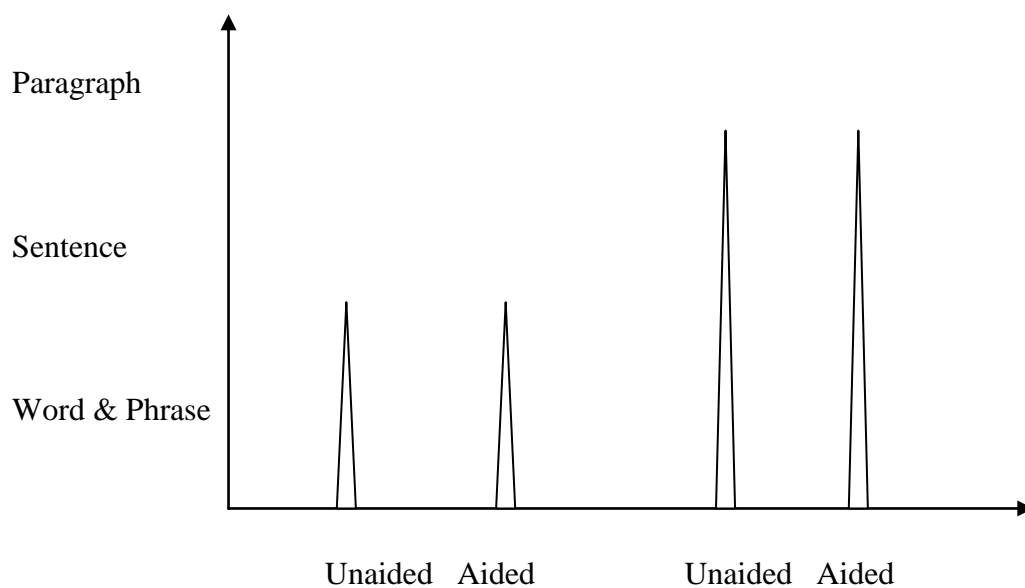
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AdjP	33%	100%	100%	86%
AdvP	33%	50%	100%	86%
Function Levels				
S-V Agreement	36%	38%	88%	86%
Sub-categorization	27%	40%	100%	91%
Sentence Level				
Sentence	02%	04%	70%	62%

Table 2: Error-Free Performance

HYPOTHESIS – 1

The above table shows that Tamil medium students are in Phrase level and above that, but they are below Sentence level. English medium students show that they are in Sentence level and above that. We have not taken Paragraph level into consideration for it falls into Complexity analysis and not into Accuracy analysis.



Graph 1: Level of Students in Writing Skill

HYPOTHESIS – 2

The table above shows that Tamil Medium students show improvement of 02% in Aided Writing in S-V Agreement and 13% in Sub-categorization. But, the vast difference in functional level is not reflected in Sentence level where only 02% difference is noticed.

English medium students show results contrary to Tamil medium students. They exhibit 02% improvement in S-V Agreement and 09% in Sub-categorization in Unaided writing. In sentence level 08% is more in Unaided writing than Aided writing.

This shows that the availability of reference materials does not enhance their performance in the case of low – proficiency students. But, this is quite opposite to the high – proficiency students.

HYPOTHESIS – 3

Medium	Educational Level of Family Members	Names of Students
Tamil Medium	School level & below	Nivetha, Meena, Banu, Sandhiya, Sundhar
	With degree	Mohana, Sowmiya, Lakshmi, Pavithra, Sasi Kumar
English Medium	School level & below	Suresh, Babu, Bavani, Kalpana, Mani, Ilango
	With degree	Karthick, Sathish, Geetha, Kavitha

Table 3: Educational Level of Family Members

In hypothesis 1, we learnt that Tamil medium students are in Word & Phrase level and above, while English medium students are in Sentence level and above. Keeping the above table (3) in mind, we compare them with the individual record of the students.

The table 3 shows that Sowmiya and Sasi Kumar have several educated elders at home, while Meena has none like that. To the surprise, Nivetha, Sandhiya and Sundhar have parents who have completed their school level education.

Compare the two functional levels (SV Agreement and Sub-categorization) where the children of family members with the education of school level and below have outperformed those students with graduated elders at home.

The table 3 reveals the fact that Ilango, Suresh, Babu, Mani and Kalpana have elders with school level education, while Sathish, Kavitha, Geetha and Karthick have at least a single graduate family member at home.

Comparison of sentence level (in Table 5) of these students makes it clear that both groups are more or less equal in framing sentences with grammatical accuracy.

The individual performance detail is given below:

SL.NO	NAME	NP		PP		VG		ADJ P		ADV P		S-V		SUB		SEN		TOTAL	
		UN	AID	UN	AID	UN	AID	UN	AID	UN	AID	UN	AID	UN	AID	UN	AID	UN	AID
1	MOHANA	6	6	1	1	3	2	0	0	0	0	3	1	2	2	0	1	15	13
2	NIVETHA	4	7	6	3	4	3	0	0	0	0	2	5	3	4	0	0	19	22
3	SOWMIYA	6	2	0	4	0	2	0	0	0	1	0	0	0	1	0	0	06	10
4	LAKSHMI	8	3	1	4	2	1	0	1	1	0	2	2	3	2	0	0	17	13
5	PAVITHRA	6	3	1	2	4	3	1	0	0	1	2	2	3	2	0	0	17	13
6	MEENA	5	4	4	2	1	2	0	0	0	0	3	2	0	2	1	0	14	12
7	BANU	8	1	1	5	2	0	0	0	0	0	3	0	0	0	0	0	14	06
8	SANDHIYA	5	10	0	0	1	2	0	0	0	0	1	2	0	7	0	1	07	22
9	SASI KUMAR	7	6	6	2	2	1	0	0	1	0	0	1	2	1	0	0	18	11
10	SUNDHAR	8	6	6	1	3	2	0	0	0	0	2	4	1	2	0	0	20	15
TOTAL		63	48	26	24	22	18	01	01	02	02	18	19	14	23	01	02	147	137

Table 4: T.M. STUDENTS CUMULATIVE RECORD OF INDIVIDUAL PERFORMANCE

SL.NO	NAME	NP		PP		VG		ADJ P		ADV P		S-V		SUB		SEN		TOTAL	
		UN	AID	UN	AID	UN	AID	UN	AID	UN	AID	UN	AID	UN	AID	UN	AID	UN	AID
1	SURESH	11	8	2	4	7	5	0	0	0	0	7	5	7	7	4	2	38	31
2	KARTHICK	6	5	3	5	4	4	0	3	0	1	4	4	4	5	4	4	25	31
3	BABU	7	9	1	3	5	6	1	1	0	0	6	4	6	6	3	4	29	33
4	SATHISH	6	8	2	4	6	4	0	0	1	0	5	5	6	4	3	2	29	27
5	BAVANI	10	9	1	1	6	5	0	0	1	0	5	4	6	2	3	3	32	24
6	GEETHA	6	6	2	2	4	5	0	1	0	1	4	6	5	4	4	4	25	29
7	KAVITHA	5	9	1	3	3	3	0	0	0	0	3	3	4	7	2	3	18	28
8	KALPANA	8	8	2	3	4	4	1	0	0	2	5	5	6	5	3	4	29	31
9	MANI	8	9	1	2	5	5	0	0	1	0	5	6	5	5	5	2	30	29
10	ILANGO	8	5	3	3	6	4	0	1	0	2	7	5	6	6	4	3	34	29
TOTAL		75	76	18	30	50	45	02	06	03	06	51	47	55	51	35	31	289	292

Table 5: E.M. STUDENTS CUMULATIVE RECORD OF INDIVIDUAL PERFORMANCE

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Thus, the data shows that the educational level of the members of the family do not make any difference in learning English.

HYPOTHESIS – 4

The purpose of study and their exposure to the English TV and English Newspaper are given as follows:

Purpose of Study	Names of Tamil Medium Students	Names of English Medium Students
To speak, to read and to write	Mohana, Pavithra, Meena, Sandhiya	Suresh, Sathish, Bavani, Geetha, Kavitha, Kalpana, Mani
To go abroad or other states	Nivetha, Banu, Sasi Kumar, Sundhar	Karthick
To pass the exam	Sowmiys, Lakshmi	Babu, Ilango

Table 6: Purpose of Study

An analysis of table 6 with the background of table 5 at sentence level reveals certain facts. The first number after names of students stand for Unaided, while the second for Aided Writing. Babu (3-4) and Ilango (4-3) who want just to pass the exam can compete equally with others Suresh (4-2), Sathish (3-2), Kavitha (2-3) and Bavani (3-3) who want to learn English for Practical Purposes.

Among Tamil Medium students, Lakshmi (2-2/3-2), who just wants to pass the exam, is not inferior to Mohana (3-1/2-2), Pavithra (2-2/3-2), Banu (3-0/0-0) and Sasi Kumar (0-1/2-1), while Sowmiya (0-0/0-1) disproves the decision.

Note that numbers within parenthesis show the performance of the students from table 4. The numbers before slash stands for SV Agreement and after slash for Sub-categorization. The first number stands for unaided writing, while the second number for aided writing.

The next table shows their efforts to learn English. In a country like India where English is a Second Language used for official purposes the main exposures to students out of the class room are through:

Watching TV and

Reading News paper

Though Tamil Medium students want to learn English for practical purposes, they do not take personal steps to expose themselves to the language. English Medium students, on the other hand, watch English TV Channels and read English newspapers as given below:

Language Exposure	Tamil Medium		English Medium	
	Watch TV	Read News Paper	Watch TV	Read News Paper
English	-	-	Karthick Mani	Karthick Babu Geetha
Tamil	Mohana Pavithra Meena Sundhar Sandhiya Sasi Kumar	Mohana Nivetha Sowmiya Lakshmi Pavithra Meena Banu	Suresh Babu Sathish Bavani Geetha Kavitha Kalpana	Suresh
None	Nivetha Sowmiya	Sandhiya	ilango	Sathish Bavani

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	Lakshmi Banu			Kavitha Kalpana Mani Ilango
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Table 7: Language Exposure

Out of the ten, only one (Karthick) has the habit of watching TV and reading a newspaper in English. Mani watches English TV Channel, while Babu and Geetha read a newspaper in English.

Final Conclusions

Tamil Medium students are below sentence level. They have not mastered SV Agreement and Sub-categorization frame of verbs they select for coding their thoughts in English. If these levels are mastered they can reach the sentence level like the students of English Medium. Once sentence level is reached, they can expose themselves to higher levels of language.

In the case of low-proficiency students, even the supply of reference materials and allowing them to write at their own pace make no difference in performance. That is, their performance remains at the same level. Only those who have succeeded in understanding the form-function mapping can use those aids.

The educational level of these students' family members does not usually match the demands of the level of the learning students are in, and the family members rarely spend their time with the students. Now-a-days, more often than not, students are found either with their friends or watching mother tongue mass-media.

Their purpose of study does not make any difference in their language use, as they are not in the environment where English is spoken as the first language.

Their purpose to learn English does not encourage them to expose themselves to mass-media. On the other hand, Babu, who learns English just to pass his board exam, reads

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English newspaper/s. The students of Tamil Medium neither read English newspaper/s nor do they watch English TV as they cannot make sense out of them. It seems mere waste of their time and is felt to be a monotonous activity. The environment they are in does not encourage and facilitate their learning of English for social interaction.

Suggestions

The tendency to teach English merely to pass the exam needs to be changed. Both the educationists and the teachers have to recognize English as a skill subject. The students who are below the sentence level are not able to appreciate the reading materials as well as the mass-media they can freely have exposure to. The low level proficiency students too (as in table 6) have motivation to learn English but they need meaningful exposure to the language. Here the role of the teachers is crucial, since they happen to be the only ready source of English speech for most students.

On the other hand, those students with high proficiency, who are in and above sentence level, have intrinsic motivation to learn English but they neither read English newspapers nor watch TV to enhance their language skills. They feel happy that they can do well and score high grades in their examinations. Such students need more guidance and opportunity to exhibit their skills. The teachers may guide them by framing a set of tasks to perform and may provide an opportunity to them to speak in the class room. In this context, the teacher may listen to them and supply them with brief information or tips relating to their topic of speech or discussion.

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Language in India www.languageinindia.com ISSN 1930-2940 13:7 July 2013

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Language in India www.languageinindia.com ISSN 1930-2940 13:7 July 2013

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Computer Assisted Language Learning: An Instrument of Change for Boosting Motivation Level among the Students of Graduation in Pakistan

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Language in India www.languageinindia.com **ISSN 1930-2940 Vol. 13:7 July 2013**
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Abstract

The study defines the role of CALL in boosting motivation level of the learners of Graduation class in Pakistan. This study was an attempt to measure the effect of Computer Based Materials (CBMs) on learning capacity and motivation level of the students.

It was a mixed research where the research questions were: (01) Does the use of CALL tools enhance the motivation level of the learners towards English language learning? (02) Whether the use of CALL tools help in decreasing the fear of English language prevalent among the students?

Two groups of students, one dozen each, were selected after a pre-test. CALL Materials were developed. One group was taught with CALL tools while the other was taught using whiteboard lecturing method. After experimental teaching session of one month data was collected in two ways. The attendance sheets of the students and secondly the questionnaire answers. The data was statistically analyzed and the results favored CALL. It was concluded that CALL tools enhance marks gaining capacity of the learners in reading and writing test. They also boost the motivation level of the students.

Introduction

Second Language Learners of English in Pakistan show reluctance towards the learning of English. It is proved by the overall passing ratios of the results of Graduation exams throughout the country. The latest result announced by The University of Punjab of B.A./B.Sc. on August 17, 2010 settled the passing ratio at merely 28.75 percent. BZU Multan on July 31, 2010 announced the result of B.A./B.Sc. examination recording overall pass percentage of 43.04. Many recent developments in second language acquisition research and theory suggest that computer assisted language learning (CALL), and more specifically, CMC, may be ideal for classroom language instruction, in that it enables language teachers to move such to what is usually quite difficult to stimulate in the average language classroom a naturalistic environment for language use (Belcher, 1999, p.254). This study targets the achievement of the same naturalistic environment through the use of CALL materials in order to stimulate the motivation of the students towards English language learning.

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For this study, it was hypothesized that the application of CALL environment with the help of CALL tools imparts motivation to the students, makes them friends of English, makes the students proficient in language skills and hence in gaining marks. CALL makes the acquisition of English language possible and enhances the speed of learning due to the higher motivation and autonomy imparted to the learner.

The term Computer Based Materials (CBMs) is collectively used to identify the materials used for language learning whether belonging to internet or played through CD/DVD Rom. CALL is a relatively new but rapidly evolving academic field which explores the role of Information and communication technologies in language learning and teaching. It is a tool which helps the teachers to facilitate language learning process.

2. Theories on CALL

i. Development and Implementation of CALL Materials / Courseware

With advancements in information technology, there has been a growing interest in the use of computer networks for second language acquisition (Yamada 2009: 820). All the energies of CALL researchers in last few years have been directed towards achieving environment most similar to mother language acquisition for the second language learning through the use of technology-enhanced language learning. Recently, studies of the influence of technology-enhanced instruction on language learning have appeared in growing numbers (Jamieson & Chapelle, 2010; Felps, Bortfeld & Osuna, 2009; Dettori & Lupi, 2010; Ana, De-Siqueira & Macario 2009).

In this age of Integrative CALL, CMC tools are being widely used in language teaching and learning. These tools include internet as the most influential one. The inexpensive and effective communication has been made possible by the internet. CALL has started using it as language learning and teaching device. Richard (1998) was of the view that the advent of computer networks is beginning to radically change the way in which computers are used in foreign language teaching. Since the dawn of 21st century, many language research centers around the globe have developed systems on computers and internet to facilitate language learning. It was a great idea to use this platform for English language teaching. In this regard the most important launch was the Information and Communication Technology for Language Teaching (ICT4LT). This is the most modern shape of CALL. The accuracy of many such systems has been researched out after implementation. These systems include Ville and DEAL (Wik and Hjalmarsson, 2009), CALLJ (Wang et al., 2009), CSIEC (Jia, 2009), Neclle (Ogata et al. 2001), CoCoA (Ogata et al. 2000), AJET and TELL (Yang and Chin, 2007) etc.

Recent developments have started using computer games for language teaching purpose. It is highly motivated and interesting for the student. The user has to choose what to do and input the result as text, speech (speech recognition software), or by clicking on options. Based on the input the program branches to resulting situations / gives feed-back (online).

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Kabata et. al. (2005) developed and implemented multimedia courseware for a Japanese Language Program. An evaluation was conducted at the initial implementation stage to measure the success of the project. The results of the evaluation indicated that students and instructors were positive towards the curriculum reform through the implementation of CALL technologies. Many Japanese teachers have been implementing CALL in their individual courses and have experienced success in improving their course materials (Kabata and Yang, 2002; Nagata, 2002). Ting and Tai (2004) designed a multimedia material for English language learners and implemented it in the classroom. Evaluation results proved the success of the program. Breen (2005) developed two successful coursewares to teach English in Dublin and successfully implemented them in the classroom. Evaluation results proved the effectiveness of CALL. Chang (2007) developed a 14 weeks courseware, implemented it in the classroom and then compared the results of the pre-test and post-test. The comparison of results was in favour of CALL methodology. Dodigovic (2000) developed her first CALL package, PASSIV. The investigation proved that certain aspects of the software package were beneficial to the learners. Jeng, et. al. (2009) developed their own dynamic video retrieval system (DVRS) which enables students to find real life examples of grammar and vocabulary in use.

ii. CALL in Pakistan

In Pakistan, though the computers are being used at many levels for language learning especially at primary level but no research has been conducted until now to check the efficacy of CALL Materials. Therefore the researcher was unable to find any study questioning the effectiveness of CALL materials. It is a point worth notable that Higher Education Commission of Pakistan since 2004 has formulated a CALL subcommittee under English Language Teaching Reforms (ELTR) Project.

Feeling the need, Government of Pakistan through the platform of Higher Education Commission planned to launch a reform program. Higher Education Commission (HEC) of Pakistan launched a project on English Language Teaching Reforms (ELTR) for bringing qualitative improvement in English Language Teaching and for building capacity for effective and sustainable development of English language teachers in higher education in the country in July 2004 (Khattak et. al.2010,p.3)

HEC report (2005-07) shows that CALL subcommittee has trained 107 language teachers from public/private sector institutions of higher education from 12 cities and trained 13 master trainers in Integrative CALL.

But it is to conclude regretfully that this program (ELTR) could not do miracles due to the lack of funds in 2009. In a preliminary survey from teachers the researcher found that there was a lack of basic knowledge of CALL among the teachers. The number of teachers to be trained should be increased so that a general awareness about CALL is approached.

3. Research Context and Research Methodology

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Larsen-Freeman and Long (1991) have described twofold methodology. They say that either “Longitudinal” or “cross-sectional” approaches can be adopted. Longitudinal way follows qualitative analysis and collects data from participants over a period of time. While on the other hand, “cross-sectional” approach towards research studies evaluates data quantitatively and the data is collected at a given time. It is true that the positive approach (quantitative approach) with its goal of discerning the statistical regularities of behavior is oriented toward counting the occurrences and measuring the extent of the behaviors being studied. By contrast, the interpretive (qualitative) approach, with its goal of understanding the social world from the viewpoint of the actors within it, is oriented toward detailed description of the actors’ cognitive and symbolic actions, that is, the meaning associated with observable behaviors (Wildemuth 1993: 451). We do not advocate slavish adherence to a single methodology in research; indeed combining methodologies may be appropriate for the research in hand (Cohen et. al. 2007: 165).

It is basically a mixed research with both quantitative and qualitative data entry. But due to higher proportion of Quantitative data, the study may be referred as Mixed Quantitative Research. Data were collected through pre and post research questionnaires and duly maintained class attendance sheets from a restricted number of population of students of graduation class.

This study was a search for better motivational ways for the teachings of English at Graduation level in Pakistan. Govt. Post Graduate College Kot Adu was selected as research site and its graduation class of 3rd year was selected as research population. The class contained more than hundred students. Twenty four students were randomly taken to build up a research class. This research class was further bisected into two groups. This bisection was fair and based on equilibrium maintained by a pre-research test. The two groups were as follows:

Serial No.	Group Name	Total strength
1	Experimental Group	12
2	Controlled Group	12

Student population was bisected into controlled and experimental groups. A coaching session of 24 days was held. Respondents filled a pre research questionnaire before the commencement of the session. Experimental group was taught with the help of CBMs and CALL tools. The Controlled group studied in Non CALL whiteboard lecturing environment. After the coaching session a post research questionnaire was answered by the students. Differences appearing were marked through the comparative data analysis of pre and post research questionnaires. Further, during the session, student attendance sheets of both the groups were duly maintained. The quantitative analysis of these attendance sheets proved that CBMs boost the motivation level of the students and help in erasing the fear of English prevalent among the students.

4. Data Analysis

In this segment, comparison between two different frames of mind will be highlighted; One before the implementation of CALL Materials and the other after the implementation.

4.1. Analysis of the Students' attitudes towards English language learning before the implementation of CBMs

Pre-research questionnaire was an attempt to know the level of interest of the students towards English language learning. The questionnaire contained 16 questions. All the items included were close-ended and the respondents were to check/tick one of the appropriate option. The questionnaire consisted of three sets of questions where each carried its own point of inquisitiveness. Four key questions have been given hence after:

Q. 1 Do you think that current language teaching whiteboard lecturing method is making you proficient in four skills?	Yes	No	To some extent	
	38%	49%	13%	
Q 2 As per the college record, the average attendance of your class is 56%. What the reason you highlight for this low attendance ratio?	Lack of Motivation	Fear of English	Personal Problems	Both (a) and (b)
	17%	49%	4%	33%
Q 3. Do you think, these four skills can be learnt more speedily and accurately by studying course materials through CALL environment?	Yes	No	To some extent	
	54%	21%	25%	
Q 4. Do you think that CALL environment will increase the motivation level of students towards English language learning?	Yes	No	Not Sure	
	63%	8%	29%	
Q 5 If you were given a choice, which class you would have chosen to sit?	CALL	Non CALL		
	71%	29%		

The analysis of pre research questionnaire marked that students accused two main factors for their low attendance and hence low performance. These two factors are given below:

- i. Fear of English

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ii. Low Level of Interest

4.2. Analysis of the Students’ attitudes towards English language learning after the implementation of CBMs

In post research questionnaire students of both the groups were again asked whether they still feel any fear of English. A clear difference of opinion was observed. Half of the population of experimental group stated that their minds were then free from the fear of English. It largely happened due to so many factors provided by the CALL environment. The post-research feedback questionnaire, containing 16 questions for Experimental group and 17 questions for Controlled group, was developed. Few important questions addressing the research questions have been selected, analyzed and debated on. For ease of analysis, following important aspects in the data have been interpreted.

(Section A)

For Experimental Group

Q. 1 Did this learning of course books through CALL environment appeal you?	Yes	No	To some extent	
	75%	08%	17%	
Q 2 After the coaching session, do you think these four skills can be learnt more speedily and accurately by studying course materials through CALL environment?	Yes	No	To some extent	
	75%	08%	17%	
Q 3. How did you find the CALL approach towards English language learning; an easy way or difficult?	Easy	Bit Difficult	Very Difficult	
	69%	33%	00%	
Q 4. Do you think that CALL environment boosted your level of interest in English learning?	Yes	No	Not Sure	
	75%	08%	17%	
Q 5 Have you still any fear of English in your minds that you mentioned in your pre-research questionnaire?	Yes	No	To some extent	Not at all
	33%	42%	17%	08%

Q 6 If you are given a choice for future learning, which class you will choose to sit?	CALL	Non CALL
	83%	17%

(Section B)

For Controlled Group

The population in this section was taken from the group which was taught for 23 days with the help of traditional tools (white/black board lecturing). In this study this group has been referred as Controlled Group. Following is the set of questions which has been selected by the researcher for thorough analysis in order to answer the research questions.

Q. 1 Do you think that the reason for your low attendance in the coaching session was due to one of the following?	Incompetent teacher	Fear of English	Personal Problems	Lack of Interest
	08%	33%	17%	42%
Q 2 Have you still any fear of English in your minds that you mentioned in your pre-research questionnaire?	Yes	No	To some extent	Not at all
	58%	17%	17%	08%
Q 3 Did you feel yourself motivated in the environment that was provided to you by your teacher through whiteboard lecturing method?	Yes	No	To some extent	Not at all
	25%	25%	17%	17%
Q 6 If you are given a choice for future learning, which class you will choose to sit?	CALL		Non CALL	
	83%		17%	

4.3 Analyzing Daily Attendance Sheet of the Students (Comparison between attendance percentages of Experimental group and Controlled group)

It was quantitatively measured whether Experimental group shows more inclination towards English language learning or Controlled group. In simple words, the CBMs were tested for their capacity of enhancing motivation and interest among students for English language learning. Total research population which comprised of twenty four students with same setting of

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two different environments was again the focal point in answering this question. During the coaching session, despite continuous teaching, the researcher concurrently marked daily attendance of both groups. This attendance sheet provided the data whose analysis answered the concerned research question. Suggesting no cushion for biasness, this typical question was measured quantitatively. Table 5.4.1 arranges the attendance percentages of the students of Experimental group.

STUDENT'S ATTENDANCE REPORT							
Monday, 02 May 2011 to Tuesday, May 24th, 2011							
Experimental Group(CALL)						Lecture Timings: 8:30 am to 9:15 am	
Sr. No.	NAME	Roll No.	Total Lectures	Attended	Attended %	Average % attendance of the class	
1	Mujeeb ur Rehman	9001	18	12	67%	83%	
2	Mahboob Hassan	9002	18	14	78%	83%	
3	Muhammad Imran	9003	18	14	78%	83%	
4	Muhammad Ramzan	9004	18	17	94%	83%	
5	Muhammad Asif	9005	18	15	83%	83%	
6	Ghulam Abbas	9006	18	11	61%	83%	
7	Aamir Masood	9007	18	17	94%	83%	
8	Azhar Hussain	9008	18	15	83%	83%	
9	Muhammad Irfan	9009	18	18	100%	83%	
10	Tanveer Abbas	9010	18	16	89%	83%	
11	Muhammad Tariq	9011	18	14	78%	83%	
12	Imtiaz Aziz	9012	18	16	89%	83%	

Table 4.3.1

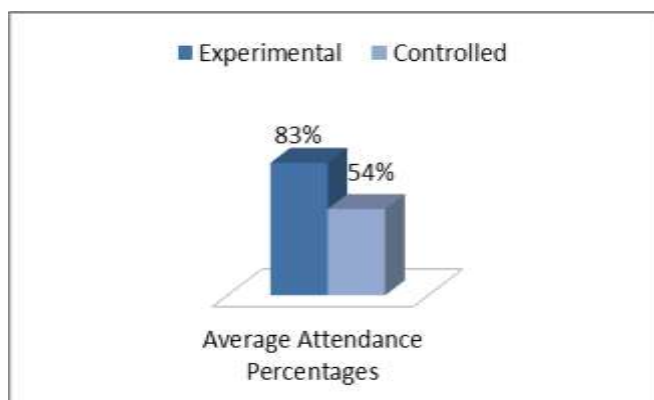
STUDENT'S ATTENDANCE REPORT							
Monday 2nd May 2011 to Tuesday, May 24th, 2011							
Controlled Group (Non CALL)						Lecture Timings: 10:00 am to 10:45 am	
Sr. No.	NAME	Roll No.	Total Lectures	Attended	Attended %	Average % attendance of the class	
1	Muhammad Sultan	1001	19	12	63%	54%	
2	Ghulam Abbas	1002	19	13	68%	54%	
3	Muhammad Naeem	1003	19	11	58%	54%	
4	Fiaz Ahmed	1004	19	9	47%	54%	
5	Muhammad Arif	1005	19	7	37%	54%	
6	Mazhar Iqbal	1006	19	7	37%	54%	
7	M. Irfan Arshad	1007	19	13	68%	54%	
8	Abdul Hafeez	1008	19	7	37%	54%	
9	M. Amjad Rasheed	1009	19	9	47%	54%	
10	Sabir Hussain	1010	19	15	79%	54%	
11	Muhammad Mahboob	1011	19	10	53%	54%	
12	Muhammad Irfan	1012	19	11	58%	54%	

Table 4.3.2

The involvement, interest and motivation of the students can surely be judged by mapping their number of appearances in the class. To know the motivation level of the two groups, the researcher separately managed the daily attendance sheets of the both groups during

the coaching session. Finally the data analysis proved that CALL environment greatly enhanced the motivation level of the students towards English language learning.

Fig 4.3.1: Comparison between attendance percentages of Experimental group and Controlled group



6. Discussion

It was observed that CALL methodology not only assists the learner in improving marks but it also solves problems of attitude. Psychological distance between the target language and the learner was eradicated by the use of CALL environment. This experimental study had won the applause of the students as it made them confident and autonomous in their learning. Students and even College administration appreciated multiple modes of learning in CALL environment. One more reason for its appreciation by the students was the adoption of Learner Centered Approach (LCA) in Computer Assisted Language Learning. It was observed that the majority of students were feeling comfortable and due to this convenience they wanted to adopt it in their routine studies. In response to a question, most of the students wished for CALL methodology to be implemented in their class room for future. Students mentioned lack of equipment especially unavailability of personal computer at homes as a big hurdle in making them autonomous learner so the students of graduation recommended CALL tools to be used on permanent basis.

Furthermore, they admitted that CALL environment provides a simultaneous improvement in all the four skills including Listening and Speaking. They found Computer Assisted Language Learning environment friendly and were inclined to participate consciously. The fear shown by the students in pre research questionnaire was overcome by the replacement of dry, boring and dull setting with more lively, interactive and active participative learning fundamentals brought into play by the CALL.

Finally in validation to the hypothesis, it can be stated that CALL methodology can reduce the number of failures in English at Graduation level in Pakistan. It is attractive enough to bring many less motivated students back to studies.

6. Conclusion

The study remained successful in answering all the research questions modernized in the start. It successfully marked the efficacy of CALL materials at Graduation level in Pakistan. Among the population of the research both, the students and teachers were included. The research remained fruitful in mapping the increase in motivation in the students of graduation towards their study of English. It also highlighted the impact of CALL environment on general ability of the students to gain marks in a reading and writing test. Further this research spotlights the general overview of the attitudes of the students and the teachers towards CALL methodology. The attitudes were found to be more inclined towards the need of the application of CALL tools.

Due to the multiple modes of learning in CALL environment, the motivation and interest among the students was high. The effect of the dramatized videos of the lessons can not be negated in boosting up the interest in English language learning. CALL environment covertly made the class punctual and regular. Due to this effect, experimental group came up with flying colors. It was observed that gradually as the coaching session entered in the second week, students voluntarily started managing CALL environment e. g installing equipments etc. It simply concludes that CALL is more effective methodology to teach English at graduation level.

Learner Centered Approach (LCA) is characterized as an essential need of the day. Interactive learning is another concept which demands an active learner. Computer Assisted Language Learning fulfils the basic need of both the concepts. It was endorsed in same letter and spirit in this study. It has been mentioned earlier that in order to complete all the credentials of CBMs required, to manufacture a high profile CALL environment, the general approach which was adopted was Student Centered Approach. SCA imparts autonomy in learning to the students. Due to this, the students warmly valued CALL methodology. Another reason which made the students to love this methodology was a new feeling of liveliness where they have been assigned a role. Then the boring, dry and dull environment was changed into interactive, participatory and excited one. The students had the opportunities for the self-study not only in the class but also outside class which created confidence and autonomy among learners.

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Computer Assisted Language Learning: An Instrument of Change for Boosting Motivation Level among the Students of Graduation in Pakistan

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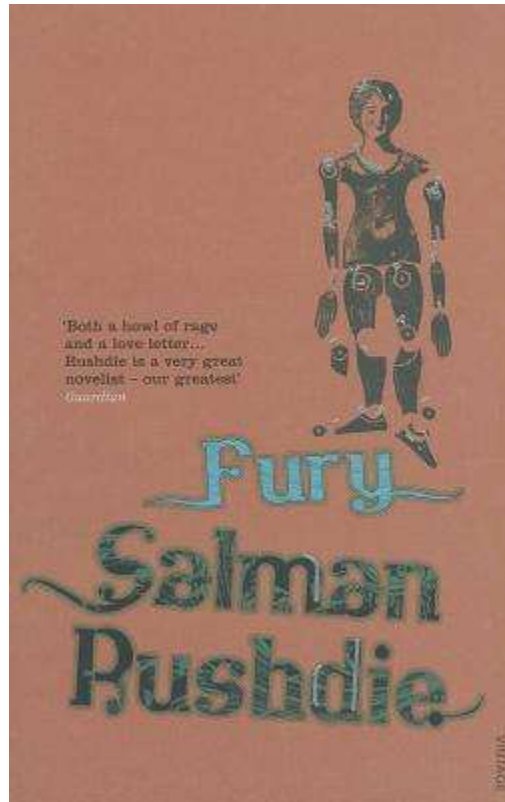
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Seized by “Furies”: A Study of Salman Rushdie’s *Fury*

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Language in India www.languageinindia.com ISSN 1930-2940 Vol. 13:7 July 2013



Abstract

Salman Rushdie’s postmodern characters in *Fury* are in the grips of “furies”. The unknown anger that wells up within ruins them. Rushdie exposes the inner turmoil of the major characters that spell ruin around. This paper explores the ways in which fury works and spells havoc.

Key words: violence, terrorism, American society, academics, suicide, murder, racism, commercialism, fury, peace

End to Violence and Terrorism?

What causes so much of misery and destruction in the world? Can there be an end to violence and terrorism? What could an individual do to make the world tolerant and

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better? This paper aims to explore and find out answers for these questions as envisaged by Salman Rushdie in his “American” novel *Fury*. The novel is anchored in the “furies”* of classical mythology.

Furies in the Ancient Classics

“Furies” were the daughters of Earth (Gaea) and sprang from the blood of her mutilated spouse Uranus. They are three in number- Alecto (unceasing in anger), Tisiphone (avenger of murder), and Megaera (jealous). They lived in the underworld and ascended to Earth to pursue the wicked. They were personified as pangs of conscience with a power to kill a man who had broken a taboo. They hound the culprits relentlessly, without rest or pause, from city to city and from country to country.

Crumbling of Society

Rushdie seems to move from particular to general in *Fury*. By making a study of a few individual, representative characters, he aims to capture the situation in the postmodern American society in particular and in the world at large. The prediction of W.B. Yeats, “Things fall apart/ The centre cannot hold” has been vindicated. The society is disintegrating as individuals have a tendency to disunite and as a result, the unified society crumbles.

The Protagonist Malik Solanka

A study of Malik Solanka, the protagonist of *Fury*, would make a fine start. The midlife crisis in a man’s or woman’s life seems to be the basis of all problems. This leads to broken marriages that upset the individuals. Adjustability becomes a question and the lack of it leads to disintegration of the family which in turn would unsettle the society and bring in chaos.

Professor Solanka is not happy with academic life. He, in the late 1980’s, despaired of the academic life due to its narrowness, infighting and ultimate provincialism, resigns his tenurial position at King’s College, Cambridge. He turned to show business doing philosophical dolls for Television shows. His speaking doll “Little

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Brain” turns out to be a big hit with the media and its inventor Solanka also becomes popular. Solanka’s first wife Sara is seized by the “furies” as Solanka is loved by several other women and because he is obsessed with dolls to the extent that he relegates Sara to the secondary position. This makes Sara ditch him giving an impression that she is not sexually satisfied:

Your trouble is... that you’re really only in love with those fucking dolls. The world in inanimate miniature is just about all you can handle. The world you can make, unmake and manipulate, filled with women who don’t answer back, women you don’t have to fuck. Or are you making them with cunts now, wooden cunts, rubber cunts, fucking inflatable cunts that squeak like balloons as you slide in and out... (p.30)

End of Marriage and Beginning of New Relation

So the marriage ends and Sara walks out. Then, through an academic phone call response, Solanka gets to know Eleanor. They rush to bed and get married. They get a lovely son Asmaan. As the midlife crisis brings “furies” closer to him, Solanka finds himself in a sort of “Othello Crisis”. Othello at least had a reason, though a misconceived one, and succumbs to it. He kills his Desdemona, realises his folly and ends himself. But Solanka, seized by fury, finds himself hovering over his wife with a knife in hand at the middle of the night. He fails to rationalize his murderous instinct.

He had money and what most people thought of as an ideal family. Both his wife and child were exceptional. Yet he had sat in the kitchen in the middle of the night with a murder on the brain; actual murder, not the metaphorical kind. He’d even brought a carving knife upstairs and stood for a terrible, dumb minute over the body of his sleeping wife. (p.39)

Solanka seeks a topological remedy for his problem and so flees to America. He feels that he had to put at least an ocean, between himself and what he had done.

Seeking Refuge from Furies

And so at the age of fifty five, Solanka, the retired historian of ideas and an irascible doll maker, reaches New York “where the future was a casino, and everyone gambling and everyone expected to win” (p.4). There is an all pervading affluence and life pullulated in all active forms. He is happy that he has selected the right place and gets sucked into the vortex of the New York life. He finds the New York society an ideal haven to seek refuge from the hounding furies.

Solanka’s only purpose at this stage is to lose himself and as “everyone here was to lose themselves”, (p.7) he seems to have no problem.

But soon Solanka realises the truth. Material prosperity and the anonymity the indifferent society affords cannot sooth his aching heart. “The state couldn’t make you happy... it couldn’t make you good or heal a broken heart” (p.23) .

Fugitive from Place to Place

Solanka, without understanding that peace is within, flees from place to place in search of it. “He had shed more skins than a snake. Country, family and not one wife but two had been left in his wake” (p. 52). This fleeing and changing of wives could not help to quell the furies raging within. He wanders aimlessly all through the night. He feels restless and out of place even in his own posh outlet.

Transmutation and Fixing People through Therapy

At this juncture, Mila Milo walks into his life. She is one of the whiz kids of “The Vampire Stoop Troop” that helps people realign themselves. Hounded by the furies, she also has suffered lot in life. But she, unlike Solanka, accepts that “transmutation is all” (p.197). Mila Milo’s specialty is “the collection and repair of damaged people” (p.117-18). She admits, “I fix people up. Some people do up houses. I renovate people.”(p.118)

Milo knows, understands and has experienced what furies could do. She empathises with Solanka and walks into his solitary life. She gets him dress, accompanies him on walks and launches her “physiotherapy” sitting on his lap astride but of course with a cushion on Solanka’s lap since Solanka has sworn to lie with no woman. This

therapy soothes Solanka's raging heart to a great extent. What the New York society could not offer, the individual Mila Milo is able to. She gets him back to active, creative life and he creates Akasz Kronos, the cyber king, to replace "Little Brain". Little brain is "smart, sassy, unafraid, and genuinely interested in the deep information" (p.17). So this time travelling doll has grown out of its creator's control aided by the undue attention it has gained in the media that is driven by commercialization.

Exit Milo

Mia also gets annoyed with Solanka and walks out of his life. She gratifies her desires in Solanka's bed but with Eddie. She quits Solanka with the following comment:

What we did wasn't wrong... I thought you understood that. I thought you might be that impossible creature, a sexually wise man who could give me a safe place, a place to be free and set you free, too, a place where we could release all the built-up poison and anger and hurt, just let it go and be free of it, but it turns out, professor, you're just another fool. (p.173)

Enter Neela; Death Brings More Furies

After Mila, Neela Mahendra gets into Solanka's life. Neela has been the girl of Jack Reinhart, a journalist. After Jack's suicide, Neela, in search of comfort, comes to Solanka. In Neela's arms, Solanka experiences transformation. "Love conquers fury". (p.219) They share precious moments. But even this does not last long. Neela gets caught up in Liliput-Blefuscu politics and civil war and loses her life. This orphans Solanka again, for the fourth time. Neela's final words are sprinkled with optimism. "The earth moves. The earth moves around the sun" (p.255). But for those in the clutches of fury, the earth does not move but comes to a grinding halt as there is no love.

Furies Finally Succeed

After Neela, Solanka gets back to London but only too late to reunite with his family. His wife Eleanor and his son Asmaan are leading a happy life with Morgen Franz. He, once again, feels betrayed by the world. In a frantic attempt to draw the attention of his son, he climbs to the top of the stairs of a bouncy ledge and shouts at the

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top of his voice. “Look at me! Asmaan! I am bouncing very well; I am bouncing higher and higher! (p.259). Still seized by the furies, he jumps off from the ledge, from life itself. Furies have registered their conquest at last.

Others in the Grip of Furies

Besides Solanka, there are two more characters in the novel who are in the grips of fury and hence fail to gather peace and live. Krystof Waterford Wajda, popularly known as Dubdub, is a friend of Solanka and a fellow Etonian. He is supposed to be a hit as an academician and a bit of a film star. After surviving three attempts, he dies finally cutting his wrist. He was very depressed as there was none to care for him and share love. Furies seized him as well as he has been relegated to emptiness by the all consuming society.

Jack Reinehart, a popular journalist fell a victim to racism, a form of fury. Well known for his work, he believed that he had crossed the boundaries of racism. He believed that no one looked at him as different from the white Americans because he had made up his mark in his profession. He believed that he can afford to forget his colour. But the others have not forgotten it. The others trap him into a sinful deed and also kill him. He is made to shoulder the responsibility of the serial killings committed by the members of the S&M (Single&Male) gang that comprise of Marsalis, Andriessen and Medford. They murder the three young girls Saskia, Lauren and Belinda. They scalp these girls and see them as their trophies. A racist suicide note is left at the site of death says that Reinehart murdered the girls because they would not fuck him as he is black. Such “cult murders” continue.

Furies have ever so many ways and forms of enacting their roles and wrecking vengeance.

Seek Peace Within

The novel makes it clear that the furies have the individuals and the society in their grips and cause all such tragedies. There is need for more tolerance and understanding. Rushdie spells in clear terms that our hopes are founded upon respect for

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human rights and a desire to see good prevail. As the inevitable conclusion, Rushdie suggests that Solanka and his likes are to seek “peace within” since the media and the postmodern society only tend to rob it. Only love can conquer fury. The following lines serve as a fitting epilogue:

Violent action is unclear to most of those who get caught up in it.
Experience is fragmentary; cause and effect, why and how, are torn apart.
Only sequence exists. First this, then that. And afterward, for those who survive, a life time of trying to understand (p.252).

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Postmodernism in Amitav Ghosh's Novels

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Language in India www.languageinindia.com ISSN 1930-2940 Vol. 13:7 July 2013



Amitav Ghosh

Courtesy: <http://www.guardian.co.uk/books/amitav-ghosh>

Novels of Amitav Ghosh

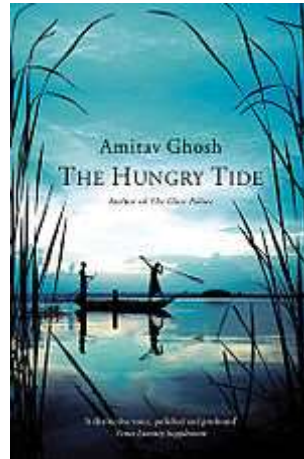
Amitav Ghosh was born in Calcutta on 11th of July 1956. He grew up in Bangladesh (then East Pakistan), Sri Lanka, Iran, Egypt and India. After graduating from the University of Delhi, he went to Oxford to study Social Anthropology and received a Master of Philosophy and Ph. D. in 1982. *In an Antique Land*, the novel, which was published in 1983, was primarily the result of his work in Egypt. He has also been a journalist. He has written a number of novels such as *Circle of Reason* (1986), *The Shadow Lines* (1988), *Calcutta Chromosome* (1995), *The Glass Palace* (2000), *The Hungry Tide* (2004), *Sea of Poppies* (2008) and *River of Smoke* (2011) etc. He has also stayed in New York and taught at Columbia University. Anita Desai states that, “Ghosh has chosen to inhabit the real world rather than the artificial land of fantasy, and makes one watch his development as a novelist.”¹ (169). His novel, *The Glass Palace* was an international bestseller that sold more than a half-million copies in Britain. *The Hungry Tide* has

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been sold for translation in twelve foreign countries and is also a bestseller abroad. Amitav Ghosh lives in New York City with his wife, Laura Riding and two children.



Radical Changes Brought in by Post-modernism

English fiction from 1990 onwards was influenced by the wave of postmodernism which brought radical changes in the Indian English fiction. Postmodernism was a continuation of modernism, a revolt against authority and significance. The remarkable change that was prominent in the novels published after the First World War, is called, modernism and the literature written in the late 20th century, especially after the Second World War, is considered postmodern literature.

The term *postmodern literature* is used to describe certain characteristics of post-World War II literature and a reaction against Enlightenment ideas implicit in Modernist literature. Salman Rushdie, Vikaram Seth, Shashi Tharoor, Upamanyu Chatterjee, Ruth Pravar Jhabwala and Amitav Ghosh are the makers of new pattern in writing novels with post-modern thoughts and emotions.

Indian Writing in English – Juxtaposing Tradition and Modernity

Indian English literature has stamped its greatness by juxtaposing tradition and modernity in the production of art and literature that created an ever shining mark in the minds and hearts of the art lovers. The interest in literature burnt the thirst of the writers which turned their all efforts to innovate new form and style of writing.

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Focus of This Paper

The purpose of this paper is to examine how Postmodernism has determined and developed the Indian novel and novelists, especially Amitav Ghosh. He belongs to the International School of writing that successfully deals with the post-colonial ethos of the modern world without sacrificing the ancient histories of the separate lands. Amitav Ghosh perfectly blends fact and fiction with magical realism. He weaves his magical realistic plots with postmodern themes.

Amitav Ghosh – A Post-modernist

Amitav Ghosh is one among the postmodernists. He is immensely influenced by the political and cultural milieu of post independent India. Being a social anthropologist and having the opportunity of visiting alien lands, he comments on the contemporary issues through in his novels. Cultural fragmentation, colonial and neo-colonial power structures, cultural degeneration, the materialistic offshoots of modern civilization, dying of human relationships, blending of facts and fantasy, search for love and security, diasporas, etc... are the major preoccupations in the writings of Amitav Ghosh.

Global Rather Than National

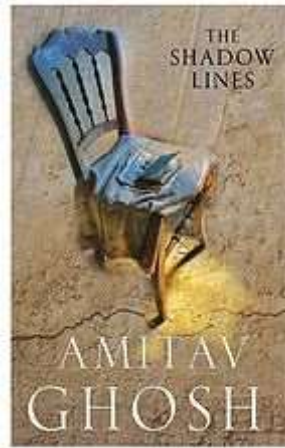
The post-modernism elements are abundantly present in Amitav Ghosh's novels. As per postmodernists, national boundaries restrict human communication and Nationalism leads to wars. So, post-modernists speak in favour of globalization. Amitav Ghosh's novels focus on multiracial and multiethnic issues; as a wandering cosmopolitan he roves around and weaves them with his narrative beauty.

In *The Shadow Lines*, Amitav Ghosh makes the East and West meet on a pedestal of friendship, especially through the characters like *Tridib*, *May*, *Nice Prince*, etc. He stresses on globalization rather than nationalization. In *The Glass Palace*, the story of half-bred Raj-kumar revolves around Burma, Myanmar and India. He travels to many places freely and gains profit from his travels. Unexpectedly, his happiness ends when his son is killed by Japanese bomb blast. The reason for this calamity is fighting for national boundaries.

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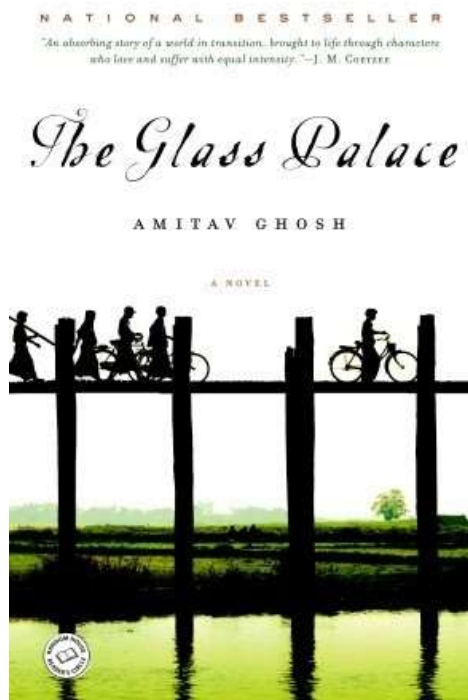


Magical Realism – Weaving Fact and Fiction with Magical Realism

Amitav Ghosh has successfully mastered over the genre called ‘magical realism’ which was largely developed in India by Salman Rushdie and in South America by Gabriel Garcia Marquez. Ghosh belongs to, *“This international school of writing which successfully deals with the post-colonial ethos of the modern world without sacrificing the ancient histories of separate lands.”* (Anita Desai, 1986:149) Like Salman Rushdie, Amitav Ghosh perfectly weaves fact and fiction with magical realism where he re-conceptualizes society and history. Amitav Ghosh is so scientific in the collection of data, semiotical in its organization and creative in the formation of fictionalized history.

Post-modern Themes Dealing with Insecurity, Disorientation and Fragmentation

Amitav Ghosh weaves his magical realistic plot with postmodern themes. Self-reflexes and confessions characterize the fictional works of Amitav Ghosh. Displacement is the central process in his fictional writings where departure and arrivals have a permanent symbolic relevance in his narrative structures. Post-modernism gives voice to insecurities, disorientation and fragmentation. Most of his novels deal with the insecurities in the existence of humanity, one of the postmodern traits.



In *The Glass Palace*, the havoc caused by Japanese invasion in Burma and its effect on the Army officers and people -- a sense of dejection that deals with so much human tragedy, wars, deaths, devastation and dislocation (Meenakshi Mukherjee, p.153) – has been penned.

In *The Shadow Lines*, Tridib sacrificed his life while rescuing May from Muslim mobs in the communal riots of Dhaka in 1963-64. Pankaj Mishra describes Amitav Ghosh in the New York Times, as one of few postcolonial writers, “*To have expressed in his work a developing awareness of the aspirations, defeats and disappointments of colonized people as they figure out their place in the world*”.

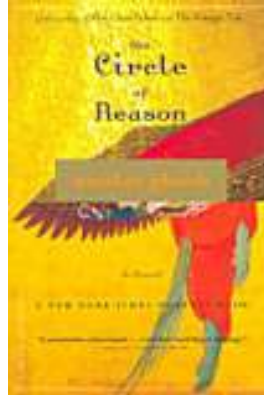
Rejection of Western Values, Beliefs

Postmodernism rejects western values, beliefs, ideas, beliefs, culture and norms of the life. In *The Hungry Tide*, Ghosh routes the debate on eco-environment and cultural issues through the intrusion of the West into East. *The Circle of Reason* is an allegorical novel about the destruction of traditional village life by the modernizing influx of western culture and the subsequent displacement of non-European people by imperialism. In *An Antique Land*, contemporary political tensions and communal rifts were portrayed artistically.

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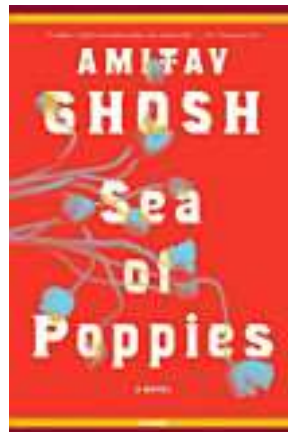
Postmodernism in Amitav Ghosh's Novels



Postcolonial Migration

Postcolonial migration is another postmodernism trait.

In *The Hungry Tide*, the theme of immigration, voluntary or forced, along with its bitter/sweet experiences, runs through the core incidents of the novel – the ruthless oppression and massacre of East Pakistani refugees who had run away from the Dandakaranya refugee camps to Marichjhampi as they felt that their destination would provide them with familiar environments and therefore a better life.



In *Sea of Poppies*, the indentured labourers and convicts are transported to the island of Mauritius on the ship Ibis where they suffer a lot.

In *The Glass Palace*, Burmese Royal family, after their exile, live uncomfortable lives in India. Raj-kumar who had accumulated huge heaps of amounts in Burma, is forced to leave his home and business due to Japanese invasion.

Depiction and Employment of Irony

Irony plays a vital role in the postmodern fiction. The postmodernism writers treat the very subjects like World War II, communal riots, etc. from a distant position and project their histories ironically and humorously.

In *The Glass Palace*, Amitav Ghosh weaves the character of Queen Supayalat and Arjun with a tinge of irony. Queen Supayalat, even after being captured by the British forces, does not lose her pomp throughout the novel. The Queen is portrayed ironically. Arjun, basically an Indian, is completely influenced by the western ideology, imitates the West in his dressing sense and food habits. He never becomes aware of the fact that he is being used as an instrumental to inflict pain on his own people.

Multiple Realities

Temporal distortion (multiple realities) is a literary technique that covers information from several alternative timelines. The postmodern author jumps forwards or backwards in time.

In *The Glass Palace*, Amitav Ghosh uses nonlinear timeline through the memory that links the past to the present and many of the characters. The *Temporal distortion* helps to recreate a magical world.

In *The Hungry Tide*, he shuttles between the Marichjhampi incident from Nirmal's point of view and the present day travels of Piya Roy, Kanai and Fokir. This time-travel creates an intricate web of sub-topics and plots. In his other novels, characters move round gyre of timelessness, yielding helplessly to the chasm of human relations and other postmodern perturbations.

Amitav's Narrative Style

The narrative style of Amitav Ghosh is typically postmodern.

In *The Shadow Lines*, the narrative is simple that flows smoothly, back and forth between times, places and characters. Amitav's prose in *The Shadow Lines* is so evocative and realistic written effortlessly and enigmatically with a blend of fiction and non-fiction.

Throughout *The Glass Palace*, Ghosh uses one end to signal the beginning of another so that at one level, nothing changes but yet everything does. There is a strong suggestion of Buddhist metaphysics in his technique. Life, death, success and failure come in cycles and Ghosh uses the conceit of a pair of binoculars early in *The Glass Palace* to sensitize the reading in this perspective.

Simple Language with a Mix of Indian Words for Specific Purpose and Concepts

Being a postmodernist, he makes use of very simple language to give clarity to the readers. Many Indian English writers experiment with the language to suit their story.

Amitav Ghosh practices this technique in *The Hungry Tide* using Bangla words like *mohona*, *bhata* and others, interweaving them with local myths like that of Bon Bibi and her brother Shaj Jangali, the presiding deities of the region.

Though *The Glass Palace* and *The Hungry Tide* have their share of non-English lexical items, *Sea of Poppies* in numerous places piles up the Indian (Bengali or Bhojपुरi) or lascarpidgin terms to the point where some readers might to some extent begin to get confused.

Diaspora Representation

For Amitav Ghosh, language in the process of the production of art attains the status of diasporic representation – voicing him and thousands of other uprooted individuals. Language embodies the attempt to create family that has broken and dispersed in the mire of confused identity. Ghosh acknowledges it in *The Shadow lines*:

You see, in our family we don't know whether we're coming or going – it's all my grandmother's fault. But of course, the fault was not hers at all: it lay in the language. Every language assumes a centrality, a fixed and settled point to go away from and come back to, and what my grandmother was looking for was a

word for a journey which was not a coming or a going at all; a journey that was a search for precisely that fixed point which permits the proper use of verbs of movement. (*The Shadow Lines*, 153)

This is the language that Ghosh believes in and tries to create in his works.

Rejection of Elaborate Formal Aesthetics

Postmodernists reject elaborate formal aesthetics in favour of minimalist designs. Amitav Ghosh does not give any significance for picturesque description and ornamental use of language. Tabish khair comments on this as

Ghosh is very careful in his use of English and vernacular transcriptions. He develops a conscious and rich tradition in Indian English fiction, a tradition that includes R.K. Narayan and Shashi Deshpande. The attempt is not to stage Indian Englishes. Ghosh avoids the aestheticisation of language. (p.108)

In Defense of Feminism

Postmodernists defend the cause of feminists. *Uma*, Amitav Ghosh's character, is a perfect example of this. *Uma* is a break from the traditional women characters. She is a political activist who travels around the country to dissipate the patriotic spirits.

Blurring of Genres

Blurring of genres, one of the postmodern traits, can be witnessed in the writings of Amitav Ghosh. He disfigures by blending many genres. Girish Karnad rightly said about him, "Ghosh uses to great effect a matrix of multiple points of view in which memory, mythology and history freely interpenetrate ... A delight to read" (*Indian Express*).

The Glass palace is romance, narrative fiction, adventure fiction and historical fiction. He combines all the elements of a novel to create fragmentation. Ghosh uses the romantic genre to chart the characters who reflect on the history of colonialism in Burma and the formation of the present Myanmar nation. It is also a narrative fiction that employs a complex spiral narrative

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structure to texture many characters' identities and experiences in the world where we live in. Being a portrait of history and document of nation, the novel can be read in historical perspective. Ghosh invents the third person narrator who relates the story in a spiral fashion that fictionalizes and makes real historical subject and event.

To Sum Up

To sum up, postmodernism, not having concrete definition yet is a blooming and ongoing area. Even if it has its own features, it is very difficult to concretize these solid elements. Thus, this paper remains an attempt to apply the post-modern theory to Amitav Ghosh's novels.

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Language in India www.languageinindia.com ISSN 1930-2940 13:7 July 2013

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The Plath Myth: A Critical Analysis

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Language in India www.languageinindia.com ISSN 1930-2940 Vol. 13:7 July 2013



Sylvia Plath 1932-1963

Courtesy: www.biography.com

Abstract

In this paper my aim is to analyse the Plath myth which has become a matter of much controversy. Though it often seems impossible to separate our reading of Sylvia Plath's texts from our fascination with Plath myth, it does not seem possible to separate her voice from those who have spoken for her in memoirs, biographies and editorial commentaries. This so-called "Plath myth" is primarily a result of the merging of Plath's life and work. Although this is a common phenomenon - breaking down the barrier between a writer's lived experiences and creative product - the buzz surrounding Plath is particularly loud and anxious.

Keywords: Avatar, Elision, Magnum Opus, Mythologized, Signifier.

Language in India www.languageinindia.com ISSN 1930-2940 13:7 July 2013

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A True Embodiment of American Myth

Sylvia Plath, a true embodiment of American myth, is a controversial poet and novelist of mid-20th century America. The mythological analysis of her characters appears to be fitting in the context of her major works. Her pains and penalties, sorrows and sufferings, trials and tribulation are quite prominent in her poems and novels. Gilbert is of the view that, “The Plath myth began with an initiation rite described in the pages of *Seventeen*, and continued with the introduction to the fashionable world of Mademoiselle that is examined in *The Bell Jar*, and with the publication of persistently symmetrical poems, and the marriage in a foreign country and the birth of the babies, to the final flight of Ariel and the denouement in the oven and all the rest” (Gilbert).

A Clear Picture of the Protagonist

If we focus our glance at *The Bell Jar*, we will find a clear picture of the protagonist, being enclosed and then being liberated from an enclosure by maddened or suicidal or an “airy and ugly” avatar of the self. One can speculate whether our fascination for the Plath myth might not have arisen from the way in which her poetry stripped entirely of its biographical context and her poetic skill had been enjoyed within the frame of psychic maladjustment and multiple self-fashioning. We are forced to recognize that she might have been an undesirable case.



In this connection we find Anne Stevenson, defending herself against the hurtful criticism in *Bitter Fame*, “Why does her appeal so much affect us? What spell does this tragic victim—of what, of whom? ---still exert over us? Why does a poet -----whose death was hardly noticed except by her devastated family and friends----why does this tragically dead young woman still rise in her powerful writings, pathetically, aggressively, to make converts for or against her in a never-concluded war between side and the other’s?” (Stevenson).

Plath’s Own Mythology

Plath apparently developed her own mythology to explain her depression and euphoria. This mythology is brilliantly explored in Judith Kroll's book *Chapters in a Mythology: The Poetry of Sylvia Plath*. Judith Kroll speculates that Sylvia's genius lay in her ability to explore the dark corners of her psyche. Apparently Ted Hughes also thought so, for he curiously remarked that Sylvia possessed the qualities of a sage, “In her poetry...she had freed and controlled access to depths formerly reserved to the primitive ecstatic priests, shamans, and Holy men”.

Hughes introduced Plath to the book *The White Goddess: A Historical Grammar of Poetic Myth* by Robert Graves which is a study of the mythological and psychological sources of poetry in paganism. Sylvia's interest in psychology led her to read the work of Carl Jung. At this point it is necessary to relate Jung's theories about the collective unconscious to shamanism. Jung believed that pagan myths are symbolic representations of the archetypes of the collective unconscious. The shaman is a primitive medicine man who gains access to the underworld of the psyche and the realm of his tribe's myths through an initiation which usually involves a ritual dismemberment and rebirth. Of course, the shaman does not undergo an actual dismemberment but rather a psychotic episode. Kroll sees Sylvia's references to witches and Greek mythology as examples of paganism. For example, she argues that Sylvia viewed her nervous breakdown as a shaman's dismemberment and rebirth through ritual death of the psyche and recovery: “The dispersed 'stones' of the speaker's shattered self are gathered together and reconstructed, re-enacting the myths of Dionysus (who is alluded to in ‘Maenad’), Osiris, and other gods who undergo dismemberment and resurrection.”

The Spirit of Undesirability against Sylvia Plath

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Even when one looks at critics less concerned with, who perpetrate, and rewrite the Plath myth, the spirit of undesirability reigns. George Steiner, faulting her for “angular mannerisms, her elisions and monotonies of deepening rhyme”, also praises her for portraying “the need of superbly intelligent, highly literate woman to cry out about her special being, about the tyrannies, of blood and gland, of nervous spasm and sweating skins, of rankness of sex and child birth in which a woman is still compelled to be wholly her organic condition”. Indeed, we care for the Plath myth since our hunger for ever new biographies seems to be insatiable, though they arrest historically contingent meaning in a state between life and death, with the concrete history neither fully evaporated nor fully visible.

Fascination with Plath Myth

Though it often seems impossible to separate our reading of Sylvia Plath’s text from our fascination with the Plath myth, it seems possible to separate her voice from those who have spoken for her in memoirs, biographies and editorial commentary. Plath’s poetry may, at a first glance, seem to stem from personal experience. It resonates much more deeply, namely in various ancient myths. Plath recognised a correspondence between her personal experience and these collective mythical archetypes. This gave her the opportunity to create a personalised system of symbols which she incorporated in her own poetic mythology.

Myth and Mind Integrated

On reading the works of Frazer, Graves and Rank, and comparing the imagery present in these studies to the imagery in Plath’s poetry, there should be little or no doubt as to the validity of Kroll’s claim, namely, that a vital source of Plath’s inspiration was located in myth, and not solely in her own mind. Plath may well have been a troubled individual, but as a poet, she was extremely conscious of her poetic methodology. In other words, Plath personalised the mythical and mythologized the personal. Perhaps the reason why the images of Plath’s poetry continue to fascinate readers is because, as Rank says, they are fundamental to mankind “To live and die, for many American poets, has been to make a private myth of

one's pain so as to use it imaginatively as the warp of the writer's art. The problem is that the self gets lost or changed – or both. Plath felt her trepidations were countless.

Three Myths

The myths, though, were (mainly) three: Father Husband abandoned her; mother was always watching; poetry could best be used to unsettle herself towards more suicidal compulsive behaviour. Only the last of these had more truth than fiction”. (Stevenson). Looking at the publication history of Plath’s work, it is indeed remarkable, how, from the start, the posthumous edition of her texts moved from hand to hand with flashing revelations of bits and pieces of autobiographical material. It became neither entirely visible nor it ever totally dissipated the full meaning of her life. During her life time Plath had her stories as well as poetry accepted by a wide range of British and American journals.

Hide and Seek between Meaning and Form

However, we are at a point at which the mythic signifier is defined primarily as a constant game of hide and seek between meaning and form .The complete meaning is arrested in a state between life and death. It is neither fully evaporated nor fully visible. Plath’s grave could be seen as a paradigmatic case for the semiotic transformation at stake. It has been a half of a century after her demise; but still it continues to nourish a plethora of narrative form.

Fusion between Person and Poet

A rational critic might conclude that the fantasy about Sylvia Plath is more needed than the facts: whether this leaves respect for the truth of her life, or for her memory, or for the literary tradition. By linking her dead body, the dead body of the poet, with the body of writing, she represents herself just standing between two crucial aspects of our Western cultural myth about the woman writer. This fusion between Plath as poet and Plath as person both fuel and retard attempts at straightforward characterization - yet ultimately, the myth inevitably supports a complex reading of Plath. The Plath myth forms the basis of how the novelist-poet is popularly received in the literary sphere; hers is an identity that is particularly

arresting, even decades after her death.

Identities Blurred



Furthermore, while the myth continues to complicate and undermine Plath's identity as an individual, the unending argument over her motives and meanings only prove the extent to which it is impossible to get at her core. Yet, on the other hand, it confirms and supports Plath's identity as an American. The intangibility of the myth, and striking elusiveness of Plath's poetry firmly embodies her status as an American; not rootless, as some critics have argued, but rather, elusive in its complex psychology, representative of the era's social and political instability, and relentless in its search for solid ground.

My aim here is not to de-mystify the myth, which would be impossible. Instead, I have preferred to shed a beacon of light on it, and offer a thought on how the myth is possible, the ways in which it supports and encompasses Plath's legacy; a brief glance, as readers and critics are positively obsessed with her life and work.

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The Effect of Semantic Features of Native Lexical items on Persian Speaking Learners of English in Translation

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Language in India www.languageinindia.com ISSN 1930-2940 Vol. 13:7 July 2013

Abstract

This article deals with the effect of semantic features of native lexical items on Persian speaking learners of English in translation and has been arranged in four parts.

In the first part the semantics and different kinds of errors including interlingual errors has been introduced briefly.

In the second part, some experiments carried out in high school and university to observe the effect of semantics features of native lexical items on Persian speaking learners of English has been presented.

In the third part the results of these experiments has been analyzed and in last part the reasons why most of Persian speaking learners of English make lexico-semantics errors and some solutions are mentioned.

Key Words: Semantic features, native lexical items, Persian speaking learners, interlingual errors, translation

Introduction

Semantics is the study of the meaning of words and sentences. (Saeed, 2003: 22). It tries to understand why meaning is as an element of language and how it is constructed by language as well as interpreted, obscured and negotiated by speakers and listeners of language. (Falk, 1978:24).

Meaning can be analyzed in terms of semantic features. A semantic feature is a notational method which can be used to express the existence or non-existence of pre-

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established semantic properties by using plus and minus signs. (Wikipedia, the free encyclopedia)

Man is [+HUMAN], [+MALE], [+ADULT]
Woman is [+HUMAN], [-MALE], [+ADULT]
Boy is [+HUMAN], [+MALE], [-ADULT]
Girl is [+HUMAN], [-MALE], [-ADULT]

Features such as ‘+animate , -animate’ ‘+human, - human’ can be treated as the basic elements involved in differentiating the meaning of each word in a language from every other word. (Yule, 2010:114).

Roman Jakobson (1959:232) believes that language without meaning is meaningless. Now you understand what has been written because you know the meaning of the words I have written. So by knowing the meanings of words we can communicate with others. Meaning in linguistics is what a language expresses about the world. Lyons (1977) says meanings are ideas or concepts which can be transferred from of the mind of the speaker to the mind of the hearer by embodying them as it were, in the forms of one language or another.

Two branches of semantics are lexical and sentential semantics. Lexical semantics refers to the lexical definition of a term. It is also known as the dictionary definition and is the meaning of the term in common usage. The main lexical categories are nouns, verbs, adjectives, adverbs, or prepositions.

The meaning of a sentence depends upon the meaning of its constituent lexemes. (Lyons, 1990:140). The linguistic meanings of a sentence consist of more than just the sum of lexical meaning involved for example:

- 1) John chased the dog.
- 2) The dog chased John.

Although sentences (1) and (2) contain the same words, they have different meanings. So, it is necessary to know which noun phrase is the subject and which is the object of the sentence.

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Errors are rule-governed and systematic. They reveal something about the learner's underlying knowledge of the target language to date, i.e. his transitional competence. (Keshavarz, 1994:49). So an error results from incomplete knowledge that is competence. For example:

3) I don't know where does he live.

Another kind of meaning is utterance meaning. It is the meaning a speaker conveys by using a particular utterance in a particular context situation. For example, sentence (4) can convey according to the context situation the following meanings.

4) My watch has stopped again.

- a) I cannot tell you the time.
- b) This is the reason for my being late.
- c) I really have to get it repaired.
- d) What about buying me another one?

Errors are classified in terms of their sources into Intralingual and Interlingual errors. Intralingual error results from faculty or partial learning of the target language rather than from language transfer. So, it may be caused by the influence of one target language item upon another. For example, sentence (5) is based on a blend of English structures: "He is coming" and "He comes." (Keshavarz, 1994: 107)

5) He is comes.

Second and foreign language learners who are in the process of learning a language may make errors which are called interlingual error. These errors result from the transfer of phonological, morphological, grammatical, lexic-semantic and stylistic elements of the learner's mother tongue to the learning of the target language. Interlingual errors reflect native language structure, so it can be said that the first language influences the second or foreign language. For example, consider sentence (6)

6) He is student.

In this sentence the learner has omitted indefinite article "a" according to his previous knowledge in L₁ acquisition.

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In the interlingual category errors may be divided into two subcategories Cross –association false cognates. Sometimes there are two words in the target language for which there is only one word in the target language. For example:

7) I heard his sound.

In Persian language the word/sedâ / can be used for man, animal, and inanimate. This is Cross –association.

A word may have the same or very similar form in two languages, but have different meanings in each, so the similarity may cause a second or foreign language learner to use words wrongly. For example:

8) My father bought a new machine last week.

In Persian language the word "machine" means car. This is false cognates.

There are different ideas in the significance of errors. Behaviorists believe that if there is a perfect teaching method, the errors will never be committed and therefore the occurrence of errors is merely a sign of the imperfect method or technique. But according to cognitive code theory we live in an imperfect world and consequently errors will always occur in spite of our best efforts. So our ingenuity should concentrate on techniques for dealing with errors after they have occurred. As Brown and Frazer (1979) point out the best evidence that a child possesses construction rules is the occurrence of systematic errors, since when child speaks correctly, it is quite possible that he is only repeating something he has heard

Errors are significant in three different ways:

1. To the teacher: because errors tell him if he undertakes a systematic analysis, how far towards the goal the learner has progressed and so what remains for him to learn.
2. They provide to the research evidence of how language is learned or acquired, what strategies or procedures the learner is employing in his discovery of the language.
3. (The most important aspect) they are necessary to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn. It is a way the

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learner has of testing his hypotheses about the nature of the language he is learning.
(Brown,1991)

In this article only interlingual errors including lexico-semantic errors are studied.

Methods

Some experiments were carried out in high school in an attempt to observe the effect of semantics features of native lexical items on Persian speaking learners of English in translation. First, I prepared a list of new words of English book one of high school which causes lexico-semantic errors (see pages4-5). Second, I designed some multiple- choice items based on those words and some sentences to be translated from Persian in to English (see pp. 5-8). The testes were designed for two classes of Students of grade two of high school.

Data Analysis

The list of new words of book one of high school, words for which there is only one word in Persian language.

	Lesson	English	English	subcategory	Persian
1	1	Alone	Only	Cross - association	[tanhâ]
2	1	Love	Like	Cross - association	[dowst dâstan]
3	2	Beautiful	Handsome	Cross - association	[Zibâ]
4	2	Cow	Bull	Cross - association	[gâv]
5	2	Land	Ground, earth	Cross - association	[zamin]
6	2	Long	Tall, high	Cross - association	[boland]
7	2	Make	Repair	Cross - association	[dorost kardan]
8	2	Weather	Air	Cross - association	[havâ]
9	3	Between	Among	Cross - association	[beyn]
10	3	Then	From ,of	Cross - association	[az]
11	4	Borrow	Lend	Cross - association	[qarz kardan, daştan]
12	4	Ground	Land, earth	Cross - association	[zamin]
13	4	Loud	Long	Cross - association	[boland]

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14	4	Seat	Chair	Cross - association	[jâ]
15	4	Voice	Sound	Cross - association	[sedâ]
16	5	Bull	Cow	Cross - association	[gâv]
17	5	Draw	Pull	Cross - association	[kešidan]
18	6	Build	Make	Cross - association	[sâxtan]
19	6	Engine	Moter cycle	False cognate	[motor]
20	7	Air	Weather	Cross - ass.	[havâ]
21	7	High	Long	Cross - ass.	[boland]
22	7	cool	cold	Cross - ass.	[sard]

23	7	Moon	Month	Cross - ass.	[mâh]
24	7	Turn off	Extinguish put out	Cross - ass.	[xâmowš kardan]
25	7	Way	Path	Cross - ass.	[râh]
26	8	Dress	Shirt	Cross - ass.	[pirâhan]
27	9	Earth	Land, ground	Cross - ass.	[zamin]
28	9	History	Date	Cross - ass.	[târix]
29	9	Pull	Draw	Cross - ass.	[kešidan]
30	9	Surface	Level	Cross - ass.	[sath]
31	10	among	between	Cross - ass.	[beyn]

For students of grade 2 of high school(class 1) choose the best answer.

- 1- Ali is the student, who has a bicycle,
A) alone B) only C) A&B
- 2- Ali is
A) beautiful B) handsome C) A&B
- 3- The is our planet.
A) earth B) land C) ground D) A&B

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- 4- I come..... Iran.
A) from B) of C) than D) A&B
- 5- Ali animals and plants need.....
A) air B) weather C) A&B
- 6- Our teacher has a voice.
A) long B) loud C) tall
- 7- Can youtea?
A) build B) make C) A&B
- 8- The is black.
A) air B) sky C) weather D) A&B
- 9- In winter the weather is
A) cold B) cool C) A&B
- 10- Aban is a
A) Month B) Moon C) A&B
- 11- Mina's is dirty.
A) address B) shirt C)A&B
- 12- This pen is
A)high B) long C) B& C

Translate into English:

- 1- من خودکارم را به شما قرض می دهم .
- 2- صدای علی از ماشین بلندتر بود.
- 3- یک کشاورز روی زمین کار می کند.
- 4- علی زیباست.
- 5- آن ها درختانی بلند هستند.

For students of grade 2 of high school (class2) choose the best answer:

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1-The back of the car is wide enough for three persons.

- A) chair B) seat C) A&B

2-He has lost his..... because of a bad cold.

- A) sound B) voice C) A&B

3-It's time to go.

- A) high B) long C) A&B

4-Let's sit in the shade and keep

- A) cold B) cool C) A&B

5-I went to Spain to watchfight

- A) bull B) cow C) A&B

6- He stays indoors in wet

- A) air B) weather C) A&B

7-I saw him the crowd.

- A) among B) between C) A&B

8-He was killed..... a knife.

- A) by B) with C) A&B

9-My father bought alast week.

- A) car B) machine C) A&B

Translate into English:

1- اگرچه علي زيباست ولي زنش زيبا نيست.

2 - در تابستان هوا در همدان خنك است.

3- انتخاب بهترين كتاب بين چند كتاب مشكل است.

4- كتاب را به او قرض دادم.

5- آتش را خاموش كردم اما فراموش كردم چراغ روشنايي را خاموش كنم.

6- صدای علي بلندتر از صدای ماشين بود.

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7- اگرچه او خوب یاد می دهد اما شاگردان او خوب یاد نمی گیرند.

The result of multiple-choice test
The number of students:31

Students of grade two of high school(class1)

Q.N.	A	B	C	D
1	Alone 10	Only 15	A&B 6	
2	Beautiful 12	Handsome 17	A&B 2	
3	Earth 7	Land 13	Ground 5	A&B 6
4	From 16	of 5	than 23	
5	Air 3	Weather 5	A&B 23	
6	Long 8	Loud 22	tall 1	
7	build 3	Make 25	A&B 3	
8	Air 4	Sky 16	Weather 2	A&B 0
9	Cold 17	Cool 9	A&B 4	
10	Month 26	Moon 4	A&B 0	
11	Dress 16	Shirt 1	A&B 13	
12	High 4	Long 10	Tall 7	B&C 10

*How to read the table: for example question 1: the right answer is B (only), 15 persons have chosen A (alone), 15 persons have chosen B (only, 6 persons have chosen C (A&B).

The result of translating into English

for students of grade two of high school(class 1)

Number of students: 31

Q.N.	Right translation.	Wrong translation	No. of wrong translation.	Wrong answers in multiple-choice questions
1	Lend	Borrow	6	
2	Voice Sound Car Loud	Voice Tall	- 16 - 4	9
3	Land	Earth	4	24
4	Handsome	Beautiful	16	14
5	Tall	Loud Long	2 2	

*How to read the table: for example question 3: the right translation is "land", but 4 persons have written "earth" which is wrong translation and 24 persons have made the same error in the multiple-choice test.

The result to of: Multiple - choice test

Students of grade two of high school (class2)

The number of the students: 21

Q.N.	A	B	C
1	chair 4	seat 17	A&B 0
2	sound 2	voice 18	A&B 1
3	high 9	long 12	A&B 0
4	cold 4	cool 12	A&B 2
5	bull 15	cow 6	A&B 0
6	air 2	weather 16	A&B 0
7	among 19	between 2	A&B 3
8	by 9	with 12	A&B 0
9	car 15	machine 3	A&B 3

*How to read the table: for example question 1: the right answer is B (seat), 4 persons have chosen A (Chair), 17 persons have chosen B (seat, none of them has chosen C (A&B).

Language in India www.languageinindia.com ISSN 1930-2940 13:7 July 2013

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The Effect of Semantic Features of Native Lexical items on Persian Speaking Learners of English in Translation

The result to of: translating into English

. Students of grade two of high school (class2)

The number of the students: 21

Q.N.	Right translation.	Wrong translation	No. of wrong Translation.	Wrong answers in multiple-choice
1	Wife Handsome	Woman Beautiful	1 15	
2	Cool	Cold	14	9
3	Among	Between	8	2
4	Lend	Debt Borrow	8	
5	Extinguish Put out Turn off	Turn off Extinguish Put out	2 7	
6	Voice Sound Car	Sound Voice Machine	2 6 6	3 6
7	Teach	Learn	3	

*How to read the table: for example question 2: the right translation is "cool", but 14 persons have written " cold' which is wrong translation and 9 persons have made the same error in the multiple-choice test.

*Most of the students had written "put off" and "distinguish".

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The number of students: 53

Grade: two of high school

Learning vocabulary:

	<i>yes</i>	<i>No</i>
1. In the sentence	13	40
2. English to Persian	32	21
3. Persian to English	8	45
4. English to English	21	51
5. Oral repetition (more than usual)	20	33
6. Written repetition (more than usual)	23	30

These two have translated correctly the sentences which they were given

Conclusion

It's necessary to know about the reasons why most of Persian learners make lexical-semantic errors. These reasons and solutions may be:

1-The ways such words are taught. The teacher should clear the meaning of such words. The teacher should explain that although two words may have one equivalent in Persian, they don't have one meaning and usage in the target language. He/she should use words in different sentences and situations.

2-Such words are taught in separate lessons or separate grades, but they should be taught in one lesson or at least in two continuous lessons, for example on pages 9-10 the word " weather " is taught in lesson 2, but the word "air " is taught in lesson 7 or the word " between " is taught in lesson 3, but the word " among " is taught in lesson 10. So the words for which

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there is only one equivalent in Persian should be taught in the same lesson.

3-If such words are used in different lessons and in different grades with different meanings, the students will not forget them easily.

4-The way the learner learns or memorizes vocabulary is also important. When a learner tries to memorize words separately, that is, out of a text or a sentence, he /she may make such errors. If learners learn or memorize words in different sentences and situations, they will learn them effectively; learning vocabulary in a sentence will also help the learner to improve his/her grammatical knowledge.

We asked students to fill out the questionnaire. It is interesting to say that among 53 students of grade two of high school only two students could translate the sentences accurately and only these two students learn vocabulary from English to English. As it is recorded above, most of the students learn vocabulary out of a sentence or a text and from English to Persian. We often ask my students to say the meanings of words from Persian to English and most of them cannot answer, so we always ask them to learn the meanings of words from English to Persian and also from Persian to English. So the ways words are presented, taught, and learned are important to reduce or increase lexico-semantic errors and text-book, teacher, and method of learning is effective factors.

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Language in India www.languageinindia.com ISSN 1930-2940 13:7 July 2013

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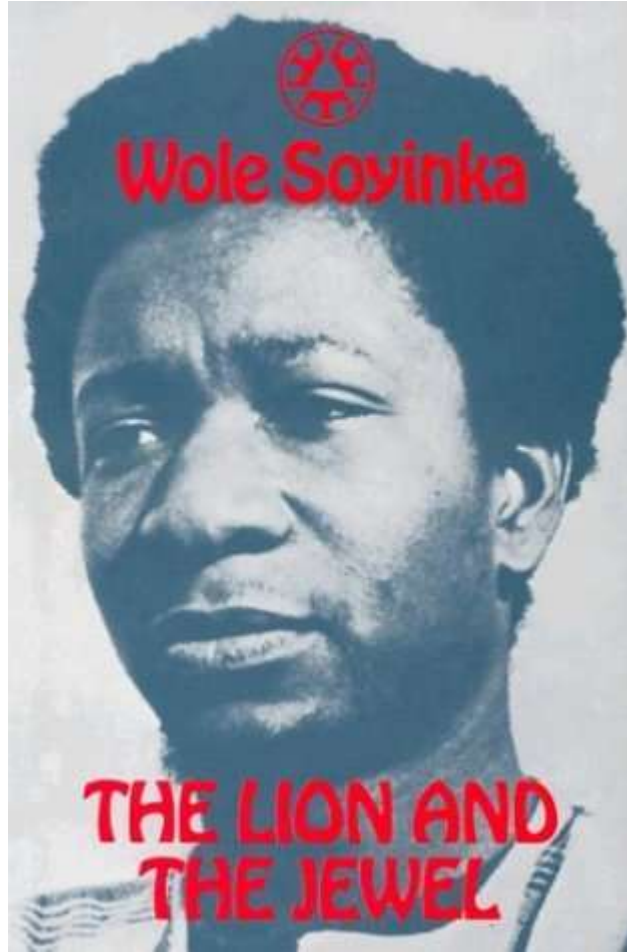
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A Study on Language Codes and Sociolinguistic Variables in Wole Soyinka's *The Lion and the Jewel*

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Language in India www.languageinindia.com ISSN 1930-2940 Vol. 13:7 July 2013



Courtesy: www.africabookclub.com

Abstract

Observation and previous research works have shown that in any social interaction or institution, there are variations in the language codes used by individuals. In a bid to identify the reasons for these variations, this paper conducts a study on the language codes and sociolinguistic variables present in Wole Soyinka's *The Lion and the Jewel*. To study the language codes and sociolinguistic variables present in Soyinka's *The Lion and the Jewel*, the conversation/utterances of some of the characters in the play were selected for analysis in order

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to check for the presence of these features using insights from Basil Bernstein's Deficit Hypothesis. In addition to this, the analyses involve a consideration of sociolinguistic variables of sex/gender, age, social class, education, religion and ethnicity. The analyses reveal that the elaborated and restricted codes are the major language codes used in the play and that the aforementioned sociolinguistic variables are responsible for the variation noticed in the characters' language choices. It is believed that this study will aid further sociolinguistic studies.

Keywords: sociolinguistic variables, language codes, Deficit Hypothesis, elaborated code, restricted code.

1. Introduction

Language is a social institution basic and central to all human interactions. As observed by Armour-Thomas, & Gopaul-Nicol (1998), language is a social institution that involves shaping the society at large, or in particular the 'cultural niches' in which it plays an important role. The discussion of language codes and sociolinguistic variables implies that there are certain factors that divide the society into different classes and influence individuals' choice of language or linguistic codes. Not only that, A study of language codes and sociolinguistic variables is an indication of the fact that every society has linguistic codes acceptable for communication and interaction at any point in time and that language by its nature is totally a social phenomenon. This has led to the establishment of the fact that there is variation in the use of language among users in the same society and that language fulfils different functions in social institutions and the organisation of societies. These observable features have been reflected in numerous literary texts. These factors gave the motivation to conduct a sociolinguistic study on the language code and socio-linguistic variables present in Wole Soyinka's *The Lion and the Jewel*.

The Lion and the Jewel

Wole Soyinka's *The Lion and the Jewel* revolves around a beautiful young village belle named *Sidi* (The Jewel), who had suddenly become proud as a result of her appearance in a magazine photo spread, which has been the cause of some celebrity in the small Yoruba village of *Ilujinle*. *Sidi* has two suitors, the first is a young, idealistic schoolteacher named *Lakunle* while

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the second is the Bale of Ilujinle, *Baroka* (The Lion). Lakunle professes his undying love for Sidi and asks her to marry him but she is taken by the teacher in many ways and seems unprepared to give up the power that comes with being a beautiful, young, semi-famous maiden in a small village. Lakunle pleads with her, proposing a modernistic wedding package that includes love, respect, companionship and perhaps monogamy. Rather than accepting this offer, she bluntly informs Lakunle that if he wants to marry her he should pay her bride price. To Sidi, Lakunle is just too lazy to raise enough money for her bride price. She eventually loses her long preserved virginity on Baroka's bed and she ends up as Baroka's youngest wife.

To discuss the language codes and sociolinguistic variables in Wole Soyinka's *The Lion and the Jewel*, references will be made to Basil Bernstein's Deficit Hypothesis and sociolinguistic variables of sex/gender, age, social class, education, religion and ethnicity.

2. Methodology

The data used for analysis in this study are selected conversational extracts of characters in Wole Soyinka's *The Lion and the Jewel*. The language codes used in the selected utterances were analysed using insights from Basil Bernstein's Deficit Hypothesis. In addition to this, instances whereby characters' utterances were influenced by sociolinguistic variables were discussed.

3. The Deficit Hypothesis

The Deficit Hypothesis popularized by Bernstein (1971) was first formulated by Schwartzman and Strauss (1955). It was developed as a theory of restricted linguistic ability to examine the correlation between speech and socialization. According to Dittmer (1976:4), the central idea of the Deficit hypothesis is that:

The social success of members of a society and their access to social privileges, are directly dependent on the degree of organization of their linguistic messages.

This indicates that the proficient use of language determines the social success of an individual. The hypothesis came into being via the efforts of Schwartzman and Strauss who questioned the lower and middle classes on their views after the occurrence of a disaster. They discovered that members of the lower class failed to give an accurate report of the incident.

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Instead of explaining what happened, they exhibited emotional displays and their utterances were characterized by rapid speech and elliptical syntax which made their utterances lack coherence.

On the other hand, members of the middle class fluently gave a chronological, logical, and detailed account of the disaster without any emotional display. This made Schwartzman and Strauss conclude that the members of the lower class conveyed their meaning without clarity while their counterparts in the middle class conveyed their meaning precisely and clearly, leaving nothing to implication as they were less emotional. This conclusion thus laid the foundation for Bernstein's Deficit Hypothesis to distinguish between 'a public language' associated with the lower class and 'a formal language' of the middle class.

As observed by Bernstein, the speech habits of the lower class are syntactically and semantically different from that of the middle class. As a result of this difference, he refers to the language of the lower class as *restricted speech code* (public language) and that of the middle class as *elaborated speech code* (formal language). He explains further that the restricted speech code of the lower class is inferior and simple while the elaborated speech code of the middle class is superior and complex.

Ditmars (1976) defines the restricted speech code as a limited range of lingual expression and the elaborated speech code as a language that has the capability of complex and expressive linguistic organization. Bernstein concludes that the differences in the speech of members of the lower class and the middle class are the direct cause of social inequality of opportunities. He submits that the middle class has an adequate linguistic code while the lower class possess inadequate linguistic code which makes it difficult for them to express themselves. The Deficit Hypotheses therefore accounts for the deficiency in the speech of the lower class members in contrast with the speech of the middle class.

4. Restricted and Elaborated Codes in *The Lion and the Jewel*

In *The Lion and the Jewel*, the restricted and elaborated codes are the major language codes used. These language codes were observed in the utterances of Sidi and Lakunle. Sidi's speech is a reflection of her social status as the village belle. Her speech can be referred to as the restricted code because they contain instances of direct translation from Yoruba to English:

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I've told you, and I say it again
I shall marry you today, next week
Or any day you name.
But my bride-price must first be paid.
Aha, now you turn away.

But I tell you, Lakunle, I must have
The full bride-price. Will you make me
A laughing-stock? Well, do as you please.
But Sidi will not make herself
A cheap bowl for the village spit.

A cheap bowl for the village spit...
They will say I was no virgin
That I was forced to sell my shame
And marry you without a price. (*The Lion and the Jewel*, 8)

Lakunle's utterances on the other hand contain the standard variety of English. He uses Standard English to describe his contempt of the African culture:

A savage custom, barbaric, out-dated ... unpalatable (*The Lion and the Jewel*, 8)

In addition to this, Lakunle's utterances are indications of the fact that the social class of a speaker determines the language benefits of the speaker. For instance, speakers of the restricted code cannot convey qualified information and maintain solidarity while the speakers of the elaborated code can express complex relations, solve problems and convey personal emotions or intentions. This is observed in Lakunle's ability to use the language resources at his disposal to display his knowledge in different fields, express his modern concept about love and adequately criticize African's concept about marriage:

LAKUNLE: No. I have told you not to carry loads
On your head. But you are as stubborn
As an illiterate goat. It is bad for the spine.
And it shortens your neck, so that very soon
You will have no neck at all. (*The Lion and the Jewel*, 2)

The scientists have proved it. It's in my books.
Women have a smaller brain than men
That's why they are called the weaker sex. (*The Lion and the Jewel*, 4)

LAKUNLE: [*wearily*.] It's never any use.
Bush-girl you are, bush-girl you'll always be;

Uncivilized and primitive -- bush-girl!
I kissed you as all educated men --
And Christians -- kiss their wives.
It is the way of civilized romance. (*The Lion and the Jewel*, 9)

Romance is the sweetening of the soul
With fragrance offered by the stricken heart. (*The Lion and the Jewel*, 9)

LAKUNLE: [*with a sudden shout.*]
An ignoble custom, infamous, ignominious
Shaming our heritage before the world.
SIDI, I do not seek a wife
To fetch and carry,
To cook and scrub,

To bring forth children by the gross . . . (*The Lion and the Jewel*, 8)

In the play, it is observed that Sidi could not convey her opinion and description about kissing correctly due to her lack of linguistic competence in this aspect:

SIDI: [*backs away.*] No, don't! I tell you I dislike
This strange unhealthy mouthing you perform.
Every time, your action deceives me
Making me think that you merely wish
To whisper something in my ear.
Then comes this licking of my lips with yours.
It's so unclean. And then,
The sound you make -- 'Pyout!'
Are you being rude to me?

(*The Lion and the Jewel*, 9)

This reveals to readers or viewers of the play that Sidi is uncivilized and ignorant of western culture. The use of the restricted code is also noticed in the utterances of Baroka and the girls who came to give Sidi information about the appearance of her pictures in the magazine.

5. Sociolinguistic Variables of Social Class, Education, Religion, Ethnicity, Sex/gender and Age as Observed in Wole Soyinka's *The Lion and the Jewel*

Sociolinguistic variables can be referred to as important factors that influence or affect individuals' linguistic expression in any setting or context. It is a relatively new addition to the

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toolkit used by linguists for describing, analysing and modelling language structure and use. In fact, the notion of the sociolinguistic variable is as old as language study itself. Coulmas (1998) succinctly submits that:

At the core of sociolinguistics is the fact that human societies are internally differentiated, whether by sex, age, class. These differentiations (and there are others, including education, religion and ethnicity) are all at a ‘macro’ level, that is, broad groups into which people can be categorised.

The importance of these variables were also stated by Kerswill (2007) as he stressed the fact that at the core of sociolinguistics is the fact that human societies are internally differentiated, whether by gender, age or class. He adds that these differentiations could include ethnicity at a ‘macro’ level which is, the broad groups into which people can be categorized. Below is a detailed examination of the sociolinguistic variables used for the purpose of this study:

a. Social Class

Theories of class have evolved over the last 150 years, starting with that of Karl Marx (1818–83). Marx relates social class to the position of individuals in relation to their means of production. He defines *capitalists* as those who own the means of production, while those who must sell their labour to the capitalists are the *proletariat* (Giddens 2001). Discussions of class place different emphases broadly on economic factors. The implication of this is that social class emanates from economic factors, such as the means of production and distribution thereby resulting into two broad groupings in the society; the proletariat and the bourgeoisie (in the English society), which in a more familiar term is described as the High and middle/ low class. Generally, an individual’s social class or structure determines his or her position in the society. It is measured by the level of education, parental background, profession and the structure of the syntax and lexis used by the speaker. It should be noted that Basil Bernstein’s Deficit Hypothesis is very important in describing the sociolinguistic variable of social class.

b. Education

Education can be referred to as an explanation of the presence of standard and non-standard accents or dialects in an individual’s speech. Maybin (2007) observes that education in

some way expresses the speakers' sense of which group they belong to as a person, through the feelings and emotions being expressed, the value position they are taking up, or the language variety they choose to use. Since education is embedded in language, standard forms of language (including accent) tend to be perceived as the only appropriate vehicles for education and literacy while non-standard forms thrive among those who have little or no formal education. Education therefore ensures the use of formal language in formal meetings and informal language during meetings with friends.

In the play *The Lion and the Jewel*, Lakunle's language is distinct from that of any other character. This difference is as a result of his level of education. Thus he does not belong to the same linguistic class with any other character as a result of his educational status. As a result of this, he uses learned words to express his view of the African culture. An instance is shown below:

LAKUNLE: A savage custom, barbaric, out-dated,
Rejected, denounced, accursed,
Excommunicated, archaic, degrading,
Humiliating, unspeakable, redundant.
Retrogressive, remarkable, unpalatable (*The Lion and the Jewel*, 8)

Apart from this, his language is poetic and has much intrusion of hyperbole and extensive verbosity which marks him off among other members of the community. In addition to this, he has the linguistic resource and information, which he draws from different fields ranging from general science to psychology, engineering and relationships in order to describe virtually all he has to say unlike the other characters:

LAKUNLE: ... The scientists have proved it. It's in my books.
Women have a smaller brain than men
That's why they are called the weaker sex. (*The Lion and the Jewel*, 4)

LAKUNLE: No. I have told you not to carry loads
On your head. But you are as stubborn
As an illiterate goat. It is bad for the spine.

(*The Lion and the Jewel*, 2)

A close reading of the play also shows that characters like Sidi and the Girls in *The Lion and the Jewel* are uneducated. This is shown in their attempt to make reference to *bicycle, camera, motorbike, pictures and magazine*:

FIRST GIRL: The stranger. The man from the outside world.
The clown who fell in the river for you.

SIDI: The one who rode on the devil's own horse?

SECOND GIRL: Yes, the same. The stranger with the one-eyed box.

[*She demonstrates the action of a camera amidst admiring titters.*]

THIRD GIRL: And he brought his new horse right into the village square this time. This one has only two feet. You should have seen him. B-r-r-r-r.

[*Runs around the platform driving an imaginary motor-bike*]

FIRST GIRL: The images? He brought them all. There was hardly any part of the village which does not show in the book.

[*Clicks the imaginary shutter*]

(*The Lion and the Jewel*, 12)

The use of non-standard variety of English is also found in Baroka's utterances when he attempts to imitate Lakunle's vocabulary:

BAROKA: Akowe. Teacher wa. Misita Lakunle...

Guru morin guru morin, ngh-hn! That is
All we get from 'alakowe'... (*The Lion and the Jewel*, 16)

The deficiency in these characters' use of English can be attributed to their inability to acquire a formal education and the unavailability of those vocabularies in their lexicon.

c. Religion

Religious beliefs are present in every known society but their variety seems to be endless. Two main approaches have been adopted in tackling this issue: the functional perspective and the substantive perspective. The former examines religion in terms of society's needs and thus considers the contribution religion makes to meet those needs while the latter on the other hand is concerned with the content of religion and defines it in terms of supernatural beliefs.

Observation has shown that the linguistic properties of an individual (or a group of people) may be found to contain certain colouration traceable to their religious beliefs. For example, Christians in social conversation or normal daily interaction such as greetings use

phrases such as *God bless you* and *it is well*. While among the Muslims, there is a recurrent use of the word *wallahi*. In the Yoruba traditional religious setting, Ogun is regarded as the god of oaths and justice. Kumar (2011) observes that devotees of Ogun swear to tell the truth by kissing a machete sacred to it. This is due to the fact that the Yoruba consider Ogun fearsome and terrible in his revenge. As a result of these, they believe that if one breaks a pact made in his name, swift retribution will follow. This belief makes devotees of Ogun swear by its name in some cases.

In the play *The Lion and the Jewel*, Soyinka includes some religious tradition like oath making on Yoruba pantheon of Gods like Ogun and Sango. In the play, when a girl gives the news to Sidi about her photograph published in a western magazine, at first she could not believe but asks:

SIDI: Is that the truth? Swear! Ask Ogun to
Strike you dead.

GIRL: Ogun strike me dead if I lie. (*The Lion and the Jewel*, 12)

Also, at the noon scene when Sadiku “woos” Sidi for her husband, Sidi’s acts make her to pray to the god Sango to restore her sanity:

SADIKU: [*recovering at last from helpless amazement.*] May Sango restore your wits.
For most surely some angry god has taken possession of you. (*The Lion and the Jewel*,
22)

Lakunle on the other hand because of his Christian religious background makes utterances such as:

LAKUNLE: A prophet has honour except
In his own home... (*The Lion and the Jewel*, 5)

My Ruth, my Rachel, Esther, Bathsheba
Thou sum of fabled perfections
From Genesis to the Revelations
Listen not to the voice of this infidel. . . (*The Lion and the Jewel*, 20)

What occasioned the differences in the utterances quoted above is that the first set of speakers (Sadiku, Sidi and the Girl) belong to the class of traditional worshipers, hence the lexis of such religious belief influence their language choices and codes. Lakunle on the other hand, is

a Christian. Hence his language code is shaped by the vocabulary of the religion. All these are indications that religion has an influence on an individuals' language code.

d. Ethnicity

It should be noted that ethnicity is defined by social practice rather than personal attributes. Giles (1979) defines ethnic group as those who perceive themselves to belong to the same ethnic category. To him, ethnicity takes cognizance of the fact that there are differences between the use of a given language by its native speakers and other ethnic groups. It also take note of the fact that ethno-linguistic distinctiveness may extend from significant typological language differences to minute details of prosody or restricted lexical differences. In the case of different languages, speakers may make symbolic choices in their language use or manage code switching to signal ethnic identity as observed by Zentella (1997). Also, in the case of intra-language variation the manipulation of particular phonological, morph syntactic, or discourse variables may be used to signal ethnic affiliation. Ethnicity accounts for the fact that certain pronunciations are identified with members of an ethnic group and that when all or most of the markers of the group's accents are present in a particular speaker, one can be fairly certain that the speaker in question is a member of a particular ethnic group by birth, upbringing or both. It is often difficult to separate ethnicity from other social factors such as historical background, region, social class, and other socio-cultural variables. This is due to the fact that ethnicity interacts with a wide array of other social, historical, and socio-psychological factors embedded within an intricate set of socio-cultural relationships, processes, and identities.

In the play *The Lion and the Jewel*, ethnicity sociolinguistic variable is made manifest in the use of Yoruba names such as Lakunle, Sidi, Baroka and Sadiku, use of Yoruba setting of Ilujinle, the traditional title of Bale to refer to Baroka and constant reference to Yoruba deities of Sango and Ogun. The ethnicity sociolinguistic variable is also observed in the use of Yoruba songs in page 64 of the play. All these features gives the work a colouration of Yoruba culture and inform readers of the play that *The Lion and the Jewel* is a pure Yoruba literary text.

e. Sex/Gender

Giddens (2001) defines sex as biological or anatomical differences between men and women. He defines gender as a concept that concerns the psychological, social and cultural differences between males and females. Labov was the first to notice the important role of sex/gender as a sociolinguistics variable. As a method of collecting a reliable, authentic data needed for his sociolinguistics research, Labov (1966) introduced a sociolinguistics interview, carefully designed to elicit different speech styles within a single interview. His studies show a stratification of phonological variables according to sex/gender, age, socioeconomic status (SES), and situational context. In line with this, many research works in sociolinguistics have suggested that in many societies, the speech of men and women are different though such differences sometimes may not be generally noticed, and so probably be taken for granted.

In terms of style, there are certain areas where women have been observed to exhibit more linguistic prowess than men, especially when it comes to phonology where they seem to be better at the articulation of sounds and use of the supra-segmentals than men. Eckert and McConnell-Ginet (1992: 90) state that:

women's language has been said to reflect their conservatism, prestige consciousness, upward mobility, insecurity, deference, nurture, emotional expressivity, connectedness, sensitivity to others, solidarity. And men's language is heard as evincing their toughness, lack of effect, competitiveness, independence, competence, hierarchy, control.

In the play; *The Lion and the Jewel* this variable is observed in the utterance of the two leading male characters; Lakunle and Baroka and the two leading female characters; Sidi and Sadiku:

Lakunle: Let me take it
Lakunle: No. I have told you not to carry loads
On your head. But you are as stubborn
As an illiterate goat..It is bad for the spine.
And it shortens your neck, so that very soon
You will have no neck at all. Do you wish to look
Squashed like my pupil's drawing?
(*The Lion and the Jewel*, 2)

Lakunle: Keep away from me old hag
Lakunle: Tell your lord that I can read his mind
... look- judge for yourself... (*The Lion and the Jewel*, 22)

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Lakunle: Voluptuous beast!... (*The Lion and the Jewel*,23)

Baroka: ... Seize him...

Serve him a slap
To wake his brain

Baroka: Be sharp and sweet (*The Lion and the Jewel*,26)

Sidi: [pushes her off]

Get away from me. Do not touch me.

(a display of emotion)

Sidi: ... He lied to you Sadiku (*The Lion and the Jewel*, 58-59)

Sadiku: She will not, my lord. I did my best, but she will have none
of you (submission) (*The Lion and the Jewel*, 26-27)

Sadiku; The bride price, is that paid

Lakunle: Mind your business (*The Lion and the Jewel*, 36)

From the above utterances, it is observed from Lakunle's speech that he is very assertive and his utterances are characterised with the use of imperative verbs like *let* and *tell*. Baroka's utterances also contain imperative verbs. Examples Are: *seize him*, *serve him a slap*, *be sharp*. Also Lakunle and Baroka are observed to be blunt and authoritative in their utterances. For instance, Lakunle bluntly calls Baroka a *voluptuous beast* without minding the fact that he is the Bale of Ilujinle. He refers to Sidi as *an illiterate goat* and Sadiku as an *old hag* to their very faces. Also, In *The Lion and the Jewel*, the female characters are fond of lengthier words than the male which is typical of feminine speech and except in few instances, the men are usually economical in their use of words.

f. Age

As observed by Llamas (2007), of all global categories employed in the investigations of language variation, age is perhaps the least examined and the least understood in sociolinguistic terms. Eckert (1998), in addition to this notes that inasmuch as social and biological developments do not move in lock step with chronological age, or with each other, chronological age can only provide an approximate measure of the speaker's age-related place in society. Age is a factor both in the ingredients of any accent and in the evaluation it evokes. It is central to human experience. It is the achievement of physical and social capacities and skills together with a continual unfolding of the individual's participation in the world, construction of personal

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history and movement through the history of the community and the society. Age is a person's place at a given time in relation to social order. Age and aging are experienced both individually and as part of a cohort of people who share a life stage and/or an experience of history. The study of age in relation to language, particularly the study of sociolinguistic variation, lies at the intersection of life stage and history. The individual speaker or age cohort of speakers at any given moment represents, simultaneously, a place in history and a life stage.

Age stratification of sociolinguistic variables, then, can reflect change in the speech of the community as it moves through time (historical change), and change in the speech of the individual as he or she moves through life. It is observed that when interlocutors of different age groups are into a conversation, their use of language is often different from what obtains when the two of them belong to the same age group. In a situation of the former pair, language appears to be formal while it is more conversational when it comes to the latter.

In *The Lion and the Jewel*, it is very easy to identify the age differences between characters as observed in Baroka and Sidi's conversation which is formal and wherein the former constantly refers to her as *my child* and *my daughter*. The use of honorific title such as *Sir* by a younger character to an older one also ensures this as observed in Lakunle's greeting to Baroka:

LAKUNLE: A good morning to you sir. (*The Lion and the Jewel*, 16)

Finally, a close reading of the play reveals that age automatically bestows authority on an elder individual to pray for or bless a younger individual in the name of the gods. This is observed in Sadiku's prayer of fertility for Sidi:

SADIKU: [*lays her hand on Sidi's head.*] I invoke the fertile gods. They will stay with you. May the time come soon when you shall be as round-bellied as a full moon in a low sky. (*The Lion and the Jewel*, 64)

6. Conclusion

This paper conducts a study on the language codes and socio-linguistic variables present in Wole Soyinka's *The Lion and the Jewel*. The analyses done reveal that the elaborated and restricted codes are the two language codes used by the characters in *The Lion and the Jewel*. The elaborated code is the standard variety while the restricted code is deficient and the non-standard variety of language. The characters' choices of any of the codes are influenced by

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education or illiteracy. Also, sociolinguistic variables of social class, education, religion, sex/gender, ethnicity and age are identified as the reasons for the characters' language variation and choice of language codes. Finally, the identification of the language code of the characters and an analysis of their utterances using the afore-mentioned sociolinguistic variables help in an easy identification of their social status.

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Attitude of Rural People in Puducherry Area Towards Primary Health Care Centre

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Language in India www.languageinindia.com ISSN 1930-2940 Vol. 13:7 July 2013

Abstract

This paper is a part of doctoral research outcome, which traces the rural area people attitude towards primary health care Centre in Puducherry area. For this research the investigator collected 200 rural area people by simple random sampling technique. The sample consist various sub samples and due proportionate weight was given. The findings of the study reveal that 61% of the rural area people are not having favorable attitude towards primary health care Centres and 39 percent of rural area people are having favourable attitude towards rural primary health care centres. The sub samples selected for the present study based on general factor and economic factors do not differ significantly in their attitude towards Primary Health care Centres except family and house type.

Key words: Health care, cost.

Introduction

Primary health care has emerged as the leading strategy for meeting needs in developing countries. It offers the possibility of good access to the most cost- effective forms of intervention, even in the poorest countries. The term “Primary health Care” in part replaces the earlier term “basic health services” but is a much wider concept. The ideas for much of the new model of care are derived from an assessment of community health needs. The approach places emphasis on several activities that are not physician-centered, such as health education, preventive activities, family health care (including family planning), and use of indigenous health workers. Primary health care includes following elements (1) Community participation, (2) Universal coverage and accessibility, (3) Appropriate health technology, and (4) Care by community health workers or by traditional health workers.

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Since 1975 WHO and UNICEF have actively promoted the notion of Primary Health Care (PHC) and the reassessment of health priorities and policies. National and regional meetings on PHC were scheduled by WHO and by other groups interested in health policy in order to develop background materials and to scrutinize ideas prior to the International Conference on Primary Health Care in 1978. These meetings expanded interest and discussion on alternative approaches to meeting health needs and developed the base of professional and political support necessary to effect a major shift in national health policies. The conference was the largest and most authoritative international meeting on health care ever convened. It was attended by representatives of the ministries of health and of finance or planning from 134 countries. Delegates from 64 United Nations organizations, specialized agencies and non-governmental organizations also participated. The conference unanimously held that governments should pursue policies to provide accessible, affordable, socially relevant health care to all. The Declaration's definition of primary health care stressed the need to adopt simple technologies, to promote broad public participation in the planning and operation of health care, and to expand the concept of health care to include not only personal health services and mass disease control but also nutrition, sanitation, water supply, family planning, and health and hygiene education.

Organization of Primary Health Care at Village Level

Primary health care is targeted primarily on the rural and semi-urban poor. As such, it represents only a modest threat to the economic and professional interests of the health professions; demand for their services in relatively wealthy, urban areas is likely to continue to outstrip supply for some time. Primary health care may even reduce pressures on organized by expanding effective supply in the under-served areas.

However, the absence of well-developed political mechanisms at the village level is also the major obstacle to implementation of primary health care. Much of the area to be served has no effective representation from or to government. Thus the administrative machinery for supervising staff and monitoring the distribution of materials and supplies does not exist. Supply depots, maintenance facilities, and transport are also lacking. The most serious deficiency,

however, is the lack of a responsive local constituency for health care. Because poor communities have received little attention from government in the past, they have not yet evolved leadership and organizations through which to express their priorities or dissatisfaction to public officials. Thus programs may not be responsive to needs recognized by the community. Moreover, a program may not be accepted as a legitimate solution to acknowledge problems, and/or accountability may not be maintained. It seems clear that sustained oversight of programs must come from the community, since over-the-shoulder formal supervision by the bureaucracy of ten is not practical.

Implications

The primary health care movement has developed a broad professional and bureaucratic constituency for accessible, low-cost health care. The resistance to simplifying health care technology seen earlier among the health professions and health bureaucracies has been neutralized, and in some instances reversed. Moreover the very vigorous support of WHO and UNICEF has given the movement professional legitimacy.

The major accomplishment to date has been to influence the politics of health in the direction of greater social justice, rather than merely to produce a call for greater budget allocation of additional external assistance to the sector. However, the task of translating the principles of primary health care into workable programs of training and service delivery has only begun. Almost no effort has been spent in developing strategic programs for implementing desirable changes.

Objectives

The investigator framed the following objectives for the present study.

1. To find out the level of attitude of rural peoples towards Primary Health care Centres.
2. To study the socio economic characters of sample respondents.

Hypotheses

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The investigator of the present study framed the following hypotheses based on the objectives.

1. The attitude of rural peoples towards Primary Health Care Centres is favorable.
2. There is no significant mean difference between the socio-economic characters of sample respondents.

Methodology

The present investigation has been undertaken by using normative survey as a method. The survey method gathers data from a selected sample number. The present study consists of 200 rural area people in Puducherry District. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population. In this present investigation the following statistical techniques have been used. Descriptive analysis - Measures of central tendency (Mean), Measures of variability (Standard Deviation), Differential Analysis - Independent sample's and 'F' test.

Description of Attitude towards Primary Health Care Centre Scale

One of the main objectives of the present investigation is to find out the attitude of rural area people towards primary health care centre and also to find out whether there is significant difference between the selected pairs of sub-samples with respect to attitude towards primary health care centre. For this, there is no suitable tool available. So, the investigator decided to construct and validate one in order to realize the objectives framed. The attitude scale consist of 25 items and each item in this scale set against five responses viz., "Strongly Agree", "Agree", "Undecided", "Disagree" and "Strongly Disagree". The maximum score for this scale is 125 and the minimum is 25. The average time required for complete this scale is 20 minutes. The score above 84 indicates favourable attitude and the score below 84 indicates unfavourable attitude towards primary health care centres.

Analysis and Interpretation of Data

The data collected was analyzed with the help of SPSS software and it is given in the following tables. The calculated mean score of total sample is found to be 77.50 and the S.D.

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value is 17.62. The calculated mean value is less than the percentile 50 (84). Therefore the rural area people in Puducherry area are having unfavourable attitude towards Primary health care centres. It may be due to the lack of facilities and poor service in this area.

Table 1: Analysis of Attitude Scores of Rural People Based on their General Status of Different Sub-Samples

S. No.	Variable	Sample	N	Mean	S.D.	Critical Ratio Value	Level of Significance
1	Gender	Male	76	78.05	19.5	0.33	Not Significant (P= 0.742)
		Female	124	77.16	16.4		
2	Age	Up 20 years	40	75.95	18.8	0.598	Not Significant (P= 0.551)
		21 to 40 years	81	76.65	15.8		
		40 to 60 years	79	79.16	18.7		
3	Education	Primary	39	81.12	16.8	1.17	Not Significant (P= 0.312)
		High School	107	77.15	18.4		
		Diploma/ Others	54	75.57	16.3		
4	Occupation	Daily Wages	35	82.71	16.9	1.96	Not Significant (P= 0.143)
		Private	104	75.94	17.0		
		Self-employment	61	77.18	18.6		
5	Community	BC	28	73.07	14.2	1.10	Not Significant (P= 0.334)
		MBC	84	77.70	16.7		
		SC/ST	88	78.72	19.3		
6	Family Type	Nuclear	112	73.52	19.3	3.87	Significant (P= 0.000)
		Joint	88	82.56	13.7		
7	Marital Status	Unmarried	63	74.25	18.1	1.74	Not Significant (P= 0.084)
		Married	137	79.00	17.2		
8	House Type	Thatched	81	79.21	16.7	3.30	Not Significant (P= 0.039)
		Tiled	60	72.70	19.6		
		Concrete	59	80.05	15.8		
9	Entire Sample		200	77.50	17.6	-	-

Note: Sub-samples more than two analysis of variance (F test) used and other t test used. The calculated mean scores of different sub samples under general category fall between 72.00 and 82.71. These values are less than the percentile value 50 of the attitude scale value 84.

Hence, it is inferred that rural area people in Puducherry area irrespective of sub samples under general category have unfavourable attitude towards Primary health care centres.

The calculated mean scores of different sub samples under economic status fall between 74.18 and 80.46. These values are less than the percentile value 50 of the attitude scale value 84. Hence, it is inferred that rural people in Puducherry area irrespective of sub-samples under economic status have unfavourable attitude towards Primary health care centres.

The calculated “t” and “F” values of general status are found to be 0.33, 0.598, 1.17, 1.96, 1.10, 3.87, 1.74 and 3.30, respectively, for gender, age, education, occupation, community, family type, marital status and house type. These values are not significant at 0.05 levels except family type and house type. Hence, it is inferred that rural area people under family type and house type differ significantly in their level of attitude towards primary health care centres but the remaining samples do not differ significantly in their attitude towards primary health care centres.

The calculated “t” and “F” values of economic status are found to be 0.03, 0.14, 0.19, 2.01 and 2.05 respectively for household wealth, annual income, annual expenditure, annual savings and annual borrowing. These values are not significant at 0.05 levels. Hence, it is inferred that rural area people under family type and house type differ significantly in their level of attitude towards primary health care centres.

Table 2: Analysis of Attitude Scores of Rural People Based on their Economic Status of Different Sub-Samples

S. No.	Variable	Sample	N	Mean	S.D.	Critical Ratio Value	Level of Significance
1	Household Wealth	Upto 1,00,000	102	77.76	18.6	0.033	Not Significant (P= 0.968)
		1,00,001 to 2,00,000	70	77.07	16.7		
		Above 2,00,000	28	77.64	16.7		
2	Annual Income	Upto 12,000	65	78.46	18.0	0.142	Not Significant
		12,001 to 48,000	84	78.98	17.0		

		Above 48,000	51	77.13	18.2		(P= 0.868)
3	Annual Expenditure	Upto 12,000	54	76.27	15.5	0.197	Not Significant (P= 0.821)
		12,001 to 48,000	107	78.13	18.0		
		Above 48,000	39	77.48	19.3		
4	Annual Saving	Upto 10,000	60	80.46	18.2	2.01	Not Significant (P= 0.136)
		10,001 to 25,000	94	77.54	17.2		
		Above 25,000	46	73.06	17.0		
5	Annual Barrowing	Upto 25,000	63	80.61	14.5	2.05	Not Significant (P= 0.131)
		25,001 to 50,000	78	77.50	19.0		
		Above 50,000	59	74.18	18.3		
6	Total Sample		200	77.50	17.6	-	-

Note: Sub-samples more than two analysis of variance (F test) used and other t test used

Summary of Findings

The hypotheses formulated at the beginning of the study have been examined in the light of the data gathered. The following are the main findings of the present investigation.

1. Rural people in Puducherry are having unfavourable attitude towards primary health care centres.
2. The sub samples of gender, age, education level, occupation, community and marital status of rural area people under general status do not differ significantly in their attitude towards primary health care centres.
3. The sub samples of family type and house type of rural area people under general status differ significantly in their attitude towards primary health care centres.
4. The sub samples of household wealth, annual income, annual expenditure, annual savings and annual borrowings of rural area people under economic status do not differ significantly in their attitude towards primary health care centres.
5. The attitude level of joint family system is better that the nuclear family system.
6. The attitude level of thatched and concrete sample is better than their counterpart.

Recommendations

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The present study gives a clear-cut view about people attitude towards primary health care centres in rural area at Puducherry. Based on the important findings stated earlier the following recommendations were made.

1. Rural area people in Puducherry are having unfavorable attitude towards primary health care centres. So, the facilities in PHC should be improved for the needs of the rural area people in the study area.
2. The sub samples of gender, age, education level, occupation, community and marital status of rural area people under general status do not differ significantly in their attitude towards primary health care centres. So, the policy frame workers should consider these variables while planning to improve the status of PHC in this area.
3. The attitude level of joint family is better than the nuclear family. It may be due to the economic status of the people the study area.

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